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PoAd009	22/06/2018	22/06/2018	002	001

## 1.0 Purpose

At Norwood Morialta High School we aim to support students to flourish academically, physically, mentally, emotionally and socially. Students are supported to learn and further develop their character strengths and use them to overcome challenging situations.

The Promoting Responsible Behaviour Policy is the framework we use to develop and maintain a safe, healthy and positive learning environment for all students at our school.

We are committed to working with students and their parents/caregivers to foster success for all. We have high expectations for our students both in behaviour and learning and we expect that all students will consistently demonstrate:

- Distinction
- Diversity
- Respect

We celebrate our successes and acknowledge positive attitudes and behaviour of our students within the school and the community.

## 2.0 Version Control

Version Date	Version Number	Reference sections	Description of the change
22/06/2018	002	All	Review and Updated
	001	Not Applicable	Policy Developed and Introduced

## 3.0 Scope and Responsibilities

This policy has been developed in line with the Department for Education School Discipline Policy statement in consultation with school staff, students and parents.

Our School Community has developed a shared understanding of attributes which make Norwood Morialta High School a safe and success orientated learning environment.

These are:

- A school free from harassment and bullying behaviours, including cyber bullying, fighting, intimidation and violence.
- Regular attendance and provision of appropriate documentation when absence occurs.
- Correct wearing of the full school uniform.
- Appropriate use of technology.
- No tolerance for use of tobacco, alcohol or illicit illegal substances.
- No illegal activity such as theft and vandalism.

We also acknowledge that as developing citizens, students can learn and practise new ways of behaving and graduate from our school as effective community leaders.

### 3.1 *Responsibilities of Students*

Students are expected to demonstrate honesty, trust, respect towards each other, school staff and property, and cooperation at school, by actively participating in their learning and taking responsibility for their behaviour.

If a student breaches the School's behaviour code they are expected to:

- Acknowledge that the behaviour was inappropriate.
- Accept that there will be a consequence for their action.
- Work towards a strategy/ies for correcting the inappropriate behaviour.

### 3.2 *Responsibilities of Staff*

In the first instance the teacher who becomes aware of the breach of the policy will deal with the inappropriate behaviour. The teacher will explain what was inappropriate about the behaviour and work through better responses, giving the student a chance to correct, practise and apply more appropriate behaviours. This means involving the student in discussion and reflection based on the questions such as (on such things as):

- What are our school values? How can you demonstrate our school values? What school values did you not adhere to?
- What did you do incorrectly?
- What could you have done differently (as an alternative)?
- What will you do to make amends?
- What kind of (Whose) support do you need to do this?

If the behaviour is serious or sustained a Learning Area Coordinator, Learning Community Leader or a member of the school Executive will work through the issue with the student and see that appropriate consequences occur and that strategies are developed to support a return to positive behaviours.

Serious breaches of the policy eg physical violence (and/or threat of) will most likely result in immediate suspension.

System level procedures such as suspension and exclusion will be used to support a change in the behaviour of students who do not respond to school level consequences of irresponsible behaviour.

The procedures outlined in Department for Education “Procedures for suspension, exclusion and expulsion of students from attendance at school” (2013) will be followed when a system level response is required.

When appropriate, Department for Education and interagency services will support students with social, emotional and behavioural difficulties, and the staff who interact with these students.

### *3.3 Responsibilities of Parents*

When they enrol a student in a school, parents or caregivers accept responsibility to:

- Ensure that the student attends school and that school staff are notified of absences.
- Keep the school informed of health issues, concerns about behaviour or other matters of relevance.
- Support the school in implementing a safe, healthy and positive learning environment.
- Work in partnership with the school to ensure that their child/ren achieve the best possible learning outcomes.
- Support their child/ren to follow school rules and accept responsibility and consequences for their behaviour.
- Comply with Department for Education and school policies including the Uniform Policy and Anti-Harassment and Bullying Policy and School Discipline Policy.

## **4.0 Policy Principles**

### *4.1 Participation & Engagement*

- The school operates within the context of the wider society and has a responsibility to prepare young people for successful participation in society.
- All individuals and groups within society should be treated with respect at all times.

- Behaviour has consequences which increase or reduce immediate and future choices.
- Students must accept responsibility for their own behaviour.
- We provide a social context in which students need to be supported while being taught how to accept responsibility for their own behaviour.

In engaging in dialogue about behaviour, a student develops the capacity to make choices that will support learning and maintain a positive and healthy community. In acknowledging that behaviour is a matter of choice, a student takes responsibility for his or her actions and the consequences of that behaviour.

#### *4.2 Strategies that will help students practise appropriate behaviour*

There are a range of strategies which can be put in place to support students to practise correct behaviour. These may include, in the first instance, monitoring of the behaviour, attendance and learning. Other strategies may involve counselling, learning support and may also include alternative placement. The intent of these strategies is to acknowledge where positive learning and improvements in behaviour occur.

#### *4.3 Consequences for incorrect behaviour*

Consequences for inappropriate behaviour are considered on an individual basis in line with the school's and Department for Education policies and regulations. They may include withdrawal from lessons, detention, community service, internal or external suspension or exclusion.

Consequences fall broadly into one of the following categories:

- Making up for elements of the learning program which have been missed.
- Working on repairing relationships with individuals, the School and the Community.
- Working for the school in a way that returns something to the Community.
- Losing the right to be part of a group through detention, suspension or exclusion.

#### *4.4 Grievance Procedures*

At Norwood Morialta High School we support the right of any member of the school community who believes our school behaviour code is not being supported or enforced appropriately to have their grievance addressed.

The usual procedure to be followed in addressing a grievance is, in the first instance, to approach the person with whom (you have) there is the grievance. (However, if you feel you are unable to do this) If this is not possible, the following (is) set of guidelines (you may wish to consider) may be considered. It is important that these grievances are kept confidential.

#### 4.4.1 Students:

- Arrange a time to speak to the teacher outside lesson times.
- Let the teacher know what you consider to be unjust or unfair. Strategies to help you do this successfully are:
  - keep to the facts.
  - present your argument in a calm, polite and logical manner.
- Use a peer mediator, member of the executive of the Student Leadership Team or a fellow student who you feel comfortable with to talk with the teacher.
- If the grievance is not addressed let the teacher know you will be speaking to someone else
- Arrange a time to speak to someone in the school Leadership team, eg Student Wellbeing Leader, Learning Community Leader, member of the Executive Team.

#### 4.4.2 Parents:

- Arrange a time to speak to the teacher.
- Let the teacher know what you consider to be unjust or unfair.
- If the grievance is not addressed let the teacher know you will be speaking to someone else.
- Consider the use of a mediator or a support person.
- Arrange a time to speak to someone in the school Leadership team, eg Student Wellbeing Leader, Learning Community Leader, member of the Executive Team.
- If you are still dissatisfied approach the Education Director who will try to assist you to resolve the situation.

## 5.0 Definitions and Abbreviations

Nil.

## 6.0 Attachments & References

### Other relevant documents

- Education Act (SA 1972) and Regulations under the Act
- DECD Administrative Instructions and Guidelines
- Equal Opportunity Act (SA, 1984)
- Disability Discrimination Act (Commonwealth, 1992)
- DECD policies:
  - Child protection (1990)
  - School Discipline (2007)
  - Antiracism (1990)
  - Parents and schools (1991)
  - Students with disabilities (2006)

- DECD Procedures for suspension, exclusion and expulsion of students from attendance at school (2013).
- Learner Wellbeing Framework B-12
- Protective Practices for Staff in their interaction with students
- Reducing Bullying in Schools
- National Safe Schools Framework

## 7.0 Review

Review Date	Reviewed By	Accepted Date	Comments
01/11/2017	Executive	01/11/2017	Next review 2019