Online Positive Behaviours for Learning (OPBL)

Background

Online learning is a digital extension of our classroom learning environment. You are expected to uphold the Whyalla High School values and conduct yourself in an appropriate manner. Inappropriate learning behaviours could result in losing access, as well as other school related consequences.

This policy reflects our core values of Respect, Inclusion, Relationships and Learning Achievement.

Rights

- Staff have a right to teach without undue disruption to the learning process.
- Students have the right to learn without distraction or interference from others and be empowered to take responsibility for their own behaviour and progress.
- Staff and students have the right to:
  - work in a safe environment
  - feel safe from harassment, bullying and discrimination
  - be shown respect

Responsibilities

Student	Parent / Caregiver	Staff	Leader	Principal
- Follow the student code of conduct. - Be familiar and comply with the Online Positive Behaviours for Learning (OPBL) policy. - Engage in online learning. - Ensure that no other family members enter the online classroom. - Communicate and interact effectively with peers and staff and engage in cooperative problem-solving discussions to address the issues faced by the learning community. - Seek assistance from a staff member for support in following the OPBL policy. - Inform a staff member immediately if there is an issue affecting their safety, welfare or learning at/outside of school and complete an Incident Form if needed.	- Ensure that student engages in learning activities. - Keep school informed of health issues, concerns about behaviour or other matters of relevance. - Comply with Department for Education (DfE) and Whyalla High School policies including the Online Positive Behaviour for Learning Policy. - Communicate respectfully with staff. - Communicate through phone calls or email and rather than through the online classroom.	- Respond positively to appropriate student learning and behaviour. - Communicate and interact effectively with peers and staff and engage in cooperative problem-solving discussions to address the issues faced by the learning community. - Apply consequences if students interfere with teaching and learning and the safe online environment. - Record any issues that happen during online learning through Daymap Behaviour Notes. - Utilise leaders support and feedback to enable effective behaviour management.	- Support and provide feedback to enable effective behaviour management. - Support students and staff with any behavioural consequences. - Support teaching staff in the management of their online learning and communication. - Provide feedback and assistance to teachers where applicable.	Oversee the process and undertake annual reviews of its operation.

The following responses are not necessarily sequential, and the level of response will be determined by the nature of the inappropriate behaviour.

Step One

Student led supported by teacher

Students and parents/carers familiarise themselves with the school values and whole school expectations for online learning.

Students will:

- Wear their Whyalla High School top/jumper during online video lessons.
- Use appropriate language when communicating with staff and peers.
- Ensure an appropriate background is used for online learning.
  - o Blurred background
  - o Blank background e.g. wall
- Keep microphone on mute, unless they are asking or answering a question.
- Students attending school will turn down the volume on their laptop to prevent a sound loop.
- Be respectful toward staff and students during calls and written communication e.g. LearnLink email.
- Engage in at least one video call per week.
- Student cameras need to be turned on for online classes.
- Communicate with staff members between the hours of 6am and 10pm during work days.

Step Two

Teacher led

Acknowledge the positive actions of groups and individuals:

- Ring home, use LearnLink email, verbalise acknowledgement to class.
- Display a consistent and relational approach.
- Record communication in Daymap 'All Staff' notes.

Step Three

Teacher led (Warning)

Identify and name the disruptive behaviour of individuals or groups.

Clearly state how the actions do not follow the school values.

State what behaviour is expected.

Record the incident in 'Daymap Behaviour Notes' and mark the incident relevant to the range of codes identified for this step.

This step will be used as a warning to students.

It is a reminder of the expectations and continued actions will result in a range of alternative steps.

Step Four

Teacher Led (Contact Parent)

Continued actions contrary to the school values will result in the name of the student or students recorded in 'Daymap Behaviour Notes'.

The parent of the student involved will be contacted by a staff member through phone or email and informed of inappropriate behaviour.

The onus to change behaviour needs to be owned by the student and supported by the actions of the staff.

Failure to engage in this process will result in the initiation of step five.

Step Five

Teacher led supported by leadership

Persistent actions which continue after steps three and four have been initiated, or extreme behaviour, will see the involvement of school leadership staff to support teaching staff actions.

Staff will communicate with leadership through email and include relevant evidence.

Incident entered on 'Daymap Behaviour Notes' by teacher.

Consequences may include:

- Student or students can be moved to the lobby in WebEx for a period of time.
- Removal of student or students from the online class, returning when the teacher feels they can operate respectfully within the online classroom environment.
- Students can be added to their own Microsoft Team with the teacher to ensure that learning can continue.
- Other forms of learning and communication can be adopted through a work pack, email and phone calls.

Persistent actions within this level may result in the initiation of step six processes.

Step Six

Leadership

Where there has been persistent or wilful behaviour, leadership will engage directly with the student and will enforce further consequences such as:

- Suspension - the removal of a student or students from the online class (1-5 days).

These consequences can be invoked immediately and without prior history for severe offences.

Incident entered on EDSAS. Leader informs parents/caregivers of the incident and outlines strategies and expectations to support the student re-entering the online classroom.