

Responsible Behaviours Policy

At Wirreanda Secondary School, we as a learning community play a critical role in forming the attitudes, values and habits of mind that will largely direct student behaviours and choices as adults¹. For many of our students, parents, carers and teachers are key for the development of their understanding regarding how to behave, communicate and collaborate in different contexts, both formal and informal. This responsible behaviours policy is based on the following shared principles:

- All individuals and groups should be treated with respect at all times
- Individuals must accept responsibility for their own behaviour according to their developmental ability.

The Responsible Behaviours Policy is a whole school approach that:

- Promotes positive school culture and our school values of Responsibility, Achievement, Respect and Honesty
- Increases student wellbeing and learning
- Creates a safe environment for all
- Creates an environment where positive behaviour and learning are expected
- Acknowledges that Wirreanda Secondary School is a White Ribbon and Safe School Coalition site and promotes respectful relationships amongst all members of the community.

Responding to Unacceptable Behaviour:

Responses to unacceptable behaviour will not always follow a set sequence to allow for appropriate personalised responses. There is a degree of flexibility and allowance for individual situations and needs. However, clear guidelines do exist for teachers and students regarding actions in response to inappropriate behaviour.

Students are expected to behave in respectful, caring and responsible ways at all times. When they do not, processes to respond to inappropriate behaviour will ensue.

¹ "SUCCESSFUL SCHOOLS FOR ADOLESCENTS" - National Middle School Association

Supporting Responsible Behaviours

Year Level Leaders, Counsellors and the broader Leadership Team have a shared responsibility to support staff, students and parents/caregivers in responding to unacceptable behaviours via the following approaches.

1. **Responding to in class behaviour:** empowering students to see the behaviour as their choice through various strategies.
2. **Time Out:** very short periods of time out from classrooms before being welcomed back in.
3. **Buddy System:** teachers working with colleagues to support each other in developing positive behaviours.
4. **Lunchtime Community Service:** to provide students with an opportunity to amend and/or repair the harm caused to the school culture through community service and contribution back to the school.
5. **After School Work Completion Wednesdays & Thursdays 3:20-4pm:** to respond to students "opting out" of learning and not completing/attempting work.
6. **Active Roaming Duty- ARD:** The purpose of the rostered ARD leader is to be active around the school, learning areas and classrooms to support students in their positive behaviour choices.
7. **The Zone:** this space will be situated in the administration area and will be utilised as the last resort before serious consequences such as take homes or suspensions are explored. Students may be sent to the zone from class if previous interventions were not successful.
8. **Take Home:** if a restorative resolution cannot be achieved, a student will be given a take home in which Parents/caregivers are requested to collect the student as soon as possible. A meeting with the parent will follow at an arranged time.
9. **Suspension:** the student does not attend school, or school related activities, for a period of up to 5 days. A parent/caregiver and student meeting will occur with the Year Level Leader prior to the student returning to school.