

**EJEHS – RESPECTFUL BEHAVIOUR – PROCEDURE**

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**Purpose**

The EJEHS Respectful Behaviour Procedure provides an overview for how we will implement, support and maintain positive behaviour that is conducive to learning at our school. This procedure document outlines pro-active, preventative and intervention strategies for supporting students to make positive behavioural choices. This procedure is based on the EJEHS Respectful Behaviour Policy, which is aligned to the principles, ethos and rationale of the DECD School Discipline Policy.

**Scope**

This procedure applies to all students and teachers at Edward John Eyre High School. Other key stakeholders such as the parent community and DECD/interagency and law enforcement may also be involved where appropriate, in line with procedures outlined.

**Procedure Details**

As a senior secondary school, we believe in treating all students at our school as young adults with accountability and responsibility for their behavioural choices. In line with privileges negotiated within DECD guidelines, some students obtain appropriate parent/caregiver permission to leave school for lunch at home, drive to and from school and undertake study programs which they regularly attend in an off-site capacity. As such students are ambassadors of our school in the local and wider community and are asked to comply with the Student Code of Ethics (see Appendix A). For further information about attendance procedures, see the School Attendance Policy and Procedure documents. In summary, there are three key levels of intervention outlined below. 1, 2 and 3 outline procedures for dealing with different levels of behaviour, depending on:

- Seriousness/level of severity
- Frequency
- Negative influence/impact/harm to self and others that may be caused as a result of the behaviour.

The procedures outlined here apply to all students studying at EJEHS, across all programs.

See Appendix B for a flowchart of Level 1, 2 and 3 intervention procedures undertaken by staff, in support of maintaining positive behaviour at school at all times. This also outlines examples of the types of behaviours classified as Level 1, 2 and 3 and how they may be appropriately dealt with.

**Level 1 Intervention (low level behaviours)**

- Classroom teachers are responsible for implementing and overseeing Level 1 interventions (low level behaviours).
- As a senior school learning environment, we discuss with students about their behavioural choices in the first instance.
- Level 1 interventions are set by the teacher and may include:
  - Verbal warning.
  - Recess/Lunch time detention.
  - Going to a buddy class.
  - Parents may be contacted if the teacher deems it necessary.
- A discussion with the student to clarify why they have chosen the behaviour and understanding of why it is not acceptable and impact on others should be discussed as part of this process. This is to help the student make more informed and positive behaviour choice in the future.
- Behavioural instances and parent contact should be recorded on Daymap under 'negative incident' and the relevant tag (i.e. behaviour, work output, antisocial).
- If an undesirable behaviour is repeated/ongoing or more severe than a Level 1 intervention, it will need to be

referred for Level 2 intervention.

- If the behaviour is extreme/severe (high level behaviour), then it should be referred to an Assistant or Deputy Principal immediately. This may be done via a direct internal phone call to the APs/DP, or to the Front Office/SSC if unable to immediately establish contact.

### **Level 2 Intervention (medium level behaviours)**

- House Managers/Learning Area Coordinators/Senior School Coordinator are responsible for implementing and overseeing Level 2 interventions.
- A discussion between the student and staff member will be had to ascertain why the behaviour choice has been made. The seriousness of the behaviour and understanding of why it is not acceptable and impact on others will be discussed as part of this process. This is to help the student make more informed and positive behaviour choices in the future.
- Interventions may include:
  - Detention.
  - Outlining if the behaviour continues, it will be referred to Level 3.
  - A parent/caregiver will be contacted to outline the concern.
  - A parent/caregiver meeting may be initiated at this level, if the behaviour is ongoing (e.g. inappropriate mobile phone use).
- The points covered in the discussion, along with Actions/outcomes arising will be documented on Sentral in support of monitoring the wellbeing and progress of students.
- A mentor teacher may be asked to have a discussion, monitor the students' progress and work through identified strategies through the mentoring program, in support of actions agreed on at Level 2.
- Issues relating to driving and leaving should be referred to a member of the YLT.
- If the student chooses to continue with the behaviour despite the strategies put in place, or it escalates to a more extreme level, it should be referred to Level 3 for intervention.

### **Level 3 Intervention (high level behaviours)**

- Assistant and Deputy Principals are responsible for implementing and overseeing Level 3 interventions.
- Depending on the severity of the behavioural choice of the student, this may range from:
  - Detention.
  - Internal suspension.
  - External suspension.
  - Exclusion.
- Parents/caregivers will be contacted for behaviour intervention at Level 3, with a parent/caregiver meeting organised in most cases. All discussions, actions and plans will be documented on Daymap under the relevant wellbeing category/ tag.
- For External suspension, a re-entry meeting will be established between the parents/caregivers, student and a Year Level Team Member or AP/DP as appropriate. The Principal may also be involved in this process, depending on the nature of the behaviour and incident(s).
- Student Development Plans will be overseen by the Year Level Coordinator/Assistant/Deputy/Principal. A copy will be noted in the students file, as well as Daymap. The mentor teacher will be asked to help monitor the implementation of the SDP and feedback to the Year Level Team Member/Assistant/Deputy/Principal.
- See Appendix C for an example of the EJEHS SDP.

ROLE	AUTHORITY/RESPONSIBILITY FOR
Student	<ul style="list-style-type: none"> <li>• Ensuring they are familiar with and comply with the EJEHS Student Code of Conduct.</li> <li>• Model positive behaviours which are conducive to learning, the safety and wellbeing of themselves and others at all times.</li> <li>• Be aware of and model the school values of Respect, Responsibility and Resilience at all times.</li> <li>• Make behaviour choices which are in line with the Respectful Behaviour Policy and Procedure and seek clarification from a teacher if unsure.</li> <li>• Inform a teacher if there is an SBM issue which needs to be addressed with another student.</li> </ul>
Parent/Caregiver	<ul style="list-style-type: none"> <li>• Ensuring they are familiar with the DfE School Discipline Policy, EJEHS Student Code of Conduct and the EJEHS Respectful Behaviour Policy/Procedure.</li> <li>• Support with the education of positive behavioural choices, in line with the school values of Respect, Responsibility and Resilience.</li> <li>• Participate in parent/caregiver meetings in collaboration with EJEHS teachers and leaders, in support of implementing strategies to foster, promote and develop positive student behaviour.</li> </ul>
Subject teacher	<ul style="list-style-type: none"> <li>• Maintain a positive learning environment where all learners feel safe and are able to learn.</li> <li>• Promote, educate and model to students the school values of Respect, Responsibility and Resilience.</li> <li>• Provide behaviour management intervention at Level 1, as necessary, in line with the DfE School Discipline Policy and EJEHS Respectful Behaviour Policy/Procedure.</li> <li>• Work in collaboration with parents/caregivers to support improvement in student behavioural choices.</li> <li>• Document on Daymap issues, contact made home, agreements and outcomes for resolution.</li> </ul>
Mentor teacher	<ul style="list-style-type: none"> <li>• Educate students around the positive behavioural choices, impacts and procedures at EJEHS.</li> <li>• Maintain a positive learning environment where all learners feel safe and are able to learn.</li> <li>• Promote, educate and model to students the school values of Respect, Responsibility and Resilience.</li> <li>• Provide behaviour management intervention at Level 1, as necessary, in line with the DfE School Discipline Policy and EJEHS Respectful Behaviour Policy/Procedure.</li> <li>• May be involved in monitoring a SDP, as directed, issued from Level 3 behavioural intervention strategies.</li> <li>• Work in collaboration with parents/caregivers to support improvement in student behavioural choices.</li> <li>• Document on Daymap issues, contact made home, agreements and outcomes for resolution.</li> </ul>

<p>Learning Area Leader(s)</p>	<ul style="list-style-type: none"> <li>• Provide behaviour management intervention at Level 2, as necessary, in line with the DfE School Discipline Policy and EJEHS Respectful Behaviour Policy/Procedure.</li> <li>• Work in collaboration with parents/caregivers to support improvement in student behavioural choices.</li> <li>• Document on Daymap issues, contact made home, agreements and outcomes for resolution.</li> </ul>
<p>House Managers</p>	<ul style="list-style-type: none"> <li>• Work in collaboration with students, parents/caregivers, mentor and subject teachers to support improvement in student behavioural choices.</li> <li>• Provide behaviour management intervention at level 2, as necessary, in line with the DfE School Discipline Policy and EJEHS Respectful Behaviour Policy / Procedure.</li> <li>• Document on Daymap: issues, contact made home, agreements and outcomes for resolution.</li> <li>• House Managers may intervene, refer to and/or support YL Coordinators and Principals with level 3 behaviours where necessary and appropriate.</li> </ul>
<p>Senior School Coordinator</p>	<ul style="list-style-type: none"> <li>• Provide behaviour management intervention at Level 2, as necessary, in line with the DfE School Discipline Policy and EJEHS Respectful Behaviour Policy/Procedure.</li> <li>• Year Level Coordinators may invoke Internal/External suspension (Level 3) as necessary.</li> <li>• Address issues related to leaving school and driving.</li> <li>• Work in collaboration with parents/caregivers to support improvement in student behavioural choices.</li> <li>• Document on Daymap issues, contact made home, agreements and outcomes for resolution.</li> </ul>
<p>Year Level Team</p> <ul style="list-style-type: none"> <li>– House Managers</li> <li>– Assistant Principal, Wellbeing for Learning</li> <li>– Senior School Coordinator</li> <li>– Counsellor</li> <li>– Flexible Learning Coordinator</li> <li>- Year Level SSO Support</li> </ul>	<ul style="list-style-type: none"> <li>• Provide behaviour management intervention at Level 2, as necessary, in line with the DfE School Discipline Policy and EJEHS Respectful Behaviour Policy/Procedure.</li> <li>• Year Level Coordinators may invoke Internal/External suspension (Level 3) as necessary.</li> <li>• Address issues related to leaving school and driving.</li> <li>• Work in collaboration with parents/caregivers to support improvement in student behavioural choices.</li> <li>• Document on Daymap issues, contact made home, agreements and outcomes for resolution.</li> </ul>
<p>Assistant Principals</p>	<ul style="list-style-type: none"> <li>• Provide behaviour management intervention at Level 3, as necessary, in line with the DECD School Discipline Policy and EJEHS Respectful Behaviour Policy/Procedure.</li> <li>• Address issues related to leaving school and driving.</li> <li>• Work in collaboration with parents/caregivers to support improvement in student behavioural choices.</li> <li>• Contact with interagency support/referral may be actioned as necessary.</li> <li>• Document on Daymap issues, contact made home, agreements and outcomes for resolution.</li> <li>• Overseas the operation of the YLT.</li> </ul>

Deputy Principal	<ul style="list-style-type: none"> <li>Oversee the implementation and review of the EJEHS Respectful Behaviour policy/ procedure with the YLT.</li> <li>Provide behaviour management intervention at Level 3, as necessary, in line with the DfE School Discipline Policy and EJEHS Respectful Behaviour Policy/Procedure.</li> <li>Address issues related to leaving school and driving.</li> <li>Work in collaboration with parents/caregivers to support improvement in student behavioural choices.</li> <li>Contact with interagency support/referral may be actioned as necessary.</li> <li>Document on Daymap issues, contact made home, agreements and outcomes for resolution.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>Provide behaviour management intervention at Level 3, as necessary, in line with the DECD School Discipline Policy and EJEHS Respectful Behaviour Policy/Procedure.</li> <li>Contact with interagency support/referral may be actioned as necessary.</li> </ul>

ACRONYM	DESCRIPTION
EJEHS	Edward John Eyre High School
DECD	Department for Education and Child Development
AP	Assistant Principal
DP	Deputy Principal
SSC	Student Services Centre
YLT	Year Level Team
SDP	Student Development Plan
SBM	Student Behaviour Management

### Supporting Documents

EJEHS Respectful Behaviour Policy  
 EJEHS School Attendance Policy  
 EJEHS School Attendance Procedure  
 EJEHS Student Behaviour Code (See Appendix A)  
 EJEHS Respectful Behaviour Intervention Procedure (See Appendix B)  
 EJEHS Student Development Plan (See Appendix C)

### Appendices

**Appendix A** - EJEHS Student Code of Conduct  
**Appendix B** - EJEHS Respectful Behaviour Intervention Procedure  
**Appendix C** - EJEHS Student Development Plan

## Appendix A – EJEHS Student Code of Conduct

In line with the DfE Student Discipline Code and the EJEHS Student Behaviour Code, 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

### 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
- use study time productively and for the intended learning purpose

### We value a safe learning environment

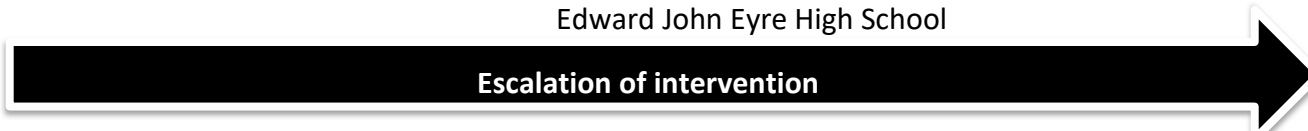
Therefore we expect that students will:

- resolve conflicts using constructive, negotiate 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 as defined in the boundaries policy
- 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.

## EJEHS Respectful Behaviour Intervention Procedure

Edward John Eyre High School



Behaviour	Level 1 (Teacher)	Level 2 (Learning Area/ House Manager Senior School Coordinator)	Level 3 (House Manager/ Coordinator/ Principals)
<p>Failure to follow instructions:</p> <ul style="list-style-type: none"> <li>Distracting others</li> <li>Verbal insolence</li> <li>Bullying/Harassment</li> <li>Off-task behaviour</li> </ul> <p>Non-permitted / inappropriate mobile phone usage:</p> <ul style="list-style-type: none"> <li>Facebook/social media</li> <li>Taking photos</li> <li>Off task behaviour</li> <li>Games</li> </ul>	<p>Verbal warning to ask behaviour to stop.</p> <p>If behaviour continues, parents will be contacted and a detention may be issued (Supervised by Teacher).</p> <p>Persistent behaviours/parent contacts are recorded on Daymap. Detention(s) recorded on SENTRAL.</p>	<p>If behaviour continues after detention or it is not attended → Coordinator contacts Parents/caregivers.</p> <p>Student is asked to re-do the consequence (teacher supervised).</p> <p>Students who refuse to complete detention or follow coordinators instructions will have parents contacted and informed of level 3 consequences. Contact recorded on DaymapL</p>	<p>Sent Home or Internal suspension (full day)</p> <p>Parents/caregivers contacted.</p> <p>Staff informed and recorded on SENTRAL</p> <p>When the student returns to school, a Student Development Plan is completed with agreements / consequences in place if instruction / rule is broken again.</p>
<p>Attendance:</p> <ul style="list-style-type: none"> <li>Late to lesson</li> <li>Unexplained absence</li> <li>Ongoing truancy</li> </ul>	<p>Teacher asks for an explanation from the student in the first instance. This could include a written note/parent phone call and/or doctor's certificate (if applicable).</p> <p>The teacher may implement a detention for unexplained lateness/wagging. Parent contact/Detention recorded on Daymap for unexplained absences.</p>	<p>If lateness/wagging continues, despite level 1 actions, it will be referred to a Year Level coordinator.</p> <p>The SS coordinator may call a parent/student/teacher meeting to explain the absence and send attendance data home via a letter.</p> <p>An attendance contract may also be put in place (2x max. per student). This will be documented on Daymap.</p>	<p>If previous strategies have not worked and the student still does not attend, further action will be taken.</p> <p>Consequences will generally include a '5-day warning letter' indicating disenrollment and potential notification to Centrelink if relevant.</p> <p>If no contact is made/received by the student (and they are post-compulsion age) they will be dis-enrolled. Actions will be documented on SENTRAL.</p>
<p>Not wearing appropriate Uniform:</p> <ul style="list-style-type: none"> <li>Non-school polo-shirt/jumper</li> <li>Non-black trousers/shorts</li> <li>Thongs</li> </ul>	<p>Teacher gives a verbal reminder to the student.</p> <p style="text-align: center;"><b>Fast Track</b></p> <p>Record a note on Daymap.</p>		<p>Senior School Coordinator talks to the student and gives one verbal warning.</p> <p>If repeated, a phone call is made home outlining that the student will be sent home if there is no valid reason. If financial support is required, the student may be provided with a voucher from NGA.</p>

<p>Threat/actual:</p> <ul style="list-style-type: none"> <li>• physical violence</li> <li>• bullying behaviour</li> <li>• verbal harassment</li> </ul> <p>of a student or staff member.</p> <ul style="list-style-type: none"> <li>• Sexual harassment</li> <li>• Destruction of school property</li> </ul>	<p>Refer to a Year Level manager.</p> <p style="text-align: center;">Fast Track ed</p>		<p>External Suspension (one to five days depending on severity of incident). Police informed/ Incident report made/exclusion if necessary.</p> <p>Parents/caregivers contacted. Staff informed.</p> <p>Re-entry meeting Student Development Plan/Agreements made and published to all staff.</p>
<p>Criminal Matter:</p> <ul style="list-style-type: none"> <li>• Driving infringement</li> <li>• Illicit substance</li> <li>• Theft</li> <li>• Other illegal activity</li> </ul>	<p style="text-align: center;">Fast Track ed</p>		<p>Parents/caregivers contacted. Staff informed.</p> <p>External Suspension (one to five days depending on severity of incident).</p> <p>Possible loss of school privileges.</p> <p>Police informed/ Incident report made if necessary.</p> <p>Exclusion/ Expulsion if necessary, as per 'C procedures'.</p> <p>Re-entry meeting Student Development Plan/Agreements made and published to all staff.</p>
<p>Delivery of Consequences:</p> <p>Consequences will be issued by Teachers in the first instance (level 1), escalate next to Learning Area Coordinators (level 2) and finally to Assistant/Deputy/Principals (level 3). For critical incidents the consequence(s) will be fast tracked to level 3. Assistant and Deputy Principals (or the Principal) will be responsible for internal/external suspensions. If neither are present, Year Level managers will implement the required consequences.</p>			
<p>Repeated Offence:</p> <p>Upgrade of consequence. This will be addressed, negotiated and documented on the Student Development Plan during the re-entry meeting.</p>			
<p>Documentation:</p> <p>SENTRAL notes are recorded on the student wellbeing portal for each consequence level, as relevant. Staff will also be alerted to Internal and External suspension details via the staff notices on the SENTRAL portal. Student Development Plan template will be used for all re-entry meetings.</p>			



Appendix C

Student Name:

Conference Coordinator:

GOALS	STRATEGIES What do you need to do to make this happen?	RESPONSIBILITIES
<p>Learning Goals</p>    <p>Behaviour Goals</p>		

How monitored:

Timeframe:

Consequences

Meeting Set Goals:

Not Meeting Set

Signed

Student

Parent

Assistant/Deputy/Principal