



Naracoorte High School

Code of Conduct

Rationale

All behaviour is communication. Often people respond in ways they have learnt. All adults within our school community have the responsibility to model appropriate behaviours and work together to support young people to develop skills and successfully navigate learning within a social context.

Maintaining a positive school climate is not simply a matter of policing a set of rules. Rather it is developing a sense of mutual respect within all relationships; between students, staff and parents /care givers. Having children and young people develop positive attitudes to relationships and learning is fundamental to a successful educational program.

Our Purpose

We inspire proud resilient citizens that are empowered through a safe and supportive learning environment.

We value community, individual growth and innovative thinking.

Rights and Responsibilities

All members of our school community are taught to take responsibility for themselves and their actions. They are expected to uphold the rights and responsibilities outlined below.

AT NARACOORTE HIGH SCHOOL:

LEARNING	We have the right to engage in learning without interference. It is my responsibility to focus on learning and allow others to learn.
RESPECTFUL RELATIONSHIPS	We have the right to belong to a supportive and inclusive community. It is my responsibility to participate positively in my community and treat others in a kind and fair manner.
SAFETY	We have the right to be and feel safe within the physical, emotional and mental spaces that form our community. It is my responsibility to be safe and manage problems without abuse or violence.

Process

Restorative Practices underpin a relational approach to learning for all students.

- 1. Universal school and classroom strategies** draw upon Positive Behaviour for Learning classroom practices to establish a safe, respectful and productive learning environment.

Teachers Explicitly teach:

- a.** routines and expectations
- b.** academic and social behaviours
- c.** regulation and interoception.

- 2. Targeted Strategies** support follow up and reinforce our Behaviour Code and class expectations.

- 3. Intensive and Specialised** strategies are developed to provide appropriate adjustments in line with individual learner needs. The emphasis is on understanding the purpose of a young persons' behaviour and any underlying factors to support each student's learning and development. A Team Around the Child must be in place.