Respectful Behaviour Policy

Overview

This document outlines the philosophy, rationale and systems in place for supporting positive student behaviour at Whyalla Secondary College (WSC). This is in line with our school values of Inclusion, Innovation and Integrity.

Scope

This policy applies to all students and staff at WSC.

Detail

In line with The Department for Education's School Behaviour Policy, The Department is accountable to the community, through the Minister for Education and Child Development for managing student behaviour and for creating learning communities that are:

- Safe
- Orderly
- Productive
- Successful
- Inclusive
- Free from harassment and bullying
- Conducive to learning

This policy is based on the ethos outlined in The Department policy, including:

- The Department operates within the context of wider society and has a responsibility to prepare young people for successful
- participation in society.
- All individuals and groups within society should be always treated with respect.
- Individuals choose their own behaviour to meet their needs, although some circumstances may limit the ability to make
- the best choices.
- Families, society, peers, staff and other significant adults influence the behavioural development of young people.
- Behaviour has consequences which increase or reduce immediate and future choices.
- Individuals must accept responsibility for their own behaviour according to their developmental ability.

For further information about SBM Procedures, see the WSC Positive Behaviour for Learning Key Process Statement document. For further information on the levels of intervention section on this document.

The Department Policy statements

In line with The Department Policy statements outlined in The Department for Education Respectful Behaviour Policy, we are committed to:

- Focusing on providing opportunities and support for students to experience success.
- Developing in students an acceptance of responsibility for their own behaviour.
- Staff, parents or caregivers and students will be working together to create safe, caring, orderly and
- productive learning communities which support the rights of all students to learn and all teachers to teach.
- Developing a behaviour code in partnership with our community and managing student behaviour in a
- partnership between students, their families and school staff.

Student Development Plans

Behaviour codes and student development plans are essential elements of effective partnerships. A behaviour code is a statement of a school community's values and expectations relating to student behaviour and the school's management of student behaviour.

A Student Development Plan is negotiated between school staff, a student and the student's parent/caregiver to address student behaviour and learning goals. This may also be part of a required personalised learning plan such as a One Plan. The Student Development Plan:

- clearly describes a student's behaviour and learning goals and a process for monitoring progress towards these goals. Is negotiated/reviewed as part of suspension and exclusion procedures Involves a commitment by the student to change.
- involves a commitment by parents and caregivers to support the student and the school in the change process.
- is a review or extension of a One Plan for a student with one or more disabilities or a student in care, an Individual Education Plan for a student under the Guardianship of the Minister, or Individual Learning Plan for Aboriginal students.
- involves a commitment by the school to support positive behaviour and learning outcomes through specific strategies.
- is flexible and able to incorporate a wide range of strategies which consider the needs of individual students. See the WSC Positive Behaviour for Learning Key Process Statement document for further information about Student Development Plans.

Principles and Beliefs

As per the Department for Education policy, central to the WSC Respectful Behaviour Policy, we believe that:

- Behaviour is chosen for a purpose.
- Behaviour codes need to be explicit.
- All individuals and groups within society must be valued and treated with respect.
- Individuals can accept responsibility for their own behaviour.
- All behaviours have consequences which affect future opportunities.
- A partnership is necessary between staff, students, and their families if a safe, caring, orderly and productive school community is to be created and if responsible student behaviour is to be developed.
- Staff must have opportunities to develop a wide range of skills in managing student behaviour.

If a student chooses to behave in a manner which is inconsistent with the values, ethos, principles, and beliefs of our school then we will follow the procedures as set out in the WSC Positive Behaviours for Learning Key Process Statement document. This will help students reflect on their current behaviour, understand the impact it is having on themselves/others around them, and how it can be improved for a positive outcome.

Levels of Intervention

The levels of behavioural intervention, in support of promoting and educating students for positive and respectful behavioural choices, are colour coded as follows;

Blue- Medical Support
Green – Truant Student
Orange – Threat to self or others
Red – Critical Incident

For further details around behavioural intervention strategies, please see the WSC Positive Behaviour for Learning Key Process Statement.

Government of South Australia
Department for Education

Department for Education T/A South Australian
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Definitions

DfE – Department for Education
SBM – Student Behaviour Management
AP – Assistant Principal
DP – Deputy Principal
SDP – Student Development Plan
WSC – Whyalla Secondary College

Supporting Information

WSC Learning Expectations
WSC Positive Behaviour for Learning Key Process Statement
DfE Department for Education Behaviour Policy
DfE Procedures for Suspension, Exclusion and Expulsion of Students from Attendance at School
DfE Attendance Policy
WSC Attendance Policy
Student Development Plan