LEARNING and BEHAVIOUR SUPPORT POLICIES and PROCEDURES

INTRODUCTION:

The development of a learning environment that supports learning and wellbeing for every student is supported by the following DECD policies, statements and procedures including:

- Anti-racism
- Attendance
- Bullying and Harassment
- Child Protection
- Equity
- Grievance
- Multiculturalism
- Parents and Schools
- Safer DECD Schools
- School Discipline
- Sexual Harassment
- Student Participation
- Students with Disabilities
- Sun Safety

The National Safe Schools Framework (NSSF) aims ‘to assist all school communities in building safe and supportive schools where:

- bullying, harassment and violence are minimised
- students receive support on issues related to child abuse and neglect.

It presents a way of achieving a shared vision of physical and emotional safety and wellbeing for all students in all Australian schools. The framework recognises the need for sustained positive approaches that include an appreciation of the ways in which social attitudes and values impact on the behaviour of students in our school communities. Such approaches encourage all members of the school community to:

- value diversity
- contribute positively to the safety and wellbeing of themselves and others
- act independently, justly, cooperatively, and responsibly in school, work, civic and family relationships
- contribute to the implementation of appropriate strategies that create and maintain a safe and supportive learning environment.

The NSSF identifies strategies that can inform practice which enhances school safety and students’ physical, social and emotional wellbeing. This framework both underpins and overarches all school policies, structures, practices and procedures in the development and maintenance of a safe and supportive learning environment.

The Child Protection Curriculum fits within the NSSF’s whole school approach and is set within the South Australian Curriculum Standards and Accountability (SACSA) Framework. The specific aim of the program is to help students from preschool to secondary to learn to recognise abuse and develop ways of protecting themselves from abuse. Its wider purpose is to help students learn about rights, responsibilities, relationships and ethical behaviour.
The DECS Wellbeing Framework underpins the work of aligning policies, learning programs and processes to support learning and wellbeing including physical, emotional, intellectual, social and spiritual domains.

**DECS Learner Wellbeing Framework**

Birth – Year 12

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**THE LEARNING ENVIRONMENT AND PROMOTING WELLBEING:**

For most young people we work with, what we do in schools every day to build a wellbeing promoting school culture will have a positive impact. This includes strategies to acquire the knowledge, skills and values to promote personal safety and wellbeing as well as the safety and wellbeing of others. For some students, tailored teaching, learning and intervention strategies will be required.
Key principles in practice include:
- embedding a focus on wellbeing in a whole of site approach
- being inclusive of all and respectful of diversity
- involving the site and community in partnership
- incorporating prevention and intervention strategies
- supporting safe, secure environments
- valuing leadership and professional learning
- supporting the development of a positive site ethos and culture
- ensuring relevance to needs and context
- having supportive policies and procedures
- valuing relevant curriculum and effective pedagogy
- valuing data collection, review, evaluation, inquiry and improvement
- valuing evidence based practice
- valuing educator contributions.

Protective factors against harm include:
- learning and practising skills for resilience
- having positive relationships with peers and educators
- feeling connected, valued, listened to
- having a sense of identity, meaning and purpose
- maintaining a positive school climate
- practising responsibility and required helpfulness
- ensuring there are opportunities to participate and be involved
- ensuring there are opportunities to contribute and for success
- developing meaningful and engaging curriculum
- having a sense of control of learning
- feeling competent
- recognising achievement

A model of Prevention and Intervention:

DECS Learner Wellbeing Framework  Birth – Year 12
ASSOCIATED POLICIES:

ATTENDANCE and PARTICIPATION EXPECTATION STATEMENT

For the purposes of this document ‘unsatisfactory attendance’ is defined as:

\textit{Failure by a student to regularly attend at school during agreed times or participate in a meaningful manner in his or her planned education program.}

The \textit{Education Act 1972} requires that children of compulsory age be enrolled at school. A condition of that enrolment is that a student is required to fully participate in the education program arranged and approved by the enrolling school. Such participation is to include engagement and attendance as required by the program.

Children who are not of compulsory age but who have enrolled at a preschool or school are subject to the same participation requirements as those students of compulsory age. Attendance and participation requirements for a particular child of non-compulsory age may be modified to meet his or her specific needs, which should be arranged by negotiation between the school, the child and parents/caregivers.

Staff members are expected to:

- adopt and promote practices that seek to engage children and students to encourage their participation in their agreed education program
- monitor and follow up attendance
- where a student is absent for 3 days, and no notification provided, the teacher is to contact the parent/caregiver regarding the absence
- where a student is continually late (eg. to school and lessons) the teacher is to contact the parent/caregiver regarding the lateness
- counsel students and their families on issues of failure to participate fully in the education program and the impact that lack of participation has on educational achievement
- develop, in partnership with the communities, Attendance policy and procedures.

Early intervention and communication with parents/caregivers and students are keys to improving full participation in the education program. Such intervention may include but not be limited to:

- discussions with the family and student about regular participation in accordance with the education program
- referral to school attendance counsellors when other actions have proven to be inadequate.

Attendance counsellors are available to:

- provide a consulting and counselling service
- support schools in monitoring and improving attendance
- work with identified students and their parents/caregivers to support improved attendance
- identify reasons for non-attendance
- develop and implement special projects to meet the needs of students at risk through non-attendance
- liaise with appropriate government and community agencies
- inform parents/caregivers of their legal responsibilities in relation to attendance and possible implications of non-compliance
- where appropriate, establishing communication that may include home visits by the class teacher or other support workers.
**Early Warning Signs**

Early intervention for students at risk of developing irregular patterns of attendance is crucial in order for these patterns to be reversed.

Indicators of students at risk of developing these patterns include the following:
- frequent lateness
- leaving school early
- missing lessons
- being the victim of bullying and harassment
- learning difficulties
- many days absent, either through illness, unexplained reasons or family commitments
- unresolved issues with school personnel (staff or students)
- social or emotional issues
- difficulties at times of transition
- health issues experienced by the student and/or family members.

**Benefits of regular attendance for students**

- Getting the maximum benefit from school will optimise life choices.
- Attending school regularly will develop skills and attitudes that will help success in later life. These include self-discipline, punctuality, being organised and sticking to routines.
- Regular attendance leads to an increased likelihood of being successful at school
- Attending regularly leads to making friends and learning to maintain relationships over a length of time
- Learning social skills necessary to live and work successfully with others
- Increased safety at school than on the streets
- Building a positive reputation because of a good attendance record
- Attending school provides opportunities for socialising with friends
- Learning more and liking school more.

**Benefits of regular student attendance for educators**

- Staff are able to fulfil their responsibilities to the students in their care
- There will be improved learning outcomes
- Staff will enjoy less complex management of the learning program as they will not need to re-teach parts of it to students who were away when something new was introduced
- There will be less complex classroom management because students will not require support to re-establish relationships following periods of absence
- Staff will be able to help students develop habits such as punctuality, self-discipline and organisation which will be of value to them in everyday situations
- Resources currently being spent on following up absences can be spent on the classroom program.

**Benefits of regular student attendance for parents/caregivers**

- By encouraging regular attendance parents will know that they have positively influenced their child’s education
- The knowledge that their child is safe at school and not at risk elsewhere
- The knowledge that their child is learning more appropriate things than if they were truanting
- Regular attendance will ensure that parents have fewer contacts with government agencies
- Peace of mind in knowing that children who attend school regularly are less likely to break the law and go to jail in later life
- Enjoyment of a more structured family routine
- The student is more likely to finish Year 12 and have broader opportunities
- Avoidance of fines or legal action due to student’s poor attendance at school.

**Benefits of regular student attendance for the community**

- Young people are less likely to be involved in crime
- Young people are spending their days safely and productively engaged.
**BULLYING POLICY**

The learning environment should be safe and free from violence, harassment and bullying of any kind by:

- our learning programs preventing the incidents of violence, bullying, and harassment
- our activities preventing the misuse of power – physical, verbal, sexual and psychological
- preventing discrimination of any kind, ie race, culture, religion, gender, language, disability, sexual preference and physical attributes.

Bullying, violence and harassment infringe our rights to safety and fair treatment. Bullying refers to the wilful conscious desire to hurt, threaten or frighten. It can be physical or verbal in nature and is ongoing. It gives power through others’ pain, fear and humiliation.

Learning programs will incorporate class meetings and cooperative group activities to assist in the development of assertive rather than aggressive ways of dealing with conflict situations.

Victims are encouraged to report all incidents to members of staff. Staff will follow the Grievance Procedure and activate a corrective response using the levels of response described in the Student Behaviour Management policy as determined by the severity of the event/situation.

‘Bully Audits’ will be conducted once every term, the results analysed and discussed by leadership and staff and appropriate action taken.

Bullying and harassment will not be tolerated at Orroroo Area School. Incidents involving violence must be reported to the Police and the victim’s parents contacted as soon as possible.

**WHAT IS CYBERBULLYING**

Cyber-bullying involves the use of Information and Communication Technologies (ICTs), such as computers, mobile phones and the Internet, to support deliberate, hurtful acts of aggression, intimidation, harassment and victimisation by an individual or group that is repeated over time and characterised by an imbalance of power.

Cyber-bullying can be as simple as continuing to send e-mail to someone who has said that they want no further contact with the sender, but it may also include threats, sexual remarks, pejorative labels (ie, hate speech), ganging up on victims by making them the subject of ridicule in forums and posting false statements as fact aimed at humiliation.

Cyber-bullies may disclose victim’s personal data (eg real name, address or workplace or school) at websites or forums or may pose as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them. Some cyber-bullies may also send threatening and harassing emails and instant messages to the victims, while others post rumours or gossip and instigate others to dislike and gang up on the target.
Forms of Cyberbullying include:

- **Flaming**
  Online fighting using electronic messages with angry and vulgar language.

- **Online harassment**
  Repeatedly sending nasty, mean and insulting messages.

- **Cyber-stalking**
  Repeated, intense harassment and denigration that includes threats or creates significant fear.

- **Masquerading / impersonating**
  Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person’s reputation or friendships.

- **Outing**
  Sharing someone’s secrets or embarrassing information or images online.

- **Trickery**
  Talking someone into revealing secrets or embarrassing information, then sharing it online.

- **Exclusion**
  Intentionally and cruelly excluding someone from an online group.

These forms of cyber-bullying can be carried out by numerous forms of ICTs including computers and the Internet, by means of email, instant messaging, chat rooms, social networking sites, virtual worlds, internet gaming, etc, and mobile phones by way of hurtful phone calls or text messages, videos, picture messages.

**ROLES AND RESPONSIBILITIES**

**Teachers:**
- Teachers will follow up and record acts of bullying. A copy of the Student Behaviour Report Form must be made for each student involved. These will be given to the Principal.
- Support students, including assisting in asking the bully to stop the behaviour.
- Educate students on the potential effects of bullying using recognised programmes.
- Equip students with the knowledge, skills and disposition to effectively and assertively manage a bullying situation.
- Teachers will not view suspected cyber-bullying messages but inform the Principal.

**Home Group Teacher / School Leadership**
- Where necessary engage in Restorative Justice with the bully and victim as a means of resolving the situation.
- Provide support to the victim.
- Provide support to bystanders if they are upset with what they have witnessed.
- Follow up incidents to see if the relationship between the bully and victim has improved.

**Principal / School Leadership:**
- Follow up on cyber-bullying which occurs between students; including outside of school time and school grounds.
- Work with staff, parents, students and the wider community to combat all forms of bullying through curriculum initiatives, presentations and guest speakers.

**Victims:**
- Initially ask the person or persons to stop the behaviour.
- Report to a teacher if not confident to do so or the behaviour has not stopped.
- Refrain from retaliating.
- Do not take their frustration out on others.
- Must keep evidence, for example cyber-bullying messages.
Bystanders:
- Attempt to politely and assertively intervene with or on behalf of the victimised student.
- Report to a teacher if you witness bullying and the victim has not reported it.
- Abstain from being a bystander, as often without an audience the bully will stop.
- Never support the bully by encouraging the behaviour.

Parents:
- Work with schools to educate students on the consequences of bullying behaviour and promote positive social relationships.
- Monitor their child’s use of ICTs at home.
- Show an interest in their child’s online behaviours and use of technologies.
- Have the family computer in a public area of the house and encourage time away from computers and mobile phones.

WHO ELSE CAN HELP?
Police 8658 1300
Kids Help Line 1800551 00

HELPFUL WEBSITES
Bullying No Way! www.bullyingnoway.com.au
Cybersmart Kids www.cybersmartkids.com.au
Net Alert www.netalert.net.au
Kids Help Line www.kidshelpline.com.au
Child and Youth Health www.cyh.com.au

ANTI RACISM POLICY
Everyone is responsible for participating in the development of a school environment which is free from racism and harassment by:
- respecting cultural diversity and individual differences
- enhancing their knowledge and understanding of the causes and effects of racism.

Students will be provided with opportunities to:
- learn to value individual differences, foster racial harmony and treat each other with respect
- understand the cause and effect of racism

Victims are encouraged to report all incidents of racism to members of staff. Staff will follow the Grievance Procedure and activate a corrective response using levels of response described in the Student Behaviour Management policy as determined by the severity of the event/situation.
DRUGS AND SCHOOLS POLICY

Illegal and unsanctioned drug use
Schools need to be safe, orderly, productive and successful learning communities. The development of specific strategies is critical to meet the varying needs and expectations of students and the local community.

Some substances are not appropriate to have in a school or at school-related functions, for example:
- tobacco use is not sanctioned by any person on school grounds
- the use of alcohol by students on school grounds is illegal and the use of alcohol by students at school functions is not sanctioned
- the use of alcohol by staff is not sanctioned, even out of hours, while staff have duty of care responsibilities

Similarly, the use, possession or selling of illegal drugs, for example marijuana, is not acceptable and is illegal. The misuse of prescription drugs, for example, Attention Deficit Disorder medication, by anyone other than the person for whom the drug has been prescribed, is also improper and illegal.

When information about drugs at school is public knowledge, the community needs to see the school acting firmly and fairly in regard to drug issues. The school’s behaviour code has clear guidelines for the management of suspected drug-related incidents.

The role of the principal and teachers is to ensure for all students:
- equitable access to, and participation in, the curriculum
- a duty of care
- occupational health and safety guidelines are applied.

Drug Education Curriculum
Drug Education is part of the health and physical education learning area. The drug education curriculum is a critical key for informing students about planning for and choosing a healthy lifestyle.

Health, Safety and Welfare
It is imperative that:
- the rights and welfare of all are maintained, including those students not involved in the behaviours
- any action taken by the school is consistent with the Regulations, relevant DECD policies and the school’s policies in regard to health, welfare and behaviour management.

The principal and teachers are not trained to diagnose substance use or misuse. If a student attends a class and is either unable to participate fully or puts others’ learning at risk, that student should be dealt with according to behaviour management policies or treated as unwell. Accusations of drug use may be totally incorrect and may put the staff member at risk of civil action.

School Management Plan
School staff will follow the following procedures:
- first aid, for example when a student is unwell a standard emergency first aid response should be enacted
- student behaviour management policy, for example rules and consequences for illegal possession or use of pharmaceutical drugs at school
- information for the parent community, for example documenting the processes regarding a breach of school rules
- establishing and maintaining a partnership with local police, for example for offending behaviour.
Prevention from harm includes a focus on situations such as:

- young people as consumers of alcohol and other drugs
- the impact of substance use on brain development, wellbeing and learning
- young people affected by the drug use of others:
- living in family environments affected by substance use
- violence, neglect, stress, breakdown
- Foetal alcohol syndrome.
ORROROO AREA SCHOOL
LEARNING AND BEHAVIOUR SUPPORT
PROCESS

USING LEARNER ACHIEVEMENT DATA
Student Audit, SEA, Running Records, NAPLAN, Site Based Assessments, SACE
(Continuous student progress and achievement data collection and recording)

TO DEVELOP AND IMPLEMENT LEARNING PROGRAMS
(Classroom teachers and home group teachers have the primary responsibility for student learning outcomes and success)
Year Level and in class Intervention Programs eg ILP’s, PLP’s, ELP’s
(making data count in planning and programming)

CONCERNS ABOUT LEARNING ACHIEVEMENT
Use the regional Pre-Referral Pack Classroom Assessment

LOW CONCERNS
Refer to Sector Meeting and School Student Intervention Team for advice and support

HIGH CONCERNS
Referral to District Students With Disabilities Team for advice and possible assessment by Guidance and/or Speech as appropriate

Not Approved as Eligible for disability support
In class strategy continues

Approved for Disability support
NEP negotiated, resourced and implemented

Student progress and achievement monitored by Classroom teacher, Home Group teacher and Student Intervention Team
ORROROO AREA SCHOOL
STUDENT INTERVENTION TEAM SUPPORT PROCESS

STUDENT INTERVENTION TEAM
Principal, Deputy Principal, Coordinators and Staff Representative

(Leadership Team members are Sector Managers)

SECTOR MEETINGS
Early Years, Middle Years, Senior Years
At every meeting staff will discuss students at risk of not achieving by:
- analysing and discussing student achievement data
- discussing student’s behaviour
- discussing approaches to teaching and learning as well as programs
- monitoring progress

CONTINUED CONCERNS WITH PROGRESS
- Refer to sector manager for advice and support
- Sector manager refers to Student Intervention Team

Intervention Team provides further guidance, advice and support.

Intervention team recommends referral for assessment.

Formal Referral process completed via EDSAS

• Refer to sector manager for advice and support
• Sector manager refers to Student Intervention Team
ORROROO AREA SCHOOL
Code of Conduct

This Code of Conduct covers all school activities off and on campus, in and out of school hours.

1. **LEARNING**
   Students will do their best to learn without interfering with others.

2. **SAFETY**
   Students will play, work and use all personal and school equipment and property respectfully in ways that will keep themselves and others safe.

3. **RESPECT AND COMMUNICATION**
   Students will speak and listen in an appropriate and respectful manner.

4. **PROBLEM SOLVING**
   Students will talk through their problems respectfully with others, ask for help if necessary and follow the Grievance Procedure.

VALUES

Underpinning our Code of Conduct are the following values which guide our actions and decisions:
- Respect
- Excellence
- Responsibility
- Tolerance
- Honesty

In practice, our Code of Conduct is about:

1. **LEARNING**
   **Attendance**
   Keeping your learning on target by attending school as much as possible and by:
   - providing a written note of explanation for absences signed by parent/caregiver/guardian for absences of 3 days and less, to the classroom teacher
   - providing a medical certificate and/or written note of explanation from parent/caregiver/guardian for absences of 3 days and more
   - parents/caregivers/guardians approaching the class teacher or home group teacher to apply for an exemption from school for planned absences of 5 school days or more
   - arriving to school and lessons on time; note the school day starts at 8.45 am for Home Group.

   If you are late:
   - signing the Arrive Late Register in the front office and providing a note of explanation to the class/home group teacher marking the roll
   - signing out and in for lunch (if you have a lunch pass), or for any other out of school authorised appointments, such as work experience or the dentist.
Use of Electronic Devices
Respecting others and everyone’s right to learn by:

• switching mobile phones off during school hours
• keeping electronic devices, such as ipods in your bag during all lessons, unless negotiated with individual teachers. Remember: all items brought to school are your responsibility.

If you have your mobile phone or any other device switched on during school time without teacher permission:

• it will be confiscated and held in a secure area until the end of the day
• letters will be sent to parents/guardians /caregivers for repeat offences. Parents/guardians /caregivers will then be asked to collect the phone from the class/ home group teacher.

* See separate policy for further information.

2. SAFETY

Sun Safety: No Hat – No Play
Protecting yourself from harmful exposure to the sun by wearing broad brimmed hats in Terms 1 and 4 when outside.

If you are not wearing a broad brimmed hat outside you will have to spend your recess and lunch under a shaded area or in the library as instructed by a teacher.

Playground Use
Keeping yourself and others safe.

• Students in Reception to Year 2 are to exclusively use the R – 2 playground equipment near the Activity Room.
• Year 3 – 7 students to use the primary playground equipment situated on the edge of the oval.

Movement
Walk only

• around playground equipment
• around corners of buildings
• inside buildings.

Use of Bike Shelter
Protect your equipment by storing all bikes, skateboards and scooters in the bike shelter.

Ball Games
Keep everyone safe and avoid unnecessary personal injury and damage by:

• playing all ball games that involve kicking on the oval only
• using safety gear in the cricket nets
• reporting to the teacher on duty balls that become stuck on roofs and in trees or that have gone across the road.

Room Access
Protect yourself and others by being in the classrooms, work areas and store rooms with staff supervision or with teacher negotiation.

School Crossing and Drop Off / Pick Up Points
Follow the road safety rules by:

• using the school crossing to cross the road, walking only
• using the Drop off/Pick up points for students on West Terrace.
School Security
Help keep our school secure by:
• making sure keys you have borrowed are returned as soon as possible
• ensuring everything is locked up before you leave at the end of the day.

3. RESPECT AND COMMUNICATION
Respect yourself and others by
• speaking appropriately (and not using offensive language)
• using appropriate bins for rubbish and recyclable materials
• leaving all chewing gum at home
• using roll on deodorants only at school as some people can suffer severe allergic reactions from the use of spray devices
• taking all hats off when inside buildings.

The Code of Conduct also applies to the following specialist areas within the school:

IN THE LIBRARY
Showing respect for all library users by:
• working quietly and using a quiet voice when it is necessary to speak
• accessing the library at lunchtime and in lesson time when staff are on duty
• completing appropriate forms with teacher signature before borrowing AV equipment
• accessing the Internet at lunch time for school purposes only

Treating all materials and equipment with respect and care by:
• reporting faulty equipment, such as a computer or photocopier, to a staff member
• leaving food and drinks outside
• reporting to staff when requiring colour printing
• applying Computing Room rules to the library computers

Acting in ways that keep yourself and others safe by:
• walking at all times in the library
• keeping personal information, such as passwords, secure and confidential
• using all equipment according to the safety rules.

IN COMPUTING
Keeping our systems free from viruses by:
• seeking permission before using any portable storage device on the school network
• ensuring no viruses are transported from home to the school.

Keeping our computer room secure and safe by:
• permitting only Years 10, 11 and 12 students to use rooms unsupervised and to use computer rooms and study suite at lunch and recess.
• only staff collecting the keys to Computing Room for Reception – Year 9 classes. Years10, 11 and 12 students may collect the key from the front office.
• ensuring all computers are turned off, windows are locked and heating/cooling is switched off when you leave the room after Lesson 7
• making sure that food and drinks are not brought into the computing room.

Ensure our computers, hardware and networks are maintained in good order by:
• using computer rooms for schoolwork only. (No music, Internet, private emailing or games)
• logging-off the computer at the end of the session.
• using the colour printer for final copies, not drafts
• leaving the basic desktop set-up as it is set up by the administrator
• saving work into your home folder and only saving to the share folder if your work needs to be seen by teachers or other students
• reporting to your teacher if you experience a problem so it can be recorded on a Computer Problem Reporting Sheet.

This means that you do not:
• load any software onto school computers
• download or transfer any files that are not directly related to a specific task
• play games unless specified by teacher
• play music in the computer rooms unless under the direct supervision of the class teacher
• transfer or download music from any media unless directed by your class teacher for a specific task.

Student School Internet Use Guidelines
Student responsibilities include using the internet for educational purposes only, meaning that
• only the sites related to curriculum areas, specified by the teacher, are to be used
• information used from the Internet is checked for accuracy and appropriateness
• passwords are not to be shared
• personal information (such as names, telephone numbers, addresses and credit card details) or information about your friends is not to be provided when on-line
• correct and appropriate language is used in any communication.

* See separate IT and Student Laptop policies for further information.

IN PRACTICAL AREAS
(Home Ec/Art Room/Tech Room/Gymnasium/Ag Area/Laboratory)

Keeping your work space safe by:
• walking at all times
• taking care of all materials and using equipment, tools and substances for their intended purpose or as instructed
• knowing and practising safety procedures, including keeping a safe distance from operating equipment and machinery
• wearing appropriate safety clothing to suit the task, such as safety glasses, welding helmets, aprons or face masks
• reporting to the teacher injuries, near misses, breakages and malfunctions of equipment and machinery immediately
• making sure all equipment is turned off after use and before leaving the room
• keeping electrical equipment away from sinks and water and making sure electrical equipment is unplugged before beginning cleaning and maintenance tasks
• reporting to the teacher and warning others of spills immediately. Clean up as instructed by the teacher and dispose of appropriately following OHSW guidelines
• Keeping your work area/space clear of obstacles and hazards and cleaning up after yourself.

Respect the work space and others working in it by:
• listening and speaking respectfully at all times, using appropriate language
• ensuring your actions are not interfering with the work and safety of others
• placing all rubbish in bins provided
• eating and drinking outside.
OUR CODE OF CONDUCT FOR TRAVEL ON SCHOOL BUSES IS ABOUT:

Safety

Keeping yourself and others safe by:
- waiting a reasonable distance from the bus until it is stopped completely before entering
- behaving responsibly and cooperating with the bus driver at all times
- while travelling:
  - sitting in the seat assigned to you, wearing the seat belt and facing the front of the bus at all times
  - keeping all of your body inside the bus at all times.

The Bus Driver

The Bus Driver has the right to a safe work environment free from distraction while driving and:
- must be present before students enter the bus
- can allocate seats at his/her discretion
- will determine the ruling of consumption of food and drinks on the bus
- will report all behavioural incidents to the Bus Manager and give directives regarding irresponsible behaviour that compromises safety and good order.

Consequences for Misconduct

Consequences for misconduct will be administered according to the Orroroo Area School Learning and Behaviour Support Document and may include exclusion from bus travel for serious and persistent misconduct.

Students are expected to adhere to the Bus Code of Conduct that is signed by students and their parents at the beginning of each year.

STUDENT BEHAVIOUR MANAGEMENT AND THE CODE OF CONDUCT

PREVENTATIVE ACTION

Actions that can be taken to prevent unnecessary disruptions to learning include:
- using appropriate learning programs and resources to support learning
- planning interesting learning programs that are motivating and engaging
- setting up learning spaces that support learning by minimising disruptions and distractions
- catering for every student in the class
- clearly communicating the goals and expectations of learning tasks
- clearly articulating the class rules and behaviour management plan
- developing a democratic classroom using practices for authentic student voice
- creating stimulating, interesting and challenging learning spaces.

NATURAL JUSTICE

Natural justice, or as it is sometimes called in Australia “procedural fairness”, is a set of rules which are applied to a wide range of situations where action may be taken where a person’s rights or interests are to be effected.

The rules of natural justice are principles that have developed over the years to ensure fairness of the decision-making procedure of Courts and administrators. The rules of procedural fairness or natural justice consist broadly of three principles:
- the decision-maker must give to a person whose interests will be adversely affected by a decision, an opportunity to present his or her case.
- the decision-maker is not allowed to have an interest in the matter to be decided, nor appear as if they bring a prejudice of mind.
- the decision-maker’s decision must be based on logically probated evidence.
CORRECTIVE ACTION
Corrective action is used to correct problems when they arise. When carrying out corrective action you must

- maintain eye contact
- minimise embarrassment and hostility by using a respectful voice
- maintain a non-threatening distance
- give clear choice to maximise student responsibility
- be consistent in your actions and follow-up
- develop a network of support.

The following table outlines choices of corrective action:

<table>
<thead>
<tr>
<th>TACTICAL IGNORING</th>
<th>Decide what to ignore, for how long to ignore and what to do if the ignoring is not working.</th>
</tr>
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<tbody>
<tr>
<td>NON-VERBAL MESSAGES</td>
<td>Hostile body language needs to be avoided. Eye contact should be firm without glaring. The key is treating students respectfully.</td>
</tr>
<tr>
<td>SIMPLE DIRECTIONS</td>
<td>States clearly what the teacher expects the student to do, is couched in respectful language, accompanied by “please” or “thankyou” and the use of the student’s name</td>
</tr>
<tr>
<td>POSITIVE REINFORCEMENT</td>
<td>This catches the student using appropriate behaviour. Feedback should be specific (encouraging) and not generalised (praise) eg “Well done, you put your hand up.” rather than “Good work.”</td>
</tr>
<tr>
<td>RULE REMINDERS</td>
<td>This keeps the interaction brief but relevant. The teacher restates the rule.</td>
</tr>
<tr>
<td>QUESTION &amp; FEEDBACK</td>
<td>A response is invited by using a “what” question.</td>
</tr>
<tr>
<td>DEFLECTION</td>
<td>Strong feelings/conflicts are acknowledged and the time is provided for dealing with them.</td>
</tr>
<tr>
<td>DEFUSION</td>
<td>This uses a mild, appropriate humour or repartee to take the heat out of a potential conflict. It is NOT a strategy all teachers will be able to use successfully.</td>
</tr>
<tr>
<td>BLOCKING RESTATE</td>
<td>A verbal strategy that re-asserts the teacher’s direction by using the words repeatedly eg re-stating the relevant rule/s.</td>
</tr>
<tr>
<td>ASSERTIVE MESSAGES</td>
<td>‘When this happened … then I ….’ Using I-messages to explain to the student how the teacher is feeling about the behaviour.</td>
</tr>
<tr>
<td>DISTRACTIONS AND DIVERSEIONS</td>
<td>The student’s attention is deliberately distracted and it is diverted into a safer course of action.</td>
</tr>
<tr>
<td>OVERLAPPING</td>
<td>The teacher excuses themselves from dealing with one student to give a simple direction to another student. The teacher then goes back to the first student.</td>
</tr>
<tr>
<td>CLEAR COMMAND</td>
<td>This is never the first step. It follows tactical ignoring, rule reminders and simple directions.</td>
</tr>
<tr>
<td>CHOICES</td>
<td>The student is simply taken aside and asked what is going on and offered help.</td>
</tr>
<tr>
<td>ISOLATION WITHIN THE ROOM</td>
<td>The student is given the choice of working or moving. Given some time, the student is then asked to move if they have continued to be disruptive. This is a logical consequence for the behaviour.</td>
</tr>
<tr>
<td>TIME-OUT WITHIN THE ROOM</td>
<td>This would normally last between 5 and 15 minutes and students would then return to the class.</td>
</tr>
<tr>
<td>REMOVAL FROM THE ROOM</td>
<td>A choice is offered about being on task or having to leave. The policy in place should make clear how students will be removed, where they will go, what they will do while out of the room, when they can return to class, what conditions apply to their return and when parents will be consulted.</td>
</tr>
<tr>
<td>CONTRACTING AND CONFERENCING</td>
<td>The effect of behaviour on other people is clarified. What student’s will do to remedy the situation is explored. How the teacher can help and support the student in the process is explored.</td>
</tr>
</tbody>
</table>
LEVELS OF RESPONSE TO STUDENT BEHAVIOUR
(Refer DECD School Discipline Policy)

LEVEL 1  SCHOOL LEVEL
Responses at this level can include:
   1. Rule reminder/corrective action
   2. Class/yard timeout (5 – 15 minutes)
   3. Exit to Buddy class until the next break
   4. Referral to Sector Manager
   5. Referral for Suspension to the principal or nominee
      • Take Home (< one day)
      • Internal Suspension (< one day)
      • Suspension (1 – 5 days)

Please note: All incidences of violence MUST be reported to the Police without exception.

LEVEL 2: SCHOOL LEVEL
Student has an individual behaviour contract which identifies specific responses for target behaviours and may include lesson checks.

LEVEL 3: SYSTEM LEVEL
Responses at this level can include:
   • Individual behaviour contracts
   • Referral for behavioural support from Student Inclusion and Wellbeing Team
   • Specific Behaviour Support Programs

LEVEL 4: SYSTEM LEVEL
Responses at this level includes:
   • Exclusion
   • Alternative school placement and programs

SUSPENSION
Referral to the principal or nominee for suspension will occur when violent, disruptive, dangerous or illegal behaviours have occurred.

In the event that the school needs to deal immediately with violent, disruptive, dangerous or illegal behaviours that seriously contravene the school rules, behaviour contracts or threatens the safety of others, one of the following procedures will be actioned:
   1. Internal Suspension (< one day)
   2. Take Home Suspension (< one day)
   3. Suspension (maximum of 5 days)

INTERNAL SUSPENSION
Student will be supervised by sector manager or an alternative class as negotiated. Supervised toilet and lunch breaks will occur at different times to the regular school timetable.

TAKE HOME SUSPENSION
The principal or nominee will:
   • contact the parent/caregivers by phone to inform them that a Take Home Suspension is necessary for the rest of the school day
   • set a time for the re-entry meeting prior to student re-entering the school.
RE-ENTRY MEETINGS
Re-entry meetings must occur prior to a student re-entering the school following a suspension. Meetings need to involve the parents/caregivers, the student (where appropriate) and relevant staff members, such as the classroom teacher, home group teacher and SSO. A Student Development Plan will be developed to support learning and managing behaviour.

Consideration will be given to:
- referral for assessment
- behaviour change/ social skills programs.

CRITICAL INCIDENTS
When a Critical Incident has occurred which has seriously threatened the safety and wellbeing of others a Critical Incident Form will be completed and submitted online (through eduportal).

School Care is automatically notified using this process.

It is an expectation that the Principal will also notify the Regional Director and, depending on the nature of the incident, SAPOL.
**Bully Audit**

**Bullying:** A repeated, hurtful, verbal or physical act which is unwanted and upsets the victim.

*Note: Please report only an incidences since last Bully Audit.*

<table>
<thead>
<tr>
<th>Name:</th>
<th>Year Level:</th>
<th>Boy</th>
<th>Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Teacher:</th>
<th>Term:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Week:</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

1. Who has bullied you?
   1.                        
   2.                        
   3.                        

2. What does the bully usually do: (please circle)
   a. Verbal (tease, threaten, put downs, call names, spread rumours)  
   b. Physical (Kick, hit, push, punch etc)  
   c. Exclusion  
   d. Cyberbullying (Facebook, mobile phone etc)  

3. Where does the bullying usually occur? (please circle)
   a. In classroom  
   b. On the oval  
   c. Canteen  
   d. Library  
   e. Play Equipment  
   f. Around the buildings  
   g. Toilets  
   h. Buses  
   i. Electronic Device eg Facebook  
   j. Other  

4. When does the bullying usually occur? (please circle)
   a. Lesson-time  
   b. Break-time  
   c. During school  
   d. After school  

5. How often has the bullying occurred? (please circle)
   a. Occasionally  
   b. Often  
   c. Everyday  

6. What action did you take to stop or report the bullying?
   ...............................................................  
   ...............................................................  
   ...............................................................  
   ...............................................................  

7. Has the bullying stopped?  Yes  No

8. Have you witnessed bullying?  Yes  No
   Describe what you saw:  ...............................................................  
   ...............................................................  
   ...............................................................  
   ...............................................................  

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**Government of South Australia**

Department for Education and Child Development
Conduct Bully Audit
Week 4 or 5 each term
Responsibility: Class Teacher

Identify
• Students seen as bullies
• Students who are bullied

Data analysed for commonalities
• Whole school?
• Classroom?
• Individuals?
  (with parent follow-up)

Learning Program
Select and implement the learning program that will best support social skill development requirements identified through audit process for:
• Whole school
• Classroom
• Individuals

Monitor and review using:
• Behaviour data
• Assessment of learning of social skills
• Bully audit
ORROROO AREA SCHOOL STUDENT INTERVENTION TEAM
TERMS OF REFERENCE

1. Membership:
   - Principal
   - Deputy Principal (R – 5)
   - Senior Years Coordinator (10 – 12)
   - Middle Years Coordinator (6 – 9)
   - Staff Representative

2. Roles and Responsibilities:
   - Provide a forum that staff/parents/students can bring various issues and concerns to regarding effective learning and a supportive learning environment. These include:
     - student counselling
     - programs for the identified targeted groups including:
       - Negotiated Education Plan (NEP) students
       - Aboriginal students
       - ESL students
       - Non English Speaking Background (NESB) students
       - Students with learning difficulties
       - Students identified as at risk (STAR), and
       - Students identified as gifted.
     - grievance procedures, including bullying and harassment
     - Interagency services and support
     - Retention, attendance and student engagement in learning
     - PD for staff.
   - Monitor and review the quality of the learning environments that exist within the school and identify areas of improvement to ensure improved learning outcomes occur for all students.
   - Respond to learning and behavioural referrals from classroom and home group teachers
   - Monitor and review the learning activities undertaken to ensure conditions for improved learning exist and identify those requiring support through processes such as whole school student audits, pre-referral processes and referral for guidance and speech assessments
   - Establish the agenda for sector meetings/staff meetings, which ensures that the individual needs of identified students are addressed on a regular basis
   - Monitor the effectiveness of implementation strategies and recommend alternatives to address identified weaknesses or areas of concern
   - Monitor policy and procedures developed to ensure effective learning occurs and takes into account social inclusion, social justice and equity issues.
   - Inform staff, students and parents on processes, procedures and programs being undertaken to ensure improved conditions for learning are established and are monitored.

3. Reporting and communication strategies
   Regular reports will occur following leadership team meetings during the ‘nuts and bolts’ section of every staff meeting on Tuesday afternoons after school.

4. Frequency of Meetings
   Weekly as part of the Leadership Team Meeting currently held on Mondays after school.

5. Location of Meetings
   Principal’s office.
ORROROO AREA SCHOOL GRIEVANCE PROCEDURES

Good relationships between our school and its community give our children a greater chance of success. It is only natural that from time to time, parents will have concerns about what happens at school. When this happens, we need to know the correct way to satisfactorily have our concerns heard and acted upon.

Your concerns may relate to either school policy (e.g. head lice, mobile phone) or staff performance (in the classroom or yard).

Under Department of Education and Children’s Services Guidelines, parent bodies such as Governing Council must be directed by their chairperson **not** to discuss performance of school staff.

Concerns must be taken up in the following way:

1. **School Policy**
   At a mutually convenient time, discuss the concern with a **member of Governing Council** and ask for it to be placed on the agenda for the next meeting. Alternatively, meet with the **Principal** to discuss the issue.

   If the issue is not resolved, then contact the **Regional Director**, Ms Terry Sizer, (phone 86 320600) to make a time to discuss the matter further.

2. **Teacher or Ancillary Staff Performance**
   At a mutually convenient time, meet with the **staff member** concerned and discuss your concern. If the issue cannot be resolved, then arrange to meet with the **Principal**, who will take the matter up as part of the performance management process with the staff member.

3. **Principal’s Performance**
   At a mutually convenient time, meet with the **Principal**, and discuss the concern.

   If the issue is unable to be resolved at this level, then contact the **Regional Director**, Ms Terry Sizer, (phone 86 320600) and make a time to discuss the concern. She will take the matter up as part of her supervision of the Principal.

It is important that these concerns are kept confidential and although at times you may wish to seek support from friends or an advocate, it is important to do so wisely. When the matter is discussed in the student’s hearing, it is important that the student understands that you have confidence that the issues will be resolved at a school level. Criticism of the school or teacher does not support the child’s education as it undermines trust and confidence. The school can only deal with issues that are raised in the ways outlined above, if we do not receive information, then we assume that all is well.

Your concerns **will** be discussed with the relevant people.

You **will** need to be specific about your concern, for example, describing an incident and /or quoting the words used.

Some parents believe that if they raise a concern, their child will be treated differently or ‘picked on’. Teachers are professional people and will not do this and Principals and Regional Directors are required to ensure that it does not happen.

You will be informed of the outcome.

We always appreciate a message letting us know that you are happy with the outcome.

**Please note:** This information is also on the school’s website under ‘Grievance Procedures’. See also ‘Parent guide to raising a concern or complaint’