

# STUDENT BEHAVIOUR DEVELOPMENT AND MANAGEMENT SUMMARY

Reviewed and approved SRC, Governing Council and staff - 2013

## PURPOSE

This document is designed as an abridged working version of the Student Behaviour Development and Management policy of the school. It should be read in conjunction with the entire policy booklet but is designed to provide the parents and students with a overview of how the school manages inappropriate behaviour.

## Rights and Responsibilities

At Cummins Area School we believe that:-

- \* everybody has the right to feel safe all of the time
- \* everybody has the right to learn
- \* everybody is responsible for their own behaviour

Our School rules are based on these beliefs and reflect the responsibility all members of the school community have in maintaining these rights. Specifically, students are responsible for;

- \* helping to maintain a safe environment that is free from violence, harassment, drugs, and actions that are damaging or hurtful to others
- \* upholding the right of all students to learn and teachers to teach
- \* developing an understanding of, and following responsible social behaviour

Students are encouraged to be accountable for their own behaviour and encouraged to see that disruptive behaviour will result in logically related consequences. Consequences should be linked to helping students to learn more appropriate behaviours in the future.

We are a Rural Care - 12 school and while the rules are the same for all members of our school community it is expected that some variation of language and consequences will be evident in individual classrooms, this reflecting the age/maturity level of that group of students.

## School Code of Conduct

1. **Movement:** We move without disturbing either people or equipment.
2. **Communication:** We talk and listen in a way that respects other's rights.
3. **Treatment:** We treat all people and property with fairness and respect.
4. **Safety:** We work and play responsibly to ensure a safe environment.
5. **Problem Solving:** If we have a problem with another person we talk it over quietly. If we are unable to resolve the problem ourselves, we will seek help from an adult.
6. **Learning:** We respect the rights of students to learn and for teachers to teach.

A range of possible consequences that assist students in making better choices in the future for breaches of these rules are negotiated with each class at the beginning of each year, semester or whenever appropriate.

These rules form the basis for the procedures that follow which outline appropriate student behaviour development and management strategies.

## Preventative Actions for Teachers

These are actions that teachers can take that anticipate and minimise inappropriate behaviour and the disruption to teaching and learning that results. These sorts of behaviour are minimised where;

- ◆ the rights and responsibilities are clearly known, understood and consistently supported by all
- ◆ the rules and consequences are clearly known, understood, and consistently followed by all

Actions include;

- ◆ developing a safe, success oriented learning environment
- ◆ ensuring that all students are aware of and understand the rules and negotiated consequences

- ◆ teaching and modelling appropriate/responsible behaviour
- ◆ knowing the students, as a class group and as individuals

### **Corrective Actions for Teachers**

These actions can be taken when students behave inappropriately and disruption to the teaching and learning is occurring. The actions should aim to signal to the student that the behaviour is inappropriate and help them to choose more appropriate behaviour. The actions should progress from least intrusive to most intrusive and to make clear the possible consequences of continuing to choose behaviour that does not support learning.

The following table of some corrective actions is a useful guide. The most appropriate action (and follow up actions from least intrusive to most intrusive) will be selected according to the level of behaviour exhibited.

#### **CORRECTIVE ACTIONS**

<b>Tactical ignoring</b>	The purpose is to reinforce on-task behaviour. Teacher gives no direct eye contact for off-task behaviour.
<b>Positive reinforcement</b>	Pick up on-task behaviour and acknowledge it.
<b>Simple direction</b>	Use respectful language accompanied by please and thank you. Keep directions simple.
<b>Question and feedback</b>	Break into a disruption cycle with a question. Start with WHAT not WHY.
<b>Rule Reminders</b>	Simply re-state the rule. Don't get caught up in a discussion
<b>Blocking</b>	State a direction repetitively.
<b>Simple Choices</b>	Give a choice that puts the responsibility back onto the student
<b>Isolation from peers</b>	When a student continues to be disruptive, give a choice to work quietly or to move away from the group within the room
<b>SIBeR Card</b>	Explain to the student that if their behaviour continues you will need to record their behaviour.
<b>Removal from class</b>	When faced with aggressive, dangerous, tantrum or any behaviour that continues to disrupt learning within the group, the teacher may need to remove a student from the class.

### **The SIBeR CARD**

#### **What is the SIBeR card used for?**

The Student Inappropriate Behaviour Record card is used as a management tool to record and monitor incidents of inappropriate behaviour across all classes, within the yard and on the buses. It is designed as a tracking device for student behaviour and provides information for the School's Leadership Team.

#### **Who can issue a SIBeR Card?**

- ◆ any teacher or other staff supervising students
- ◆ SIBeR cards can be issued in any situation where students are under the supervision of staff, either in the class or in the yard or on the buses etc.

#### **Why is a SIBeR Card issued?**

- ◆ Staff issue SIBeR cards when the student has been given reminders or redirections but the behaviour has been repeated, or the behaviour is just not socially acceptable in the first instance. The student should be told that a SIBeR card will be filed for the incident or behaviour.

#### **What are the consequences?**

- ◆ The appropriate member of the leadership team will keep a log of SIBeR Cards. For this to be effective and consistent, the cards should be filled in as soon as possible after the behaviour incident.
- ◆ The card is a record of an inappropriate behaviour or incident, so no immediate action is taken by the coordinator as the teacher has already dealt with the incident.
- ◆ The students' parents will be informed if the student demonstrates a consistent pattern of inappropriate behaviour or the behaviour is deemed to warrant immediate parent contact.

## **WITHDRAWAL**

### **What is withdrawal from class used for?**

Withdrawal from class is used in the belief that at times;

- ◆ withdrawing students from the class allows others to work effectively
- ◆ allows the students to think about their behaviour choices and plan for more appropriate choices on return to class

### **Who can withdraw a student from class?**

- ◆ Any teacher can withdraw a student from class; they can either place the student (by negotiation) into another teacher's class or send students directly to the appropriate member of the leadership team's office.
- ◆ Any member of the leadership team for repeated inappropriate behaviour choices.

### **Why is the Withdrawal from class used?**

- ◆ When *the behaviour repeats* after the usual corrective strategies have been worked through within the lesson
- ◆ When *the behaviour is beyond* what would be covered by the normal corrective actions (and beyond the behaviour where a SIBeR Card would be sufficient) and the student's behaviour is affecting other students' rights to learn and the teachers right to teach, for example;
  - ◆ significantly inappropriate disruptive behaviour
  - ◆ verbal / physical harassment of other students / teacher
  - ◆ blatant disregard of a teacher's request or direction
  - ◆ inappropriate actions which could endanger the safety of students / teacher

### **What are the consequences?**

- ◆ The student may spend the remainder of that lesson withdrawn from the class. The student must make arrangements to complete any work missed while withdrawn from the class. The referring teacher will record the incident via a SIBeR Card.
- ◆ The student and the referring teacher will complete a Withdrawal Letter to be signed by the parents/caregivers and returned to the referring teacher the next day

## **INTERNAL SUSPENSION**

### **What is Internal Suspension used for?**

- ◆ to signal that a student's behaviour is not acceptable within the school community
- ◆ to provide an opportunity for a student to make a plan to change his or her behaviour and improve his or her learning
- ◆ to protect the right of other members of the school community to learn and be safe

### **What are the consequences?**

- ◆ The student's parents/caregivers will be contacted and the incident discussed
- ◆ The student is removed from all classes for at least one day to work in an alternate workspace with alternate recess and lunchtime.
- ◆ All work set must be completed.
- ◆ Re-entry to the class will be negotiated and a Student Developmental Plan may be established
- ◆ If the inappropriate behaviour continues students may lose the privilege of participating in extra curricula events for a period of time to be negotiated at the re-entry meeting

## **EXTERNAL SUSPENSION**

### **What is External Suspension used for?**

- ◆ to signal to the community that a student's behaviour is not acceptable within the school community
- ◆ to provide an opportunity for a student to make a plan to change his or her behaviour and improve his or her learning through a problem solving conference
- ◆ to protect the right of other members of the school community to learn and be safe

### **What are the consequences?**

- ◆ The student's parents/caregivers will be contacted and the incident discussed
- ◆ The student is removed from school for one to five days

- ◆ At a formal conference, re-entry to the school will be negotiated with the student, parents/caregivers and the principal and a Student Developmental Plan established
- ◆ The student may be removed from the Student Representative Council for the period of time to be determined at the re-entry meeting
- ◆ The student's participation in extra curricula activities may be reviewed depending on the nature of the reason for the suspension. This will be discussed at the re-entry meeting.
- ◆ The student's suspension will be made known to award panels and may be taken into consideration if it is considered appropriate according to the award criteria.
- ◆ the Department is informed that a suspension has occurred

## **ILLEGAL ACTIVITY**

In the event that a student acts illegally whilst in their capacity as a Cummins Area School student (including but not confined to school-based social functions, school outings, sports activities, school trips), the school may use any of the supportive actions for staff outlined above and/or involve the Police.

## **BUSES**

1. Bus rules and consequences are displayed at the front of all buses.
2. Drivers are encouraged to run through these with students at the beginning of the school year.
3. Minor problems are dealt with by the driver.
4. Major problems are handed by the Deputy Principal and Assistant Principal.
5. Drivers are provided with a log book to record problems. These are passed in with the bus books fortnightly.
6. A meeting is held each term with the drivers to discuss good practise in handling the students.
7. Expectations of drivers and their responsibilities are clearly outlined in the Dept. guide to bus drivers.

### **BUS RULES**

Students Should:

- Be **Punctual** at pick-up points
- **Remain seated** while the bus is moving
- Retain the **Same Seat** daily
- Talk and Listen in a way that **Respects others Rights**
- Treat all people with **Fairness and Respect**
- Keep hands, arms etc, **Inside** the bus
- Keep feet **off** seats
- Take **Responsibility** for their own rubbish
- **Solve Problems** by talking them through **Calmly** and **Quietly**
- **Students must wear their seat belts at all times while travelling in the bus if fitted.**

### **BUS RULES - CONSEQUENCES**

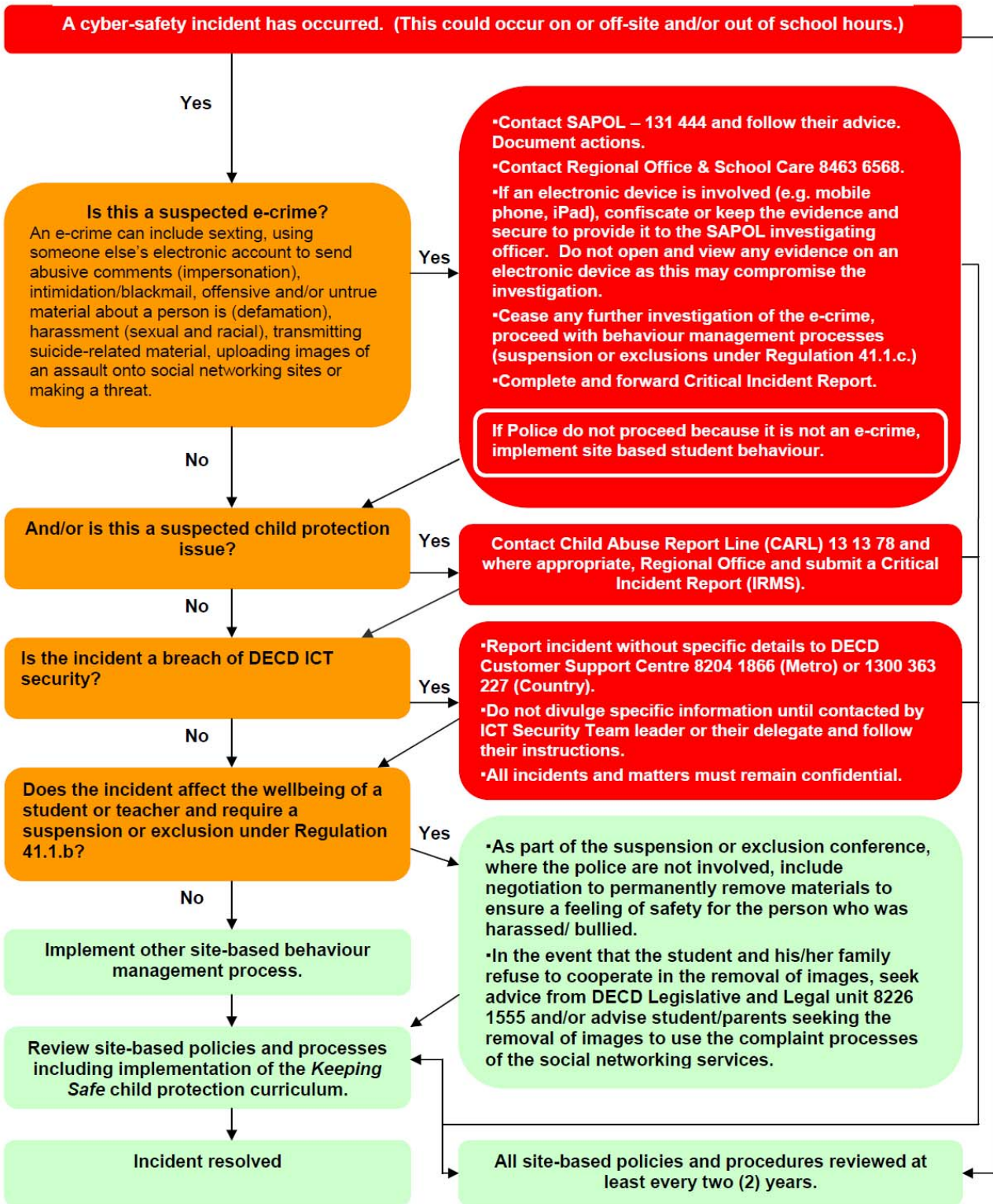
I will be reminded of the rule

If I persist in breaking the rule

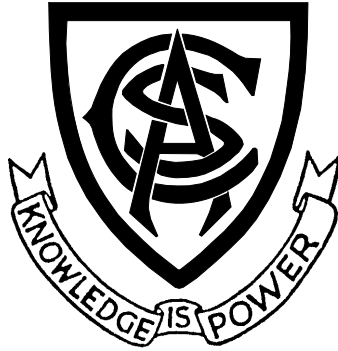
- I may be moved to a "Time Out" seat on the bus
- I may be asked for a verbal or written apology
- I may be given a task to do to help me remember the rule broken.  
(this will be in my own time)
- My Parent / Caregiver may be contacted
- I may be suspended from travelling on the bus

# Making our sites SAFER

## Cyber – Safety Guidelines to assist in decision making



Regional Offices together with School Care can provide additional support if required.



# Student Behaviour Development and Management Policy

LAST UPDATED  
May, 2012

## **Introduction**

- This policy statement has been developed and reviewed by the staff, students and Governing Council.
- This policy outlines the Cummins Area School Student Behaviour Development and Management Plan for all students and its aims are to assist students to learn to make appropriate behaviour choices.
- This policy should be read in conjunction with the Department of Education and Children's Services School Discipline Policy (revised 2007) and Procedures for Suspension, Exclusion and Expulsion of Students from attendance at School (1996).

## **Purpose of Statement**

To provide a framework for the School Student Behaviour Development and Management Plan which:

- encourages students to develop self-discipline and a sense of worth, to respect the rights and feelings of others and to take responsibility for their own behaviour.
- ensures that students, staff and parents can clearly understand the school's expectations of student behaviour.
- establishes expectations in terms of individual rights and responsibilities, as well as understanding the consequences of both responsible and irresponsible behaviour in a success oriented environment.

## **Guidelines for the Plan**

- Encouragement and support should be regarded as the basis for developing appropriate behaviour. Sarcasm, ridicule and criticism should not be seen as appropriate corrective action.
- Students should be encouraged to accept responsibility for their own behaviour and the consequences of inappropriate behaviour choices should be logically related and have a behaviour learning focus. Discipline of the whole group should not be seen as an appropriate response to an individual's inappropriate choices.
- Rules included in the Class Room Student Behaviour Management and Development Plan should be framed positively and clearly. They are negotiated with the class and should be discussed regularly and revised as necessary through consultation between the teacher and students.



The South Australian Education Department's learning program for teachers "Your Classroom Safe, Orderly and Productive" suggests three principles of student behaviour development and management.

### **Context Cues Behaviour**

In any situation a person unconsciously responds to perceived cues to produce a particular kind of behaviour. Because each person is different, having varied experiences, vulnerabilities, and temperaments, the same context may cue different behaviour in different individuals. Awareness and engineering of the context in which we teach enables better prediction of student responses and more effective preventative measures. Students can be supported to develop both greater self-awareness, to be more conscious of the "cues" which trigger inappropriate responses, and stronger self-management to choose alternative responses.

### **Change requires learning; Learning produces change**

Changing behaviour is hard. Being told what to do seldom creates change; indeed, it can provoke a rebellious determination to resist change. Change requires learning that integrates changes in:

- Knowledge and understanding of the need for change, often by coming to understand the likely negative natural outcome of persisting in a particular behaviour
- Feelings and attitudes about the opportunity for change, and about one's self, including belief in one's capacity to be different
- The range of actions available to the individual and his or her capabilities to take positive action.

Once people integrate their changed understanding of, and attitudes to themselves and their situation, and can choose other ways of acting, then they are changed and are unable to "unlearn" and return to their previous condition, although they might from time to time "lapse" into previous behaviours. This learning usually takes some time, and often considerable support, and is not a smooth linear process. The learning is reinforced by finding that positive consequences come from the alternative actions, and by practising and integrating new behaviour.

### **The Purpose of Behaviour is to meet needs**

People are responsible for the behaviour they choose. Often they are not aware of having made that choice. They respond in the way that they have learnt (often unconsciously) will ensure they remain within their zone of comfort – they avoid an experience they do not want or gain one they do want. That experience might be a particular interaction, an emotional state, or a physical sensation. This "choice" is not necessarily in the person's best long term interest; it is about the immediate effect. Considering behaviour in this light can tell the observer a lot about that person. Behaviour management techniques that address the underlying purpose of the behaviour are more likely to be successful. Developing student behaviour means supporting students to recognise and manage their immediate impulses and to make more conscious and informed choices about their responses and actions.

These principles of student behaviour development and management are supported by three interconnected domains of a teacher's student behaviour development program – students, setting and self.

### **Students**

Knowing the students, as a class group and as individuals, is a critical part of developing an effective behaviour development and management program. In developing plans and actions we must consider what we can and do know about a student.

### **Setting**

The classroom environment - physical, social and structural – is a significant part of the teacher's student behaviour development and management program. Like all community settings, it is in part a product of the group that inhabits it, but the greatest influence by far is the teacher.

### **Self**

The teachers own skills, understandings and values are crucial parts of effective behaviour development and management.

### **Rights and Responsibilities**

At Cummins Area School we believe that:-

- \* everybody has the right to feel safe all of the time
- \* everybody has the right to learn
- \* everybody is responsible for their own behaviour

Our School rules are based on these beliefs and reflect the responsibility all members of the school community have in maintaining these rights. Specifically, students are responsible for;

- \* helping to maintain a safe environment that is free from violence, harassment, drugs, and actions that are damaging or hurtful to others
- \* upholding the right of all students to learn and teachers to teach
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Students are encouraged to be accountable for their own behaviour and encouraged to see that disruptive behaviour will result in logically related consequences. Consequences should be linked to helping students to learn more appropriate behaviours in the future.

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A range of possible consequences that assist students in making better choices in the future for breaches of these rules are negotiated with each class at the beginning of each year, semester or whenever appropriate.

These rules form the basis for the procedures that follow which outline appropriate student behaviour development and management strategies.

## **Procedures for student behaviour development and management**

### **Preventative Actions for Teachers**

These are actions that teachers can take that anticipate and minimise inappropriate behaviour and the disruption to teaching and learning that results. These sorts of behaviour are minimised where;

- ◆ the rights and responsibilities are clearly known, understood and consistently supported by all
- ◆ the rules and consequences are clearly known, understood, and consistently followed by all

Actions include;

- ◆ developing a safe, success oriented learning environment
- ◆ ensuring that all students are aware of and understand the rules and negotiated consequences
- ◆ teaching and modelling appropriate/responsible behaviour
- ◆ knowing the students, as a class group and as individuals

### **Corrective Actions for Teachers**

These actions can be taken when students behave inappropriately and disruption to the teaching and learning is occurring. The actions should aim to signal to the student that the behaviour is inappropriate and help them to choose more appropriate behaviour. The actions should progress from least intrusive to most intrusive and to make clear the possible consequences of continuing to choose behaviour that does not support learning.

The following table of some corrective actions is a useful guide. The most appropriate action (and follow up actions from least intrusive to most intrusive) will be selected according to the level of behaviour exhibited.

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<b>Positive reinforcement</b>	Pick up on-task behaviour and acknowledge it.
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<b>Question and feedback</b>	Break into a disruption cycle with a question. Start with WHAT not WHY.
<b>Rule Reminders</b>	Simply re-state the rule. Don't get caught up in a discussion
<b>Blocking</b>	State a direction repetitively.
<b>Simple Choices</b>	Give a choice that puts the responsibility back onto the student
<b>Isolation from peers</b>	When a student continues to be disruptive, give a choice to work quietly or to move away from the group within the room
<b>SIBeR Card</b>	Explain to the student that if their behaviour continues you will need to record their behaviour.
<b>Removal from class</b>	When faced with aggressive, dangerous, tantrum or any behaviour that continues to disrupt learning within the group, the teacher may need to remove a student from the class.

#### **Supportive Action for Staff**

These actions are used when a range of corrective actions have not been successful, or when the behaviour is so serious that it goes beyond the normal classroom procedures.

Peer support among teachers is a vital aspect of student behaviour development and management and should be considered at any stage. As an important part of this support, student behaviour is an agenda item at all staff meetings.

Parents and teachers are encouraged at all times to communicate with each other regarding concerns about behaviour. It is expected that parents will be consulted in the development of any supportive action program, such as a student development plan or daily monitoring card.

### **Student's Inappropriate Behaviour is Recorded on a SIBeR CARD**

#### **What is the SIBeR card used for?**

The Student Inappropriate Behaviour Record card is used as a management tool to record and monitor incidents of inappropriate behaviour across all classes, within the yard and on the buses. It is designed as a tracking device for student behaviour and provides information for the School's Leadership Team.

#### **Who can issue a SIBeR Card?**

- ◆ any teacher or other staff supervising students
- ◆ SIBeR cards can be issued in any situation where students are under the supervision of staff, either in the class or in the yard or on the buses etc.

#### **Why is a SIBeR Card issued?**

- ◆ Staff issue SIBeR cards when the student has been given reminders or redirections but the behaviour has been repeated, or the behaviour is just not socially acceptable in the first instance. The student should be told that a SIBeR card will be filed for the incident or behaviour.

#### **What are the consequences?**

- ◆ The appropriate member of the leadership team will keep a log of SIBeR Cards. For this to be effective and consistent, the cards should be filled in as soon as possible after the behaviour incident.
- ◆ The card is a record of an inappropriate behaviour or incident, so no immediate action is taken by the coordinator as the teacher has already dealt with the incident.
- ◆ The students' parents will be informed if the student demonstrates a consistent pattern of inappropriate behaviour or the behaviour is deemed to warrant immediate parent contact.

## **DAILY MONITORING CARD**

#### **What is the Daily Monitoring Card used for?**

- ◆ to help students take responsibility for their own behaviour in class
- ◆ to monitor students behaviour over all classes and breaks throughout the day
- ◆ provide opportunities for the teacher and student to discuss the students behaviour and for behaviour coaching to occur

#### **Who can issue a Daily Monitoring Card?**

- ◆ Any member of the leadership team
- ◆ Any teacher in consultation with a member of the leadership team.
- ◆ Any student who believes it assists them to make more appropriate behaviour choices
- ◆ Any parent who believes that close monitoring will assist their child

#### **Why are students put on this monitoring?**

- ◆ The student's behaviour needs to be monitored and recorded more closely over a period of several days or weeks.
- ◆ Close monitoring assists the student to modify their behaviour, through conversations with their teachers, parents and/or members of the leadership team

#### **What are the consequences?**

- ◆ Parents are notified that the student's behaviour will be monitored over a set number of days
- ◆ Behaviour goals are developed with the student, indicators of appropriate behaviour are described to the student
- ◆ These indicators are recorded on the card, the card is carried by the student and presented to the teacher at the start of each lesson
- ◆ The teachers record the student's behaviour using the indicators
- ◆ The card is signed by the student, parent and leader each day
- ◆ More appropriate behaviour choices should be maintained after successful completion of the daily monitoring card
- ◆ NOTE that the indicators and consequences are varied to suit each student
- ◆ If the daily monitoring card and associated behaviour learning plan is unsuccessful in assisting the student to make more appropriate behaviour choices, other supports and consequences may be implemented

## **Withdrawal From Class**

### **What is withdrawal from class used for?**

Withdrawal from class is used in the belief that at times;

- ◆ withdrawing students from the class allows others to work effectively
- ◆ allows the students to think about their behaviour choices and plan for more appropriate choices on return to class

### **Who can withdraw a student from class?**

- ◆ Any teacher can withdraw a student from class; they can either place the student (by negotiation) into another teacher's class or send students directly to the appropriate member of the leadership team's office.
- ◆ Any member of the leadership team for repeated inappropriate behaviour choices.

### **Why is the Withdrawal from class used?**

- ◆ When *the behaviour repeats* after the usual corrective strategies have been worked through within the lesson
- ◆ When *the behaviour is beyond* what would be covered by the normal corrective actions (and beyond the behaviour where a SIBeR Card would be sufficient) and the student's behaviour is affecting other students' rights to learn and the teachers right to teach, for example;
  - ◆ significantly inappropriate disruptive behaviour
  - ◆ verbal / physical harassment of other students / teacher
  - ◆ blatant disregard of a teacher's request or direction
  - ◆ inappropriate actions which could endanger the safety of students / teacher

### **What are the consequences?**

- ◆ The student may spend the remainder of that lesson withdrawn from the class. The student must make arrangements to complete any work missed while withdrawn from the class. The referring teacher will record the incident via a SIBeR Card.
- ◆ The student and the referring teacher will complete a Withdrawal Letter to be signed by the parents/caregivers and returned to the referring teacher the next day

## **INTERNAL SUSPENSION**

*NOTE; see the department's SCHOOL DISCIPLINE policy for further details*

### **What is Internal Suspension used for?**

- ◆ to signal that a student's behaviour is not acceptable within the school community
- ◆ to provide an opportunity for a student to make a plan to change his or her behaviour and improve his or her learning
- ◆ to protect the right of other members of the school community to learn and be safe

### **Who can Internally Suspend a student?**

- ◆ Any member of the leadership team
- ◆ Co-ordinators would usually do this in consultation with the Assistant, Deputy or Principal

### **Why are students Internally Suspended?**

- ◆ refusal to follow the schools' student behaviour development and management plan's responsibilities and rules
- ◆ showed persistent and wilful inattention or indifference to school work
- ◆ interfered with the rights of other students to learn or teachers to teach
- ◆ committed deliberate damage to property
- ◆ threatened the safety or well being of a student, member of staff or other person
- ◆ any student acting illegally whilst in their capacity as a Cummins Area School student (including but not confined to school-based social functions, school outings, sporting activities, school trips)

### **What are the consequences?**

- ◆ The student's parents/caregivers will be contacted and the incident discussed
- ◆ The student is removed from all classes for at least one day to work in an alternate workspace with alternate recess and lunchtime.

- ◆ All work set must be completed.
- ◆ Re-entry to the class will be negotiated and a Student Developmental Plan may be established
- ◆ If the inappropriate behaviour continues students may lose the privilege of participating in extra curricula events for a period of time to be negotiated at the re-entry meeting

## **EXTERNAL SUSPENSION**

*NOTE; see the department's SCHOOL DISCIPLINE policy for further details*

### **What is External Suspension used for?**

- ◆ to signal to the community that a student's behaviour is not acceptable within the school community
- ◆ to provide an opportunity for a student to make a plan to change his or her behaviour and improve his or her learning through a problem solving conference
- ◆ to protect the right of other members of the school community to learn and be safe

### **Who can Externally Suspend a student?**

- ◆ The Deputy or Assistant Principals
- ◆ The Principal,

### **Why are students Externally Suspended?**

Students may be suspended whenever the Assistant, Deputy or Principal has reasonable grounds to believe that;

- ◆ the student has threatened or perpetrated violence
- ◆ the student has acted in a manner which threatens the good order of the school by persistently refusing to follow the school's behaviour code
- ◆ the student has acted in a manner which threatens the safety or well being of a student, member of staff, or other person through sexual or racist harassment, verbal abuse, bullying or any other means
- ◆ the student has any student acting illegally whilst in their capacity as a Cummins Area School student (including but not confined to school-based social functions, school outings, sporting activities, school trips)
- ◆ the student is interfering with the rights of other students to learn and teachers to teach
- ◆ the student shows persistent and wilful inattention or indifference to school work

### **What are the consequences?**

- ◆ The student's parents/caregivers will be contacted and the incident discussed
- ◆ The student is removed from school for one to five days
- ◆ At a formal conference, re-entry to the school will be negotiated with the student, parents/caregivers and the principal and a Student Developmental Plan established
- ◆ The student may be removed from the Student Representative Council for the period of time to be determined at the re-entry meeting
- ◆ The student's participation in extra curricula activities may be reviewed depending on the nature of the reason for the suspension. This will be discussed at the re-entry meeting.
- ◆ The student's suspension will be made known to award panels and may be taken into consideration if it is considered appropriate according to the award criteria.
- ◆ the Department is informed that a suspension has occurred

## **EXCLUSION**

*NOTE; see the department's SCHOOL DISCIPLINE policy for further details*

### **What is Exclusion used for?**

- ◆ to enable the student to achieve certain goals relating to increasing responsible behaviour and to improve learning
- ◆ to signal that the student's inappropriate behaviour choices are not acceptable and cannot be managed within that school community without interfering with the right of others to education and safety
- ◆ to protect the right of other members of the school community to learn and be safe

### **Who can Exclude a student?**

- ◆ The Principal

## **Why are students Excluded?**

Students may be excluded whenever the Principal has reasonable grounds to believe that;

- ◆ the student has threatened or perpetrated violence
- ◆ the student has acted in a manner which threatens the good order of the school by persistently refusing to follow the school's behaviour code
- ◆ the student has any student acting illegally whilst in their capacity as a Cummins Area School student (including but not confined to school-based social functions, school outings, sporting activities, school trips)
- ◆ the student has acted in a manner which threatens the safety or well being of a student, member of staff, or other person through sexual or racist harassment, verbal abuse, bullying or any other means
- ◆ the student is interfering with the rights of other students to learn and teachers to teach

## **What are the consequences?**

- ◆ Exclusion occurs where the student's behaviour has failed to improve after other strategies have been pursued, such as periods of external suspension, but can be used as a first alternative if the situation is severe
- ◆ The principal issues a "Notice of Intention to Exclude" which incorporates a five day suspension pending the exclusion conference
- ◆ The student is suspended from school for five days pending exclusion
- ◆ At a formal pre-exclusion conference is held during this suspension, the process of exclusion is discussed along with the reasons and major goals of the exclusion
- ◆ Students will be excluded for a period of 4 to 10 school weeks
- ◆ If the student is under the age of compulsion then the school must provide a program of work for the student while on exclusion
- ◆ The student will be removed from the Student Representative Council for the remainder of the current term of the SRC.
- ◆ The student's participation in extra curricula activities may be reviewed depending on the nature of the reason for the exclusion
- ◆ The student's exclusion will be made known to award panels and may be taken into consideration if it is considered appropriate according to the award criteria.

## **ILLEGAL ACTIVITY**

In the event that a student acts illegally whilst in their capacity as a Cummins Area School student (including but not confined to school-based social functions, school outings, sports activities, school trips), the school may use any of the supportive actions for staff outlined above and/or involve the Police.

## **Homework Detention**

**OVERALL AIMS:** to assist students to develop good time management skills and study habits through the use of lessons and homework.

### **Why**

An "immediate consequence" for non-completion of classwork and homework indicates the value we place on lesson times and homework as part of the learning program.

Good organisational and time management skills are important to future success in any profession.

Class work should be completed during the lesson but if students choose to not use their lesson time then they may be asked to catch up during lunch time. Homework is to be done in "student time" and lunch time is "student time".

### **Where – Home Ec. Kitchen**

This is a large space  
It is central  
Students can eat in this room

### **When**

Lunchtime every day 12.50 – 1.20pm

**Exceptions** – if a student regularly goes home for lunch or has a prior appointment, they should negotiate with the teacher to undertake the detention the following day.

### **Who**

Any student Year 7 – 12.

### **How**

- Teacher fills in a Homework Detention Slip and gives it to the student
- If there are a number of students, one detention slip listing all of the names on one slip is sufficient.
- Students come straight to Home Ec. Room at the end of Lesson 5 with:-
  - Their lunch
  - Their work
  - Their diaryThey can go to the toilet first, get lunch from the Canteen but they “check in” at detention first.
- Students work until 1.20pm, when they will be dismissed to lunch
- If students finish the work before 1.20pm, they remain until 1.20pm. No early let outs
- The supervising teachers will
  - collect the detention slips from the students
  - complete a parent letter and staple into student’s diary
  - record the names in the Homework Detention book
  - return Detention slips to subject teachers pigeon holes
- The number of Homework Detentions will be recorded on Students Reports at the end of each term.
- If a Homework Detention needs to be completed on the next day – it is good practice to list those names on the daily bulletin as a reminder.

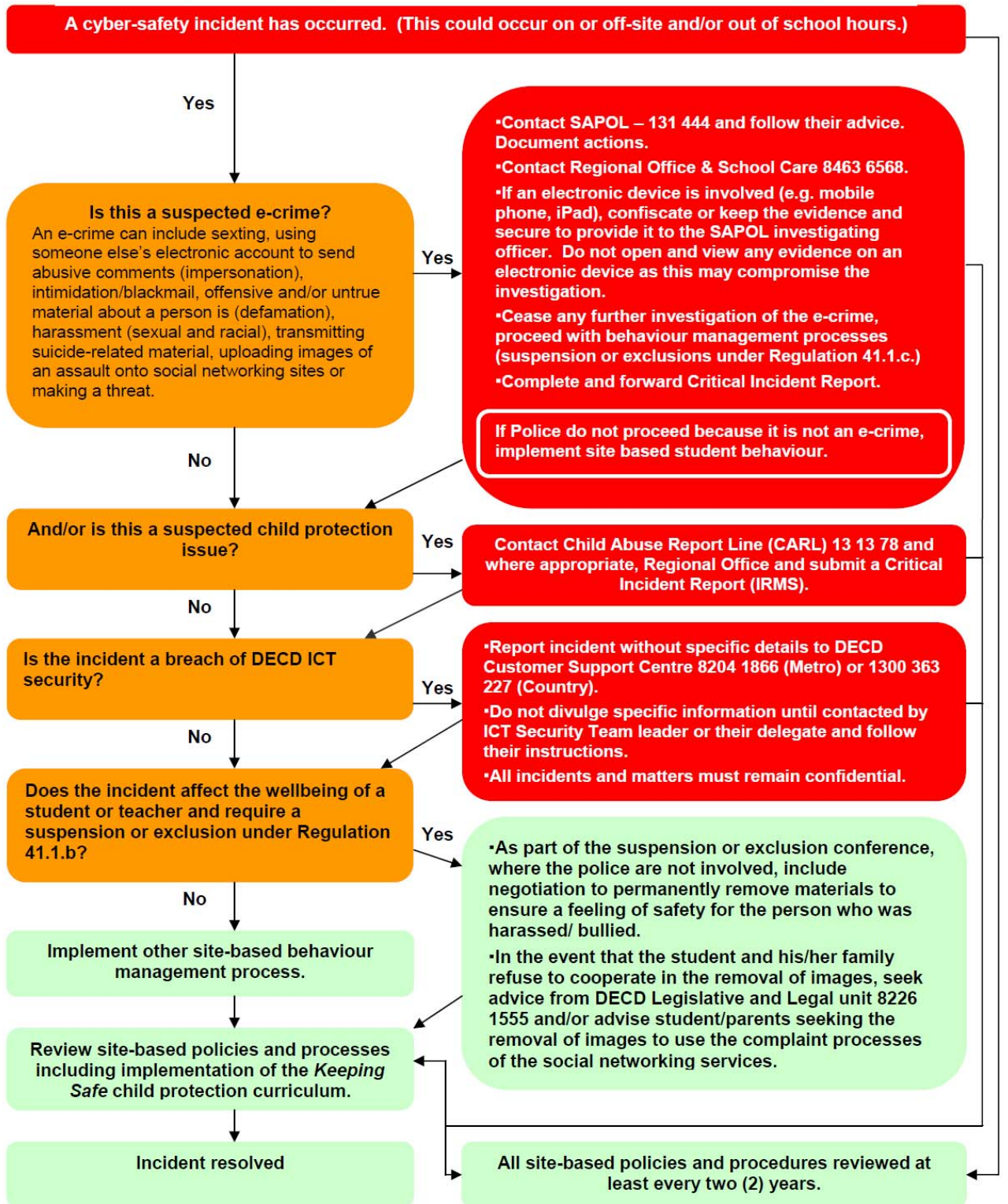
If the student does not attend the **subject teacher** won’t have a detention slip returned to them. Therefore, a SIBeR card is issued and the student completes the detention the following day.

Homework detention may also be used as a time out from the yard for students who have broken school rules.



# Making our sites SAFER

## Cyber – Safety Guidelines to assist in decision making



Regional Offices together with School Care can provide additional support if required.



# Working with Technology

Cummins Area School 2013

Years 3 – 12

## Computers

- Only use your own username & password.
- During school, school computers are **only** for school work.
- Your "H" drive must only store school related work.

## iPods, Tablets, Smart Phones and Similar Devices

- You may **not** listen to music on them during lesson times.
  - Lesson times include – Home Group, READ time, Study lines as well as regular classes.
- They may be used as a tool to support your learning.
  - eg. you can use it as a calculator, for taking notes, recording information, taking photos of work, or as a timer.
- We may check **any** technology for inappropriate material.

**At all times, whether or not you are able to use them is at the discretion of your teacher – even if you are meeting the above guidelines.**

## Mobile Phones

- May only be used in lesson times with teacher permission.
  - Lesson times include – Home Group, READ time, Study lines as well as regular classes.
- "Use" means having the phone turned ON – even if you aren't actually in the process of talking or texting or taking photos.

## Personal Mobile Internet

- Is not to be used at school because it is unfiltered.
- This includes access on phones, other devices, and USB dongles.
- This includes accessing social networking such as Facebook, Twitter, and Tumblr.
- There is ample access to the Internet and computers at school.

## Personal Gaming Devices

- May be brought to school at the student's own risk.
- Games accessed on these must be appropriate for the student and the context in which they are used.

## Consequences

- Your password will be disabled for a **minimum of 1 week** if you do not use technology appropriately.
- Mobile phones will be confiscated for the rest of the day if you use them during lesson times without teacher permission.
- Personal computing devices used inappropriately will be confiscated for the rest of the day.
- Any copyrighted or inappropriate material (including games, music, and videos) discovered in your possession will be deleted.
- Any illegal material in your possession will be confiscated and referred to the police.

**Remember** – this document works in conjunction with the CAS Cyber-safety Use Agreement.



Cummins Area School  
McFarlane Street, Cummins 5631  
Ph:86762388 Fax: 86762288  
Principal-Teleah Wilson

## Cummins Area School Bully Busting

If you are being bullied follow these steps.

### 1. Self Management

Do Nothing  
Walk Away  
Laugh it off

If this doesn't work-keep persisting.

If this works →



### 2. Confront the person who is harassing you.

Take a friend with you.  
Stand up for yourself.  
Tell them that you don't like what they are doing and you want them to stop.  
Tell them they are breaking school rules.

If this doesn't work-keep persisting.

If this works →



### 3. Seek Help.

Go to any teacher or parent for help.  
Tell them everything, (is there a witness?).  
Decide with them what you will do and see if it works.  
If they need to take further action they will do so.

If this doesn't work-keep persisting.

If this works →



### 4. Seek Further Help.

Go to the Principal with your teacher, parent or both.  
Talk openly about the problem.  
The principal will decide what action to take.  
Refer the matter to outside authorities.  
(Police, Kid's Helpline)

Don't give up. You have the right to feel safe. Keep telling people until someone listens to you and does something about it.

OR