

## Good Stand Policy

The aim of Denmark SHS's Good Standing Policy is to actively engage the whole school is positively acknowledging student Respect, Resilience and Aspiration. With the schools focus on Winning Over students and promoting a positive school culture, the Good Standing policy is design to reward and acknowledge students more frequently by providing a clear system for recording student behaviour. Listed below are the 3 aims of the Good Standing Policy.

- 1) Reward students doing the right thing, regularly. To do this there will be clear understanding of how to formally acknowledge student success. These options will be made easy through templates and physical certificates. Rewards will extend to termly reward events for the Houses which maintain Good Standing, or for the students who have reached Good Standing milestones.
- 2) Monitor student behaviour by accurately recording all behaviours. This will enable good standing to be the most accurate and informed way to measure and record student positive and negative behaviour. By centralising and recording all behaviour in one location with fidelity Good Standing will provide a live and active way of recording student behavioural trends. This data will be published each fortnight for students so that they are informed of their good standing.
- 3) Allow students the chance to show our school values in regaining Good Standing. This will be explicitly taught and demonstrated to staff and students so that everyone is aware of this process. By having a set structure for how students regain Good Standing this will also build a layer of additional support into the school's behaviour process. A clear line of classroom monitoring, community service or working hard for positive behaviour reports will develop a culture of accountability within our student body.

### Why it is important

Positive acknowledgement is key to the success of the Promoting Positive Student Behaviour Plan. Consistency in both acknowledgment and behaviour management is a corner stone of successful classrooms. Not only does consistency lower cognitive load on students, but it lowers variability between classrooms and transitions. The data from 2021 indicates that the majority of behavioural instances happened during transitions in the first 15 minutes of class and the final 10 minutes.

All student behaviour reports are now centralised in Compass to provide clear and live data for student progress. This will allow the Wellbeing Team to track students for positive and negative reports. This data will be used in conjunction with student academic achievement to assess students for potential risks or needs.

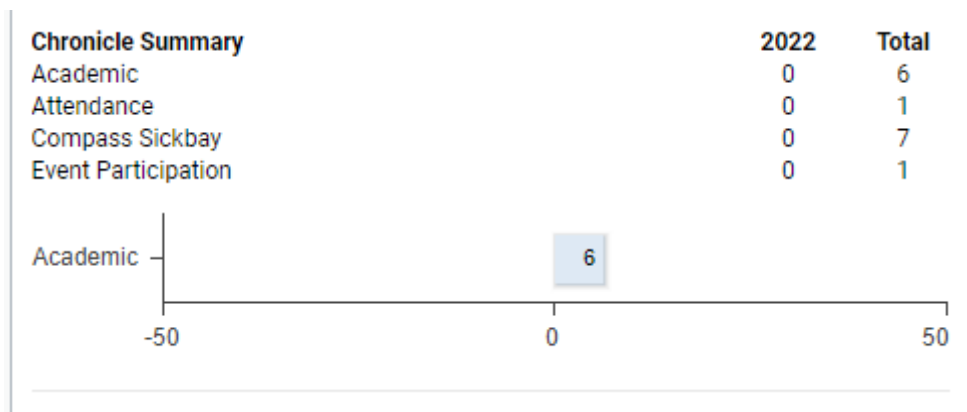
The templates are available on Compass for use and support from the Wellbeing Team can be requested at any time. Students will be made aware of the point system at the start of term 1, 2022.

## Good Stand Policy

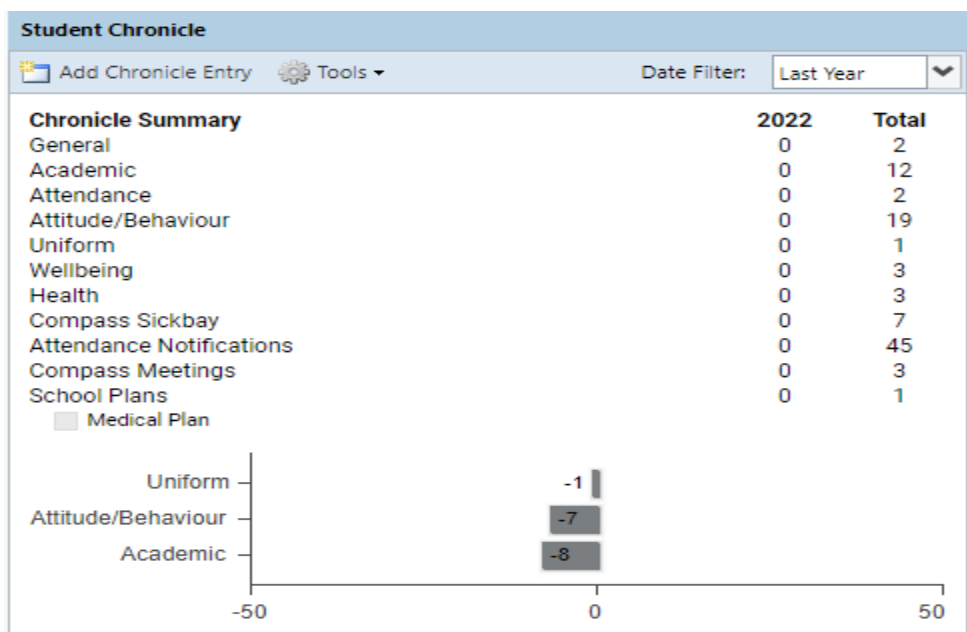
How does it work

Every student has a Compass profile which has a table that shows student behavioural and academic reports. This will show all reports for the year in a running total. A student with a score of zero (0) has Good Standing. A student with a Positive score has a high Good Standing and a student with a -1 has lost their Good Standing.

The student below has a running totally of positive 6 for their behaviour. This can be seen in the number and bar showing their progress. There is also a break down into what the student has done to achieve that level of Good Standing. This shows a student who has had 6 positive points added due to their academic acknowledgement.



This student example demonstrates a broader range of student reports. This can be seen in a combination of ways. As this is a live tally for student behaviour, this student demonstrated negative behaviours to achieve a loss of Good Standing.



## Good Stand Policy

With the chronicle templates available in Compass now it will be easier to see a student's Good Standing, how they have improved or lost it and what they are doing to regain it. Please see the below tables to see which template applies to which student behaviour.

### Positive Points

Positive Behaviour or achievement report
Level 1 positive – This are to acknowledge positive student choice, achievement, or interactions. Basic compass template, or physical certificate. Value 1 GS point
Level 2 positive – Significant positive behaviour or achievement that warrants exceptional accommodation. Examples may be a student who has shown respect, resilience, and aspiration above the normal expectations. A student who has achieved well above their normal through the school values (assessment, pleasing results or significant improvement) or a student who has shown significant behavioural change. Value 2 GS point
Level 3 positive – Bringing the school into Good Standing. This is for students who have represented the school or conducted themselves in a way that brings our Denmark community positive light. For example, representing the school at the Junto Dinner, or performing in front of the school at an assembly, performing in town for the band. Value 3 GS point
Leadership response to positive behaviour – Leadership team acknowledges student behaviour well beyond the normal. This is for extreme examples of student success where more than 3 GS points may not be enough. Value 3-5 GS point
90% attendance – Students with over 90% attendance at week 5 and/or at week 9 will receive 1 GS point per time period if they have 90% attendance. Value 1 GS point
Positive school representation – Students who represent the school for arts, sports, school council. This is the acknowledge positive student contribution to our school community. Value 1 GS point

### Negative Points

Negative behaviour report
Level 1 behaviour – low level behaviour as per the compass template. Value 1 GS point
Level 2 Behaviour – Medium level behaviour as per the compass template. Value 2 GS point
Level 3 Behaviour – Significant negative behaviour as per the compass template. Value 3 GS point
Leadership response to negative behaviour -Leadership team intervenes or acts on student behaviour beyond a classroom response, such as suspension or in school suspension. Value 3-5 GS point. Suspension will result in a student losing their Good Stranding regardless of banked points. Suspension will require a student to be placed on an orange card and once it is completed to the required level a Good Standing score of 0 will be applied. Students may have a 4 week period of restrictions placed upon them depending on the nature of the suspension that may limit their ability to represent the school.

Uniform or phone breach – student out of uniform or using phone on school site. Limit of one per day. Value 1 GS point (these will separate templates so a student who is out of uniform and on their phone can receive 2 reports)

### Regaining Good Standing

#### Regaining GS

Orange card - 5 day behaviour card with period by period check. Student can regain points by completing the cards and achieving a total of 120 for the week. Students will be placed on an orange card once they have lost Good Standing off Good Standing will be placed on one to increase their Good Standing. Students on a Orange card will have a BLUE circle appear beside their name on the teachers compass roll. Value 3 GS points

Community service – Students can provide a service to the school to regain their Good Standing. A student placed on community service may be asked to assist clean a school bus, organise a storeroom, support the school grounds committee or cleaners in the yard, or help at reward BBQs and setting up events outside of class time. Value 1 GS point.

Positive behaviour reports - Students will be actively encouraged to work in class for positive behaviour reports from their teachers as this will be the most effective way to regain good standing.

Endorsed by the School Board – August 2022