



Port Lincoln High School

STUDENT BEHAVIOUR MANAGEMENT

TEACHER RESOURCE FOLDER

F A I R N E S S

R E S P E C T

S A F E T Y

R E S P O N S I B I L I T Y

S U C C E S S

FAIRNESS • RESPECT • SAFETY • RESPONSIBILITY • SUCCESS

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Student Code of Conduct

BE FAIR

- include others
- treat people equally
- help others
- one person speaks at a time

RESPECT OTHERS

- smile
- be friendly
- listen to each other
- speak to each other positively, politely and calmly
- respect the opinions of others
- let others learn
- respect the school's uniform policy
- be honest
- respect school property

BE SAFE

- move in a safe and orderly manner
- no fighting or bullying or threats to harm
- walk in the classroom
- help others
- use equipment appropriately

BE RESPONSIBLE

- ask for help if needed
- listen to others
- behave as young adults
- be active in creating a tidy school environment

AIM FOR SUCCESS

- complete tasks
- be organised and bring equipment to lessons
- set challenging goals

Developing Responsible Student Behaviour

ANTECEDENTS

Factors that influence behaviour

Effective classroom management antecedents promote desirable behaviours and we recognise that we can arrange conditions in classrooms which will minimise opportunities for irresponsible behaviour to occur.

In a classroom, the antecedents that affect student behaviour are those elements that form the physical environment, the learning program and relationships.

The Physical Environment

- classroom layout, arrangement of desks
- classroom organisation, seating arrangements
- ventilation, temperature and comfort
- ease of movement within the room
- colourful displays of student work
- decorations, posters, information displayed

The Learning Program

- teachers use a range of methodologies
- different learning styles are acknowledged and catered for
- students work in a success oriented environment
- work is interesting, relevant and challenging to students
- tasks are achievable for each student
- students receive regular and constructive feedback
- students are involved in developing learning plans, course content and assessment criteria
- skills of effective communication, conflict resolution, negotiation, and decision making are actively taught, modelled and reinforced

Relationships

- teachers are role models for students
- teachers show confidence, care, interest and respect for students
- sequences of actions are developed to form routines that use time and resources efficiently
- appropriate classroom rules, expectations and routines are established
- learning is enjoyable and satisfying

Support Personnel

SUPPORT PERSONNEL

Staff should identify and familiarise themselves with the following staff who have roles within the school.

PRINCIPAL:	Greg Barry
DEPUTY PRINCIPAL:	Todd George
ASSISTANT PRINCIPALS:	Tash Rayson, Lesley Warren, Clive Palmer Amy O'Brien, Tiff Evans, Deb Marks
CURRICULUM LEADERS:	Rebecca Paterson – Maths Science Jesse-Lee Jones – HPE, Integrated Learning Sport Greg Fitzgerald – Eng Humanities & Languages Stephen Campbell – Arts & BET
STUDENT COUNSELLORS:	Sarah Kidd Peter Jolly
PLHS PASTORAL CARE:	Kerry Graetz
OHS&W REPRESENTATIVE:	Julie McDonald
AEU SUB BRANCH UNION REPRESENTATIVE:	Lynn Campbell

Student Behaviour Management

STUDENT BEHAVIOUR MANAGEMENT

At Port Lincoln High School everyone should support the right of a **student to learn** and a **teacher to teach**. The **SBM** Plan is based on the following principles for all staff and students:-

F A I R N E S S

R E S P E C T

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S U C C E S S

The school expects staff and students to work together to develop positive student behaviours within a restorative setting. This may include; explicitly teaching of positive student behaviours, a preparedness to restore a relationship following an incident(s) and acceptance of consequence and/or resolution.

At Port Lincoln High School, we deal with behaviours on 3 levels.

LEVEL 1 Managed at teacher level through your own strategies, classroom management and support from Curriculum Leaders and your Line Manager. This may include contact home.

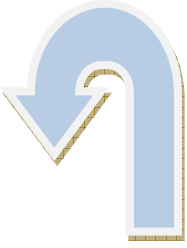
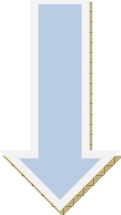
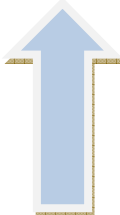
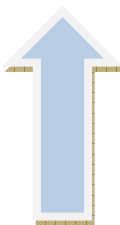
LEVEL 2 Students may be sent to the Focus Room due to ongoing or serious/ dangerous concern. It is an expectation that the referring teacher attempt to make contact home.

LEVEL 3 Students at this level will be referred to the relevant Sub School Assistant Principal, which may lead to further consequences. Some extreme behaviour will automatically lead to this step after consultation with the Sub School Leader. There is an expectation that the student and their family meet with a member of the school's Leadership team prior to re-entering classes.

Behaviour Management Procedures

Classroom Management

- Students made aware of school’s Code of Conduct and general SBM policies/procedures
- Classrooms display Code of Conduct and display specific area rules.

	LEVEL 1	<ul style="list-style-type: none"> • Subject teacher implements explicit teaching practices designed to modify student behaviour and management/modification practices within a classroom context. This may include; warnings, in class time-out, buddy room, use of NEP document and positive reinforcement • Subject teacher may seek advice and support from Line Manager/ Curriculum Leader • Record a Pastoral Care note on SEQTA in ‘Behaviour’ category and possible contact home 	LEVEL 1	
UNRESOLVED				RESOLVED
	LEVEL 2	<ul style="list-style-type: none"> • Refused to follow Level 1 strategies move to Focus Room. • Teacher together with Curriculum Leader develops strategies and a student plan designed to improve positive behaviours. 	LEVEL 2	
UNRESOLVED	Record ‘Focus Room’ and plan on SEQTA in ‘Student Plans’ section			RESOLVED
	LEVEL 3	<ul style="list-style-type: none"> • Student referred to the Sub – School Assistant Principal • The student is case managed by the Sub-School Assistant Principal with support from the Wellbeing Team. <p>SIGNIFICANT BREACH OF CODE OF CONDUCT (Including persistent low level breaches)</p> <p>SERIOUS BREACHES (Drugs, Alcohol, Violence, or verbal abuse etc.) TO BE DIRECTED TO ADMIN FOR IMMEDIATE RESPONSE</p>	LEVEL 3	
	Action document in EDSAS and/or SEQTA			RESOLVED

Focus Room Procedures

REFERRALS

A student who disrupts the learning or ability of the teacher to teach may be sent to the Focus Room after the Teacher has made reasonable attempts to resolve the situation including working with the student to resolve the situation.

PROCESS

1. Level 1 Behaviour Management procedures should be used before a Focus Room referral.
2. Students who arrive at Focus Room must have details entered into SEQTA by supervising teacher.
3. It is the duty of the referring teacher to contact home (on the day of the referral or ASAP) to inform family/ carer of the problems and to work together on solutions. Record this contact on SEQTA.
4. Student to return to classes at the conclusion of that lesson.
5. Sub School Assistant Principal will regularly review Focus Room entries to action early intervention and support for both staff and students. The Wellbeing group will also be involved in case management on a needs basis.

Focus Room Supervision

When a student arrives at the Focus Room, please:

Record arrival on SEQTA as a Pastoral Care note.

Speak with the student about the issue/concern. Record on SEQTA as a Pastoral Care note. If the issue/ concern is of a sensitive nature, refer to a counsellor.

Students causing significant problems in the Focus Room will be referred to relevant Sub School Assistant Principal.

Staffing of the Focus Room

The Model - Structure/Times

Focus Room is an important support structure for teachers and a means of easily identifying individual students who are causing significant and frequent disruption to the teaching/learning process.

Focus Room would be available for use during all lessons and school breaks.

Staffing

Teaching staff will be allocated to the Focus Room as part of their 110 minute allocation.

Yard Duty

Yard Duty Incidents

There is a Leader allocated to each school day to support yard duty teachers. If there are yard issues, contact the Leader on duty.

Issues in the school yard

It is expected that students follow reasonable instructions from all staff in the school yard. If there is an issue in the school yard, students are to remain calm, alert staff and leave the area if instructed.

Lunch Pass

Students are able to obtain an incidental lunch pass for one off reasons. Students must have written parental permission, sign out and sign back in at Student Services and are to carry the card at all times and expect that staff will be checking for the card as the exit and enter the school.

Last updated: 1st July 2017

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SUCCESS