



# Clare High School Responsible Student Behaviour Code 2013

## Introduction

Clare High School aims to provide a diverse curriculum that will enable students to realise their full potential. Students are expected to seek to achieve their personal best and adhere to the Responsible Student Behaviour Code. Responsible behaviour implies that the rights of all students to learn and teachers to teach are not infringed. Self-discipline is developed through individual accountability, honesty, respect for self, others and the environment.

The provision of a safe and stimulating learning environment where students experience success and gain a sense of belonging will enable them to develop personal growth and responsibility.

The Clare High School Values underpin the Responsible Student Behaviour Code.

**RESPECT** ... we act responsibly

**ACHIEVEMENT** ... we strive for excellence

**RELATIONSHIPS** ... we value others

**INVOLVEMENT** ... we all contribute

**EDUCATION** ... we seek to learn

We promote the success of our students meeting the School Values in curricular and extra-curricular opportunities. All students are encouraged to exemplify and uphold our School Values in all aspects of their education.

## **Responsibilities**

Parents/caregivers and staff share responsibility to guide and support the student, encouraging them to make appropriate and responsible choices.

### **Responsibility of Staff and Teachers;**

School staff will;

- respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment
- develop and foster positive relationships with students and families
- communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues faced by students
- establish, maintain, make explicit and model the Clare High School Values.

*(DECD School Discipline Policy statement)*

School staff, particularly teachers, approach student behaviours in a consistent manner and free of bias. Teaching staff should positively acknowledge responsible student behaviour and celebrate success. Alternatively, consequences will be implemented by teaching and leadership staff when students fail to act appropriately and outside the Responsible Student Behaviour Code.

It is the responsibility of Clare High School staff to support students by taking into account the 'whole student'. Students may access support from outside agencies and implement alternative programs that may support the educational, physical, social and emotional needs of students. Whilst all staff play a role in the welfare of student wellbeing, Student Counsellors are accessible to students to assist in alternative pathways of education to support student learning goals. A restorative practice approach to intervention following inappropriate student behaviour will be used where possible.

### **Responsibilities of Parents and Caregivers;**

When enrolling 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 schools informed of health issues, concerns about behaviour or other matters of relevance
- comply with DECD and school policies including the Responsible Student Behaviour Code.

*(DECD School Discipline Policy statement)*

### **Responsibilities of School Leadership Team:**

It is the responsibility of the Clare High School leadership team to:

- ensure students are learning in a safe environment at school
- ensure the Responsible Student Behaviour Code is followed consistently
- identify where Regional Support Services will assist in student development and refer appropriately
- ensure the Responsible Student Behaviour Code is updated and reviewed annually.

### **Acknowledging Responsible Student Behaviour:**

Students who demonstrate responsible behaviours will be acknowledged through formal and informal means. These include, but not limited to: School Values awards, newsletter articles, diary stickers, formal presentations (ie assemblies) and regular verbal feedback.

### **Guiding Irresponsible Student Behaviour:**

Students who choose irresponsible behaviours will follow a series of steps, with the aim of guiding students to a path of responsible behaviour. Irresponsible student behaviour is classified as one or more of the following:

- Threatening the good order of the school
- Threatening the safety/wellbeing of another
- Acting illegally
- Interfering with the rights of others
- Persistent and wilful inattention to schoolwork

*(Regional Support Services – Interagency Behaviour Support)*

Whilst engaging in curricular and extra-curricular activities and we encourage and promote responsible behaviour at all times. When a student's actions fall outside of the Responsible Student Behaviour Code, an appropriate consequence will result, dependent upon the severity of the behaviour, frequency of the behaviour or similar previous behaviour, level of inappropriate behaviour, repeated behaviour patterns and student circumstantial factors (disability, trauma, mental health). The Classroom Teacher and the Leadership Team will intervene in response to inappropriate behaviours. Where appropriate, Student Counsellors will be included in the intervention and restoration of engaging the student in acting in a responsible manner which aligns with the Clare High School Values and Responsible Student Behaviour Code.

### **Levels of response**

There are three levels of response to actions that do not comply with the Responsible Student Behaviour Code. These levels include:

<b>Classroom</b>	<b>School level</b>	<b>System level</b>
Consequence relevant to behaviour	Time out from classroom	Suspension
Exit from class	Time out from yard	Exclusion
Alternative class placement	Internal suspension	Expulsion (post compulsion)

*At all levels of response, a restorative practice approach will be utilised with the aim of promoting responsible student behaviour. This will be utilised at all levels of response by Roll Class/Classroom Teachers, Year Level Coordinators, Student Counsellors, Assistant Principals and Principal.*

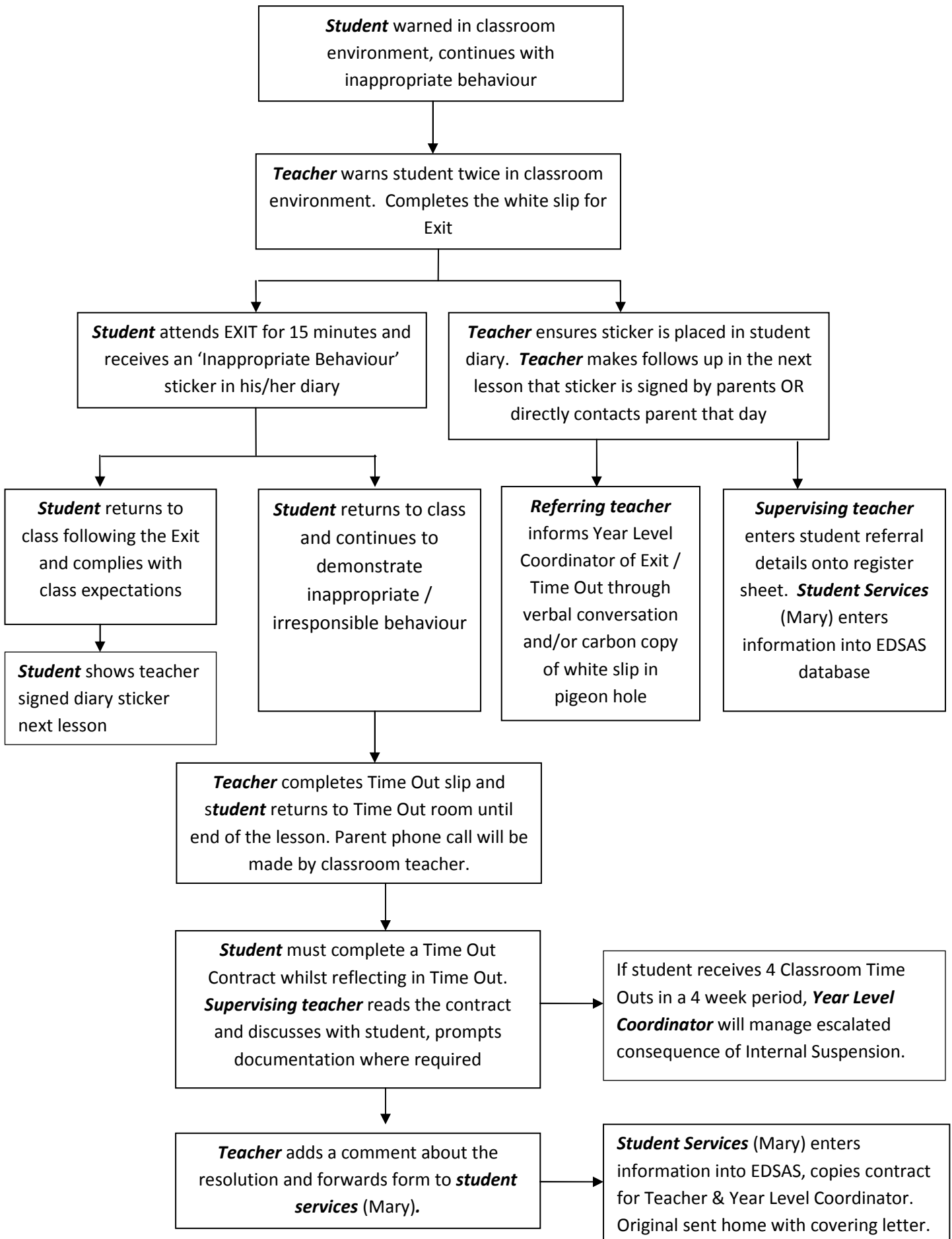
The following table outlines inappropriate student behaviours, possible level of response / consequence and the staff member involved in each level of response specific to Clare High School.

## Student Behaviour and Response:

	Student Behaviour example	Response	Staff Involvement
<b>Minor Incidents</b>	<p><b><u>Minor Incidents:</u></b></p> <p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>- <i>Interfering with the rights of others</i></li> <li>- <i>Persistent and wilful inattention to schoolwork</i></li> </ul>	<p>Verbal warning</p> <p>Exit from classroom</p> <p>Parent/caregiver contact</p>	<p>Classroom teacher</p>
	<p><b>Yard Incident</b></p> <ul style="list-style-type: none"> <li>- <i>Threatening the good order of the school</i></li> <li>- <i>Threatening the safety/wellbeing of another</i></li> <li>- <i>Interfering with the rights of others</i></li> </ul>	<p>Verbal warning</p> <p>Yard Clean Up</p> <p>Yard Time Out</p>	<p>Teacher</p> <p>Yard Duty Teacher</p> <p>Leadership Team</p>
	<p><b>Uniform non-compliance</b></p> <ul style="list-style-type: none"> <li>- <i>Threatening the good order of the school</i></li> </ul>	<p>Verbal warnings</p> <p>Parent/caregiver contact</p> <p>Change of uniform, supplied</p>	<p>Roll Class Teacher</p> <p>Classroom Teacher</p> <p>Leadership Team</p>
	<p><b>Lateness</b></p> <ul style="list-style-type: none"> <li>- <i>Persistent and wilful inattention to schoolwork</i></li> </ul>	<p>Verbal warnings</p> <p>Parent/caregiver contact</p> <p>Yard Time Out (when persistent)</p>	<p>Roll Class Teacher</p> <p>Leadership Team</p>

<b>Major Incidents</b>	<b>Classroom (ongoing/persistent)</b> <ul style="list-style-type: none"> <li>– <i>Interfering with the rights of others</i></li> <li>– <i>Persistent and wilful inattention to schoolwork</i></li> </ul>	Classroom Exit Parent/Caregiver contact Classroom Time Out Internal Suspension Alternative class placement Alternative learning program	Classroom Teacher Leadership Team
	<b>Truancy</b> <ul style="list-style-type: none"> <li>– <i>Threatening the good order of the school</i></li> <li>– <i>Acting illegally</i></li> <li>– <i>Interfering with the rights of others</i></li> </ul>	Yard Time Out Internal Suspension External Suspension	Student Counsellor Leadership Team
	<b>Bullying / Harassment (Including Cyber-bullying)</b> <ul style="list-style-type: none"> <li>– <i>Threatening the good order of the school</i></li> <li>– <i>Threatening the safety/wellbeing of another</i></li> <li>– <i>Acting illegally</i></li> <li>– <i>Interfering with the rights of others</i></li> </ul>	Yard Time Out Parent/Caregiver contact Classroom Time Out Internal Suspension External Suspension	Student Counsellor Leadership Team
	<b>Inappropriate use of property / damage to property</b> <ul style="list-style-type: none"> <li>– <i>Interfering with the rights of others</i></li> <li>– <i>Threatening the good order of the school</i></li> <li>– <i>Acting illegally</i></li> </ul>	Yard Time Out Parent/Caregiver contact Community Service Internal Suspension External Suspension	Classroom Teacher Student Counsellor Leadership Team Principal SAPOL ( <i>where required</i> )
	<b>Physical Violence</b> <ul style="list-style-type: none"> <li>– <i>Threatening the good order of the school</i></li> <li>– <i>Threatening the safety/wellbeing of another</i></li> <li>– <i>Acting illegally</i></li> <li>– <i>Interfering with the rights of others</i></li> </ul>	External Suspension Parent/Caregiver contact Student Development Plan completed at re-entry meeting	Student Counsellor Leadership Team Principal
	<b>Verbal Abuse: directed at a member of the school community</b> <ul style="list-style-type: none"> <li>– <i>Threatening the safety/wellbeing of another</i></li> <li>– <i>Acting illegally</i></li> <li>– <i>Interfering with the rights of others</i></li> </ul>	External Suspension Parent/Caregiver contact Student Development Plan completed at re-entry meeting	Student Counsellor Leadership Team Principal
	<b>Illicit Drug and Alcohol Use</b> <ul style="list-style-type: none"> <li>– <i>Threatening the good order of the school</i></li> <li>– <i>Threatening the safety/wellbeing of another</i></li> <li>– <i>Acting illegally</i></li> </ul>	External Suspension Exclusion ( <i>as per DECD policy guidelines – Intervention Matters</i> )	Student Counsellor Assistant Principal Principal SAPOL

# PROCEDURE FOR STUDENTS ACTING IRRESPONSIBLY



**At the beginning of each week, Year Level Coordinators will print EDSAS report "Behaviour Management List with Comment – by Student (Abbr. Beh. Type)"**