



MINLATON DISTRICT SCHOOL

BEHAVIOUR MANAGEMENT POLICY

CORE BUSINESS

The core business of Minlaton District School is to provide a quality learning programme in a supportive environment that promotes successful participation and outcomes for all students.

RATIONALE

We believe that a school should be a place where:

- Positive relationships develop and people enjoy learning and teaching
- Each student develops skills and understandings in all required curriculum areas to the best of their ability
- Each student participates in learning experiences which reflect and respond to their learning styles and needs
- Each student's work is assessed and reported against explicit criteria using the SACSA and SACE Frameworks. Teachers provide a range of strategies which are motivating, challenging and enriching, which support individual success
- Each student develops explicit, independent and collaborative work skills
- Each student has the opportunity to contribute to decision making about his or her own learning and class and school operations
- There is a Student Representative Council responsible for student voice
- Each student is challenged, supported and encouraged to reach their highest potential, in an environment where student success is celebrated
- There is a committed and informed Governing Council
- There are clear expectations, addressing responsible and irresponsible behaviour within the guidelines of the school's Student Behaviour Code.

The values identified by members of the school community are Respect, Success, Honesty and Friendship.

VALUES

RESPECT is about:

- Acknowledging the rights of teachers to teach and students to learn
- Caring for the property of others, the school and the environment
- Considering the rights of others
- Following the policies of the school community

SUCCESS is:

- Achieved by attending school regularly
- Achieving your personal best
- Overcoming difficulties
- Celebrating achievement and progress
- Taking risks and extending your learning
- Learning from our mistakes

HONESTY is about:

- Being truthful to ourselves

- Being able to trust each other
- Showing sincerity towards others
- Accepting responsibility for behaviour
- Being genuine

FRIENDSHIP is about:

- Developing positive relationships with others
- Caring for other people's feelings
- Valuing others and respecting their differences
- Trusting other people.

MINLATON DISTRICT SCHOOL CODE OF CONDUCT

At Minlaton District School we want students to have a positive learning experience. To successfully achieve this we expect students to respect these rights and responsibilities.

Rights	Responsibilities
Every person in the teaching and learning environment has the right to:	Every person in the teaching and learning environment has the responsibility to:
Be treated fairly and with respect	Treat others fairly and with respect
Achieve personal success	Strive for academic, social and physical success and encourage and support others to achieve success Attend school regularly Get involved in learning in a positive way
Learn/teach free of disruption	Focus and stay on task
Be safe and feel their property is safe	Provide an environment free from physical violence, verbal abuse, bullying, harassment or property damage
Make choices about how they will behave	Own and accept responsibility for their behaviour and own and accept the logical consequences of their behaviour
Solve or manage their differences without violence	Solve or manage differences without violence and with the use of Restorative Justice where possible/relevant

RESPONSIBLE BEHAVIOUR MEANS:

- Students actively participate in their learning
- Progress and success is achieved
- Self esteem increases
- Positive recognition; assembly awards, class awards, participation in extra curricula activities, Newsletter/Newspaper articles
- Reward activities (whole school, sub school, class, individuals)
- Everyone is safe and secure.

SOME GENERAL GUIDELINES FOR STUDENT BEHAVIOUR

Attendance

Regular attendance is a key factor in success at school. Absences should only occur for illness or for important reasons. A parent/guardian note or phone call is required to explain all lateness or absences from school. If after three days the absence is unexplained, the school will contact the parent/guardian. If a student is absent for a week or more due to a family holiday, exemption from attending school must be approved by the Principal.

Punctuality

Students are expected to arrive at school between 8.30 a.m. and 8.40 a.m. unless otherwise pre-arranged. Students are to move promptly to and from all classes including home group, and at the end of recess and lunch.

Organisation

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

Bus Travel and Excursions

When travelling by bus, students are to remain seated at all times, behave in a quiet, responsible manner, and not interfere with the driver or any other passenger or their property. No food or drink is to be consumed without the permission of the driver.

Bullying, Abusive, Offensive, Threatening Language, Swearing, Violent or Dangerous Behaviour

These behaviours are unacceptable. 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 management team as soon as possible.

Illegal Behaviour

Illegal behaviour will result in serious school consequences and the police will be informed. This type of behaviour includes theft, graffiti, vandalism, possession, use and selling of alcohol, cigarettes, drugs and pornography. This behaviour is strictly prohibited. Consequences may include suspension, exclusion, expulsion and or criminal charges/legal action.

Smoking

Students smoking on school grounds will result in suspension. Smoking in school uniform whilst out of school grounds is inappropriate.

Eating and Drinking

Students are permitted to eat only at Recess or Lunchtime, unless given permission by staff or involved in specified programs that support student learning. eg Brain Food time, Home Ec lessons. Chewing gum is not allowed at school. Drinking from water bottles is encouraged in classrooms. Regular water drinking breaks are encouraged at Recess and Lunch. Staff may allow students to have water breaks during lesson times.

Physical Forms of Affection

This is inappropriate when at school or when representing the school.

Leaving Class During Lessons

Students are discouraged from leaving class during lesson time to reduce disruption to their own learning and the learning of others. Toilet visits are encouraged to take place during breaks.

Leaving School Grounds

For safety and legal reasons students require parent and teacher permission to leave the school grounds. Students are expected to remain on school grounds during school hours. A STUDENT LEAVE PASS will be issued at the Front Office when students are required to leave the school grounds. Leave Passes will not be issued for students to purchase lunch down the street.

All students need to sign out before leaving and sign in when returning to school so that in the event of an emergency their whereabouts will be known.

Dress Code

This code has been developed in consultation with the school community and is endorsed by the Minlaton District Governing Council. Students are encouraged to follow the school dress code. Broad brimmed hats are to be worn during sporting activities and break times in Terms 1 and 4.

Internet/Computer,

Students are not permitted to access games or the internet if their use is not related to their learning program. Misuse of these technologies will result in loss of computer access. Repeated misuse may result in Time Out or an Incident Report. This is at the Student Behaviour Sub School Manager's (SBSSM) discretion.

MP3 Players/Ipods

Listening to music during lesson time with Ipods or other MP3 players is not permitted unless it is part of a learning program, eg podcasts or has been specifically negotiated with the teacher in charge at that time.

Senior students are permitted the use of MP3 players and IPods during Study Room time.

Misuse of these technologies will result in confiscation. Repeated misuse may result in Time Out or an Incident Report. This is at the SBSSM discretion.

Mobile Phones

Mobile phones are not permitted to be switched on or used during lessons, study or break times unless specifically sanctioned by the teacher with responsibility for the class/student at the time.. Misuse of these technologies will result in confiscation. Repeated misuse may result in Time Out or an Incident Report. This is at the SBSSM discretion.

CONSEQUENCES OF IRRESPONSIBLE BEHAVIOUR IN THE CLASS AND YARD

R-12

Irresponsible Behaviour Occurs



Teacher uses a variety of strategies to refocus students.



Irresponsible behaviour continues

Step	Classroom	Yard
1	<p>Teacher gives a warning and states expectations of the Code of Conduct and school values Student told, 'This is your final warning'.</p>	<p>Teacher gives a warning and states expectations of the Code of Conduct and school values Student told, 'This is your final warning'.</p>



Irresponsible behaviour continues

2	<p>In class time out Short period of time no more than 10 mins Teacher discusses re-entry with student and behaviour expectations upon re-entry. Student returns to prior working space</p> <p>*recommended Time Out period of time is 1 min per year of age +1</p>	<p>In yard time out Teacher to specify area to play in or to accompany the teacher on Yard Duty Short period of time no more than 10 mins Teacher discusses re-entry with student and behaviour expectations upon re-entry</p> <p>*recommended Time Out period of time is 1 min per year of age +1</p>
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Irresponsible behaviour continues

3	<p>Exit to Study Room (until end of lesson) Student name recorded in Time Out Book Reflection sheet filled in and returned to teacher Parents informed</p> <p>Study Room teacher sends student back to class 5 mins before end of lesson for re-entry process.</p>	<p>Exit from play Teacher to specify movement to a specified - area (until end of play time) Yard Duty Teacher to inform Sub School Manager</p>
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Irresponsible behaviour continues

4	<p>Take Home Students sent to Front Office Parents informed by phone or letter. Suspension procedure may be put into place.</p>	<p>Take Home Student sent to Front Office Parents informed by phone or letter. Suspension procedure may be put into place.</p>
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- Buddy class may be used prior to sending a student to the Study Room for R-5 students.
- Students may be 'fast tracked' to the Front Office in the event of dangerous or extreme behaviour.
- In the event of dangerous or extreme behaviour staff should send for assistance with the 'Emergency Assistance Required' card (located in every classroom) or send a student to the

Front Office requesting urgent assistance from leadership staff. In the event of such an incident parents will be notified and further action will be taken by the student behaviour manager.

- Recognised persistent, irresponsible behaviour will be tracked by Student Behaviour Manager and dealt with accordingly.
- If irresponsible behaviour persists an Incident Report may be filed and a meeting held with relevant staff and parent/caregiver, for the purpose of assisting the student to improve their behaviour. A Student Development Plan will be put into place.
- Whilst in the Study Room for Time Out the student will fill in a Reflection Sheet. The student section will need to be completed before re-entry is negotiated with the teacher.
- If a student who is sent to Time Out for irresponsible behaviour is not willing to improve their behaviour or follow reasonable requests, Time Out may be extended before re-entry is permitted at any step.
- The student may indicate they would like to speak to the School Counsellor or Student Behaviour Manager. The teacher who sent the student to Time Out is responsible in ensuring this happens.

When Students Have Reached Step 2, 3 or 4

- Logical consequences are to be applied.
- Staff will provide student with an explanation of why their behaviour was inappropriate and what the student needs to do to address it.
- Staff will encourage students to be responsible for their behaviour and reflect on their behaviour using the Restorative Justice process.
- Staff will attempt to resolve the conflict with the student.
- Staff will attempt to arrive at an agreement and seek the student's commitment toward responsible behaviour in order for re-entry to occur.
- Follow up Time Out consistently and all with a consistent re-entry process – eg. Step 2 in class, Step 3 Study Room, etc.

Staff may choose to follow up by:

- Requiring the student to practice correct behaviour and support them in this with positive strategies.
- Encouraging the student to give an apology.
- Develop a Responsible Behaviour Plan.
- Ensuring students make up time and work missed.

Time Out

In the event of constant misbehaviour or defiance, staff should send the student to the Study Room with a green Time Out Sheet detailing why the student was sent and how long they are to be kept in Time Out. (An arrival check using another student is advisable for younger students.)

The student is to spend time in Time Out until the end of that lesson. If there is a minimal time remaining of the lesson, the teacher is to specify a time to return. The Student Behaviour Manager may extend the Time Out time or the supervising study room teacher may determine the student is not responding to the Restorative Justice Reflection Sheet responsibly and needs more time to reflect on improving their behaviour.

If the student refuses to go to Time Out, the teacher will send another student with the 'Emergency Assistance Required' card (located in every classroom) or send a student to the office to the Student Behaviour Manager or other leadership staff to come and escort the student to the Front Office. Refusal to leave the class at Step 3 will result in the student progressing to Step 4.

Student details will be recorded in the Time Out book.

Students are normally sent to the Study Room for a maximum of one lesson unless negotiated with the student behaviour manager

If a student is sent to Time Out the teacher will contact parents by sending a copy of the Reflection Sheet home preferably on that day. Parents are to sign the sheet and return it to school the following day to indicate they are aware of their child being sent to Time Out. This will be followed up by further communication.

- If a student is sent to Time Out more than once in three consecutive weeks a meeting will be held for the purpose of assisting the student to improve their behaviour. A Student Development Plan will be put into place with behavioural goals stated. Clear consequences of responsible and irresponsible behaviour will be stated. If behavioural goals are not adhered to further consequences may be applied. This is at the discretion of the Student Behaviour Manager. Parents will be notified.
- Additional breaches within the three week time frame will result in an Incident Report being issued by the Student Behaviour Manager and or internal/external suspension.

INCIDENT REPORTS

The mechanisms for generating Incident Reports should be consistently applied across R-12. When an Incident Report has been completed the teacher must confer with the student behaviour manager. If the Incident Report is filed the parents/caregivers must be notified by phone or letter by the staff member writing the report as soon as possible, preferably on the day the incident occurred.

The staff member issuing the Incident Report will provide a consequence for the student regarding their behaviour. This may be done in consultation with the student behaviour manager.

Incident Reports are not a consequence for inappropriate behaviour. They are used by staff to provide details about a serious breach of student behaviour to the person responsible for student behaviour management. These details are then recorded on EDSAS and filed after being reviewed by the student behaviour manager in accordance with the DECD and school policies.

Incident Reports will be given to students for:

- **ongoing, persistent and wilful inattention**
- **interference of the rights of others**
- **threatened safety and wellbeing**
- **illegal behaviour**

Parents will be contacted by the teacher issuing the Incident Report and/or the Student Behaviour Manager.

- Students who generate three or more Incident Reports in a year will be internally or externally suspended. A referral to the District Interagency Student Behaviour Management (ISBM) Coordinator will be made. Students will be excluded from extra-curricular activities at the discretion of the principal or student behaviour manager (These activities may include socials, visiting artists, sports, excursions etc)
- Student Leaders who generate two Incident Reports or are suspended (internally or externally) (during the year) will have their position revoked
- Senior school students whose parents have been informed by phone or letter regarding the non-completion of a formative or summative assessment task will have their involvement in extra-curricular activities reviewed by the Principal and sub school manager.

NOTE: The Principal or the Student Behaviour Manager can review student involvement in any school activity, irrespective of the number of Incident Reports, and can exclude students from involvement as deemed appropriate. Parents will be informed of this decision.

Suspension is dependent upon the severity and frequency of the misbehaviour, and could result after one serious incident. Each of the Student Behaviour Managers, (in consultation with the Principal) will apply the DECD procedures for suspension, exclusion and expulsion to students who are unable or unwilling to behave responsibly.

TAKE HOME

The 'take home' strategy is to be used for those students who are temporarily unable or unwilling to behave responsibly.

Take home is not a suspension. It is used in a behavioural emergency. It is a practised application of the partnership between schools and families. The student is handed over to the care of his or her family for the remainder of the day. A re-entry process occurs upon the student's return with the student behaviour manager.

When the Take Home strategy is used it is recorded on EDSAS.

INTERNAL SUSPENSION

Internal Suspension is sometimes used as a preliminary step before external suspension. Students continue a work programme in isolation for either a half day or a full day at the discretion of the sub school manager. Alternative break times are determined by the student behaviour manager.

Internal Suspension allows students to consider the effects their behaviour has on others and protects the rights of teachers to teach and students to learn. It is not a practice commonly used for post compulsion (17 years+) students.

When a student is Internally Suspended it is recorded on EDSAS.

Counselling is made available by the school counsellor. Parents are informed by the Student Behaviour Manager.

SUSPENSION

Suspension from school means that the student does not attend school for a period of time ranging from one to five school days.

The length of suspension is determined by the Principal and depends on the severity and frequency of the irresponsible behaviour.

A suspension conference with all stakeholders must be held and a Student Development Plan must be generated prior to re-entry which includes behavioural and learning goals and identifies how parents and staff can support students in achieving these goals. All parties sign the Student Development Plan to indicate they agree to work together to achieve the stated goals.

When a student is Suspended it is recorded on EDSAS.

Counselling is made available by the school counsellor.

Parents are informed by the Student Behaviour Manager.

EXCLUSION

The purposes of exclusion from school are:

- To enable the student to achieve certain goals related to increasing responsible behaviour and to improving learning.
- To signal that the student's irresponsible behaviour is not acceptable and cannot be managed within the school community without interfering with the rights of others to education and safety.

Exclusion from school is an appropriate response where the Principal has reasonable grounds to believe that:

- The student has threatened or perpetrated violence.
- The student has acted in a manner which threatens the good order of the school by persistently refusing to follow the school's behaviour code.
- The student has acted illegally.
- The student has acted in a manner which threatens the safety or well being of a student, member of staff or other person through sexual or racist harassment, verbal abuse, bullying or any other means.
- The student is interfering with the rights of other students to learn and of teachers to teach.

The Principal may exclude a student for a period of up to 10 weeks. Parents are notified of the Principal's intention to exclude at which time the process is clearly explained, including the appeal process for parents/care givers. The Exclusion process is managed by the Principal and the Student Behaviour Manager and involves the DECD ISBM, parent/s/caregivers, care group/class teacher and the student involved. The parent/s/caregivers may invite a social worker, translator or other support to the meeting.

Excluded students are provided with an alternative education plan for that student for the duration of the exclusion. This could be a placement in a nearby school, work arranged to be sent home by the school or Open Access Enrolment (up to 10 weeks). The Principal, along with the Student Behaviour Manager, is to develop a Student Development Plan. It must address behavioural and/or learning goals, identify goals relating to prior suspension/s and identify support to help achieve these goals in the alternative learning site.

When a student is Excluded it is recorded on EDSAS.

EXPULSION

Expulsion is designed to protect a learning community from extreme behaviour which is unable to be managed within available program options without interfering with the safety rights of other students or staff. It is usually applied to post compulsion students.

STUDENTS BEYOND THE AGE OF COMPULSION

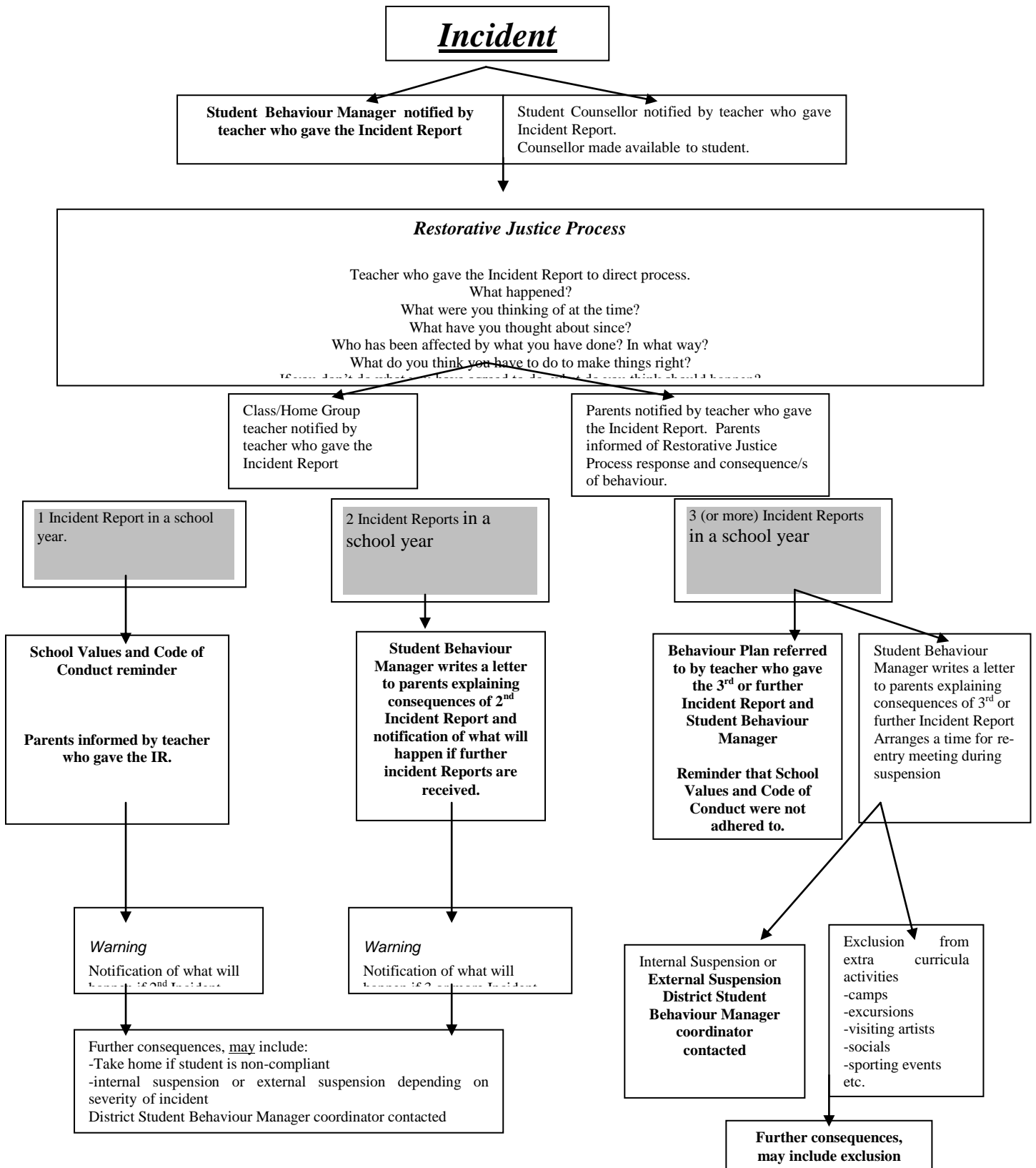
Students beyond the age of compulsion (having reached 17 years of age) and their parents/caregivers have a choice about whether they attend school, and a particular responsibility to ensure that attendance is used productively and doesn't interfere with the rights and opportunities of others. The DECD School Discipline Policy is designed to accommodate this difference and each year these students and their parents will be informed of their responsibilities. In particular the following areas will be emphasised when monitoring the commitment of these students:

- Own learning, preparation for class (eg materials, diary, punctuality), application, concentration, productivity and contribution in class, completion of assignments on schedule (eg homework).

- Respect for the rights of teachers to teach and other students to learn (eg no disruption through talking, focus on the lesson, no borrowing or moving about).
- Abide by the school dress code as endorsed by the Governing Council.
- Consistently demonstrate respect for teachers (eg, respond when spoken to, accept direction without reaction, use appropriate grievance procedures).

All students agree to abide by these conditions when they sign the Senior School Entry Agreement Form. In the event that the Senior School Leader believes that these requirements are not being met, the enrolment of the student will be addressed with the parents/caregivers.

Pathways for Students Receiving Incident Reports



ADDITIONAL YARD BEHAVIOUR EXPECTATIONS R- 12

The Code of Conduct is inclusive of Yard Behaviour. In addition these expectations apply.

1. Students play in areas assigned to their year level. A map outlining areas for different play areas is displayed in the staff room and windows of buildings near play areas.

ALL students keep clear of 'Out of Bounds' areas as indicated on school map.

2. Maintain a clean yard – classes are responsible for keeping their own area tidy.
3. Students should move to lessons promptly at the completion of lunch and recess.
4. Bumping, tackling or physical contact (including play fighting) is not acceptable yard behaviour.
5. Spitting or throwing of water is not acceptable.
6. All students should keep clear of buildings between 10:40 a.m. – 11.00 a.m. and 12:50 p.m. – 1.25 p.m., except year 11 and 12 students.
7. Hanging on or grabbing of gutters is not acceptable yard behaviour.
8. The hat policy is enacted in accordance with Cancer Council Guidelines. Students will be directed to designated sit-out areas if they do not have a hat when required. Ball games must be confined to designated areas. (No ball games in primary quadrangle). Except on the king squares

BUS BEHAVIOUR EXPECTATIONS R- 12

These are generated by the school and are displayed on the bus along with emergency breakdown procedures.

In cases of student misbehaviour, a Bus Incident Report is written by the driver and handed to the bus manager. Issues are dealt with by the Principal and consequences will be applied. Parents/care givers will be notified by phone or letter.

In cases which impact on bus safety, parents will be notified. Further breaches may result in temporary loss of entitlement to travel.

PARENT/CAREGIVER RESPONSIBILITIES

Parents have a significant role to play in actively reinforcing responsible behaviours. Responsible behaviour is most effectively promoted when parents, teachers and students work together.

Parents can reinforce responsible behaviour by:

- Supporting the achievement of personal best.
- Taking an active interest in and providing support for their child's learning programme.
- Reading, discussing and replying to school communications.
- Using the diary as a means of communication.
- Supporting punctuality, attendance and organisation.
- Communicating any relevant information.
- Participating as actively as possible in the school community.

- Being informed about and supporting the school's expectations of participation.
- Providing surroundings which are conducive to study at home.
- Discussing their child's learning progress with teachers.
- Encourage responsible behaviour if their child has been sent to time out or has received an Incident report in collaboration with the school. Support behavioural goals identified on Behaviour Plans and Student Development Plans.
- Attend meetings made by school staff to support positive student behaviour.
- Attend interviews when invited by staff to discuss student progress and behaviour.