



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

This folder has been compiled to serve as an overview of the PLHS SBM Policy



# Port Lincoln High School

## 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



Port Lincoln High School  
**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



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# SUPPORT PERSONNEL

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

|                        |  |
|------------------------|--|
| PRINCIPAL:             |  |
| DEPUTY PRINCIPAL:      |  |
| ASSISTANT PRINCIPALS:  |  |
| COORDINATORS:          |  |
| YEAR LEVEL MANAGERS:   |  |
| YOUR LINE MANAGER:     |  |
| STUDENT COUNSELLORS:   |  |
| STUDENT MENTORS:       |  |
| CHAPLAIN:              |  |
| OHS&W REPRESENTATIVE:  |  |
| UNION REPRESENTATIVE:  |  |
| SBM COMMITTEE MEMBERS: |  |



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# 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  
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

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 Year Level Managers and your Line Manager/Coordinator.
- LEVEL 2** Students who transgress further may be sent to the Focus Room to work.
- LEVEL 3** After Levels 2 and 3 a student may be referred to administration, which can lead to external suspension or exclusion. Some extreme behaviour will automatically lead to this step. Following suspension or exclusion formal arrangements are made between the school and the student/family. These arrangements are documented in the Student's "Development Plan" (SDP). Where appropriate classroom teachers will be involved the student's re-entry to school and the development of the SDP.

FAIRNESS • RESPECT • SAFETY • RESPONSIBILITY • SUCCESS



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# BEHAVIOUR MANAGEMENT PROCEDURES (CLASSROOM)

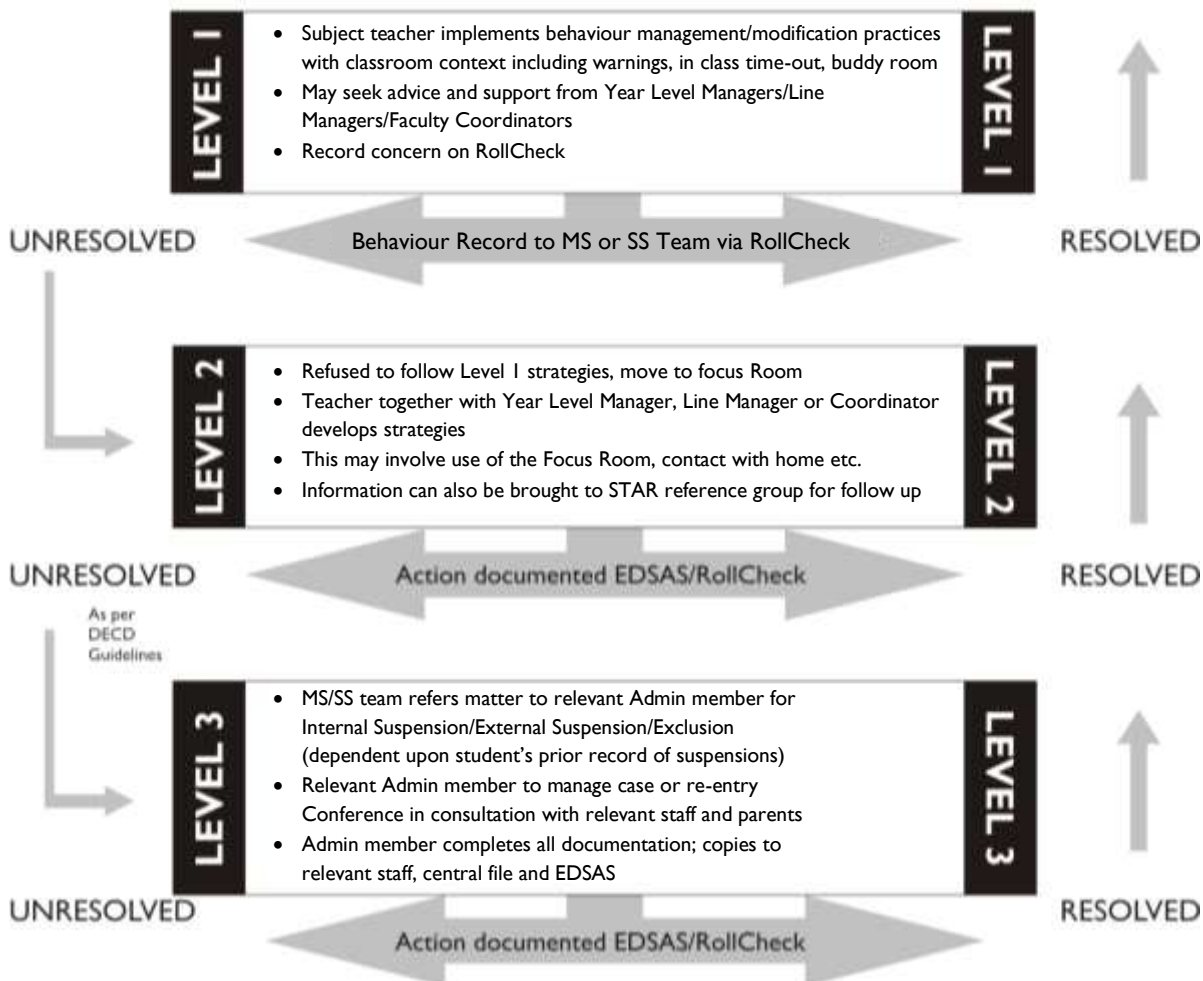
## Classroom Management

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

## SIGNIFICANT BREACH OF CODE OF CONDUCT

(Including persistent low level breaches)

SERIOUS BREACHES  
(DRUGS, VIOLENCE ETC)  
TO BE DIRECTED TO ADMIN FOR  
IMMEDIATE ACTION AT LEVEL 3 RESPONSE



|                | <b>BEHAVIOUR</b>  | <b>WHO RESPONDS/RECORDS</b>  | <b>CONSEQUENCES</b>   |
|----------------|---|--|---|
| <b>LEVEL 1</b> | <p><b>Behaviour that impedes the effective running of the classroom or the orderly operation of the school.</b></p> <ul style="list-style-type: none"> <li>Disrupting learning and teaching e.g. talking in class; interrupting others</li> <li>Unacceptable learning behaviour e.g. lateness, indifference to work <ul style="list-style-type: none"> <li>Undermining school routines e.g. diary, return form,; littering, uniform, minor unacceptable yard behaviour</li> </ul> </li> </ul>   | <p><b>INFORM</b></p> <p>The teacher is directly involved in seeking own solutions, taking appropriate action and negotiating solution with student</p> <p>Complete <b>Behaviour Record</b> on RollCheck if concerned and pass to Year Level Manager; this will serve as useful information if further response is required later</p> <p>Consultation may occur with Year Level Manager, Counsellor, Line Manager or Coordinator</p> <p>Teacher may choose to make parent contact by phone or diary note if so consult with Sub School Senior Leader</p>  | <p>As per classroom rules e.g. Reminders, Warnings, Moving seats, "in class sit out"</p> <p>OR</p> <p>Other strategies negotiated with support person such as "Buddy Room" or Parent contact</p> <p>OR</p> <p>Brief keep in at break to discuss behaviour and possible solutions</p>  |
| <b>LEVEL 2</b> | <p><b>Persistent Level 1</b><br/>Irresponsible behaviour</p> <p>OR</p> <p>Act of irresponsible behaviour which <b>undermines the good order of the school</b> – serious enough to draw to the attention of Leadership</p> <p>Examples: smoking, harassment, direct disobedience, abusive language, truancy (lessons or day), graffiti, leaving school grounds</p>   | <p><b>REFER</b></p> <p>Complete <b>Behaviour Record (Yellow Form)</b> for referral to Year Level Manager, Coordinator, Assistant Principal</p> <p>Information may be brought to the Student Support weekly meeting through Leadership</p> <p>Parents are informed by phone by the teacher and by letter from the Focus Room.</p> <p>Student counsellor may organise parent meeting (Record on Behaviour Record)</p> <p>Home Group teacher and referring teacher informed of outcome by Year Level Manager</p>  | <p><b>Persistent Level 1</b></p> <p>Focus Room</p> <p>OR</p> <p>Check card for 2 weeks (esp. for lateness or poor on task behaviour)</p> <p>OR</p> <p>Other strategies developed in consultation with Leadership<br/>Yard Clean-up</p>  |
| <b>LEVEL 3</b> | <p><b>Persistent Level 2</b><br/>Irresponsible behaviour</p> <p>OR</p> <p><b>Acts directed against persons or property</b><br/><b>Acts that may endanger the health/safety of others</b></p> <p>Examples: vandalism, theft, repeated harassment, direct verbal abuse of staff, possession/use of some unauthorised substances, graffiti</p> <p>Acts which are clearly <b>criminal and/or</b> that are <b>definitely</b> threatening and <b>dangerous</b> to the safety of persons, and as such require the immediate removal of the student from school, and possibly police intervention</p> <p>Examples: arson, possession/use of drugs, possession/use of weapons, assault</p> | <p><b>REFER</b> to relevant Admin</p> <p>Complete <b>Behaviour Record</b>; attach any additional documentation</p> <p>Home Group teacher, Year Level Manager and referring teacher informed of outcome by relevant Admin person</p> <p>Where possible/appropriate key staff will be involved in a students return from suspension/exclusion and the development of the Student Development Plan</p> <p>Relevant Admin person organises documentation, notification meeting times for parent notification</p> <p>Fills in Critical Incident Report</p> <p>Notify Police and District Office</p> | <p><b>Persistent Level 2</b></p> <p>External suspension is likely at this level</p> <p>Whether or not suspended, future consequences may be redefined to set tighter limits for individual students where needed, as part of a Behaviour Agreement</p> <p>Exclusion may occur where required (refer to DECD Site SEE Guidelines)</p> <p>Four classroom referrals in a term or four yard referrals in a term will result in two days suspension</p> <p>Student to resolve issue with staff member using counsellor support</p> |



Port Lincoln High School

# FOCUS ROOM 2006 TRIAL 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.**  
(Refer table on previous page)

During the process of working with the student to resolve the situation reference should be made to the Code of Conduct. (Displayed in all classrooms)

If behaviour persists the student may be sent to the Focus Room. Complete the Referral form and hand to the student to take with them to the Focus Room or, if appropriate, send the referral form with another student.

### Note:

1. There will be incidences where it is appropriate for Focus Room referral to be made outside this process. (Refer Level 3 Behaviours on previous page)
2. A student may be sent to the Focus Room without making a formal referral. This option is only to be used as a “safety valve” in the management of a particular classroom situation. If a student is sent to the Focus Room in this capacity it needs to be made clear on the referral form in the space provided.
3. Processes that lead to a Focus Room referral may cross more than one lesson.

## PROCESS

1. Behaviour management procedures must be used before a Focus Room referral.
2. Students must arrive with a Focus Room form so information can immediately be recorded onto EDSAS.
3. It is the duty of the teacher to PHONE HOME (on the day of the referral or ASAP) to inform parents of the problems and to work together on solutions.
4. A letter is sent home for each referral.
5. Student to return to classes after Focus Room.
6. Leadership will review the weekly Focus Room report to action early intervention and support for both staff and students.

**Please note that four Focus Room referrals for classroom behaviours in a term will lead to two days suspension, hence the importance in ensuring the referral is valid and justified.**





Port Lincoln High School

# STAFFING OF THE FOCUS ROOM

## Introduction

The Port Lincoln High School PAC is interested in working with the school's Leadership Group and SBM Committee in further refining the role of the Focus Room at PLHS. PAC's involvement relates largely to the Human Resource aspect of the model, however PAC believes that an improved model has the potential for widespread benefits for staff and students in relation to support for teachers and students, and streamlined, consistent SBM practices, hence impacting in a positive manner on workload generally.

## 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*

Leadership would staff these allocations.

Admin would take two each (8), each of the twelve coordinators would take one each (12) and Year Level Managers will take one each (5).

Staffing the Focus Room in this manner has benefits:-

- With recommendations from the SBM Committee, Leadership can develop consistent practices and as Leadership meet weekly these practices can easily be monitored, reviewed and continually improved
- Depending on the new Focus Room practices there will be more scope for quicker and more structured responses to a student being sent to the Focus Room
  - Students will see being sent to the Focus Room as a serious consequence
- Focus Room will become a key point to coordinate a range of support and further actions such as Counsellor intervention, further teacher support, Parent contact, higher levels of consequences actioned immediately etc.

***Port Lincoln High School PAC***



Port Lincoln High School

## **CODE OF CONDUCT BREACHES**

### **YARD BEHAVIOURS**

Students can be referred to the Focus Room during recess or lunch times especially if they are breaking the Safety rule.

The process is similar to classroom referrals and if appropriate warnings and other consequences such as “picking up papers” should apply. However if the behaviour persists or is of a highly unsafe nature the student should be referred to the Focus Room.

- Once referred to the Focus Room the yard duty teacher informs the Focus Room supervisor either by radio of the referral proforma
  - Once in the room the referral is entered onto EDSAS as a **Yard Duty**
    - A letter is sent home for each referral
  - The fourth referral in a term will result in two days external suspension
- Leadership will review the weekly Yard Duty report for early intervention and support

**Please note that four Focus Room referrals for yard behaviour in a term will lead to two days suspension, hence the importance in ensuring the referral is valid and justified.**

### **SKIPPING LESSONS**

If through the subject attendance procedures a student is identified as “skipping” they are to be sent to the Focus Room the next time that lesson occurs. The subject teacher makes the referral and standard Focus Room procedures apply. All subject teachers are required to keep accurate subject rolls and forward the “Skipping” form to HG teachers when required.

### **LATENESS**

Lateness to school is generally addressed through the school’s attendance procedures. Lateness to lessons during the day without a note is viewed as an unacceptable behaviour and standard classroom behaviour procedures apply. If the behaviour is persistent it will lead to Focus Room referral.

### **WANDERING**

Students out of lesson without their teacher’s permission will be regarded as truant and referred directly to the Focus Room.



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## FOCUS ROOM SUPERVISION

### When a student arrives at the Focus Room, please:

1. Take their referral slip and enter their details onto the computer.  
If the referral is the student's first for the term complete the appropriate parent letter and explain the process to them:-
  - the letter on the front needs to be shown to their parents/caregivers that night
  - they are responsible for negotiating the Agreement with the teacher who referred them to the Focus Room before the next lesson with that teacher; this means they need to talk to that teacher and arrange a convenient time for this to happenThey are to be encouraged to complete class work and other assignments during the remainder of their withdrawal.
2. If the referral is the student's second for the term, complete the appropriate parent letter (this is labelled 'second referral').  
The process is the same as for the First Agreement.
3. If the referral is the student's third for the term, please alert a Year Level Manager or the appropriate Assistant Principal and complete the request for suspension form.  
If possible call the parent to inform them of the situation any issues can be directed to the appropriate assistant Principal.  
The student will be arranged to be collected by parents or placed in Internal Suspension for the remainder of the day, and a parent letter will be sent home informing them about the suspension.
4. If the referral is the student's fourth (or more) for the term, please alert a Year Level Manager or the appropriate Assistant Principal before the end of the day if possible for appropriate follows up.

Whilst in the Focus Room, students:

- will have their **seats assigned**
  - are expected to abide by classroom and school rules
- are **not to use** a mobile phone, personal music player or computer game
  - are **not to eat or drink**
- are **not to communicate with other students** in the room, or outside of the room
  - are expected to **continue with lesson work/assignments**

**Students causing significant problems in the Focus Room will be organised to be "Taken Home" if possible.**

**This will be organised through contacting an appropriate Admin staff member.**



Port Lincoln High School  
**SBM POLICY FORMS**

The following forms are part of the SBM policy and master copies are provided for your reference.

Multiple copies are obtained from the staffroom and it is suggested that they can be added to the folder and replenished as needed.

- Reporting Inappropriate Behaviour
  - Harassment Record
- Referral to Focus Room (classroom)
  - Referral to Focus Room (yard)
- Focus Room Supervision Roster
  - Students out of uniform
    - Skipping form