

At Investigator College our Behaviour Expectation goals are to:

- provide an environment where students feel safe, happy, self-confident and can develop a love of learning
- strive to treat one another with respect
- promote and encourage caring and positive relationships between all members of the community
- develop self-discipline, resilience and responsibility in students
- assist students to recognise and practise forgiveness

We believe in a whole school approach to communicating expectations of students around treatment of others, treatment of property, safety, problem-solving, learning, movement and communication.

To achieve this we:

- ensure that students understand the College expectations
- ensure that staff are consistent in maintaining the College expectations
- partner with parents in the expression and maintenance of expectations

We believe in democratic principles.

Therefore we:

- provide opportunities for negotiation
- conduct regular class meetings to involve students in decision-making
- provide a regular time for Student Representative Council to meet and discuss matters of a College-wide nature
- provide Grievance Procedures to resolve conflict

We believe in a strong partnership with parents.

Therefore we:

- promote an open door policy
- inform and consult parents via a range of communication mediums – diaries, formal / informal interviews, email, telephone calls and newsletters
- promote opportunities for parent involvement via class activities, sports carnivals, excursions and camps
- promote participation in the Parents and Friends Network

Behavioural expectations are discussed and clarified for each class at the beginning of the year. The details related to behaviour expectations are communicated clearly and are referred to throughout the course of the year.

Roles and Responsibilities

To achieve effective student management, everyone in the school community has a responsibility to fulfil their responsibility in a cooperative partnership.

Staff Responsibilities

- negotiate and display class rules
- recognise, reinforce and celebrate positive behaviour
- build appropriate student/staff relationships
- model appropriate and expected behaviours

- provide consistency in practice and methodology
- demonstrate support for students and colleagues
- utilise counselling resources
- use self-evaluation in all aspects of teaching
- communicate with, and involve, parents and caregivers

Senior Staff Responsibilities

- promote a supportive, success-oriented College ethos
- ensure a consistent approach
- ensure that students, staff and parents understand the College expectations, College rules and consequences
- are accessible and visible in the school
- support staff members in professional, personal, curriculum and behaviour management matters
- communicate extensively with all levels of the school community
- provide induction for new staff members
- follow up on student behaviour matters
- reinforce positive behaviour and attitudes
- model appropriate and expected behaviours

Parent/Caregiver Responsibilities

- encourage and support students in their learning
- have an understanding of the school's expectations of students
- have an understanding of procedures related to the College's expectations
- support the school's consequences for behaviour not meeting College and/or parental expectations
- attend meetings or conferences with regard to their child's progress and welfare
- communicate openly with the school
- model appropriate behaviour at home

Student Responsibilities

- show respect to others
- respect the rights and property of others
- learn and play safely
- treat others the way you would like to be treated
- understand and demonstrate College expectations
- participate actively

Positive strategies used at Investigator College to encourage responsible behaviours may include:-

- encouraging students to realise the intrinsic rewards in appropriate behaviour and active learning. This could include: providing explicit feedback to students, framing feedback in a positive manner, or recognising appropriate behaviours and attitudes
- appropriate recognition of achievement, positive attitude and desired behaviour
- verbal encouragement
- valuing students' work
- extending and challenging student learning
- promoting student participation in class and school decision-making
- encouraging students in special interests and academic strengths
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Procedures for addressing behaviour not meeting expectations will include, as a guide:

- Positive feedback for those meeting behaviour expectations
- Remind all student of class expectations, then individually
- Warn student they are not fulfilling their responsibilities
- Shift student to a different space within the classroom
- Arrange time in a different classroom / removal from class
- Detention and parent contact
- If there are ongoing concerns, inform Head of School of action taken and discuss further action
- In the case of dangerous behaviour, students are sent to the Head of School or other member of Leadership team immediately, (make contact with the office)

Where expected behaviour is not met in the yard

Where expectations are not met in the yard and do not impact the safety/welfare of other students and/or their property [e.g. littering, playing in an inappropriate/undesignated area, running around building areas etc], a student is 'sat out' in the yard under the supervision of the yard duty teacher and the student's home group teacher is advised.

Where expectations are not met in the yard and there is impact on other students' safety/welfare or their/College property:

- As a first priority, the staff member should ensure that students are safe – this may include the removal of student/s and calming the situation.
- In the case of dangerous behaviour, students will be sent to the Head of School or other member of Leadership team immediately. The teacher should make contact with the office.
- Home group teachers will be advised that their student has not met the College Behaviour Expectations.
- Home group teachers of all students involved will ensure that parents have been informed and an account placed on Synergetic.

Investigator College Expectations Code

Our expectations are that students will be SHARP

Breaches of the following may result in the relevant consequence. The table is a guide for staff and students.

	Concern Issued by subject teacher	Detention/Timeout Issued by HOS/class and subject teachers	Suspension issued by HOS Expulsion Issued by Principal
Safe			
	<ul style="list-style-type: none"> • Playing out of bounds • ball games in non-designated areas • Not wearing hat as required 	<ul style="list-style-type: none"> • Harassment • Unsafe actions 	<ul style="list-style-type: none"> • Physical violence against another member of the College Community or at any time when representing the College
Honest			
		<ul style="list-style-type: none"> • Not acting with honesty and integrity 	
Accountable			
	<ul style="list-style-type: none"> • Not prepared or late for class e.g diaries/correct books etc. • Late to school • Not completing academic tasks/homework (SACE Assessments not completed (form letter home)) 	<ul style="list-style-type: none"> • Unacceptable absence from school • Unacceptable absence from class • Not supporting house initiative and events 	
Respectful			
	<ul style="list-style-type: none"> • Disrupting others • Walking on gardens • Misuse of technology 	<ul style="list-style-type: none"> • Use of mobile devices at inappropriate times • Failure to report damage • Interfering with or damaging other's possessions 	<ul style="list-style-type: none"> • Disrespectful towards staff • Theft or wilful property damage • Inappropriate public behaviour

			<ul style="list-style-type: none"> • Unloading, manipulating id/password sharing of media contrary to College policy
Proud			
	<ul style="list-style-type: none"> • Incorrect or sloppy uniform • Not clean shaven • Unacceptable hair • Consuming food in inappropriate areas 		<ul style="list-style-type: none"> • Not representing College appropriately
	Multiple concerns [3 as a guide] may result in a mandated lunchtime meeting and communication with parents/caregivers	<p>Sanctions may be coupled with appropriate counselling.</p> <p>Repeated breaches can be moved up one level. Repeated breaches will be communicated with parent/caregivers.</p> <p>Repeat breaches can be moved up one level or be given a STEP detention</p>	Repeated breaches and sanctions will result in parental interviews being required.