

SBM POLICY BEHAVIOUR CODE

PROCEDURE

| <u>Preamble</u> | | | | |
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| <p>At Jamestown Community School we believe our school values underpin our actions.</p> <p>Through these values, our pastoral care program and our learning philosophy our students are comprehensively familiar with our school values of Integrity, Respect, Honesty, Loyalty and Excellence. The Principles and Practices developed in association with our Values provide a guide for the negotiation of behavioural expectations in our R-12 setting.</p> <p>It is acknowledged and recommended that Positive Reinforcement is the first and most effective form of behaviour management.</p> <p>Students at Jamestown Community School are consistently involved in the negotiation of our behavioural expectations and as a result a simple reminder or request associated with minor misbehaviour is expected to resolve most situations.</p> | | | | |
| Level | Description | Who Deals | Possible Consequences | School forms ... Used by ... |
| Level 0 CLASSROOM RESPONSE | <p>Minor behavior that impedes the learning process in the classroom or fails to recognize our school values.</p> <p>D: Disruptive – not following reasonable instructions, late to class, eating in class, not being work ready, leaving the room without permission, swinging on chairs, being out of your seat, being off task, time wasting, work avoidance, throwing things, distracting behaviors, distracting other classes.</p> <p>LC: Lack of cooperation – Calling out, talking out of turn</p> <p>DP: Damaging property – using other peoples' equipment without permission,</p> <p>VB: Verbal Harassment/ Bullying – teasing, being a bystander to bullying or teasing, inappropriate language, offensive language</p> <p>SE: Sexual Harassment - rude gestures</p> <p>OTHER: negative body language, rude gestures,</p> | Teacher under guidance with negotiated classroom expectations. | Individually managed <ul style="list-style-type: none"> ▪ Verbal/non verbal reminder ▪ Change seating ▪ Time out within classroom (cool down) | Teacher documentation Class records Harassment/bullying – teacher documents first offence in teacher diary <ul style="list-style-type: none"> • Incident notes and dates • Details of any student /parent conferences or contact • Adhesive label placed in student diary |
| Level 0 YARD RESPONSE | Littering, swearing, rough play, teasing, being a bystander to bullying or teasing, taking another students equipment, out of bounds areas, interfering with lockers, misusing equipment, disrespect to grounds and gardens, inappropriate physical contact, inappropriate play on playground | Yard duty teacher | <ul style="list-style-type: none"> ▪ Yard duty with the teacher, sitting out of play ▪ Litter collecting ▪ Sweeping ▪ Consequence should fit the offence | |

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| <p>Level 1</p> <p>CLASSROOM RESPONSE</p> | <p>Deliberate repetition of Level 0</p> | <p>Subject teacher completes Pink slip and its procedures and passes to home group teacher</p> | <ul style="list-style-type: none"> • Buddy class • Declare a time limit in buddy class • Negotiated entry back into the class • Student loses play time • Work missed needs to be caught up in own time • Internal suspension | <p>Pink Slip behaviors and subject teacher must make parent contact. eg Diary Note/Phone call home. Adhesive label placed in student diary</p> <p>Harassment/Bullying issues included on pink slip must include a complete harassment report. Go through harassment/ grievance procedure and report process, including conferences and restorative justice procedures.</p> |
| <p>Level 1</p> <p>YARD RESPONSE</p> | <p>Intentional rough play, damaging equipment, abusive language.</p> | <p>Yard duty teacher and homegroup teacher Parent contact</p> | <ul style="list-style-type: none"> • Time out from yard to front office. • Yard Detention • Home contact • Internal Suspension | <p>Pink Slip behaviors and yard duty teacher must make contact with parent. Eg Diary Note/Phone call home.</p> |
| <p>Level 2</p> <p>CLASS/ SCHOOL RESPONSE</p> | <p>Persistent level 1 behaviour; Abusive language directed at a staff member, student or community member. Dangerous physical behaviour Willful indifference to work Offensive behaviour Continual harassment and bullying Fighting</p> | <p>Teacher/ home-group teacher/sub school coordinator/parent. Principal or nominee</p> | <ul style="list-style-type: none"> • Internal suspension • External suspension • Review student development plan [if relevant], NEP or ILP <ul style="list-style-type: none"> ○ Intervention team needs to meet • Support agencies notified if necessary • Contact SAPOL for incidents of violence | <p>Phone call and meeting with parents Harassment Report</p> <p>External Suspension requires formal report to Regional Office All external suspensions require a lesson check upon re-entry and a negotiated behaviour plan</p> |
| <p>Level 2 YARD RESPONSE</p> | <p>Leaving school grounds, bullying, fighting</p> | <p>Yard duty teacher, Principal or nominee</p> | <ul style="list-style-type: none"> • Suspension • Contact SAPOL for incidents of violence | <p>External Suspension requires formal report to Regional Office All external suspensions require a lesson check upon re-entry and a negotiated behaviour plan</p> |

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| Level 3 SYSTEM RESPONSE | Acts directed against persons or property, that may endanger the health/safety of school personnel. Examples: <ul style="list-style-type: none"> • Vandalism/sabotage • Theft • Possession/use of unauthorized substances [cigarettes and alcohol] | Sub-School coordinator in consultation with; <ul style="list-style-type: none"> • Home Group Teacher • Principal or nominee • Counsellor • Parent/ guardian | <ul style="list-style-type: none"> • External suspension [Principal or nominee responsibility] • Exclusion [Principal & Regional Office personnel] • Support agencies notified if necessary • Contact SAPOL for incidents of violence | Critical incident form (Principal or nominee) Notice of Suspension form Student Development Plan [on re-entry] School Lesson Check [on re-entry] Suspension re-entry conditional on work completion Notice of Intent to Exclude [hand delivered or certified mail] Exclusion requires independent support from Regional Office |
| 4 SYSTEM RESPONSE | Acts that are threatening and dangerous to the safety and well being of school personnel, and as such may require the removal of the student from school, and police intervention. Examples: <ul style="list-style-type: none"> • Arson • Possession/use of drugs • Possession/use of weapons • Assault | Principal in consultation with <ul style="list-style-type: none"> • Regional Office | <ul style="list-style-type: none"> • External suspension • Exclusion • Expulsion • Contact SAPOL for incidents of violence | Critical incident form [Principal or nominee) Notice of Suspension form Notice of Intention to Exclude form [hand delivered or certified mail] Notice of Exclusion from school Notice of Intention to Expel [to be hand delivered or certified mail] Notice of Expulsion from a school |

Management processes

- ✚ Class room teachers are required to manage the initial behaviour concerns in their individual class rooms
- ✚ Home group teacher, in consultation with class room teachers will monitor the 'flow' of pink behaviour slips
- ✚ Administration recorder to monitor regularity of pink slips

Management of Harassment and Bullying Issues

- ✚ Harassment record and proformas available electronically in staff share. (J:\staffshare\staffhandbook\behaviourcode\harass-report)
- ✚ Teacher completes the above record and saves in folder. (eg 2011 Harassment reports) at the above address
- ✚ Teacher prints a copy and puts in AP's pigeon hole.
- ✚ Assistant Principal completes the harassment Follow-up report and sends the parent letter home.
- ✚ Office staff informed, they enter in EDSAS and copy placed in student files
- ✚ Individual student behaviour record available on EDSAS