

Ardrossan Area School

Success, Respect, Fairness



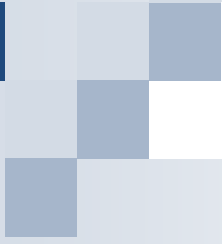
Behaviour Management Guidelines & Procedures

Document Control

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Government of South Australia
Department for Education



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Revision Record:

Date	Revision Description



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Behaviour Management Guidelines & Procedures

The DECD Discipline Policy provides the framework for these guidelines and procedures. The aims of these guidelines and procedures are to:

- ◆ Support students to behave in ways that fosters their learning and the learning of others.
- ◆ Enhances the development of respectful relationships between students, staff, families and the wider school community.
- ◆ Provides a safe teaching and learning environment.
- ◆ Establishes the standard for behaviour that is consistently expected.
- ◆ Outlines the consequences of breaches of the expected standard of behaviour.

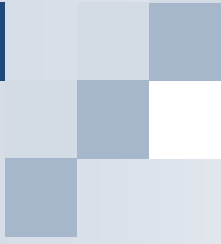
At AAS we value respect, fairness and success. These values are best lived when everyone is engaged in their learning and/or helping others with their learning. The roles and responsibilities below outline ways to support engagement in learning:

Staff Responsibilities

- ◆ Develop and foster positive relationships with students and families.
- ◆ **Establish, maintain and make explicit our school's expected *code of conduct*** in relation to student behaviour.
- ◆ Respond positively to responsible student behaviour and apply consequences consistently if students interfere with teaching and learning and the safe environment of our school.
- ◆ Follow our agreed school processes and procedures.

Parent and Caregiver Responsibilities

- ◆ Keep schools informed of health issues, concerns about behaviour or other matters of relevance.
- ◆ Comply with DECD and school policies including the DECD School Discipline Policy and the Ardrossan Area School Behaviour Management Guidelines and Procedures.



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Student Responsibilities

- ◆ Respect the rights of teachers to teach and students to learn.
- ◆ Contribute to a safe learning environment at our school.
- ◆ Accept responsibility for their own behaviour.

When learning for self or others is disrupted, consequences of inappropriate behaviour can include lunchtime community service or bench time, lunchtime detention, time out class, time in the focus room, internal suspension, take home, external suspension and exclusion .

External suspension results if the school believes on reasonable grounds that the student has:

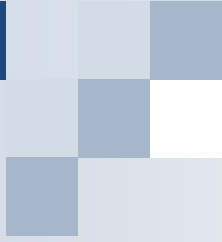
- ◆ Threatened or perpetrated violence.
- ◆ Acted in a manner that threatens the good order of the school or the safety or well being of a student or a staff member.
- ◆ Interfered with the right of other students to learn and teachers to teach.
- ◆ Acted illegally.
- ◆ Shown persistent and wilful inattention or indifference to school work.

Initially a student can be suspended for a period of up to 5 days, depending on the seriousness of the inappropriate behaviour.

Suspension and/or exclusion will impact on the participation of the student in activities where they represent the school and/or on attendance to camp/s or excursion/s.

- ◆ For suspensions totalling less than 3 days, participation in activities outlined above will be withdrawn for a period of 4 school weeks.
- ◆ For suspensions totalling 3 days or more, participation in activities outlined above will be withdrawn for a period of 10 school weeks.

The withdrawal period commences from the start of the most recent suspension. Leadership positions will be revoked.



Behaviour Management Guidelines & Procedures

Classroom Behaviour Management Processes

Junior School (R-6)	Middle School (7 -9)	Senior School (10 – 12)
Reminder	Reminder	Warning (Possible Lunchtime Community Service)
Warning (Possible Lunchtime Community Service or Bench time)	Warning (Possible Lunchtime Community Service)	Time Out Class
Time Out (in classroom or time out class)	Time Out Class	Focus
Focus	Focus	

Focus Room Processes

Focus Room—First and Second

1. Focus slip filled in by teacher.
2. At least one lesson out of class in Focus Room.
3. **Focus room supervising teacher completes the student’s account of what happened on the focus form and files it in the front office.**
4. Teacher who focused student contacts parent/caregivers and records details on the focus form.
5. Child may choose to arrange a meeting with Counsellor/Christian Pastoral Support worker/ other staff member at anytime.
6. If second focus occurs in the same day, member of Leadership team will contact parents/ caregiver to determine action.
7. Return to class.