NORWOOD INTERNATIONAL HIGH SCHOOL
Respectful Behaviour Policy

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Purpose

Behaviour arises within the context of a young person's development, their environment, their family experiences, and social settings. Behaviour interventions seek to positively influence the social, family, and environmental factors around the young person.

The respectful behaviour policy at Norwood International High School is underpinned by the school's values of distinction, diversity and respect and is based on the principles of respect for self, respect for others and taking responsibility for one's actions. This includes the way all members of the school community engage with and relate to the school environment to support the best outcomes for students, staff and parents. These principles contribute to the expectations that the school has of all members of the school community and follow a tiered approach to managing student behaviour.

Parents, caregivers, family members, community members, peers and professionals influence the behavioural development of young people. They are key partners in supporting positive behavioural change.

The following document outlines the responsibilities of students, staff and parents to work in partnership in providing a respectful and caring environment where all students feel safe and are given a fair opportunity to achieve their best.

Responsibilities

Students:

- Always act in a safe and legal manner.

- Follow school policies (Uniform, Mobile Phone and, Anti-Bullying and Harassment, school values and expectations.

- Ensure their verbal, physical and online interactions are safe, respectful, and inclusive within the school and wider community (including school events, excursions, and camps).

- Take ownership and responsibility for their behaviour by speaking truthfully with peers, parents, teachers, and leaders when discussing and reflecting on behaviour.

- Support friends and peers to behave in safe, respectful, and inclusive ways.

- Take a stand when they see a behaviour that concerns them (in person or online), by safely intervening or seeking help from a responsible adult to intervene and support.

- Take ownership and responsibility for any mistakes made, by working proactively to repair any damage caused by their actions.

Responsibilities of staff:

- Adhere to Department for Education Protective Practices guidelines and Code of Ethics for public servants.

- Support and promote the school policies (e.g., Uniform, Mobile Phone, Anti-Bullying and Harassment), school values and expectations.

- Engage in positive and respectful interactions with peers, students, and families.

- Create engaging and rigorous learning opportunities.

- Use proactive strategies to promote positive student behaviour and respectful relationships.

- Acknowledge and celebrate positive student behaviour.

- Apply appropriate consequences if student behaviour impacts teaching and learning.

- Communicate and interact respectfully with students and families and engage in cooperative problem-solving relationships to address issues with student behaviour.

- Make sure appropriate records and documents are kept of behavioural management responses.

Responsibilities of Parents

- Communicate relevant attendance, engagement, learning, wellbeing, health and other important information with the school.

- Seek support from the school to address and resolve issues and challenges when they arise.

- Model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff

- Support their children to develop safe behaviours at home and in the community, including monitoring and supervising their children's social interactions (including online).

- Talk to their children about behaviour, including unsafe behaviours, to help them to understand what it is, why it is harmful and how to respond.

- Work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school's procedures).

- Consider recommendations and engage in specialist support through student support services and external organisations.

- Support their child to continue to engage in learning via an online or modified program while a behaviour issue is being resolved.

Leaders
- Ensure consistent implementation of school policies (Uniform, Mobile Phone, Anti-Bullying and Harassment), school values and expectations.

- Communicate and interact respectfully with students, families and staff to engage in cooperative problem-solving relationships to address issues with student behaviour.

- Provide professional development opportunities for staff in relation to behaviour.

- Monitor, review and respond to student behaviour not in line with school policies.

- Involve regional and inter-agency services to provide relevant support for staff, students and families.

- Communicate with relevant staff members around outcomes and support strategies that can be implemented with young people.

- Make sure appropriate records and documents are kept of behavioural management responses and work with members of the executive team to document required information on Incident Reporting Management System.

- Work with leadership teams and Executive team in support of the management of respectful student behaviour.

- Report behaviours of a criminal nature to the South Australia Police and advise Principal or Deputy Principal.

School Expectations

At Norwood International High School our student behaviour expectations are aligned to our school value Respect. We expect our students to:

Others

- Respect the diversity and rights of others
- Communicate and interact respectfully
- Respect the personal space of others
- Be polite and courteous
- Use appropriate language
- Respect the teaching and learning of others
- Support an environment of safety and inclusion
- Demonstrate respectful behaviour in the wider community

Self

- Display pride in themselves and our school by wearing the correct school uniform
- Engage in behaviour which promotes health and wellbeing
- Attend school and engage in learning
- Be punctual to school and class, ready to actively participate in learning

Environment

- Care for school property and environment
- Disposing of rubbish appropriately
- Respect the property of others
- Maintain an appropriate noise level

Behavioural Interventions and Responsibilities

The table below explains how students will be supported to display respectful behaviours which are aligned to our school's behaviour expectations.

Prior to implementing interventions, the following factors will be taken into consideration in determining an appropriate level of response:

- age

- severity of behaviour

- frequency of the behaviour or similar previous behaviour

- disability

- trauma

- mental health

- repeated behaviour patterns

- consistency of approach.

All behavioural interventions implemented from Level 2 and above will be documented in Daymap as a note for the relevant student/s. Interventions implemented at any stage will be communicated with student's parents/guardians.

Universal Proactive Approaches
This level of behavioural support is provided to all students. It involves teachers consistently implementing a range of strategies and interventions to support students in behaving respectfully.

To establish and maintain a positive learning environment all teachers will use a range of techniques when engaging with students, including, but not limited to, the following:

- proximity: *Being present and making students aware of your active supervision.*

- active listening: M*ake a conscious effort to hear not only the words that another person is saying but, more importantly, the complete message being communicated.*

- eye contact

- pleasant tone of voice

- smile and use of student names

Low-Level Behaviour: Disrespect towards others, self, or the environment.
This level of behavioural support is required for some students who experience challenges in managing their own behaviour. This behaviour can be responded to through targeted interventions at the individual level or small groups.

If student repeats behaviour after intervention and low-level behaviour continues proceed to level 2

Example Behaviours	Examples of Interventions	Staff Responsible
Lateness to class	• Discuss reasons for lateness • Reminder of expectations • Mark lateness on the roll	Classroom Teacher
Swearing in class	• Reminder of expectations	
Disrupting others	• Reminder of expectations • Change in seating within the classroom	
Unprepared for lesson	• Reminder of expectations • Discuss organisational strategies with student.	
Task avoidance	• Check-in with student for understanding of the task • Reminder of expectations	
Not following teacher instruction	• Reminder of expectations	
Inappropriate use of devices	• Reminder of expectations • Phone: confiscate the phone and hand in to student services or LCL	
Making loud disruptive noises	• Reminder of expectations	
Misuse of property, minor vandalism or littering	• Reminder of expectations • Ask student to correct or clean up, remind them about school values and respect of the environment.	
Eating in classroom	• Ask student to dispose of or put food away • Reminder of expectations	
Chewing gum	• Ask student to dispose of gum • Reminder of expectations	
Harassment	• Any harassment observed by a teacher will be immediately addressed. Any reports of serious and complex bullying and harassment are to be referred to the relevant Learning Community Leader. • Reminder of expectations	

LEVEL 2

Moderate-Level Behaviour: Persistent & ongoing disrespect towards others, self or, the environment

This level of behavioural support is required for a small group of students who require personalised support.

If Level 2 interventions are unsuccessful in changing students' behaviour and moderate-level behaviour continues, proceed to level 3.

Example Behaviours	Examples of Interventions	Staff Responsible
Repeated Level 2 Interventions	**Classroom Behaviour:** • Referral to The Space - using DayMap Referral System • Community Service - can be arranged in conjunction with the appropriate Learning Area or Learning Community Leader • Lunch Time Detention - to be assigned by Learning Area or Learning Community Leaders **School Yard:** • Lunchtime Detention • Seek support from Yard Duty Supervisor. • Seek support from leadership. **Outside of School:** • Reporting behaviour of concern to leadership. **Take Home** • Implemented by school leadership	Classroom Teacher
	Space Referrals If a student receives 3 Space referrals within one term: • Learning Community Leader will meet with student and family to develop a behaviour plan. • Behaviour plan shared with teachers • If, following this meeting the student is sent again in the same term, suspension may result. **Lunch-time Detentions:** If a student receives 3 lunchtime detentions within one term: • Learning Community Leader will meet with student and family to develop a behaviour plan. • Behaviour plan shared with teachers • If, following this meeting the student is sent again in the same term, suspension may result.	School Leadership
Ongoing and repeated behaviour (can be across multiple lessons and/or classes)	**Parent Meeting** Teacher arranges a parent meeting to discuss ongoing behavioural concerns. They may seek support from Learning Area or Learning Community Leaders with restorative process with student and/or family.	Teachers & School Leadership (when required)

LEVEL 3

Complex & Serious Behaviour: Concerning disrespectful student behaviour that affects the safety and learning of others.

This level of behavioural support is required for a small group of students who require personalised support.

Example Behaviours	Examples of Interventions	Staff Responsible
Offensive language directed at any member of the school community Persistent Bullying (physical, oral, written, cyber) Harassment (sexual, racial, homophobic, religious, disability) Threatened violence Physical violence Sexual behaviour (problematic) Physical assault major Physical contact (staff, student, other) Actual violence using a weapon (furniture, knife) Property destruction (graffiti, property damage, vandalism, arson) Cyber crime (posting images/videos without consent Impersonation (defamation) Intimidation Illicit/illegal drugs (possession, use, distribution) Unsanctioned drugs (tobacco). Illegal Behaviour	**All behaviours in this category will result in one or more of the following high-level interventions:** • Take-home • Internal Suspension • Suspension • Suspension Pending Directions • Exclusion These interventions will be supported by student and parent/guardian involvement in restorative-based discussion. School Leaders involved in these discussions will inform the student's teachers of identified support strategies, interventions, and outcomes from restorative processes.	School Leadership

Attachments and References

https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/keeping-children-safe-bullying

https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/behaviour-management-and-strategy

https://www.esafety.gov.au/

Attachments

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References

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Review

Review Date	Reviewed By	Accepted Date	Comments