

HEATHFIELD HIGH SCHOOL

RESPONSIBLE BEHAVIOUR POLICY

CREATED: 07/16

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RESPONSIBLE BEHAVIOUR POLICY

Introduction

Heathfield High School is committed to a supportive, achievement orientated learning environment which cultivates a culture of integrity and mutual respect, as well as fostering confidence, responsibility and self-discipline. This is reflective of the school's beliefs that our community can *expect to be encouraged; expect to be challenged and expect to be the best they can be.*

Rationale

Our school is to be a safe, caring learning environment in which the rights of students to learn and all teachers to teach are to be supported; where staff and students take responsibility for social justice, free from impediment caused by the inappropriate behaviour of others.

The main focus of our *Responsible Behaviour Policy* is the modification of behaviour; it is not punitive in its intent. Our approach to behaviour management is consistent across the school and is aligned with DECD policy.

As a school we will

- Ensure the consistent implementation of the *Responsible Behaviour Policy* throughout the school
- Discuss with students classroom and school expectations at the beginning of each term/ semester/ year and continue to refer to these when working with students
- Enable students to be involved in the management of their behaviour
- Assist students who may exhibit challenging behaviours to accept responsibility for themselves and their actions
- Ensure that the school's response to gender, religious, sexual and cultural differences, family circumstances or disabilities does not reduce students' learning opportunities
- Assist students to develop an acceptance of responsibility for their own behaviour, to understand the behavioural expectations and know/ understand the consequences for inappropriate student behaviour
- Create an environment where students feel empowered to take responsibility for their own behaviour and progress. Behaviour occurs as a result of choices, conscious or unconscious, which are based upon the student's perception of the best way to satisfy a particular need. Behaviours have consequences which can increase or reduce immediate and future choices
- Provide a social framework allowing every student to learn and succeed
- Support and enable parents or caregivers and teachers to form relationships within which student behaviour may be managed positively
- Provide support and opportunities to increase student academic, social and physical success
- Provide support structures and procedures to assist students with their development
- Afford students opportunities to alter inappropriate behaviour
- Respond to inappropriate behaviour in a manner which protects the rights of students who want to learn; supports the rights of teachers to teach; and offers the student involved a chance to learn how to make a more appropriate choice in the future

Levels of Response

The relationship between the student and the teacher is at the heart of learning and disciplining and confronting disruptive behaviour is initially the teacher's responsibility. Other staff or Learning Area Coordinators will not become involved unless requested, or the Executive Leadership Team (ELT) deems it necessary.

Verbal and Physical abuse, including swearing and any level of fighting will not be tolerated and consequences will apply in all situations. Bullying and cyberbullying are also unacceptable and will have consequences apply in all situations. Cyberbullying includes bullying beyond the school environment of student or teachers, through the use or taking of photos, videos, streaming or creation of social media sites without explicit permission. There will be an intention to exclude in cases where these behaviours are serious or repeated.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student, as well as the needs and rights of the school community will be considered. Access to alternative programs and input from outside agencies may be necessary for students who repeatedly behave inappropriately and in unacceptable ways.

Parent Support

Parents and Caregivers are asked to assist the school in helping students to behave responsibly and to peacefully resolve any differences or situations of conflict. Parents and Caregivers are also asked to provide any additional information which may assist the school in supporting their child/children.

Class and School Strategies

Individual teachers signal to students when their behaviour is inappropriate. Teachers will use a variety of strategies, using their professional judgement to decide the most appropriate response for each situation. These strategies will be explicitly discussed by each teacher at the beginning of the course. These strategies may include, but are not limited to:

- discussions with student(s)
- counselling
- mediation
- communication with parents/caregivers
- detention
- yard duty
- sending the student to a 'buddy class' to work (pre-negotiated between staff members)
- withdrawing the student to the Flexible Support Centre - in serious or repeated situations
- intervention by Learning Area Coordinator
- seeking assistance from the Executive Leadership Team (Principal and Assistant Principals)

Ongoing Inappropriate Behaviour

Where a student does not continue to respond to class or school level consequences specialised outside agency supports will be accessed by the school.

The Executive Leadership Team has the authority to carry out suspensions from 1-5 days and Exclusions from 4 – 10 weeks in accordance with the DECD Suspension, Exclusion and Expulsion (SEE) Procedures.

SPECIFIC CONSEQUENCES

Lesson Checks

The student is provided with a Lesson Check to focus on behaviour change. It is taken to every lesson and given to the subject teacher to provide feedback and comment regarding the student's in-class behaviour and work habits and homework at the end of every lesson. It is also signed by the parent each night.

Detention

A Detention may be issued in response to inappropriate classroom behaviour or non-completion of work, including homework. Detention occurs at recess or lunch time and is managed by the subject teacher. Non-attendance or refusal to cooperate with staff will result in intervention by the Leadership Team. Any teaching staff member may issue a detention to a student for inappropriate yard behaviour.



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Government of South Australia
Department for Education and
Child Development



After School Detention

After School Detention may be issued to a student when appropriate, by a member of the Leadership Team and is held on Wednesday afternoon 3.25pm – 4.25pm. The student will be involved in community service within the school and supervised by a member of the Leadership team. Alternate transport arrangements will be required after school.

Note: For Afterschool Detention, parent contact will occur via a phone call.

Take Home

There are times where it is best for both student and school community that a student be taken home to address a particular situation. Parents are requested to collect their child from school as soon as possible. An interview between the student, parent and member of Executive Leadership Team is arranged before the student can return to class.

Internal Suspension

Internal Suspension is issued when the behaviour of a student is not acceptable within the school community. The student is supervised in the Flexible Support Centre with break times different to those of the rest of the school.

External Suspension

An External Suspension is intended to protect the learning and safety rights of both the student and other members of the school community. It is actioned when the student's behaviour is not acceptable within the school community. The external suspension may be between 1 – 5 days. A re-entry meeting involving the student, parent and Assistant Principal is held before a student can return to school. At this meeting a *Student Development Plan (SDP)* is developed.

Note: An External suspension may be actioned immediately and without prior history, for behaviours deemed serious by the school.

Exclusion

An exclusion from school is actioned when the student's behaviour is not acceptable and cannot be managed within the school community without interfering with the rights of others to education and safety. Exclusion may be between 4 and 10 weeks, with goals and expectations having to be achieved to an agreed level, prior to returning to the school. The DECD Behavioural Support Team is involved with the process for those students.

Note: Exclusion may be actioned without prior history for violent or illegal behaviours.