

RATIONALE

The Nuriootpa High School Behaviour Code is aligned with DECD Policy and is based on the belief that all students in our school have the right to a safe, caring and supportive learning environment in which the rights of teachers to teach and students to learn are supported.

The Department for Education and Child Development believes that behaviour is chosen for a purpose and that irresponsible or withdrawn behaviours indicate that students need more learning, practice, support or counselling. Students learn to accept responsibility when they are involved in decisions about behaviour and when staff explicitly teach and model responsible behaviour.

The fundamental principle of RESPECT underpins Nuriootpa High School Wide Positive Behaviour for Learning (SWPBL) Universal Behaviours.

Respect for Learning

- Allow students to learn and teachers to teach.
- Be organised and take responsibility for our learning.
- Arrive on time and remain in home group, ECA and all classes.
- Participate in and complete all set tasks in class.
- Meet deadlines.

Respect for Yourself and Others

- Speak and act appropriately towards others.
- Always use language, volume and tone of voice appropriate for the learning environment.
- Follow instructions in a timely manner.
- Care for everyone's health and wellbeing.
- Follow the school uniform policy.

Respect for the Environment

- Use the correct bins and keep our school clean and tidy.
- Recycle and use resources wisely.
- Use ICT for subject related purposes.
- Use school facilities and equipment safely and appropriately.

Through these Universal Behaviour Expectations we aim to model and teach positive behaviours. Staff will consistently respond to inappropriate behaviour with appropriate consequences and restorative practices which provide students with opportunities to be accountable for their own behaviour choices.

Parents, caregivers, teachers and support staff are expected to uphold and model these values for the benefit of our school community.

CLASSROOM BEHAVIOUR

1. Establishing a Safe, Orderly and Productive Classroom

At Nuriootpa High School, we aim to maximise learning opportunities for all students whilst providing support for students who need further assistance in managing their behaviour. In the first instance, teachers and students will work together to teach and model the Universal Behaviour Expectations of Nuriootpa High School.

1.1 Teacher Responsibilities

- 1.1.1** Explicitly teach and model the Universal Behaviour Expectations in their learning area and home group.
- 1.1.2** Acknowledge students' appropriate behaviour as they progress to encourage their continued positive development.
- 1.1.3** Revisit the expected behaviours to clarify the Universal Expectations and seek clarification if the need arises.

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1.2 Student Responsibilities

- 1.2.1 Follow the Universal Behaviour Expectations.
- 1.2.2 Follow the instructions of teachers and support staff and ask questions for clarification.
- 1.2.3 Be proactive in their learning.

2. CLASSROOM BEHAVIOUR- First Response to Inappropriate Behaviour

In response to inappropriate classroom behaviour;

2.1 Teacher Responsibilities

- 2.1.1 Utilise “in class” management processes and establish a safe, orderly and productive classroom.
- 2.1.2 Communicate with the student about behaviour and give First Formal Warning.
- 2.1.3 If the disruptive behaviour persists, discussion with the student and a Final Formal Warning is issued where students have the opportunity to respond to behaviour correction.
- 2.1.4 Where continued behaviour does not meet the classroom expectations, a formal Time Out referral will be issued.
- 2.1.5 If an incident is serious and needs an urgent response, a teacher will make contact with the Front Office for Senior Leader assistance or contact the Senior Leader directly.

2.2 Student Responsibilities

- 2.2.1 Engage in the formal conversation process.
- 2.2.2 Accept responsibility for their actions after receiving the Formal Warnings.
- 2.2.3 Positively re-engage with the learning process.

3. CLASSROOM BEHAVIOUR- Time Out

After the Final Formal Warning, if behaviour continues to not meet the classroom expectations, a formal Time Out referral will be issued. Teachers will refer to the Time Out options to select an appropriate level of consequence for that particular incident.

Note: If an incident is serious or dangerous and needs an urgent response, a teacher may send a student to the Time Out Room immediately, rather than work through the steps.

3.1 Time Out Options

- 3.1.1 **Time Out Level One “Cool Down” (TO1)** – Students will remain in Time Out for the remainder of that current lesson, plus one more lesson, at teacher discretion. Students who are sent to Time Out by a relief teacher will follow Time Out Level One “Cool Down” (TO1) processes.
- 3.1.2 **Time Out Level Two (TO2)** – Students will remain in Time Out for the remainder of that lesson and will remain in Time Out for that subject until re-entry is completed. Re-entry must be complete within two school days.

The following process for formal Time Out referral for behaviour concerns will follow;

3.2 Teacher Responsibilities

- 3.2.1 Complete the Time Out Movement slip, issue to the student and record in Daymap. (TO1, TO2)
- 3.2.2 Make phone or email contact with the parent or guardian and document. (TO1, TO2)
- 3.2.3 For Time Out Level One “Cool Down” (TO1), student re-entry time to be negotiated with student and teacher. Re-entry to be done at break times.
- 3.2.4 For Time Out Level Two (TO2), teacher will take or email Time Out 2 Referral Form to the front office by 3:30pm the day of the Time Out to facilitate Senior Leader intervention with student on the day of re-entry.
- 3.2.5 Engage in re-entry discussion with the student at negotiated time, prior to the return to class.

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3.2.6 Hold restorative conversations and re-establish agreed upon behaviour expectations and goals for a Behaviour Intervention Plan.

3.2.7 Return Behaviour Intervention Plan to the Front Office. Front Office will email a copy of Behaviour Intervention Plan to parents, teacher, YLM, AP/DP.

3.3 Student Responsibilities

3.3.1 Attend Time Out immediately.

3.3.2 Report to supervising teacher and abide by the expectations in Time Out. This is an opportunity for the Time Out teacher to talk with the student to reflect upon the behaviours either verbally or through a written reflection sheet.

3.3.3 Attend re-entry meeting to establish agreed upon behaviour expectations for the behaviour intervention plan.

3.4 Home Group Teacher Responsibilities

3.4.1 Provide a mentoring role in home group to support the re-entry process and direct student behaviour back to the Universal Behaviour Expectations.

3.4.2 Inform student of the re-entry meeting time.

3.5 Leader Responsibilities (AP/DP/YLM/Coordinator)

3.5.1 Senior Leader (or delegate to the YLM) to work with students and teachers through the Restorative Justice process to support the re-entry.

3.5.2 YLM/AP/DP will monitor data and respond to students with repeated or multiple referrals to Time Out.

3.5.3 Faculty Coordinators to offer collegial support to faculty members around the re-entry of students from Time Out.

3.6 Front Office Responsibilities

3.6.1 Photocopy Time Out Forms and distribute to key stakeholders.

3.6.2 Year Level Manager, AP/DP/ Coordinator to prepare and distribute behaviour data to leadership team weekly.

4. INAPPROPRIATE BEHAVIOUR- In Time Out

4.1 Multiple Time Outs- Students, who are given 5“Time Out Two (TO2)” referrals from any class within a term, will be placed on Internal Suspension by a Senior Leader and a Behaviour Intervention Plan will be developed for all classes and distributed to all teachers.

4.2 Poor Behaviour (including non-attendance to Time Out, inappropriate language, cooperation and not adhering to the expectations of Time Out) will result in Senior Leader intervention and immediate “Take Home”.

4.3 Failure to Re-enter without good reason from a “Time Out Two (TO2)” will result in Senior Leader intervention. Students will be placed on a “Loss of Privileges” and remain in Time Out for the class they were sent to Time Out for.

4.4 If re-entry is unsuccessful, alternate class placement options will be explored by Senior Leaders.

5. TRUANCY- From Class

5.1 For in class truancy, students will be placed on a Loss of Privileges Program. The length of time for the Loss of Privileges Program is contextual and is determined by the Senior Leader.

YARD & HOME GROUP BEHAVIOUR

6. Lunch Time Detention and Blue Bench

In order to protect the safety and welfare of self and others outside of the classroom and in the Yard, staff will;

6.1 Teacher Responsibilities

- 6.1.1 Support students to solve problems in the Yard.
- 6.1.2 Ask student/s to stop inappropriate behaviour.
- 6.1.3 Remove students from general Yard area if required and place them on the Blue Bench outside of the staffroom for follow up.
- 6.1.4 Truancy- Fill out an Incident Report and pass to the Senior Leader. Students found off school grounds without permission will be issued a Loss of Privileges Program by the Senior Leader.

Formal Detention referral for ongoing behaviour concerns in Yard and Home Group/ECA;

6.2 Teacher Responsibilities

- 6.2.1 Discuss behaviour concerns with student and redirect to the Universal Behaviour Expectations.
- 6.2.2 Complete referral process.

6.3 Year Level Managers Responsibilities

- 6.3.1 Remind students of Lunch Time Detention.
- 6.3.2 Follow up with students who do not attend Lunch Time Detention.

6.4 Student Responsibilities

- 6.4.1 Lunchtime detention slip stuck in school diary (Year 8-10) or record the date electronically (Year 11-12)
- 6.4.2 Attend Detention- Detentions will occur for **20 minutes** at lunch time in the Detention Room.
- 6.4.3 Complete reflection activity whilst in Detention.

NOTE: If an incident is serious and needs an urgent response, a teacher will make contact with the Front Office for Senior Leader assistance or contact the Senior Leader directly.

CONSEQUENCE CONTINUUM

7.1 Loss of Privileges Program

- 7.1.1 The student will lose some privileges within the school. The student will attend classes and may be seated away from others. The student will be isolated from peers during normal break times and attend Lunch Time Detention.
- 7.1.2 Repeated behaviour incidences for not adhering to the school behaviour code may lead to students not being eligible for attending camps and school excursions.
- 7.1.3 Inappropriate completion of Loss of Privileges may lead to Internal Suspension.

7.2 Internal Suspension

- 7.2.1 Internal suspension may be given to indicate to the student that their behaviour is considered very serious. The student will spend the school day in isolation and will not attend classes. The student will take separate break times and will be isolated from peers during normal break times.
- 7.2.2 Inappropriate completion of Internal Suspension may lead to External Suspension.

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7.3 Take Home

7.3.1 This situation occurs when a student is unwilling or unable to comply with reasonable directions from teachers and is endangering himself/herself or other members of the school community or interfering with the learning and teaching rights of other members of the school community. "Take Home" enables a student who is temporarily unwilling or unable to manage in school 'sit out' to be removed for the remainder of the day. It is not extended beyond the remainder of a single school day.

7.3.2 When parents are unable to Take Home, Internal Suspension will follow.

7.4 External Suspension

7.4.1 The student will not attend school for a period of up to five days. (refer to DECD S.E.E Policy)

7.4.2 Following a period of external suspension or exclusion, a conference is conducted with the student and parent(s)/ caregiver(s) to negotiate a student development plan. The conference will be convened by the assistant or deputy principal or the principal, together with relevant people such as a teacher, a School Counsellor, a support person for the student if necessary and any other agency representative.

SENIOR LEADER INTERVENTION

8. Assistant Principal/ Deputy Principal

8.1 If the student has:

- Threatened or committed a violent act;
- Threatened the good order of the school by refusing to follow the school's behaviour code;
- Persistently interfered with the rights of other students to learn and teachers to teach;
- Acted illegally;
- Shown persistent and wilful inattention or indifference to school work.

The following will take place:

8.1.1 The student will be referred to the Senior Leader who will refer to the Consequences Continuum (see appendix). The Senior Leader will notify the parent and convene a restorative student conference to negotiate conditions for re-entry to school.

8.1.2 If there have been three previous suspensions and the irresponsible behaviour is not changing the procedures outlined in the DECD policy on Suspension, Exclusion and Expulsion will be implemented.

8.2 Senior Leader Responsibilities

8.2.1 Ensure the consistent implementation of the Behaviour Code throughout the school.

8.2.2 Enable students to be involved in the management of their behaviour.

8.2.3 Support and enable parents or caregivers and teachers to form relationships within which student behaviour may be managed positively.

VERSION CONTROL

9.1 **Review Date:** August 2015

9.2 **Version Number:** 2014. 01

9.3 **Voted on and passed by:**

9.3.1 **Staff:** 9th December 2014

9.3.2 **SRC:** (date)

9.3.3 **Governing Council:** (date)

RESPONSES CHART

Some possible responses by staff, including Teachers, Coordinators, Year Level Managers and the Senior Leader Team), to inappropriate behaviours are listed below.

It should be made clear that the following responses are not necessarily sequential and that the level of response will be determined by the nature of the inappropriate behaviour.

Response	Behaviour Code Breach	Who
Yard Duty	Low level yard incident Classroom Intervention	All teaching staff
Time Out 1	Low level behaviour in classroom First behaviour incident in the classroom	All teaching staff TRT Teachers
Time Out 2	Repeated breaches of Behaviour Code Unsafe behaviour in the classroom Defiant, disrespectful behaviour	All Teaching Staff
Incident Report – leading to Senior Leader and/or YLM Intervention	Any behaviour listed on the Consequences Continuum Appendix - e.g. <ul style="list-style-type: none"> • Vandalism • Bullying/Harassment • Theft • Graffiti • Violence 	All Teaching Staff TRT Staff Support Staff
Detention	Out of Bounds Behaviour Not completing a consequence Littering Leaving class early Lateness to class Non-compliance with reasonable instruction	All Teaching Staff Support Staff TRT Staff
Non-completion of work letter	Non completion of work by the due date Work not at an appropriate level	All Teaching Staff
Referral to Uniform Change Room	Not adhering to the School Uniform Policy	Home Group Teacher
Uniform letter	Not adhering to the School Uniform Policy	Year Level Manager Senior Leader
Loss of Privileges program	Truancy Non Completion of Detention	Year Level Managers Senior Leaders
Internal/ External Suspension <i>Consequences for External Suspension will be determined by referring to the Consequences Continuum Appendix and DECD SEE policy</i>	Non- completion or Unsatisfactory completion of Loss of Privileges program Persistent and wilful inattention Interfered with the rights of others Threatened safety/ wellbeing of others Acted illegally Threatened good order of school Violence	Senior Leaders
Exclusion	Persistent and wilful inattention - Interfered with the rights of others - Threatened safety/ wellbeing of others - Acted illegally - Threatened good order of school - Violence	Principal