

BEHAVIOUR FOR LEARNING

CLASSROOM

Student is on track for learning

The **teacher** will provide clear expectations and actively supervise students. This will include the implementation of 'Are you Ready to Learn?' and *Essential Skills for Classroom Management* to support student 'Effort for Learning'.

The **student's** behaviour for learning and assessment **MUST** be satisfactory (S) every lesson.

The student's behaviour must demonstrate the values of *Safety and Respect*.

SATISFACTORY (S)

STUDENT

The student is on track for learning.

Work is completed (S).

- ✓ Display correct behaviour
- ✓ Respect others right to learn
- ✓ Respect teacher's right to teach
- ✓ Ask for help when needed
- ✓ Follow instructions
- ✓ Listen



TEACHER

The student is on track for learning.

Provide Positive Feedback

- Language of encouragement
- Frequent (4:1)
- Authentic
- Descriptive
- Apply Re-enforcement
- Merit points
- Positive OneSchool entry
- Certificate
- Contact Home
- Provide positive rewards



MAROOCHYDORE
STATE HIGH SCHOOL
STRIVE AND SERVE

UNSATISFACTORY (U)

STUDENT

Minor:

Individual
small group
whole class

Major:

Individual
small group
whole class

Pattern of behaviour
continues in
subsequent
lesson/s.
Student receives
2 unsatisfactory
ratings during a
week that are not
restored (2xU).

Pattern of
student
behaviour
continues.

TEACHER

Address inappropriate behaviour
Use ESCM:

- Wait and scan
- Non-verbal and proximity cues
- Cue with parallel acknowledgement
- Redirect to the learning
- Rule reminder
- Choice/warning

Stop teaching (whole class behaviours)

- Review, teach and practise classroom expectations
- Refer to displayed rules
- Acknowledge correct behaviour
- Re-consider seating plan

- Remain calm
- Identify function of behaviour
- If SLT support required contact office
- Student/s removed to Re-focus room by SLT.
- Student returned to class once ready to re-engage in learning
- Student makes up lost time ELO.

Level 1 HOD Referral

Level 1 Faculty HOD Referral
HOD supports teacher to determine and implement appropriate consequence.
Restorative approach options:
ELO, modified classroom routines, meeting with parents/carers.

Level 2 DP Referral (or Case Manager)

DP supports HOD to determine and implement consequence/s. Teacher involved to re-establish the relationship with the student.
This may require a meeting with parents/carers and include:
individual behaviour support plan, afterschool ELO, discipline improvement plan or other consequences.

COMMUNICATION

A 'U' is noted for the student in teacher records (date recorded).

Student/s responds positively
'U' is removed.

- Student is given a warning. Teacher makes contact with home.
- OneSchool minor entry.

Student/s responds positively
'U' is removed.

- Student is given a warning.
- Teacher makes contact with home. OneSchool Major entry. A 'U' is noted for the student in teacher records

Student/s responds positively
'U' is removed.

Level 1 Notification

- Teacher contacts home
- OneSchool major entry recorded.
- HOD ensures action is taken and reports to parents/carers regarding outcome.

Level 2 Notification

SLT member contacts home, OneSchool entry recorded.
DP and teacher meets with parents/carers and ensures action is taken.
DP reports to HOD, teacher and parents/carers regarding outcome.

Results of review will be communicated to relevant teachers/HODs

ENCOURAGE

WARNING

LEVEL 1 REFERRAL

LEVEL 2 REFERRAL

SLT member/s liaise with Principal to review student's behaviour plan and apply appropriate consequences. The Junior, Middle and Senior Secondary teams will undertake a weekly review of behaviour to identify students whom require more intensive and immediate support.