



Associated policies:

- Student Engagement and Wellbeing Policy
- Bullying and Harassment Policy and Procedures

Policy Statement

The College has a firm commitment to embedding positive behaviour support in every classroom and encouraging students to make responsible decisions surrounding their behaviour in the classroom at every opportunity. We actively seek to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The College works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the College's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others. This policy outlines the processes by which teachers shape their classroom environment and target individual behaviours for support and intervention.

Preventative practice –

The College understands that the focus of behaviour management lies in ensuring that the learning environment supports positive behaviour choices. In light of this, the College implements a range of measures in order to maintain a safe and supportive environment conducive to learning. Whole school preventative practice measures are outlined in the *Student Engagement and Wellbeing Policy* document.

Routine and Respect (classroom procedures):

1. All students are to line up outside the classroom; when deemed appropriately quiet the teacher gives permission for students to enter the classroom in an orderly fashion. **Senior Sub-School to determine the extent to which this procedure is followed. It may be appropriate for Year 11 and 12 students to be permitted to enter the classroom in an orderly manner without adhering to all aspects of the procedure.**
2. Upon entering the classroom, all students are required to stand behind chairs and sit only when instructed by the teacher. **Seats and tables are to be located far enough away from walls and heater to prevent students leaning on chairs against walls and blocking air ventilation from heater.**
3. Electronic attendance roll (Compass) to be marked by teacher.
4. Classroom teachers should recognise and reward positive behaviours.

5. The classroom environment should be checked for graffiti, rubbish and damage at the beginning and end of the lesson. **Issues should be rectified where possible and followed up with the previous Classroom Teacher, Team Leader, Sub-School Leader or Assistant Principal (as deemed appropriate).**

6. **Learning Objectives and Success Criteria** are to be clearly displayed for the duration of the lesson.

7. The lesson should be conducted using Lyndhurst Secondary College's **Teaching and Learning Model** which incorporates the three stages of **Tuning In, Purposeful Learning and Reflection**.

8. Throughout the duration of the lesson, it is expected that all students will abide by the College values of Commitment, Excellence, Integrity and Respect for Self, Others and the Environment. It is furthered expected that they will uphold the high expectations of the College. **Classroom infringements should, first and foremost, be dealt with by classroom teachers. For ongoing behavioural issues or significant breaches of expectations, classroom teachers should seek support from Team Leaders, Sub-School Leaders or Assistant Principals.**

9. Students should remain in classrooms under the direct supervision of classroom teachers for the duration of the lesson. In the event that a student is required to leave the classroom, the teacher must use the official Lyndhurst Secondary College **Out of Class** notepad.

10. At the conclusion of the lesson, furniture is to be positioned in an orderly fashion wherever possible in the collaborative learning format of two tables and no more than four chairs (tables re-positioned if required and chairs pushed in). Rubbish should be placed in the bin; whiteboard cleaned; fans, heaters, air conditioners and lights switched off; windows should be closed and locked; and the classroom door locked. **At the end of period 4 (or if the last class in the room for the day) students should place chairs on tables.**

11. At the end of the lesson students should be asked to stand behind chairs, remain quiet and be dismissed by the classroom teacher, in an orderly fashion.

Physical environment:

Teachers will maintain a classroom environment that is stimulating and engaging, which utilises displays etc to extend upon the learning that occurs during the lesson. By monitoring the condition of their classroom, teachers will further ensure that the classroom is clean, free of graffiti and organised.

Student voice:

Staff will establish predictable, fair and democratic classroom practices that ensure student participation, along with multiple opportunities to take responsibility and be involved in decision making. They will also work to understand their students' backgrounds and needs, including academic, social and emotional needs.

Intervention –

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this College under any circumstances.

In such occasions where inappropriate behaviours occur, staff will work with students through a staged response of interventions as required.

In the first instance, it is the classroom teacher who will be responsible for determining the nature of the intervention required. If the behaviour is either serious or ongoing, the teacher will involve Sub-School, Wellbeing or Principal Class team members as appropriate.

The staged response may include:

- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Engaging in "Restorative Practices".

Broader support strategies may include:

- Involving and supporting the parent/carer
- Involving Student Support Service Officers, the Pathways and/MIPS Coordinator or the Integration Coordinator, where appropriate
- Mentoring and /or counselling
- Convening Student Support Group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office.

Discipline Procedures – consequences prior to suspension or expulsion may include:

- Withdrawal of privileges
- Use of work/behaviour monitoring cards on Compass to examine behaviour patterns
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention. Teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention
- Afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the College may negotiate an alternative disciplinary measure with parents/carers.

Discipline Procedures – suspension and expulsion:

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

When considering suspension or expulsion, Lyndhurst Secondary College follows procedures in accordance with **Ministerial Order 625** and the **DET Student Engagement and Inclusion Guidance** guidelines (effective as of 1st March 2014).

Review Cycle

Last reviewed: August 2017

Next review: August 2019