



Responsible Behaviour Policy

PURPOSE

The Department for Education and Child Development (DECD) is accountable to the community, through the Minister for Education and Child Development, 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:

- Reynella East College operates within the context of the wider society and has responsibility to prepare young people for successful participation in society
- All individuals and groups should be treated with respect at all times
- Individuals must accept responsibility for their own behaviour according to their developmental ability
- Behaviours have consequences which increase or reduce immediate and future choices

SCOPE

The Responsible Behaviour Policy aims to ensure a safe and supportive environment for learning and behaviour that reinforces College values.

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

REC staff acknowledges that ongoing inappropriate behaviour choices may indicate that an underlying issue is occurring in a student's life. Teachers will support students to build resilience and strategies to manage these behaviour choices.

POLICY DETAIL

The Principal Team has oversight for the implementation of the Responsible Behaviour Policy. The Principal has specific responsibilities for ensuring that the document is:

- regularly reviewed, in consultation with the College community and Governing Council, and is consistent with the DECD School Discipline Policy
- accessible to the school community and parents are aware of the school's decision-making procedures open to them if they wish to make a complaint

INTRODUCTION

Our College Values of Excellence, Integrity, Respect and Responsibility are the foundation for building positive relationships and promoting responsible behaviour. Reynella East College students have the right to receive a quality education and to be provided with a safe, caring and supportive environment for learning and behaviour. At Reynella East College we want to create a learning community that:

- Provides an opportunity for all students to reach their learning potential
- Ensures the safety of staff and students
- Promotes student and staff wellbeing
- Fosters confidence, responsibility and self-discipline
- Assists students who may exhibit challenging behaviours to accept responsibility for themselves and their actions
- Provides a social framework allowing every student to learn and succeed
- Cultivates integrity and mutual respect

STUDENT CODE OF BEHAVIOUR

In order to be able to provide each student with the opportunity to reach their potential, students should expect to:

- Be able to learn without distraction or interference from others
- Work in a safe environment
- Feel safe from harassment, bullying and discrimination
- Be shown respect by their peers and teachers
- Be empowered to take responsibility for their own behaviour and progress.

Our school values of Excellence, Integrity, Respect and Responsibility are the foundation for building positive relationships and promoting responsible behaviour

Behaviour is an Educative Process

At Reynella East College we regard student behaviour as an educative process with a focus on restorative principles and practices. The College provides a range of programs and activities to support children and students develop socially and emotionally so that 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. The College has a focus on building resilient learners.

The play-based curriculum and outdoor learning and play environments provide opportunities for students to assess risk and take on challenges, engage in imaginative and creative activities, and have opportunities for team work and collaboration. A range of clubs, activities and sports programs also provide opportunities for students to learn and develop new skills and develop meaningful relationships.

All students at Reynella East College are taught about anti-bullying and safe cyber behaviour. They also learn how to recognise personal dangers, assess risk and to use grievance and harassment processes for reporting bullying or harassment.

Bullying and Harassment

The DECS brochure *Bullying and Harassment at School* can be found at www.decs.sa.gov.au/speced2/pages/bullying

Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies such as the internet and mobile phones.

Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Conflict or fights between equals and single incidents are not defined as bullying.

Definition of Harassment

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. *Created on 13/09/2011 5:23:00 PM*

Harassment may be an ongoing pattern of behaviour, or it may be a single act.

What the school will do:

A range of consequences may be used for students who bully or harass others. Our goal is always for the students involved and affected by the problem to work together to find a solution.

Restorative Justice is a process through which victims and others are given an opportunity to confront the offender, express their feelings, ask questions and have a say in the outcome. Offenders hear firsthand how their behaviour has affected people. They may begin to repair the harm by apologizing, making amends and agreeing to a simple contract. Conferences hold offenders accountable while providing them an opportunity to discard the "offender" label and be reintegrated into the school community.

Students involved in an incident will meet with a mediator (teacher or principal) to work towards an understanding to clarify and resolve the situation and repair the harm caused. Part of the agreement may be a consequence for the wrongdoer. Before leaving the meeting additional consequences are agreed upon in the event that the wrongdoer's behaviour does not stop or is repeated. This meeting is recorded so that everyone is clear about their responsibilities.

ROLES AND RESPONSIBILITIES

Students Responsibilities:

To foster a positive learning environment by;

- Treating all members of the College community with respect and courtesy
- Being understanding and considerate of others and respecting their rights and property
- Following instructions
- Being punctual and regular in attendance

Making use of the educational opportunities offered by the College and working to the best of their ability

Ensuring own safety and the safety of others

- Contributing to a litter free school environment
- Recycling where appropriate
- Protecting and respecting the school's natural environment (green zones)

Promote a positive College image and climate by:

- Behaving in a manner that reflects the College's values and behaviour standards in all College related /activities, in school and the community
- Wearing the agreed College uniform

- Not promoting or being involved in inappropriate activities on school premises or in public spaces, including vandalism and other anti-social behaviours
- Remaining in school grounds unless given express permission by parent/school. Local shops are strictly out-of bounds to R-10 students during school hours
- Using school equipment in an appropriate manner at school and at home and being financially responsible if they fail to do so.

Staff Responsibilities:

Work in partnership with parents and carers to enhance the learning outcomes and support the wellbeing and conduct of the student

- Communicate and interact effectively with students and engage in cooperative problem solving
- Participate in developing, implementing and reviewing the College's procedures for managing student behaviour
- Establish, maintain, make explicit and model the College's expectations relating to student behaviour
- Ensure the consistent implementation of the Responsible Behaviour Policy throughout the College
- Encourage and promote high expectations about learning achievement and acceptable patterns of behaviour in all students
- Work in partnership with parents and carers to enhance the learning outcomes and support the wellbeing and conduct of the child
- Respond to colleagues, students and parents in a professional manner
- 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
- 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
 - Cater for disabilities, special needs, trauma and disadvantage
 - Establish and maintain safe and supportive learning environments
 - Ensure College SEQTA documentation and communication expectations are met

Parents and Caregiver Responsibilities:

- Encourage and promote high expectations about learning achievement and acceptable patterns of behaviour in all students
- Ensure that the student attends school regularly, is punctual and dressed in the appropriate College uniform
- Immediately up-date the College about changes to contact details and or circumstance
- Inform the College of absences, health issues, concerns about learning needs, behaviour or other matters of relevance
- Comply with DECD and College policies
- Ensure the consistent implementation of the Responsible Behaviour Policy throughout the College
- Actively participate in the development of Student Development or Behaviour plans

Principal Team Responsibilities:

- Ensure the consistent implementation of the Responsible Behaviour Policy throughout the College
- Enable students to be involved in the management of their behaviour
- Support and enable parents or caregivers and teachers to form relationships within which student behaviour may be managed positively
- Ensure that the College's response to gender, cultural differences, family circumstances or disabilities does not reduce students' learning opportunities
- Maximise students' opportunities to experience intellectual, social and physical success
- Teach and model decision making in groups and ensure structures are in place for student voice
- Provide opportunities for staff training and development in relation to appropriate behaviour management
- Involve regional support services and other agencies, when appropriate, to support staff and families in managing student behaviour effectively
- Use system level consequences and interagency support programs with students who do not respond to class and school consequences

RESPONSES TO INAPPROPRIATE BEHAVIOUR

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

- are appropriate in terms of the level of severity
- are consistent in application
- are mindful of special circumstances
- address any harm done (restitution where appropriate)
- facilitate the restoration of positive relationships between offender and offended.

Some possible responses by staff, including Teachers, Coordinators, College Team Leaders (Learning Community Leaders, Year Level Managers and the Principal Team), to inappropriate behaviours are listed in the chart 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.

BEHAVIOUR RESPONSES CHART

Behaviour	Possible Responses	Who
Low level class behavior or incident	<ol style="list-style-type: none"> 1. Reminder, warnings 2. Teacher intervention private chat with student, redirect/distract, cool-down time. Let them know that if their inappropriate behaviour continues there will be a further consequence. 3. Class time out: 5-10 minutes 4. Buddy Class: 10-20 minutes Complete 'Restorative Question Sheet'. Re-entry discussion with teacher. 5. Lunchtime Learning Catch Up 6. Parent contact, SEQTA documentation 	All teaching staff
Low level yard behaviour or incident	<ol style="list-style-type: none"> 1. Yard duty with teacher 2. Yard Sit-out 	All teaching staff
Not meeting uniform requirements	<ol style="list-style-type: none"> 1. Home follow-up 2. SEQTA record 3. Loss of opportunity to participate in team event(s) or College representation 	All teaching staff
Repeated classroom learning breaches	<ol style="list-style-type: none"> 1. Behaviour Change Plan 	Teaching staff in consultation with Subject Coordinators
Breach of REC Behaviour Change Plan (for issues not related to learning) <ul style="list-style-type: none"> • Fighting • Disrespectful behavior • fighting 	<ol style="list-style-type: none"> 1. Withdrawal from class 2. Office sit-out 3. Home contact 	Teaching staff in consultation with Year Level Managers / Learning Community Managers
Breach of Behaviour Change Plan (for learning catch-up) <ul style="list-style-type: none"> • Truancy • Persistent lateness • Unexplained absence • Non completion of work • Work not at an appropriate level • Poor work ethic 	<ol style="list-style-type: none"> 1. After school Learning Catch Up (Secondary or by negotiation for Upper Primary students) 2. Home contact 	Delegated Coordinators Principal Team
Repeated inappropriate behaviour	Internal Suspension	School Team Leaders Principal Team
Persistent and willful inattention	External Suspension	Principal Team

<p>Interfering with the rights of others Threatening safety/ wellbeing of others Acting illegally Threatening the good order of school Violence</p>	<p>Report to SAPOL</p>	
<p>Repeated suspensions /breach of Student Development Plans 15 days suspension Serious breaches of the Behavior Code /illegal activity</p>	<p>Exclusion</p>	<p>Principal</p>

MONITORING, EVALUATION AND REVIEW

- Review date 2018
- Forum- Responsible Behaviour Committee
- By Principal

DEFINITIONS AND ABBREVIATIONS

- List any abbreviations, acronyms and DECD-specific terms used in the body of the document and their meaning

Term	Meaning

SUPPORTING DOCUMENTS

- DECD School Discipline Policy
<http://www.decd.sa.gov.au/docs/documents/1/SchoolDisciplinePolicy.pdfv>

REFERENCES

- DECD School Discipline Policy
- Brighton Secondary School Responsible Behaviour Policy
- REC R-7 Primary Behaviour Policy

RESOURCES

APPENDIX

Publication Date	
Review Date	
Related Legislation/Applicable Section of Legislation	
Related Policies, Procedures, Guidelines, Standards, Frameworks	
Replaces	
Policy Officer (Name/Position)	
Policy Officer (Phone)	
Policy Sponsor (Name/Position)	
Executive Director Responsible (Name/Position/Office)	
Applies to	
Key Words	
Status	
Approved by	
Approval Date	
Version	

REVISION RECORD

Date	Version	Revision Description

Roles & Responsibilities

Principal	<ul style="list-style-type: none"> • Exclusions (Documented on EDSAS)
Deputy Principal	<ul style="list-style-type: none"> • Provides snapshot data every 5 weeks to support tracking & monitoring • Support suspensions & exclusions
Assistant Principal	<ul style="list-style-type: none"> • Suspensions (Documented on EDSAS) • Lead Tracking & Monitoring (Achievement, Attendance, Behaviour) • Case Management of Intervention and Support
Intervention & Support AP, Counsellor	<ul style="list-style-type: none"> • Support students with wellbeing, proactive strategies and follow up prolonged absence etc • Provide advice about specific behaviour strategies
Coordinator	<ul style="list-style-type: none"> • Advise Assistant Principal on suspensions/support with investigations • Support Assistant Principal to conduct re-entry meetings • Support Learning Community Manager with behaviour management • Monitor student behaviour referrals and implement appropriate consequences
Learning Community Manager	<ul style="list-style-type: none"> • Developing a positive learning environment & culture for the Learning Community • Support Teachers with behaviour management • Support Coordinator in implementing consequences for behaviour
Home Group Teachers	<ul style="list-style-type: none"> • Get to know students/ develop relationships • Contact with home
Subject Teachers	<ul style="list-style-type: none"> • Get to know students/ develop relationships • Discuss strategies with HG teacher, LC Manager • Contact with home • Document on SEQTA