



RESPONSIBLE BEHAVIOUR POLICY

PURPOSE:

The Department for Education is accountable to the community, through the Minister for Education, for managing student behaviour and for creating safe, orderly, productive and successful learning communities. This policy and code of behaviour is based on the following shared principles:

- Kapunda High School 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. (*Dept for Education, School Discipline Policy*)

SCOPE:

This policy outlines the responsibilities of staff, students and families to promote appropriate and positive conduct and to prevent or minimise non-compliant and aggressive behaviours. The range of responses to inappropriate behaviour is documented as part of the policy.

Our department believes that behaviour is chosen for a purpose and that irresponsible or withdrawn behaviours indicate that students need more learning, practice, support or counselling.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 respectful behaviour.

INTRODUCTION:

Kapunda High School Values of RESPECT, HONESTY, EXCELLENCE AND DIVERSITY are the foundation for building positive relationships and promoting responsible behaviour. Kapunda High School students have the right to receive a quality education and to be provided with a safe, caring and supportive environment for learning and behaviour that is:

- Safe
- Inclusive
- Conducive to learning
- Free from harassment and bullying

RESPONSIBLE BEHAVIOUR CODE FOR STUDENTS

RESPECT FOR LEARNING

- Respect the rights of other students to learn and teachers to teach
- Maintain good attendance and be on time to each lesson
- Follow Common Classroom Expectations
 - Be organised for learning – equipment, BYOD, drink bottles
 - Phones and earphones away until teacher permission is given
 - Hats off inside
 - Food away in bags
 - Respectful communication and language
- Participate in and complete all learning activities and meet deadlines

RESPECT FOR YOURSELF AND OTHERS

- Be considerate and polite to others by using appropriate language, volume and tone of voice
- Follow reasonable instructions in a timely manner
- Care for everyone's well-being by adhering to the bullying and harassment policy
- Protect yourself by following the SunSmart policy
- Use Digital Technology appropriately
- Support everyone's health by not bringing energy drinks to school
- Support others' safety by not using spray deodorants or perfumes at school
- Follow the uniform policy
- Follow the Bus policy
- Accept responsibility for your behaviour

RESPECT FOR THE ENVIRONMENT

- Use school facilities and equipment safely and appropriately
- Keep our school clean and tidy by using bins

BEHAVIOUR IS AN EDUCATIVE PROCESS:

At Kapunda High School we regard behaviour as an educative process with a focus on restorative principles and practices. We provide a range of programs and activities to support students develop socially and emotionally so they can build positive self-esteem and a sense of self-worth. We appreciate that students need opportunities to develop and learn appropriate behaviours and conflict resolution skills.

All students at Kapunda High School are taught about anti-bullying and cyber safety.

ROLES AND RESPONSIBILITIES:

Senior Leadership Team Responsibilities:

- Ensure students are learning in a safe environment and the Behaviour Code is followed
- Identify where Support Services will support staff and families
- Ensure the Responsible Behaviour Policy is updated regularly
- Ensure that parents or caregivers:
 - have access to the Department for Education's School Discipline Policy, support materials and related documents
 - 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
- Promote structures at class and school level to:
 - Enable students to be involved in the management of their behaviour
 - Ensure that the school's response to gender, cultural differences, religious beliefs, family circumstances or disabilities does not reduce students' learning opportunities

Staff Responsibilities:

- Make explicit and model the Kapunda High School Values
- Develop and foster positive relationships with students and families
- Communicate and interact effectively with students and engage in co-operative problem solving relationships to address issues faced by the school 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 safe school behaviour

In particular, teachers will:

- Approach student behaviours in a consistent manner and free of bias. Teaching staff should positively acknowledge responsible student behaviour and celebrate success. Alternatively, consequences will be implemented by teaching and leadership staff if students fail to act appropriately and outside the Responsible Behaviour Code
- 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:
 - 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

Parents and Caregivers:

When they enrol a student in a school, parents or caregivers accept responsibility to:

- Ensure that the student attends school and that school staff are notified of absences
- Keep schools informed of health issues, concerns about behaviour, changes in contact details or other matters of relevance
- Comply with Department for Education and Kapunda High School policies

We also encourage parents or caregivers to:

- Promote high expectations about learning achievement and acceptable patterns of behaviour
- Actively participate in the development of Student Development Plans and Support and Safety Plans

ACKNOWLEDGING RESPONSIBLE STUDENT BEHAVIOUR:

- Teachers recognize and reinforce responsible behaviour during lessons
- Students and teachers work together to develop a 'menu' of rewards for responsible behaviour (eg privileges, special choices, activities, contact with parents)
- Formal recognition for responsible behaviour through end of term reports, Personal Best Awards
- Foyer Awards
- Presentation Evening Awards
- Acknowledgement of success through assemblies, daily bulletin, newsletter, school magazine, KHS Facebook page, local newspaper

RESPONDING TO INAPPROPRIATE BEHAVIOUR

When behaviour is inappropriate we are guided by the core concepts of natural justice and restorative practices. Consequences are therefore applied with the following in mind so that they:

- Are appropriate in terms of the level of severity
- Take into consideration the frequency of the behaviour or similar previous behaviour
- Are consistent in application
- Are mindful of special circumstances – disability, trauma, mental health
- Address any harm done and facilitate the restoration of positive relationships between all parties involved.

LEVELS OF RESPONSE

There are three levels of response to actions that do not comply with the Responsible Student Behaviour Code. These levels include:

Classroom	School Level	System Level
Consequence relevant to behaviour	Time out from classroom	Suspension
Exit from class	Time out from yard	Exclusion
Alternative class placement	Internal suspension	Expulsion (post compulsion)

SYSTEM LEVEL

The Department for Education has identified that Suspension or Exclusion are appropriate responses when the principal believes on reasonable grounds that:

- The student has threatened or perpetrated violence
- The student has acted in a manner which threatens the good order of the school by persistently refusing to follow the school's behaviour code
- The student has acted in a manner which threatens the safety or wellbeing of a student, member of staff or other person through sexual or racist harassment, verbal abuse, bullying or any other means
- The student has acted illegally
- The student is interfering with the rights of other students to learn and of teachers to teach

Students may also be suspended when the principal believes on reasonable grounds that:

- The student shows persistent and wilful inattention or indifference to school work.

BEHAVIOUR RESPONSES CHART

Some possible responses by staff, including teachers, Year Level Managers and the Senior Leadership Team are listed in the chart overleaf. 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.

Principals, in consultation with other staff, support services and interagency personnel will use their professional judgement to determine the appropriate level and response strategy for the situation.

BEHAVIOUR RESPONSES CHART

Behaviour	Possible Responses	Who
Low level class behaviour or incident	<ul style="list-style-type: none"> Reminder, warnings Teacher intervention – private chat with student, redirect, cool-down time, moving to another seat, formal warning, etc 'Sit out' from class (5-10 minutes) Lunchtime detention/school community service Parent contact – <i>DayMap</i> documentation 	Teaching staff
Repeated classroom behaviour that prevents other students from learning and teachers from teaching	<ul style="list-style-type: none"> Referral to Time Out Room Parent contact – Time Out Room data base 	Teaching staff
Repeated timeout referrals in a term	<ul style="list-style-type: none"> Internal Suspension External Suspension 	Year Level Managers
High level classroom behaviour, including: <ul style="list-style-type: none"> Fighting Harassment and bullying Disrespect/swearing/abuse 	<ul style="list-style-type: none"> Referral to Time Out Room Internal suspension External suspension 	Teaching staff Year Level Managers/Senior Leadership Team
Low level yard behaviour or incident	<ul style="list-style-type: none"> Yard duty with teacher School Community Service Yard Sit-out Detention 	Teaching staff
Physical Violence	<ul style="list-style-type: none"> Internal Suspension External Suspension Exclusion (unprovoked or repeated) Report to SAPOL 	Year Level Manager/Senior Leadership Team
Violence using a weapon	<ul style="list-style-type: none"> Exclusion 	Senior Leadership Team
Bullying/Harassment	<ul style="list-style-type: none"> Formal meeting Restorative meeting Parent Contact Internal Suspension External Suspension 	Year Level Manager/Well Being Leaders/Senior Leadership Team
Digital Technology (including social media) Breaches	<ul style="list-style-type: none"> Confiscation until end of the day Contact with parent Loss of privileges Internal Suspension External Suspension Exclusion Report to SAPOL 	All teaching staff/ Year Level Manager/Senior Leadership Team
Smoking (tobacco/e-cigarettes) Illicit Drug and Alcohol Use	<ul style="list-style-type: none"> External Suspension Exclusion Report to SAPOL (illicit drugs) 	Year Level Manager/Senior Leadership Team
Not meeting uniform requirements	<ul style="list-style-type: none"> Parent follow-up – <i>DayMap</i> documentation Detention 	Home Class teachers Year Level Managers
Lateness	<ul style="list-style-type: none"> Verbal warnings Monitoring card Making up time 	Teaching staff

	<ul style="list-style-type: none"> • Detention • Parent contact 	
Truancy	<ul style="list-style-type: none"> • School Community Service • Detention • Internal Suspension • External Suspension 	Teaching staff Year Level Managers/Senior Leadership Team
Inappropriate use of property/damage to property	<ul style="list-style-type: none"> • Parent contact • Community Service • Contribution to cost of repairs • Internal Suspension • External Suspension 	Year Level Manager/Senior Leadership Team

ROLES AND RESPONSIBILITIES

Principal	<ul style="list-style-type: none"> • Exclusions • Support for other staff – especially suspensions • Participate in relevant re-entry meetings
Deputy Principal and Assistant Principals	<ul style="list-style-type: none"> • Support with suspensions – relevant year level • Document on <i>DayMap</i> • Participate in relevant re-entry meetings • Support staff with strategies
Leader –Well Being	<ul style="list-style-type: none"> • Support individuals and groups of students with wellbeing and proactive strategies • Provide advice to staff about individual students and relevant strategies • Participate in relevant re-entry meetings
Year Level Managers	<ul style="list-style-type: none"> • Get to know students/develop relationships • Support teachers with strategies • Monitor time out referrals and other incidents and implement appropriate consequences • Investigate major incidents and liaise with designated SLT member re suspensions • Participate in suspension re-entry meetings • Document on <i>DayMap</i>
Time Out Room Manager	<ul style="list-style-type: none"> • Monitor data • Communicate with teachers and Year Level Managers
Home Group Teachers	<ul style="list-style-type: none"> • Get to know students/develop relationships • Follow-up uniform and attendance breaches and document on <i>Day Map</i> • Parent Contact
Subject Teachers	<ul style="list-style-type: none"> • Get to know students/develop relationships • Consistent expectations re Responsible Behaviour Code • Consistent response to inappropriate behaviour • Discuss strategies with Year Level Managers, Learning Area Co-ordinator, Leader of Well Being • Parent Contact • Document on <i>DayMap</i>
Support Staff	<ul style="list-style-type: none"> • Get to know students/develop relationships • Consistent expectations re Responsible Behaviour Code • Discuss strategies with teachers, Year Level Managers, Leader of Well Being

LINKS TO RELEVANT DOCUMENTS:

Department for Education

<https://www.education.sa.gov.au/doc/suspension-and-exclusion-information-parents-and-caregivers>

- Suspension, Exclusion and Expulsion procedures

Kapunda High School

<https://www.kapundahs.sa.edu.au/policies-procedures>

- Time Out Room FAQs (under review)
- Anti-Bullying Policy and Bullying and Harassment Flow Chart
- Personal Technology Policy
- Attendance Improvement Plan
- Common Classroom Expectations
- Deadlines Policy
- Uniform Policy
- Sun Smart Policy
- Energy Drink Policy
- Bus Policy