

Positive Education for Learning

Mount Barker High School's Positive Education for Learning (PEL) is a school-wide system to help the school community create and maintain a positive school culture. It works by explicitly teaching, recognising and celebrating the values identified by teachers, students and families. PEL aims to increase the opportunities for our students to learn and succeed both socially and academically.

PEL is a locally designed program which has been developed in consultation with the staff and students to enable all students to reach their full potential. It is underpinned by the modeling of appropriate behaviour and expectations of the school community. The school values positive behaviour and explicitly teaches these values and behaviours. Students are acknowledged through a proactive approach.

Our expected behaviours are identified throughout the school.

In the Classroom -

Students

- Are punctual and prepared for lessons
- Come ready to work
- Take pride in their work and try their hardest
- Use respectful behaviour and language towards peers, teachers and support staff
- Respect the classroom as a place of learning

Staff

- Are punctual and prepared for lessons
- Are passionate and take pride in their teaching
- Model the behaviour that they want to see – turn mobile phones off or to silent and put them away
- Develop positive, respectful relationships with students
- Encourage students to do their best.

In the Corridor -

Students

- Are pleasant to passing students and teachers and help others if needed
- Use appropriate language and behaviour
- Are mindful of others, walking in a considerate manner and keeping to left
- Only use the corridors to move from one place to another
- Keep the carpets clean and tidy and put rubbish in a bin

Staff

- Are positive and polite
- Model and encourage considerate and respectful behaviour and keep to the left
- Move to one side when speaking to students
- Model and encourage keeping the corridors clean and tidy
- Respectfully encourage students to move on quickly after breaks and during lessons

In the Yard

Students

- Treat others with consideration and respect and cooperate with teacher's requests
- Report all bullying
- Use approved areas of the yard and keep sporting activities in the appropriate places
- Keep the school clean and tidy – put rubbish in the bin
- Remain in school grounds
- Return to class promptly at the end of recess and lunch

Staff

- Are punctual and alert on yard duty
- Model and encourage respectful behaviour to others
- Remain calm and positive whilst dealing with students and respond to any concerns raised
- Model and encourage keeping the yard tidy
- Ask students out of uniform to move to canteen in a respectful, non-confrontational manner

UNACCEPTABLE AND DISRESPECTFUL STUDENT BEHAVIOUR

In order to promote consistency when dealing with behavioural expectations, at Mount Barker High School we use a whole school approach. The behaviour management procedure can generally be structured into three major areas in rough order of the seriousness of the student infringement:

1. Management of minor transgressions
2. Classroom Management
3. Assistant Principal

1. Minor Infringements / Community Service:

Students who commit minor infringements (such as lateness to lesson/Care Group without a note, chewing gum/food as they enter class, tardiness in going into class, incomplete diary, not putting chairs up, etc.) may be given a verbal warning and/or they may be given Community Service.

Students then need to report to the designated location at the time specified.

Community Service will be managed by the issuing teacher and may include picking up rubbish, cleaning desks, tidying classrooms etc.

In the case of relief teachers a green Community Service slip can be issued. Students then need to report to the outside of Student Reception at 1.10pm. In these cases Community Service will be managed by the yard duty supervisor or other nominated person.

Classroom Management:

Straightforward, minor classroom behaviour problems will continue to be handled by Care Group teachers and Subject teachers through their own regular behaviour management strategies. Common strategies are to get the student to move seats, phone parents, talk to student alone, require the student to attend for extra time with you at lunchtime to do work, pick up papers, notes in diaries, etc. In general it is NOT a good idea to put students in the corridor as they may continue to "use inappropriate behaviour" and continue to distract others.

See www.pbisworld.com/ for useful suggestions on managing specific types of behaviours.

(a) Removal from Class:

When students fail to respond to requests by a teacher to cooperate and they continue to behave in an inappropriate manner that interrupts teaching and learning during lessons, they will be withdrawn from the classroom by the teacher.

Buddy Class: Students are given the Buddy Class Reflection sheet and sent to the buddy class, where a desk is set up in the room for the student to continue with their classwork. Within 24 hours the student meets with the subject teacher, a discussion occurs around how to develop the appropriate behaviours to use whilst in lesson and if required a Community Service may be given.

When a student is sent to buddy class:

- The teacher will give the student a Buddy Class Reflection sheet to take with them, this is to be completed by the student and given to the buddy class teacher at the end of the lesson. The buddy class teacher will return it to the issuing teacher.
- The student will remain in the buddy class for the duration of that teacher's subject time for that day, unless referred on by the supervisor. They will return to the original subject in the next scheduled lesson.
- While a student is on withdrawal in the buddy class the reflective task and normal written lesson work will be undertaken in silence. The student will need to have work set by the subject teacher during the withdrawal time. The student brings their books, etc. to the buddy class.

After a student has been sent out of a lesson the following events will take place:

- When students are referred to the buddy class the subject teacher will complete the Buddy Class Notification slip and give to the appropriate AP. The date on the slip must be the date of the incident. The information about the incident on the slip needs to be as accurate and as factual as possible.
- The referring teacher will email the buddy class teacher and cc the relevant AP to inform them of the referral and put a note in Daymap.
- The referring teacher will contact parents within 24 hours outlining the circumstances of the withdrawal.
- Within 24 hours the teacher who gave the student the withdrawal will briefly discuss the incident with the student to ensure they will be settled in class next lesson. AP participation may be requested. The student reflection sheet may be useful for this discussion.

Student Counsellor or Youth Worker will be kept informed of repeat offenders who are withdrawn from class by the relevant AP so that they may counsel the student for any underlying problems causing the behaviour.

NB: There are no buddy classes for year 12 students. If a year 12 reaches the point that you need to remove them from class they are to be referred immediately to the Head of Senior Years.

When a student arrives in the buddy class they will be directed to the single desk to complete their reflection sheet and classwork with as little interaction as possible. It is not the buddy class teacher's responsibility to counsel the student about their behaviour.

If they arrive without a reflection sheet the teacher will give them one.

At the end of the lesson the teacher should collect the student's reflection sheet and return it to the issuing teacher.

By using this withdrawal system we aim:

- to create a classroom environment where all students are able to achieve their best in a positive learning climate
- to develop self discipline amongst all students by raising their awareness that their actions have consequences
- to reduce the anxiety levels for both teachers and students in the classroom, which are caused by disruptive student behaviour.

Note that withdrawal should be regarded as a **last resort**, NOT as a first resort. Your own behaviour management procedures need to be tried first.

If a student refuses to leave the classroom then send a reliable student to get the appropriate Assistant Principal to come and get the student, or ring the Front Office if you have access to a phone. The extension number is 20 or 61.

(b) Time Out (Cool Off)

In some cases it may benefit the student to leave the class to go to the "Buddy Class" as a "Time Out" or "Cool Off" before they run into serious trouble in the classroom. Such a situation is usually organized with the student's teacher(s) agreement beforehand and the student can only leave the class to go to the Buddy Class with the subject teacher's permission. Time Out does not usually incur a penalty. Generally time out only involves a small number of students and such an arrangement is for a short time period, usually until the classroom situation is resolved. These arrangements are negotiated through the relevant AP or student counsellor.

2. General Behaviour Management

Transgressions such as non-attendance to Care Group sessions, incorrect dress code, non-attendance to normal lessons, continual lateness, insolence, smoking of cigarettes, minor graffiti, etc. need to be referred to the particular Assistant Principal. (Every staff member has access to DayMap to check daily attendance). The Assistant Principal will decide on the appropriate course of action. This could be putting the student on a daily lesson attendance / behaviour / progress sheet, requiring the student to report to them every morning to check dress code, ringing home to inform parents, requiring a parent interview, and so forth. The teacher referring such a student will need to keep a close liaison with the Assistant Principal about the progress of the student.

3. Assistant Principal:**Serious Breaches of School Standards:**

The more extreme breaches of school discipline such as drug abuse, bullying, vandalism, fighting, breach of safety rules, misbehaviour in the yard or buildings, etc., will be referred immediately to the particular Assistant Principal. The student(s) will need to be escorted to the Assistant Principal's reception area by the teacher and the Assistant Principal informed of the circumstances. Such breaches could result in suspension or exclusion depending on the nature of the offence and the previous behaviour of the student.

Supporting Improved Behaviour

A case management/mentoring approach will be used to support identified students to help improve their behaviour and achievement at school; this approach will be managed by the school's leadership team and other identified teaching staff.