

“Quality Learning for Quality Futures”

- ***We aim to work to develop the values that enhance our own wellbeing and the wellbeing of others.***
- ***As “global citizens” we are responsible to ourselves and our community.***

Our Relationships policy is based on the following:

- Responsible behaviour is fostered and supported, recognised and celebrated.
- We are responsible for our behaviour, in the classroom, schoolyard and workplace.
- All types of behaviour have both reasons and consequences
- Inappropriate behaviour requires a response that protects the rights of students, supports the rights of teachers, and offers a chance to learn how to make a more responsible choice in the future.
- A partnership between staff, students and their families is necessary for successfully developing responsible behaviour.
- The school provides a curriculum appropriate to students’ needs.

Outcomes:

- Learning is enhanced.
- Successful teaching and learning occur.
- Our school environment is safe and caring.
- Students and staff are self-disciplined and have the opportunity to fulfil their potential.
- People in our school community respect each other.
- Local behaviours can be translated globally.

Our Values

RESPECT

Be compassionate; treat others with understanding and acceptance.
Care for the school environment, your own and the property of others.

ACHIEVEMENT

Be positive, participate and strive to be the best you can possibly be now and for the future.

DETERMINATION

Persevere when things are difficult, it will lead to greater success.
Be inspired to motivate yourself and others.

COMMUNICATION

Communication is a way of showing our respect for each other by the way we speak and act.

- Everyone has the right to have their say providing they speak respectfully and take their turn in appropriate ways.
- It is expected that there will be minimal disruptive noise, both in class and around the site.
- We encourage positive language that establishes a pattern of building respect and self esteem.

LEARNING

We all need to show respect for the right to learn, to be responsible to show effort, to work through a process towards a goal and to help others be encouraged. We demonstrate respect for others by not doing anything that hinders their right to learn.

- It is expected that all will bring necessary equipment, books and completed homework to class as requested
- It is expected that staff and students will be prepared for their classes and be on time
- Late students will be expected to make up for lost time as requested
- It is expected that students will seek the teachers' assistance in class in appropriate ways.

MOVEMENT

We respect others' rights to move around the classroom and school comfortably and safely.

- We expect students to walk, not run, inside the classroom (and in areas such as passages and doorways, in and around buildings or other places) where it could be dangerous.
- We expect that our movement in class minimises disruption to learning.
- We expect all to arrive at class on time and to enter and leave classes respectfully.

SAFETY

We are responsible for the safety of ourselves and others.

- Students are expected to abide by all safety rules set by the school.
- Nobody is allowed to bring any dangerous items to school such as real or imitation weapons, drugs or alcohol, or aerosol sprays.
- There is no smoking on or near the school grounds.
- We practise the emergency strategies at least twice a year.

RESPECT

We must show our respect for others and ourselves, the school environment, and the property of others. It is everyone's responsibility to assist in making Parafield Gardens High School a pleasant place.

- Students and teachers are encouraged to keep the school clean and tidy.
- Use bins for all rubbish.
- Show care for furniture and property.
- Show respect for others' opinions, rights and ideas.
- Show respect for other cultures and backgrounds.
- Show respect for others' talents.

CONFLICT RESOLUTION

We all have a responsibility to make school a peaceful place.

- We are expected to solve problems without recourse to violence, threats or abuse.
 - We are expected and encouraged to be tolerant of others' differences including gender, skills and abilities, physical differences, religion or cultural background.
 - We all have a right of reply through the school's conflict resolution process and other appropriate negotiation procedures.
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The success of these procedures rests on the commitment of teachers to develop a coherent and consistent classroom management plan for student behaviour in the classroom.

Resolution and celebratory processes help and support students to take responsibility for their own behaviour and accept logical consequences. The success of each individual resolution depends on

- Teachers modelling their expectations through their own behaviour
- Focusing on negotiated and reasonable rules and expectations
- Allowing students to explore and express their feelings and opinions.

A range of levels of appropriate behaviour can be recognised and require different levels of responses.

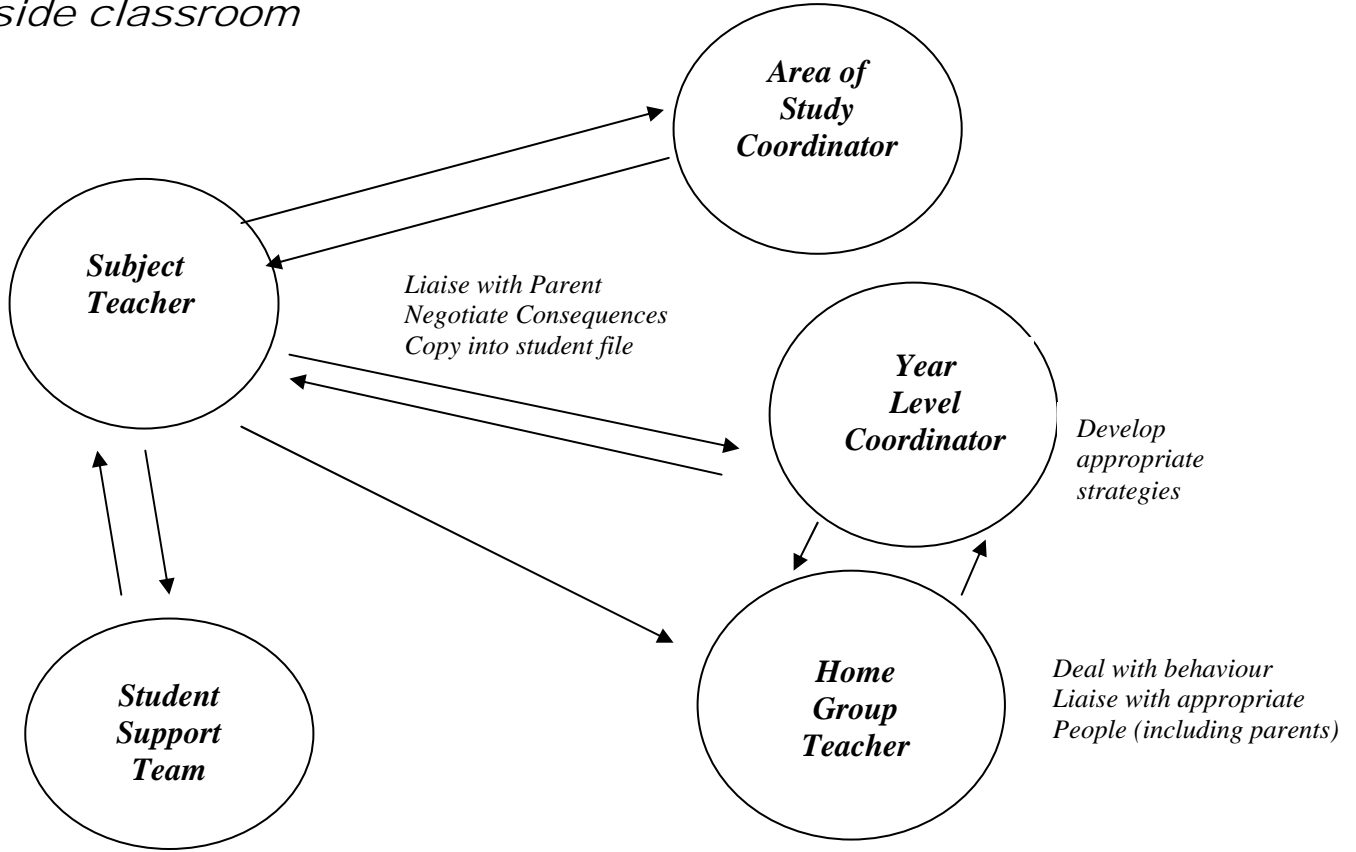
APPROPRIATE BEHAVIOUR	STRATEGIES	FOLLOW-UP
LEVEL 1 Regular appropriate behaviour - respectful - regular	<ul style="list-style-type: none"> ▪ Minor reward ▪ Recognition at an assembly 	<ul style="list-style-type: none"> ▪ Note home in diary ▪ Note to Year level Coordinator
LEVEL 2 Helpful behaviour - helping others - positive contributions	<ul style="list-style-type: none"> ▪ Subject Award ▪ Class Award 	<ul style="list-style-type: none"> ▪ Note home in diary ▪ Note to Faculty Coordinator ▪ Note to Year Level Coordinator
LEVEL 3 Proactive appropriate behaviour within and beyond the classroom	<ul style="list-style-type: none"> ▪ Term award ▪ Year Level Award 	<ul style="list-style-type: none"> ▪ Note home in diary ▪ Note to Year Level Coordinator ▪ Note to Administration
LEVEL 4 Outstanding contribution	<ul style="list-style-type: none"> ▪ Presentation Night Award 	<ul style="list-style-type: none"> ▪ Note home in diary ▪ Note to Year Level Coordinator ▪ Note to Administration

A range of levels of conflict can be recognised and require different levels of responses.

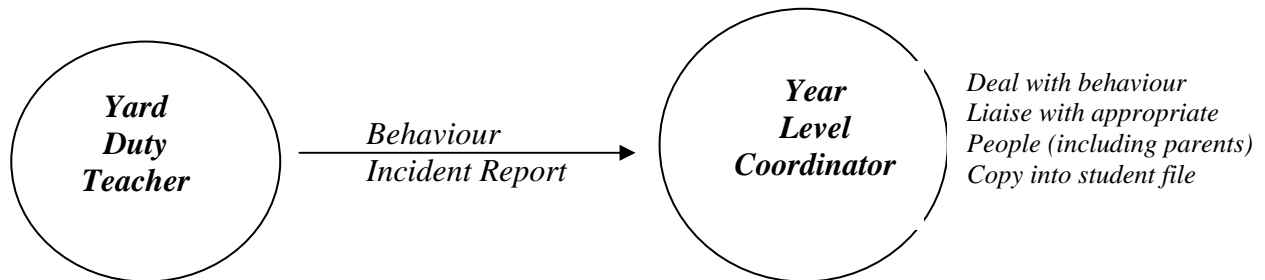
ISSUE	STRATEGIES	RESOLUTION AND FOLLOW-UP
LEVEL 1 <ul style="list-style-type: none"> ▪ Minor or first time 	<ul style="list-style-type: none"> ▪ Time out in the classroom or just outside for a few minutes ▪ Incident report 	<ul style="list-style-type: none"> ▪ Teacher and student reach agreement verbally ▪ Documentation kept by the teacher if required
LEVEL 2 <ul style="list-style-type: none"> ▪ Consistent rule breaking ▪ Safety issue 	<ul style="list-style-type: none"> ▪ To another teacher's classroom (buddy class) where arranged and appropriate ▪ Referral to the subject Coordinator ▪ Just outside the classroom ▪ Incident report ▪ Referral to Student Counsellor 	<ul style="list-style-type: none"> ▪ Student takes Focus room referral form and goes to the Focus room ▪ Behaviour change commitment form completed ▪ Teacher and student resolve the conflict ▪ Third party used to assist if necessary ▪ Family advised ▪ Lunchtime detention ▪ Daily progress report (blue card)
LEVEL 3 <ul style="list-style-type: none"> ▪ Consistent rule breaking ▪ Safety issue 	<ul style="list-style-type: none"> ▪ To the Year Level Coordinator ▪ Internal / external suspension ▪ Incident report ▪ Focus Room & letter home ▪ Referral to Student Counsellor 	<ul style="list-style-type: none"> ▪ Year Level Coordinator facilitates resolution between student and teacher ▪ Family is usually involved at this stage ▪ Student may be referred for additional support or an alternative program ▪ Spot check could be arranged ▪ Daily progress report (blue card)
LEVEL 4 <ul style="list-style-type: none"> ▪ Development Plan not being followed 	<ul style="list-style-type: none"> ▪ To the Year Level Coordinator ▪ Incident report ▪ Suspension 	<ul style="list-style-type: none"> ▪ Development plan renegotiated with family present ▪ Referral to Interagency Behaviour Support and staff

RESPONSIBILITIES

Inside classroom



Yard Incident



Home-group Teacher:

- Support student and Subject teachers
- First point of contact for parents
- Work with students during home group and long home group

Year Level Coordinators

- Assist student counsellors to implement Pastoral Care program
- Support Home-group Teachers
- Actively involved in implementing Student Relationships policy
- Support AOS Coordinators with Student Relationships policy
- Implement SBM consequences

Student Support Team

- Counsellors, Year Level Coordinators, Administration
- Case manage Students at Risk

LUNCHTIME DETENTION – organised lunchtime school detention is run by Year Level Coordinators for students who have seriously breached school rules.

Only Year Level Coordinators or Admin. members can put students on detention. AOS Coordinators may place students on lunchtime detention after first liaising with the relevant Year Level Coordinator.

Students may be detained at breaks by teachers where this is deemed an appropriate consequence. Unless negotiated with parents/caregivers, detention during recess is inappropriate. Students must be given time for eating during breaks.

AFTER SCHOOL DETENTION – organised after school detention occurs after school every day from 3:05 – 4:00 in the focus room (2:15 – 3:10 on Monday). It is run by Year Level Coordinators and Administration.

Only Year Level Coordinators or Admin. members can put students on after school detention. Parental permission (at least 24 hours notice) is required to place students on after school detention.

INTERNAL SUSPENSION is a step in our school's behaviour management process used when students have behaved in ways that require them to be removed from any significant contact with other students for one day. In exceptional circumstances it may be extended to two days.

A member of Admin or a Year Level Coordinator places students on internal suspension. Parents are informed of the dates and reasons for the action taken.

Students who have been internally suspended will

- Remain in the Focus Room for a day
- Have their name recorded for each lesson of the day in the Focus Room folder
- Work while in the Focus Room
- Be given a different recess and lunch break to other students, the times of which are entered into the focus room folder for that day
- Students on internal suspension who fail to follow the conditions of their internal suspension may be externally suspended from school

EXTERNAL SUSPENSION and **EXCLUSION** are managed by Year Level Coordinators and the Administration

The Focus Room provides:

- A means of providing time-out from the classroom for students who are behaving in ways that are negatively affecting the learning of other students
- A **final** point/consequence in a classroom-based behaviour management plan
- An opportunity for students to reflect on their behaviour and learning.

The concept of a Focus Room is underpinned by the assumption that it is far more desirable for a student to be in a class than to be removed from it.

Guidelines for use of the Focus Room

- The Focus Room is generally only used by students in Years 8, 9 and 10.
- The Focus Room is employed after a range of other behaviour change strategies have been tried by the classroom teacher and Faculty Coordinator. eg:
 - Rule reminders
 - Moving students within the classroom
 - Sitting students outside the classroom, where they can be seen
 - Discussion with AOS Coordinator
 - Incident report to Year Level Coordinator
 - Detention to catch up on work missed
 - Phone calls to parents/caregivers
 - In-class contracts between teacher and student
- Once a range of these strategies has been tried and the student understands the particular elements of his/her behaviour that is disrupting learning, referral to the Focus Room is an appropriate next step.

Process for use of Focus Room (teacher)

- Fill in pink Focus Room referral form
- Give form to student and instruct them to leave your classroom
- Collect completed contract from your pigeon-hole
- You may then:
 - Meet with student to discuss contract.
 - Ask a Student Counsellor to assist.
 - Do nothing until the student returns to your class and then speak with him/her.

The key issue is to ensure that the relationship between the teacher and student is restored / improved so that teaching and learning can resume.

Process for use of Focus Room (student)

- Collect Focus Room referral form and go to the Focus Room.
- Hand Focus Room form to Focus Room teacher and collect a blank behaviour change commitment form
- Sit by yourself and think and write quietly
- Fill in behaviour change commitment form, describing the behaviour that led to the removal from class and strategies for change
- Meet with teacher if requested to discuss the behaviour change commitment form
- Make some kind of agreement with the referring teacher for some kind of behavioural change.
- Complete a Lunchtime detention.

Process for using the Focus Room (teacher on duty)

- Take referral form from student, give the student a Behaviour change commitment form. Enter student details into the Focus Room folder.
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- You may wish to assist students to fill in their Behaviour change commitment form.
- Ensure students remain quiet and focussed on their contracts – these should be detailed to enable discussion with the teacher.
- Students who are disruptive in the Focus Room may be sent home and / or internally suspended / externally suspended. This decision is taken by a member of Admin. And / or the relevant Year Level Coordinator.

Additional Information

- Some Year Level Coordinators have negotiated a range of detentions for particular students as a consequence for continued referral to the Focus Room.
 - The Focus Room is also used for supervision of students on internal suspension.
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CONSEQUENCES FOR STUDENT BEHAVIOUR

Failure to report to lunchtime detention

Failure to report to ½ lunchtime detention → Full lunchtime detention
Failure to report to Full lunchtime detention → 2 Full lunchtime detentions
Failure to report to one of the two Full lunchtime detentions → Afterschool detention
Failure to report to after school detention → Internal suspension

Failure to report to the Focus Room

1st offence → 2 Full lunchtime detentions
2nd offence → After school detention
3rd offence → Internal suspension
4th offence → 2 day suspension
Any further offences will result in internal suspension/suspension

Inappropriate behaviour in the focus room/lunchtime detention

The consequence for students who are sent to the focus room and behave inappropriately in the focus room will be determined by the relevant YLC/Admin. The consequence (e.g. Full lunchtime detention/s, afterschool detention, internal suspension, external suspension, exclusion) will be determined by the severity of the behaviour and where the individual student is in the behaviour management process.

Failure to report to after school detention

Failure to report to after school detention → Internal suspension

Inappropriate behaviour in afterschool detention

Students who behave inappropriately in afterschool detention will be internally suspended the next day. If the behaviour is severe enough and this could result in an external suspension, but this will be determined by where the individual student is in the behaviour management process.

Inappropriate behaviour in internal suspension

Students who behave inappropriately whilst in internal suspension will be sent home (parents contacted) and externally suspended for 3 days, although the length of the suspension can vary depending on where the individual student sits in the behaviour management process.

Failure to comply with electronic devices policy

1st offence → Full lunchtime detention
2nd offence → 2 Full lunchtime detentions
3rd offence → After school detention
4th offence → After school detention
5th offence → Internal suspension
6th offence → 2 day suspension
Any further offences will result in internal suspension

Lateness

Repeated lateness to school without parent consent/knowledge can result in detention. Phone contact with parents is crucial to determine whether lateness is legitimate or not. Continual lateness without parental consent/knowledge can also result in internal suspension.

Uniform

Students who fail to comply with the uniform policy will be taken/sent to student services and will be expected to change into the appropriate school uniform and parents could be contacted. Repeated failure to comply with the uniform policy may result in detention (lunchtime/afterschool). Persistent refusal to comply may result in more severe consequences (to be decided by Year Level Coordinator).

Swearing

Any students directly abusing staff members are normally suspended. The length of the suspension can vary depending on the extent of the abuse.

Harassment/Threatening/Bullying

A student who harasses, threatens or bullies another student (verbal, racial sexual, physical or emotional) must be given a verbal warning and parents notified. If the harassment is severe enough, a consequence will be issued (lunchtime/afterschool detention). If this behaviour continues, then the student will be suspended for 3 days. The length of the suspension may vary, depending on the severity of the harassment.

Theft

Students involved in theft can be suspended for up to 5 days and possible police involvement. The consequence will depend on the investigation by the appropriate YLC/Admin.

Fighting / Assault

This will result in suspension. The length of the suspension will be determined by the nature/severity of the fight, which student initiated the fight, etc. (i.e. the results of the investigation by YLC's and admin.). Students involved must be isolated (front office/focus room) and be sent home – preferably parents collect student.

Truancy

Generally the rule is that on the 3rd occasion a student truants lessons, it should result in a 3 day suspension. However, this is always up to the discretion of the YLC/Admin. Students should make up the time missed. For example, if a student truants 3 lessons, then they should complete 3 Full lunchtime detentions. If they truant a whole school day, they should be internally suspended the following day.

Leaving school grounds

1st offence → 2 Full lunchtime detentions

2nd offence → After school detention

3rd offence → Internal suspension

Any further offences will result in internal suspension

Smoking

1st offence → internal suspension. Any further offences will result in a 3 day suspension

Graffiti

Students caught writing graffiti at school can expect to be suspended for up to 5 days. Again, the number of days will depend on the extent of the graffiti and police will be involved.

Vandalism

Students involved in vandalism can be suspended for up to 5 days and possible police involvement. Parents must be involved and the student/s may be expected to pay for repairs. The severity of the consequence will depend on the investigation by the appropriate YLC/Admin. Repeated vandalism may lead to exclusion.

Arson

Students who commit an act of arson will be suspended for up to 5 days and police involved. A second offence will result in exclusion and police involvement.

Illicit substances (including alcohol)

Students caught in possession of illicit substances at school will be suspended for 5 days and police involved. A second offence will result in exclusion and police involvement.

Vehicle misuse

Students found to be leaving the school grounds in a vehicle during the school day (unless they either have no more lessons that day or have parental permission) will be internally suspended (1st offence). Any repeated instances will result in suspension. Students found to be transporting other students face suspension.
