

Student Behaviour Guidelines

Last Reviewed: October 2019

Introduction

Respect, Responsibility and Resilience (our 3R's) are the foundation for all school programs and activities. We believe the responsibility for teaching and reinforcing the '3Rs' is shared between all members of our community.

The Restorative Practice process supports the implementation of the '3Rs' throughout the school community.

Restorative practice

Restorative Practice:

- uses a framework designed to re-establish significant relationships following behavioural incidents
- seeks to ensure that the consequences for misbehaviour have relevance and meaning within the school community context
- fosters individual responsibility and helps develop empathy.

The following questions are used in the restorative process – *When things go wrong*:

- What happened?
- What were you thinking?
- Who has been hurt?
- What do you need to do to fix it?

The following questions are used in the restorative process – *When someone is hurt*:

- What did you think about what happened?
- How have you and others' been hurt?
- What is the hardest thing for you?
- What do you think needs to happen to make things right?

In our classrooms and learning spaces

Teachers use a number of strategies for individual, small group or whole class interventions. These strategies are used concurrently to maintain the self esteem of students while ensuring appropriate behaviour.

Developing and sustaining appropriate behaviour:

- classroom rules
- classroom routines
- praise
- positive feedback
- class award systems
- Summer Hill Public School merit system (refer to Student Merit Systems)
- recognition at assemblies
- positive communication with parents

Decreasing inappropriate behaviour:

- strategic ignoring of off-task behaviour
- reinforcing alternative behaviours
- teach and reinforce the 3Rs, Restorative Practice questions and "Stop, Think, Do" with students
- individual reminders and reprimands (in private)
- withdrawal of class privileges
- withdrawal from activities in class
- withdrawal to the stage supervisor's class or another nominated class
- consultation with parents/carers
- individual behaviour plans

Unacceptable behaviour

The following behaviours are unacceptable at school, and during any school activity (including offsite activities and travelling to and from school). Summer Hill Public School defines the school context as the time between when the student leaves home for school and returns home from school. This also includes any occasion when the student is representing the school or is identified as a student of Summer Hill Public School.

Parents/carers may be informed by the class teacher of the occurrence of these behaviours and parents will be expected to take joint responsibility for re-mediating such behaviour with the school should the need arise.

Unacceptable behaviours include:

- persistent non-compliance
- persistent disruption
- possession of a prohibited substance
- theft
- insolence
- harassment, bullying and intimidation
- teasing
- vandalism
- unsafe behaviour
- prevention of learning and teaching
- possession of a prohibited weapon
- violence or threats of violence

Incidents of these behaviours will be recorded on the Student Behaviour Register. The strategies used to manage inappropriate student behaviour are outlined below (however are not limited to) and typically follow the order given.

Restitution

Restitution focuses on students taking responsibility for misbehaviour, correcting mistakes and restoring relationships. Restorative Practice is the process used to reach restitution.

Referral of the student to the stage supervisor

Referral of students to the stage supervisor takes place when a behaviour issue cannot be resolved at a class level. The stage supervisor will discuss the behaviour(s) with the student, clearly explain the school's expectations and contact the student's parent/carer if warranted. Parent/carers may be contacted for persistent referrals or behaviours which, in the opinion of the supervisor, warrant immediate attention. The supervisor will consult with the classroom teacher. In some cases the class teacher and stage supervisor are the same person, therefore may result in a referral to the Deputy Principal.

A referral to the stage supervisor may be recorded on the Student Behaviour Register.

Referral of the student to the Deputy Principal

Referral of students to the Deputy Principal by the stage supervisor takes place when a behaviour issue cannot be resolved at the class or grade level. The Deputy Principal will discuss the behaviour(s) with the student, clearly explain the school's expectations and contact the student's parent/carers as required. Parents/carers may be contacted for persistent referrals or behaviours which, in the opinion of the Deputy Principal, warrant immediate attention. The Deputy Principal will consult with the stage supervisor and classroom teacher. In some cases the class teacher, stage supervisor and Deputy Principal are the same person, therefore may result in a referral to the principal.

A referral to the Deputy Principal will be recorded on the Student Behaviour Register.

Supervised 'Stop Think Do' time

Supervised 'Stop Think Do' time is an opportunity for students to reflect on their actions and assist them to behave in a positive and productive manner. Students may be referred to the 'Stop Think Do' room for unacceptable behaviours in the playground and other exceptional circumstances. As a general rule the 'Stop Think Do' room is not used as a consequence for inappropriate classroom behaviour. The teacher referring a student to the 'Stop Think Do' room must complete the 'Stop Think Do' slip (both sides), inform the student involved, and give the slip to the student's class teacher. The class teacher will give the slip to the student before they attend the Stop, Think, Do room. K-2 students will be walked to the Stop, Think, Do room by the class teacher.

During a 'Stop Think Do' session, the executive on duty will discuss the behaviour with the student. One side of the 'Stop Think Do' slip is given to the student by the supervising executive to take home after the 'Stop Think Do' session. The executive on duty needs to remind the student that the Stop, Think, Do slip must be signed by their parents/carers and returned to their class teacher.

School warnings

School warnings may be issued by the stage supervisor, Deputy Principals or the Principal, and include (though are not limited to) removal from the classroom or playground for a specified period of time. Warnings will be recorded on the Student Behaviour Register and parents/carers may be advised at the time, when additional warnings are issued and/or if a behaviour is not rectified by the student/s involved.

Withdrawal from the classroom or playground

This strategy will be used where specific unacceptable behaviours occur, or where there has been a persistent pattern of behaviour which has not responded to a variety of interventions. Withdrawal of approval may be for one or a series of activities. The decision to withdraw a student will be made by the stage supervisors, Deputy Principals and/or Principal in consultation with the class teacher.

A withdrawal of approval to participate in a school activity will be recorded on the Student Behaviour Register.

Referral to specialist services

The Principal, Deputy Principals, stage supervisor, classroom teacher and/or Learning Support Team can recommend to parents and carers that specialist services from the Department of Education or external providers be accessed to assist a student. Parents are involved in all stages of this process and parental permission is required for any specialist intervention. Specialist services could include the School Counsellor, Itinerant Teachers and Department of Health personnel.

Suspension

The purpose of suspension is to allow students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist successful re-entry.

The Principal will consider the safety and welfare of the student, staff and other students in the class, or school, when determining whether a student's misbehaviour is serious enough to warrant suspension. The Principal will also take into account factors such as the age, individual needs and developmental level of students.

The Principal may impose either a short suspension of up to and including four days, or a long suspension of up to and including twenty days.

Immediate suspension

Immediate suspension occurs when any student is:

- intentionally violent to or threatens serious physical violence against another student or staff member
- is in possession of a prohibited weapon, or using, or threatening to use any instrument as a weapon (this matter must be reported to the police)
- in possession of a suspected illegal drug or the student is representing the substance as an illegal drug (this matter must be reported to the police)

Other circumstances

Students who:

- are persistently disobedient, insolent or engage in verbal harassment and abuse
- persistently disrupt and prevent the learning and teaching of others
- engage in criminal behaviour related to the school.

Students may be suspended after the Principal has:

- ensured that all appropriate school student welfare strategies and discipline options have been applied and documented
- ensured that all appropriate support personnel available within the school system and externally have been involved
- ensured that discussion has occurred with the student and parents/caregiver regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- provided a formal caution to the student and the parents detailing the behaviours, as well as clear expectations of what is required of the student and the parents
- recorded all action taken.

Suspension process

The Principal (or delegate) will make the decision, in consultation with the supervisor, classroom teacher and/or Deputy Principal. The student will be informed of the precise grounds on which suspension is being considered. The student must be given the opportunity to respond and this response must be taken into consideration before a decision is taken.

The student and parents must be notified, in writing, of the suspension, and expectations for parental management of the suspension period to be communicated.

A resolution meeting between the student, parent(s) and school to be convened as soon as possible to discuss the basis on which the suspension will be resolved. The school will organise an interpreter if required and parents are entitled to have a support person at the meeting.

Students returning from suspension will be monitored and supported.

Suspensions are recorded on the Student Behaviour Register and in the suspension register and all relevant documentation is to be retained in the school.

Expulsion

Expulsion from the school may be considered by the Principal (or delegate), if a long suspension and a program of improvement are not successful in achieving resolution. Details of the expulsion process are contained in the Department of Education Procedures for Suspension and Expulsion of School Students, which is available from the school office on request.