



EJEHS RESPECTFUL BEHAVIOUR POLICY

Published 11th August 2016 (*Deputy Principal*)

Status Approved

Review Date March 2019

Purpose

This document outlines the philosophy, rationale and systems in place for supporting positive student behaviour at Edward John Eyre High School, in line with our values of Respect, Responsibility and Resilience.

Scope

This policy applies to all students and staff at Edward John Eyre High School.

Policy Detail

In line with the DECD School Discipline Policy, DECD is accountable to the community, through the Minister for Education and Child Development for managing student behaviour and for creating learning communities that are:

- Safe
- Orderly
- Productive
- Successful
- Inclusive
- Free from harassment and bullying
- Conducive to learning

This policy is based on the ethos outlined in the DECD policy, including:

- DECD operates within the context of the wider society and has a responsibility to prepare young people for successful participation in society.
- All individuals and groups within society should be treated with respect at all times.
- Individuals choose their own behaviour to meet their needs, although some circumstances may limit the ability to make the best choices.
- Families, society, peers, staff and other significant adults influence the behavioural development of young people.
- Behaviour has consequences which increase or reduce immediate and future choices.
- Individuals must accept responsibility for their own behaviour according to their developmental ability.

For further information about SBM Procedures, see the *EJEHS Respectful Behaviour Procedure* document. For further information on the Student Behaviour Code, see Appendix A.

DECD Policy statements

In line with the DECD Policy statements outlined in the DECD School Discipline Policy, we are committed to:

- Focusing on providing opportunities and support for students to experience success.
- Developing in students an acceptance of responsibility for their own behaviour.
- Staff, parents or caregivers and students will be working together to create safe, caring, orderly and productive learning communities which support the rights of all students to learn and all teachers to teach.
- Developing a behaviour code in partnership with our community and managing student behaviour in a partnership between students, their families and school staff.

Student Development Plans

Behaviour codes and student development plans are essential elements of effective partnerships. A behaviour code is a statement of a school community's values and its expectations relating to student behaviour and the school's management of student behaviour.

A student development plan is negotiated between school staff, a student and the student's family to address student behaviour and learning goals. This may also be part of a required Individual Learning Plan (ILP) such as an Individual Education Plan (IEP) or Negotiated Education Plan (NEP).

- It clearly describes a student's behaviour and learning goals and a process for monitoring progress towards these goals. □ Is negotiated/reviewed as part of suspension and exclusion procedures □ Involves a commitment by the student to change.
- Involves a commitment by parents and caregivers to support the student and the school in the change process.
- Is a review or extension of a Negotiated Education Plan for a student with disabilities or an Individual Education Plan for a student under the Guardianship of the Minister or individual learning plan for Aboriginal students.
- Involves a commitment by the school to support positive behaviour and learning outcomes through specific strategies.
- Is flexible and able to incorporate a wide range of strategies which take into account the needs of individual students. See the *EJEHS Respectful Behaviour Procedure* document for further information about Student Development Plans.

Principles and Beliefs

As per the DECD policy, central to the *EJEHS Respectful Behaviour Policy*, we believe that:

- Behaviour is chosen for a purpose.
- Behaviour codes need to be explicit.
- All individuals and groups within society must be valued and treated with respect.
- Individuals are able to accept responsibility for their own behaviour.
- All behaviours have consequences which affect future opportunities.
- A partnership is necessary between staff, students and their families if a safe, caring, orderly and productive school community is to be created and if responsible student behaviour is to be developed.
- Staff must have opportunities to develop a wide range of skills in managing student behaviour.

If a student chooses to behave in a manner which is inconsistent with the values, ethos, principles and beliefs of our school then we will follow the procedures as set out in the *EJEHS Respectful Behaviour Procedure* document to help students reflect on their current behaviour, understand the impact it is having on themselves/others around them and why/how it can be improved for a positive outcome.

Levels of Intervention

There are three levels of behavioural intervention, in support of promoting and educating students for positive and respectful behavioural choices.

This is in line with supporting and promoting the school values of: Respect, Responsibility and Resilience.

- Level 1 (low level behaviours): Subject teacher
- Level 2 (medium level behaviours): Learning Area Leader(s)/House Leader(s)
- Level 3 (high level behaviours): Assistant/Deputy/Principal(s)

For further details around behavioural intervention strategies, please see the *EJEHS Respectful Behaviour Procedure*.

Role	Authority / Responsibility For
Student	<ul style="list-style-type: none"> • Be familiar and comply with the EJEHS Respectful Behaviour Procedure and Code of Conduct. • Communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues faced by the learning community. • Seek assistance/advice from a staff member if in doubt about the EJEHS Respectful Behaviour Policy and Procedures. • Inform a teacher immediately if there is an issue affecting their safety, welfare or learning at school. • Talk with a Wellbeing Staff Member/House Leader if there are any issues occurring at/outside of school, which are affecting their safety, welfare or learning.
Parents/Caregivers	<p>When they enrol a student in a school, parents or caregivers accept responsibility to:</p> <ul style="list-style-type: none"> • Ensure that the student attends school and that school staff are notified of absences. • Keep schools informed of health issues, concerns about behaviour or other matters of relevance. • Comply with DECD and school policies including the School Discipline Policy.
Teachers	<p>Develop and foster positive relationships with students and families:</p> <ul style="list-style-type: none"> • Communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues faced by the learning community. • Participate in developing, implementing and reviewing the school's procedures for managing student behaviour. • Critically reflect on practices and develop the knowledge and skills needed to manage behaviour change successfully. • Establish, maintain, make explicit and model the school's expectations relating to student behaviour. • Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment. • Structure the teaching program to facilitate learning and encourage students to achieve their personal best. • Cater for the developmental, social and emotional needs of individual students and use a range of teaching methods. • Provide formal and informal feedback on student learning to students and parents or caregivers, and review teaching programs in the light of student learning outcomes. Develop classroom management strategies which: <ul style="list-style-type: none"> • Involve negotiation • Support the participation of all students • Value differences in gender and the cultural and linguistic backgrounds of students • Acknowledge positive learning and social behaviours • Deal effectively with sexual harassment, racism and bullying • Take into account the impact of physical and intellectual disability, trauma and disadvantage on the learning process • Establish and maintain safe and supportive learning environments.
Learning Area Leaders	<ul style="list-style-type: none"> <input type="checkbox"/> Support teachers with issues relating to the EJEHS Respectful Behaviour policy. <input type="checkbox"/> Work with students in a level 2 capacity for behaviour support as relevant.
House Leader	<ul style="list-style-type: none"> <input type="checkbox"/> Can be requested by teachers to intervene with level 2 behaviours. <input type="checkbox"/> Support with Level 3 behaviour intervention as necessary.

Assistant Principals	<ul style="list-style-type: none"> <input type="checkbox"/> Provide education and support to staff around the Respectful Behaviour policy and procedure. <input type="checkbox"/> Provide support and direction for the implementation of the Respectful Behaviour policy, procedure and level 3 consequences. <input type="checkbox"/> Organise and lead Student Development plans for positive behaviour via the re-entry meeting procedure. <input type="checkbox"/> Refer students for interagency support as required.
Deputy Principal	<ul style="list-style-type: none"> <input type="checkbox"/> Oversees the development and review of the Respectful Behaviour policy and procedure at EJEHS. <input type="checkbox"/> Provide support and direction for the implementation of the Respectful Behaviour policy, procedure and level 3 consequences. <input type="checkbox"/> Organise and lead Student Development Plans for positive behaviour via the re-entry meeting procedure. <input type="checkbox"/> Refer students for interagency support as required.
Principal	<ul style="list-style-type: none"> <input type="checkbox"/> Develop, implement and regularly review, in consultation with the school community and governing council, a school behaviour code which is consistent with the DECD School Discipline Policy. <input type="checkbox"/> Ensure that student behaviour is managed through procedures supported by a strong theoretical understanding of how student learning and behaviour are best supported. <input type="checkbox"/> Ensure that new staff, students and their families are aware of the school community's negotiated behaviour code and the decision-making procedures open to them if they wish to influence school practice. <input type="checkbox"/> Ensure that parents or caregivers: <ul style="list-style-type: none"> <input type="checkbox"/> Have access to DECD's School Discipline Policy, support materials and related documents. <input type="checkbox"/> Are aware of their rights to advocacy and of avenues open to them should they have grievances relating to the school's management of student behaviour. <input type="checkbox"/> Promote structures at class and school level to: enable students to be involved in the management of their behaviour. <input type="checkbox"/> Support and enable parents or caregivers and teachers to form relationships within which student behaviour may be managed positively. <input type="checkbox"/> Ensure that the school's response to gender, cultural differences, family circumstances or disabilities does not reduce students' learning opportunities. <input type="checkbox"/> Increase students' opportunities to experience intellectual, social and physical success. <input type="checkbox"/> Teach and model decision making in groups and ensure structures are in place for student voice <input type="checkbox"/> Provide opportunities for staff training and development. <input type="checkbox"/> Involve district support services and other agencies, when appropriate, to support staff and families in managing student behaviour effectively. <input type="checkbox"/> Use system level consequences and interagency support programs with students who do not respond to class and school consequences.

Acronym	Description
SBM	Student Behaviour Management
AP	Assistant Principal
DP	Deputy Principal
SDP	Student Development Plan
EJEHS	Edward John Eyre High School
DECD	Department for Education

Supporting Documents

EJEHS Student Code of Conduct (see Appendix)

EJEHS Respectful Behaviour Procedure

DECD School Discipline Policy

EJEHS Respectful Behaviour Procedure

DECD Procedures for Suspension, Exclusion and Expulsion of Students from Attendance at School

DECD Attendance Policy

EJEHS Attendance Procedure

Appendix - EJEHS Student Code of Conduct

Appendix - EJEHS Student Code of Conduct

In line with the DECD Student Discipline Code and the EJEHS Respectful Behaviour Policy, we are committed to ensuring a safe and positive site for all students and staff to undertake learning across chosen curriculum areas and activities. We aim to foster a learning environment where students strive for high personal achievement, improvement and successful pathways.

The School Values of Respect, Responsibility and Resiliency underpin the ethos for our Student Code of Conduct, Student Behaviour Code and our co-constructed school culture. We actively encourage students to model, lead and live these values in their studies and as representatives of EJEHS in our local and wider communities.

We value respect for people and property

Therefore we expect that students will:

- use language that is positive, constructive and supportive as opposed to offensive
- not verbally abuse or harass others
- use school equipment appropriately, safely and respectfully
- not deface or otherwise damage the property of others and the school
- assist in keeping the school environment clean and tidy
- wear school uniform as outlined in the EJEHS School Uniform Policy
- not engage in inappropriate intimate behaviour
- not eat or drink in classrooms during lessons
- not use mobile phones or other electronic devices for off-task purposes during class
- Not use headphones unless teacher sanctioned and using school issued headphones

We value organisation and commitment to studies

Therefore we expect that students will:

- be prepared for all lessons
- be punctual
- remain on task for the whole lesson
- meet set deadlines for work □ attend all scheduled lessons
- remain in the classroom unless given permission to leave or to work elsewhere with a movement pass
- use study time productively and for the intended learning purpose

We value a safe learning environment

Therefore we expect that students will:

- resolve conflicts using constructive approaches rather than resorting to violence or verbal abuse
- not use or bring to school illegal substances, equipment relating to illegal substances, cigarettes, alcohol or weapons of any kind
□ respect the areas considered out of bounds
- not be in the student car park unless arriving at or leaving school
- wear clothing that complies with the safety requirements of specialist areas within the school, including safety equipment provided
- drive vehicles/ride bicycles in a safe manner within the school grounds and wider community

This statement sets out the general expectations of students. More detailed information in relation to some of the above areas can be found in the schools policies regarding; Sexual and Racist Harassment, Drugs, Attendance, Deadlines, Driving Motor Vehicles to School and Smoking.