Student Behaviour

Introduction

Our Values are the foundation for all school programs and activities. We believe the responsibility for teaching and reinforcing Our Values is shared between all members of our community.

The “Restorative Practice” process and “Stop, Think, Do” program facilitate and support the implementation of Our Values throughout the school community.

In The Classroom

In the classroom (including support rooms and the library) teachers use a number of strategies for individual, small group or whole class interventions. These strategies are used concurrently to maintain the self esteem of students while ensuring appropriate behaviour.

Developing and sustaining appropriate behaviour:

- classroom rules
- classroom routines
- praise
- positive feedback
- class award systems
- Summer Hill Merit System
- recognition at assemblies
- positive communication with parents

Decreasing inappropriate behaviour:

- strategic ignoring of off-task behaviour
- reinforcing alternative behaviours
- referral to Our Values, “Restorative Practice” process and “Stop, Think, Do” with students
- individual reprimands
- withdrawal of class privileges
- withdrawal from activities in class
- withdrawal to the grade supervisor’s class or another nominated class
- consultation with parents
- personal behaviour plans

Unacceptable Behaviour

The following behaviours are unacceptable at school, and during any school activity. Summer Hill Public School defines the school context as the time between when the student leaves home for school and returns home from school. This also includes any occasion when the student is representing the school or is identified as a student of Summer Hill Public School.

Parents may be informed of the occurrence of these behaviours and parents will be expected to take joint responsibility for re-mediating such behaviour with the school.
Unacceptable behaviours include:

- persistent non-compliance
- persistent disruption
- possession of a prohibited substance
- theft
- insolence
- harassment and bullying
- vandalism
- unsafe behaviour
- prevention of learning and teaching
- possession of a prohibited weapon
- violence or threats of violence

Incidents of these behaviours will be recorded on the school’s student welfare database (Student Behaviour Register). The strategies used to manage inappropriate student behaviour are outlined below and usually follow (but are not limited to) the order given.

**Restitution**

Restitution focuses on students taking responsibility for misbehaviour, correcting mistakes and restoring relationships. Restorative Practice is the process used to reach restitution.

**Referral of the Student to the Grade Supervisor**

Referral of students to the Grade Supervisor takes place when a behaviour issue cannot be resolved at a class level. Referrals should be on the appropriate form. The Grade Supervisor will discuss the behaviour(s) with the student, clearly explain the school’s expectations and contact the student’s parents if warranted. Parents may be contacted for persistent referrals or behaviours which, in the opinion of the Grade Supervisor, warrant immediate attention. The Grade Supervisor will consult with the classroom teacher.

**Referral of the Student to the Deputy Principals or Principal**

Referral of students to the Deputy Principals or Principal takes place when a behaviour issue cannot be resolved at the class or grade level. Referrals should be on the appropriate form. The Deputy Principal or Principal will discuss the behaviour(s) with the student, clearly explain the school’s expectations and contact the student’s parents if warranted. Parents may be contacted for persistent referrals or behaviours which, in the opinion of the Deputy Principal or Principal, warrant immediate attention. The Deputy Principal or Principal will consult with the grade supervisor and classroom teacher.

**Supervised “Stop Think Do” Time**

Supervised ‘Stop Think Do’ time is an opportunity for students to reflect on their actions and assist them to behave in a positive and productive manner. Students may be referred to the ‘Stop Think Do’ Room for unacceptable behaviours in the playground and other exceptional circumstances. As a general rule the ‘Stop Think Do’ Room should not be used as a consequence for inappropriate classroom behaviour (see "In the Classroom" for classroom strategies). The teacher referring a student to the ‘Stop Think Do’ Room must complete the ‘Stop Think Do’ slip (both sides), inform the student involved, and give the slip to the student’s class teacher. The class teacher will place the slip in the ‘Stop Think Do’ Room box. During a ‘Stop Think Do’ session, the supervising teacher will discuss the behaviour with the student. One side of the ‘Stop Think Do’ slip is given to the student by the supervising teacher to take home after the ‘Stop Think Do’
session. This must be signed by the student’s parents/carers and returned by the student to the Deputy Principal (Student Welfare). Records for students attending the ‘Stop Think Do’ Room will be maintained so that the effectiveness of the intervention with the individual student can be monitored. The Deputy Principal (Student Welfare) will do a weekly audit of the ‘Stop Think Do’ Room referrals and provide a copy to grade supervisors. The grade supervisor or Deputy Principal (Student Welfare) will liaise with classroom teachers when appropriate and parents may be notified, in writing or by phone, of the student’s behaviour/s.

**School Warnings**

School warnings may be issued by the Grade Supervisor, Deputy Principals or the Principal, and include (but are not limited to) the withdrawal of approval for a student to participate in a school activity or a student receiving an in-school suspension. Warnings may be issued for unacceptable behaviour in the classroom, playground or at a school activity. Warnings will be recorded on the school database (Student Behaviour Register) and parents/carers may be advised at the time, when additional warnings are issued and/or if a behaviour is not rectified by the student/s involved.

**Withdrawal of Approval to Participate in School Activities**

This strategy will be used where specific unacceptable instances occur, or where there has been a persistent pattern of behaviour which has not responded to a variety of interventions. Withdrawal of approval may be for one or a series of activities. If a student’s approval is withdrawn, the student is expected to attend school while the activity is being conducted. The decision to withdraw a student will be made by the Grade Supervisors, Deputy Principals and/or Principal in consultation with the class teacher. Parents will be informed, in writing, of the decision.

**Referral to the Student Welfare Committee**

Students persistently referred (via the appropriate forms) to the Grade Supervisor, Deputy Principals and/or the Principal for unacceptable behaviour may be brought to the attention of the Student Welfare Committee. Parents may be informed of this referral. The committee will review the strategies used with the class teacher and recommend future action to the Principal. The membership of this includes the Deputy Principal (Student Welfare), and members of the teaching staff. Teachers may also refer students to the Student Welfare Committee.

**Suspension**

The purpose of suspension is to allow students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school’s expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist successful re-entry.

The Principal will consider the safety and welfare of the student, staff and other students in the class, or school, when determining whether a student’s misbehaviour is serious enough to warrant suspension. The Principal will also take into account factors such as the age, individual needs and developmental level of students.

The Principal may impose either a short suspension, of up to and including four days, or a long suspension, of up to and including twenty days.

**In-school Suspension**

An in-school suspension may be for part of a day, a full day or more than one day. In-school suspension may also refer to temporary suspension from the use of the playground.
In-school suspension occurs when out of school suspension is not deemed appropriate by the Deputy Principal or Principal. Parents will be informed of any decisions made.

During an in-school suspension, the student will be supervised by a member of the School Executive and will engage in an academic program provided by the class teacher.

**Immediate Suspension**

Immediate suspension occurs when any student is:

- intentionally violent to or threatens serious physical violence against another student or staff member
- is in possession of a prohibited weapon, or using, or threatening to use any instrument as a weapon (this matter must be reported to the police)
- in possession of a suspected illegal drug or the student is representing the substance as an illegal drug (this matter must be reported to the police)

**Other circumstances**

Students who:

- are persistently disobedient, insolent or engage in verbal harassment and abuse
- persistently disrupt and prevent the learning and teaching of others
- engage in criminal behaviour related to the school

may be suspended after the Principal has:

- ensured that all appropriate school student welfare strategies and discipline options have been applied and documented
- ensured that all appropriate support personnel available within the school system and externally have been involved
- ensured that discussion has occurred with the student and parents/caregiver regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- provided a formal caution to the student and the parents detailing the behaviours, as well as clear expectations of what is required of the student and the parents
- recorded all action taken

**Suspension Process**

The Principal (or Relieving/Acting Principal) will make the decision, in consultation with the grade supervisor, classroom teacher, Deputy Principals and/or the Student Welfare Committee.

The student will be informed of the precise grounds on which suspension is being considered.

The student must be given the opportunity to respond and this response must be taken into consideration before a decision is taken.

The student and parents must be notified, in writing, of the suspension, and expectations for parental management of the suspension period to be communicated.

The student and his/her parent(s) must be given a copy of the:

- Summer Hill Public School Student Behaviour document
- Summer Hill Public School Values
- Department of Education and Training Procedures for Suspension and Expulsion of School Students.
A resolution meeting between the student, parent(s) and school to be convened as soon as possible to discuss the basis on which the suspension will be resolved. The school will organise an interpreter if required and parents are entitled to have a support person at the meeting.

Students returning from suspension will be monitored and supported.

The suspension is to be recorded in the suspension register and all relevant documentation is to be retained in the school.

**Expulsion**

Expulsion from the school may be considered by the Principal (or Acting/Relieving Principal), if a long suspension and a program of improvement are not successful in achieving resolution. Details of the expulsion process are contained in the Department of Education and Training Procedures for Suspension and Expulsion of School Students, which is available from the school office on request.

**Referral to Specialist Services**

The Principal, Deputy Principals, grade supervisor, classroom teacher, Learning Support Team and/or the Student Welfare Committee can recommend to parents specialist services from the Department of Education and Training or external personnel be investigated to assist a student. Parents are involved in all stages of this process and parental permission is required for any specialist intervention. Specialist services could include the School Counsellor, Itinerant Teachers and Department of Health personnel.