

Positive Behaviour for Learning

Background

Whyalla High School follows a structured and restorative process to respond to inappropriate learning behaviours. This policy reflects our core values of Respect, Inclusion, Relationships and Learning Achievement.

Rights

- Teachers 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
- Teachers 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
<ul style="list-style-type: none"> • Follow the student code of conduct. • Be familiar and comply with the Positive Behaviours for Learning (PBL) policy. • 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 PBL 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. 	<ul style="list-style-type: none"> • Ensure that student attends school and that school staff are notified of absences. • 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 Positive Behaviours for Learning Policy. • Communicate respectfully with staff. 	<ul style="list-style-type: none"> • 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 school environment. • Record any issues that happen in the classroom through DayMap Behaviour Notes. • Utilise leaders support and feedback to enable effective classroom management. 	<ul style="list-style-type: none"> • Respond to behaviour support call outs as described. • Follow through with any behavioural consequences. • Support teaching staff in the management of their classrooms. • Provide feedback and assistance to teachers where applicable. 	<ul style="list-style-type: none"> • 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 familiarise themselves with the school values and whole school classroom expectations:

- line up with phones and hats in bags or the container provided in class
- enter class in an orderly fashion with tools for learning (books, diary, pencil case and water bottle)
- students are welcomed into the class at any point in time
- learning intention and success criteria are outlined
- hands are raised to ask questions and for permission to move around the room
- diaries are used for movement throughout the school and to record homework

Step Two

Teacher led

Acknowledge the positive actions of groups and individuals:

- ring home, email, diary note, verbalise acknowledgement to class
- individual support and encouragement sessions
- special assemblies to acknowledge achievements
- display a consistent and relational approach

Step Three

Teacher led

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 incidents in DayMap Behaviour Notes and mark the incident relevant to the range of codes identified for this step. Use values template if students are unable to identify the values they are not upholding.

This step does not necessarily involve a detention or punishment it is a reminder of the expectations and continued actions will result in a range of alternative steps.

Step Four

Teacher Led

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

Formal warnings will be given, resulting in one or all of the following:

- phone call home to parent
- lunchtime detention
- community service

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 one, two and three have been initiated or extreme behaviour will see the involvement of school leadership staff to support teaching staff actions. Staff will communicate with Administration SSOs through a phone call or message to ask for assistance from leadership. Incident entered on DayMap Behaviour Notes by teacher.

Leadership support may include:

- student receiving a Final Warning regarding their behaviour
- removal of student or students from the class returning when the teacher feels they can operate respectfully within the classroom environment
- removal of a student from the class where they remain in Time Out Admin

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

Step Six

Leadership

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

- Take Home
- Internal Suspension (1 day)
- Suspension (1-5 days)

These consequences can be invoked immediately and without prior history for severe offences for instance breach of mobile phone policy, violence, illegal behaviour and more.

Incident entered on EDSAS. Leader informs parents/caregivers of the incident and Administration SSO negotiates re-entry time where strategies will be discussed and expectations outlined to support the student re-entering the school. A behaviour contract form will be completed and placed in the student file and attached in DayMap.

Behaviour contracts restrict involvement in school activities for 6 weeks including all sporting events, camps and excursions. Punctuality, behaviour and work are monitored. The contract will be specific and relate to the behaviour or actions which need altering.

Step Seven

Leadership

Persistent actions where a student has accumulated 5 suspensions or a total of 15 days of suspension, school leaders will engage directly with the student and will enforce further consequences such as:

- Suspension Pending Exclusion (5 days)
- Exclusion (minimum of 4 weeks / until the end of the term)

Incident entered on EDSAS and leader informs parents/caregivers. A school representative in conjunction with the Regional Behaviour Support Coach, will manage the exclusion in line with DfE policy.

Exclusion may be invoked immediately and without prior history for severe offences.

A re-entry to school will take place where expectations will be outlined to support the student re-entering the class. A behaviour contract form will be completed and placed in the contract folder.

Behaviour contracts restrict involvement in school activities for 6 weeks including all sporting events, camps and excursions.