Respectful Learning Environments and Student Management Procedures Policy

Students and teachers have a right to learn and work in a safe and orderly environment. Respectful learning environments and positive student behaviours are most effectively developed through positive relationships that are based on whole school and classroom practices. When managing inappropriate behaviour, teachers must ensure that the learning environment remains respectful and that relationships remain positive.

Establishing A Positive And Respectful Learning Environment

Bayswater Secondary College is committed to ensuring that all staff and students work together as a community, where our approach is always positive and respectful. To achieve this, the following should always occur:

- Students have a responsibility to arrive to class on time, with the necessary materials prepared to learn
- Teachers have the professional responsibility to prepare learning activities that are engaging, aligned with the Victorian Curriculum and take account of students’ different needs and background
- Classroom expectations should be developed collaboratively and reflect the school’s core values of…(Note: to be decided, our values will be discussed/finalised at the next Leadership/Staff Meeting, including consultation with Student Leaders)
- For example:
  - Respecting others at all times; in speaking and actions
  - Students actively listening to the teacher; only one person talking at a time
  - Students completing learning activities to the best of their abilities
  - Students being empowered to take responsibility for their learning
  - Students and teachers having high expectations of learning outcomes

Managing Inappropriate Behaviour

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level of Management</th>
<th>Examples of Inappropriate Behaviour</th>
<th>Actions that may Be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Teachers</td>
<td>Disrupting class</td>
<td>Warning of further possible action</td>
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<td>Littering</td>
<td>Move seat in classroom</td>
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<td>Verbal abuse (low level)</td>
<td>Discussion at recess or lunch</td>
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<td>Deliberate failure to follow a clear and reasonable instruction</td>
<td>Request an apology</td>
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<td>Showing disrespect</td>
<td>Give extra duties</td>
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<td>Lateness to class</td>
<td>Out of class for a short time (supervised)</td>
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<td>Failure to bring appropriate learning equipment</td>
<td>Individual classroom contract (based around key negotiated areas)</td>
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Note: Any teacher needing student removal for one of the above examples, is responsible for follow-up in the initial instance. All staff must take ownership of their own classroom management. For repeat instances of non-
<table>
<thead>
<tr>
<th>Level 2</th>
<th>Level of Management</th>
<th>Examples of Inappropriate Behaviour</th>
<th>Actions that may Be taken</th>
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</thead>
</table>
| Sub-School Leader | Repeated misbehaviour or non-compliance | ➢ Formal detentions  
➢ Extra duties such as yard duty  
➢ Withdrawal of privileges  
➢ Daily or weekly progress/behaviour report  
➢ Restorative circles  
➢ Formal performance/progress contract  
➢ Withdrawal from classes  
➢ Restitution of property  
➢ Student support meetings (counselling, referral to Well-Being Leader, Chaplain)  
➢ Propose suspension (internal or external)  
➢ Referral to SOCIT |
| | Repeatedly out of uniform, without permission or notification | ➢ Theft  
➢ Threatening behaviour or language  
➢ Deliberately lying  
➢ Physical violence  
➢ Smoking  
➢ Vandalism  
➢ Out of bounds, without permission  
➢ On-going bullying |
| | Physical and/or emotional intimidation | ➢ Regular unexplained absence or lateness |
| | Regular unexplained absence or lateness | |
| | Theft | |
| | Threatening behaviour or language | |
| | Deliberately lying | |
| | Physical violence | |
| | Smoking | |
| | Vandalism | |
| | Out of bounds, without permission | |
| | On-going bullying | |

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level of Management</th>
<th>Examples of Inappropriate Behaviour</th>
<th>Actions that may Be taken</th>
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</thead>
</table>
| Principal | Repeated and on-going misbehaviour or non-compliance | ➢ Formal parent interviews  
➢ Case conference  
➢ Suspension  
➢ Discipline meetings  
➢ Behaviour Review Conferences/expulsion  
➢ Formal performance/progress contract  
➢ Police Report  
➢ Regional Report  
➢ Referral to SOCIT |
| | Failure to comply with progress/behaviour report expectations | ➢ Any severe threat (physical or verbal)  
➢ Assault  
➢ Destruction of property  
➢ Use of alcohol/drugs etc  
➢ Other criminal acts  
➢ Trespass  
➢ Withdrawal from classes  
➢ Restitution of property  
➢ Student support meetings (counselling, referral to Well-Being Leader, Chaplain)  
➢ Propose suspension (internal or external)  
➢ Referral to SOCIT |

Additional procedures:

**Student Detention:** Any teacher may retain students for the purposes of finishing required work or to assist students in developing pro-social and positive behaviours. Detentions given during recess or lunch must not take up more than half of the designated time.

**Note:** When an after-school detention has been given, one day of notice must be provided to parents and guardians to adequately allow them to prepare for a change in pick-up times etc.

**Withdrawal from class:** A student may be withdrawn from class under two main sets of circumstances:

1. When an emergency situation occurs and the teacher deems that the student’s behaviour is a threat to the safety of the class, teacher or student concerned.
2. When the teacher has tried a range of strategies but has been unable to successfully change the student’s negative or persistent and challenging behaviour.

In these incidences, the teacher may either call the Sub-School Leader, an available teacher or a member of the leadership team (including the Principal) to the class, via a trusted student.

If the Well-Being Leader, Sub-School Leader or members of the Well-Being Team are not available, staff must alert the front office, communicate with the relevant Mentor, another staff member, Sub-School Leader or the Principal. If supervision is required, the Campus Operations Leader (Jo V) could also be contacted if class coverage is needed. This is dependent on the severity of the situation.

**Note:** Under no circumstances is a withdrawn student to be left in an unsupervised situation. If a student is asked to stay outside the classroom (briefly), they must stay within sight of the teacher at all times, to ensure that effective supervision occurs.

**Addendum:** This document is to be used for 2016 only. Throughout the course of this year, the role of the Mentor Teacher/Home Group Teacher will be examined in greater detail, regarding the responsibility, role description and available time to provide appropriate levels of pastoral care.

Bayswater Secondary College 2016