



Hallett Cove School Behaviour Development Policy

1. TITLE: Hallett Cove School Behaviour Development Policy

Revision Record: Document control

<i>Chaired by: Bronwyn Phillips</i>	<i>Responsible position: Behaviour Development Policy Review Committee</i>	<i>Version 1</i>
<i>Contacts: Bronwyn Phillips, Bronwyn Tucker, Catherine Burns and Liz Vandenbrink</i>	<i>Approved by:</i> <i>HCS staff:</i> <i>HCS Governing Council:</i>	<i>File:</i> <i>I drive\Policy\Behaviour Management\Behaviour Development Policy Review</i>
<i>Contact person:</i> <i>Chairperson, Bronwyn Phillips</i>	<i>Date approved: 20th March 2018</i>	<i>Status: (approved)</i>
<i>Contact number: 83921020</i>	<i>Next review date: Sept 2021</i>	<i>Security classification:</i> <i>Unclassified</i>

2. CONSULTATION AND REVIEW

This plan was developed in consultation with key members of the school community which included students, teachers, leaders, Governing Council, members of the community, Student Support Services and Aboriginal and Torres Strait Islander student support staff.

3. PURPOSE

The purpose of this policy is to establish safe and positive learning environment which increases student responsibility and student learning in order to:

- Provide a positive learning experience
- Develop and maintain success for all students
- Teach students to take responsibility for their behaviour
- Develop and implement consistent practices to support the rights of all members of the school community
- Develop partnerships to manage student behaviour
- Rights of all members of the school community have been supported
- Relationships at school are based on mutual respect
- Students have understood their social responsibilities
- School community has recognised and acknowledged appropriate behaviour
- Appropriate support and services have been provided for students experiencing difficulties
- Student development plans have been managed in partnership between schools, students, families, services and agencies
- Community has agreed on values, expectations and consequences.

This policy does not stand alone; it includes the procedural flow chart and the *Consistent Consequence* document.

4. ROLES AND RESPONSIBILITIES

School staff 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
- critically reflect on practices and develop the knowledge and skills needed to
- manage behaviour change successfully
- establish, maintain, make explicit and model the school's expectations relating to
- student behaviour
- respond positively to responsible student behaviour and apply consequences if
- students interfere with teaching and learning and the safe school environment.

In particular, teachers will:

- structure the teaching program to facilitate learning and encourage students to
- achieve their personal best
- cater for the developmental, social and emotional needs of individual students and
- use a range of teaching methods
- provide formal and informal feedback on student learning to students and parents
- or caregivers, and review teaching programs in the light of student learning outcomes
- develop classroom management strategies which:
 1. involve negotiation
 2. support the participation of all students
 3. value differences in gender and the cultural and linguistic backgrounds of students
 4. acknowledge positive learning and social behaviours
 5. deal effectively with sexual harassment, racism and bullying
 6. take into account the impact of physical and intellectual disability, trauma and disadvantage on the learning process
 7. establish and maintain safe and supportive learning environments.

Responsibilities of parents and caregivers.

When enrolling 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

5. LEARNING AND BEHAVIOUR STATEMENT

Hallett Cove School provides a safe, caring, orderly learning environment that supports the rights of all students to learn and all teachers to teach. Staff, parents or caregivers, and students will work together to create safe, caring, orderly and productive learning communities which support the rights of all students to learn and all teachers to teach. In order to support and protect the rights of all members of the school community:

- school staff will manage aspects of the school environment, including sexual and racial harassment and bullying, so that students learn to respect rights and fulfil responsibilities
- school will develop consequences for both responsible and irresponsible behaviours, and will consistently apply these consequences
- system level procedures such as suspension and exclusion will be used to support a change in the behaviour of students who do not respond to school level consequences of irresponsible behaviour
- the procedures outlined in DECD's "Procedures for suspension, exclusion and expulsion of students

from attendance at school” (1996) will be followed when a system level response is required

- when appropriate, DECD and Student Support Services will support students with social, emotional and behavioural difficulties and the staff who interact with these students. Rights, responsibilities and consequences will be established through negotiation between school staff, students and their families. This will be a collaborative process, using the 3 Waves of Intervention model:

1. Proactive: Children’s needs are met by strong site culture of inclusion through effective educator differentiation of pedagogy.

- Implementing systematic effective differentiation practice
- Analysing needs or inviting Student Support Services to support the analysis of a site’s needs
- Being open to the involvement of Student Support Services reflection on site’s practice and inclusiveness
- Including identified goals as part of their site/partnership improvement plan
- Partnering with Student Support Services to evaluate implementation

Students are expected to follow our school values which were established in 2013. Our school values are Listening, Personal Best, Caring, Respect and Organisation. The values were developed through a whole school community consultation process.

2. Targeted: Children’s needs are met by the site with some targeted additional specialised input

- Using evidence-validated interventions
- Fully exhausting their internal capacity for specific interventions
- Using and documenting remediation strategies and outcomes
- Identifying a clear hypothesis of child/ren’s needs
- Articulating outcomes sought for the child/ren, classroom, site, teacher
- Developing and reviewing plans for identified children using SMARTAR goals
- Partnering with Student Support Services to assess, implement, review and report on student achievement

3. Intensive: The child’s needs are met by the site through complex interventions and highly specialised support at an individual, classroom and site level.

- Implementing wave 2 recommendations and supporting documentation
- Committing to partnering with Student Support Services as a whole site and work collaboratively to reflect on site structures, processes, culture
- Showing a commitment to implement, review and evaluate a negotiated specialised plan
- Identifying a lead professional
- Maintaining regular contact with key Student Support Services personnel and stakeholders about changes to plans

6. SCOPE

The Behaviour Development Policy applies to all staff, students and parents at HCS and encompasses all categories of employment including:

- officers of the teaching service

- Public Sector Act employees

7. DEFINITIONS & ABBREVIATIONS

BDP	Behaviour Development Policy
BPR	Behaviour Planning & Reflection
HCS	Hallett Cove School

8. POLICY DETAILS

Refer to HCS Behaviour Development Procedures (flow chart)

9. GRIEVANCE PROCEDURES (DECD)

Grievance process for parents/caregivers are listed below

- 1) Speak to the person involved by appointment
 - Contact the school to make a mutually convenient time to meet with the person.
 - Be fair, calm and honest.
 - Phone: 8392 1020

If this does not resolve your grievance you may...
- 2). Speak to the Head of School or Principal by appointment
 - Contact the school to make a mutually convenient time to meet with the Principal.
 - Phone: 8392 1020

If this does not resolve your grievance you may...
- 3) Seek advice from the Regional Director at the Adelaide South Region office
 - Contact the District Director in Noarlunga House • Phone: 8207 3700

If this does not resolve your grievance you may...
- 4) Seek advice from DECD in Adelaide
 - Contact the Regional Office. The Regional Director will deal with your complaint.

10. EVALUATION AND REVIEW

The Behaviour Development Policy Review Committee will review the policy annually. All aspects will be evaluated by aligning it with the expectations of the DECD policy and the feedback from the school community.

11. ASSOCIATED DOCUMENTS

The school Behaviour Development Policy should be considered in conjunction with the following legislation and DECD policies and resources:

- Bullying and harassment at school Parent/Care-giver brochure
- Child Protection: DECD Child and Student Wellbeing
- Cossey Report
- DECD School Discipline Policy
- Hallett Cove School Anti-Bullying Policy
- Hallett Cove School Classroom Lotus Diagrams
- Learner Wellbeing Framework
- Safer DECD schools document
- Child protection (1990) Antiracism (1990) Parents and schools (1991) Students with disabilities (2006) Department of Education and Children's Services
- Education Act (SA 1972) and Regulations under the Act
- DECS Administrative Instructions and Guidelines
- Equal Opportunity Act (SA, 1984)
- Disability Discrimination Act (Commonwealth, 1992)
- DECS Procedures for suspension, exclusion and expulsion of students from attendance at school (1995).
- Learner Wellbeing Framework B-12
- Protective Practices for Staff in their interaction with students
- Reducing Bullying in Schools
- National Safe Schools Framework

12. REFERENCES