



Behaviour Support Process

Nuriootpa High School follows a Positive Behaviour for Learning (PBL) framework based on positive psychology, trauma informed-practice and a restorative practice philosophy.

Our school behaviour expectations, which are guided by our school values, have been developed to align with our PBL practice.

GROWTH

- We develop by being curious, reflective, and open to learning.
- We take responsibility and are accountable for our actions.
- We give our best effort, keep trying, and step up to challenges.

RESPECT

- We show kindness in our words, actions, and relationships.
- We are empathetic, compassionate, and value diversity.
- We support and look out for each other, treating others the way we would like to be treated.

RESILIENCE

- We are flexible and adapt to change.
- We persevere, show determination, and keep going even when it's hard.
- We learn from mistakes and take opportunities to improve.

Through these we aim to model and teach positive behaviours. Staff will consistently respond to inappropriate behaviour with appropriate consequences and restorative practices, which provide students with opportunities to be accountable for their own behaviour choices. Some students with additional or complex needs, including students in our Inclusive Education Centre, will have an individualised Behaviour Support Plan in place.

Parents, caregivers, teachers and support staff are expected to uphold and model these values for the benefit of our school community.

1. Establishing a safe, orderly and productive classroom

1.1 Student responsibilities

1.1.1 Follow the Universal Behaviour Expectations.

1.1.2 Follow the instructions of teachers and support staff and ask questions for clarification.

1.1.3 Be proactive in their learning.

In response to inappropriate classroom behaviour:

1.1.4 Engage in the formal conversation process.

1.1.5 Accept responsibility for their actions after receiving the Formal Warnings.

1.1.6 Positively re-engage with the learning process.



1.2 Teacher Responsibilities

1.2.1 Explicitly teach and model the Universal Behaviour Expectations in their learning area and home group.

1.2.2 Give recognition of positive behaviours by:

- Giving positive reinforcement verbally
- Completing a Yellow Card/Sticker
- Issuing house point/s
- Completing a positive behaviour record on DayMap
- Making a positive parent phone-call

1.2.3 Revisit the expected behaviours to clarify the Universal Behaviour Expectations and seek clarification if the need arises.

1.2.4 Seek support from relevant leader (including Faculty Leader, Line Manager or Year Level Team) to enable these responsibilities.

1.2.5 Utilise “in class” management processes and establish a safe, orderly and productive classroom.

1.2.6 Communicate with the student about behaviour and give First Formal Warning.

1.2.7 If the disruptive behaviour persists, discussion with the student and a Final Formal Warning is issued where student has the opportunity to respond to behaviour correction.

1.2.8 Where continued behaviour does not meet the classroom expectations, a formal Time Out referral will be issued.

1.2.9 If an incident is serious and needs an urgent response, a teacher will contact the Front Office for a member of the Executive Team to assist.

1.3 Faculty Leader responsibilities

1.3.1 Discuss classes and student combinations with faculty members prior to the beginning of the semester.

1.3.2 Discuss lessons plans, support with observations, behaviour management intervention strategies including feedback, buddy class placement, co-ordinator supervision.

1.3.3 Communicate with YL team/AP/DP regarding further behaviour intervention strategies.

1.4 Year Level Team responsibilities

1.4.1 Implement proactive strategies to support students at risk of disengaging from school.

1.4.2 Respond to higher level behaviour management issues according to the Consequence Continuum.

1.4.3 Collaborate with YLM and AP/DP as appropriate to make timetable changes.

2. Time out

After the Final Formal Warning, if behaviour still does not meet the classroom expectations, including wilful inattention and task avoidance behaviour, a formal Time Out referral will be issued. Teachers will refer to the Time Out options to select an appropriate level of consequence for the incident.



2.1 Time Out Options

2.1.1 Time Out Level One “Cool Down” (TO1) – Students will remain in Time Out for the remainder of that current lesson, plus one more lesson, at teacher discretion. Students who are sent to Time Out by a relief teacher will follow Time Out Level One “Cool Down” (TO1) processes.

2.1.2 Time Out Level Two (TO2) – Students will remain in Time Out for the remainder of that lesson and will remain in Time Out for that subject until re-entry is completed. Re-entry must be completed within two school days.

The following process for formal Time Out referral for behaviour concerns will follow:

2.2 Teacher Responsibilities

2.2.1 Record student as “Time Out Sent” on the DayMap Attendance Roll (TO1, TO2)

2.2.2 Document via DayMap Time Out Records and send to Contacts and Leaders

2.2.3 Make contact with the parent or guardian as appropriate via DayMap, email or phone (TO1, TO2)

2.2.4 For Time Out Level One (TO1) have a restorative conversation with student in the following lesson

2.2.5 For Time Out Level Two (TO2), the teacher sets a re-entry time within two days of completing the DayMap record for a restorative conversation and requests Year Level Team support as required.

2.3 Student Responsibilities

2.3.1 Attend Time Out immediately.

2.3.2 Report to supervising teacher in Learning Support and follow the expectations in Time Out. This is an opportunity for the Time Out teacher to talk with the student to reflect upon the inappropriate behaviours.

2.3.3 Attend re-entry meeting for TO2 to establish agreed upon behaviour expectations for the behaviour intervention plan.

2.4 Home Group Teacher Responsibilities

2.4.1 Provide a mentoring role in home group to support the re-entry process and direct student behaviour back to the Universal Behaviour Expectations.

2.4.2 Inform student of the re-entry meeting time.

2.5 Year Level Team (AP/DP/YL Leader/YL Manager) and Faculty Leader responsibilities

2.5.1 Year Level Team work with students and teachers through the Restorative Practices process to support the re-entry as needed and communicate the outcome with caregivers when necessary (via DayMap note).

2.5.2 If a member of the Year Level Team is unable to attend the re-entry time set by the classroom teacher, they will renegotiate a time which suits everyone.

2.5.3 Year Level Team monitor data and respond to students with repeated or multiple referrals to Time Out.

2.5.4 Faculty Leaders work with faculty members around pedagogy and strategies for supporting behaviour conducive for learning.

2.5.5 In serious or ongoing cases, Year Level Leader and Manager, AP/DP collaborate to prepare and distribute behaviour documentation for Support Services and other intervention stakeholders.



2.6 Inappropriate Behaviour with regards to Time Out Processes

2.6.1 Inappropriate behaviour (including non-attendance to Time Out, inappropriate language, cooperation and not adhering to the expectations of Time Out) will result in Year Level Team intervention (Take Home or Internal/External Suspension).

2.6.2 Failure to re-enter without good reason from a Time Out Two (TO2) will result in Year Level Team intervention. Students will be placed on a Loss of Privileges and remain in Time Out for the class they were sent to Time Out for.

2.6.3 If re-entry is unsuccessful, alternate class placement options will be explored by the Year Level Team in consultation with the appropriate Assistant Principal and Faculty Leaders.

2.6.4 Multiple Time Outs - Students who are given 5 Time Out referrals from any class within a term, will be placed on Internal Suspension by a Year Level Leader and a Behaviour Intervention Plan will be developed for all classes and distributed to teachers.

3. Truancy

3.1 From Subject Lessons, Home Group, SD or Leaving Grounds without Permission

3.1.1 If a student has been present for all classes and is unexpectedly absent from a class, it is the classroom teacher's responsibility to ask the student for an explanation in the following lesson.

3.1.2 If no reasonable explanation is provided, it is reported to the Year Level Team via a DayMap incident report.

3.1.3 It is the home group teacher's responsibility to monitor and follow up part- and full-day absences.

3.1.4 Students will be placed on a Loss of Privileges Program for truancy. The length of time for the Loss of Privileges Program is contextual and is determined by the Year Level Team.

3.1.5 Further interventions may be implemented for repeated truancy issues

4. Yard behaviour

In order to protect the safety and wellbeing of self and others outside of the classroom and in the yard, staff will issue detention as deemed appropriate.

4.1 Student Responsibilities

4.1.1 Follow the Universal Behaviour Expectations.

4.1.2 Follow the instructions of teachers and support staff and ask questions for clarification.

4.2 Teacher Responsibilities (in the yard)

4.2.1 Ask student/s to stop inappropriate behaviour.

4.2.2 Support students to solve problems in the yard. Discuss behaviour concerns with student and redirect to the Universal Behaviour Expectations.

4.2.3 Complete Formal Detention referral for ongoing behaviour concerns in yard.

4.2.4 Remove students from general yard area if required and place them on the Blue Bench outside of the staffroom and complete an incident report in DayMap for follow up.



4.2.5 Truancy – Complete an Incident Report on DayMap and send to the Year Level Team. Students found off school grounds without permission will be issued a Loss of Privileges Program by the Year Level Team.

NOTE: If an incident is serious and needs an urgent response, a staff member needs to contact the Front Office for Exec/Leader assistance or contact the Exec/Year Level Leader directly.

5. Detention

Detentions are given for given for negative behaviours outside of the subject classroom, including in the yard, home group and student development.

5.1 Teacher initiating a detention – process

5.1.1 Complete a DayMap Detention Record, click Submit and Save.

5.1.2 Forward the record via 'Send as Note' to Student, and Home Group teacher.

5.2 Home Group teacher responsibilities

5.2.1 Remind students of Lunch Time Detention - as communicated via note in DayMap.

5.3 Year Level Team (AP/DP/YL Leader/YL Manager) responsibilities

5.3.1 Follow up with students who do not attend Lunch Time Detention.

5.4 Student Responsibilities

5.4.1 Students will attend the detention room within 10 minutes after the lunch bell.

5.4.2 Remain silent for the duration.

5.4.3 Single Detention is 10 minutes; Double Detention is 20 minutes.

5.4.4 Students who do not attend a Single Detention, the consequence will escalate to a double detention. Failure to attend a second time will be referred to the Year Level Team for a Loss of Privileges.

5.4.5 Students who misbehave in a Single Detention, may be held for the full 20 minutes, or given another detention for the following day.

5.5 Detention Yard Duty Teacher Responsibilities

5.5.1 Teachers will monitor record attendance and update the detention record.

5.5.2 Help to maintain a silent environment and correct behaviour when not acceptable.

5.5.3 Notify Year Level Team when further follow up is required.

5.5.4 Where students are not behaving appropriately, the detention supervisor contacts the front office for a member of the Executive Team to support.



6. Consequence continuum

6.1 Year Level Team Intervention Meeting

Where a student is repeatedly not meeting the Behaviour Expectations, but no single incident warrants a timeout:

- 6.1.1** Year Level Team will arrange a student conference if appropriate and invite relevant stakeholders
- 6.1.2** Develop, in collaboration with stakeholders, a Student Behaviour Plan.
- 6.1.3** Distribute the results of the intervention meeting with all stakeholders.

6.2 Further Consequences

6.2.1 Where Student Responsibilities (refer to 1.1) are still not met, further consequences will be put in place which may include Loss of Privileges, ongoing Lesson Checks or Internal/External Suspension.

6.3 Loss of Privileges Program

6.3.1 The student will attend classes and be separated from others within the learning space (where possible). The student will be isolated from peers during normal break times and attend Lunch Time Detention.

6.3.2 Repeated behaviour incidents of not adhering to the School Behaviour Expectations may lead to students not being eligible for attending camps, sporting events and school excursions.

6.3.3 Inappropriate completion of Loss of Privileges may lead to Internal Suspension.

6.4 Internal Suspension

6.4.1 Internal Suspension may be given to indicate to the student that their behaviour is considered very serious. The student will spend the school day in isolation and will not attend classes.

6.4.2 The student will take separate break times and will be isolated from peers during normal break times.

6.4.3 Inappropriate completion of Internal Suspension may lead to External Suspension.

6.5 Take Home

6.5.1 This situation occurs when a student is unwilling/unable to comply with reasonable directions from staff, is endangering self/other members of the school community or is interfering with the teaching and learning rights of others.

6.5.2 Take Home enables a student who is temporarily unwilling or unable to manage in school, to be removed for the remainder of the day. It is not extended beyond the remainder of a single school day.

6.5.3 When parents are unable to Take Home, Internal Suspension will follow.

6.6 External Suspension/Exclusion

6.6.1 Following a period of external suspension or exclusion, a re-connection meeting is conducted with the student and parent(s)/caregiver(s) to negotiate a Student Development Plan. The meeting will be convened by the Year Level Leader, Assistant or Deputy Principal or the Principal, together with relevant people such as a teacher, a School Wellbeing Leader, a support person for the student if necessary and any other agency representative.



7. Principal / Deputy Principal / Assistant Principal / Year Level Leader

7.1 If a student has:

- Threatened or committed a violent act.
- Threatened the good order of the school by refusing to follow the School's Behaviour Expectations.
- Persistently interfered with the rights of other students to learn and teachers to teach.
- Acted illegally.
- Shown persistent and wilful inattention or indifference to schoolwork.

The following will take place:

7.1.1 The student will be referred to the Year Level Team who will refer to the Consequences Continuum (see Section 6).

7.1.2 The Year Level Team will notify the parent(s)/caregiver(s) and convene a restorative student conference to negotiate conditions for re-connection to school.

7.1.3 If there have been three previous suspensions and the inappropriate behaviour is not changing, the procedures outlined in the DfE policy on Suspension, Exclusion and Expulsion will be implemented.

7.2 Leadership Responsibilities

7.2.1 Ensure the consistent implementation of the Behaviour Policy and Support Processes throughout the school.

7.2.2 Enable students to be involved in the management of their behaviour.

7.2.3 Support and enable parent(s)/caregiver(s) and teachers to form relationships within which student behaviour may be managed positively.

8. Communication

8.1 Year Level and Executive Teams Responsibilities

8.1.1 When a consequence is applied, it is communicated to parent(s)/caregiver(s) and teachers of the student using DayMap record via 'Send as Note'.

8.2 Teacher Responsibilities

8.2.1 All DayMap records including Failure to Submit work, Unsatisfactory Work, Draft and Progress checks missed, Detentions and Time Out records to be sent to the parent(s)/caregiver(s) and relevant teachers using 'Send as Note' as DayMap Email (including the YL team and HG teachers.)

8.2.2 Additional communication with parent(s)/caregiver(s) is documented in DayMap "My Notes" and "Send as Note" to relevant teachers and Year Level team.



9. Consistency of application

9.1 Teacher Responsibility

9.1.1 Follow the Behaviour Processes including appropriate use of Formal Warnings, Time Out and Detentions.

9.1.2 Where a teacher has a concern regarding application of Behaviour Support Processes, the agreed grievance procedures are to be followed.

9.2 Leader Responsibility

9.2.1 Refer to the Behaviour Processes Document including the Consequence Continuum (section 6).

9.2.2 Apply the communication guidelines above, including follow up and consequences applied.

9.2.3 The Principal or Deputy Principal will be consulted where an external suspension may be required.

9.2.4 Leaders will meet regularly to discuss and moderate behaviour consequences to improve consistency of application.

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