Warracknabeal Secondary College
Positive Learning Culture Policy

Rationale:
In order to equip students to be able to ‘choose a life that has meaning,’ Warracknabeal Secondary College requires a safe and orderly environment where all individuals are valued and treated with respect. This policy is designed to establish a consistent approach to developing and maintaining a positive learning culture where students can fully develop.

This school has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all Victorian schools. Corporal punishment must not be used at this school under any circumstance.

Aims:
- To improve student behaviour and engagement in learning
- To provide a transparent and consistent approach to managing behaviour at WSC for all stakeholders (students, teachers, parents and community)
- To use modern research to develop the policy (Calmer Classrooms and School Wide Positive Behaviour Framework)

Implementation:

Teachers at WSC will use four R’s to ensure a positive learning culture can be established in every classroom.
- **Relationships**: Positive relationships between staff and students is at the centre of any learning partnership. When parents and community are also included, this becomes a solid foundation to establish a learning culture within a classroom where student’s expectations of themselves are raised and learning outcomes improved. This must be the focus of any teacher working at WSC; to establish and maintain healthy relationships with these stakeholders.
- **Reflection**: Teachers need to continually reflect on their own practice to consider how they might be contributing to the classroom culture. Reflecting, seeking advice and support, and admitting fault is essential to establishing a positive learning culture. This will form a basis for mutual respect; if the teacher is always correct and the student always wrong, positive relationships and mutual respect cannot occur.
- **Rigour**: At the heart of a positive learning culture is having students engaged in learning. This is established through clear expectations of learning (Learning Intentions) and explicit measurable outcomes (Success Criteria). Students who know what is expected of them will be able to remain on task for longer.
- **Rewards**: Rewarding students who are doing the right thing positively reinforces the attitudes and behaviours we want to see at WSC. This is primarily achieved through recognising students through the ‘Young Achiever Award’ system based on our five school values. However, this can also be achieved through a private compliment after class, in the yard or a phone call home to the family (if appropriate).

Teachers at WSC will use a staged response to misbehaviour based on five R’s. The stages escalate in response to continued misbehaviour and natural consequences will be included in the latter stages. Each of these stages must maintain the relationship between students and teacher.
or include restoration of the relationship if required (apologies/reparations from both/either party). Each stage should be used and students should be aware of which stage they are at.

1. **Remind:** A gentle reminder of the expectations, usually in the form of a question. This could be to the whole class, group of students or an individual. For example, “What do we do when someone else is speaking?”

2. **Redirect:** A clearer warning, reminding student that the next stage is to be moved in-class. Phrasing it as a choice will usually de-escalate potential conflict: “You can either stop talking or you will need to sit up the front.”

3. **Relocate:** Student is moved within the classroom to another seat; moving them up the front is preferable as your presence can often be the best way to modify behaviour. The natural consequence at this stage is a follow-up chat after class to discuss the expectations of behaviour and to restore the relationship (no longer than 5 minutes).

4. **Remove:** Sometimes a short period of time in the corridor (no longer than 5 minutes) can be the circuit breaker students need to know it is serious and refocus. When reintroducing students back into the room, they should be reminded of the next stage if their behaviour does not improve. The natural consequence would be a recess/lunchtime detention with the teacher to discuss the issue and to make up the lost learning time. An apology to the class might also be necessary. This should be recorded as an FYI on FM. If there is a concern that there is a duty of care issue with a student being in the corridor (they will interrupt other classes, they might leave the school grounds, etc.), do not use this step.

5. **Reflection Room:** If after returning to the room the student is still unable to meet the required expectations, they can be sent to the timetabled reflection room for the rest of the class. They are to complete a written reflection on their behaviour to discuss as soon as practical (recess, lunch or after school). The student cannot return to a class with that teacher until the restorative meeting can be held. This is to be followed up by the teacher with support and advice from the level coordinator as soon as possible. This must be documented on FM by the teacher and level coordinator. Parents must be called and the need for a Behaviour Support Plan or Behaviour Card can be discussed. The natural consequence would be an after school detention to make up for the lost learning time and productivity of the teachers involved.

**Severe breach of expectations:**
At times, there will be severe breaches of student expectations that will require a suspension. I have included the classroom relevant list below:

- Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Causing significant damage to or destruction of property;
- Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.
These students are to be sent to the office immediately to report to a principal class member. If they will not leave, then someone may be sent to the office so a principal class member can intervene. The student will complete a reflection sheet. It will be up to the principal class member to investigate the incident to determine the appropriate course of action. This will include speaking to the student, the teacher and other witnesses. Parents will need to be contacted and the suspension process followed. The suspension process will include significant involvement from the student involved to ensure their side of the story is heard and considered. Following a suspension, a re-entry meeting will be required with the principal class member, level coordinator, teacher, parents and student.

If the action did not warrant a suspension, a discussion will be held amongst the teaching staff to determine the best course of action and how to improve the learning culture of the class.

**Evaluation:** This policy will be reviewed as part of the school’s three-year review cycle.

<table>
<thead>
<tr>
<th>Ratified by School Council</th>
<th>Date: 18/7/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed:</td>
<td>Principal:</td>
</tr>
<tr>
<td></td>
<td>School Council President:</td>
</tr>
</tbody>
</table>