

Student Management Policy



Plympton International College

This is a mandated policy under the operational policy framework. Any edits to this policy must follow the process outlined on the [creating, updating and deleting operational policies](#) page.

Overview

This policy outlines how Plympton International College staff support safe and positive behaviour and conditions for learning for children and young people from R-12 at Plympton International College.

Scope

The policy applies to all behaviour strategies and responses used by all staff for children and young people at Plympton International College

Detail

The purpose of the behaviour support policy is to:

- ensure effective, consistent and fair behaviour support for children and young people across education, early childhood and care services in the department
- help children and young people to be safely included and participate in learning in a positive way that respects other students and staff
- develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they can fully contribute in their learning environments, and to their wider community.

Children and young people's behaviours span a continuum including:

- positive, inclusive and respectful behaviours
- low-level, developmentally appropriate transgressions that test the boundaries of established rules, standards, and norms. These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and young people at a classroom and school level
- challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise. Behavioural responses include targeted interventions for the individual children and young people involved in addition to universal strategies
- complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.



Section 1 – Positive Conditions for Learning

At Plympton International College we believe that teachers have the right to teach and students have the right to learn. We encourage positive classrooms and relationships and intervene with inappropriate behaviours to set high expectations.

Our School Values are: Excellence, Innovation, Respect and Responsibility and our staff and families should aim to model these for our students.

Classrooms:

- School expectations are displayed in classrooms so that they are visible and can be referred to so as to redirect and remind students.
- 'Instructional Model' is at the heart of teachers' pedagogy so students are active learners.
- Classroom set up is considered and planned to support student learning and engagement.
- Teachers consistently intervene and "call out" low level, distracting behaviours to redirect learners in a timely manner.
- Teachers set clear boundaries for students so they know that there are immediate and reasonable consequences for actions.

Classroom Expectations

All students are expected to:

- Be prepared for lessons (laptops charged and bring books and stationery required)
- Arrive punctually for school and classes
- Wear correct uniform
- Follow teacher instructions
- Phones are 'off and away' and stored in lockers
- Follow the assigned seating plan
- Not eat or drink in class (water only)
- Keep the classroom tidy and put rubbish in the bin
- Speak respectfully to others
- Ask for help if you need it
- Use lesson time effectively

Section 2 – Behaviour interventions, supports and consequences

Staff are required to consistently address and intervene with behaviours that contravene the classroom expectations.

Actions that may be taken initially to redirect students to positive behaviours:

- Move or separate student
- Reminder about expectations
- Visual cues
- Speak to student about next step(s)

Teachers may also decide to put in place ‘unofficial’ consequences such as ‘community service’ or ‘catch up’ at lunch. This is to be supervised directly by the teacher as a way to make up time/change behaviours.

Level of behaviour	Different levels of behaviour (examples)
1	<ul style="list-style-type: none"> • Talking at inappropriate times • Using earbuds/headphones without permission • Not bring equipment, laptop or stationery • Chewing gum • Sitting in the wrong seat • Using inappropriate language
2	<ul style="list-style-type: none"> • Consistently distracting others and preventing them from doing work • Refusal to follow instructions • Throwing things across the classroom • ‘Name calling’
3	<ul style="list-style-type: none"> • Harassment or bullying of another student • Sexualised language • Swearing directly at a teacher or another student • Physical threats or violence

Reflection Room (Year 5-12)

If student fails to comply with classroom expectations, individual students may be sent to ‘Reflection Room’ (Years 5-12). Teachers will need to fill in the referral form and send to the Reflection Room.

Responsibilities:

Classroom Teacher – fill in form, enter onto Daymap under ‘Behaviour Record’ and contact home. Arrange a time to hold a restorative conversation with teacher.

Reflection Room teacher – hand out the restorative form, support students to fill in the restorative reflection form. Pass the written form to the College Office staff to enter onto EDSAS.

Student – attend the reflection room and fill in the restorative reflection form to take responsibility for behaviour and repair the relationship with the teacher.

Year level/head of school – tracking and monitoring of consistent and ongoing behaviours and intervening with ongoing concerns.

Parents/carers – follow up with student at home

Reflection Class (Years R-4)

If student fails to comply with classroom expectations, individual students may be sent to ‘Buddy Class’.

Extended Day (After School Catch up)

Should a student miss a deadline or not use time effectively in class, students may be given an 'extended day' where they remain on site to catch up.

Classroom teacher – Note on daymap and contact home to inform parents. Permission must be given for a student to remain behind normal dismissal time.

'Extended Day' teacher – record student attendance and inform referring class teacher. Support student with catch up.

Student: attend the extended day allocated in M9 and use the time effectively.

Year level/head of school – track and monitor and intervene where appropriate or necessary.

In case of emergency/critical incident

A 'Red Tag' is attached to key rings and may be used in cases of emergency ie critical incidents.

Teachers to send another student with the red tag key ring to the College Office for support.

Leaders are expected to attend the classroom urgently.

Suspension

The school can suspend if they believe on reasonable grounds that a student:

- has threatened or perpetrated violence
- 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)
- has acted illegally
- has interfered with the ability of a teacher to teach or of a student to learn
- 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
- shows persistent and wilful inattention or indifference to school work

Considerations:

Factors for consideration in the case of suspension:

- The severity and frequency of the misbehaviour of the student
- The student's prior record of behaviour and response to previous consequences
- If relevant, what adjustments have been made to support the participation of that student, or students with a disability
- If the suspension is likely to prevent future behaviours of concerns
- If the suspension (off-site) is safe in the student's circumstances
- A student has acted illegally (including any assault or perpetrating violence) the school must report the student's behaviour to the police. Phone **131 444**

Leaders should refer to the 'Consistent Responses' guidelines

Procedures:

- Students should document their version of events on the 'Incident Report Form'
- Witnesses should also document (both staff and students)
- Leader to explain the consequence to the child/young person
- Leader to phone home to report incident and suspension to parent and arrange a reconnection time
- Suspension (SU) entered into EDSAS and a suspension letter to be printed and sent home
- Suspension entered onto Daymap to mark attendance for appropriate number of days
- Suspension noted on Daymap and sent to teachers to inform them of absence and/or request school work on Daymap to work on at home

To return to school, a 'reconnection meeting' must be organised by the leader with the parent/carer and student to write a 'Student Development Plan'. This plan should be co-written together and have clear SMARTAR goals to support behavioural change as relevant.

The student cannot re-enter school until this meeting has been completed and the SDP has been signed.

Copy of SDP should be:

- Printed and given to parent/carer
- Printed and placed in student file
- Scanned and attached on Daymap with a note sent to teachers

Exclusion

The school can move to 'Suspension Pending Directions' for a student on the grounds of:

- Extreme violence or assault
- Sexualised behaviour or assault
- Illicit drug use or possession
- Ongoing suspensions accrued (5 x suspension or 15 days)
- Other serious offences that warrants a serious consequence
- A student has acted illegally (including any type of assault, drug involvement or perpetrating violence) the school must refer student's behaviour to the police. Phone **131 444**

Leaders should refer to the 'Consistent Responses' guidelines and discuss SE with the Deputy Principal or Principal

Procedures:

- Students should document their version of events on the 'Incident Report Form'
- Witnesses should also document (both staff and students)
- Leader to explain the consequence to the child/young person
- Leader to contact Behaviour Coach to arrange a time and date for 'Directions Conference' within the 5 days of suspension
- Leader to phone home to report incident, 5 days suspension pending directions to parent
- Suspension pending exclusion (SE) entered into EDSAS and a suspension letter to be printed and sent home via registered post.
- Suspension entered onto Daymap to mark attendance for appropriate number of days
- Suspension noted on Daymap and sent to teachers to inform them of absence and/or request school work on Daymap to work on at home

Directions Conference

A conference must be arranged with the Head of Years, DP or Principal, Behaviour Support Coach, Parents/carers and student within 5 days of the incident on school grounds.

- Directions conference to be led by DfE Behaviour Support Coach
- Perspectives and explanation sought
- DP or Principal make a decision on whether to move to an exclusion (EX) or standalone suspension (SN)

Stand Alone Suspension

- Meeting becomes a reconnection and a Student Development Plan must be completed, a copy printed and signed for parents and file and uploaded to Daymap.
- EDSAS (SU) to be updated to (SN)

Exclusion

- Exclusion period is determined by school (4 to 10 weeks)
- Placement options are explored – Learning Centre, Exclusion to Home, Exclusion to another site
- EDSAS (SE) is to be updated to (EX)
- Date is worked out for review and reconnection and/or safety and risk plan for student to return to site.

Supporting information

Related legislation

Education and Children's Services Act, 2019

https://www.legislation.sa.gov.au/_/legislation/lz/c/a/education%20and%20childrens%20services%20act%202019/2023.08.31/2019.19.auth.pdf

Related policies – DfE

Behaviour Support Policy

<https://www.education.sa.gov.au/policies/pdf/behaviour-support-policy.pdf>

Responding online safety incidents in South Australian schools

https://www.education.sa.gov.au/_data/assets/pdf_file/0003/594246/responding-to-online-safety-incidents-in-south-australian-schools-guideline.pdf

Sexual Behaviour in children and young people procedure and guideline

<https://www.education.sa.gov.au/policies/pdf/sexual-behaviour-in-children-and-young-people-procedure-and-guideline.pdf>

Suspension, Exclusion and Expulsion of students procedure

<https://www.education.sa.gov.au/policies/pdf/Suspension,-exclusion-and-expulsion-of-students-procedure.pdf>