



BURRA COMMUNITY SCHOOL

STUDENT BEHAVIOUR

GUIDELINES

INTRODUCTION

The Department of Education and Child Development (DECD) is accountable to the community, through the Minister, for managing student behaviour to create safe, orderly, productive and successful learning communities.

Burra Community School's Behaviour Management Guidelines provides a framework for the development of such learning communities. It is a statement of the expectations of student behaviour and the process for the management of student behaviour. It establishes a range of responses to both appropriate and inappropriate behaviours.

The Behaviour Management Policy is supported by:

- The School's agreed values (Honesty, Respect, Responsibility) and expectations that underpins our Code of Behaviour
- DECD Policy Statement on School Discipline
- DECD's Suspension, Exclusion and Expulsion Guidelines and expectations
- The Juvenile Justice System

The principles that underpin this code are:

- Successful outcomes can be achieved when the student, the parent(s) and school staff work in cooperation.
- Natural justice and fairness to all.

RATIONALE STATEMENT

At Burra Community School we strive to provide an environment for students, staff, parents/caregivers and community members that foster positive and productive relationships with others to enable all students to learn and all teachers to teach in a supportive environment that is free of harassment, negative influence or threat from others.

AIMS:

- To build a caring, orderly and productive school environment based on positive behaviour, mutual respect, responsibility and cooperation.
- To ensure the physical and emotional safety and wellbeing of all members of the school community.
- To provide students with opportunities and support to experience success in their learning
- To manage poor behaviour in a professional manner.
- To establish well-understood and logical consequences for student behaviour that encourage students to take responsibility for their own actions and behaviour

RESPONSIBILITIES:

The Classroom: The class and yard duty teacher assumes responsibility for the management of behaviours and implements a range of strategies to maintain a safe, secure and healthy learning environment. Teachers must maintain a close liaison with the Leadership team with information re continuing or serious behavioural issues.

The School: When it is perceived that classroom strategies have not improved behaviour, then a member of the Leadership team in negotiation with the classroom teacher/teachers, implements school level behaviour management strategies.

The System: If school level responses fail to change behaviours, then the system level management needs to be implemented. This level is managed in the first instance by a member of the Leadership team. System Level responses will often involve liaison with DECD personnel from the Regional Office.

IMPLEMENTATION:

- Staff will be supported by colleagues and the Leadership Team in the management and implementation of these guidelines.
- Significant emphasis on the development and recognition of positive behaviours is a key element of these guidelines.
- The school may engage successful young people as guest speakers or workshop facilitators etc to act as positive role models.
- Whole school guidelines will be reviewed with the Student Representative Council.
- Student behavioural achievements will be positively recognised.
- Up-to-date data of student behaviour issues will be maintained.
- All staff will undertake professional development regarding student behaviour and management.
- The school curriculum will include work on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.
- Identified students consistently experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour will include counselling which may lead to loss of privileges or suspension and /or exclusion/expulsion.
- Referrals may be made to the Behaviour Coaches at Regional Office.
- Referrals may be made to mental health support teams eg CAMHS.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

EVALUATION:

- The Staff, the Governing Council and SRC will review this policy every 3 years as part of the school's regular performance review cycle.

The Governing Council endorsed this policy July 2015

The Principal , Staff, Governing Council and students were involved in the redevelopment of this policy in 2015

2018

Burra Community School Expectations

School expectations for all students R-12 and all staff

1. Be safe

- Follow all safety instructions and procedures
- Keep the school environment free from illegal drugs alcohol and weapons
- Move around the school and in classrooms in a safe, appropriate manner

2. Be respectful

- Care for people
- Communicate appropriately
- Care for property and the environment

3. Be responsible

- Be organised for lessons
- Be on time for school and for lessons, and meet all lesson requirements
- Follow the school's dress code including Sun Smart policy

Recommendations – for staff to adhere to

1. Behavioural expectations are published and visible in all teaching areas via posters
2. Staff will negotiate with students a specific set of expectations for their classroom framed around 3 expectations: Be Safe, Be Respectful, Be Responsible.
3. All staff and students new to the school be assigned a mentor and have on-going support
4. A red card system is will be used for summoning immediate support. This card to be sent to the Front Office
5. Student Management Reports be used for record keeping purposes and given to admin staff to enter on EDSAS.

Regarding participation in extra or co curricular activities (camps, excursions, sporting activities, competitions)

6. that students are expected to negotiate work requirements with their teachers
7. that students are expected to have behaved appropriately at school
8. that consequences for lack of compliance in 6 and 7 be imposed at the discretion of the leadership team to ensure that all circumstances are considered

Suspension

9. that completion of a contract of work be required as a condition of re-entry following internal or external suspension and followed up. Externally suspended students will attend a meeting with a parent/caregiver and a member of the leadership team to discuss the conditions and requirements of re-entry.
10. that a copy of the re-entry meeting letter is filed in the Student's file and relevant staff are informed.

Process for managing inappropriate behaviour

Action	Who	Follow up
Level 1 Verbal reminders	Class teacher	Nil
Level 2 Warnings	Class teacher	<ul style="list-style-type: none"> ● Consequence could be negotiated with class at start of the year
Level 3 Time Out <ul style="list-style-type: none"> ● Class time out space ● Buddy class 	Class teacher	<ul style="list-style-type: none"> ● Possible diary note and /or phone call to parents/caregivers ● Class teacher discusses behaviour with student and negotiates return to class ● Inform leadership
Level 4 Loss of privilege <ul style="list-style-type: none"> ● Student loses right to participate in some activity ● May involve Yard Duty (accompanying teacher on duty) 	Class teacher	<ul style="list-style-type: none"> ● Diary note and/or phone call to parents/caregivers ● Report on Student Management Report form ● Class teacher discusses behaviour with student and negotiates return to class. ● Discuss with leadership
Level 5 <ul style="list-style-type: none"> ● Admin Time Out (sent to office) 	Leadership	<ul style="list-style-type: none"> ● Diary note/phone call

Action	Who	Follow up
Level 6 School admin referral For continuing serious misbehaviour <ul style="list-style-type: none"> ● Isolation (for up to the remainder of the day) ● Internal suspension for up to 3 days ● Take home for up to 1 day ● Possible loss of co-curricular privileges 	Assistant Principal or Sub school co-ordinator	<ul style="list-style-type: none"> ● Report on Student Management Report form to co-ordinator ● Leadership to inform parents/caregivers using official processes ● Class teacher, parent/caregiver and co-ordinator discuss behaviour with student and negotiate return to class (on a case by case basis)
Level 7 System response (DECD) Continuing and serious (including illegal) activities <ul style="list-style-type: none"> ● External suspension for up to 5 days ● Possible loss of co-curricular privileges ● Exclusion for up to one term 	Principal	<ul style="list-style-type: none"> ● Report on Student Management Report form to leadership ● Phone contact with parents/caregivers ● Official letter home ● Re-entry meeting with parents/caregivers and student