

RESPECTFUL BEHAVIOUR PROCEDURE

Purpose

Nuriootpa High School values the rights of all students and staff to learn within a safe and supportive environment. We recognise students have a variety of individual circumstances that may contribute to their behaviour choices at school. Our Respectful Behaviour procedures educate, redirect and support students to maintain a safe and predictable school environment where everyone can learn.

This procedure works in conjunction with the school's Universal Behaviour Expectations (UBE) underpinned by Positive Behaviours for Learning (PBL), Restorative Practices and Trauma informed practice. It also works alongside other key school policies including Bullying Prevention Policy and Plan, Student Mobile Phone and Personal Device Policy, Uniform Policy and Behaviour Support Process.

Roles and Responsibilities

Students

- Be familiar with and uphold school policies and Universal Behaviour Expectations (UBE) - see Table 1.
- Take ownership and responsibility for own behaviour at all times, as outlined in Table 2.
- Respectfully follow any consequences given for behaviour choices.
- Seek support from member/s of staff to address and resolve issues and challenges.
- Act in a safe and legal manner.
- Act in a respectful manner.
- Use mobile phone and other technologies in a safe and appropriate manner.
- Respectfully follow any consequences given for behaviour choices (see Appendix 1).

Parents/Caregivers

- Work in partnership with the school to uphold Universal Behaviour Expectations (UBE).
- Communicate relevant attendance, engagement, learning, wellbeing, health and other important information with the school.
- Seek support from subject teacher/s to address and resolve issues in the first instance. If needed, seek support from the Year Level Team or a member of the Leadership team.
- Promoting and modelling respectful and responsible behaviour.
- Support the school by respecting the right of the school to apply appropriate consequences for their child for inappropriate behaviour choices.
- Respect that the school can only discuss their child and not other children.
- Be responsive to school initiatives and strategies.
- Undertake positive and student focussed communications with school staff.

- Support student(s) to manage and appropriately use devices including mobile phone and laptop. Acknowledge and celebrate positive student behaviours.
- Utilise school procedures for complaints and grievances to respectfully resolve issues.

Staff (see Appendix 1)

- Role model respectful communication.
- Understand and support implementation of school policies and Universal Behaviour Expectations.
- Responsible for consistent implementation of the Universal Behaviour Expectations and referring to them when addressing behaviours.
- Using proactive strategies to support students to be successful.
- Develop and foster positive relationships with students and families.
- Communicate and interact respectfully with students and families.
- Create engaging and rigorous learning opportunities.
- Encourage positive student behaviour.
- Acknowledge and celebrate positive student behaviour.
- Communicate with families about positive behaviours demonstrated by their child.
- Adhere to Department for Education protective practices guidelines, public sector code of ethics and model expected behaviours.

Leaders

- Role model respectful communication.
- Support consistent implementation of school and Universal Behaviour Expectations throughout NHS. Enable students and families to be involved in behaviour follow-up.
- Provide professional development opportunities for staff in relation to behaviour.
- Support restorative conversations between appropriate parties.
- Involve regional and inter-agency services to provide relevant support for staff, students and families

Table 1: Universal Behaviour Expectations

Respect for learning	• Allow students to learn and teachers to teach. • Be organised and take responsibility for our learning. • Arrive on time and remain in home group, SD and all classes. Participate in and complete all set tasks in class. • Meet deadlines.
Respect for yourself and others	• Speak and act appropriately towards others. • Always use language, volume and tone of voice appropriate for the learning environment. • Follow instructions in a timely manner. • Care for everyone's health and wellbeing. • Follow the school uniform policy.
Respect for the environment	• Use the correct bins and keep our school clean and tidy. Recycle and use resources wisely. • Use ICT (laptops etc) for subject related purposes. • Use school facilities and equipment safely and appropriately.

Table 2: Examples of expected behaviours

• Task focused discussion in class • Cooperation • Using property correctly • Being mindful of others • Speaking respectfully • Leaving class with permission • Following the mobile phone policy • Following other school policies • Completing set tasks • Staying on task • Following instructions	• Respecting other students' right to learn • Treating everyone as equals • Being prepared for lessons • Being safe physically • Picking up after self • Being on time • Staying on school grounds • Taking responsibility for actions • Demonstrating Universal Behaviour Expectations (UBE)
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Key Operational Points of our Behaviour Support Process

- The Universal Behavioural Expectations (UBE) serve to provide clear expectations for all members of our school community. They are important in ensuring that all students, staff and families can follow our behaviour expectations and processes.
- Students are expected to follow the Universal Behaviour Expectations and to be reflective if they have had difficulty abiding by them.
- Teachers will be provided with a range of “in-class” responses to support students to redirect/replace their behaviours and refocus on their learning. NB: It’s important that staff are aware of individual student plans and the strategies identified to support students to be learning ready.
- When the need arises, restorative conversations will occur. These conversations serve to strengthen/repair the relationship between the student and staff as well as identify support that may be required. This is considered a two-way process, and it is acknowledged that behaviours and practices of the staff member may also need to be modified for productive learning to occur. A record of this meeting will be recorded on DayMap (Incident and Restorative Action Record) and parent(s)/caregiver(s) notified.
- As part of the school’s philosophy of providing opportunities for students to take responsibility for their own behaviours, parents/ caregivers will only be contacted by the school for the second stage of the process i.e. Teacher, student, parent unless circumstances require earlier contact.
- Internal placement provides the school with the time necessary to develop further support structures in partnership with parents and students to re-engage the student in their learning and develop plans as needed.
- Suspension provides the school and family with the time necessary to develop further support structures/plans in partnership with parents and students to re-engage the student. The reconnection process involves the student, parents/caregivers and a member of the leadership team. Other staff and interagency representatives may also be involved. Parents are expected to attend re-connection meetings following the student being suspended or excluded. Reconnection back into learning will not occur until this meeting has occurred.
- Exclusion provides the school and family with the time necessary to develop further support structures/plans in partnership with parents and student to re-engage the student. The Notice of Direction Conference involves the student, parents/caregivers and the Principal or Deputy Principal. Other leadership or staff and interagency representatives may also be involved. Parents are required to attend the Notice of Directions Conference following the student being suspension pending directions. Reconnection back into learning will not occur until this meeting has occurred.



- If at any stage students or parents/caregivers are not satisfied with the process, they can use the Department for Education's Customer Feedback Procedure which can be found on the school's website.

Levels of behaviour intervention are a guide, depending on the severity of an incident, which will determine the escalation of the response.

“Behaviour is a form of communication; everyone communicates through behaviour!”

Ask yourself: What is the student's behaviour telling me? What can I do? What can we do? The behaviour is the tip of the iceberg. To make changes, it is important to understand what lies beneath.

For further information around the [Department for Education Suspension, Exclusion and Expulsion \(SEE\) Procedures](#)

Last updated: 2025

Appendix 1 – Levels of behaviour intervention

Tier 1: Teacher and student	Examples of behaviour	Proactive & refocus strategies	Interventions	Actions / Follow up
	Low level and off task behaviour e.g.: - Talking in class - Not completing set task - Distracting other students - Work avoidance - Not following instruction - Not following UBE - Uncooperative - Misuse of property - Noises - Accessing mobile phone without permission or an exemption	- Active circulation around the room - Positively phrase - e.g instead of "You're wrong" use "Not quite, but a good try" - Giving positive reinforcement - Use caring, supportive tone Acknowledgement - Completing yellow card/sticker - Checking in with each student - Redirect behaviours - Reminder of task - Stay calm and speak calmly - Use effective non-verbals - Give simple clear instructions - Ask student how you can help - are there any barriers? - No back and forth – offer choices - Offer to meet with the student later to talk, instead of in front of everyone	If proactive or refocus strategies are unsuccessful: - Move seat in class - Loss of break time - Confiscation of phone and parent contacted - If student is having difficulty engaging use 'curious' questions to find out why - If the student is not doing any work but isn't disruptive, give the student option to do work now or in own time, choice is theirs.	Teacher and student follow up: Respectful and solution focused conversation between teacher and student-together what can we do to support you to be successful? - Record on DayMap - Identify patterns to student's behaviour

Tier 2: Teacher, student and parent	Examples of behaviour	Proactive & refocus strategies	Interventions	Actions / Follow up
	Persistent low level and off task behaviours as per Tier 1, or: - Not following policies - Accessing mobile phone without permission of exemption after warning - Avoiding completing tasks - Verbal abuse - Missing class - Defiant - Leaving class without permission	Proactive strategies as per Tier 1, including: Supportive plans in place with student voice	If proactive/refocus strategies unsuccessful: - Checking in with the student - If student is having difficulty engaging use 'curious' questions to find out why - Move seat in class or another working space within the classroom - Remove the student from the classroom (approx. 2-5 Minutes), ensuring they remain in line of sight - Refer students to time out for a period of time (Before sending student out what strategies have you tried?) - If student is refocused/reset for learning to return to class - Confiscation of phone - internal placement - parents contacted	Teacher, student and parent follow up: - Communication with parent/caregiver (phone, email, diary note, DayMap) - Teacher, parent/caregiver, and student solution focused discussion to occur between teacher and the student - Teacher to set, supervise and follow up community service (yard duty, recess or lunch) - Teacher documents behaviour in DayMap

Tier 3: Leader, teacher, student and parent	Examples of behaviour	Proactive & refocus strategies	Interventions	Actions / Follow up
	Persistent low level and off task behaviours as per Tier 1 and 2, or: • Theft • Bullying • Harassment (sexual, racial, homophobic, religious, disability) • Threatened violence/gestures • Sexual behaviour • Physical assault major, physical contact (staff, student, other) • Actual violence using a weapon (furniture, knife) • Property destruction • Cyber crime • Illicit/illegal drugs (possession, use, distribution) • Vaping • Unsanctioned drugs (tobacco) • Ongoing use of mobile phone	Proactive strategies as per Tier 1 and 2, including: • Supportive plans in place with student voice • Check in/check out person • Adjustments made with work • Modified timetable • Involvement in programs targeting students' needs • Wellbeing	School leaders engage directly with the student and family. • Responses may include: Immediate take home, internal placement, suspension, directions pending exclusion, exclusion • Assistant Principal/Deputy Principal/Principal to determine appropriate response based on all relevant factors • Confiscation of phone - suspension	Teacher, student and parent follow up: • Communication with parent/caregiver (phone, email, diary note, DayMap) • Teacher, parent/caregiver, and student solution focused discussion to occur between teacher and the student • Teacher to set, supervise and follow up community service (yard duty, recess or lunch) • Teacher documents behaviour in DayMap