

# Responsible Behaviour Policy

Version 5 2020 11 10

## Background

Open Access College has a responsibility to prepare students for successful participation in society. All individuals and groups within the college community will promote, model and support productive and responsible behaviour. The college values of Inclusion, Excellence, Integrity and Innovation being upheld at all times.

Open Access College understands its whole of college responsibilities to ensure effective, consistent, reasonable and equitable behaviour supports through the development of shared values regarding the rights and responsibilities of each individual. Restorative practices encourage students to understand the impact of their behaviour on themselves and others.

## Policy statement

Open Access College is committed to providing a safe, respectful and caring learning environment for students and staff free from harassment and bullying where students have opportunities to engage in quality learning. College staff assist students to develop the knowledge, skills and dispositions to build purposeful, productive and resilient lives. Understanding that behaviour is influenced by environmental, social, family and personal factors college staff employ a strength based approach to resolve situations in a respectful and productive way. A sense of belonging and connectedness is fostered by teachers applying consistent, predictable routines during classes.

**The Australian Student Wellbeing Framework** identifies the importance of staff, students and families cultivating a shared understanding of positive behaviour and how this supports effective teaching and learning.

The Department for Education's (DfE) [Behaviour Support Policy](#) guides the college policy.

## This is achieved through:

- Modelling, practicing and reinforcing responsible behaviour that values diversity, demonstrates respect for and inclusion of all students and advocates a positive school culture
- developing a learning culture that is adaptive, collaborative, innovative, and supportive by taking into account the contributions of every member of the school community
- unconditional positive regard through establishing a safe environment where positive and trusting relationships in each class or lesson flourish
- supporting participation of all students by providing opportunity for them to thrive and reach their learning potential fostering confidence, responsibility and self-regulation
- embedding principles of positive behavioral interventions and supports, social and emotional development, and restorative practice interventions that enable timely responses to behaviours of concern. Behaviours include recovery from trauma, incidents that have occurred out of school hours when it is connected to the care of students and impacts on school relationships
- students supported in developing tolerance of others through understanding of rights and responsibilities

- partnering and working with parents/carers, families, service providers and the community to support students with challenging behaviours to develop positive social relationships
- staff provided with opportunities to develop understandings of behaviours that inform teaching which embeds coping strategies for students to regulate their physical wellbeing, manage their emotions, cultivate resilience and recognise and celebrate their strengths
- reporting behaviours of a criminal nature to the South Australian Police

## Responsibilities

### Principal

- promoting a vision that reflects the core values of the school community to support student safety, well-being and learning outcomes
- ensure implementation occurs in consultation with the college community and governing council, a Responsible Behaviour code which is consistent with the DfE Behaviour Support Policy
- new staff, students and their families are informed of the Responsible Behaviour Policy
- parents or caregivers are aware of their rights to advocacy and of avenues open to them should they have grievances relating to the college's management of student behaviour
- broadening the framework for child development beyond academics
- access system level and interagency support programs with students who do not respond to class and school interventions

### Assistant Principal Wellbeing

- Responsible Behaviour Policy is consistently and appropriately employed and managed through procedures supported by theoretical understanding of how student learning and behaviour are best supported
- promote and reinforce responsible behaviour
- anti-bullying and grievance procedures are clearly defined and understood by all members of the Open Access College community
- consultation and support regarding management of responsible student behaviour
- Professional Development programs are conducted so staff have an understanding and knowledge of behaviour management strategies
- access services and agencies which can support students in developing responsibility for their behaviour.

### Leaders and Teachers

- implement strategies to nurture a safe and inclusive classroom or lesson using a trauma aware approach including unconditional positive regard
- model, develop and foster positive relationships with and between students
- teaching programs facilitate learning that is inclusive of each student
- develop with their students a learning behaviour code
- Responsible Behaviour, Attendance and Anti-bullying Harassment policies used consistently
- maintain regular and positive relational interactions with parents/carers in working with students
- assist students to seek support from Student Wellbeing Leader
- focus on the behavior and not the student
- model appropriate grievance procedures
- One Plan for identified students is written and reviewed regularly.

### Parents

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

- work collaboratively with college personnel in resolving concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school's procedures)
- ensure students attend lessons regularly and support school values and policies
- support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online)
- encourage and support students in their learning and wellbeing including considering recommendations to engage in specialist support through student support services and external organisations
- model appropriate grievance procedures.

### **Students**

- treat others in a way that demonstrates respect and inclusiveness
- ensure their verbal, physical and online interactions are safe, respectful and inclusive
- take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene
- support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.
- respect the right of all students to learn in a positive environment
- endeavor to resolve conflict appropriately by following the college's grievance procedures

## **Procedures/Guidelines**

***The responsibility for managing student behaviour in the classroom rests with each teacher***

### ***Teachers build a safe supportive work environment***

- establish explicit lesson expectations and sound lesson practices that are underpinned by consistent, predictable routine
- support each student's readiness to learn
- unconditional positive regard at the forefront of creating respectful relationships
- acknowledge and celebrate diversity and successes.

### ***Managing responsible behaviour***

- respond in a trauma aware manner that is non-confrontational and non-escalating
- prompt class openly, or individual student privately, of agreed expectations.

### ***For persistent departures from responsible behaviour***

- one on one counselling with the student by the teacher (during or after lesson as appropriate)
- brief reflective time-out
- summarise (in Daymap)
- contact with parent/carer
- refer or seek advice from the appropriate Student Wellbeing Leader or Assistant Principal
- Student Wellbeing Leader refers student to Psychologist and/or Social Worker and/ or Youth Worker to support student and family where further intervention is required
- access system level (Statewide Support Services) and/or interagency support for intensive intervention

### ***Where a student does not respond to the above***

- warning that withdrawal from the college is the next step
- Student Wellbeing Leader organises an interview with student, parent, teacher/s and Assistant Principal as appropriate

- reviews student's One Plan if applicable
- records actions on Daymap.

***Repeatedly interfering with teaching and learning; non-responsive to the above***

- withdrawal from OAC.
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**To be reviewed:** *in 2024*

**Review to be managed by:** Assistant Principal Wellbeing

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