BEHAVIOUR MANAGEMENT POLICY

Created: February 2019
Policy version: 2.1
Updated: May 2024
Review date: May 2027
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Purpose

1. To support students to monitor and take responsibility for their own behaviour;
2. To create a positive, secure environment where all students are able to succeed and recognise and respect the rights of others to work in a safe and cooperative environment;
3. To ensure that students are aware of the positive and negative consequences of the actions; and
4. To provide direction and support to staff in creating an orderly learning environment.

Children and young people's behaviours span a continuum including positive behaviours, low-level and developmentally appropriate transgressions, behaviours that challenge and raise concern, and complex and unsafe behaviours. Complex and unsafe behaviours require intensive and individualised behaviour interventions, in addition to targeted and universal strategies.

The intended goal of any behaviour intervention, including take-homes, suspensions, exclusions and expulsions is to restore a safe and supportive environment for all students and staff.

Fundamental Beliefs

1. Behaviour management guidelines and procedures are consistent with Department for Education Policy Guidelines:
2. Behaviour management policy and processes are consistent with our School Vision and Ethos (See Appendix 1).
3. Respectful teacher-student relationships are essential to classroom learning.
4. All staff will model and promote caring, respectful behaviour.
5. All teachers have the right to teach.
6. All students have the right to learn.
7. Under the principles of restorative justice, students will be afforded a fair hearing prior to any decisions being made.
8. We will provide opportunities to rebuild relationships with others when they are damaged by inappropriate behaviour.
9. Each student will be treated as an individual, considering any extenuating circumstances.
10. Responses to behavioural issues will be timely and appropriate.
11. Staff, students and families will work in partnership to develop student behaviour which meets the expectations of the school community, thus providing a safe, caring, orderly and productive learning environment.
12. All relevant parties, such as students, parents/caregivers, staff and outside agencies, will be informed of behavioural concerns and consequences as appropriate.

Behaviour incidents outside of school hours or off school grounds

The Principal may (but is not required to) suspend, exclude or expel students for behaviours that happen outside of school hours or off school grounds where there is a reasonable connection between the student's behaviour, the school community and school relationships. This may include behaviour:

• that happens on the way to and from school

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• when the student is wearing the school uniform or is representing the school, for example school camps, sporting carnivals or on the school bus
• in person or online towards another student or school staff, at home or in the community, for example, threatening, harassing or bullying behaviour
• during camps or excursions that are provided by external agencies under authority of the school.

Responsibilities

Students

- Maintain a positive, working school environment by following the agreed "Student Code of Conduct" (see Appendix 3) and the School Ethos of Respect (see Appendix 1).
- Follow all teacher instructions.
- Students who feel they have been unfairly treated should follow the teacher's instructions and attend the Learning Centre. They should then request to speak with their Year Level Leader to discuss the issue. Students should not argue with the teacher and prevent others from learning at that time.
- Check Daymap regularly for messages and records relating to their behaviour, any consequences they have been given or communications regarding their wellbeing.

Teaching Staff (classroom)

- Foster positive relationships with students and families, by communicating and interacting effectively.
- Critically reflect on practices and develop the knowledge and skills needed to manage behaviour successfully.
- Apply fair and timely consequences should student behaviour interfere with teaching and learning and the safe school environment.
- Must update Daymap, in a timely manner, of any issues which may impact on the student's learning or wellbeing.
- Follow up to ensure that consequences have been satisfactorily completed.
- Acknowledge student success, thereby promoting positive behaviour.

Teaching Staff (including home group)

- Foster positive relationships with students and families, by communicating and interacting effectively.
- Take time to meet with students to help them reflect on their behaviours and support them to make better choices.
- Apply fair and timely consequences should student behaviour interfere with the student life program and the safe school environment.
- Follow up with the students and Year Level Leader or Learning Area Coordinator to ensure that consequences have been satisfactorily completed.
- Acknowledge student success, thereby promoting positive behaviour.

Learning Area Leaders

- Demonstrate good practice in supporting and managing student behaviour.
- Support staff to manage students' inappropriate behaviour within the curriculum area.

Year Level Leaders

- Demonstrate good practice in supporting and managing student behaviour.
- Support staff to manage students' challenging behaviour.

Parents and Carers

- Work in partnership with the school to encourage responsible behaviour from their children.
- Support the school and staff in implementing the behaviour management policy.

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- Use the school's Grievance Procedures to address matters of concern.
- Provide current information that will assist the school to understand their student's needs and support their learning.
- Actively model responsible and respectful behaviour in their interactions with the school

Administration

- Lead the development, implementation and review of the school's procedures for managing student behaviour.
- Establish, maintain, make explicit and model the school's expectations relating to student behaviour.
- Ensure policy implementation is adequately resourced.
- Provide support to staff, parent/caregivers and students, as needed.
- Ensure the environment and work practices of educators are safe.
- Ensure that processes are consistent.

School Support Officers

- Develop and foster positive relationships with students and staff.
- Communicate and interact effectively with students and staff.
- Respond positively to responsible student behaviour and seek teacher assistance if there are concerning behaviours.

Governing Council

- Ensure opportunities are provided for the parent and wider community to contribute to the development and review of the school's behaviour management policy.

Behaviour Management Responses

These higher-level responses may be used after:
1. Preparation strategies and
2. Low-level classroom interventions have been used, or in high-level cases as needed.

Duty Slips

Purpose:
For minor behavioural or organisational issues e.g., lateness to class, lack of equipment, home group non-attendance, repeated inattention after warnings, eating in class, late to assembly, homework not being done and non-attendance to yard clean up.

Procedure:
1. Teacher to complete yellow Duty Slip. These work best when supervised by the issuing teacher: "Meet me at recess time when I am on Yard Duty", or set a deadline for completion and return of slip; and
2. Keep a record of Duty Slips issued (note on Daymap) and follow up to ensure completion.

Teacher Detentions

Teachers are able to request students stay in at lunchtime to complete class or homework, they must ensure that both the student and parent or carer are informed of the detention.

If students do not attend these, teachers can place students in a Learning Centre lunchtime detention for not following instructions. In these cases, they complete a "Other Offences – F6 detention" record on Daymap.

Teachers should still insist that students complete the work that should have been done during the lunchtime they didn't attend.

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Daymap Records

Purpose:

1. To inform parents of an issue, notes should be a factual record of the behaviour in question and written in a non-confrontational or inflammatory manner.
2. Removal from the classroom for Unacceptable Behaviour to Learning Centre (this results in an automatic detention);
3. Removal from lunch for uniform, jewellery, or make-up infringements.
4. Removal from lunch for poor yard behaviour or if on a Behaviour or Work Refocus day; and
5. To place students into the Learning Centre at lunch to complete summative work.

Unacceptable Behaviour

Unacceptable behaviour is defined as not allowing the teacher to teach or other students to learn.

Procedure:

1. Teacher completes details on the 'LC Unacceptable Behaviour Record' on Daymap. Give as much information as possible outlining the behaviour, the steps taken in class to address the behaviour AND details of work to be completed if sent to the Learning Centre (it should be on Daymap); and
2. The Learning Centre will send an SMS to parents or carers advising that the student has a lunch detention, and that the 'LC Unacceptable Behaviour Record' can be viewed on Daymap.

Learning Centre - Behaviour

Purpose:

1. Is to remove disruptive, or disrespectful students from classes so that teachers are free to teach and students to learn.
2. Is to remove students whose behaviour in class is a danger to themselves or others.
3. Is to provide an opportunity for students to develop greater self-discipline by reflecting upon their actions; and
4. To provide students who are struggling to meet the demands of their subject due dates an opportunity to be supported in completing the required work.

Procedure:

1. Students are sent to the Learning Centre and a LC Unacceptable Behaviour Record is completed before the end of the lesson. Staff should have work recorded on Daymap for students to complete after they have completed the reflection sheet but may include details of work to complete on the record.
2. Parents will be notified via an SMS and students will complete a lunchtime detention that day (or the following day for lessons 5 and 6) see "Lunchtime Detention" below.
3. Students must satisfactorily complete a "Student Reflection" (see appendix 8) which is then placed in the Year Level Leaders' pigeonhole. Once they have read and taken any required actions, they will pass them on to the relevant teacher.
4. The Year Level Leader will follow up on any unsatisfactorily completed reflection sheets.
5. Before re-entry to the classroom, there could be a negotiation between the teacher and the student regarding the conditions of re-entry, mediation with a YLL, the Counsellor or Senior Leader can be arranged if required; and
6. After four referrals in any 10 school-week period for Unacceptable Behaviour, the student will be given a Behaviour Refocus Day.

Learning Centre - Work Completion

1. This is at the discretion of the parent/caregiver/guardian as per the Work Completion Policy Years 7-10.
2. See the policy for details.

Lunchtime Detention

Purpose:

1. To deal with yard misbehaviour.

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2. To deal with students not in uniform (without appropriate uniform exemption), including the wearing of make-up or not adhering to the school jewellery policy; and
3. Truancy from home group, not changed from PE, 2nd time phone confiscation, continual failure to return notes or complete duty slips, chewing gum, and using or possessing aerosol sprays.
4. Students may be placed in a Learning Centre (F6) detention at the discretion of the Year Level Leader or Senior Leader.

Guidelines for students:

1. Yard Misbehaviour
   a) Students not meeting the school's behaviour code will be escorted to the Learning Centre (F6) by the yard duty teacher or Day Senior.
   b) The Learning Centre supervising teacher will complete the 'YLL only F6 Detention' record on Daymap.
   c) Students will complete the behaviour reflection sheet, once completed to a satisfactory level they will copy out the School Ethos.
2. Uniform
   a) It is the student's own responsibility to follow the school's uniform policy. Where it cannot be adhered to, then the student must organise a request for a one-day uniform variation stamp through the Front Office, signed by a parent/caregiver/guardian.
   b) Uniform variations greater than one day must be approved by the appropriate Year Level Leader before being stamped at the Front Office.
3. Managing Jewellery
   a) For removable jewellery (necklaces, bracelets, extra earrings, piercings, etc.) if a student refuses to remove the item(s) they should be given an "Other Offences – F6 detention" and referred to their YLL.
   b) If the item is of religious significance, then the student must cover the item, as we cannot remove it from them. If the student refuses to cover the item, or it is a frequent concern the issue should be referred to the Year Level Leader. Students should be directed to the uniform policy and process for seeking an exemption.
   c) Record any conversations or warnings given in the notes section of Daymap.
4. Non-removable Piercings
   a) Students to provide own Band-Aids, not rely on school provision.
   b) Band-Aids to be onto skin, not just a tiny piece attached to the stud.
   c) To be already covered - not a response just when a teacher challenges the student.
5. Students should not carry a school bag in the corridors during school hours.

Procedures:
Teachers

Students not complying with the uniform policy or the school bag rule:

- 'Other Offences – F6 detention' record completed by the teacher; and
- Use the appropriate drop-down menu and then select from the list.

Students

- Students to report to the Learning Centre (F6) within 10 minutes of the start of lunch (permits time for toilet visit, eating lunch, etc.) and stay for 20 minutes.
- Lunchtime task – Complete the Learning Centre reflection sheet which is returned to the teacher that sent them.
- Students with no pen are sent to get one. They still need to complete 20 minutes upon returning.

Students in the yard not complying with uniform policy:

- Yard duty teacher to escort to Learning Centre (F6); and
- Learning Centre supervisor to complete the 'YLL Only F6 Detention' record.

Note: this is not for staff to send students for classroom work completion. Classroom teachers need to organise that themselves.

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Behaviour Refocus or Work Refocus

Purposes:

1. To accommodate students on the day of Suspension, prior to going home.
2. To allow students returning from Suspension a place to work if reconnection meetings have not been completed.
3. For persistent non-completion of work at the discretion of the Learning Area Coordinator or Year Level Leader.
4. At the discretion of a Learning Area Coordinator, Year Level Leader or Senior Leader for other situations.

Procedures:

1. Parents will be advised of the Refocus Day by an SMS message, sent by the Learning Centre teacher that morning. The YLL or Senior Leader will follow the SMS with a phone call to clarify the reasons for the refocus day and record the contact on Daymap.
2. A note of the Refocus Day will be made on Daymap by the Year Level Leader, Learning Area Coordinator or Senior Leader making the referral and sent to all of the students' subject teachers.
3. Work will be provided and must be completed to the best of the student's ability before returning to class.
4. This will be recorded on the Work Refocus or Behaviour Refocus form, which will be photocopied at the end of the day and must be returned, signed by parents, to the Year Level Leader or Learning Area Coordinator the following day;
5. Students will be allowed to go to the canteen and toilets 5 minutes before the bell at recess and for 10 minutes before lunch.
6. At recess time, students must report to the Front Office where they will spend recess on the blue ottoman.
7. At the beginning of lunchtime, students return to the Learning Centre (F6).
8. Students will spend lunchtime in the Learning Centre, where they must sit quietly and copy out the School Ethos.
9. At the end of lunchtime, students remain in the Learning Centre for lessons 5 and 6.

Take-home

NOTE: Our purposes and procedures are consistent with the Department for Education's 'Suspension, exclusion and expulsion of students procedure'.

Purposes:

The Principal of a school may use a take-home in response to student behaviour emergencies. A behaviour emergency is when a student's behaviour puts the safety of themselves or others at risk, and the student cannot be supported to safely remain on site. In these situations, the Principal may arrange for the student to go home for the remainder of the school day and return the student to the care of their parent or carer for support. Take-homes must not extend beyond the remainder of the school day.
The Principal may collect more information following a behaviour emergency and decide that further action is required after the take-home. This may include school based behaviour support actions or a system level response, in line with the requirements of the "Suspension, exclusion and expulsion of students procedure'.
The Principal may decide to issue a take-home in response to a behaviour emergency when:

- a student is showing behaviour of concern that is unsafe, severe and prolonged
- reasonable efforts have been made to intervene in the behaviour and support the student (including strategies that are documented in any personalised plans), without success
- the student remains too angry, upset or distressed to safely remain at school.

Procedures:

1. The school will contact the parents of carers to organise for an adult to collect the student. If the parents or carers are not available, the school will use the emergency contacts for the student.
2. The parents or carers will be advised:
    - that the student has been issues a take-home in response to a behaviour emergency

- of any information the school has about the events leading up to the behaviour emergency
- what has been done to support the student
- the plan to reconnect the student on the next school day.

3. The parents will be provided with a copy of the "information for parents and carers about take-homes' sheet (see appendix 9).

Suspension and Exclusion

NOTE: Our purposes and procedures are consistent with the Department for Education's 'Suspension, exclusion and expulsion of students procedure' as updated in 2023 in accordance with the "Education and Children's Services Act 2019' and "Education and Children's Services Regulations 2020".

Purposes:

The Principal of a school may suspend a student from attendance at the school for a period of 1-5 days specified by the Principal if the Principal believes on reasonable grounds that:

- the student has threatened or perpetrated violence; or
- the student has acted in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person); or
- the student has acted illegally; or
- the student has interfered with the ability of a teacher to teach or of a student to learn; or
- the student has acted in a way that threatens the good order of the school by persistently contravening or failing to comply with rules applying within the school about behaviour; or
- the student shows persistent and wilful inattention or indifference to schoolwork.

Procedures:

1. Suspension and exclusion are at the discretion of the Principal in accordance with Department's procedures.
2. Parents and carers will be provided with a 'notice of suspension from school' or 'notice of directions conference' and the appropriate 'information for parents or carers' fact sheet (see appendix 9).
2. Students will be provided with work and will be expected to complete it before returning to classes.
3. Suspended or excluded students may only be on any Department's school grounds with the written permission of the Principal or nominee.
4. Failure to complete work may result in further suspension.
5. Students must attend reconnection meetings in full school uniform.
6. At the reconnection meeting a Student Development Plan will be negotiated. This plan will be reviewed at a later date.
7. Any students with a One Plan will be addressed and reviewed the plan in the meeting if necessary.

Expulsion

NOTE: Our purposes and procedures are consistent with the Department for Education's 'Suspension, exclusion and expulsion of students procedure' as updated in 2020 in accordance with the "Education and Children's Services Act 2019' and "Education and Children's Services Regulations 2020".

Purposes:

The legal authority to expel students from school is in sections 78 and 79 of the *'Education and Children's Services Act 2019'*.

Expulsions are a rare occurrence and the most serious response that maybe given. They are used in response to behaviour that poses an unmanageable risk to the health, safety and welfare of members of the school community. The behaviour is of such a magnitude that it is not possible to plan for the student's safe return to the school within and exclusion of 4 to 10 week.

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The Act limits the use of expulsions to students who are above compulsory schools age. This means that only students who are 16 years or older can be expelled. A student who is above compulsory school age maybe expelled from a school, or from all government schools, for a specific period.
When expelling from a particular school, the Principal decides how many months are needed (from 6 to 18 months). When expelling from all government schools, the Chief Executive decides how long is needed (from 12 months to 5 years).

The Principal of a school may exclude a student if the Principal believes on reasonable grounds that:

- the student has threatened or perpetrated violence; or
- the student has acted in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person); or
- the student has acted illegally; or
- the student has persistently interfered with the ability of a teacher to teach or of a student to learn.

Expulsion length
A student cannot be expelled unless they have first been suspended from attendance at the school for a period not exceeding

- 20 consecutive school days (in the case of expulsion from a particular school)
- 30 consecutive school days (in the case of expulsion from all government schools).

The Principal may expel a student who is above compulsory age from a particular school (the student may not attend at that school) for:

- The remainder of the semester or year, or not less than 6 consecutive months
- Not more than 18 consecutive months.

The Chief Executive may expel a student who is above compulsory school age from all government schools (he student may note attend at any government school) for:

- Not less than 12 consecutive months
- Not more than 5 consecutive years.

Procedures:
1. The Principal must document:
    - The reason for issuing a suspension and considering expulsion
    - The information and evidence they rely on, including the factors that have weighed on their decision.

2. The Principal must make sure that the suspension pending directions (considering expulsion) decision is communicated by a person who can explain the decision to the parents or carers.
3. Communication with parents or carers must be verbal, by phone or face to face, as soon as possible after the decision is made. In addition for children in care the DCP case worker must be notified as the legal guardian.
4. Parents or carers must be informed of the following:
    - the reasons for the decision, this can include legal grounds for expulsion, events that led up to the decision, any supports provided to the student, and the length of the suspension pending directions
    - that the student cannot be on school grounds during the suspension pending directions
    - that a 'notice of Directions Conference – Principal considering expulsion from school' or 'notice of Directions Conference – Principal considering expulsion from all government schools and 'information for parents or carers about expulsion' fact sheet will be provided. These should be provided in person or by email with read receipt or by registered mail
    - that a Directions Conference will be held within the 20-day suspension period in the case of expulsion from a particular school, or 30-day suspension period in the case of expulsion from all government schools
    - what to expect at the directions Conference, including that departmental staff or other professionals will be attending
    - their rights to have a support person or advocate attend the Directions Conference. This may be a school-based advocate if needed

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- that a staff member will connect with the student, parents or carers during the suspension pending directions, for example by phone if required

4. After consultation with the education Director the Directions Conference is held and the outcome is communicated to parents or carers. If the student is expelled an alternative learning program must be established. If the student is expelled the appeals process must be explained.

Policy review

The school council and staff will regularly monitor and review the effectiveness of the Behaviour Management Policy (at least every three years) and revise the policy when required.

Appendix 1 – School Ethos

This ethos describes the characteristics spirit expected of all members within the school, this ethos of RESPECT is the basis of the policy.

Modbury High School promotes respect:

- Respect yourself
- Respect others
- Respect your own property
- Respect the property of others
- Respect the name of the school

Appendix 2 - School Vision Statement

"A CULTURE OF ACHIEVEMENT IN A RESPECTFUL AND RIGOROUS LEARNING ENVIRONMENT"

Principles that underpin the statement:

A meaningful and relevant education will provide a range of opportunities to meet life's challenges and enable social mobility.

The Respect Ethos of Modbury High School should determine our actions.

Striving for our personal best, in all aspects of school life, is an expectation of the whole school community.

Effective communication and collaboration will enhance the achievement of success.

The school recognises student diversity and will provide a variety of pathways to meet student needs. We also recognise that many of our students aspire to achieve a higher education.

Positive behaviour is linked to a positive learning culture.

The school recognises and celebrates success for effort in an orderly, supportive and academically focused environment.

Clarity of Purpose and Unity of Action through collaboration and teamwork will predicate success.

Access to and transparency in decision making will enable all to contribute to and have ownership for the direction that Modbury High School takes into the future.

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Appendix 3 - Student Code of Conduct

This code was developed by the SVC in consultation with all students at Modbury High School.

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ENTITLEMENTS & PRIVILEGES

ENTITLEMENTS	PRIVILEGES
The core business of this school is learning. All students are entitled to:	Privileges are extended to all students in anticipation of their commitment to the school's Culture of Achievement and Ethos of Respect.

• Learn in a safe and productive environment
• Be taught by qualified and caring staff
• Have access to a guaranteed rigorous and relevant curriculum supported by appropriate technology
• Have access to appropriate support structures such as:
  - Classroom Intervention
  - Learning Support
  - Flexible Learning Options (FLO)
  - Student Counsellors
• Have support in reporting bullying (including Peer Support)
	Students have the privilege of participation in:
	• Vista Sport
	• Knockout Sport
	• Student Voice Council
	• Curriculum related Excursions
	• District Chess Tournaments
	• Mount Gambier Music Excursion
	• Pedal Prix
	• Snow Trip (Years 10-11)
	• Japanese Exchange (Years 10-11)
	• USA Basketball Trip
	• Peer Mentoring (Years 7-11)
	• Competitions

	In addition to the list above, senior students (Year 11-12) have the privilege of: • Early dismissal • Late arrival • Year 11 Dinner • Year 12 Formal • Year 12 Polo Shirt and Jumper • Access to front foyer and main stairs (Year 12) • Use of Flexible Unit at recess, lunch and after school (Year 12) • Access to extra help during the holidays

Unlike entitlements, privileges can be removed if a student's commitment to the Culture of Achievement or the Ethos of Respect is unsatisfactory.

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STUDENT CODE OF CONDUCT

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RIGHTS	RESPONSIBILITIES
CLASSROOM	
• To learn in a safe and productive environment • To have rules and consequences applied consistently • To have respectful input to class discussions	• To attend all lessons whenever possible • To follow the directions of the teacher and accept appropriate consequences • To talk at appropriate times and not distract others • To respect the opinions of others • To look after equipment
LEARNING	
• To have the learning intention of each lesson made clear • To have assessment requirements clearly explained • To receive assistance from a teacher • To receive timely feedback about my learning • To be given appropriate homework	• To bring a fully charged laptop • To bring all books and equipment required to class • To put in my personal best • To ask relevant questions at appropriate times • To hand in work that is my own and on time • To complete all homework
RELATIONSHIPS	
• To have respectful and safe relationships with peers, staff and volunteers • To be able to express an opinion at an appropriate time, in a respectful way • To have support in reporting harassment	• To respect others, their property and their opinions • To know what behaviour is acceptable • To take positive steps to ensure my own safety and the safety of others • To be constructive in my comments and my actions
ENVIRONMENT	
To have a clean and safe school environment, for example; • Clean tables • Clean classrooms • A clean yard • Sheltered yard areas	• To engage in safe and respectful yard behaviour • To accept responsibility for my rubbish by putting it in the bin • To participate when my class has clean up duty

This Code of Conduct was ratified by the Student Voice Council and by Governing Council

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Appendix 4 - Summary of Responses

	EXAMPLES OF BEHAVIOURS	POSSIBLE RESPONSE(S)	COMMENT
1. In class / homegroup (minor)	Talking, inattention, rudeness, out of seat, not on task etc.	Warning Yard duty with teacher Move seats Recess or lunch with teacher Imposition	
2. In class / homegroup (more serious)	Repeated minor issues as above. Lack of equipment. Late to class or home group. Non-attendance to home group.	2-5 minute duty record	Best if supervised by teacher. Keep a record of duty records issued on Daymap. If a student repeateds these behaviours an "Other Offences – F6 dention" should be completed and the student refered to the YLL or LAL as appropriate.
3. In class / homegroup	Misuse of study time, diary.	Daymap note and email/call to inform parents.	Refer to Learning Area Coordinator and cc Year Level Leader.
	Late assignment, lack of work.	See Work Completion Policy.	
	Repeated duty records not done.	Refer to Year Level Leader or Learning Area Coordinator.	If a student repeatedly fails to complete duty slips give them an "Other Offences – F6 detention" and refer them to their YLL.
4. In class / homegroup	Repeated more serious issues as in 2 above. Unacceptable behaviour e.g. disruption, not following instructions.	Teacher to: • Work with student at recess or lunchtime. • Seek assistance from Learning Area Coordinator. • Contact parents directly. • Send to Learning Centre and complete Daymap record (plus automatic lunchtime detention in the Learning Centre)	Refer student to Learning Area Cooordinator or Year Level Leader.
5. Other	Unacceptable behaviour in the yard	Student escorted to Learning Centre detention if at lunch, if at recess complete the 'Other Offences – F6 detention' record on Daymap and inform student they must attend lunchtime detention.	Responsibility of all staff to monitor.
	Unacceptable uniform	'Other Offences – F6' record completed and and inform student they must attend lunchtime detention.	Responsibility of all staff to monitor.
	Make-up	Remove make-up and 'Other Offences – F6 detention' record completed and inform student they must attend lunchtime detention (LTD).	Responsibility of all staff to monitor. Send to student services for removal.

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	Use of mobile phone or other electronic devices. (see Appendix 6)		Confiscate the device and leave at the front office (to be locked in draw), complete Daymap Electronic Device record. Student can collect the device at the end of the day.	1st time: warning. 2nd time: LTD in Learning Centre. 3rd time: ASD (plus Year Level Leader to contact parents). 4th and subsequent times: Behaviour Refocus day (persistent and willful disobedience)
	Failure to comply with a resonable request		Record in notes on Daymap and call or email parents to inform them, plus up to three Learning Centre (F6) detentions LTD.	Refer to Year Level Leader. Record on Daymap as note and 'Other Offences – F6 detention' record for consequences.
	Failure to attend Learning Centre LTD		After school detention (ASD) unless a legitimate reason for non-attendance, then a date change can be actioned.	Year Level Leader or Learning Centre Manager to action. Record on Daymap as note and 'After School Detention in F6' record for consequences.
	Harassment, bullying (first time)		Cantact parents and counselling, plus any of LTD, ASD or suspension.	Year Level Leader or Senior Leader to action. Record on Daymap as note and appropriate record for consequences.
	Harassment, bullying (repeated)		Contact parents to arrange meeting and continued counselling, plus any of LTD, ASD or suspension.	Year Level Leader or Senior Leader to action. Record on Daymap as note and appropriate record for consequences.
	Smoking and vaping whilst in uniform		Record in Daymap and call parents to inform and Behaviour Refocus Day or External Suspension.	Year Level Leader or Senior Leader to action. Record on Daymap as note and appropriate record for consequences.
	Inappropriate language	In yard	Learning Centre LTD and complete Daymap record.	
		In class	Send to Learning Centre and complete Daymap Unacceptable Behaviour Record, plus automatic Learning Centre LTD.	Refer to Year Level Leader
		Directed at staff	Suspension up to 5 days.	Refer to Year Level Leader or Senior Leader.
	Damage to school property		Record in Daymap notes, consequences depend on nature and extent of damage, anything from LTD to suspension, plus invoice for cost of repairs to parents.	Refer to Year Level Leader or Senior Leader.
	Truancy		Record in Daymap notes and call parents to inform them.	Refer to Year Level Leader or Senior Leader.

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		1 lesson = 1 ASD 2 lessons = 2 ASD 3+ lessons = Behaviour Refocus Day	
	Failure to report to Learning Centre	Behaviour Refocus Day	Refer to Year Level Leader or Senior Leader.
	Failure to attend 2 LTD in 5 days	Behaviour Refocus Day	Refer to Year Level Leader or Senior Leader.
	Failure to attend ASD	Behaviour Refocus Day	Refer to Year Level Leader or Senior Leader.
	Poor behaviour in Learning Centre during class, LTD or ASD.	Behaviour Refocus Day or External Suspension of up to 5 days depending on nature of behaviour.	Refer to Senior Leader.
	Violence or threats of violence	Suspension of up to 5 days or Excusion.	Refer to Senior Leader.
	Drugs	Exclusion.	Refer to Senior Leader.

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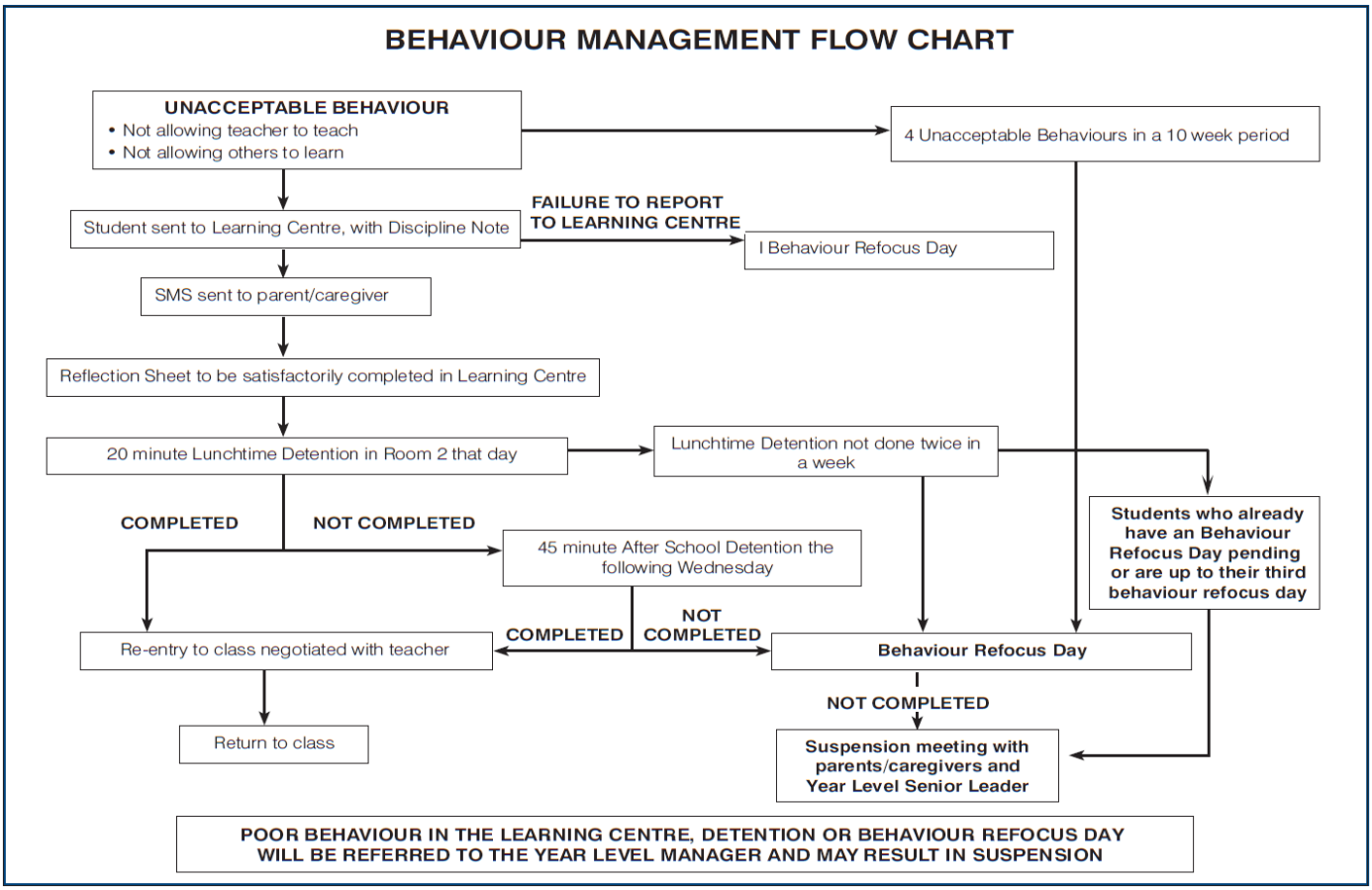
Appendix 5 - Learning Centre Flow Chart



MODBURY HIGH SCHOOL
FINEM RESPICE

Appendix 6 - Mobile Phones / Electronic Devices

(Including MP3 players, iPod's, earphones and similar equipment)

- Mobile phones and electronic devices are not to be used at school during school hours, unless teacher permission has been given
- Students who choose to bring these items to school may keep them (switched off) in:
  - Their lockers (at their own risk)
  - Handed in at the Front Office during the day
- At no time will the school accept responsibility for students' mobile phones/electronic devices if they are damaged, lost or stolen.
- In emergency situations, parents/caregivers can contact the school and a message is passed to the students.
- Students found to be using a mobile phone/electronic device on the school grounds during school hours will have it confiscated and kept in the Front Office. Details will be recorded, and the following consequences will be applied:

1st time	Warning
2nd time	Lunchtime detention in the Learning Centre
3rd time	After School detention in the Learning Centre
4th time	1 day Behaviour Refocus for persistent and wilful disobedience
5+ times	1 day Behaviour Refocus for persistent and wilful disobedience plus phone to be handed to the Front Office before home group.

In each case the mobile phone/electronic device can be collected at the end of the school day from the Front Office.

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Appendix 7 - Refocus Day Records

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Behaviour Refocus Day

OFFICE USE ONLY
☐ SMS SENT ☐ DAYMAP ABSENCE & LUNCH DETENTION ADDED

NAME:_____ **Home Group:**_____ **Date:**_____

Dear Parent/Caregiver

Your child was in the Learning Centre today for a Behaviour Refocus Day. This action was taken in accordance with the school's Behaviour Support Procedure and was due to:

☐ *Persistent non-compliance with behaviour based consequences or frequency of consequences given*

☐ *Other* _____

_____

Terms for re-entry to class post behaviour refocus day:

	Agreed goal(s):	Person responsible:
1		
2		
3		

Student: _____ YLL:_____

At Modbury High School, we strive to support students to monitor and take responsibility for their own behaviour and believe that all students have the right to a safe learning environment where they are able to succeed. It is expected that, as a result of this Behaviour Refocus Day, your son/daughter will learn the behaviour and work output needed to help them become successful in the future.

Students completing a Behaviour Refocus Day spend the day removed from normal lessons and work under the direct supervision of teachers in the Learning Centre. Work should be on Daymap (if not it will provided by the Year Level Leader and/or subject teachers). If this is not possible the Learning Centre teacher will provide work from folders supplied by each subject faculty.

Please acknowledge receipt of this form in the space provided.

Parent/caregiver: _____

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Work Refocus Day

OFFICE USE ONLY
☐ SMS SENT ☐ DAYMAP ABSENCE & LUNCH DETENTION ADDED

NAME:_____ **Home Group:**_____ **Date:**_____

Dear Parent/Caregiver

Your child was in the Learning Centre today for a Work Refocus Day. This action was taken in accordance with the school's Behaviour Support Procedure and was due to:

☐ *Persistent non-completion of work*

☐ *Other* _____
_____

Terms for re-entry to class post work refocus day:

	Agreed goal(s):	Person responsible:
1		
2		
3		

Student: _____ LAC:_____

At Modbury High School, we strive to support students to monitor and take responsibility for their own behaviour and believe that all students have the right to a safe learning environment where they are able to succeed. It is expected that, as a result of this Work Refocus Day, your son/daughter will learn the behaviour and work output needed to help them become successful in the future.

Students completing a Work Refocus Day spend the day removed from normal lessons and work under the direct supervision of teachers in the Learning Centre. Their priority is to complete the work they have not submitted, which resulted in their referral to the Learning Centre. Once the work they were referred for is complete and submitted then they should complete work set by their teachers that day on Daymap (if not it will provided by the Learning Area Coordinator and/or subject teachers). If this is not possible the Learning Centre teacher will provide work from folders supplied by each subject faculty.

Please acknowledge receipt of this form in the space provided.

Parent/caregiver: _____

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Appendix 8 - Reflection Form

Learning Centre
Student Reflection Sheet

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Date: _____ **Lesson no:** _____

Full Name: _____ **Home Group:** _____

Subject Teacher: _____ **Subject:** _____

Describe, in detail and with honesty, what happened?

_____
_____
_____
_____

What were you thinking at the time?

_____
_____
_____

What have you thought about since then?

_____
_____
_____

Who has been affected? How?

_____
_____

How will you make things right for yourself and the others involved (teacher and other students)?

_____
_____

What are your strengths in regard to school and your learning?

_____

What are the things you find difficult? (your concerns)

_____

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Appendix 9 – Information for Parents or Carers Factsheets

Information for parents and carers about take-homes

Government of South Australia
Department for Education

Take-homes are used by schools to respond to 'behaviour emergencies'.

A 'behaviour emergency' is when:

- the student's behaviour puts themselves or others at risk of harm
- the student cannot be safely supported at school.

A Principal may decide your child needs to go home for the rest of the school day to be with you or their carer.

What to do if your child gets a take home

The school will contact you to explain why your child got a take-home and share information about what happened.

If you are not available, the school will try all listed emergency contacts to find someone to collect your child.

Stay calm and talk to your child about what happened. Talk to the school and work together to make a plan.

Reasons why Principals use take-home

Most students behave safely but sometimes they:

- don't have the skills they need to be safe
- are still learning communication, emotional or social skills
- can't use their skills because they feel upset, stressed or unwell
- try to get their needs met in ways that can hurt themselves or other people.

A Principal may need to give a take-home in a behaviour emergency when:

- a student's behaviour is unsafe, severe and lasts a long-time
- reasonable efforts have been made to support the student without success
- the student remains too angry, upset or distressed to safely remain at school.

Collecting information about what happened

The school will try to find out from your child what happened. If your child is too upset to talk, the school might use information from other people. They'll keep collecting information to understand what happened and support your child in the future.

Reconnection after a take-home

Your child gets a fresh start the next day. The school will talk to you about a plan to help your child get back to learning.

Frequent take-homes

If your child has frequent behaviour emergencies, the school will arrange a reconnection meeting to:

- look at your child's needs
- discuss what supports might help
- develop or update a behaviour support plan.

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Information for parents and carers about take-homes

Behaviour support plan

A behaviour support plan is developed to support your child's safe and positive behaviour. The plan should include:

- the skills your child needs for safe and positive behaviour
- how your child will learn these skills and who will help them
- how things can be safe and positive while your child is still learning and practicing the skills
- how everyone will know that your child is making progress
- how your child will be supported if there are concerns about their behaviour in the future
- everyone's roles.

If your child already has a One Plan, their behaviour support plan can be included in the One Plan.

If you are unhappy with the Principal's decision to give your child a take-home

If you think your child's take-home was not needed, try to work things out with your child's school. If you can't sort things out with the school, you can make a complaint to the Department for Education Customer Feedback Unit:

- Phone 1800 677 435 (toll free).
- Go to https://www.education.sa.gov.au/ and search School complaints or Support making a complaint.

You can find out more about the take-home process by:

- making an appointment with the Principal or another school leader
- contacting your local education office
- calling the Department for Education on 8226 1000
- going to the Department for Education website https://www.education.sa.gov.au/ and search 'take-home'.

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Information for parents and carers about suspension

Government of South Australia
Department for Education

Suspension is a short-term response to concerning student behaviour that is unsafe or gets in the way of teaching and learning.

When a student is suspended, they don't go to school for between 1 and 5 days.

The Principal, or someone acting for them, makes the suspension decision.

A student can't be suspended for more than 15 days or on 4 separate times in a year without the approval of the Education Director.

What to do if your child is suspended

The school will contact you to explain why your child has been suspended and share information about what happened.

It is important to hear all sides of the story. It can help to:

- stay calm
- talk with your child about what happened
- talk with the school about what happened.

Work together with the school and your child to get them back to school after the suspension.

Reasons why Principals use suspension

Suspension is a short-term response to student behaviour that is unsafe or gets in the way of teaching and learning. Principals use suspension:

- to help schools to be safe and positive learning places for everyone
- when other things have not helped the student to behave safely and positively
- to help the student, their parents or carers, and the school, to work out what needs to happen to support safe and positive behaviour in the future.

Collecting information about what happened

The school will collect information to help the Principal understand what happened.

They will try to find out your child's point of view.

The school will do their best to be flexible about when and how your child shares their thoughts about what happened.

How the Principal makes the decision

The Principal must make a fair decision. There are lots of things they need to think about before making their decision. For example:

- information from other people
- your child's point of view
- the seriousness of the behaviour and how often it happens
- your child's needs and what support they have been given to help them behave safely and positively.

What the law says

The law (Education and Children's Services Act 2019) says that a Principal can suspend a student if they believe that the student has:

- been violent or threatened violence
- behaved in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (for example bullying, sexual harassment, verbal abuse, racial abuse)
- acted illegally
- disrupted teaching and learning
- repeatedly broken the school rules about behaviour
- repeatedly and deliberately not paid attention or shown interest in their schoolwork.

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FINEM RESPICE

Information for parents and carers about suspension

The school will communicate with you

The Principal or another staff member acting for the Principal will contact you as soon as possible after the decision is made to suspend your child.

The school will talk with you and your child about the following:

- reasons for the suspension
- length of the suspension
- that your child can't be on school grounds during the suspension
- that the school will give you a written notice and a copy of this fact sheet
- that a reconnection meeting will be held before your child returns to class
- what to expect at the reconnection meeting, for example, who will be there
- that you can bring a support person or advocate to the meeting. The school can provide a school-based advocate if you would like that to happen
- if the suspension is for 4 or 5 days, a staff member will make contact with your child (for example, by phone) to keep them connected to school during the suspension.

During a suspension

Your child will remain at home in your care.

The school is not required to provide your child with schoolwork during the suspension.

The school may decide to provide work if it will benefit your child.

Reconnection meeting

A reconnection meeting will happen before your child returns to class.

The reconnection meeting is with:

- you
- your child
- school staff.

The reconnection meeting is to understand your child's needs and:

- develop a plan to support safe and positive behaviour (or update the plan if there is already a plan in place)
- repair relationships that have been harmed by the behaviour
- identify the supports that will help your child.

If you cannot attend a reconnection meeting before your child returns to school:

- your child will return to school on an alternative learning program until the meeting is held

or

- the behaviour support plan is developed or updated some other way.

Behaviour support plan

A behaviour support plan is developed to support your child's safe and positive behaviour. The plan should include:

- the skills your child needs for safe and positive behaviour
- how your child will learn these skills and who will help them
- how things can be safe and positive while your child is still learning and practicing the skills
- how everyone will know that your child is making progress
- how your child will be supported if there are concerns about their behaviour in the future
- everyone's roles.

If your child already has a One Plan, their behaviour support plan can be included in the One Plan.

Other important information

Children can be treated differently for the same behaviour

When a Principal thinks about the best response to student behaviour, they have to look at everything and think about the individual students involved. Two children may have behaved the same, but it may be fair to treat each child differently. For example, if 2 children were fighting, 1 might be suspended and the other not.

Behaviour that did not happen at school

Your child can be suspended for behaviour that happened outside of school hours and off school grounds if there is a reasonable connection between your child's behaviour and the school or school relationships.

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Information for parents and carers about suspension

The school will communicate with you

The Principal or another staff member acting for the Principal will contact you as soon as possible after the decision is made to suspend your child.

The school will talk with you and your child about the following:

- reasons for the suspension
- length of the suspension
- that your child can't be on school grounds during the suspension
- that the school will give you a written notice and a copy of this fact sheet
- that a reconnection meeting will be held before your child returns to class
- what to expect at the reconnection meeting, for example, who will be there
- that you can bring a support person or advocate to the meeting. The school can provide a school-based advocate if you would like that to happen
- if the suspension is for 4 or 5 days, a staff member will make contact with your child (for example, by phone) to keep them connected to school during the suspension.

During a suspension

Your child will remain at home in your care.

The school is not required to provide your child with schoolwork during the suspension.

The school may decide to provide work if it will benefit your child.

Reconnection meeting

A reconnection meeting will happen before your child returns to class.

The reconnection meeting is with:

- you
- your child
- school staff.

The reconnection meeting is to understand your child's needs and:

- develop a plan to support safe and positive behaviour (or update the plan if there is already a plan in place)
- repair relationships that have been harmed by the behaviour
- identify the supports that will help your child.

If you cannot attend a reconnection meeting before your child returns to school:

- your child will return to school on an alternative learning program until the meeting is held

or

- the behaviour support plan is developed or updated some other way.

Behaviour support plan

A behaviour support plan is developed to support your child's safe and positive behaviour. The plan should include:

- the skills your child needs for safe and positive behaviour
- how your child will learn these skills and who will help them
- how things can be safe and positive while your child is still learning and practicing the skills
- how everyone will know that your child is making progress
- how your child will be supported if there are concerns about their behaviour in the future
- everyone's roles.

If your child already has a One Plan, their behaviour support plan can be included in the One Plan.

Other important information

Children can be treated differently for the same behaviour

When a Principal thinks about the best response to student behaviour, they have to look at everything and think about the individual students involved. Two children may have behaved the same, but it may be fair to treat each child differently. For example, if 2 children were fighting, 1 might be suspended and the other not.

Behaviour that did not happen at school

Your child can be suspended for behaviour that happened outside of school hours and off school grounds if there is a reasonable connection between your child's behaviour and the school or school relationships.

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Information for parents and carers about exclusion

Government of South Australia
Department for Education

Exclusion is a longer-term response to serious behaviour that is unsafe or repeatedly gets in the way of teaching and learning.

When a student is excluded, it means they don't go to school in the usual way (see 'Alternative learning programs' on page 3) for between 4 and 10 weeks, or until the end of the current school term.

The Principal, or someone acting for them, makes the exclusion decision.

A student can't be excluded for more than 20 weeks in a calendar year without the approval of the Education Director.

What do I do if my child is excluded

Before a Principal can decide about an exclusion, they must first suspend your child for between 1 and 5 school days. This is called 'suspension pending directions'.

Within the 1-to-5-day suspension, a meeting called a 'Directions Conference' will be held so that:

- you, your child and the school can hear all the information and everyone else's points of view
- decisions can be made about the best approach to the behaviour of concern.

The school will contact you to explain why the Principal is considering excluding your child and share information about what happened.

It is important to hear all sides of the story and work with the school and your child. It can help to:

- stay calm
- talk with your child about what happened
- talk with the school about what happened.

Work together with the school and your child to prepare for the Directions Conference (see page 2 for information about the Directions Conference).

Reasons why a principal might consider exclusion

Exclusion is a response to serious behaviour that is unsafe or repeatedly gets in the way of teaching and learning. Exclusion may be used:

- to help schools to be safe and positive learning places for everyone
- when other things have not helped the student to behave safely and positively
- to help the student, their parents or carers, and the school, to work out what needs to happen to support safe and positive behaviour in the future
- to support an alternative learning program that helps the student learn skills to be safe at school.

Collecting information about what happened

The school will collect information to help the Principal understand what happened.

They will try to find out your child's point of view.

The school will do their best to be flexible about when and how your child shares their thoughts about what happened.

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Information for parents and carers about exclusion

How the Principal makes the decision

The Principal must make a fair decision. There are lots of things they need to think about before making their decision. For example:

- information from other people
- your child's point of view
- the seriousness of the behaviour and how often it happens
- your child's needs and what support they have been given to help them behave safely and positively.

What the law says

The law (Education and Children's Services Act 2019) says that a Principal can exclude a student if they believe that the student has:

- been violent or threatened violence
- behaved in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (for example bullying, sexual harassment, verbal abuse, racial abuse)
- acted illegally
- disrupted teaching and learning
- repeatedly broken the school rules about behaviour.

The school will communicate with you

The Principal or another staff member acting for the Principal will contact you as soon as possible after a decision is made to suspend your child pending directions.

They will talk with you and your child about the following:

- reasons for the Principal considering exclusion
- length of the suspension pending directions (1 to 5 school days)
- that your child can't be on school grounds during the suspension
- that the school will give you a written notice and a copy of this fact sheet
- what to expect at the Directions Conference, for example, who will be there
- that you can bring a support person or advocate to the Directions Conference. The school can also provide a school-based advocate if you would like this to happen
- that a staff member will connect with you and your child before the Directions Conference.

School based advocate

A school-based advocate is a member of staff at your child's school. They can:

- help you and your child to participate in the Directions Conference
- get your and your child's views before the Directions Conference
- tell the people at the Directions Conference what you and your child think
- help to make sure the Directions Conference is focused on what is best for your child
- help you to understand decisions made, what will happen next and your right to appeal if your child is excluded
- help to keep your child connected to school while they are suspended or excluded
- help your child to reconnect with school at the end of the suspension or exclusion.

Suspension pending directions

Your child will remain at home in your care.

The school is not required to provide your child with schoolwork during the suspension.

The school may decide to provide work if it will benefit your child.

Directions Conference

A Directions Conference will happen with:

- you
- your child
- school staff.

Before the Directions Conference the Principal will consider:

- what services might help your child. The school will ask for your permission if they want to invite services from the Department for Education, other government departments or community-based organisations to the Directions Conference
- possible options for an alternative learning program. An alternative learning program will be needed if your child is 16 years of age or younger and the Principal decides to go ahead with an exclusion
- what will help everyone to participate in the Directions Conference. For example, if an interpreter is needed.

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Information for parents and carers about exclusion

At the Directions Conference you and your child will have an opportunity to:

- hear the school's concerns about the behaviour
- respond to the concerns
- provide any other information that you would like the Principal to think about when deciding if an exclusion should happen
- discuss how your child can repair the harm that may have been caused by the behaviour.

The Principal will then decide:

- if an exclusion will go ahead
- the length of the exclusion from 4 to 10 calendar weeks (or for the rest of the school term).

If the Principal decides not to exclude your child, your child can return to school at the end of the suspension.

A behaviour support plan will be developed with you and your child.

Behaviour support plan

A behavior support plan is developed to support your child's safe and positive behaviour. The plan should include:

- the skills your child needs for safe and positive behaviour
- how your child will learn these skills and who will help them
- how things can be safe and positive while your child is still learning and practicing the skills
- how everyone will know that your child is making progress
- how your child will be supported if there are concerns about their behaviour in the future
- everyone's roles.

If your child already has a One Plan, their behaviour support plan can be included in the One Plan.

During an exclusion

The school must provide an alternative learning program for your child if they are 16 years of age or younger. This will include a plan with learning and behaviour goals for your child to complete during their exclusion.

The school does not have to provide your child with an alternative learning program if they are 17 years of age or older.

Alternative learning programs

An alternative learning program could be:

- placement at another school
- placement at a Learning Centre (metropolitan placements only)
- a program in an identified part of your child's own school
- a learning program at home.

Students only complete their alternative learning program at home if there is no other available option.

Students don't participate in a learning program during school holidays.

Weekly monitoring

During the exclusion, staff will monitor your child's progress by checking in once per week.

Mid-exclusion review

The Principal will organise a mid-exclusion review to:

- talk about your child's progress with their learning and behaviour goals
- update the behaviour support plan if the current plan is not helping your child.

Reconnecting with school after an exclusion

A reconnection meeting will be held before your child returns to school to:

- support positive behaviour change
- repair relationships that have been harmed by the behaviour
- review their behaviour support plan or One Plan
- help your child understand the behaviour expectations
- identify the supports that will help your child.

If you cannot attend a reconnection meeting before your child returns to school:

- your child will return to school on an alternative program until the meeting can take place

  or

- the behaviour support plan is updated some other way.

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Information for parents and carers about exclusion

The school will try to arrange the reconnection meeting for a day and time that suits you. If you refuse to attend a reconnection meeting or you are not available to attend, the school can make decisions about your child's learning program and behaviour support without you.

Other important information

Children can be treated differently for the same behaviour

When a Principal thinks about the best response to student behaviour, they have to look at everything and think about the individual students involved. Two children may have behaved the same, but it may be fair to treat each child differently. For example, if 2 children were fighting, 1 might be excluded and the other not.

Behaviour that did not happen at school

Your child can be excluded for behaviour that happened outside of school hours and off school grounds if there is a reasonable connection between your child's behaviour and the school or school relationships.

Your child can't be on school grounds while they are suspended or excluded

It is against the law for your child to be on school grounds while they are suspended or excluded. If your child comes on to school grounds, they are committing a criminal offence.

Your child can be on school grounds to attend their Directions Conference, mid-exclusion review meeting and reconnection meeting.

If your child has other good reasons to be on school grounds, for example to:

- get services provided on school grounds
- attend an agreed alternative learning program

the Principal can approve this in writing.

Enrolment in another school

You can't enrol your child at another school while they are excluded. If your child will enrol at a new school after the exclusion, your child's behaviour still requires support. The Principal of the current school and the Principal of the new school will talk about your child's behaviour and a behaviour support plan will be worked out between both schools, you and your child.

If you are unhappy with the Principal's decision to exclude your child

You, your child or an adult acting on your request or on the request of your child can appeal against:

- the exclusion
- an extension to the exclusion.

You can appeal a Principal's decision to exclude your child if you think that:

- the Principal has excluded your child on the basis of wrong information. For example, your child did not do the things the Principal has excluded them for
- the school has not followed the correct process. For example, the school did not conduct a Directions Conference
- the exclusion is too long. For example, the length of the exclusion is longer than the school needs to put in place support for your child to safely return to school
- the conditions of the exclusion do not meet your child's needs. For example, the alternative learning program does not provide enough support for your child.

The process to appeal against your child's exclusion must be explained to you at the Directions Conference. The school will give you the appeal form.

If you decide to appeal the Principal's decision, you must provide the paperwork to the Education Director at your local education office, within 5 school days of the Directions Conference. If you don't know which local education office to contact:

- ask your child's school
- phone the Department for Education on 8226 1000
- search for your child's school on www.education.sa.gov.au/findaschool. The name of the Education Director, the education office and phone number are on the school's listing.

Government of South Australia
Department for Education

modburyhs.sa.edu.au
62 Pompoota Road, Modbury SA 5092
T (08) 8264 1955 E dl.0964.info@schools.sa.edu.au

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FINEM RESPICE

Information for parents and carers about exclusion

Contact details for more information

You can find out more about exclusion and the appeal process by:

- making an appointment with the Principal or another school leader
- contacting your local education office
- calling the Department for Education on 8226 1000
- going to the Department for Education website at https://www.education.sa.gov.au/ and search 'exclusion'.

Additional supports

For additional support you can contact Parent helpline Phone 1300 364 100 (24-hour service).

If your child needs to talk to someone, you can encourage them to contact:

- Headspace
  Mental health support for children and young people aged 12 to 25 years. Phone: 1800 650 890.
- Kids Helpline
  Peer to peer support, self-help resources and phone and online counselling for children and young people aged 5 to 25 years. Phone: 1800 55 1800.

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Information for parents and carers about expulsion

Government of South Australia
Department for Education

Expulsion is the longest and most serious response to behaviour that poses an unmanageable risk to the health, safety and welfare of members of the school community.

If the student is expelled from their own school, it means they don't attend their school for between 6 and 18 months. This decision is made by the Principal, or someone acting for them.

If the expulsion is from all government schools, it means the student can't attend any government school for between 12 months and 5 years. The Chief Executive, Department for Education makes these decisions.

Only students who are aged 16 years or older can be expelled.

What should I do if my child is expelled

Before a Principal can make a decision about an expulsion from the school, they must first suspend your child for 20 days. This is called 'suspension pending directions'.

If the Principal wants the Chief Executive to consider expelling your child from all government schools, they must first suspend your child for 30 days.

Within the 20 day or 30-day suspension, a meeting called a 'Directions Conference' will be held so that:

- you, your child and the school can hear all the information and everyone else's points of view
- decisions can be made about the best approach to the behaviour of concern.

The school will contact you to explain why the Principal is considering expelling your child and share information about what happened.

It is always important to hear all sides of the story and work with the school and your child. It can help to:

- stay calm
- talk with your child about what happened
- talk with the school about what happened.

Work together with the school and your child to prepare for the Directions Conference (see page 2 for information about the Directions Conference).

Reasons why Principals might consider expulsion

Expulsions are the most serious response that can be given.

Expulsions are used in situations where the behaviour presents an unmanageable risk to the health, safety and welfare of members of the school community.

Collecting information about what happened

The school will collect information to help the Principal understand what happened.

They will try to find out your child's point of view.

The school will do their best to be flexible about when and how your child shares their thoughts about what happened.

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Information for parents and carers about expulsion

How the Principal makes the decision

The Principal must make a fair decision. There are lots of things they need to think about before making their decision. For example:

- information from other people
- your child's point of view
- the seriousness of the behaviour and how often it happens
- your child's needs and what support they have been given to help them behave safely and positively.

What the law says

The law (Education and Children's Services Act 2019) says that a Principal can expel a student if they believe that the student has:

- been violent or threatened violence
- behaved in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (for example bullying, sexual harassment, verbal abuse, racial abuse)
- acted illegally
- disrupted teaching and learning.

The law (Education and Children's Services Act 2019) says that the Chief Executive may expel a student from all government schools if they believe that the student has:

- been violent or threatened violence
- behaved in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (for example bullying, sexual harassment, verbal abuse, racial abuse)
- acted illegally.

The school will communicate with you

The Principal or another staff member acting for the Principal will contact you as soon as possible after a decision is made to suspend your child pending directions.

They will talk with you and your child about the following:

- reasons for the Principal considering expulsion
- length of the suspension pending directions (20 days or 30 days)
- that your child can't be on school grounds during the suspension
- that the school will give you a written notice and a copy of this fact sheet
- what to expect at the Directions Conference, for example, who will be there
- that you can bring a support person or advocate to the Directions Conference. The school can also provide a school-based advocate if you would like this to happen
- that a staff member will connect with you and your child before the Directions Conference.

School based advocate

A school-based advocate is a member of staff at your child's school. They can:

- help you and your child to participate in the Directions Conference
- get your and your child's views before the Directions Conference
- tell the people at the Directions Conference what you and your child think
- help to make sure the Directions Conference is focused on what is best for your child
- help you to understand decisions made, what will happen next and your right to appeal if your child is expelled
- help to keep your child connected to school while they are suspended
- help your child to reconnect with school at the end of the expulsion, if they return after the expulsion period has ended.

Suspension pending directions

Your child will remain at home in your care.

The school is not required to provide your child with schoolwork during the suspension.

The school may decide to provide work if it will benefit your child.

Directions Conference

A Directions Conference will happen with:

- you
- your child
- school staff
- Department for Education staff from Student Support Services or Aboriginal Education Services.

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FINEM RESPICE

Information for parents and carers about expulsion

Before the Directions Conference the Principal will think about:

- what services might help your child. The school will ask for your permission if they want to invite other services from the Department for Education, other government departments or community-based organisations to the Directions Conference.
  Student Support Services must attend Directions Conferences when a Principal is considering expulsion, for Aboriginal students, students with disability and students in care
- educational or training pathways depending on the age of your child
- what will help everyone to participate in the Directions Conference. For example, if an interpreter is needed.

At the Directions Conference you and your child will have an opportunity to:

- hear the school's concerns about the behaviour
- respond to the concerns
- provide any other information that you would like the Principal to think about when deciding if an expulsion should happen
- discuss how your child can repair the harm that may have been caused by the behaviour.

The Principal can then decide to:

- expel your child from their school
- recommend to the Chief Executive that your child should be expelled from all government schools.

If the Principal decides not to expel your child, they may decide to exclude your child for between 4 and 10 weeks. You can find out more information about exclusion on the Information for parents and carers about exclusion fact sheet.

If the Principal decides not to expel or exclude your child, they can return to school at the end of the suspension.

A behaviour support plan will be developed with you and your child.

Behaviour support plan

A behavior support plan is developed to support your child's safe and positive behaviour. The plan should include:

- the skills your child needs for safe and positive behaviour
- how your child will learn these skills and who will help them
- how things can be safe and positive while your child is still learning and practicing the skills
- how everyone will know that your child is making progress
- how your child will be supported if there are concerns about their behaviour in the future
- everyone's roles.

If your child already has a One Plan, their behaviour support plan can be included in the One Plan.

During an expulsion

If your child has been expelled from their school and they are under 17 years of age, they will be supported with options that help them meet their compulsory education requirements.

The Principal does not have to offer education options if your child is over compulsory education age (17 years and over).

Information will be given to help you and your child decide about other education and pathways to support you and your child.

If your child is expelled from their school and they are 17 years of age, the Principal may cancel their enrolment.

If your child has been expelled from all government schools, their enrolment will be cancelled.

At the end of the expulsion period, if your child is 18 years of age or older, they can look at adult education options. You can find this information on the Department for Education website at https://www.education.sa.gov.au/ by searching 'Adult Enrolment Policy'.

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Information for parents and carers about expulsion

Reconnecting with school after an expulsion

Your child may be able to reconnect with their school after the end of their expulsion period. This will depend on how long your child was expelled for and their age.

You and your child will need to contact the Principal of your child's school 8 weeks before the end of the expulsion to talk about the possibility of reconnecting with the school.

If the Principal decides it is possible for your child to return, a reconnection meeting will be held to:

- support positive behaviour change
- repair relationships that have been harmed by the behaviour
- review their behaviour support plan or One Plan
- help your child understand the behaviour expectations
- identify the supports that will help your child.

If you cannot attend a reconnection meeting before your child returns to school:

- your child will return to school on an alternative program until the meeting can take place

or

- the behaviour support plan is updated some other way.

The school will try to arrange the reconnection meeting for a day and time that suits you. If you refuse to attend a reconnection meeting or you are not available to attend, the school can make decisions about your child's learning program and behaviour support without you.

Other important information

Children can be treated differently for the same behaviour

When a Principal thinks about the best response to student behaviour, they have to look at everything and think about the individual students involved. Two children may have behaved the same, but it may be fair to treat each child differently. For example, if 2 children were fighting, 1 might be expelled or excluded and the other not.

Behaviour that did not happen at school

Your child can be expelled for behaviour that happened outside of school hours and off school grounds if there is a reasonable connection between your child's behaviour and the school or school relationships.

Your child can't be on school grounds while they are suspended or excluded

It is against the law for your child to be on school grounds while they are suspended, excluded or expelled. If your child comes on to school grounds, they are committing a criminal offence.

Your child can be on school grounds to attend their Directions Conference and reconnection meeting.

If your child has other good reasons to be on school grounds, for example to:

- get services provided on school grounds
- attend an agreed alternative learning program

the Principal can approve this in writing.

Enrolment in another school

You can't enrol your child at another school while they are expelled. They may enrol at a new school after the expulsion. The Principal of your child's current school and the Principal of the new school will talk about your child's behaviour and a behaviour support plan will be worked out between both schools, you and your child.

If you are unhappy with the Principal's decision to expel your child

You, your child or an adult acting on your request or on the request of your child can appeal against the expulsion.

You can appeal a Principal's decision to expel your child, or the decision of the Chief Executive to expel your child from all government schools, if you think that:

- the Principal or Chief Executive has expelled your child on the basis of wrong information. For example, your child did not do the things they have been expelled for
- the school has not followed the correct process. For example, the school did not conduct a Directions Conference

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Information for parents and carers about expulsion

- the expulsion is too long. For example, the length of the expulsion is longer than the school needs to put in place support for your child to safely return to school
- the conditions of the expulsion do not meet your child's needs.

The process to appeal against your child's expulsion must be explained to you at the Directions Conference. The school will give you the appeal form.

If you decide to appeal the Principal's decision to expel your child from their school, you must provide the paperwork to the Chief Executive, within 10 school days of the Directions Conference.

If you decide to appeal the Chief Executive's decision to expel your child from all government schools, you must provide the paperwork to the Minister for Education, within 10 school days of the Directions Conference.

Contact details for more information

You can find out more about expulsion and the appeal process by:

- contacting your local education office
- calling the Department for Education on 8226 1000
- going to the Department for Education website at https://www.education.sa.gov.au/ and search 'expulsion'.

Additional supports

For additional support you can contact Parent helpline Phone 1300 364 100 (24-hour service).

If your child needs to talk to someone, you can encourage them to contact:

- Headspace
  Mental health support for children and young people aged 12 to 25 years. Phone: 1800 650 890.
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