

Systems to support our positive learning culture

Good Practice

1. A shared philosophy
2. Have clear behaviour expectations
3. Teach behaviour expectations
4. Appropriate behaviours are recognised with positive praise and reward
5. Define inappropriate behaviours
6. Record incidents of inappropriate behaviour
7. Consistent consequences for inappropriate behaviour
8. Clear in-class processes to support positive learning culture
9. Learning culture is monitored and reported

1. Shared Philosophy

We are jointly accountable to support our learning culture. Students, parents, staff and community will build a better learning environment if we work together and take responsibility for doing our roles well.

The Restorative Practice model aims to build and maintain positive, respectful learning relationships across the school community. By building and maintaining positive, respectful relationships within a school, issues are more easily managed. What we aim to achieve is:

- a positive school environment with more time for teaching
- an increase in the engagement and learning of students in the classroom
- growth in relationship and problem-solving skills, for both adults and students
- a consistent approach that aligns with the school's shared values.

2. Have Clear Behaviour Expectations

Our Expectations

Respect for Each Other

- Build positive relationships
- Be safe and considerate
- Help others to learn
- Celebrate diversity
- Celebrate the success of others
- Work with others to make your world better

Respect for Ourselves

- Be prompt and prepared
- Participate and contribute
- Work hard and persevere
- Ask for help when you need it
- Make good use of your opportunities
- Be proud of who you are and where you have come from

Respect for our Environment

- Reduce, reuse, recycle
- Dispose of waste in the right place
- Take care of our buildings and grounds

3. Behaviour Expectations are Taught

- Form time, classes, assembly.
- Specifically and by example.

4. Appropriate Behaviours are Recognised

- Teacher points, Deans awards, Principal's Awards.
- Assembly, Prizegiving, Newsletter, Facebook.

5. Define Inappropriate Behaviours

See PLC Actions and Consequences Tables below.

6. Record Incidents of Inappropriate Behaviour

- Recording incidents in Kamar means that information to support the learning culture at school can be shared by staff. It also enables patterns of behaviour to be identified and followed up.
- Teachers can record uniform and classroom incidents on Kamar.
- Deans, counsellors and SLT can record discipline, guidance and attendance incidents.

7. Consistent Consequences for Inappropriate Behaviour

When managing the inappropriate behaviour of students, it is expected that a restorative practice approach will be used where possible to frame up how the staff member leads the interactions. This should include respecting the mana and dignity of the student, eg ∇ Withq not ∇ oqqr ∇ Forq. Often a non-verbal signal (eg head shake) and a stern look (or smile) is enough to correct the behaviour. Generally, a conversation about inappropriate behaviour with a student should start with introductions (if name not known) and an expectation reminder. For minor behavior, a brief apology would be appropriate.

Consequences are not definite. Every incident will be managed to its own particular circumstances, with consideration for mitigating and aggravating factors. That said, consequences should be broadly consistently applied in similar circumstances.

Mitigating or Aggravating Factors

- Age/Year Level
- History of repeated misbehaviour of a similar nature
- Willingness to engage in restorative consequences
- Wellbeing and emotional state of perpetrator and victim
- Learning and cognitive disabilities
- Family circumstance
- Combination of inappropriate behaviours
- History of lower level consequences not being effective
- Degree of harm caused
- Harmful example to others
- In public or in presence of guests at school

Typical Consequences during Lessons

See PLC Actions and Consequences Tables below

Typical Consequences Outside of Lesson Time (eg on duty)

See PLC Actions and Consequences Tables below

Detentions

Detentions are typically used as a consequence for out of class behaviours. Detentions are held at lunchtime and are 30 minutes long, except for not bringing blazer for assembly which is 15 minutes on a Tuesday. During detention, students will be expected to sit quietly whilst they complete work provided.

Jurisdiction

Whilst behaviour at school would generally be seen as falling into the jurisdiction of the school to impose consequences, there may be circumstances outside of school where it is reasonable for the school to be involved. Examples of this could include inappropriate use of social media that is impacting on relationships at school, or offensive behaviour by a student outside of school time to a staff member where the relationship is solely derived from the staff member's work duties.

8. In-Class Processes to Support Learning Culture

<p>Level 1 – Effective Teaching Practice For example: Build positive relationships; engaging lessons; SLOs; formative assessment; questioning; feedback; high expectations; student agency; Educultural Wheel (Macfarlane) ò</p>
<p>Level 2 – In-class Routines and Environment For example: Clear class routines and expectations; rule reminders; restorative approach (with not to); non-verbal reminders . gestures and proximity; seating plan; 5:1 positives; verbal warning (with or without name on board)</p>
<p>Level 3 – Time Out Used when a short break needed for cool-off (from teacher or other students) or to provide space for restorative chat.</p> <ul style="list-style-type: none">• Should be less than 10 minutes.• Teacher will record Time Out on Kamar on the day that it is used to enable co-ordinated approach from teaching and pastoral teams.• Reflection form available (colour green) to be completed by student at teacher's discretion if they feel it will be useful.• Question card with restorative questions available at teacher discretion for student to read through to prepare for chat.• Restorative chat with student should take place whenever Time Out is used.• Contacting home regarding a time-out is at the teacher's discretion where the teacher believes such contact is likely to support student engagement.
<p>Level 4 – Referral Out of Class Used when serious incident occurs or if there is persistent misbehaviour that is disruptive to class learning and other strategies have been ineffective.</p> <ul style="list-style-type: none">• Form (pink) is completed by teacher.• Student is sent to office with form (or with another student if needed).• Teacher contacts home to discuss reasons for referral.• Email sent home by admin (on behalf of Principal).• Relationship between student and teacher restored prior to next class in a manner that depends on the reason for the referral. Students should be supported to arrange time and place for the restorative meeting and also how to conduct themselves in such a meeting.

9. Monitoring and Reporting on Behaviour

- Where significant or relevant, parents should be part of communication and problem solving regarding behaviours of concern.
- Every school report will report on a student's attendance and:
 - Engaged in Learning: Students who are engaged in learning complete classwork and homework on time and to the best of their ability. They are enterprising, resourceful and resilient. They embrace challenges and are willing to try new things.
 - Organised: Students who are organised are punctual to class, and have the correct equipment for the lesson. They strive to organise their work in logical and meaningful ways.
 - Respectful: Students who are respectful treat themselves, others and the environment with respect. They allow others to learn without disruption. They are good listeners and value diversity and different points of view.
 - Participates and contributes: Within lessons, students who participate and contribute are actively involved in learning with others. They have a sense of belonging and are confident to participate in new contexts.
- Deans, SLT, Counsellors, and SENCO will meet regularly for each year level in order to monitor and co-ordinate actions to support pastoral needs of students.
- A Guidance committee meets regularly to consider challenges and developments with pastoral aspects of our positive learning culture.

Positive Learning Culture – Definitions, Process, Consequences

During Lessons

Expectation reminders and restorative chats should be used as part of responding to most inappropriate behaviours.

For persistent, inappropriate, moderate behaviour issues in class, support should be sought from LAL or TiC initially. For moderate or major behaviours, Deans and SLT would become involved if classroom strategies are consistently not effective or inappropriate behaviour is occurring across several classes.

Moderate Inappropriate Behaviours

Behaviour	Definition	Actions, where needed, in addition to expectation reminder and restorative chat	Consequences
Lateness	Arriving at class more than 5 minutes after the published start time.	Enter on electronic roll. Consistent Lateness refer to Dean.	Late Lines to be signed by parents?
Lack of work	Non-completion of classwork that you would reasonably expect to be within the capabilities of the student.	Check the student profile on Kamar for any learning profile. Work expectations should be clearly explained with reminders and offers of support where appropriate. Persistent - contact home. Enter on Kamar.	Class detention at interval or lunch to catch up.
Incorrect equipment and books	Not having available the equipment and books required for the lesson.	Keep record. Persistent - contact home. Enter on Kamar. Consider strategies to support student with organisation, eg book held in class.	PE . Alternative PE clothes supplied.
Incorrect uniform	Not meeting the published uniform rules.	Request removal of incorrect item. Send to office for uniform pass (recorded on Kamar). Detention for persistent.	Confiscation where manageable. ie there is ability to keep the item safe and student to be suitably clothed (eg not appropriate to confiscate socks).
Offensive Language	Language that is inappropriate to the school environment.	Record on Kamar.	Verbal apology. Written apology.
Disruption of learning	Acting in a manner that disrupts the learning of others.	Persistent - contact Home . record on Kamar. Involve LAL. Refer to Dean.	Classroom Management, eg seating plan. Time out. Referral.
Unsafe behaviour	Intentional or careless behaviour that risks injury to others or self.	Record on Kamar . contact home.	Time out. Referral.
Property damage	Damage to property that was unintentional but careless.	Incident report to SLT.	
Making a mess	Not disposing of waste in the appropriate place. Includes littering or not cleaning up after mess is made.		In class community service arranged by teacher, eg tidy class at end of lesson.

Damaging relationships	Intentionally acting to damage the relationships of others.	Persistent . refer to Counsellor.	
Breaching ICT Agreement	Not meeting the expectations in the school's ICT User Agreement.	Record on Kamar . contact home.	Dean may remove access to device or network.
Breaching mobile phone expectations		Persistent: record on Kamar . contact home. Refer to Dean.	May be restricted by Dean from bringing phone to school or using it at school.

Major Inappropriate Behaviours

Behaviour	Definition	Actions
Persistent misbehaviour	Persistent occurrence of minor misbehavior.	Time Out . record on Kamar . contact home. Referral.
Defiance	Refusing to follow the reasonable direction of a staff member.	Time out . Record on Kamar . contact home. Referral. Incident report to Dean or SLT.
Threatening behaviour	Verbal threats of harm to others.	Time out . Record on Kamar . contact home. Referral. Incident report to Dean/SLT.
Facilitating conflict	Acting with the intention of causing harm or conflict to relationships of others eg posting online video or images taken at school; facilitating others to fight.	
Bullying	Bullying is unwelcome, unsolicited and non-reciprocal behaviour that is done repeatedly with the intention to hurt another person. Bullying occurs where an individual or group endeavours to persecute or oppress others.	Separate in class. Record on Kamar. Incident report to Dean for significant incidents. Refer to Counsellor.
Racism and Homophobia	Comments or actions that negatively target somebody because of their race or sexual orientation.	
Banned items	Possession of banned items at school.	Confiscate item. Notify Dean or SLT and hand on item.
Dangerous behaviour	Intentional actions that put the wellbeing of self or others at risk of harm.	Time out . Record on Kamar . contact home. Referral. Incident report to Dean/SLT.
Physical Disputes	In the moment physical retaliation.	
Vandalism	Intentionally causing damage to property of others that will be costly or difficult to repair (includes virtual environment).	Incident report to SLT.
Theft	Stealing the belongings of others.	Incident report to SLT.

Extreme Inappropriate Behaviours

Behaviour	Definition	Actions
Continual disobedience	Persistent occurrence of moderate inappropriate behaviours.	Daily report to Dean/SLT. Refer to Mana Ake, RTLB, counselling or learning support assessment as appropriate. SLT refer to Principal.
Alcohol and Drugs	Possession or use of alcohol or drugs at school. Includes possession of drug paraphernalia.	SLT informed ASAP. Student removed from class. Incident report to SLT. Investigation to Principal.
Assault	Physically attacking another person where there is no retaliation from the victim.	SLT informed ASAP. Student removed from class. Incident report to SLT. Investigation to Principal.
Abusive language to teacher	Language said to another person that is intentionally abusive.	SLT informed ASAP. Student removed from class. Incident report to SLT. Investigation to Principal.
Weapons	Threatening behaviour with weapon.	Safety of others. Request weapon surrendered. Send for SLT. Incident report to SLT. Investigation to Principal.

Possible Further Consequences and Actions following investigation of major and extreme behaviours:

Restorative	Punitive	Principal Decision
Apology (written or verbal) Peer mediation Mediation Restorative meeting Community service	In house break times In house full days Daily report Defined area at break times	Stand down Suspension

Outside of Lesson Time (eg on duty)

Moderate Inappropriate Behaviours outside Classroom

Behaviour	Definition	Actions and Consequences, where needed, in addition to expectation reminder and restorative chat
Lateness	Arriving at class more than five minutes after the published start time.	Expectation reminder and move student on to class (teacher of class should mark as late).
Incorrect uniform	Not meeting the published uniform rules.	Asked to remove item of concern if possible or sent to office to get uniform pass. Note on Kamar if persistent.
Offensive Language	Language that is inappropriate to the school environment.	Detention.

Unsafe behaviour	Intentional or careless behaviour that risks injury to others or self.	Email to Dean.
Property damage	Damage to property that was unintentional but careless.	Email to SLT.
Not disposing of waste in the appropriate place	Not disposing of waste in the appropriate place. Includes littering.	Detention.
Damaging relationships	Intentionally acting to damage the relationships of others.	
Breaching ICT Agreement	Not meeting the expectations in the school's ICT User Agreement.	Detention.

Major Inappropriate Behaviours outside Classroom

Behaviour	Definition	Actions. Range of consequences notes below.
Defiance	Refusing to follow the reasonable direction of a staff member.	Restorative discussion to encourage compliance. Student requested to go to student office. Teacher to check student made it to office. SLT informed. Incident report. Apology, detentions, in house.
Smoking and vaping	Possession or use of tobacco or vapes. Includes selling and supply.	Confiscate banned items. Students to student office . notify SLT. Incident report. Consequences: 1. Assignment 2. Assignment plus in house x two lunchtimes 3. Continual disobedience
Facilitating conflict	Acting with the intention of causing harm or conflict to relationships of others, eg posting online video or images taken at school; facilitating others to fight.	Restorative chat if low level. Incident report to Dean/SLT.
Racism and Homophobia	Comments or actions that negatively target somebody because of their race or sexual orientation.	Restorative chat if low level. Note on Kamar. Incident report to Dean/SLT.
Physical dispute	At the moment of physical retaliation.	Students separated and taken to admin block. Incident report to Dean/SLT.
Bullying	Bullying is unwelcome, unsolicited and non-reciprocal behaviour that is done repeatedly with the intention to hurt another person. Bullying occurs where an individual or group endeavours to persecute or oppress others.	Incident report to Dean.
Banned items	Possession of banned items at school (see calendar for list).	Confiscate item. Notify Dean or SLT and hand on item.
Dangerous behaviour	Intentional actions that put the wellbeing of self or others at risk of harm.	Student safety . sick bay if needed. SLT notified. Incident report. Investigation.

Threatening behaviour	Verbal threats of harm to others.	Incident report to Dean/SLT.
Vandalism	Intentionally causing damage to property of others that will be costly or difficult to repair (includes virtual environment).	Incident report to SLT. Charge or part charge for repair. Community service.
Theft	Stealing the belongings of others.	Incident report to Dean/SLT.

Extreme Inappropriate Behaviours outside Classroom: Students at risk of Stand Down or Suspension

Behaviour	Definition	Actions and Consequences
Alcohol and Drugs	Possession, selling, distributing or use of alcohol or drugs at school. Includes possession of drug paraphernalia.	SLT informed ASAP. Student removed from class. Incident report to SLT. Investigation to Principal.
Assault	Physically attacking another person where there is no retaliation from the victim.	SLT informed ASAP. Student removed from class. Incident report to SLT. Investigation to Principal.
Abusive language to staff	Language said to staff member that is intentionally abusive.	SLT informed ASAP. Student removed from class. Incident report to SLT. Investigation to Principal.
Weapons	Threatening behaviour with weapon.	Safety of others. Request weapon surrendered. Send for SLT. Incident report to SLT. Investigation to Principal.
Fighting	Engaging in pre-planned physical conflict.	Incident report to SLT. Investigation to Principal.