

Adelaide
Botanic
High School

Responsible Behaviour Policy



Rationale

A vertical school nestled within the cultural precinct of the city of Adelaide brings with it a heightened need for responsible behaviour and respect to sustain positive relationships within our community. Our DNA: Curiosity, Community and Excellence are the foundation for building positive relationships and promoting responsible behaviour.

Our DNA**Community**

While our staff and students come from far and wide, they come together with a true sense of pride and belonging both in themselves and their school. This ensures our students, as future leaders, are part of a community that fosters a culture of learning, support and acceptance. Parents, teachers and members of the community work in partnership to nurture and develop students to be the best they can be. A strong emphasis is placed on relationships. We want our students to develop thoughtful and caring relationships with others through friendship, empathy, kindness, honesty and clear communication both within the confines of the school and the wider community.

Curiosity

By encouraging young people's natural curiosities, and granting independence and opportunities to share, we stimulate their thirst for exploration and knowledge. With this sense of wonder ignited, their only limits are the bounds of the imagination.

Excellence

When we look to young people we see boundless potential. By instilling in them the feeling of limitlessness, we broaden the realms of academic possibility. We are looking at more than results; we are looking at how we can better Adelaide, South Australia and each other. By providing safe learning places to take risks we cultivate an ethic of excellence so that our students can achieve the extraordinary.

Our goal

The Responsible Behaviour Policy encourages students' respect and empathy for others and the ability to accept responsibility for their own actions. At Adelaide Botanic High School we promote mental, physical, social and emotional health and wellbeing, based on a supportive partnership between students, their families and staff. Consistent involvement and communication between these parties is a priority. We want our students to grow up to be healthy, capable adults, adaptable, resilient and prepared for life beyond school.



Our beliefs about behaviour

At Adelaide Botanic High School, 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 will enable all members of our learning community to behave in a manner that reflects the school's behaviour standards.

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

Curiosity

- Use digital devices safely and appropriately**
- Consider consequences when taking responsible risk
- Follow instructions in a timely manner
- Respect and use school facilities and equipment safely and appropriately

Community

- 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
- Live the Green-star / 5-star philosophy by recycling and contributing to a litter free environment

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
- Meet agreed timelines

**Explicit details and a Parent and Student agreement is outlined in the Adelaide Botanic High School Mobile Phone Acceptable Use Policy.



Implementation

The Principal Leadership Team has oversight for the implementation of the Responsible Behaviour Policy and Expectations. 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 of Principal Leadership Team:

- 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.

Responsibilities of teaching staff:

At Adelaide Botanic High School, we aim to maximise learning opportunities for all students whilst providing support for students who need further assistance in managing their behaviour. Teachers will:

- 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 the learning community
- Participate in developing, implementing and reviewing the school's procedures for managing student behaviour
- Establish, maintain, make explicit and model the school's expectations relating to student behaviour
- Respond positively to responsible student behaviour
- Apply consequences if students interfere with teaching and learning and the safe school environment.



Responsibilities of students:

- Follow the Responsible Behaviour Expectations.
- Follow the instructions of teachers and support staff and ask questions for clarification
- Be proactive in their learning.

Responsibilities of parents and caregivers:

When they enrol 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 school policies
- Communicate with students during the school day by phoning Student Services rather than student's mobile phones during class time.

Responses to inappropriate behaviour

Adelaide Botanic High 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
- address any harm done (restitution where appropriate)
- facilitate the restoration of positive relationships between offender and offended.

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.

Restorative Practices

Restorative Practices are a framework for building community and for responding to challenging behaviour through authentic dialogue, coming to understanding, and making things right. To be 'restorative' means to believe that decisions are best made and conflicts are best resolved by those most directly involved in them.



Restorative Practice:

- Views misbehaviour as opportunities for learning
- Separates person from deed
- Focuses on restoring relationships
- Encourages authentic accountability (active participant)
- Allows for successful reintegration
- The nature of the process, not the outcome, makes a response restorative or not.

RESTORATIVE QUESTIONS:**Regarding Misbehaviour:**

- What happened?
- What were you thinking of at the time?
- What have you thought of since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

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 Principal 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, Learning Area Coordinators, will not become involved unless requested or the Principal Leadership (PLT) deems it necessary. Verbal and Physical abuse, including swearing and any level of fighting will not be tolerated and consequences will apply in all situations. Bullying and cyberbullying are also unacceptable and will



have consequences apply in all situations. Cyberbullying includes bullying beyond the school environment of students or teachers, through the use or taking of photos, videos, streaming or creation of social media sites without explicit permission. There will be an intention to exclude in cases where these behaviours are serious or repeated.

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

- Detention during break time
- Yard Duty
- Sending the student to a "buddy class" to work
- Withdrawing the student to the Learning Centre in serious or repeated situations
- Use of Specific Consequences outlined in this policy

Tier III Interventions

- Intervention by Learning Area Coordinator
- Seeking assistance from the Principal Leadership Team (Principal and Assistant Principals)



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 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 result 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. An interview with the student, parent, and member of the Principal Leadership Team is arranged before the student can return to class.

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 Learning Support Centre 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 Assistant Principal 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.





Tomorrow
— Today