

Kelmscott SHS is proud to be a school with students, parents and staff coming from diverse socio-economic and cultural backgrounds, with a broad range of values and attitudes. We consistently strive for excellence, both academically and with our community, working together to create a positive learning environment.

Rationale

To enable our school community to work harmoniously and to manage the complex issues arising from its diversity, we have agreed upon a set of core values that reflect our common needs and aspirations.

Through our shared commitment to these values, we have created a common meeting ground where our mutual obligations can be negotiated and accepted and conflicts can be resolved and reconciled in the best interests of our students.

All staff, students and parents have a commitment to the shared values. At Kelmscott SHS our Positive Student Behaviour Plan defines these mutual obligations and clarifies the behaviours and processes through which these are expected to be protected and maintained.

Our Aim

Kelmscott SHS aims to provide our students and staff with a learning and working environment that is safe supportive and welcoming.

Through working in partnership with the school board, parents and community groups the school will strive to assist students achieve the best possible educational and developmental outcomes – in particular, a healthy sense of personal worth balanced with a strong sense of social responsibility.

To accomplish this, our school's behaviour management plan will promote positive respectful relationships by:

- clearly communicating the Code of Conduct to all members of the school's community;
- observing the principles of procedural fairness, and
- being responsive to individual needs and cultural sensitivities.

Our Core Values

Our values influence our behaviour and give purpose to our lives. Regardless of our diverse cultures and backgrounds, at Kelmscott SHS we all value:

- **A pursuit of knowledge and a commitment to achievement of potential;**
- **Self-acceptance and respect of self;**
- **Respect and concern for others and their rights;**
- **Social and civic responsibility; and**
- **Environmental responsibility.**

Kelmscott SHS RULES

1. **Students to follow all teachers' instructions to ensure an orderly environment and all Kelmscott SHS procedures.**
2. **To protect our right to courtesy and respect:**
 - Good manners are required at all times as a member of the Kelmscott SHS community.
This includes speaking politely to others and avoiding bad language; removing hats when inside building, moving around the school in an orderly and considerate manner.
 - All students will wear Kelmscott SHS uniform.
All uniform items must be purchased from the school's uniform shop. If on occasion, students are unable to wear their uniform due to misfortune, they must go to the Gell Centre before the start of the school day and get a uniform pass.
3. **To protect our right to work without being disturbed:**
 - Behaviour that interrupts the learning of others will not be tolerated.
This includes interfering with other people's work, yelling out in class, intruding into other people's classes or any other breach of classroom rules.
 - Students are to be punctual to class and arrive before the second siren.
 - Students are not to move around the classroom without their teacher's permission.
 - Students are to come to class prepared to work, e.g. with pens, paper, diary, books.
4. **To protect our right to feel safe at Kelmscott SHS:**
 - Zero tolerance to physical aggression.
This includes any action designed to hurt another person, e.g. punching, hitting, kicking, pushing, spitting, and use of weapons.
 - Verbal assault will not be tolerated.
This includes any form of language designed to harm or distress another person, e.g. swearing, threatening, taunting, and gossiping.
 - Zero tolerance to bullying. (Refer to Bullying & Harassment Policy)
Types of bullying include racial and sexual harassment and any other form of verbal or physical, online or written intimidation.
 - Zero tolerance to theft.
Students wishing to borrow another person's property must first ask for permission.
5. **To protect our right to a safe environment**
 - It is strictly prohibited to bring any form of weapon (e.g. knives, laser pens) controlled substance (tobacco, alcohol), illegal substance (drugs, solvents) or any associated items (bullets, matches, lighters, bong, aerosol cans,) onto school premises.
 - Students are not permitted to be in possession of any drugs including prescribed medication (other than asthma inhalers). All medication must be used as per student medical action plans.
 - Throwing missiles of any description is prohibited, e.g. rocks, pens, paper pellets, sticks, food
 - Students must move around the school in a careful and considerate manner. Running is not permitted in corridors, stairwells or walkways
 - Keep left on stairwells
 - Students are not to communicate with or encourage unauthorized persons on school premises.
 - Students are not to leave the school grounds without permission.
 - Students out of class during lessons must carry their diary with a note from a teacher.
 - All visitors authorised to be on premises must sign in at the Front Reception and wear the identification badge provided.
 - Students are not permitted in classrooms without staff supervision.
 - Students are not to spray deodorants, perfume or fragrant sprays at school.
 - When coming to school late, students must enter through Gell Centre and sign in on arrival.
 - It is a legal requirement that students in practical areas must:
 - Wear closed footwear as per school dress code
 - Have long hair tied back or covered securely
 - Remove jewellery and loose clothing when using potentially hazardous equipment, eg stoves, turning machines
 - Wear safety glasses when required to do so by teachers

- Comply with all other health and safety rules as required by teachers
For reasons of hygiene, students are required to bring a sports uniform for all sport and physical education activities.
- Students are strongly discouraged from bringing valuable personal items to school, eg *large sums of money, jewellery, mobile phones, Ipods, any form of electronic devices..* The school cannot take responsibility for any theft or loss of such items. Students bringing these items to Kelmscott SHS do so at their own risk.
- Students will leave their bicycles/scooters at the racks provided and must be locked securely. The school cannot take responsibility for any theft or damage to student bicycles.
- Motor vehicles need to be authorised and parked in the designated area

6. Clean environment

- Food and drink must be consumed in designated areas and all litter must be placed in bins.
- No food or drink to be taken onto the oval.
- No graffiti, etching, drawing on Kelmscott SHS property
- All Kelmscott SHS members will keep the school environment clean.
- No chewing gum
- Leave classroom in a neat and tidy condition (eg chairs stacked, tables straight and rubbish gone)

7. To protect our right to be proud of our achievements:

- Comments intended to humiliate or criticise others will not be tolerated.
- All members of the Kelmscott SHS community are expected to support and encourage each other.
- The Kelmscott SHS community will ensure that achievement is recognised, eg letters of merit, awards, references, displays of work, newsletter acknowledgements etc.
- In the wider community, students and staff are expected to behave in a manner that brings credit to the school.

8. Follow Kelmscott SHS Use of Technology policy

- Follow appropriate use and non-use times
- Refer to Laptop Usage Policy and Mobile Phone/Technological Devices Policy.

OUR EXPECTATIONS OF OTHERS

EXPECTATIONS OF STAFF

It is expected that all teachers will:

- model the behaviour that is expected from students
- prepare engaging lessons that are appropriate to the needs of their students
- explain and enforce Kelmscott SHS Code of Conduct/ Kelmscott SHS Rules with their students to develop and maintain a positive working and learning environment
- notify parents/guardians promptly of issues affecting their child
- maintain full attendance records
- Follow all Kelmscott SHS policies and procedures

EXPECTATIONS OF PARENTS

It is expected that parents and caregivers will:

- Behave in a positive, respectful way when dealing with Kelmscott SHS staff.
- work in partnership with the school for the benefit of their child
- actively encourage and support their child's education including maintaining attendance at 90% or greater
- initiate contact with the school to discuss issues and concerns relating to their child
- respond to contact from Kelmscott SHS about their child

LEARNING AREA RULES

Each Learning Area may have additional rules. These rules will clearly explain what is expected of students in specific learning situations. In practical areas such as Science, Art, Home Economics, Design & Technology and Computing, safety rules and rules for the use of valuable and/or hazardous equipment will be clearly displayed on the wall of each learning area.

SUPPORTING OUR STUDENT'S PERSONAL AND SOCIAL DEVELOPMENT

Kelmscott SHS acknowledges that the most important influence upon our students is their family. We are committed to working in partnership with parents and strongly encourage them to become actively involved in our school community.

In addition to establishing and maintaining regular contact with the Kelmscott SHS's staff, parents (and community members) can become active in the life of the school through participation in:

- ◆ The School Board
- ◆ Music Parent Support Group
- ◆ Involvement in school activities such as Market Day.

Kelmscott SHS staff will maintain regular contact with parents to keep them informed about their child's progress and to work together on strategies for meeting the student's special needs. This may include case conferences, and referral to other helping agencies. Additional support for indigenous students and their families may be provided by an AEO.

Through the formal curriculum, students are informed about and encouraged to explore ways of managing the wide range of social issues that impact upon their own lives and upon their community. This provides students with the opportunity to take responsibility for their own health and well-being by understanding the consequences of their choices.

In particular, students are encouraged to develop the skills and understandings that will enable them to behave appropriately in a wide range of social situations. Good manners are emphasised and students made aware of the need to be sensitive and responsive to the standards and values of the different social and cultural groups that make up our community.

Learning Areas establish consistent behavioural expectations and maintain close communication to provide students with a high standard of pastoral care.

In addition, we offer students a range of special programs specifically designed to develop leadership and responsibility. These include:

- ◆ The Student Council
- ◆ Extra-curricular sporting activities which focus specifically on leadership and teamwork.
- ◆ Various camps and excursions

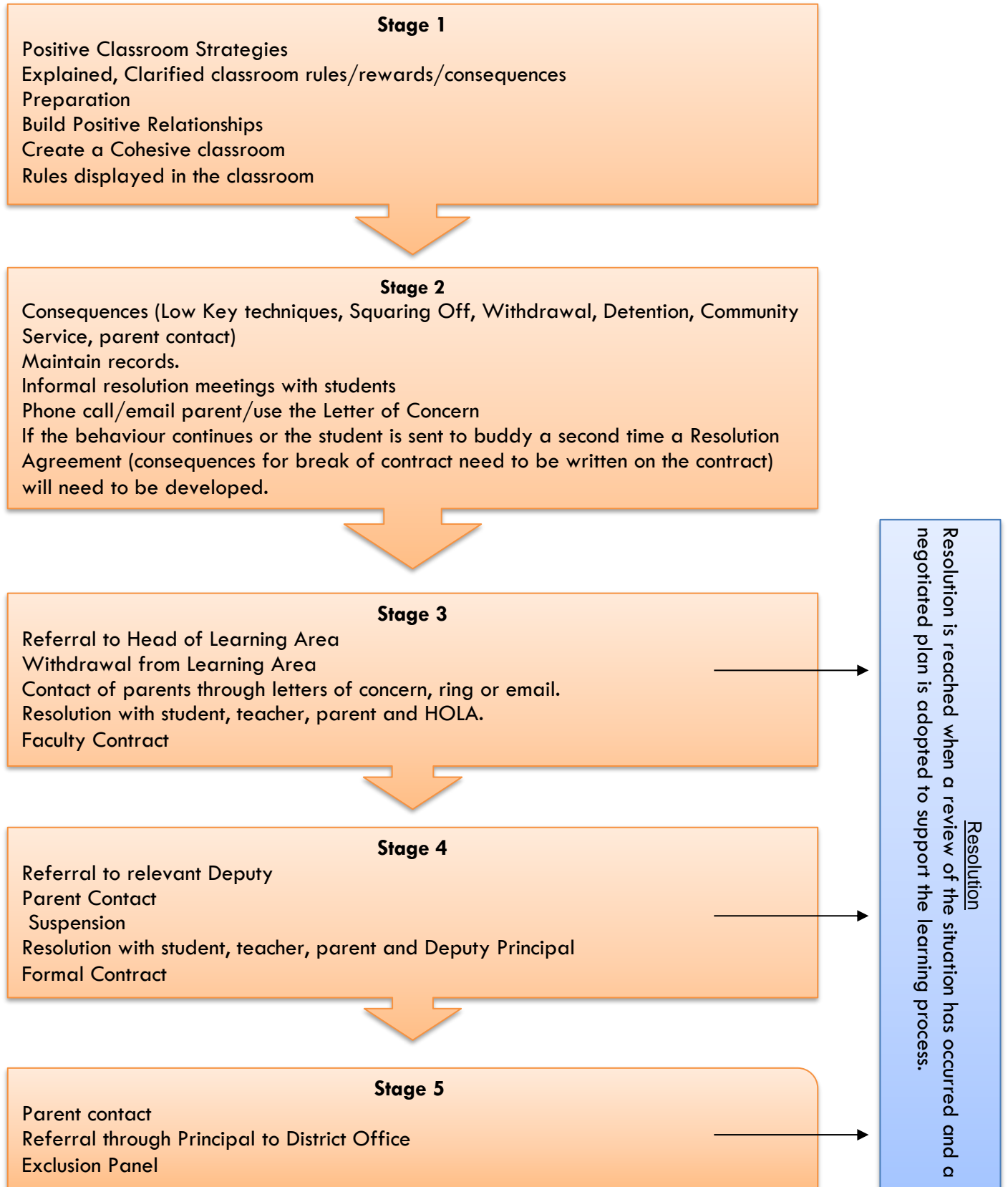
Throughout the year students will be strongly encouraged to demonstrate their personal and social skills through participating in events and activities which aim to support the development of a positive self-image for young people and encourage their aspirations, e.g. fund-raising for a range of charitable purposes, community environmental projects and sports carnivals.

Behaviour Management Support Flow Chart

Class teachers are professionally supported by:

- Colleagues;
- Head of Learning Area
- Year Coordinators;
- Administration.

All will provide advice and support in developing behaviour management strategies.



STAGE 1 POSITIVE CLASSROOM MANAGEMENT

Initially, the management of student behaviour is the **fundamental responsibility of the Learning Area teacher**. To support teachers there is a comprehensive network of services and programs that can be accessed through the Head of Learning Area, Student Services and the Administration.

When concerns arise, **all staff are encouraged to consult with colleagues**. The support and advice available from the wide range of professionals at this school may enable many potential problems to be avoided or lead to the more effective management of existing problems. Should it become necessary to refer students to other members of staff, teachers are expected to follow up and, if required, to collaborate in any action which may be taken.

A positive learning classroom environment is essential in order to create and maintain a cooperative and caring atmosphere in the college. The following is a guide to assist teachers:

The Classroom Rules

- Familiarise students with the Kelmscott SHS Code of Conduct
- Ensure that every student knows the classroom rules
- Explain the Code of Conduct and the rationale behind each rule.
- Remind students of the rules in an informal way e.g. display in classroom.

Adequate Preparation

- Arrive to class on time to greet the students.
- Establish control of class before entering the room
- Ensure you have all necessary resources at hand (and that they work!).

Create an Engaging Classroom

- Ensure lessons reflect the Principles of Teaching and Learning.
- Use Instructional Strategies and tactics (e.g. Think, Pair, Share and placemat) to develop a safe environment which will encourage students to safely participate in a supportive environment.
- Ensure that structures within the lesson encourage individual accountability

Build Positive Relationships

- Always be courteous and expect courtesy in return.
- Reinforce positive, respectful relationships.
- Consistently apply the rules in the Kelmscott SHS Code of Conduct (be "firm, but fair")
- Learn and use the names of your students as soon as possible.
- Develop a rapport outside as well as inside the classroom.
- Be aware of and cater for the individual needs and ability levels.

Knowing Students

- Learn the names of your students as soon as possible (a seating plan may help; most student photos are available on MAZE/SEQTA).
- Develop a rapport ('win over') outside as well as inside the classroom.
- Be an active participant in Kelmscott SHS Community activities
- Be considerate of student strengths and weaknesses, e.g. not directing questions at a student who becomes anxious when receiving the focus of the whole class. Demonstrate personal interest and use active listening.
- Familiarise yourself with the relevant student plans.

Create a Cohesive Classroom Group

- Encourage a caring and supportive environment. Kelmscott SHS has a zero tolerance approach to bullying/harassment.
- Facilitate and maintain a collaborative, cooperative environment e.g. Think Pair Share.
- Provide and maintain an inclusive, supportive learning environment where students have a sense of belonging to group as a whole (a 'friendly' classroom).
- Engage your students; allow them to take on responsibility.

Communication /Effective Listening

- Practice positive, respectful communication.
- Practice active, effective listening as what is said may be misinterpreted – always seek feedback from the student to ensure your message was clearly understood.
- Similarly, what students say may be misinterpreted – be sensitive to the value of your intuition in developing and maintaining positive, respectful relationships.
- Deal with the problem not the student and avoid personalising issues e.g. talk about the misbehaviour not the person involved

Praise and Encouragement

- Look for opportunities to praise and encourage the more challenging students (always try to recognise someone doing something right.)
- Greet students at the door and try to begin lessons with positive, respectful communication.
- Regularly practice the encouragement of students and praise work and behaviour (display work; send to Principal for recognition; articles for the MUSE newsletter, Letters of Commendation, contact with parents through e-mails and phone calls, etc.)
- Feedback is an important part of the learning process - practice positive and constructive feedback and encourage learning from errors as an important part of the learning process.

Mutual Respect

- Model positive, respectful relationships with students.
- Use your peers, Head of Learning Areas, Managers of Student Services, and the Administration to establish and embed a positive classroom environment and maximise student potential.
- Finally, Parent/Guardian support is essential. Communicate regularly with home to help reinforce the positives and implement change.

Strategies to help you create a positive classroom environment

Ten steps to create a positive classroom environment:

1. CONSISTENCY IS THE BEST POLICY.

Mean what you say and follow it through.

2. EXPECT THE BEST FROM STUDENTS

Even though it may be harder with the challenging students; persist with belief in their value and their capability to attain it.

3. MAKE THE IMPLICIT EXPLICIT.

Define the specific behaviours that you will accept in the classroom and if you involve the students in formulating them, they may follow them more.

4. REWARDS YES! CONSEQUENCE NO!

Consequences in a classroom frequently outnumber rewards. They draw attention to the undesired behaviours. So look at bringing more reward and attention to the desired behaviours, this is where you could use Vivo Points.

5. GIVE CHOICES AND CONSEQUENCES.

Give the students choices on how to behave and appropriate consequences for the choice, e.g. choose to work quietly or to sit on your own.

6. THINK ABOUT YOUR CLASS ENVIRONMENT.

Create a classroom environment that is supportive and pleasant to learn in.

7. KNOW EACH STUDENT WELL.

Know what is rewarding and what a relevant consequence is for each individual.

8. USE SCHOOL WORK AS A REWARD.

Too often school work is used as a consequence when we want them to use and enjoy it.

9. TREAT STUDENTS WITH RESPECT.

They will respond with the feelings that you give to them.

10. BE ORGANISED.

Making sure you arrive to class on time, have the equipment you need and being organised with your lesson preparation and flow makes a difference. Think about the timing of your lesson, the number of activities within the lesson and the literacy level of your class.

STAGE 2 CLASSROOM RESOLUTION

Kelmscott SHS recognises the importance of the classroom teacher's role in dealing with students. At stage two it is the teacher's responsibility to ensure they have maintained behaviour management processes both in and outside of the classroom, before referring the student on to higher stages. For further information on any of these BUMPS please refer to *CLASSROOM MANAGEMENT: A Thinking and Caring Approach* by Smilanich and Bennett

Summary of Classroom Management Bumps

Bump 1 Low Key Response	<ol style="list-style-type: none"> 1. Win students over <ul style="list-style-type: none"> ○ meet students at the door ○ Show interest ○ Be polite 2. Use Signal to begin. 3. Proximity - move about the room while teaching 4. Be on alert. Stop things before they go too far. 5. Deal with the problem not the student 6. Transitions – who, what, when 7. Deal with allies first 8. When asking questions, signal the type of response you want 9. Use minimal or non- verbal <ul style="list-style-type: none"> ○ Student's name ○ Gesture ○ The "look" ○ Pause ○ Planned ignore 	Maintain the flow of the lesson
Bump 2 Squaring Off	<ul style="list-style-type: none"> ● Pause or stop ● Turn body square ● Intensify eye contact ● Use minimal verbal response ● Complete interaction with a "thank you" 	Maintain the flow of the lesson
Bump 3 Either/or Choices	<ol style="list-style-type: none"> 1. Stop 2. Pause 3. Intensify eye contact 4. Give an either/or statement <ul style="list-style-type: none"> ○ Use firm, neutral, calm voice ○ Restore social order ○ Give a choice which student sees as related to the misbehaviour ○ As immediate as possible ○ Keep statement free of moral judgement ○ Deal only with the present 5. Ask for a student response 6. Listen for student's answer <ul style="list-style-type: none"> ● Complete interaction with a "Thank you" 	Maintain the flow of the lesson At teacher discretion: ○ Contact parent Notify HOLA and discuss strategies
Bump 4 Consequence	Follow through on Bump 3 "You have made your choice. Please _____" "Thank you"	Student may be isolated in class At teacher discretion: ○ Ensure student has work to continue with ○ Keep record ○ Contact parent Notify HOLA and discuss strategies

Bump 5

1. Recognise the move to power
2. Respond by:
 - Ignoring it
 - Short Circuit it
 - Describe the situation
 - Language of attribution
 - Provide a new choice
 - **Ask them to leave (to withdrawal)**

Student isolated/or sent to withdrawal

- Ensure student has work to continue with
 - Keep record
 - Contact parent
- Notify HOLA and discuss strategies

Note: While students may enter at any bump, teachers must ensure their response to misbehaviour matches the level of defiance from the student. **Remember Less is More**

Possible consequences for use by the classroom teacher

These are not in any order and it is their responsibility to evaluate the level of behaviour and choose which consequence to implement;

- Low Key response (e.g. min or nonverbal, use of name etc.)
- Private Dialogue
- Move students seat in class (e.g. closer to teacher)
- Isolation in class
- Contact parent (via phone or email)
- Detention (recess/lunch)
- Parent Interview
- Seating Plan
- Loss of privilege
- Withdrawal
- Informal Contract

When the above classroom consequences have failed:

- Temporary removal from classroom
All students not within the classroom e.g. put outside, are still required to be supervised by their classroom teacher as part of their duty of care. This strategy is to be only used as a cooling off period for no more than five minutes.
- Withdrawal Class
Teachers must organise within L.A. their withdrawal options. Students to be sent with note and have work to complete. After resolution the next lesson is a fresh start.
Students sent to Withdrawal on a second occasion will require a **Classroom Resolution Contract**. Students cannot be sent to Withdrawal for the original behaviour for more than one period without approval from the HOLA

STAGE 3 HEAD OF LEARNING AREA

The role of the HOLA is to:

- Develop and implement a Behaviour Management Plan (in conjunction with this policy) for the Learning Area.
- Visit classes and give staff feedback and assist in the development of a repertoire of strategies.
- Build teacher capacity empowering them to manage issues within the class themselves.
- Facilitate the withdrawal of the student to allow time for resolution to occur.
- Liaise with classroom teachers by :-
 - providing support or advice focusing on appropriate consequences for choice.
 - mediating a resolution to student - teacher conflict (Learning Area Contract).
 - providing assistance in the monitoring of student behaviour
- refer student to appropriate support staff for issues affecting a student's behaviour.
- implement withdrawal as deemed necessary depending of severity of situation.
- Writing faculty agreement with withdrawn student and send copy home to parents.
- contact parents as necessary.

If Classroom Resolution contract is broken, or if no resolution is reached, forward to Deputy (Stage 4) with all relevant information.

STAGE 4 DEPUTY PRINCIPAL

The role of the Deputy Principal is to:

- Counsel students on the consequences of choosing unacceptable behaviour.
- Provide support, advice to Staff and Parents.
- facilitate the withdrawal of the student (which may include suspension) to allow for resolution to be reached.
- liaise with classroom teachers by :-
 - providing support or advice focusing on appropriate consequences for choices.
 - mediating a resolution to student - teacher conflict and involving the parents.
 - providing assistance in the monitoring of student behaviour.
- Development of Formal Agreements
- Dealing with issues involving physical violence.

Throughout these processes, Kelmscott SHS is committed to:

- ✓ developing positive respectful relationships;
- ✓ the principles of natural justice;
- ✓ being responsive to individual needs and cultural sensitivities,
- ✓ working in partnership with parents to support the personal, social and academic development of our students.
- ✓ Following the DoE Behaviour Management Policy

RESOLUTION PROCESS FOR ALL STUDENTS

Student and teacher meet to resolve the problem and this may involve teacher/parent contact or intervention by HOLA. Unless major safety issues are involved, the student continues to attend class during the resolution process.

If the student does not cooperate in the resolution process, they have chosen for the HOLA to arrange for a learning area withdrawal to provide another opportunity for resolution.

If resolution is still unsuccessful, the student continues learning area withdrawal while a case conference with parents is organised and/or the issue is referred to Deputy.

If no satisfactory resolution is achieved consequences may include:

- detention at recess breaks or after school (refer **Section Two**, Policy re detaining students)
- withdrawal from non-essential excursions/activities eg *sporting teams* (refer Good Standing)
- subject withdrawal for up to 5 consecutive occasions organised by the HOLA,
- and/or referral to other agencies or educational programs. Parents will be consulted re withdrawal from normal classes and students on withdrawal will continue their educational program under supervision.
- Where safety is an issue, the student may be prohibited from entering a practical area making further participation in a subject impossible. Parents will be consulted re a change of subject.

In severe or repeated cases the school may implement a suspension as a consequence. Kelmscott SHS may suspend students for the following offences (up to 10 days).

- Illegal substance offence
- Physical assault or intimidation of other students
- Physical assault or intimidation of staff
- Substance misuse
- Verbal abuse or harassment of staff
- Verbal abuse or harassment of students
- Violation of Kelmscott SHS Code of Conduct, behaviour management plan, classroom or school rules
- Willful offence against property

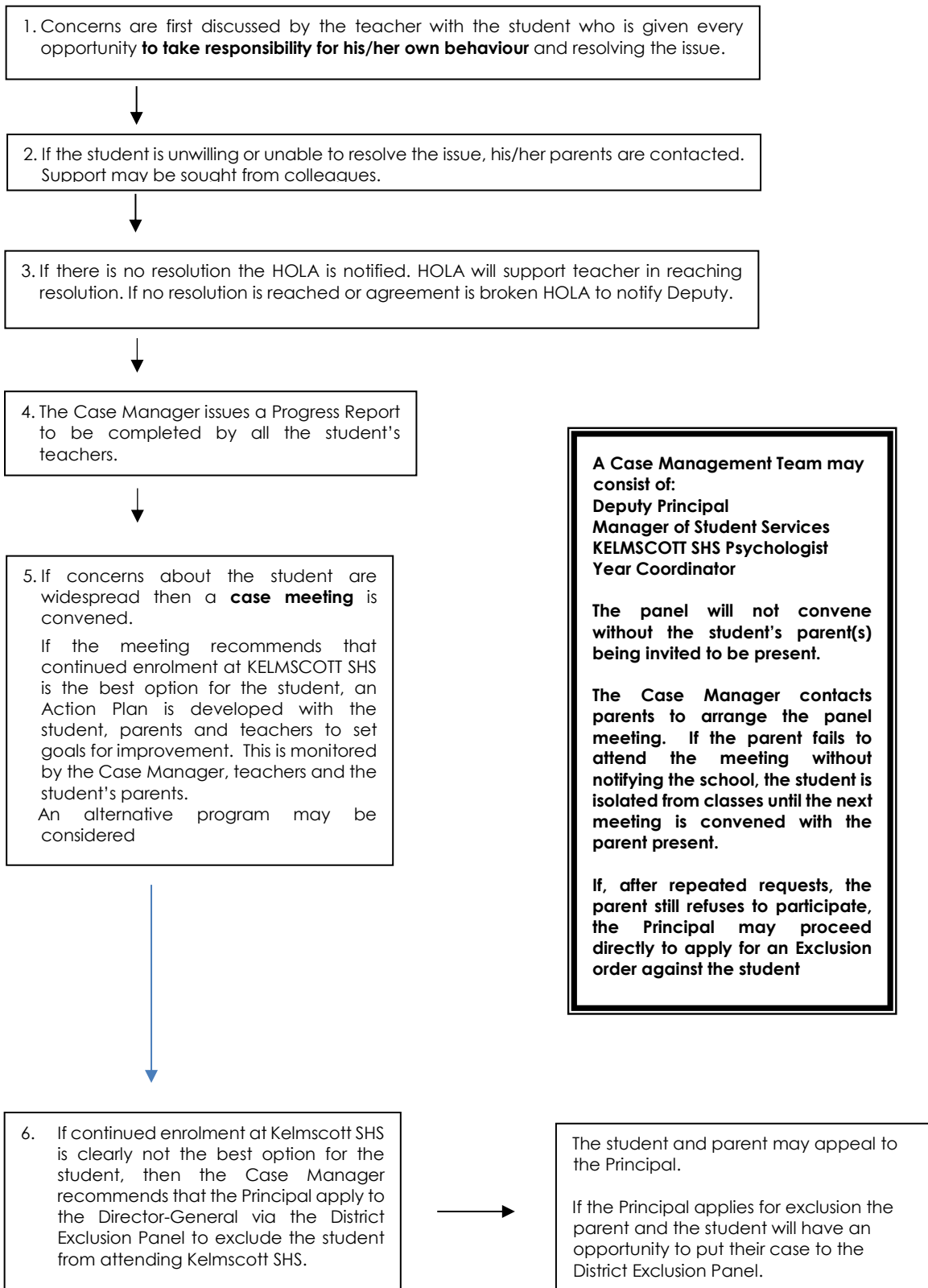
Upon return from any suspension the student and a parent must participate in a case conference to ensure that the behavioural issues are resolved. Teachers may participate if relevant. The student is then entitled to return to all classes.

However, if behavioural issues, particularly relating to safety, are still unresolved the student may be withdrawn from classes until further negotiation and/or counselling can take place.

In extreme cases the Principal may apply for an exclusion order against the student.

THE CASE MANAGEMENT PROCESS

All students and their parents/caregivers are fully informed of the school's expectations. Concerns about a student's REPEATED SERIOUS MISCONDUCT are addressed as follows:



MANAGING CRITICAL INCIDENTS IN CLASS

1. The moment you sense there may be a critical incident send for support, do not wait for something to happen.
2. If you feel confident about doing so without personal risk, attempt to defuse the situation:
 - ❑ try to distract the students concerned by letting them know you are there and watching
 - ❑ instruct other students to move off and discourage any onlookers who are trying to “stir things up”.
 - ❑ If all else fails and it is a single student remove yourself and the students from the room.
3. Although you do have the right to use “reasonable force” to protect yourself and students, it is very difficult on the spur of the moment to assess what is “reasonable”.
4. Therefore, visualise yourself in a range of situations and decide how you will act, i.e. prepare yourself as best you can for what could happen.
5. Experienced staff can be helpful, as they have already been in a range of difficult situations, so ask for their advice.
6. If the worst does happen and a critical and/or violent incident occurs **IT IS STRONGLY RECOMMENDED THAT YOU DO NOT PUT YOURSELF AT RISK.** Duty of care is satisfied if you:
 - ❑ have sent for help (***if there is no one to go for help or no one will go for help, stay with the students – at the very least you are a witness to what happens***)
 - ❑ have instructed the student/s concerned to STOP whatever it is she/he/they are doing
 - ❑ as soon as possible afterwards, provide the Deputy Principal with the Green Slip or incident report (***no emotive language or value judgements, just a statement of facts with the names of any witnesses***). This could be used in court so please ensure accuracy.

MANAGING OUT OF CLASS INCIDENTS

All teachers are expected to support the school's Code of Conduct and deal with out of class incidents.

It is important that a teacher is seen to follow up on incidents in the yard or the students will feel they can get away with things. Use photos on SEQTA or in the Student Services to identify students you do not know.

Most incidents can be resolved on the spot but when support is needed the first person to refer to is the Rover/ Deputy. For major incidents referral must be accompanied by a Green Slip.

Out of Class incidents that may need to be referred:

- fighting
- continued or severe harassment
- wilful disobedience
- dangerous behaviour,

**Referral must be accompanied by a Green Slip.

Where appropriate, feedback will be given to the referring person (student and staff).

STAFF POST INCIDENT REVIEW AND REFLECTION

It is well documented that major incidents either in the class or yard, which may include a “power struggle” between you and a student, can lead to a heightened emotional reaction. It is suggested then that after you have followed through with the appropriate consequence/paperwork that you spend some time debriefing or reflecting on the situation.

This may include (depending on your preferred method);

- Spending a period of time quietly reflecting to yourself about the incident.
- Discussion about the issue with a peer or HoLA or Deputy Principal.

If you feel that you need further support or counselling make sure you discuss this with your HoLA and/ or also use the service that is available to all education staff

CONSEQUENCES

❖ **DETENTION**

Classroom detention

Under no circumstances is a teacher to detain any student alone. Arrangements must be made with colleagues to ensure that an appropriately public area can be used for any individual.

- Teachers intending to detain students must ensure it is the appropriate strategy, eg that a whole class is not being detained because of the actions of a few students.

Detention Room (4.05)

Students may be referred to the detention room for detention during recess and lunch. This must be coordinated through the HoLA and the student must be contacted prior, so they are aware of the reason for detention. HoLAs are to then inform the relevant deputy in writing for inclusion. If a student arrives late or without uniform they will be referred to detention by Gell Centre staff.

- Any student to be detained at recess or lunch time must be given at least five minutes for personal refreshment and preparation for class before or after the detention takes place.

Detention after school hours

A student can be detained after school as a consequence for a student's behaviour. Detention in this context will apply to individuals or small groups of students; it is not the same as staff taking time at the end of the day to complete the educational program with their class.

The class teacher is to ensure that the:

- parents and/ or care givers have been contacted to inform them of the reason for, and the duration of, the detention (20 minutes).
- an arrangement is in place to get the student home after the detention; and
- this arrangement has been agreed to by the parents and/ or care givers.

The school holds a formal after school, which is coordinated by a Deputy. If you wish to refer students to this detention you must refer through your HoLA and ensure parents are contacted prior.

❖ **WITHDRAWAL OF STUDENTS FROM SUBJECT/S AND OTHER SCHOOL ACTIVITIES**

The withdrawal of students from Kelmscott SHS activities serves to:

- provide students exhibiting disruptive behaviour with the opportunity to cool down, and reflect on their own behaviour;
- ensure duty of care provisions for other students and staff;
- allow the teacher and the other students the opportunity to teach and learn without interference; and
- provide an opportunity to negotiate and plan behaviour management strategies.

Procedures for Implementing Withdrawal

After consultation, the HOLA may facilitate:

- subject withdrawal (Consultation with teacher)
- in school withdrawal (consultation with Deputy)
- identified school activities or programs. (Consultation with relevant coordinator of activities.)

This withdrawal is distinct from faculty withdrawal in a class situation that forms part of a teacher's class behaviour management plan.

- A student cannot be withdrawn from any class or classes for more than 5 consecutive occasions.

In circumstances, usually relating to safety issues, where it is not possible for the student to continue in a subject, after consultation with the learning area HoLA, the Deputy Principal will consult the student's parents whose written approval must be obtained for any proposed change of subject.

Decisions about the location, supervision arrangements and the duration of withdrawal will take into account:

- the developmental status of the student;
- the potential emotional impact of such withdrawal on the student; and
- provisions for the student to continue with their work in the subject

The HOLA will ensure that students are supervised, with safety and security requirements being met at all times.

SUSPENSION

Suspension is reserved for serious or persistent breaches of the school's code of conduct. Suspension reduces the opportunity for escalation of the student's behaviour, provides a period of respite between the incident and the resolution process, and enables the school's community to operate safely. Suspension provides an opportunity for the student, parents, and school staff to reflect on the incident and behaviour enabling a considered, positive resolution and re-entry plan.

GENERAL PROCEDURES

The school is committed to working in partnership with students and parents to resolve issues related to student behaviour. However in the case of a serious/ and or repeated breach of Kelmscott SHS discipline that threatens the safety of the school community or impacts on the learning of others, the Deputy Principal or delegate will suspend the student immediately.

As soon as practicable, the student and parents will then be given an opportunity to respond to the issue and request reconsideration of the suspension.

A student can be given permission by the Principal to be on school property for specific activities or programs during a period of suspension.

A student entering school property without specific permission will be in breach of suspension conditions and will be escorted from the school grounds. In such cases, when the student returns to school at the conclusion of the current suspension, consultation with the parents and student will take place to discuss possible consequences for the breach of suspension conditions. An additional period of suspension can be imposed. If the student poses a safety threat to other students the police may be called to escort the student of the grounds.

Persistent breaches or gross misbehaviour could lead to a recommendation for exclusion.

Periods of suspension will not be imposed consecutively. A period of suspension will terminate at the end of the school term in which it was imposed.

Further consultation with parents will take place when a student has been suspended for a total of ten or more days in one school year in order to review the behaviour management plan for the student and the educational program being provided.

Information regarding the suspension will to be entered into the school's management information system. All required information will be accessed by the Regional Office.

Information will be passed to the police if the suspension involves a critical matter.

EDUCATION PROVISION FOR SUSPENDED STUDENTS

Any student who is suspended from school for three or more consecutive school days will be provided with education instruction during the period of suspension. This does not require the student to be supervised by Kelmscott SHS staff during the period of suspension unless the student has specific permission to be on school property.

The student will be provided with education instruction that will include some or all of the following:

- information and materials that would enable them to continue to develop the knowledge and skills that are central to their education program;
- information and materials that would enable them to complete tasks and prepare for assessments;
- activities that require reflection about behaviour and/or the incident that resulted in suspension and any behavioural changes required when the student returns to school.

Parents will be informed of the education instruction made available and will be encouraged to ensure that the student completes this work and submits it to teachers. Parents may make arrangements for ongoing return and renewal of work can be made through the Manager of Student Services or relevant Year Coordinator.

If the school has provided opportunities for course requirements to be completed and the student has not done so the usual consequences will apply as per the school's Assessment Policy.

POST SUSPENSION PROCEDURES

1. Following a period of suspension, the student and parents/caregiver (s) will be required to attend a meeting with a Manager of Student Services/Deputy Principal to:
 - a) Review the suspension incident. *Discussion will focus on the effects of the incident; the breach of school's code of behaviour; the effect on the student's education; and, any unresolved problems or concerns;*
 - b) examine requirements for the students' re-entry to normal class;
 - c) resolve with teacher(s) or other involved;
 - d) consider any behaviour change strategies.

The convenor of this meeting will provide a brief summary of the outcomes to those members of staff directly involved with the student

The school reserves the right to not allow re-entry if a re-entry meeting has not been attended by a parent/guardian.

2. If there are repeated suspensions a Case Conference may be called for the purpose of:
 - a) reviewing student's educational and behavioural programs
 - b) examining school's recommendations for an Individual Behaviour Management Plan (IBMP).
 - conditions which a student must fulfil in order to be re-admitted to classes
 - Educational program to be completed by a student while on the IBMP.
 - Nature and extent of the procedures used to monitor the educational program and
 - Behaviour management strategies to be implemented on a student's re-admittance to classes.
3. Members of the Case Conference may include:
 - Principal or nominee (Deputy Principal)
 - Manager of Student Service
 - Staff Representative(s) who will usually be the teacher(s) involved with the student.
 - District Student Services Team members as appropriate
 - student and parents
 - Other agencies

Parents and students will be informed of their right to have support from a community representative who is mutually acceptable to the school. In some instances, the school may seek to involve a community representative to assist in the resolution of any concerns.

4. Educational program options to be considered by the Case Conference include:
 - Non- attendance in a certain subject area (or areas)
 - Late start/early dismissal
 - Restricted access within the school
 - Modified/more appropriate curriculum
5. Conditions to be imposed on a student as a requirement of a IBMP may include:
 - a) Drug counselling
 - b) Police lectures
 - c) Restitution
 - d) Psychological testing/assessment
 - e) Personal development courses
 - f) Referral to appropriate support agencies and
 - g) Referral to other educational program options
 - h) Restorative Justice

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS (IBMP)

Plans will be developed for students identified as being 'at risk' because of difficult to manage behaviour.

Student Services will facilitate the development of structural support processes and include a case manager who will act on behalf of all subject teachers. The emphasis will be on a behaviour management plan not counselling (although it may include linking with the school's psychologist, A.I.E.O, nurse, Chaplain, parent and administration).

The aim of a behaviour management plan is to teach the student to manage his/her own behaviour and to focus on particular behaviour skills.

This plan needs to be:

- Easy to understand
- Owned and signed by all parties
- Referring to the Code of Conduct
- Specific, clear and achievable
- Addressing the positive outcomes as well as the negative outcomes
- Supportive in emphasis, not merely punitive

Student refusal

Unless the student is willing to work with the case manager, the plan will be ineffective. Students will be made aware of the "consequential chain" within the school /and the school's suspension policy for repeated misbehaviour.

FORMAL WRITTEN AGREEMENT

When the Individual Behaviour Management Plan is unsuccessful and the student is a major disruption to the learning of others a Formal Written Agreement will be developed by the Deputy Principal in consultation with Student Services. A new Case Conference will then be called and the contract will be explained to the Parent and student.

EXCLUSION ORDERS FOR ALL STUDENTS

Exclusion orders for students can take the following forms:

- exclusion from normal attendance at the school but with a requirement to attend the school for specific purposes or programs;
- complete exclusion from attending Kelmscott SHS;
- direction to attend a specified school or educational program;
- direction regarding the form of education instruction that is to be provided; or
- a combination of two or more of the above conditions.

GENERAL PROCEDURES

The principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school's discipline in the following ways:

- has threatened the safety of any person on the school's premises or whilst participating in an educational program of the school; or
- is likely to cause or result in damage to school's or personal property; or
- has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite school intervention.

Following a decision made by the Director-General about a recommendation for an exclusion order it is expected that school and District Education Office staff will provide parents and the student with assistance to comply with the order made.

INVESTIGATION OF BEHAVIOUR OR INCIDENT

Prior to making a recommendation for an exclusion order the behaviour/incident must be investigated. The resulting documentation needs to include the following information:

- a record of the student's account of the behaviour/incident;
- records of the accounts of relevant staff and students; and
- in the case of an incident, records of the accounts of witnesses nominated by the student.

It is crucial that the developmental status of the students involved, the immediate situation, surrounding events and potential contributing factors are taken into account as Kelmscott SHS staff gather information. Recommendations for exclusion need to be based on careful consideration of objective evidence.

The student and parents must be notified of precisely why a recommendation for an exclusion order is being considered and be given every opportunity to show why the recommendation should not proceed. The parents and the student must be encouraged to provide information that they consider relevant to the situation.

STRATEGIES FOR MANAGING STUDENT BEHAVIOUR

MONITORING STUDENT BEHAVIOUR

Learn about your students

Teachers are encouraged to learn about the needs and aspirations of their students. To provide comprehensive information about students, the school maintains the MAZE computer database recording student Attendance, Conduct and Academic Progress. Staff are also encouraged to use SEQTA to access attendance history.

Additional confidential information on students is held by the Kelmscott SHS Community Nurse and the Psychologist (Requires parental consent to share information). Together with MAZE data, this information is used to identify **Students At Educational Risk** due to poor attendance, disability, or family/social factors.

Enrolment forms, copies of Semester Reports, Progress Reports, Incident reports, certificates and various other documents are held in the **Student Records** in the Reception.

RESPONSIBILITIES FOR MONITORING STUDENT BEHAVIOUR

Teachers are legally responsible for managing their students' behaviour. Each teacher maintains their own records of student behaviour.

Teachers need to ensure that they follow the Behaviour Management Support Flow Chart and all attached paper work. The HOLA will keep a record of all such referrals.

The HOLA may temporarily refer the student to a designated withdrawal area from the Learning Area and records this referral.

MANAGEMENT INFORMATION SYSTEM (MIS)

Administration has overall responsibility for maintaining the school MAZE records and regularly reviews all data and collates reports for staff review and reflection. This information informs the school's decision-making process.

PROFESSIONAL EXPECTATIONS OF COLLEAGUES

Teachers create a supportive working and learning environment for their colleagues and students by establishing and maintaining consistent routines. Through these routines, teachers model good working practices and consideration for others to their students.

Please ensure that

1. You arrive to your classes, to your recess duty area and to supervision duties on time
2. You provide a late note if you have detained a student from going to a colleague's class.
3. You do not allow students to wander aimlessly during instructional time including for drink or toilet breaks
4. You do not allow students to enter a learning area unsupervised
5. The noise level in your learning area does not interfere with the work in neighbouring areas
6. You do not leave your students unsupervised
7. You do not release your students early
8. You apply school's and learning area rules consistently to support your colleagues
9. Organised with appropriate work.

Please ensure that when you leave an area:

1. the desks and chairs are in a neat and tidy position
2. the floor is clear of paper and other rubbish
3. the teacher's desk is clear
4. the whiteboard is clean

Do not tolerate the following student activities in learning areas

1. eating
2. spitting
3. writing on desks and chairs
4. removing or loosening screws from furniture
5. swinging back on chairs
6. wearing hats/beanies (*legitimate religious garb excepted*)
7. Rocking on desks

At the end of the day and before a break, please check that:

1. windows and doors are locked
2. lights, air conditioners or heaters are turned off
3. your area is clear of litter

UNDER NO CIRCUMSTANCES ARE STUDENTS TO BE GIVEN SCHOOL KEYS OR TEACHER COMPUTER ACCESS.

THE PRINCIPLES OF TEACHING, LEARNING AND ASSESSMENT

OPPORTUNITY TO LEARN

Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them

Opportunity to engage/ to observe processes/ to encounter quality products/ explicit teaching.

ACTION AND REFLECTION

Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.

Higher order thinking/ Deep Understanding/ Substantive Conversation/ Meta-language/
Interconnectedness / Metacognition

MOTIVATION AND PURPOSE

Learning experiences should be motivating and their purpose clear to the student.

Engagement / Motivation/ Explicit/ Purposeful Learning / Student Control

INCLUSIVITY AND DIFFERENCE

Learning experiences should respect and accommodate differences between learners.

Respecting and Acknowledging Backgrounds / Depth of Learning/ Cultural Knowledge / Inclusive / Flexibility / Broad contexts

INDEPENDENCE AND COLLABORATION

Learning experiences should encourage students to learn both independently and from and with others.

Individual and Group skills / Global Learning / Autonomy / Flexible / Student Accountability

SUPPORTIVE ENVIRONMENT

The college and classroom setting should be safe and conducive to effective learning.

Social Support. / Risk taking / Engagement. / Explicit Criteria. / Self-Regulation. / Group Identity / Respecting Difference and Diversity / Resources

ASSESSMENT

VALID

Assessment should provide valid information on the actual ideas, processes, products and values expected of the students.

EDUCATIVE

Assessment should make a positive contribution to student learning.

EXPLICIT

Assessment criteria should be explicit so that the basis for judgements is clear and public.

FAIR

Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.

COMPREHENSIVE

Judgements on student progress should be based on multiple kinds of sources of evidence.

