

Bowden Brompton Community School provides an alternative education to students for who mainstream schooling is currently unavailable.

Bowden Brompton Community School attempts to foster positive behavioural and educational outcomes through a model of informed choice and decision making in an environment that everyone has the right to feel safe, be included, be treated with respect, make choices, learn and have fun.

Processes which encourage student responsibility for actions, choices and learning paths include:

- Student Behavioural Contracts
- Negotiated Curriculum
- Student Development Plans
- Self Assessment
- Pro-active Behaviour Management Strategies

Definitions

Student Development Plan

Collection of subject and behaviour contracts, learning and behavioural goals.

Float

Support teacher who monitors all lessons on at a particular time.

Care Group Teacher

Pastoral Care teacher.

Behavioural Contract

Outlines the school's behavioural expectations.

Work Contract

Outlines the expectations of each subject the student participates in.

Bus Contract

Outlines behavioural expectations on school vehicles.

Positive Behaviour Support Plans

Behaviour analysis & key strategies to develop positive change.

Take Home

Time out from school as a consequence of inappropriate behaviour.

Suspension

Time out from school as a consequence of inappropriate behaviour, up to five days suspension.

Case Conference

Meeting involving care group teacher, caregiver, other interested parties to address specific issues concerning a student.

Focus Plans

Identify key behaviours for change & develop with students.

For more information visit us on our website and our facebook page



Bowden Brompton Community School

WEBSITE: Bowden Brompton Community School

" WITH PHILOTIMO "

Behaviour Code

respect responsibility resilience



Bowden Brompton
Community School



Government of South Australia

Department for Education

For more information regarding our Behaviour Code, please contact:

CAMPUS INFORMATION

TORRENS ROAD CAMPUS: PH 8346 4041
85A Torrens Road, BROMPTON 5007

LITTLE PARA CAMPUS: PH 8285 3109
55 Downton Ave SALISBURY NORTH 5108

INTEGRATE CAMPUS: PH 8285 3109
90 Beafield Road PARA HILLS WEST 5096

BEACH CAMPUS: PH 8384 8288
181 Beach Road CHRISTIES DOWNS 5165

We will be happy to discuss your concerns.

All responses are in consultation with the leadership team, teachers, students, parents and caregivers.

Expectations of students

1. Relationships with students & adults

- No sexist/racist language
- No intimidation/harassment
- Everybody has the right to feel safe
- Sort out anger/hassles without physical or verbal abuse
- No play fighting
- Co-operate with others

2. Classroom Learning

- Stay on task
- Follow teacher's instructions
- Complete/attempt work negotiated
- Maintain a portfolio
- Complete subject work contracts
- Actively participate in classroom activities

Range of responses to Responsible Behaviour

- Verbal encouragement
- Positive communication with parents/caregivers
- Increase in program
- Wider curriculum offerings
- More opportunities for out of school activities
- Pro-active programming eg. setting up for success, modified programs
- Acknowledgment of positive behaviour

Range of responses to Irresponsible Behaviour

- Verbal instruction
- Negotiations
- Intervention by "float"
- Removal from class, to re-engage soon after if appropriate
- Care Group teacher consulted
- Administration member consulted
- Communication with parents/caregivers
- Student sent home
- "Focus Plans"
- Immediate reinforcement
- Program modified
- Take home/Suspension
- Case conference
- (PBS) Positive Behaviour Support Plans to modify interventions and focus
- Acknowledgment of positive behaviour
- Program modified
- Take home/Suspension/Exclusion
- Case conference
- (PBS) Positive Behaviour Support Plans to modify

3. Mobile Phones

- No use of mobile phones within school hours
- Secondary students phone use during lesson time.

Range of responses to Responsible Behaviour

- Positive relationships with teachers
- Positive communication with caregivers
- Able to use before or after school
- Acknowledgment of positive behaviour

Range of responses to Irresponsible Behaviour

- Verbal warning/instruction
- Communication with parents/caregivers
- Student sent home

4. Drugs, tobacco, evapes

- Medication Plan to be provided to administration staff
- Straight and sober while at school
- No drug implements at school
- No illicit drugs
- No smoking/vaping at school
- No prescription drugs without written notification from caregivers

Range of responses to Responsible Behaviour

- Healthier and safer
- Participate in a greater range of school activities
- Safe environment
- Improved learning
- Continue participation
- Save money

Range of responses to Irresponsible Behaviour

- Verbal warning/instruction
- Communication with parents/caregivers
- Request of medication plan
- Student sent home
- Program modified
- Take home/Suspension/Exclusion
- Case conference
- Drug information counselling
- Police intervention

5. Weapons

- No wearing steel/plastic capped shoes/boots
- No instrument that can be used in an offensive manner

Range of responses to Responsible Behaviour

- Not to be carried or worn at school

Range of responses to Irresponsible Behaviour

- Verbal warning/instruction
- Consultation with Home Group and school leader
- "Focus Plans"
- Communication with parents/caregivers
- Student sent home
- Program modified
- Take home/Suspension/Exclusion

6. Out of school

- Listen to teacher/instructor and follow instructions
- Stay with class group
- Be respectful of others
- Abide by the student bus contract

Range of responses to Responsible Behaviour

- Verbal encouragement
- Positive communication to parents/caregivers
- Able to participate in activities
- More opportunities for out of school activities
- Continued participation
- Acknowledgment of positive behaviour

Range of responses to Irresponsible Behaviour

- Verbal warning/instruction
- Sent from activity
- Return to school
- Student sent home
- Administration informed
- Communication with parents/caregivers
- "Focus Plans"
- Short term loss of lesson
- Program modified
- Take home/Suspension
- Case conference
- Review of overall program

...It is important that these grievances are kept confidential...

7. Respect for property

- Use equipment appropriately /safely
- Respect other's needs (share)
- Follow rules for using equipment
- Take care of school property and environment
- Follow safety procedures
- No carrying of markers, spray cans, crayons or marking instruments

Range of responses to Responsible Behaviour

- Verbal encouragement
- Continued use of equipment/ chance to use new equipment
- New equipment
- Positive communication to parents/caregivers
- Positive reinforcement
- The opportunity to be involved in legal artistic expressions

Range of responses to Irresponsible Behaviour

- Verbal warning/instruction
- Negotiations
- Loss of privilege to use equipment
- Clean up / repair damage
- Care Group teacher consulted
- Administration member consulted
- Communication with parents/caregivers
- Student sent home
- (PBS) Positive Behaviour Support Plans contract instigated
- Take home/Suspension/Exclusion
- Police
- Possible legal implications

Expectations Of Parents/Caregivers

Support the school ethos in its non-punitive approach to Behaviour Management eg. behavioural contracts, focus plans.

- Constructively participate in open, two way communication with the school
- Involvement in a unified/ consistent approach to identifying and implementing strategies to resolve issues

Grievance Procedures

We support the right of any member of the school community who believes our School Behaviour Code is not being supported or enforced appropriately to have their grievances addressed.

It is important that these grievances are kept confidential.

Students

- Communicate with the teacher
- Consult the "float"
- If the issue has not been satisfactorily dealt with consult the care group teacher if they are available
- Finally approach a member of the Leadership team

Parents/Caregivers

- Arrange a time to communicate with the teacher
- Express to the teacher what you believe to be unfair
- If the matter is not resolved, inform the teacher that you will consult the Principal or Deputy Principal
- If still unsatisfied, approach the Education Director (Paul Newman) at Flinders Park

Staff

- Approach the person concerned and air your grievance
- If no satisfactory conclusion is reached speak to your Line Manager and ask for support in addressing the grievance
- If the matter is not resolved speak to the Grievance Contact Person
- If you are still dissatisfied speak to the Deputy Principal, Head of Campus or the Principal
- If the problem has still not been resolved approach the Educational Director