

Positive Behaviour for Learning Key Process Statement

Overview

To allow every staff member and student to feel respected and safe whilst at Whyalla Secondary College (WSC). Students will be acknowledged for displaying positive behaviours and will be followed up with if displaying negative behaviours.

Detail

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

1. Following Expectations

Student supported by staff

Students familiarise themselves with the [school values and whole school expectations](#):

- Bag is put away in locker
- Enter class in an orderly fashion with tools for learning (books, 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
- Complete work to the best of their ability
- Movement system

2. Positive Acknowledgement

Staff

Acknowledge the positive actions of groups and individuals:

- Ring home, email, Daymap Connect parent portal, verbalise acknowledgement to class
- Individual support and encouragement sessions
- Special community assemblies to acknowledge achievements
- Display a consistent and relational approach

3. Strategies from Toolkit

Staff

Staff use a range of strategies from their [teaching toolkit](#) to manage their classroom. Strategies could include:

- Tactical ignoring
- Non-verbal message
- Causal statement
- Diffusion
- Simple direction
- Question & feedback
- Deflection
- Blocking
- Simple choice

4. Redirection

Staff

Redirect student to the task.

5. Reminder

Staff

Remind the student of appropriate behaviour and what the task is. Check for understanding of the task, provide support if required.

6. Corridor Conversation

Staff

Staff speak to the student/s involved in the corridor. If required, ask a teacher in a classroom within close proximity to provide supervision to your class while working through the student behaviour concern. Again, identify and name the disruptive behaviour of individuals or groups. Clearly state how the actions do not follow the school values and whole school expectations. State what behaviour is expected and what learning they should be proceeding with. Ensure they understand the task to be able to continue with work. Remind of the possible consequences if the behaviour continues, such as buddy class, detention, consequence related to behaviour. Parents will be contacted at the next step. Discuss any other considerations ie. Wellbeing. The onus to change behaviour needs to be owned by the student and supported by the actions of the staff.

7. Teacher given consequence

Staff

Continued actions contrary to the school values and school expectations will result in the name of the student/s recorded in Daymap Behaviour Records. Parents are contacted through Daymap parent portal or via phone to notify of ongoing behaviours and the consequence given.

A teacher can give a consequence to the student for their behaviour including:

- 15 minutes maximum time out in the learning common (teacher provides passive supervision)
- 15 minutes recess or lunch detention (monitored by the teacher)
- Consequence related to behaviour ie. Cleaning tables for graffiti, rubbish collection for throwing rubbish around room.

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

8. Learning Community Student Services (LS CC) - Cool Down

Staff

If behaviour continues, teacher contacts admin Support/LS SS SSO, movement slip is then handed to student for entry into room and sent. On arrival (if travel time is longer than 5 mins, SSO reports student missing), the student's attendance is documented by SSO and will be in the admin support/LS SS area for no more than 20 minutes. Whilst in this room, students are expected to sit quietly and reflect on their actions. This is a time to cool down, think about how to work out the problem with the teacher, and if there is a grievance, how to deal with it properly. If time permits, students will re-engage with their learning before re-entering the class. The teachers. Staff will create a Daymap Behaviour Record to detail the persistent behaviour. Teacher notifies the parents via telephone call of ongoing behaviours and the admin support/LS SS area visit.

If behaviour persists when the student returns from the admin support/LS SS area, move to step nine for leadership support.

9. Refer to leadership for support

Leadership

If student refuses to move to LCSS or persistent actions which continue after steps 1-8 have been initiated or major behaviour will see the involvement of school leadership staff to support staff actions. Staff will communicate with Administration SSOs through a phone call or written message using the colour code system to ask for assistance from leadership. The [Behaviour duty roster](#) indicates what leader will be contacted by the admin sso.

Where there has been a major behaviour (persistent, wilful or violent behaviour),

- Take Home
- 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 reconnection time where strategies will be discussed, and expectations outlined to support the student re-entering the school on their agreed Student Development Plan.

10. Significant Consequence

Leadership

Persistent actions where a student has accumulated 5 suspensions or a total of 15 days of suspension, or to the discretion of the 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, maximum 10 weeks)

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 Department for Education policy.

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

A reconnection to school will take place where expectations will be outlined to support the student re-entering the school using the agreed strategies in the [Student Development plan](#)*.

* Behaviour support plans restrict involvement in school activities for 5 weeks after the date of return including all extra-curricular sporting events, camps and excursions. The teacher will provide work for the student to continue on with whilst they remain on site.

The contract will be specific and relate to the behaviour or actions which need altering.

Role	Responsibilities
Principal/Deputy Principal/ Assistant Principals	<ul style="list-style-type: none"> ● Oversee this process and undertake annual review of its operation. ● Respond to critical incidents and complete the appropriate paperwork.
Leader/Coordinator	<ul style="list-style-type: none"> ● Respond to behaviour support call outs as described. ● Follow through with any behavioural consequences and parent contact as required. ● Support teaching staff in the management of their classrooms. ● Provide feedback and assistance to teachers where applicable
WSC 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 Records. ● Utilise leaders support and feedback to enable effective classroom management.
Students	<ul style="list-style-type: none"> ● Follow the student code of conduct. ● Be familiar and comply with the Respectful Behaviour 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

Parents/caregivers	<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 and Whyalla Secondary College policies including the Respectful Behaviour Policy.
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Definitions

Behaviour – the way in which one acts or conducts oneself, especially towards others.

Behaviours of concern - Challenging, complex or unsafe behaviours that are of greater severity, frequency or duration and require more persistent or intensive intervention to address.

Bullying - An ongoing and deliberate misuse of power in relationships through repeated verbal, physical or social behaviour that intends to cause physical, social or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more people who feel unable to stop it from happening.

Appendices

[WSC Respectful Behaviour Policy](#)

[Learning Expectations](#)

[Level of Responses](#)

[Positive Behaviour for Learning flow chart.docx](#)

[Types of Behaviour and Potential Levels of Response](#)

[Student Development Plan](#)

[Behaviour Duty Roster updated 17102022.docx](#)

[Education and Children’s Services Act 2019](#)

[Education and Children’s Services Regulations 2020](#)

[Equal Opportunity Act 1984](#)

[Disability Discrimination Act 1992](#)

[Disability Standards for Education 2005](#)

[Assault - site responsibilities procedure](#)

[Charter of Rights for Children and Young People in Care](#)

[Duty of care policy](#)

[Incident co-ordination: managing incidents of extreme severity procedure](#)

[Keeping Safe: Child Protection Curriculum](#)

[Protective practices for staff in their interactions with children and young people](#)



[Reporting critical incidents and](#)

[injuries procedure](#)

[Responding to problem sexual behaviour in children and young people](#)