



STUDENT BEHAVIOUR MANAGEMENT POLICY

Department staff have a key role in creating and maintaining supportive and safe learning environments.

Departmental staff must:

- model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate.
- explicitly teach children and young people about safe and inclusive behaviours, and the core values of the school, preschool or care setting
- support the participation of all students, taking special measures to support the inclusion of children and young people who are at higher risk of exclusionary responses to their behaviours (including Aboriginal children, children in care, and children with disabilities)
- participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents.
- work with parents, caregivers, families, service providers and the community to support children affected by behaviours of concern. This may include recovery from harm, restorative practices and supporting children and young people to develop positive social relationships.
- report behaviours of a criminal nature to the South Australia Police
- provide timely intervention in response to behaviours of concern, including incidents that have occurred out of school hours or off school premises when this is connected to the care and control of the school and impacts on school relationships.
- provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence.
- support children and young people to be physically and psychologically safe.

Parents and families are their children's first and ongoing teachers. Parents and families shape and support their children's positive behaviours when they:

- model and promote safe, respectful, and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff.
- support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online)
- talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond.
- work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school's procedures)
- consider recommendations and engage in specialist support through Student Support Services and external organisations.
- support their child's best interests to continue to attend school while a behaviour issue is being resolved.

All children and young people can contribute to their learning and the learning of others when they:

- treat others in a way that demonstrates respect and inclusiveness.
- ensure their verbal, physical and online interactions are safe, respectful and inclusive.
- take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene.
- support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

At Minlaton District School, our student behaviour strategy centres on encouraging students to maximise their learning opportunities and focus on the skills, behaviours and attitudes that will support them to be successful in school and life.

<p>ZEST FOR LIFELONG LEARNING is about being a curious, passionate, perceptive problem solver.</p>	<p>DEEP UNDERSTANDING AND MASTERY is about becoming an expert in an area of passion, setting goals around skills, knowledge and understanding for yourself and working towards achieving them.</p>	<p>TRANSFER OF LEARNING is about understanding that learning happens everywhere, and we can transfer apply school learning across subjects and into the world beyond school, and vice versa.</p>
<p>ACHIEVED WHEN: Students focus on learning. Use initiative to positively solve problems</p>	<p>ACHIEVED WHEN: Students focus on learning.</p>	<p>ACHIEVED WHEN: Students understand the expectations and responsibilities of society/our community apply within MDS</p>
<p>BUILDING PERSONAL CAPACITY is about developing your skills, knowledge and attitudes to become the best version of yourself; an effective, resilient problem-solver.</p>	<p>CLOSE CONNECTIONS is about understanding that maximising opportunities requires being a proactive, clear communicating, reliable and effective team-member.</p>	<p>IDENTITY AND BELONGING is about bringing your personal strengths and aspirations to be a proactive participant and beneficiary of a class, school, local, national and global community, acting in the best interests of community.</p>
<p>ACHIEVED WHEN: Students develop skills in resilience, self-regulation, and personal responsibility</p>	<p>ACHIEVED WHEN: Students treat all other people with respect and communicate effectively.</p>	<p>ACHIEVED WHEN: Students are active participants in school life; co-curricular offerings, leadership and show care for all aspects of our school. Students ensure MDS is safe space for everyone</p>

GENERAL EXPECTATIONS FOR STUDENTS

Attendance

Regular attendance is a contributor to success at school and absences should only occur for illness or important reasons. All absences and lateness must be explained through parent/care giver contact.

Punctuality

Students are expected to arrive at school between 8.30 a.m. and 8.50 a.m. unless otherwise pre-arranged. Students are to move promptly to and from all classes including care group, and at the end of recess and lunch.

Organisation

Students are to arrive at lessons with all the required equipment.

Bus/Private Vehicle Travel

Students are to abide by all laws and management guidelines provided by the transport provider/driver/staff for the safety of all passengers and road users.

Bullying, Offensive and Dangerous Behaviour

Action will be taken immediately to prevent or deal with these types of behaviour. Parents/guardians will be informed of the behaviour and action taken by a member of the school leadership team as soon as possible.

Illegal Behaviour

Illegal behaviour will be responded to in cooperation with SAPOL. Potential school consequences include suspension and exclusion, separate from possible criminal charges/legal action.

Physical Forms of Affection

This is inappropriate at school or when representing the school.

Leaving School Grounds

Under 'Duty of Care' students require parent and/or teacher permission to leave the school grounds and must use the sign in/out process at the Front Office.

Leave Passes will not be issued for students to purchase lunch down the street.

Dress Code

Students are expected to follow the school dress code.

Digital Devices

Refer to the Minlaton District School [Digital Learning Policy](#).

[Mobile Phone Policy](#).

Yard Expectations

During breaks all students are to keep to designated play spaces. Students are not to be inside buildings unless they have explicit permission or room privileges (only applies to Yr. 11 & 12 students).

Students are expected to wear a hat during terms 1 and 4.

WHEN STUDENTS DO NOT MEET BEHAVIOUR EXPECTATIONS:

Teachers use a variety of strategies to refocus students in the classroom and/or yard. Consequences for students are ideally timely, logical, and appropriate for the capacity of the student and the severity of the incident. Each situation is dealt with on a case-by-case basis, with a restorative focus.

In most cases the following process is followed:

Step 1: Student receives a reminder/warning to focus on appropriate behaviour.

Step 2: Student receives a second reminder with warning of next consequence. This step may include position change/short time-out. Behaviour is recorded.

Step 3: Student is removed to Study Room/Buddy Class/Time-out bench/Front office. Student name recorded and an **incident report** completed in Daymap. Teacher informs leadership team, parent/caregiver and conducts follow up with student.

Step 4: In cases of persistent or severe behaviour issues, a 'take-home' or internal/external suspension may occur.

Depending on the situation staff members may move to any one of the Steps as needed.

Additional breaches will result in further consequences.

- Students who generate three or more Behaviour Reports in a year may be **internally or externally suspended**. Students will be excluded from activities at the discretion of the leadership team.
- Student Leaders who generate two or more Behaviour Reports or are suspended (internally or externally during the year) will have their position revoked.
- Students who generate three or more Behaviour Reports or a suspension in the previous 12 months are ineligible for nomination for student leadership positions.

TAKE HOME

Take-homes are used by schools to respond to student behaviour emergencies; when students are displaying extreme behaviours or emotional responses that continue for extended periods of time even with staff support. In these situations, the principal may arrange for a student to go home for the remainder of the school day and return the student to the care of their parent for support. Take-homes must not be extended beyond the remainder of the school day.

Where a student is demonstrating behaviour emergencies on a regular basis (for example, 3 in a 3-week period), principals should seek specialist advice (such as from Student Support Services or Aboriginal Education services) to:

- make sure supports for the student's learning and behaviour needs are explored
- develop or update SMARTAR (specific, measurable, attainable, relevant, timely, agreed upon and reviewed) goals in the behaviour support plan to meet the student's behaviour and learning need

SUSPENSION

Suspensions are short-term responses to student behaviours of concern that impact on the safety and learning of others.

INTERNAL

Internal Suspension may be used as a preliminary step before external suspension. Students continue a work programme in isolation from peers and have alternative break times at the discretion of leadership staff.

Internal Suspension is formally recorded. Parents are informed by a member of leadership.

EXTERNAL

Suspension from school means that the student does not attend school for a period ranging from one to five school days as determined by the principal or delegate.

Parent/caregivers will be formally notified of this and invited to a mandatory reconnection conference with all stakeholders to negotiate

External suspension is formally recorded and referred to Integrated Support Services.

NOTE: Leadership staff can review student involvement in any school activity, irrespective of the number of Behaviour Reports, and can exclude students from involvement as deemed appropriate to ensure safety and permit teaching and learning. Parents will be informed of this decision.

This policy was last reviewed: October 2023