ARDROSSAN AREA SCHOOL

Responsible Behaviour Policy

Rationale:

At Ardrossan Area School we promote mental, physical, social and emotional health and wellbeing, and achieve this through a supportive partnership between students, their families and staff, underpinned by effective communication between these parties. We regard student behaviour as an educative process with a focus on restorative principles and practices. We believe appropriate behaviour can be taught and that students have the capacity to learn to choose appropriate behaviour. We believe modelling and teaching our Responsible Behaviour Expectations enables all members of our school community to behave in a manner that reflects the school's behaviour standards and values of Respect, Creativity and Excellence.

Our aim:

- For students' and staff to always demonstrate respect and empathy for others.
- For all members of our school community to accept responsibility for their own actions.
- For students, their families and staff to be committed to working together to create a learning community which is safe, inclusive and conducive to learning for all members.

Rights and Responsibilities:

Teachers and students have equal rights in terms of having their needs met, but they occupy different roles. Understanding and acknowledging everyone's rights and responsibilities is a crucial component in participating safely and effectively in the school environment.

In order to be able to provide each student with the opportunity to reach their potential:

- Teachers have a right to teach without undue disruption to the learning process.
- Students have the right to learn without distraction or interference from others and be empowered to take responsibility for their own behaviour and progress.

Teachers and students both have the right to:

- Work in a safe environment.
- Feel safe from harassment, bullying and discrimination.
- Be shown respect.

Students, parents, caregivers, teachers and support staff are expected to uphold and model these expectations.

Responsible Behaviour Expectations:

Respect

- Speak and act appropriately towards others.
- Always use appropriate language, volume and tone of voice.
- Ensure safety of ourselves and others.
- Be tolerant and considerate of others.
- Wear the school uniform in accordance with the uniform policy.
- Follow instructions in a timely manner.
- Respect and use school facilities and equipment safely and appropriately.
- Use digital devices safely and appropriately.

Creativity

- Consider consequences when taking responsible risk.

Excellence

- Be punctual and regular in attendance.
- Be organised and take responsibility for your own learning.
- Allow students to learn and teachers to teach.
- Participate in and complete all activities and tasks at the highest standard possible.
- Meet agreed timelines.

Implementation

The Principal and Leadership Team has oversight for the implementation of the Responsible Behaviour Policy.
The Principal has specific responsibilities for ensuring that the document is:

- Regularly reviewed, in consultation with the school community and Governing Council, and is consistent with the Department for Education School Discipline Policy.
- Accessible to the school community and parents are aware of the school's decision - making procedures open to them if they wish to make a complaint.

Responsibilities:

School Leadership Team	Teachers	Students	Parents/Caregivers
▪ Ensure consistent implementation of the Responsible Behaviour Policy throughout the school. ▪ Enable students to be involved in the management of their behaviour. ▪ Support and enable parents or caregivers and teachers to form positive relationships within which student behaviour may be managed effectively. ▪ Teach and model decision making in groups and ensure structures are in place for student voice. ▪ Provide opportunities for staff training and development in relation to teaching responsible behaviours, appropriate behaviour management and restorative practices. ▪ Involve regional support services and other agencies, when appropriate, to support staff and families in managing student behaviour effectively. ▪ Use system level consequences and interagency support programs with students who do not respond to class and school consequences. ▪ Coordinate and refer students to appropriate support through the Wellbeing Leader, Pastoral Care Worker, class teacher and/or a member of the Leadership Team dependent on who the student wishes to be supported by.	▪ Develop and maintain positive relationships with students. ▪ Establish, maintain, make explicit and model the school's expectations relating to student behaviour. ▪ Communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues. ▪ Participate in developing, implementing and reviewing the school's procedures for managing student behaviour. ▪ Respond positively to responsible student behaviour. ▪ Apply consequences if students interfere with teaching and learning and safety. ▪ Communicate effectively with student, parent and Leadership. ▪ After response at a classroom level, report incidents to a member of the school Leadership team. ▪ Record all verified incidents in Sentral.	▪ Follow the Responsible Behaviour Expectations. ▪ Follow the instructions of teachers and support staff and ask questions for clarification. ▪ Be proactive in their learning.	▪ 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 school policies. ▪ Communicate with students during the school day by phoning through the Front Office. ▪ Contact Customer Feedback if concerns are not resolved following intervention by the Principal.

Responses to Inappropriate Behaviour

Ardrossan Area School expects responsible behaviour from all students, staff, and community members. We encourage everyone to exercise self-discipline, respect for the rights of others and to take responsibility for their own actions.
When behaviour is inappropriate we are guided by the core concepts of restorative practices. Consequences are therefore applied with the following in mind:

- Are appropriate in terms of the level of severity.
- Are consistent in application.
- Are mindful of special circumstances.
- Facilitate the restoration of positive relationships between students involved.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of the school community will be considered. Access to alternative programs and input from other agencies may be necessary for students who repeatedly behave inappropriately and in unacceptable ways.

Guidelines for Responding to Inappropriate Behaviour

We recognise that students have a variety of individual circumstances that may cause them to not exhibit responsible behaviour at times. Responding to this behaviour will be done on an individual basis with a view to supporting each student's learning.

Some possible responses by staff, including teachers, learning area coordinators, and the Leadership Team, to inappropriate behaviours are found below. It should be made clear that the following responses are not necessarily sequential and that the level of response will be determined by the nature of the inappropriate behaviour.

Levels of Response

The relationship between the student and the teacher is at the heart of learning, and responding to disruptive behaviour is initially the teacher's responsibility. Other staff, including Leadership, will only become involved when deemed necessary. Verbal and Physical abuse, including swearing and any level of fighting will not be tolerated and consequences will apply in all situations.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student, as well as the needs and rights of the school community will be considered. Access to alternative programs and input from outside agencies may be necessary for students who repeatedly behave inappropriately and in unacceptable ways.

Parent Support
Parents and Caregivers are asked to assist the school in helping students to behaviour responsibly and to peacefully resolve any differences or situations of conflict. Parents and Caregivers are also asked to provide any additional information which may assist the school in supporting their child/children.

Class and School Strategies
Individual teachers signal to students when their behaviour is inappropriate. Teachers will use a variety of strategies using their professional judgement to decide the most appropriate response for each situation.

These strategies may include, but are not limited to:

Tier I Interventions

- Teaching responsible behaviours.
- Pre-correction conversation – student is given the opportunity to identify which expectations are of concern.
- Use of restorative practices to enable the student to remain in lesson / activity.
- Formal Warning – discussion with student and explicit instruction about which behaviour expectation is of concern.

Tier II Interventions

- Sending the student to "Time Out Class" to work for a determined period of time.
- Allocating students to "Bench Time" to sit out from recess and lunchtime activities for a determined period of time.
- Withdrawing the student for a Focus lesson in the Front Office in serious or repeated situations.
- Use of Specific Consequences outlined in this policy.

Tier III Interventions

- Seeking assistance from the Leadership Team (Principal, Deputy Principal, Junior School Leader and Wellbeing Leader)

Classroom Behaviour Management Process

Junior School **R- Year 6**	**Middle School** **Year 7 – Year 10**	**Senior Secondary** **Year 11 & Year 12**
Formal reminder (Documented in Sentral)	Formal reminder (Documented in Sentral)	Formal Warning (Documented in Sentral)
Formal Warning (Possible Bench Time) (Documented in Sentral)	Formal Warning (Documented in Sentral)	Time Out Class (In SS Building) (Documented in Sentral)
Time Out Class (within classroom or alternate R-6 class) (Documented in Sentral)	Time Out Class (In SS Building) (Documented in Sentral)	Focus (In Front Office with member of Leadership Team) (Phone call to parent from issuing teacher and documented in EDSAS)
Focus (In Front Office with member of Leadership Team) (Phone call to parent from issuing teacher and documented in EDSAS)	Focus (In Front Office with member of Leadership Team) (Phone call to parent from issuing teacher and documented in EDSAS)	

Ongoing Inappropriate Behaviour

Where a student does not continue to respond to class or school level consequences, specified outside agency supports will be accessed by the school.

The Principal and Leadership Team has the authority to carry out suspensions from 1-5 days, and Exclusions from 4 – 10 weeks in accordance with the Department for Education Suspension, Exclusion and Expulsion (SEE) Procedures.

Specific Consequences

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.

Loss of Privileges

The student is provided with a Lesson Check (as above) and is required to be supervised away from other students during Break 1 and Break 2.

Restorative Practices

Restorative practices are always used in response to inappropriate behaviour or non-completion of work, including homework. Restorative conversations may occur during Break 1 or Break 2 and are managed by the teacher. Non-attendance or refusal to cooperate with a reasonable instruction to attend a restorative conversation will restful in intervention by the Leadership Team.

Take Home

There are times where it is best for both student and school community that a student be taken home to address a particular situation. Parents are requested to collect their child from school as soon as possible.

Internal Suspension

Internal Suspension is issued when the behaviour of a student is not acceptable within the school community. The student is supervised in the Front Office with break times different to those of the rest of the school.

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 be between 1 -5 days. A re-entry meeting involving the student, parent and member of the Leadership Team is held before a student can return to school. At this meeting a Student Development Plan (SDP) is developed.

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

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

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Respect Creativity Excellence