



RESPONSIBLE BEHAVIOUR POLICY

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Introduction

Jamestown Community School is committed to a positive, supportive and individualised learning environment from R-12. This is reflective of our school communities' beliefs that students have a right to learn in a safe, supportive and engaged learning environment, partnered by the desire to be challenged and do their best.

Our school is to be a safe, caring learning environment in which the rights of students to learn and all teachers to teach, are to be supported; where staff and students take responsibility for social justice, free from impediment caused by the inappropriate behaviour of others.

The relationship between the student and the teacher is at the heart of learning, and disciplining and confronting disruptive behaviour is initially the teacher's responsibility. Other staff or Coordinators will become involved as necessary.

The main focus of our Responsible Behaviour policy is students taking responsibility for their choices, the associated actions and the effects of those amongst others.

As a school we will:

- Encourage and recognise positive choices and behaviours amongst students.
- Ensure the consistent implementation of the Responsible Behaviour policy throughout the school.
- Discuss with students the classroom and school expectations at the start of the school year and semester. Continue working within these requirements.
- Provide an environment free of verbal, physical and cyber bullying, and apply consequences and provide support appropriate to the incident and students involved if such instances are reported. The school may also apply consequences for instances of bullying that occur out of school hours.
- Encourage students to be involved with the management of their behaviour.
- Assist students who may exhibit challenging behaviours to accept responsibilities for themselves and their actions.
- Assist students to develop an acceptance of responsibility for their own behaviour, to understand the behavioural expectations and know/understand the consequences for inappropriate behaviour.



- Create an environment where students feel empowered to take responsibility for their own behaviour, learning and progress.
- Provide a social framework allowing every student to learn and succeed.
- Support and enable parents, caregivers and teachers to form suitable relationships where student behaviour can be managed positively.
- Provide support and opportunities to increase student academic, social and physical success.
- Provide learning support through teacher allocations, class structures, classroom support and resources to assist students with their development.
- Afford students opportunity to alter inappropriate behaviour
- Respond to inappropriate behaviour in a manner that protects the rights of students who want to learn, supports the rights of teachers to teach, and offers the student involved a chance to learn how to make a more appropriate choice in the future.

In applying consequences for behaviour that contravenes the Responsible Behaviour policy, the individual circumstances and actions of the student, as well as the needs and rights of the school community will be considered.

Parent Support

Parents and caregivers are asked to assist the school in helping students to behave responsibly and to peacefully resolve any differences or situations of conflict. Parents and Caregivers are also asked to provide any additional information which may assist the school in supporting their child/children.

Class and school strategies

The major emphasis of school expectations is on developing and displaying **RESPONSIBLE BEHAVIOUR**. Student management is based on the idea that students are responsible for their own behaviour. This behavior will be guided by our **School Values of Respect, Excellence, Integrity, Honesty and Loyalty**.

To ensure that we provide an environment in which everyone's rights are respected, we expect that all members of our school community conduct themselves in a manner that is supportive of our school values.

Classroom and yard expectations are negotiated between students and teachers to ensure that a safe, caring and orderly environment is created, where the rights of all concerned are supported and protected.

We use a step process to **manage misbehaviour**

- **Reminder** – to get back on task
- **Warning** – that student will be sent to time out if behaviour continues
- **Time Out** – 5 to 10 minutes cool down to rethink behaviour.
Communicated to parents via an ORANGE sticker in diary
- **Reflection Room/Buddy Class** – an alternative placement where work expectations are given to students and they reflect upon their choices.
Communicated to parents via a FORM B that goes home, is signed by parents and student, then returned (in person) to the relevant teacher.

Certain behaviours require an acceleration through the steps at a much quicker rate. Certain behaviours may also result in the use of suspension, exclusion, expulsion procedures.



Ongoing inappropriate behaviour

Where a student does not continue to respond to class or school level consequences specialised outside agency supports may be accessed by the school.

SPECIFIC CONSEQUENCES

Time Out

The student may be sent to Time Out for yard incidents. If the student has acted inappropriately in the yard they are to spend a designated amount of time in Time Out. If repeated behaviour is displayed, students will miss further yard play as deemed appropriate by the teacher or coordinator.

Lesson Checks

The student is provided with a lesson check to focus on a change in behaviour. It is taken to every lesson and given to the subject teacher to provide feedback and comment regarding the students' in-class behaviour, work habits and homework at the end of every lesson. It is also signed by the parent each night.

Reflection Room / Buddy Class

The student may be sent to the Reflection Room (in the Front Office) or Buddy Class in response to inappropriate classroom behaviour or the non-completion of work. Non-attendance or the refusal to cooperate with staff will result in further consequences from a member of the school's Leadership team.

Take Home

There are times when it is best for both the student and school community that a student be taken home to address a particular situation. Parents are requested to collect their child from school as soon as possible. An interview between the student, parent and Coordinator is arranged before the student returns to class.

Internal Suspension

Internal suspension is issued when the behaviour of a student is not acceptable within the school community. The student is supervised in the Front Office with break times different to those of the rest of the school.

External Suspension

An External Suspension is intended to protect the learning and safety rights of both the student and other members of the school community. It is actioned when the student's behaviour is not acceptable within the school community. The external suspension may be between 1-5 days. A re-entry meeting involving the student, parent and Deputy Principal or Principal is held before a student can return to school. At this meeting a Student Development Plan (SDP) may be developed.

Exclusion

An exclusion from school is actioned when the student's behaviour is not acceptable and cannot be managed within the school community without interfering with the rights of others to education and safety. Exclusion may be between 4 and 10 weeks, with goals and expectations having to be achieved to an agreed level, prior to returning to the school.

Note: Take Homes, Suspensions and Exclusions may be actioned immediately and without prior history, for behaviours deemed serious or illegal by the school.