

Eastern Fleurieu R-12 School Key Contact List

LEADERSHIP TEAM

Principal R-12

Ian Kent

Director of Primary

Jo Garwood

Director of Secondary

Vanessa Coker

Assistant Principal Primary Years

Sophie Frost / Mel Pitt

Assistant Principal Senior Years

Stephen Rofe

Assistant Principal Middle Years

Rebecca Sims

Assistant Principal Inclusion & Wellbeing

Merryn Gomez

Head of Campus

Ashbourne R-6

Rebekah Fahey

Langhorne Creek R-6

Les Cameron

Milang R-6

Susannah Cook

Wellbeing Leaders

R-6 Campus

Heidi Yard

7-12 Campus

Ely Haylock

Ryan Haylock

The Behaviour Management Policy acts as our guideline. In every case the student's developmental level, learning needs/disability and wellbeing needs are taken into account. We also consider the student's previous behaviours.

These considerations may mean that the consequence differs from that in these guidelines. All decisions made will be in line with DfE and school policy, and are made with the best interests of the school community at heart.



Eastern Fleurieu R-12 School

Ashbourne R-6 Campus	8536 6135
Langhorne Creek R-6 Campus	8537 3145
Milang R-6 Campus	8537 0223
Strathalbyn R-6 Campus	8536 2344
7-12 Campus	8536 2455



Government of South Australia
Department for Education

BEHAVIOUR MANAGEMENT POLICY



Eastern Fleurieu
R-12 School



Our Behaviour Management Policy is centred on care for the wellbeing of all students, staff and the wider community.

Our goal is to encompass the best of community values and expectations with a focus on student wellbeing and engagement. As an R-12 school, our policy acknowledges developmental differences and seeks to advance understanding. Restorative Justice Practices and the Berry Street Education Model (BSEM) are used to promote behaviour change.

Eastern Fleurieu R-12 School is committed to being recognised as a Trauma Aware School.

School Expectations

Student behaviour is seen in light of the complex nature of relationships that influence the daily lives of teachers, students and parents. This reveals responses have to be varied across a number of key areas.

This practice includes:

- Placing the student as the centre of the education process.
- Regarding respect is a core value that operates as a foundation to all social interactions within the school.
- Developing and maintaining strong communication links and partnerships between community, family and school.
- Embracing a health-promoting approach to creating a safe, supportive and caring environment.
- Embracing inclusivity and catering for the different potentials, needs, resources and circumstances of all students.
- Building links between curriculum planning, classroom pedagogies and students' social emotional needs to ensure quality teaching and learning.
- Working closely with teaching, ancillary staff and support agencies to enhance professional learning opportunities.
- Student wellbeing and the prevention of inappropriate behaviour being enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs which encourage engagement by students.
- Students being managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes that acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour not being viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff demonstrating accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

Consequences of Inappropriate Behaviour

When students choose not to follow expectations the following consequences will apply;

Level One

Behaviours may include: no homework, talking instead of working, not prepared for lessons, late for class, littering, not wearing uniform, inappropriate use of technology in class.

Consequences are managed by class/subject teacher and may include: reminder, yard duty, Focus, parent contact, confiscating of banned items with a commitment to return later.

Level Two

Behaviours may include: repetition of the above, refusal to follow instructions, or first offence of harassment, dishonesty, truancy, insolence, minor damage to property.

Consequences are managed by class/subject teacher with support by Leaders if needed. This may include: Focus, lunchtime catch up, restorative conversations and parent contact.

Level Three

Behaviours may include: repetition of the above, refusal to work or follow teacher instructions, ongoing violence toward others, vandalism, repeated unexplained absences, throwing any object that may threaten the safety of others, deliberate damage to property, smoking on school grounds.

Consequences are managed by Leaders, and includes: Parent contact, Focus or lunchtime catch up, and external suspension.

Level Four

Behaviours may include: repetition of the above, violence, harassment, bringing or using drugs, alcohol or other harmful substances, bringing or using a potentially dangerous weapon on school premises (this includes giving any of the above to other students).

Consequences may include: suspension, parent/carer conferences, case management with Behaviour Coach or exclusion. We work with SAPOL and Department for Education on these issues.

Please note: Illegal activities will be reported to SAPOL.

		MINIMUM	MAXIMUM
Alcohol	FIRST	Suspension	Suspension
	ONGOING	Suspension	Exclusion
Drugs / Implements	FIRST	Police & Suspension	Police & Exclusion
	ONGOING		
Disorderly, Disruptive Conduct	FIRST	Conference with Student	Suspension
	ONGOING	Parent Involvement & Suspension	Exclusion
Theft	FIRST	Parent Involvement & Suspension	Police & Suspension
	ONGOING	Suspension	Police & Exclusion
Bullying, Harassment & Cyber Bullying	FIRST	Conference with Student	Suspension
	ONGOING	Suspension	Police & Exclusion
Vandalism	FIRST	Parent Involvement / Charge for Damage	Police & Suspension
	ONGOING	Suspension / Charge for Damage	Police & Exclusion
Assault / Violence	FIRST	Suspension	Police & Exclusion
	ONGOING		
Smoking E-Cigarettes	FIRST	Parent Involvement	Suspension
	ONGOING	Suspension	Exclusion
Lateness / Truancy	FIRST	Warning / Parent Contact / Referral	Focus
	ONGOING	Focus / Parent Contact	Suspension

The Behaviour Management Policy applies to travel on school buses.