Underdale High School’s Behaviour Support Policy and Procedures outline the behavioural expectations of students and how staff, parents and caregivers will support positive behaviour and the safe inclusion of young people in learning. Underdale High School’s policy and procedures are aligned with the Education Act 1972, Education Regulations 2012, the Department for Education Behaviour Support Policy and the school values of Resilience, Optimism, Courage and Knowledge.

Children and young people’s behaviours fall along a continuum. This means behaviour can range from safe to unsafe.

All along the continuum, the policy and practice approach is proactive, consistent, responsive and tailored to the child or young person’s needs.
Underdale High School staff will support safe inclusion of young people in learning through our school values:

**Resilience**

We show adaptability, persistence and commitment to learning and in our relationships with others

- We will repair and restore relationships harmed by behaviours of concern
  - Young people who have acted inappropriately recognise the impact of their actions. They have the chance to apologise and express remorse. They have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.
  - Implement restorative approaches.

**Optimism**

We contribute to a positive school culture and image

- We will promote, model and support productive and positive behaviour
  - Promote a school wide positive behaviour approach. We will work on this with our Governing Council, staff, young people, parents and carers.
  - Display behavioural expectations. Share these with young people, parents and carers on our website.
- We will respond to behaviours visibly and fairly. Responses will help grow confidence and trust
  - Respect personal information of the parties involved when behaviour concerns are raised.
  - Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.
  - Tailor behaviour responses to meet the needs of young people’s circumstances.

**Courage**

We show integrity and responsibility in keeping ourselves and others safe

- We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible
  - Staff use proactive strategies to co-regulate young people to prevent behaviours of concern.
- We will create safety and wellbeing for people involved in behavioural incidents, and others repair and restore relationships harmed by behaviours of concern
  - Provide strategies to reduce the risk of harm to young people and staff following behavioural incidents.
  - Refer young people, staff and others who have been harmed by unsafe behaviours to external counselling services.

**Knowledge**

We apply critical thinking and creativity to teach and learn from one another

- We will explicitly teach positive behaviour and expectations about behaviour
  - Create predictable structures and routines in the learning environment. This guides young people in how to positively participate in learning.
  - Teach young people self-awareness, self-management, social awareness and social management.
  - Withdrawal spaces are provided for young people to use as needed. These spaces are supervised by an educator. The educator supports young people to feel safe and calm and return to their learning environment when they are ready.
- We will work with young people, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person’s behaviour. We will draw on these people to support positive behaviour change
  - Value young people’s perspectives. Seek their ideas when developing behaviour supports.
  - Engage young people and families to understand possible reasons for behaviour.
  - Use case management and Team Around the Child approaches to coordinate, assess, plan, monitor and review behaviour interventions.
### Student Responsibilities

**Respect the right of teachers to teach and other students to learn**
- Listening to teachers when giving instructions
- Following teacher instructions
- Respectfully interact with peers and teachers
- Respecting classroom expectations
- Having a charged laptop

**Use class time effectively to complete set work**
- Trying your hardest to complete work not being distracted by others
- Working cooperatively during group tasks
- Being punctual and ready to learn
- Asking questions and engaging with learning task
- Looking at Daymap for work being set
- Being prepared for all lessons, leaving phone in locker
- Improving achievement grades
- Setting and achieving learning goals
- Respectfully listening, sharing thoughts and opinions
- Allocating responsibilities fairly and contribute equally to a group task
- Respecting contributions of others
- Collaborating with others

**Remain on school grounds during school hours**
- Staying on school grounds
- Familiarising yourself and follow the sign in/out policy
- Attending all classes and seeking permission before leaving

### Parent/Caregiver Responsibilities

**Reinforce the value of education and safe behaviours**
- Supporting the learning space at home
- Attending parent interview evenings
- Contacting subject teachers to discuss your child’s subject progress
- Regularly checking Daymap, helping with homework
- Volunteering at school, if available
- Engaging in specialist support through student support services and external organisations
- Keeping contact details updated with the school
- Respectfully communicating with all school staff

### Teacher Responsibilities

**Communicate and interact effectively with students and engage in Restorative Practices to address issues/ conflicts**
- Giving every student the opportunity to be heard and be listened to
- Asking for help in facilitating restorative conversations and meetings
- Apologising and use of restorative practices with an external facilitator
- Respectfully interact with students and parents in a private space to negotiate agreed behaviours of teacher and student
- Working with students to discuss and resolve issues that have arisen

**Work in partnership with parents/ caregivers and Wellbeing Team to support the participation, wellbeing and behaviour of all students**
- Following up promptly with parent, documenting in Daymap as necessary
- Taking care to use appropriate tone with students
- Following up with wellbeing team
- Encouraging parent/teacher meetings and communications
- Accurate and timely communication of student progress
- Working with parents to discuss and resolve issues that have arisen
- Constructive feedback to parents approaching issues holistically

### Student Wellbeing Team Responsibilities

**Year Level and Learning Area Leaders collaborate to develop differentiated curriculum which will meet the individual needs of students**
- Students are engaged with their learning
- Differentiating for students who have a diverse range of needs

**Provide leadership and / or external assistance to facilitate restorative processes to resolve issues where staff and young people are directly involved.**
- Networking with external agencies
- Developing safety plans for students at risk
- Providing safe spaces for students to access

**Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.**
- Know the Department for Education’s policies of suspensions and exclusions
- Appropriate referrals to alternative learning options
- Familiarising yourself with the different interagency support services available for students
### Student Responsibilities

#### Examples of Successful Personal Behaviours

- Treat others with kindness, respect and inclusiveness.
  - Being nice
  - Respectful use of tone of voice, volume and word choice
  - Respecting the school values

- Behave in a manner that reflects the school values and expectations in all activities
  - Consistently doing the right thing
  - Keeping the school values in high regard

- Wear the agreed school uniform
  - Wearing the uniform with respect from the broad range of uniform options available, this includes the PE uniform

- Responsible waste management
  - Don’t put food waste and rubbish in the paper recycling boxes
  - Using appropriate bins for all rubbish and/or recycling
  - Recycling or reusing
  - If a teacher asks you to pick up rubbish, pick it up
  - Respecting food and not wasting it

### Parent/Caregiver Responsibilities

#### Examples of Successful Personal Behaviours

- Ensure school uniform policy is followed
  - Familiarising yourself with the policy
  - Purchasing the correct school uniform
  - Supporting your child to be prepared to wear the appropriate school uniform each day

- Work collaboratively with the school to resolve concerns about behaviour
  - Discussing issues with the school as soon as possible
  - Supporting your child’s best interest to continue to attend school while a behaviour issue is being resolved
  - Accessing Daymap to monitor learning and behaviour

- Show and encourage safe, respectful and inclusive relationships with: their own children; other young people; other parents and carers and staff.
  - Developing family home routine to discuss what has been happening for your child both at school and at home
  - Listening to concerns that may be raised by your child’s peers or other parents

- Know about our behaviour support policy and procedure. Know how to identify and report behaviours that are concerning or unsafe.
  - Referring to the school website to keep up to date with all school policies, [https://www.underdale.sa.edu.au/](https://www.underdale.sa.edu.au/)

### Teacher Responsibilities

#### Examples of Successful Personal Behaviours

- Model and promote behaviour that values diversity, demonstrates respect, inclusion and promotes a positive school climate
  - Role modelling respectful communication
  - Teaching that failure is a part of learning
  - Providing opportunity for students to improve
  - Relevant, fun learning
  - Consistently applying consequences

- Provide timely intervention in response to behaviours of concerns
  - Contacting parent/caregiver to discuss
  - Consulting with parents and students to implement appropriate strategies

### Student Wellbeing Team Responsibilities

#### Examples of Successful Personal Behaviours

- Foster positive relationships between parents, teacher and students to support students
  - Setting common goals, strategies to achieve goals measuring outcomes and reviewing the effectiveness of strategies
  - Parents accessing Daymap
  - Offering a wide range of learning pathways eg VET

- Provide opportunities for students to actively participate in the wider school community
  - Promoting students in becoming active participants in wider community
  - Students achieving success and acknowledgement through ROCK cup house system
  - Providing opportunities for student volunteering within the community

---

**OPTIMISM**

We contribute to a positive school culture and image.
### Student Responsibilities

**Examples of Successful Personal Behaviours**

- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Reporting unlawful behaviour to the appropriate authorities
- Not being involved in the use of illegal items
- Not participating in activities which involve alcohol, cigarettes or illicit drugs
- Using other’s property with permission and care
- Safely intervening to stop behaviours of concern
- Immediately seeking help from adults to intervene
- Reporting cyberbullying, do not film
- Understanding your rights and responsibilities when using online platforms
- Support friends to speak to their Year Level Leader
- Immediately seek help from an adult to support young people when you observe behaviours of concern

### Parent/Caregiver Responsibilities

**Examples of Successful Personal Behaviours**

- Work collaboratively with the school to report health issues, concerns about behaviour and any other relevant issue
- Being a good role model
- Building positive supportive relationships with their young child
- Preparedness to support the right consequence and promote integrity
- Making sure their child keep coming to school while a behaviour incident is being resolved
- Reporting behaviours of concern and not personally approaching other young people or parents
- Understanding and respecting that the school can not share information about other children
- Phoning or emailing the school in a timely manner (within 3 days) to communicate illness or issues
- Contacting the school to check on your child’s progress
- Monitoring and supervising your child’s social interactions (including online)
- Talking to your child about safety issues, including unsafe behaviour and how to stay safe
- Promoting the same message as our school
- Promoting positive and appropriate use of electronic devices
- Being prepared for all lessons
- Setting learning goals
- Providing feedback to parents/caregivers about student progress

### Teacher Responsibilities

**Examples of Successful Personal Behaviours**

- Interrupt behaviours of concern and redirect students to the preferred behaviour.
- Describing behaviours to help students understand what they are doing that is problematic
- Treating everyone with equity and equality
- Supporting students to develop and practice the skills required to maintain the preferred behaviour
- Referring to responses chart for appropriate consequence
- Consistently implement all UHS policies in a fair and just manner
- Promoting a safe, inclusive and supportive learning environment
- Timely intervention
- Initiating restorative meetings with staff and students
- Facilitating meetings with all relevant people
- Inviting parents to school assemblies
- Reporting unlawful behaviour to the appropriate authorities

### Student Wellbeing Team Responsibilities

**Examples of Successful Personal Behaviours**

- Foster positive relationships between parents, teachers and students to support the management of student behaviour
- Timely intervention
- Initiating restorative meetings with staff and students
- Facilitating meetings with all relevant people
- Inviting parents to school assemblies
- Reporting unlawful behaviour to the appropriate authorities

---

**COURAGE**

We show integrity and responsibility in keeping ourselves and others safe
### Student Responsibilities

<table>
<thead>
<tr>
<th>Example of Successful Personal Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening to instructions without challenging the staff member</td>
</tr>
<tr>
<td>• Complying with the instruction</td>
</tr>
</tbody>
</table>

### Parent/Caregiver Responsibilities

<table>
<thead>
<tr>
<th>Example of Successful Personal Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responding to texts related to lateness or absences</td>
</tr>
<tr>
<td>• Encouraging your child to be punctual</td>
</tr>
<tr>
<td>• Communicating known absences to the school early</td>
</tr>
<tr>
<td>• Where possible, appointments are made out of school time (eg medical, dentist)</td>
</tr>
<tr>
<td>• Complying with Department for Education and UHS policies including the Responsible Behaviour Policy</td>
</tr>
<tr>
<td>• Familiarising yourself with school’s special events and daily routines</td>
</tr>
</tbody>
</table>

### Teacher Responsibilities

<table>
<thead>
<tr>
<th>Example of Successful Personal Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Delivering content in multimodal forms</td>
</tr>
<tr>
<td>• Using a range of methodology and differentiation to support the broad range of learners and meeting individual learning styles and needs</td>
</tr>
<tr>
<td>• Delivering the Child Protection Curriculum (CPC)</td>
</tr>
<tr>
<td>• Using student voice in designing the classroom learning</td>
</tr>
<tr>
<td>• Getting to know your students, clearly teaching values, providing feedback and safe and inclusive behaviours</td>
</tr>
<tr>
<td>• Daymap is used to outline lessons, assessment tasks/grades, providing access to student resources</td>
</tr>
</tbody>
</table>

### Student Wellbeing Team Responsibilities

<table>
<thead>
<tr>
<th>Example of Successful Personal Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monitoring of student referrals – detention, Supported Learning Centre, Daymap alerts</td>
</tr>
<tr>
<td>• Regular spotlight training for staff throughout the school year</td>
</tr>
</tbody>
</table>
Behaviours of concern:
- are challenging, complex or unsafe behaviours
- are more serious, happen more often or last a long time
- significantly interrupt learning for the child or others
- could put the child or others in danger
- need consistent guidance and support.

Behaviours that disrupt learning or safety will always receive a response that considers:
- the needs of the child or young person with behaviours of concern
- other people’s rights to learning and safety.

Educator responses:
- Provide quality differentiated teaching practice. This is a way to meet each child and young person's learning styles and needs. For example, the teacher plans ahead to clearly teach values and safe and inclusive behaviours.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Interrupt behaviours of concern and redirect students to the preferred behaviour.

Leader responses:
- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impacts relationships at Underdale High School
- Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.
- Report criminal offences to the police.
- Provide leadership and / or external assistance to facilitate restorative processes to resolve issues where staff and young people are directly involved.

Department level responses:
- Negotiate other learning options away from school to make sure the school community is safe. This is after we consider other options to reduce danger.
- Support staff and local leadership in how they respond to a child or young person.

Underpinning this Policy:
- UHS Acceptable Use of Learning Technologies Policy
- UHS Bullying and Harassment Policy
- UHS Electronic Device Policy
- UHS Uniform Policy
- UHS Attendance Policy
- UHS Homework Guidelines
- UHS Summative Deadlines Guidelines
<table>
<thead>
<tr>
<th>Response</th>
<th>Student Behaviour</th>
<th>Staff Responsibility</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Warning</td>
<td>• Low level inappropriate behaviour</td>
<td>All Teaching Staff: • Verbal reminder to student</td>
<td>• Respectfully respond to teacher request</td>
</tr>
<tr>
<td>Time Out (less than 5 minutes)</td>
<td>• Low level behaviour</td>
<td>All Teaching Staff: • Discuss concerns with student</td>
<td>• Quietly stand outside the room</td>
</tr>
<tr>
<td>Yard Duty</td>
<td>• Lateness to school and class</td>
<td>All Teaching Staff: • Discuss behaviour concerns with student</td>
<td>• Complete the yard duty and/ or take action to resolve issue</td>
</tr>
<tr>
<td>Uniform Notice (Yard Duty)</td>
<td>• Low level inappropriate behaviour class/ yard incident</td>
<td>All Teaching Staff: • Complete Yard Duty Slip</td>
<td>• Complete the yard duty slip to issuing teacher</td>
</tr>
<tr>
<td>Notice of Subject Progress</td>
<td>• Not meeting uniform requirements</td>
<td>All Teaching Staff: • Discuss uniform concerns with student</td>
<td>• Return signed Yard Duty Slip to issuing teacher</td>
</tr>
<tr>
<td>Buddy Class</td>
<td>• Inappropriate low-level behaviours that continue after warning</td>
<td>All Teaching Staff: • Negotiate with another staff member to send student to buddy class prior to lesson</td>
<td>• Respectfully follow teacher instruction</td>
</tr>
<tr>
<td>Student Learning Plan</td>
<td>• Repeated issues with regard to behaviour or subject progress</td>
<td>Teaching Staff in consultation with Year Level Leader: • Discuss behaviour concerns with student</td>
<td>• Work towards achieving set goals and desired learning outcomes</td>
</tr>
<tr>
<td>After School Detention</td>
<td>• Truancy/ repeated lateness</td>
<td>All Teaching Staff: • Discuss concerns with student</td>
<td>• Attend review meetings and take action to resolve issues</td>
</tr>
<tr>
<td>Supported Learning Centre (SLC)</td>
<td>• Repeated issues in class</td>
<td>All Teaching Staff: • Complete referral form</td>
<td>• Attend detention at designated time</td>
</tr>
<tr>
<td></td>
<td>• Non-completion of work</td>
<td>• Complete a learning plan with achievable student goals and expected outcomes</td>
<td>• Complete set work during detention</td>
</tr>
<tr>
<td></td>
<td>• Work not at a satisfactory standard</td>
<td>• Regular review meetings with student and parent/ caregiver</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not following Learning Plan (YLL)</td>
<td>• Attend meeting with parent/ caregiver</td>
<td></td>
</tr>
<tr>
<td>Red Card</td>
<td>• Unsafe behaviour</td>
<td>All Teaching Staff: • Send reliable student to Front Office with Red Card</td>
<td>• Go immediately to SLC</td>
</tr>
<tr>
<td></td>
<td>• Absolute refusal to follow teacher instructions</td>
<td>• Red Card Leadership to remove student from class</td>
<td>• Work quietly on class work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inform YLL to discuss further consequences</td>
<td>• Attend restorative meeting at designated time</td>
</tr>
<tr>
<td>Internal Suspension</td>
<td>• Persistent and wilful inattention/truancy</td>
<td>Year Level Leader: • Complete Daymap Record/ notify staff via email</td>
<td>• Attend SLC at designated time</td>
</tr>
<tr>
<td></td>
<td>• Interfered with the rights of others</td>
<td>• Notify parent/ caregiver: phone</td>
<td>• Stay within allocated area for Break times</td>
</tr>
<tr>
<td></td>
<td>• Non-completion of detention/ SLC</td>
<td>• Negotiate to complete Internal Suspension as Community Service</td>
<td>• Quietly complete class and assessment work as set in Daymap</td>
</tr>
<tr>
<td></td>
<td>• 5 behaviour referrals in a term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Suspension</td>
<td>• Persistent and wilful inattention/ truancy</td>
<td>Executive Team in consultation with Year Level Leader: • Complete Daymap Record/ notify staff via email</td>
<td>• Attend meeting with parent/ caregiver at designated time</td>
</tr>
<tr>
<td></td>
<td>• Interfered with rights of others</td>
<td>• Notify parent/ caregiver: phone/ registered letter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Threatened safety/ wellbeing of others</td>
<td>• Re-entry meeting with student and parent/ caregiver</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Acted illegally</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Threatened good order of the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusion</td>
<td>• According to Department for Education guidelines</td>
<td>Principal: • Complete Daymap Record/ notify staff via email</td>
<td>• Attend meeting with parent/ caregiver at designated time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Notify parent/ caregiver: phone/ registered letter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Meeting with student and parent/ caregiver</td>
<td></td>
</tr>
<tr>
<td>Expulsion</td>
<td>This is initiated by the Department for Education Support Services in accordance with the expulsion guidelines</td>
<td>Department for Education: • Notify parent/ caregiver: phone/ registered letter</td>
<td>• Attend meeting with parent/ caregiver at designated time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Meeting with student and parent/ caregiver</td>
<td></td>
</tr>
</tbody>
</table>