# Facilitating standards of positive behaviour

Bracken Ridge State High School implements the following proactive and preventative processes and strategies to support student behaviour:

* + Proactive inclusion of behaviour expectations is explicitly taught by teachers particularly in the junior secondary years as students make the transitions to high school.
  + Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
  + Recognition of individual students’ efforts in communication channels.
  + Upon enrolment, all students and their parents/carers are informed about the school’s expectations. The Student Code of Conduct is included in the enrolment folder. It is expected that all students and their parents/guardians have read and agreed to support the Code before the student commences at Bracken Ridge State High School.
  + Articles in the school newsletter regularly reinforce the Code of Conduct, which this enables parents to be actively and positively involved in school behaviour expectations.
  + Comprehensive induction programs in the Bracken Ridge State High School Student Code of Conduct delivered to new students as well as new and relief staff.
  + Individual support practices developed for students with high behavioural needs enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Strategies to reinforce commitment to our values:

* + Positive behaviour is recognised by all staff at the school.
  + Positive behaviour is recognised through the posting of “Positive” postcards and allocating House Points.
  + The House Points System recognises commitment to our school values.
  + At Bracken Ridge State High School positive school behaviours are reinforced through promotion and celebration providing incentives for all students to conduct themselves appropriately.
  + Bracken Ridge State High School has in place a range of proactive and preventive whole- school processes and strategies that:
    - facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.
    - promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.

#### Maintaining a Positive Learning Environment

All members of the school community can have a positive impact on developing a school environment in which students are best able to reach their full potential.

As a student of Bracken Ridge, you can support the aims of the Student Code of Conduct by:

* + Respecting the rights of all students to learn and the rights of teachers to teach.
  + Coming to school on time and ready to learn.
  + Respecting all members of the school community.
  + Respecting the environment.
  + Respecting the rights of others to feel safe.

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment at our school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

# Positive Acknowledgement Systems

In order to acknowledge and reinforce the expected behaviours at Bracken Ridge State High School, a system acknowledging academic and behavioural choices is used. Ultimately the intention is for students to be intrinsically motivated to meet the highest expectations of our school, it is acknowledged that for many students this does not come naturally, and positive reinforcement is vital in maintaining high morale and performance.

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|  | **At the classroom level** | **At the sector level** | **Across the whole school** |
| **High Frequency** | **House Points system** | **JS, MS, SS Team Acknowledgement** | **Token system** |
| - Staff members hand out points in class using IDAttend for behaviour that conforms to the Bracken Ridge Way of Working | - YLCs, HODs and DPs acknowledge positive behaviour at parades and in classroom visits. | * Tokens given to students who are exceeding the expectations outlined in our Way of Working. * Tokens can be donated or kept for future whole school events. |
| **Medium Frequency** | **Student of the Week** | **JS, MS, SS Team Acknowledgement** | **Positive Post Cards** |
| * Each week teachers are asked to nominate students to receive a Student of the Week award at the relevant assembly. * Each student receives a certificate as part of their award.   **Form Class Attendance** | * YLCs, HODs and DPs hand out awards based on the House Points system.   **Attendance Certificates**   * Attendance certificates handed out at the end of every term for students with 94% attendance. | * Post cards sent home to students who demonstrated the 5Cs, or to acknowledge positive effort and achievement.   **Rewards Days**   * Rewards Day program with tokens as currency for activities. |
|  | **Student draws** |  |
| * Acknowledgement of Form Class attendance levels. * Form Classes with the highest levels of   attendance acknowledged. | - Students with the highest points in each year level go into a draw for a prize. |  |
| **Low Frequency** |  | **Gold Cards** | **Attendance Certificates** |
| * Students who reach 195 House Points in a year get a ‘Gold Card’. * Students with Gold Cards can access a VIP line on Red Food days and other privileges. | * Medals given for 100% attendance * Certificates given for >94% attendance for the year   **Principal’s Commendation Awards** |
| **Badges** | Commendation given for students who demonstrate the following: |
| - Badges given for different levels of the House Points system. | * >94% attendance * All As for effort (no more than one B) * All As for behaviour (no more than one B). |