

ARDROSSAN AREA SCHOOL STUDENT BEHAVIOUR MANAGEMENT GUIDELINES AND PROCEDURES

AIMS:

- Support students to behave in ways that fosters their learning and the learning of others
- Enhances the development of respectful relationships between students, staff, families and the wider school community
- Provides a safe teaching and learning environment
- Establishes the standard for behaviour that is consistently expected
- Outlines the consequences of breaches of the expected standard of behaviour

SCOPE:

These guidelines and procedures encompass student behaviour management in the contexts of the classroom, yard and the wider school community as it pertains to camps, excursions, work placements and when representing the school.

PRINCIPLES

- Ardrossan Area School values behaviour that models socio-cultural expectations of a modern democratic society (RESPECT and INCLUSIVITY)
- The expected behaviour standard promotes successful learning and transitions within the school and to the wider community (SUCCESS)
- All students are treated fairly, compassionately and consistently in relation to the management of their behaviour (FAIRNESS, CONSISTENCY and AUTHENTICITY)
- Communication of the expected behaviour standard is transparent and explicit (TRANSPARENCY)

RATIONALE:

These guidelines and procedures support the Ardrossan Area School community to understand the function and principles that guide student behaviour management decisions and practices. These guidelines and procedures assists staff to develop and maintain effective and consistent student behaviour management practices. These practices are consistent with the policies and guidelines of DECD. The Teaching for Effective Learning (TfEL) provides useful information on good practices for teachers in the provision of a safe learning environment.

REFERENCES:

- DECD Discipline in Schools Policy 1st March 2007
- DECD Disciplinary Measures 1st July 2007

IMPLEMENTATION AND REVIEW:

The student behaviour management policy is the collective work of teachers, the Leadership Team, students, particularly through SRC Membership, School Support Officers and parents/carers. The policy and related procedures will be reviewed on a 3 year cycle. Responsibility for initiating and managing the review of this policy rests with the Principal in consultation with the school's Leadership Team.

ROLES AND RESPONSIBILITIES:

STUDENTS: All students are expected to:

- Respect the rights of teachers to teach and students to learn
- Contribute to a safe learning environment at our school
- Accept responsibility for their own behaviour

TEACHERS: All teachers are expected to:

- Develop and foster positive relationships with students and families

- Establish, maintain and make explicit our school's expected *code of conduct* in relation to student behaviour
- Respond positively to responsible student behaviour and apply consequences consistently if students interfere with teaching and learning and the safe environment of our school
- Follow our agreed school processes and procedures.
- 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 harassment and bullying (see appendix)
 - 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.

TEACHERS IN LEADERSHIP POSITIONS: All teachers in leadership positions will:

- Communicate and interact effectively with students and families and engage in cooperative problem solving relationships to address issues faced by the learning 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 and build the capacity of others to manage behaviour and implement behaviour change strategies
- Establish, maintain, make explicit and model the school's expectations relating to student behaviour
- Apply consequences consistently if students interfere with teaching and learning and the safe school environment as per the school's policy and procedures and in support of documented behaviour support plans.

SCHOOL SUPPORT OFFICERS: Support Officers are expected to:

- Develop and foster positive relationships with students
- Support the expectations of students from the *code of conduct*
- Support teacher expectations of students in relation to student behaviour management

PRINCIPAL: The Principal is expected to:

- Develop, implement and regularly review, in consultation with the school community and governing council, a school behaviour code which is consistent with the DECS School Discipline Policy
- Ensure that student behaviour is managed through procedures supported by a strong theoretical understanding of how student learning and behaviour are best supported
- Ensure that new staff, students and their families are aware of the school community's negotiated behaviour code and the decision-making procedures open to them if they wish to influence school practice
- Ensure that parents or caregivers:
 - have access to DECS'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
 - support and enable parents or caregivers and teachers to form relationships within which student behaviour may be managed positively
 - ensure that the school's response to gender, cultural differences, family circumstances or disabilities does not reduce students' learning

- opportunities
- increase 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
- involve 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.

PARENTS/CARERS: Parents/Carers are expected to

- Ensure that the student attends school and that school staff are notified of absences
- Keep schools informed of health issues, concerns about behaviour or other matters of relevance
- Comply with DECD and school policies including the DECD School Discipline Policy and the Ardrossan Area School Behaviour Management Guidelines and Procedures.

GRIEVANCE PROCESS:

At Ardrossan Area School we believe that respectful relationships within the school and between the school and its community are directly connected to successful learning for all students. However, it is only natural that from time to time grievances can arise for a wide range of reasons.

The following assumptions regarding grievance procedures apply:

- Everyone will be treated with respect
- People have the right to ask for a third party to be involved in the meeting.
- Meetings to discuss grievances should be deferred if any person(s) behave in an aggressive, insulting or offensive manner

Parents/Carers with a grievance are asked to first approach the school. The process to do this is as follows:

1. Arrange a time to speak to the relevant staff member about the problem.

Please do not enter the school classrooms or offices to see staff about a grievance without prior arrangement.
2. Let the staff member know what you consider to be the unjust or unfair action.
3. Establish a reasonable time frame for the issue to be resolved.
4. If the grievance is not addressed within the established time frame, arrange a time to speak to a member of the leadership team.
 - Senior Leader R to 6
 - Senior Leader 7 to 12
 - Principal
5. If you believe that the grievance has not been resolved please arrange a time to discuss the issue with the Education Director for the Southern Yorke Partnership on 8841 2002
6. The DECD Complaint Unit can also be contacted at any time for discussion or advice. The hotline number is 1800 677 435

CLASSROOM PROCEDURES:

Time Out Class:

The purpose of time out class is to modify the behaviour that compromises AAS values. The intent is to remove the circumstance/s that is/are triggering the unwanted and inappropriate behaviour. A change in environment, the removal of the audience, and the diffusing of conflict can be addressed by a move to another learning environment. Ideally this move should be to a learning environment with older students, with the exception of years 10 to 12, where possible. At times, and for some students, removal to a younger level may be required. The expectation is for the student to go to the time out class with work to do.

The implications of time out class are that the processes for classroom behaviour management will become:

Junior School (R-6)	Middle School (7 -9)	Senior School (10 – 12)
Reminder	Reminder	Warning (possible Lunchtime Community Service)
Warning (possible Lunchtime Community Service or Bench time)	Warning (possible Lunchtime Community Service)	Time Out Class
Time out in classroom or Time Out Class	Time Out Class	Focus
Focus	Focus	

Students sent to time out class must be sent with the following form. A yellow sticker will also need to be placed in student's diary or home book.

Time Out Class Form	
Student Name:	_____
Date:	_____ Time sent: _____ Time arrived: _____
Task/Instructions:	_____ _____
Return instructions:	_____
Signed (Issuing teacher):	_____
Signed (Time out class teachers):	_____

Time out class yellow sticker to be put in diary/home book:

Time out Class	
Date:	_____
Reason:	_____
Sent By:	_____
Issuing Teacher Signature:	_____
Parent Signature:	_____

Lunch Time Community Service:

At AAS we value respect, fairness and success. These values are best lived when everyone is engaged in their learning and/or helping others with their learning. When learning for self or others is disrupted due to time wasting behaviours, the non-completion of set lesson tasks, low level inappropriate behaviour, littering, lateness, incomplete diaries, minor damage to school property, no equipment or being in an out of bounds area opportunity to live these values is compromised.

What are the consequences of behaviours that compromise our school values?

At AAS behaviours that compromise our school values will result in the loss of 'play time' through lunch time community service for years 3 to 12 or bench time for R to year 2. A warning will be issued verbally and explicitly that the current behaviour is possible lunch time community service or bench time behaviour. Continuation of these behaviour/behaviours will result in a lunch-time community service or bench time slip being issued for a maximum of 10 minutes service or time on the bench. The class room teacher will place a green sticker the student's diary or home book to be signed by a parent/carer.

Refusal to participate in lunch time community service/bench time or subsequent compromising behaviour/behaviours will result in time out class for refusals in the classroom. If the student does not complete community service or bench time, they will be required to attend lunch detention supervised by a member of the Leadership Team.

The student roll (in grid form) will be used to record when community service or bench time has been completed. The frequency of community service or bench time for individual students will be monitored by the Leadership Team. Students who have accrued 5 community services or bench times in a term or less will be required to complete a lunch time detention.

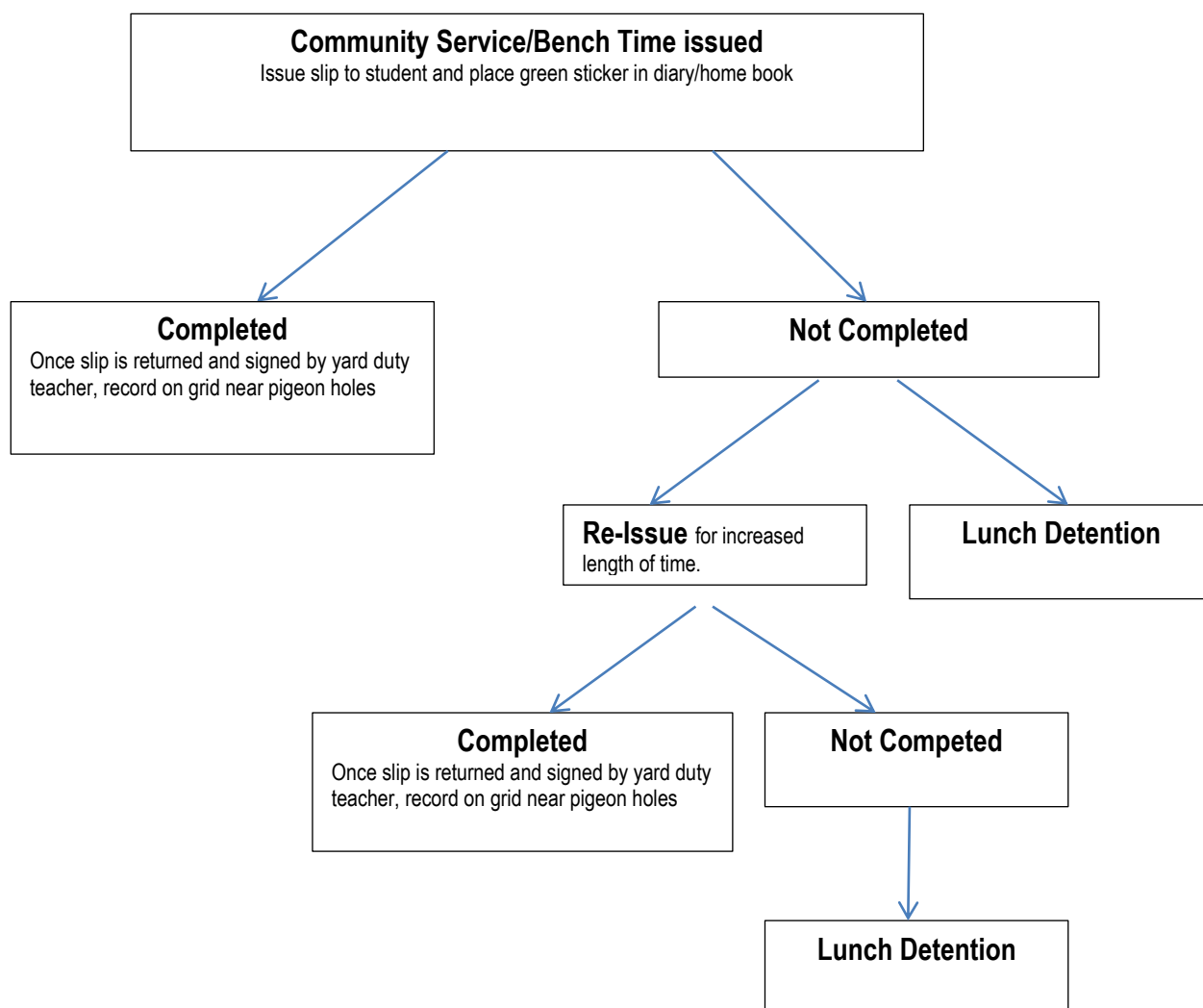
Community Service Slip

Lunchtime Community Service	Lunch Bench Time
Student: _____	Student: _____
Sent by: _____	Sent by: _____
Date: _____ Duration: _____	Date: _____ Duration: _____
Completed: _____	Completed: _____
Supervising Teacher: _____	Supervising Teacher: _____
Supervising Teacher Signature: _____	Supervising Teacher Signature: _____

Green Sticker: to be put in diary/home book

Lunchtime Community Service
Date: _____
Reason: _____
Sent By: _____
Issuing Teacher Signature: _____
Parent Signature: _____

Flowchart:



FOCUS ROOM PROCESS:

Focus Room—First and Second

1. Focus slip filled in by teacher.
2. At least one lesson out of class in Focus Room
3. Focus room supervising teacher completes the student's account of what happened on the focus form and files it in the front office.
4. Teacher who focused student contacts parent/ caregivers and records details on the focus form.
5. Child may choose to arrange a meeting with Counsellor/Christian Pastoral Support worker/ other staff member at any time
6. If second focus occurs in the same day, member of Leadership team will contact parents/ caregiver to determine action
7. Return to class

Focus Room—Third

1. Internal suspension for HALF day. Process managed by member of leadership team
2. Re-entry meeting with student, parent/caregiver and school staff
3. Behaviour Contract negotiated
4. Students who have been to the Focus room three times per term will be required to see the student counsellor.

Should the student be sent again to the Focus room they will be either internally or externally suspended for a full day and will undertake an alternative learning plan. Consequences of subsequent breaches of the Behaviour Management policy will be determined by the Principal.

NOTE: The Focus Room count refreshes each term

YARD PROCEDURES:

Yard behaviour needs to be part of overall student behaviour management.

To support students to respect the rights of others to enjoy their break times and to enjoy breaks in a safe environment, the following specific yard expectations are outlined.

STUDENTS WILL:

- Be supervised in the yard from 8.35am until 3.15pm.
- Not enter classrooms unless a teacher is present.
- Be permitted on the oval at recess and lunchtime when a supervising teacher is present.
- Not take food or drink onto the oval
- Wear a hat at recess and lunchtimes during terms 1 and 4 as outlined in the dress code policy.
- Remain in the designated areas as shown on the school map.
- Have supervised access to the Library, Music room and Gym as negotiated by teachers.
- Return to class areas after the siren sounds.
- Immediately return to their home classroom when the inclement weather siren (three bells) is sounded.

TEACHERS WILL:

- Provide lunchtime Library, Music room and Gym access as negotiated.
- Collect a first aid kit and fluoro vest from the library prior to going on duty.
- Provide supervision in the North and South yards from 8.35am until 8.50am.
- Provide supervision on the oval and the North and South yards at recess and lunchtime until children have moved to their class areas at the end of breaks.
- Leave classrooms locked during recess and lunch times.
- Unlock classrooms after the siren has sounded.
- Explicitly inform the students of yard behaviour expectations and, in particular, our school's harassment procedures.
- Determine if the weather is inclement and ring the siren three times to alert students and staff.
- Supervise their home groups during inclement weather as per the inclement weather timetable.
- Ensure all visitors have signed in and are wearing a school badge unless they are community library users.
- Model good yard care practices that include
 - Constantly moving throughout the yard duty area
 - Initiating conversations with students to develop a rapport with them
 - Acknowledging students whose behaviour is appropriate

- Transferring information to other yard duty
- teachers about any issues or potential problem areas
- Supporting yard duty teachers who are working through yard behaviour issues with students
- Acknowledging that students of different ages respond differently to our expectations

WHEN YARD BEHAVIOUR IS INAPPROPRIATE

TEACHERS WILL:

- Speak to students and remind them of the behaviour that is appropriate.
- Expect that students will respond to reasonable requests
- Separate a student from the group and speak quietly to them about our expectations
- Isolate a student in the yard, anywhere in your yard duty area in order to defuse conflict.
- Inform the home group teacher using the slip in the First Aid bag, of students whose low-level misbehaviour has been noticed in the yard.
- Home group teachers keep yard slips, and after 3 reports of yard incidents, issue the student with a community service or bench time slips. Home group teachers will inform parents using the appropriate sticker when a community service or bench time has been issued.

In more serious situations such as violence or abuse or harassment or non-compliance with a reasonable request, the student will be sent to the front office to see a member of the leadership team or a member of the leadership team will be called.

TEACHERS WILL:

- Ask the student to leave the area and report to the front office.
- As soon as possible, check that the student has reported to the office.
- Seek the support of a member of the leadership team if a student refuses to leave the area and report to the front office.

FRONT OFFICE SSOs WILL:

- Contact a member of the leadership team so that the student will be supervised.

LEADERSHIP WILL:

- Follow up the student as soon as possible and find out what has happened before allowing the student to return to class.
- Inform the Class teacher of the incident.
- Seek the support of the student counsellor and/or the Christian Pastoral Support Worker.
- Determine what consequences will result, taking into account the number community services or bench times the students has been issued, the number of lunch time detentions the student has completed and the nature of the incident.
- In situations which result in either internal or external suspension, leadership will contact the parent/carer.

SERIOUS INCIDENT PROCESSES:

Inappropriate behaviour that is of a more serious nature may result in any of the following:

- “ Immediate Focus Room
- “ Immediate take home
- “ Internal suspension
- “ External suspension
- “ Involvement of Interagency Behaviour Support Coordinator
- “ Exclusion may be the consequence for continual disruption of the school's learning environment
- “ For a critical incident the proceeding stages may be bypassed.

Critical incidents involving violence will be reported immediately to the appropriate agencies including the Police in the case of assaults.

FURTHER SERIOUS INCIDENTS CONSEQUENCES: Breaches of the expected behaviour of an Ardrossan Area School student that result in suspension and/or exclusion will impact on the student participating in activities where they represent the school and/or on attendance to camp/s or excursion/s.

- For suspensions totalling less than 3 days, participation in activities outlined above will be withdrawn for a period of 4 school weeks.
- For suspensions totalling 3 days or more, participation in activities outlined above will be withdrawn for a period of 10 school weeks.

The withdrawal period commences from the start of the most recent suspension. Each year the student starts with a clean slate.

School captains or Student Representative Council (SRC) members who are suspended will have their captaincy and/or SRC membership revoked.

REPEATED INCIDENTS: To support students who are suspended 2 or more times in a term to have more successful school outcomes a behaviour support plan will be developed and implemented. This plan will be developed in collaboration with the student, their parent/carer, their teacher/s, a member of the leadership team and relevant support services personnel.

AFTER A SUSPENSION: Prior to a student returning to classes at the conclusion of a suspension, a re-entry meeting will be held at the school involving a member of the leadership team, a parent/carer and the student. Where appropriate the school counsellor, Aboriginal Education Teacher and/or external support services personnel may attend a re-entry meeting. The purpose of a re-entry meeting is to reiterate the school's behaviour expectations and the set a behaviour goal/s to be monitored over a negotiated time frame. It is in these meetings were short term behaviour contracts or behaviour support plans may be developed depending on the frequency of suspension and the severity of the incident that resulted in the suspension.

HARASSMENT AND/OR BULLYING PROCEDURES:

Harassment and bullying will not be tolerated at Ardrossan Area School as it impacts on the rights of students and staff to feel safe. As outlined in the school's Harassment Information Brochure, harassment and bullying can take many forms. The school's pastoral care programs aim to develop student knowledge and understanding of what harassment and bullying are, and what strategies students can use to deal with and report incidents of harassment and bullying.

The following beliefs underpin the school's approach to harassment and bullying:

Victim:

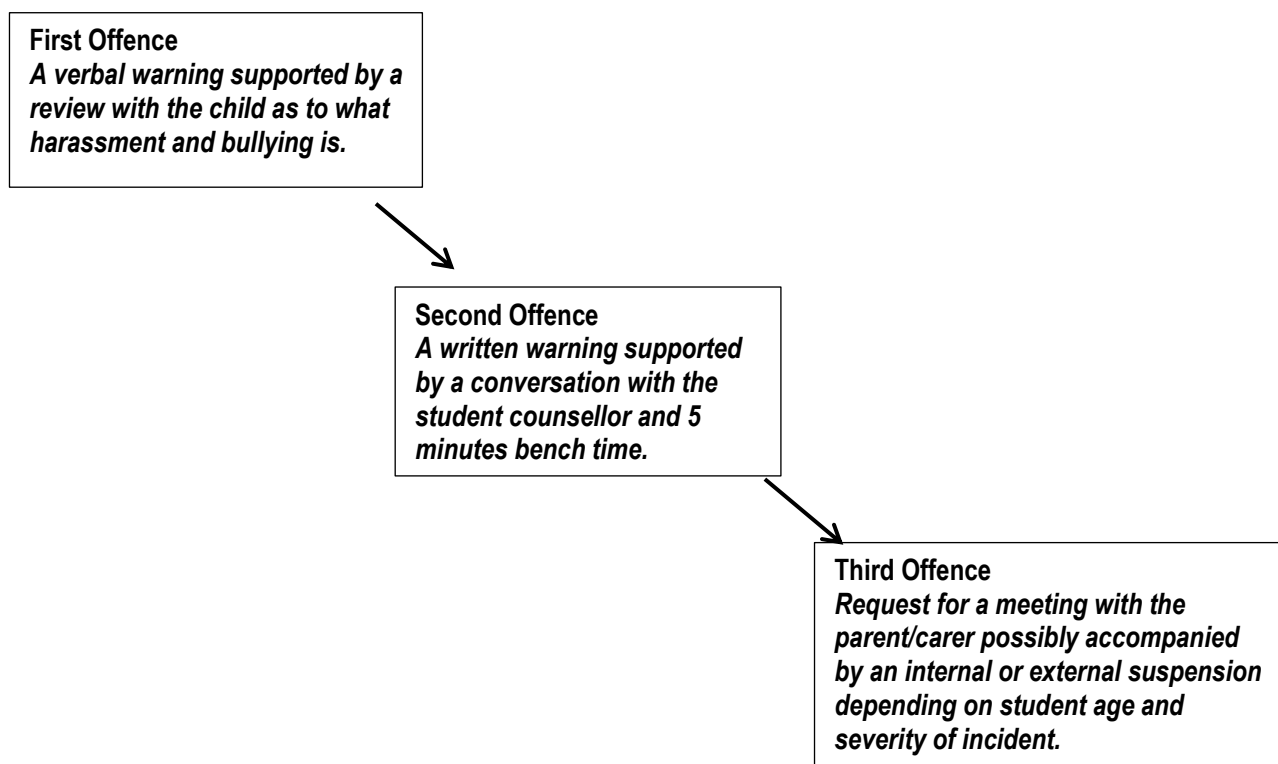
The victim will be believed when they report an incident of harassment or bullying. They will be provided with emotional support through the school counsellor, Christian Pastoral Support Worker, class teacher and/or a member of the leadership team dependent on who the student wishes to be supported by. Parent/Carer will be contacted about the incident to enable support to be provided in the home.

Perpetrator:

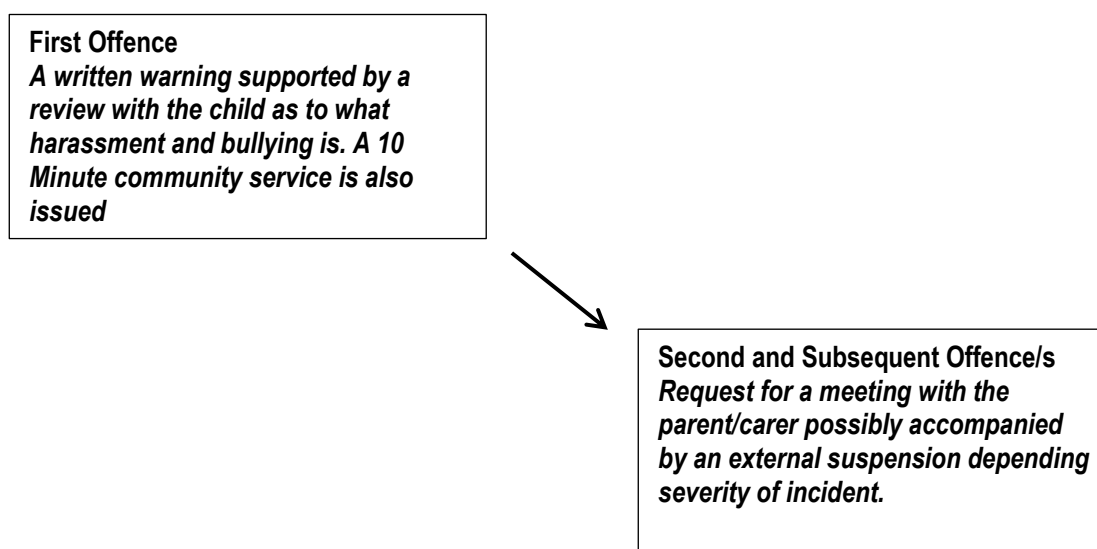
The perpetrator will be supported to develop greater understanding of the impact harassment and bullying has on the victim/s through counselling. Discipline through suspension will be used only for repeated incidences of harassment or bullying to support student and staff safety.

For reported incidents of harassment and bullying the following process will be followed.

R to 6 students:



Years 7 to 12:





Ardrossan Area School

14 Second Street, Ardrossan S.A. 5571

Ph: 88373025 Fax: 88373131

Email: dl.0732.info@schools.sa.edu.au

Our Values: Success, Respect, Fairness



**Government
of South Australia**

Department of Education
and Children's Services

--/--/20--

Dear,

Today your son/daughter, XXXXXX, was given an official harassment warning. An incident involving emotional harassment of another student has been reported.

The consequence of the harassment warning is that your son/daughter will be required to complete a 5 minutes of bench time during the lunch break under the supervision of a teacher. It is hoped that this will act as a deterrent to any further harassment.

Further incidents of harassing behaviour may result in suspension.

If you wish to discuss this matter further, please contact Karen Bond on 8837 3025.

Yours sincerely,

Karen Bond
Principal

Official Harassment Warning Acknowledgement Slip

I _____ acknowledge that I have received this official bus warning letter, dated XXXXX regarding my son/daughter, XXXXX.

Signed: _____



Ardrossan Area School

14 Second Street, Ardrossan S.A. 5571

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**Government
of South Australia**

Department of Education
and Children's Services

--/--/20--

Dear,

Today your son/daughter, XXXXXX, was given an official harassment warning. An incident involving emotional harassment of another student has been reported.

The consequence of the harassment warning is that your son/daughter will be required to complete a 10 minute community service during the lunch break under the supervision of a teacher. It is hoped that this will act as a deterrent to any further harassment.

Further incidents of harassing behaviour may result in suspension.

If you wish to discuss this matter further, please contact Karen Bond on 8837 3025.

Yours sincerely,

Karen Bond
Principal

Official Harassment Warning Acknowledgement Slip

I _____ acknowledge that I have received this official bus warning letter, dated XXXXX regarding my son/daughter, XXXXX.

Signed: _____

APPENDIX 3

CONSEQUENCE GUIDELINES for Ardrossan Area School

This table is to be used to inform and to record Student Behaviour Management Events

OFFENCE	CONSISTENT RESPONSE	EDSAS RECORD
Harassment and Bullying	<p>R to 6</p> <ul style="list-style-type: none"> • Verbal warning • Official written warning followed by a session with the School Counsellor • Suspension of 1 – 3 days for the 3rd or subsequent offences <p>7 to 12</p> <ul style="list-style-type: none"> • Official written warning • Suspension of 3 to 5 days for second and subsequent harassment/bullying. School Counsellor involvement at re-entry meeting. 	Threatened well-being
Violence/fighting	<p>R to 6</p> <ul style="list-style-type: none"> • Perpetrator – 2 to 3 days (age and severity dependent) • Other students- 1 day <p>7 to 12</p> <ul style="list-style-type: none"> • Perpetrator – 3 to 5 days (severity dependent) • Other students- 2 days 	Violence
Crackers	<ul style="list-style-type: none"> • Possession/usage – 3 to 5 days 	Illegal
Water Balloon/Water fights (including squirting water from a bottle)	<p>R to 6</p> <ul style="list-style-type: none"> • First Offence: Warning with parent contact • Second Offence: Written official warning • Third Offence: <ul style="list-style-type: none"> ○ R-2: Sit out at lunch ○ 3-6: 1-3 days suspension <p>7 -12</p> <ul style="list-style-type: none"> • First Offence: Written official warning • Second Offence: Suspension 2 to 5 days 	Violence (threatened or actual)
Repeated referrals to Focus	<ul style="list-style-type: none"> • Third Focus – Half Day Internal Suspension • Fourth Focus – Full Day Internal Suspension • Further Focus – 1 to 5 Days External Suspension (age and severity dependent) 	Threatened good order

APPENDIX 3

Swearing at a teacher	Direct verbal abuse R to 6: 1 to 3 days 7 to 12: 3 to 5 days	Threatened Wellbeing
Truantiing	Under Compulsion: <ul style="list-style-type: none"> • 1 lesson – 2 lunchtime detentions and parent/s contacted • 1 day – maximum of 1 week lunchtime detention, an attendance card for 1 week and parent contacted • Persistent truancy – Attendance Officer Contacted Not Under Compulsion: <ul style="list-style-type: none"> • Written letter warning of termination of enrolment • Persistent truancy at 17 years old – termination of enrolment. 	Persistent indifference to learning
Vandalism	<ul style="list-style-type: none"> • Payment for repair of damage • Large scale vandalism – 5 days suspension and Police contacted 	Illegal
Graffiti	Minor <ul style="list-style-type: none"> • Clean up any graffiti and parent contact • Up to 3 days suspension for repeated offenses Large Scale: <ul style="list-style-type: none"> • Payment for clean-up and parent contacted • Up to 5 days suspension and Police contacted 	Threatened good order Illegal
Theft	Minor R to 6: <ul style="list-style-type: none"> • Verbal warning and parent contacted • Second offence: <ul style="list-style-type: none"> ○ R- 2: Community Service ○ 3 to 6: Suspension 1 to 3 days 7 to 12: <ul style="list-style-type: none"> • Verbal warning and parent contacted • Up to 5 days suspension Major: <ul style="list-style-type: none"> • Up to 5 days suspension and Police contacted 	Illegal
Not in Uniform	<ul style="list-style-type: none"> • First Offence: Pink slip in diary/communication book • Second Offence: Official Letter with breaks in Front Office • Third Offence: Contact parent by phone with continued breaks in Front Office 	Threatened the good order

APPENDIX 3

<p>Pornography</p>	<ul style="list-style-type: none"> • Downloading from the internet <ul style="list-style-type: none"> ○ Up to 3 days suspension ○ Limiting of ICT access • Possession of pornography <ul style="list-style-type: none"> ○ 3-5 days suspension with possible Police involvement 	<p>Threatened the good order/Illegal</p>
<p>Drugs</p>	<ul style="list-style-type: none"> • Tobacco <ul style="list-style-type: none"> ○ First time = letter sent home ○ Second time = 3 days suspension • Marijuana and alcohol <ul style="list-style-type: none"> ○ Police notified and 5 days suspension • Drug implements <ul style="list-style-type: none"> ○ First Offence: Police notified and 5 days suspension. ○ Second Offence: Police and 5 days pending exclusion. • Hard drugs <ul style="list-style-type: none"> ○ Police notified and 5 days suspension, pending exclusion • Dealing in drugs <ul style="list-style-type: none"> ○ Police notified and 5 days suspension, pending exclusion. 	<p>Illegal</p>