

Rationale

Respectful relationships are intrinsic to a positive and engaging school environment. Every member of our school is responsible for creating and promoting a positive and safe learning environment.

Purpose

The purpose of the Student Learning Behaviour Policy (SLBP) is to:

- establish a cooperative, supportive and safe environment where effective teaching and learning occurs
- define appropriate behaviour that will lead to effective teaching and learning
- establish processes that focus on prevention and early intervention to create a positive school culture

We recognise the values that underpin the Student Learning Behaviour Policy:

- the right to learn and the responsibility to allow others to learn
- the right to feel safe and comfortable and the responsibility to allow others to feel comfortable and safe

source: Lewis, R. The Developmental Management Approach to Classroom Behaviour ACER 2008

As a learner at our school, you can expect to:

- enjoy a safe and supportive learning environment
- be treated respectfully
- be informed about work requirements and assessment dates in writing
- supported to establish learning goals
- be given timely and appropriate feedback about your progress
- be informed about expectations in writing and verbally
- have staff speak with you in a calm and appropriate way when you are not meeting expectations
- use mobile telephones/devices during breaks only
- learn in well maintained buildings and grounds

As a learner at our school, you have a responsibility to:

- attend all classes daily and be punctual¹
- wear school uniform²
- respect all others and their views³⁴
- follow all reasonable instructions given by staff⁵⁶
- be prepared for class
- meet all course requirements
- submit your own work for assessment⁷
- be safe at and when travelling to and from school
- remain at school for the school day in specified areas unless otherwise authorised
- use communication technologies and the school network appropriately, have mobiles telephones/devices out of sight, switched off /silent in classes
- be free from the influence of alcohol and other drugs⁸
- respect all property

¹ See Attendance Policy and Appendix 1 Time Counts

² See Uniform Policy

³ See Healthy Relationships Policy

⁴ refer to Equal Opportunity Act 1995, Charter of Human Rights and Responsibilities Act 2006, Disability Discrimination Act 1992, Education and Training Reform Act 2006

⁵ See Appendix 2 Behaviour Support System

⁶ See Out of class/School Grounds Policy

⁷ See Satisfactory Completion Policy-Student Learning

⁸ See Drug-free College Policy

Implementing our rights and responsibilities:

Learning behaviour	Student responsibility	Staff responsibility
Attend all classes daily and be punctual	<ul style="list-style-type: none"> - maintain 100% attendance with a minimum of 90% each semester - Hand in a medical certificate or equivalent for any absences (only 5 absences can be explained by a Parent/Guardian note) - Regularly speak to Mentor about attendance - when absent, collect all missed class and home work - be at the allocated classroom on time (by the bell) - check for daily news - accept that 'Time Counts' and missed time will lead to a session at lunchtime - patiently wait for the teacher to explain any missed instructions 	<ul style="list-style-type: none"> - mark rolls correctly including lateness - support students return to school by providing class and home work - liaise with Mentors/Team Coordinator/Team Leader about unexplained absences - follow the Satisfactory Completion Policy process for attendance - check the attendance at risk register weekly - be at the allocated classroom by the bell - check for daily news - explain any missed instructions to late students when time permits - plan and prepare for classes in advance
Wear school uniform	<ul style="list-style-type: none"> - understand the uniform policy - wear correct uniform - accept any teacher asking you to remove any item that does not comply - be prepared to be sent home until you have the correct uniform/have your uniform brought to school and accept 'Time Counts' for missed class time - on the rare occasion that you are out of uniform bring a signed note for that day from parent/guardian 	<ul style="list-style-type: none"> - understand the Uniform Policy - implement process and ask student to remove any item that does not meet the policy and place in the bag - refer any student who refuses to comply to the Team Co-ordinator/Team Leader with telephone call to Parent/Guardian for permission for student to leave school and change/bring the uniform to school - be consistent and rigorous in maintaining student uniform
Respect all others and their views (avoid verbal or physical harassment /bullying)	<ul style="list-style-type: none"> - respect the safety of all students and staff - report to a teacher when you feel unsafe or threatened - use strategies provided in Mentoring to build relationships - accept support from staff to ensure you are building learning relationships 	<ul style="list-style-type: none"> - respect the safety of all staff and students - maintain an adult voice at all times to build relationships - report to a Team Co-ordinator/Team Leader any student who makes others feel unsafe or threatens - refer students to Student Services if skills in building strong learning relationships are needed
Follow all reasonable instructions given by staff	<ul style="list-style-type: none"> - listen to instructions the first time they are given - ask for clarification if needed and when appropriate 	<ul style="list-style-type: none"> - give clear written, verbal and visual instructions and provide clarification when asked - implement Behaviour Support System in class if needed
Be prepared for class; meet all course requirements and submit own work for assessment	<ul style="list-style-type: none"> - have all materials required for learning - accept a verbal warning for not having the correct equipment - first offence - accept a lunchtime or recess detention - second offence - ask Team Leader for support if there is difficulty in obtaining equipment - listen to all teacher explanations - ask questions to clarify using basic 	<ul style="list-style-type: none"> - have all materials - deliver verbal warning for not having the correct equipment – first offence - administer a lunchtime or recess detention - second offence - ask Team Leader for support if there is difficulty in students obtaining equipment - explain and provide written, verbal and visual instructions for all tasks –

	<p>protocols, hands up, one person talking at a time</p> <ul style="list-style-type: none"> - be open to a challenge and accept support when needed - use assessment rubrics to improve learning 	<p>seek feedback and support from colleagues</p> <ul style="list-style-type: none"> - use assessment rubrics to provide feedback
<p>Be safe at and when travelling to and from school; remain at school for the school day in specified areas unless otherwise authorised</p>	<ul style="list-style-type: none"> - follow indoor/outdoor protocols including walking not running - keep to the left of paths and stairs - use 'inside' voices - do not throw objects - do not chew gum at school - consume food and drinks in specified areas only - enter and exit where specified - Year 7 - 11 students only leave the school grounds with a signed Parent/Guardian and Team Leader note - Year 12 students sign in and out at Campus Reception during spares - comply with conditions about driving to/from school when holding a probationary/licence 	<ul style="list-style-type: none"> - enforce all indoor/outdoor learning protocols - question students and seek support from Team Co-ordinator/Team Leader if needed
<p>Use communication technologies and the school network appropriately</p>	<ul style="list-style-type: none"> - switch mobile phones to off/silent in classes - electronic music devices to be off/away unless the teacher has given permission for their use for learning activities - use netbooks/laptops for the relevant learning task only 	<ul style="list-style-type: none"> - switch mobile phones to off/silent in classes - use laptops for student learning purposes only - give clear written, verbal and visual instructions and provide clarification when asked - implement Behaviour Support System in class if needed
<p>Be free from the influence of alcohol and other drugs</p>	<ul style="list-style-type: none"> - read and understand our Smoke and drug-free College Policy and ask for clarification if needed 	<ul style="list-style-type: none"> - enforce SLBP - report student to the appropriate year level team immediately
<p>Respect all property</p>	<ul style="list-style-type: none"> - follow all indoor/outdoor protocols - respect the furniture and equipment and return it where it belongs - accept consequences causing damage 	<ul style="list-style-type: none"> - enforce all indoor and learning protocols

Please also refer to 'Suspension and Expulsion' guidelines as determined by the Department of Education and Early Childhood Development.⁹

⁹ Appendix 3 Suspension and expulsion

Appendix 1 Time Counts

Objectives

1. to have all staff in their learning areas before the start of each class
2. to have all students in their learning areas at the start of each class
3. to teach the importance of punctuality as a social skill and as means of showing respect for others

Implementation:

- teach expectations
- strategic learning area allocations
- strategic resource access
- teach expectations about the way to leave a learning area
- Time Counts to operate at lunchtime for 20 minutes if a student is late 3 or more times in a week
 - students to undertake work during this time without teacher support
 - students arriving late/without work are not to undertake the session on that day and have an opportunity to redeem later that week
 - students not attending without a legitimate reason have an opportunity to redeem later that week
 - students not 'redeeming' may need to undertake suspension
- a SSG to be convened for any student with 3 or more Time Counts sessions in a term

Objectives

- support students recognise that their behaviour is disrupting their learning and the learning of others
- establish processes to limit disruption to permit effective teaching and learning to occur

Implementation:

- teach expectations
- teachers to establish support colleagues for publication for each of their classes
- teachers to use always use 'adult voice'
- teachers to indicate to students that their behaviour is disruptive during class by:
 1. VERBAL/NON-VERBAL WARNING
 - teacher to explain how the behaviour is impacting on learning and/or safety to the student and clearly state that this is the first step
 - teacher to reiterate the expected behaviour
 2. ISOLATION IN LEARNING ENVIRONMENT if the behaviour continues
 - teacher to instruct student to sit away from the class
 - teacher to explain to student that until the behaviour positively contributes, they are not to re-join the class
 - teacher ensures the student can continue learning
 3. EXIT TO COLLEAGUE'S CLASSROOM if the behaviour continues
 - teacher to instruct student to work in colleagues class and issue student with Yellow Card Reflection Sheet¹⁰ indicating when the conversation is to take place
 - if student refuses to leave/does not report where instructed, the teacher is to refocus on class and 'tactically ignore' student (if 'disorderly', seek support) with teacher to communicate with Team Leader with class later that day at their discretion and further action, i.e. suspension to be communicated with Principal Class
 - teacher to undertake the conversation with student prior to the next class, accessing support from 'exit' colleague as needed with the Yellow Card Reflection Sheet as a starting point
 - teacher to decide on further action, i.e. diary entry for parent signature, time at break with student, telephone contact with parent and Team Leader to take further action, i.e. suspension to be undertaken if a student is 'exited' 2 or more times in one day/3 times during a week
 4. EXIT FROM COLLEAGUE'S CLASSROOM if behaviour continues
 - colleague to communicate with Team Leader and Principal Class and a SSG to be convened and further action to be undertaken, i.e. suspension

Please note: other preventative steps may need to be undertaken and are to be discussed with the Team Leader and Principal Class

¹⁰ See Yellow Card Reflection Sheet

A student should only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

4.3.3 Grounds for suspension

A principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from school (including travel to or from that activity), the student:

- (a) Behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or
- (b) commits an act of significant violence against a person or causes significant damage to or destruction of property or is knowingly involved in the theft of property; or
- (c) possesses, uses, or deliberately assists another person to use prohibited drugs or substances; or
- (d) fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
- (e) consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or
- (f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes

4.4.2 Grounds for expulsion

A principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):

- (a) the student does anything for which they could be suspended
- (b) the student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

Yellow Card Reflection Sheet



Date:	
Time:	
Student name:	
Mentor group:	
Subject:	
Teacher:	Support colleague:
3 way conversation details: please indicate <ul style="list-style-type: none"> student to return at the beginning of lunch time student to return at the beginning of recess OTHER: 	Room:
student has work to complete	YES NO please circle

PART ONE - self reflection

We would appreciate it if you could give us some idea why this happened.

Circle letters to show why you think you are here. Be as honest as you can.

SA-strongly agree A-agree D-disagree SD-strongly disagree

- | | | | | |
|--|----|---|---|----|
| 1. I distracted others from their work | SA | A | D | SD |
| 2. I made other people feel unsafe | SA | A | D | SD |
| 3. I made the teacher angry | SA | A | D | SD |
| 4. I argued with the teacher | SA | A | D | SD |
| 5. I hurt the feelings of other students | SA | A | D | SD |
| 6. I ignored the teacher's instructions | SA | A | D | SD |
| 7. The teacher just picks on me | SA | A | D | SD |
| 8. I made too much noise | SA | A | D | SD |
| 9. I arrived late to class | SA | A | D | SD |
| 10. I did not have the equipment for class | SA | A | D | SD |
| 11. The teacher hates me | SA | A | D | SD |

Think carefully about this teacher and this subject. Would you say?

- | | | | | |
|------------------------------------|----|---|---|----|
| 1. The teacher likes me | SA | A | D | SD |
| 2. I like the teacher | SA | A | D | SD |
| 3. I like the subject | SA | A | D | SD |
| 4. I am angry about being sent out | SA | A | D | SD |
| 5. The teacher acts unfairly | SA | A | D | SD |

Please circle your response:

- Before you were asked to leave the area, did you receive any other consequences? YES/NO
- If you answered YES to the question above, how many consequences did you receive?
1 2 3 4 more than 4

The following questions are about other times you may have been asked to leave.

- Have you been asked to leave the area on other occasions? YES/NO
- If you answered YES, did the teacher explain why you had to leave? YES/NO
- Before you were asked to leave the area on other occasions, did you receive any other consequences first?
YES/NO
- If you answered YES, how many consequences did you receive?
1 2 3 4 more than 4

PART TWO - reflection after discussion

We would appreciate it if you could answer the following after you have spoken with your teacher.

My teacher tried to:

- | | |
|---|--------|
| -help me understand why my behaviour was unacceptable | YES/NO |
| -explain that I was stopping other students from learning | YES/NO |
| -explain that I was making other students feels uncomfortable | YES/NO |
| -help me see that I had done the wrong thing | YES/NO |
| -help me to work out a better way to behave | YES/NO |

STUDENT reflection

Why the behaviour happened...

STUDENT action

What I can do differently next time...

TEACHER reflection

Why I removed the student...

TEACHER action

What I can do to support the student...

Student signature:

Teacher signature:

Date: