

## Universal Behaviour Expectations

The Universal Behaviour Expectations promote respectful interactions and behaviours that are conducive to learning.

### **Respect for Learning**

- Allow students to learn and teachers to teach.
- Be organised and take responsibility for our learning.
- Arrive on time and remain in home group, SD and all classes.
- Participate in and complete all set tasks in class.
- Meet deadlines.

### **Respect for Yourself and Others**

- Speak and act appropriately towards others.
- Always use language, volume and tone of voice appropriate for the learning environment.
- Follow instructions in a timely manner.

Follow the school uniform policy.

### **Respect for the Environment**

- Use the correct bins and keep our school clean and tidy.
- Recycle and use resources wisely.
- Use ICT for subject related purposes.
- Use school facilities and equipment safely and appropriately.

Through these we aim to model and teach positive behaviours. Staff will consistently respond to inappropriate behaviour with appropriate consequences and restorative practices, which provide students with opportunities to be accountable for their own behaviour choices. Some students with additional or complex needs, including students in our Inclusive Education Centre, will have an individualised Behaviour Support Plan in place.

Parents, caregivers, teachers and support staff are expected to uphold and model these values for the benefit of our school community.

## 1. Establishing a Safe, Orderly and ProductiveOrdtInd Psnd Psnd Pro(e)





# Nuriootpa High School Ę Behaviour Support Processes

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## 4. Yard Behaviour

In order to protect the safety and wellbeing of self and others outside of the classroom and in the yard, staff will issue detention as deemed appropriate;

### 4.1 Student Responsibilities

- 4.1.1 Follow the Universal Behaviour Expectations.
- 4.1.2 Follow the instructions of teachers and support staff and ask questions for clarification.

### 4.2 Teacher Responsibilities (in the yard)

- 4.2.1 Ask student/s to stop inappropriate behaviour.
- 4.2.2 Support students to solve problems in the yard. Discuss behaviour concerns with student and redirect to the Universal Behaviour Expectations.
- 4.2.3 Complete Formal Detention referral for ongoing behaviour concerns in yard.
- 4.2.4 Remove students from general yard area if required and place them on the Blue Bench outside of the staffroom and complete an incident report in DayMap for follow up.
- 4.2.5 Truancy Complete an Incident Report on DayMap and send to the Year Level Team. Students found off school grounds without permission will be issued a Loss of Privileges Program by the Year Level Team.

*NOTE: If an incident is serious and needs an urgent response, a staff member needs to contact the Front Office for Exec/Leader assistance or contact the Exec/Year Level Leader directly.*

## 5. Detention

Detentions are given for given for negative behaviours outside of the subject classroom, including in the yard, home group and student development.

### 5.1 Teacher initiating a detention Ę process

- 5.1.1 Complete a DayMap Detention Record, click Submit and Save.
- 5.1.2

### 5.2 Home Group teacher responsibilities

- 5.2.1 Remind students of Lunch Time Detention - as communicated via note in DayMap.

### 5.3 Year Level Team (AP/DP/YL Leader/YL Manager) responsibilities

- 5.3.1 Follow up with students who do not attend Lunch Time Detention.

### 5.4 Student Responsibilities

- 5.4.1 Students will attend the detention room within 10 minutes after the lunch bell.
  - 5.4.2 Remain silent for the duration.
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# Nuriootpa High School Ę Behaviour Support Processes

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## 7. Principal/ Deputy Principal/Assistant Principal/Year Level Leader

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### 7.1 If a student has:

Threatened or committed a violent act.

Persistently interfered with the rights of other students to learn and teachers to teach.

Acted illegally.

Shown persistent and wilful inattention or indifference to schoolwork.

### The following will take place:

- 7.1.1 The student will be referred to the Year Level Team who will refer to the Consequences Continuum (see Section 6).
- 7.1.2 The Year Level Team will notify the parent(s)/caregiver(s) and convene a restorative student conference to negotiate conditions for re-connection to school.
- 7.1.3 If there have been three previous suspensions and the inappropriate behaviour is not changing, the procedures outlined in the DfE policy on Suspension, Exclusion and Expulsion will be implemented.

### 7.2 Leadership Responsibilities

- 7.2.1 Ensure the consistent implementation of the Behaviour Policy and Support Processes throughout the school.
- 7.2.2 Enable students to be involved in the management of their behaviour.
- 7.2.3 Support and enable parent(s)/caregiver(s) and teachers to form relationships within which student behaviour may be managed positively.

## 8. Communication

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### 8.1 Year Level and Executive Teams Responsibilities

- 8.1.1 When a consequence is applied, it is communicated to parent(s)/caregiver(s) and teachers of the student

### 8.2 Teacher Responsibilities

- 8.2.1 All DayMap records including Failure to Submit work, Unsatisfactory Work, Draft and Progress checks missed, Detentions and Time Out records to be sent to the parent(s)/caregiver(s) and relevant teachers (G teachers.)
- 8.2.2

## 9. Consistency of application

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### 9.1 Teacher Responsibility

- 9.1.1 Follow the Behaviour Processes including appropriate use of Formal Warnings, Time Out and Detentions.
- 9.1.2 Where a teacher has a concern regarding application of Behaviour Support Processes, the agreed grievance procedures are to be followed.

### 9.2 Leader Responsibility

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## Nuriootpa High School Ę Behaviour Support Processes

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- 9.2.1 Refer to the Behaviour Processes Document including the Consequence Continuum (section 6).
- 9.2.2 Apply the communication guidelines above, including follow up and consequences applied.
- 9.2.3 The Principal or Deputy Principal will be consulted where an external suspension may be required.
- 9.2.4 Leaders will 40.000008 0 59.71 0 59.71 0 59.71 0 59.71 0 59.71ed.