



BURRA COMMUNITY SCHOOL BEHAVIOUR DEVELOPMENT GUIDELINES

INTRODUCTION

Burra Community School is accountable to the community, through the Department for Education and Minister, for developing student behaviour to create safe, orderly, productive and successful learning communities.

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

The Behaviour Development Guidelines are supported by;

- The School's agreed values (Honesty, Respect, Responsibility) and expectations that underpin our *Code of Behaviour*
- Department for Education *Policy Statement on School Discipline*
<https://myintranet.learnlink.sa.edu.au/library/document-library/controlled-policies/school-discipline-policy.pdf>
- Department for Education *Suspension, Exclusion and Expulsion Guidelines and Expectations*
<https://myintranet.learnlink.sa.edu.au/library/document-library/controlled-guidelines/procedures-for-suspension-exclusion-and-expulsion-of-students-from-attendance-at-school.pdf>
- The Juvenile Justice System

The principles that underpin this code are;

- Successful outcomes that can be achieved when the student, families and school staff work collaboratively to achieve desired outcomes
- Logical consequences
- Restorative practices

RATIONALE STATEMENT

At Burra Community School we strive to provide an environment for students, staff, families and community members that foster positive and productive relationships with others. We endeavour 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, respect, responsibility and honesty
- 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 establish well-understood and logical consequences for student behaviour that encourage students to take responsibility for their own actions and behaviour
- To manage inappropriate behaviour in a professional manner

RESPONSIBILITIES

The Classroom: The class and yard duty teachers assume responsibility for the management of behaviours and implement 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 Department for Education personnel from the Partnership 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
- Student behavioural achievements will be positively recognised
- Up-to-date data of student behaviour issues will be maintained
- The school curriculum will include work on resilience, peer pressure, positive choices, bullying and harassment, 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
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance
- Referrals may be made to a Behaviour Coach or Mental Health Support teams eg CAMHS

EVALUATION

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

<p><i>The Governing Council endorsed this policy July 2018</i></p> <p><i>The Principal, Staff, Governing Council and students were involved in the redevelopment of this policy in 2018</i></p> <p><i>This policy will be reviewed in 2021</i></p>	<p>2018</p>
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