



STUDENT BEHAVIOUR MANAGEMENT PROCEDURE

PURPOSE

To provide a relevant and challenging curriculum in a supportive and respectful environment where:

- all students have the right to learn
- all teachers have the right to teach
- all members of our school community have the right to be treated respectfully

GENERAL EXPECTATION OF STUDENTS

- focus on learning and achievement
- act safely
- take responsibility for own actions
- act respectfully towards self, other, property and the environment
- follow the school's code of conduct
- wear school uniform
- use good judgement and common sense
- avoid and report dangerous or problem situations
- act legally
- communicate with staff about issues or concerns

CONSEQUENCES OF RESPONSIBLE BEHAVIOUR

- quality learning
- high personal achievements
- many options for future career pathways
- positive self-esteem and pride
- positive feedback to individuals, groups and families
- opportunities for leadership and representation
- access to the full range of learning opportunities, camps, excursions and services

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CONSEQUENCES OF IRRESPONSIBLE BEHAVIOUR

BEHAVIOUR LEVEL	CONSEQUENCE TYPE	PERSON/S RESPONSIBLE
Level 1 eg <ul style="list-style-type: none"> • Lack of application to work • Class disruption • Disrespect • Swearing • Lateness • Littering • Lack of uniform • Lack of diligence 	<ul style="list-style-type: none"> • Use of our warning system that behaviour is irresponsible/unacceptable • A reminder of correct behaviour • Repeat warning and reminder of consequences • Timeout (Recess or Lunch) • Time out (Phone Call) • Communication with Parents/Caregivers • Ensure student can access Curriculum 	Classroom Teachers Assistance can be provided by other Teachers
Level 2 eg <ul style="list-style-type: none"> • Refusal to follow reasonable instructions • Verbal abuse • Persistent disruption • Persistent • Harassment/Bullying • Skipping class 	Level 1 Consequences and/or <ul style="list-style-type: none"> • Individual Student Lesson Check • Student Behaviour Plan to establish and monitor learning and behaviour goals • Time out – Recess/Lunch • Take home • Internal suspension • External suspension • Re-entry Meetings • Restricted access -Extracurricular Activities 	Assistant Principal Assistance can be provided by the reporting Teacher / Homegroup Teacher / SSOs / External Agencies / Leadership team
Level 3 eg <ul style="list-style-type: none"> • Severe disruption • Severe Harass/Bullying • Violence • Severe Vandalism • Illegal behaviour • Pornographic Images • Drug and alcohol use • Fighting 	Level 2 Consequences and/or <ul style="list-style-type: none"> • Alternative placement or programs • External Suspension • Re-entry Meetings • Internal Suspension 	Assistant Principals Assistance can be provided by the Homegroup Teachers / Student Services Team / Learning Support Coordinator/ District support staff / External agencies / Principal/ Education Director
Level 4 eg <ul style="list-style-type: none"> • Violence • Vandalism • Illegal Behaviour <p>Refer to the Department for Education link below</p>	Level 3 consequences and/or <ul style="list-style-type: none"> • SAPOL • External Suspension • Exclusion 	Principal Assistance can be provided by the Leadership team/ Homegroup Teacher / Student Services Staff District Support Staff / External Agencies / Education Director / Chief Executive / The Minister for Education

Please Note: A Case Management approach is taken according to the frequency and severity of incidents and personal circumstances

<https://www.education.sa.gov.au/sites/default/files/behaviour-support-policy.pdf>