

## 1. EXPECTED CODE OF RESPONSIBLE BEHAVIOUR

### ❖ SAFETY AND MOVEMENT

- Follow the yard rules
- Follow the bus rules
- Walk inside buildings
- Move in a safe way in classrooms and around buildings
- Stay within the school boundary
- Wear a hat in Terms 1 and 4 and when directed to by staff

### ❖ TREATMENT OF PEOPLE

- Keep our environment free of teasing, bullying, violence, harassment and discrimination
- Be courteous and friendly towards others
- Respect others and their rights

### ❖ COMMUNICATION

- Communicate with all others using respectful, oral and body language
- Use language that does not offend others - eg inappropriate language is not acceptable

### ❖ TREATMENT OF PROPERTY

- Keep our environment free of graffiti and vandalism
- Put rubbish in bins
- Respect school and others' property
- Share school equipment
- Care for your own property

### ❖ LEARNING

- Come to classes prepared
- participate in learning programs
- Complete work to an acceptable standard in specified time
- Follow class rules

### ❖ BUSES

- Students are reminded that the school's Behaviour Code continues to operate on the bus. Travelling on a school bus is a privilege. Inappropriate behaviour may mean using the school bus is denied.

## 2. ACKNOWLEDGEMENT OF RESPONSIBLE BEHAVIOUR

**Staff, students and families will work in partnership to acknowledge responsible behaviour on a whole school, classroom, and/or individual basis.**

This may include:

Sticker, stamps, certificates, verbal encouragement, smiles, handshakes, acknowledgment in class and school newsletters, recognition at assemblies, negotiated choice of activities, recognition from other staff members, students and parents, free time.

## 3. BEHAVIOUR MANAGEMENT PROCEDURES

At Swan Reach Area School behaviour management strategies will be implemented in a way which attempts to assist students to accept responsibility for their own behavioural decisions.

These strategies will be preventative by nature and will be selected according to the seriousness, frequency or other factors.

The strategies include:

- ❖ Reminder about the rules
- ❖ Time to 'Cool Off' - or think about the behaviour - another class - note home
- ❖ Student Development Plan - student, parent, teacher, school counsellor, coordinator (with review and feedback process)
- ❖ Contact parents through diary note or phone call
- ❖ Recording the behaviour in the Subschool Behaviour folder.
- ❖ Take home - this will occur only in an emergency situation or if it is a consequence outlined in the Student's Development Plan
- ❖ Monitoring of work output and work completion - to determine how well the student is managing their school work
- ❖ Self Referral - student approaches teachers, School Counsellor, Principal, Coordinator, School Services Officer and parent
- ❖ Referral to DECD Manager of Support Services
- ❖ In the event of serious misbehaviour, staff will complete an incident report and Principal or

Coordinator will determine an appropriate response. The report will be posted home and kept in the student's file. A review (or establishment) of the Student Development Plan will automatically follow serious incidents as a consequence.

- ❖ If parents cannot be contacted when a child leaves school grounds the Police will be called.
- ❖ Yard Misbehaviour - The following strategies may be employed: Reminder, Sit - Out, School Community Service. Serious incidents may require suspension / exclusion.

The following behaviours are those which will result in serious consequences such as suspension or exclusion.

- ❖ threatened or committed a violent act
- ❖ threatened the safety or wellbeing of a student, member of the staff or other person
- ❖ acted illegally
- ❖ shown persistence and wilful inattention or indifference to school work
- ❖ threatened the good order of the school
- ❖ interfered with the rights of others
- ❖ Suspension may be up to five days - After suspension a re-entry meeting is required. A Student Development Plan will be developed to assist and support the student to make behavioural changes. The student, parent, parent advocate (in special circumstances), teacher, school counsellor and possibly representatives from outside agencies will attend the meeting.
- ❖ Exclusion Meetings - are required when a student has reached 15 days' suspension in a twelve month period but can be implemented for any serious offence at the Principal's discretion. The student may be required to attend another school, part time schooling or be placed in an alternative environment to continue their schooling, eg. home schooling. The meeting will involve parent, school staff, District (DECD), staff and may involve outside agencies. Exclusion can be a period of up to ten weeks.

#### 4. GRIEVANCES

Swan Reach Area School recognises the right of school community members, parents, students and staff to have their grievances addressed. The procedure to be followed in addressing a grievance, in the first instance, is to approach the person with whom you have the grievance.

##### ❖ **For Students This Means :**

Arrange a time with the teacher to discuss your grievance/ problem.

Determine how you will resolve the problem;

- conflict resolution
- advocate resolution
- personal resolution

If the grievance is not resolved let the teacher know and determine whom else you will need to involve to resolve the problem. eg. Principal / Coordinator / Teacher - arrange a time to speak to them.

##### ❖ **For Parents This Means :**

**Raise the Concern** – the school should always be the first point of contact. Let the school know what you consider to be unjust or unfair. If the grievance is not resolved let the teacher know you will be speaking to someone else - arrange a time to speak to someone, eg. leadership team.

**Contact Parent Complaint Unit:** website: [www.decd.sa.gov.au/parentcomplaint](http://www.decd.sa.gov.au/parentcomplaint) or phone: 1800 677 435.

##### ❖ **For Staff This Means :**

Arrange to speak to the person concerned.

If the grievance is not addressed speak to the line manager of the person involved.

If the grievance has still not been resolved speak to someone in the leadership team with the support of your line manager.

If you are still dissatisfied approach the Educational Director who will try to assist you to resolve the situation.

#### 5. SUPPORTING INFORMATION

- Protective Behaviours will be taught as part of our mandated Keeping them Safe: Child Protection Curriculum.
- All teachers will develop an expected Code of Behaviours with their students, including consequences, at the beginning of each year. This information will be shared with the whole staff and publicised to students.



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**SCHOOL BEHAVIOUR**

**CODE**

Vision Statement for  
Swan Reach Area School

Our VISION is to develop learners with integrity, resilience, confidence & respect. Our students are encouraged to actively pursue life long learning skills, enabling them to be successful thinkers and collaborative contributors in the communities they are part of - now and in the future.

To achieve this we:

- Encourage in each student a desire to achieve their full potential in all aspects of school life.
- Develop a sense of self-worth and the ability to create and maintain healthy relationships with others.
- Encourage good citizenship and a sense of social and environmental responsibility.
- Provide an environment that will be conducive to the establishment and adoption of sound ethical values.

