



### PURPOSE

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Portland Secondary College aims to build a school environment based on positive behaviour, mutual respect and cooperation. The College Values are Respect, Success, Resilience and Creativity. Staff will manage poor behaviour in a positive and professional manner using the Restorative Practices model in order to establish well understood and logical consequences for student behaviour.

### SCOPE

This policy applies to all members of the Portland Secondary College Community.

### POLICY

Our school has developed, through a process of wide community consultation, a student code of conduct, which outlines amongst other things, agreed behavioural development and management strategies, all of which is outlined in the Student Engagement Policy. This will place significant emphasis on the development and recognition of positive behaviours.

All students will develop individual learning plans that include behavioural goals.

Peer mediation and peer counselling will be key strategies employed to guide and develop student behaviour.

The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.

The College will deliberately engage the services of successful young people as guest speakers or workshop facilitators etc to act as positive role models. The College will also provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.

Positive student behavioural achievements will be appropriately recognised.

An up-to-date database of student behaviour will be maintained. All staff will undertake professional development on student behaviour and discipline management.

Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.

Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.



### Classroom Rules:

1. No student has the right to interrupt the learning of others.
2. Teachers and students will treat each other with courtesy and respect.

### Teachers Will:

1. Be punctual, enthusiastic and well prepared.
2. Take charge of the class.
3. Arrange a suitable seating plan.
4. Set clear expectations/rules and consistently enforce them.
5. Build positive relationships with students and be inclusive.
6. Give a warning before consequences are used.
7. Make consequences logical and appropriate to the behaviour.
8. Make a time to work the problem out (negotiate contract).
9. Focus on the behaviour, not the individual.
10. Insist communication should be based on mutual respect.
11. Model appropriate behaviour.
12. Re-establish a working relationship with the student.
13. Reflect on, and evaluate professional practice.
14. Use the 'buddy system' for peer support.
15. Engage support of Level Leaders and Assistant Principals.
16. Follow the Restorative Practices Framework when dealing with issues.

Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, loss of privileges or suspension. Staff will use the Restorative Practices model as a means to resolving conflict and improving poor behaviour. No corporeal punishment will be used on students at any time.

### **PORTLAND SECONDARY COLLEGE CLASSROOM MANAGEMENT GUIDE**

This is a framework to support classroom teachers and should be used as a positive and coordinated approach to student management.

### Our School Values:

Success      Respect      Resilience      Creativity

### **INTERRUPTION TO TEACHING AND LEARNING**

- 3 relaxed vigilance strategies
- Restate agreed classroom expectations/increase vigilance
- Warning given
- Move student
- Restorative Sheet A-what happened?
- Enter on COMPASS later



- Restorative Sheet B if needed
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### **REFUSAL TO ENGAGE IN LEARNING/DEFIANCE**

- Know your students and check suitability of work
- 3 relaxed vigilance strategies
- Restate agreed classroom expectations/increase vigilance
- Warning given
- Move student
- Restorative Sheet A-what happened?
- Enter on COMPASS later
- Restorative Sheet B if needed Out of class – report name to Level Leader or AP
- Ongoing/Total Defiance – AP exit with note

### **NO EQUIPMENT FOR CLASS**

- 1<sup>st</sup> time student is given equipment or directed to get it with a note
- Student gives reason for no equipment – teacher records and follows up if necessary
- 2<sup>nd</sup> time student is given equipment or directed to get it with a note
- Student given teacher supervised detention
- Teacher informs Level manager and contacts home
- 3<sup>rd</sup> time Restorative Sheet A

### **SAFETY**

- Remove student from class to complete Sheet A
- Follow RP Process
- Enter on COMPASS
- Alert Level Manager/AP who makes home contact

### **CHEWING GUM/LITTERING**

- Ask student to place in bin
- If repeated report student's name to Level Leader for appropriate follow up

### **VANDALISM/THEFT/VERBAL ABUSE OF STAFF**

- AP Referral immediately
- Enter on STUMAN
- Student engaged in restoration to school community

### **NON ENGAGEMENT IN RP PROCESSES**

- Warn student they are moving towards stronger action being taken involving parents and Level Managers
- RP questions offered again



- AP Referral
- Support Group Meeting involving parents, teachers and student

### **PE/SPORT TEACHERS**

- 1<sup>st</sup> time no gear – record and send student to negotiated buddy with work to complete
- 2<sup>nd</sup> time no gear - record and send student to negotiated buddy with work to complete. Letter sent home
- 3<sup>rd</sup> time no gear – After School detention. Record and send student to negotiated buddy with work to complete. Restorative sheet A
- 4<sup>th</sup> time – Restorative Sheet B

### **LATENESS**

- Discuss when convenient
- Record on late slip – put on hook
- 3-2-1 lates is lunch detention
- Level Leader contacts home if ongoing

### **NON-SUBMISSION OF WORK (without note)**

- Sheet A completed in classroom
- Lunch detention
- Contact parents/note in planner
- Notify Level Leader
- Senior Students sent to negotiated buddy to complete work
- Senior Students have letter sent home
- Period of time to complete, detention or grade implications

### **BULLYING/TEASING/HARASSMENT**

- Teacher addresses immediately
- Documented on COMPASS
- Refer to Level Leader or AP
- Restorative Process followed
- Parents contacted

### **FIGHTING**

- Report to AP immediately
- Documented on COMPASS
- Restorative Process followed
- Likely immediate suspension



### **MOBILE PHONES/IPODS**

No phones or IPODS in class except at the teacher's discretion.

- Discuss school rule with student/fair for all
- Confiscate phone or device and put in safe at General Office
- Refusal to submit phone - move to defiance consequences

### **INAPPROPRIATE USE OF TECHNOLOGY**

- Discuss school rules with students and issue warning
- Judge severity. If necessary confiscate device and report incident to A.P. and Computer Manager to follow up

### **WHEN THINGS GO WRONG**

1. What were you thinking at the time when you...
2. What have you thought about since?
3. Did you make a good choice or a bad choice?
4. Who has been affected by your behaviour? In what ways?
5. How can you fix things up?
6. What can I do to help?

### **THE PROCESS**

Student is given Sheet A – resolution – student stays in classroom.

No resolution – Student is sent to A.P Office with Sheet A and work to complete.

A.P. has discussion with student into Reflection Room. Sheet B is completed.

Teacher and student have a restorative conversation before student returns to the class.

Teacher contacts home to inform parents of incident and resolution and then emails Level Leader.

A.P puts incident on COMPASS.

Issue not sorted – restorative conference involving parents, student, Level Leaders, AP, etc.

### **RELATED POLICIES AND RESOURCES**

- [Student Wellbeing and Engagement Policy.docx](#)



### REVIEW CYCLE

| DATE     | VERSION | RATIFIED BY                               | NEXT REVIEW |
|----------|---------|---|-------------|
| Oct 2018 | 2       | Portland Secondary College School Council | Sept 2020   |