



Balaklava High School

Behaviour Support Policy

Purpose:

The purpose of the Behaviour Support Policy is to:

- Ensure effective, consistent and fair behaviour support for children and young people in Department sites
- Assist children and young people to be safely included and participate in learning in a positive way that respects other students and staff
- Develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities to fully contribute in their learning environments and the wider community.

Children and young people's behaviours span a continuum including:

- Positive, inclusive and respectful behaviours
- Low-level, developmentally appropriate transgressions that test the boundaries of established rules, standards and norms. These behaviours are usually able to be redirected and minimised through strategies at a class and school level
- Challenging behaviours which raise concern due to their severity, frequency or duration and require more persistent guidance and support to minimise through targeted interventions
- Complex and unsafe behaviours that are severe, of high frequency, extended duration or are unsafe for others around them. These behaviours require intensive and individualised interventions.

The relationship between a child/young person and a caring adult is the fundamental basis of all behaviour support. Children and young people are most likely to behave in a positive, inclusive and respectful manner when they are supported by a caring adult who models this behaviour and who teaches, guides and supports the young person to do the same.

Roles and responsibilities:

We each have a role to play in ensuring our schools are safe, positive and inclusive environments. This involves addressing behaviours of concern when they occur and supporting those involved and affected by these behaviours. Parents, caregivers, family members, community members, peers and professionals influence children's behavioural development and are key partners in supporting positive behavioural change.

Responsibilities of Teachers and Leaders:

- Model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate
- Explicitly teach children and young people about safe and inclusive behaviours and the core values of the school
- Support the participation of all students, taking special measures to support the inclusion of children and young people who are at higher risk of exclusionary responses to their behaviours (including children who identify as Aboriginal or Torres Strait Islander, children in care, and children living with disabilities)
- Participate in professional learning to build skills, knowledge and confidence in developing positive classrooms, building positive relationships and recognising, responding to and managing behaviour incidents

- Work with parents, caregivers, families, service providers and the community to support children affected by behaviours of concern. This may include recovery from harm, restorative practices and supporting children to develop positive social relationships
- Report behaviours of a criminal nature to the South Australian Police
- Provide timely intervention in response to behaviours of concern, including incidents that have occurred out of school hours or off school premises when this is connected to the care and management of the school and impacts on school relationships
- Provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence
- Support children and young people to be physically and psychologically safe.

Responsibilities of Parents and Families:

- Model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers and school staff
- Follow the Parent/Caregiver Code of Conduct (Appendix A)
- Support their children to develop safe behaviours including monitoring and supervising their children's social interactions (including online)
- Talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond
- Work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school's procedures)
- Consider recommendations and engage in specialist support through Student Support Services and external organisations
- Support their child's best interests to continue to attend school while a behaviour issue is being resolved.

Responsibilities of children and young people:

- Treat others in a way that demonstrates respect and inclusiveness
- Ensure their verbal, physical and online interactions are safe, respectful and inclusive
- Follow the Student Code of Conduct (Appendix B)
- Support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

Actions

Behaviour arises within the context of a child/young person's development, their environment, their family experiences and social settings. Behaviour interventions will recognise and seek to influence the social, family and environmental factors around the child/young person. When responding to student behaviour, the individual circumstances and actions of the student and the school community will be considered.

Restorative Practices

At all stages of behaviour, restorative practices strategies are used to build a sense of community amongst school members, to repair and restore relationships that have been harmed and to allow open and honest communication and reflection on situations.

Responses to positive, inclusive and respectful behaviours

- Positive relationships with friends, teachers and others
- Opportunities to succeed, and have choice, in school and post-school careers and study pathways
- Participation in extra-curricular activities
- The Behaviour Flowchart (Appendix C) visually shows students consequences of behaviours

Responses to low level, developmentally appropriate transgressions

Teachers will implement a variety of strategies, using their professional judgement to decide the most appropriate response in each situation. These strategies may include, but are not limited to: Visual warnings recorded on the board, moving students within the classroom or to the corridor (in line of sight), giving direct instructions in class, strategically ignore low level behaviour, keeping students in during a break, withdrawing students for a private discussion about their behaviour, implementing seating plans, creating classroom agreements on student behaviour expectations, using buddy class and contacting parents/caregivers (proactively and reactively as appropriate).

Responses to challenging behaviours

Members of the Leadership Team are likely to be involved at this level

Verbal and physical abuse, including swearing and any level of fighting will not be tolerated, nor will bullying or cyberbullying and consequences will apply.

Lesson Checks - The student is provided with a Lesson Check to focus on behaviour change. It is taken to every lesson and given to the teacher to provide feedback and comment regarding the student's in-class behaviour and work habits at the end of every lesson. It is signed by the parent/caregiver each night.

Behaviour Referrals – Pink Slip - If student behaviour can't be managed in the classroom, a student may receive a behaviour referral or Pink Slip. The Pink Slip will be given to the student by the appropriate Year Level Coordinator/Assistant Principal and a text message will be sent to parents to inform them of the reason for the behaviour referral. Consequences of receiving 3 pink slips in a 10 week period will result in one day in CTO, 4 pink slips in 10 weeks will result in one day of internal suspension and 5 pink slips in 10 weeks will result in an external suspension.

Central Time Out (CTO) - When students' behaviour has not responded to in-class strategies, or if the behaviour is grossly inappropriate, a student may be removed from the classroom setting and be sent to CTO. If this occurs, a Pink Slip will also be issued and a text message will be sent to parents saying, "Your child has been sent to CTO and is currently completing a reflection sheet regarding their behaviour." (Appendix D). The student will remain in CTO and not attend any classes until the reflection sheet is filled in honestly. The supervising teacher in CTO will decide if it has been filled in appropriately. A restorative meeting with the teacher who sent the student to CTO will also occur before the next lesson with that teacher.

Restorative Conferences – On all possible occasions, students will be involved in restorative conversations to repair harm and restore relationships. These will be facilitated by trained staff members and will follow an agreed process.

Take Home - There are times when a student is not able to participate in a restorative conversation and they may need to be taken home to address a particular situation. This may be, but is not limited to, the areas of safety, prevention and/or wellbeing. If this is required, parents will be contacted and asked to collect their child from school as soon as possible.

Internal Suspension - An internal suspension is issued when the behaviour of a student has not responded positively to other strategies. The student is supervised in CTO with different break times to the rest of the school and they will be expected to complete school work during the day.

Responses to complex and unsafe behaviours

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 is between 1 and 5 days. A re-entry meeting involving the student, parent and Year Level Coordinator is held before a student can return to school. At this meeting a Student Development Plan (SDP), also known as a re-entry agreement, is developed. If, on return, the student does not follow the SDP, further suspension may follow for breaking this agreement. As part of the re-entry meeting process, a restorative meeting may also take place. This may occur in the formal re-entry meeting or at another time.

Note: An external suspension may be actioned immediately and without prior history for behaviours deemed serious by the school.

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 the student returning to the school. The Department for Education Behavioural Support Team is involved with the process for those students.

Note: An exclusion may be actioned without prior history for violent or illegal behaviour.

The Responsible Behaviour Policy is supported by:

- BHS Student Code of Conduct
- BHS Parent/Caregiver Code of Conduct
- BHS Grievance policy
- Department for Education Behaviour Support Policy
- Department for Education Suspension, Exclusion and Expulsion Guidelines and Expectations



Balaklava High School

Student Code Of Conduct

The Balaklava High School Student Code of Conduct reflects our school values of Positive Relationships, Respect, Integrity, Dedication and Excellence and is based on our rights and responsibilities. All members of the Balaklava High School community have the right to feel safe, to be respected and to be treated fairly.

This means, as a community, we:

- Take responsibility for our actions
- Treat others with respect
- Respect the school and its environment
- Respect our own property and the property of others
- Participate in, and contribute to, the learning activities provided
- Be honest in all situations and admit to our mistakes.

All members of the Balaklava High School community have a right to learn/work and achieve their personal best.

This means students will:

- Treat others in a way that demonstrates respect and inclusiveness by allowing students to learn and staff to teach
- Take full advantage of the educational opportunities offered at the school
- Ensure their verbal, physical and online interactions are safe, respectful and inclusive
- Support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults
- Violence (threatened or actual), including threatening body language or gestures, will not be tolerated from any school community member
- Students will follow all school policies
- Students will be punctual and attend all classes with all necessary equipment.

Students who do not meet these expectations are supported through the BHS Behaviour Support Policy

As a condition of enrolment at Balaklava High School, all students are bound by this Code of Conduct.

I agree to follow all points in the Student Code of Conduct and understand that consequences will apply if I fail to meet any of them.

Student Name: _____

Year Level: _____

Student Signature: _____

Date: _____

Parent/Caregiver Name: _____

Parent/Caregiver Signature: _____

Date: _____



Balaklava High School

Parent/Caregiver Code of Conduct

The Balaklava High School Parent/Caregiver Code of Conduct reflects our school values of Positive Relationships, Respect, Integrity, Dedication and Excellence and is based on our rights and responsibilities. All members of the Balaklava High School community have the right to feel safe, to be respected and to be treated fairly.

This means, as a community, we:

- Take responsibility for our actions
- Treat others with respect
- Respect the school and its environment

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

- Model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff
- Support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online)
- Talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond
- Work collaboratively with the school to resolve concerns regarding behaviour, health or other matters of relevance as soon as possible
- Consider recommendations and engage in specialist support through Student Support Services and external organisations
- Ensure their student attends school regularly, however, if an absence is unavoidable, they will promptly notify school staff of the reason
- Comply with school policies, including this Parent/Caregiver Code of Conduct

Conversations with parents/caregivers who do not meet these expectations will be terminated. Police will be called if necessary and sanctions from the Department for Education may be imposed.

As a condition of student enrolment at Balaklava High School, all parents/caregivers are bound by this Code of Conduct

I acknowledge the BHS Parent/Caregiver Code of Conduct.

Parent/Caregiver Name: _____

Parent/Caregiver Signature: _____

Date: _____

Student Name: _____

Year Level: _____

Student Name: _____

Year Level: _____

Student Name: _____

Year Level: _____



Balaklava High School Behaviour Flowchart





Balaklava High School

CTO – Student Behaviour Reflection

- Step 1: Genuinely reflect on your behaviour, consider your responses carefully and answer honestly
- Step 2: When you have finished, show the CTO teacher
- Step 3: Send a Daymap message to the referring teacher, proposing a time for a restorative meeting and attach a copy of the reflection sheet. Include your Year Level Coordinator in this message.
- **You will remain in CTO and not return to any classes until you have reflected on your behaviour and completed this sheet responsibly and truthfully**
- Before returning to a lesson with the teacher who sent you to CTO, the restorative meeting must occur. You must organise for this to occur during a break time, not during lesson time.

Student Name: _____

Date: _____

Referring Teacher: _____

Subject: _____

1. What happened in class that resulted in you being sent to CTO?

2. Explain how your behaviour impacts on your learning and the learning of others.

3. How will you behave from now on? List the changes you will make.

4. When you return to class, is there anything you would like the teacher to do to help you learn and complete your work?

Referring Teacher to complete and return to the appropriate Year Level Coordinator

Met with student on _____ (day/date) at _____ (time)

Comments:

