The following policy was developed as a result of consultation with students, parents and staff. It aims to provide a clear and consistent approach to the development of responsible behaviour and self discipline. Please refer to Appendix 1 Anti harassment policy.

Le Fevre High School and its environs will be a safe, caring, successful, challenging and orderly learning environment in which the rights and responsibilities of all students, parents and school staff are both supported and protected.

At Le Fevre High School, we believe that:

- Students have the right to learn, and that
- Teachers have the right to teach.

At Le Fevre High School, we aim to provide positive behaviour reinforcement by a variety of means:

- Positive feedback to students.
- Rewarding academic achievement.
- Encouraging students to maximise their potential through special programs.
- Access to a wide range of extracurricular activities.

Our school has a Grievance Procedure for those who are dissatisfied.

WITHDRAWAL ROOM

The aim of the Withdrawal Room System is to protect the teaching and learning environment. Students are withdrawn from the classroom when their behaviour and/or attitude disrupt the teaching and learning environment. The withdrawal provides the student with time to reflect on their actions and the effect of their actions on others and to identify positive alternatives for future behaviour choices. A reflection sheet is used to help with the child’s reflection and forwarded to the teacher via pigeon hole.

A re-entry meeting should then take place between the student and teacher, to discuss why their actions were unacceptable, and the necessary changes – if the return from Withdrawal Room form was not filled in satisfactorily, this is the time to discuss it. If it is not possible to have this meeting before the next lesson, teachers should try to work out a compromise (e.g. student in class but isolated) – only in exceptional circumstances should the student be sent back to Withdrawal Room if the meeting has not taken place, and never more than once.

Relief teachers who have sent a student to Withdrawal room should place the blue slip in the subject teacher’s pigeon hole and the subject teacher should run the re-entry meeting.

Since the aim is to encourage students to change their behaviour, students should be given 3 clear messages that their behaviour is inappropriate/unacceptable (e.g. Johnny, your calling out means that others don’t get a turn at giving their opinions – please stop – this is your first warning etc) followed by a time out for a set period (e.g. 5 minutes) within your room (a back corner, with the student’s back to the class so he/she has no audience is good). If, after all that, the behaviour continues, the student is sent to Withdrawal Room.

If the behaviour is dangerous (e.g. throwing a chair) or abusive (e.g. swearing at a teacher) skip all steps and send the student straight to Withdrawal Room and a note to Reception to inform appropriate Year Level coordinator or Assistant Principal.
STUDENT BEHAVIOUR MANAGEMENT FRAMEWORK
CONSEQUENCE GUIDELINES

THIS IS A SUGGESTED LIST. IN EACH CASE OF INAPPROPRIATE BEHAVIOUR PERSONAL AND FAMILY SITUATION ARE TAKEN INTO ACCOUNT.
THE SEVERITY OF SOME BEHAVIOUR MAY MEAN THAT SOME STEPS ARE MISSED.

**BEHAVIOUR**

- RESPECT FOR RIGHTS OF OTHERS
- HARASSMENT
- PROPERTY INTERFERENCE
- OFFENSIVE LANGUAGE
- VERBAL ABUSE OF STAFF
- PHYSICAL ABUSE FIGHTING
- SEXUAL ABUSE
- SCHOOL RULES
- LATENESS
- TRUANCY
- YARD BEHAVIOUR UNSAFE ACTIONS
- NOT MEETING WORK REQUIREMENTS ACROSS THE BOARD
- OUT OF SCHOOL UNIFORM
- PROPERTY/SUBSTANCE POSSESSION OR ABUSE
- THEFT
- VANDALISM
- DRUG USE
- INAPPROPRIATE USE OF MATERIALS
- SMOKING

**INITIAL**

- WARNING + CONFERENCE WITH STUDENT
- CONSEQUENCE EG YARD DUTY
- CONSEQUENCE EG YARD DUTY
- WARNING
- PARENT CONTACT DETENTION
- CONSEQUENCE EG YARD DUTY
- PARENT CONTACT
- DETENTION

**REPEATED**

- DETENTION PARENT INFORMED
- CONSEQUENCE EG YARD DUTY
- DETENTION PARENT INFORMED
- CONSEQUENCE EG YARD DUTY
- DETENTION PARENT INFORMED
- DETENTION PARENT INFORMED
- DETENTION

**CRITICAL**

- SUSPENSION (1-2 days)
- SUSPENSION (3-5 days)
- SUSPENSION (1-2 days)
- SUSPENSION (1-2 days)
- SUSPENSION (2-3 days)
- SUSPENSION (2-3 days)
- SUSPENSION (2-4 days)
- SUSPENSION (3-5 days)

**INTERNAL SUSPENSION**

- INTERNAL SUSPENSION
- INTERNAL SUSPENSION
- INTERNAL SUSPENSION
- SUSPENSION (1-2 days)
- SUSPENSION (2-3 days)
- SUSPENSION (1-2 days)

**EXCLUSION**

- EXCLUSION
- EXCLUSION
- EXCLUSION
- EXCLUSION
- EXCLUSION
- EXCLUSION

**INTER-AGENCY REFERRAL**

- INTER-AGENCY REFERRAL
- INTER-AGENCY REFERRAL
- INTER-AGENCY REFERRAL
- INTER-AGENCY REFERRAL

- YEAR LEVEL COORDINATOR
- UNACCEPTABLE / CRITICAL BEHAVIOUR
STUDENT BEHAVIOUR MANAGEMENT FRAMEWORK

CONSEQUENCE GUIDELINES

THIS IS A SUGGESTED LIST. IN EACH CASE OF INAPPROPRIATE BEHAVIOUR PERSONAL AND FAMILY SITUATION ARE TAKEN INTO ACCOUNT. THE SEVERITY OF SOME BEHAVIOUR MAY MEAN THAT SOME STEPS ARE MISSED.

CLASS RULES

LATE TO CLASS

DISRUPTION TO CLASS

NOT MEETING WORK REQUIREMENTS

HARASSMENT

INITIAL

WARNING

WARNING

WARNING STUDENT CONFERENCE

WARNING STUDENT CONFERENCE RECORD IN HARASSMENT FOLDER

REPEATED

YARD DUTY

WITHDRAWAL ROOM

PARENT CONTACT MONITOR SHEET

PARENT CONTACT REFERRAL TO COUNSELLOR

CRITICAL

CONFERENCE STUDENT DETENTION MONITORING SHEET

DETENTION FAMILY CONFERENCE MONITORING

DETENTION FAMILY CONFERENCE MONITORING

SUSPENSION

INTERNAL SUSPENSION

SUSPENSION

PARENT CONTACT REFERRAL TO COUNSELLOR

SUBJECT TEACHER

CURRICULUM AREA COORDINATORS

INAPPROPRIATE BEHAVIOUR

UNACCEPTABLE / CRITICAL BEHAVIOUR

USE A RANGE OF CLASSROOM MANAGEMENT STRATEGIES TO BRING ABOUT CHANGE.
STUDENT BEHAVIOUR MANAGEMENT FRAMEWORK
CONSEQUENCE GUIDELINES

IN EACH CASE OF INAPPROPRIATE BEHAVIOUR PERSONAL AND FAMILY SITUATIONS ARE TAKEN INTO ACCOUNT BY YEAR LEVEL COORDINATORS. THE SEVERITY OF SOME BEHAVIOUR MAY MEAN THAT SOME STEPS ARE MISSED.

IF SENT TO THE WITHDRAWAL ROOM
(The tally is not set to zero at the commencement of a new Term / Semester)

FIRST TIME
3 TIMES
5 TIMES
7 TIMES
MORE THAN 7 TIMES

CARE GROUP TEACHER
CARE GROUP TEACHER
YEAR LEVEL COORDINATOR
YEAR LEVEL COORDINATOR
YEAR LEVEL COORDINATOR

WITHDRAWAL ROOM NOTIFICATION IS SENT HOME BY CARE GROUP TEACHER AFTER EVERY WITHDRAWAL ROOM VISIT

PARENT CONTACT USE PROFORMA LETTER
AFTER SCHOOL DETENTION
INTERNAL SUSPENSION
EXTERNAL SUSPENSION 2 DAY
EXTERNAL SUSPENSION 3 DAY
STUDENT BEHAVIOUR MANAGEMENT FRAMEWORK
COMMUNICATION FLOW CHART

**IN CLASS BEHAVIOUR**

**INITIAL**
- **SUBJECT TEACHER**
  - CONSULTS WITH CAREGROUP TEACHER RE STUDENT COORDINATOR
  - APPLIES STRATEGIES FOR CHANGE

**REPEATED**
- **SUBJECT TEACHER**
  - DOCUMENTATION – BEHAVIOUR INCIDENT REPORT FORM TO CAREGROUP TEACHER
  - SEEK ADVICE FROM YEAR LEVEL COORDINATOR
  - APPLY STRATEGIES FOR CHANGE

**NO CHANGE IN BEHAVIOUR**
- **REFERRAL TO YEAR LEVEL COORDINATOR**
  - DETENTION STUDENT RECEIVES ADVICE SLIP FROM CURRICULUM COORDINATOR
  - BEHAVIOUR INCIDENT REPORT FORM TO CAREGROUP TEACHER WHO ENTERS INTO LOG AND MONITORS ATTENDANCE TO DETENTION
  - OTHER STRATEGIES E.G.: FAMILY CONFERENCE MONITORING ETC. BEHAVIOUR INCIDENT REPORT FORM TO CAREGROUP TEACHER WHO ENTERS INTO LOG AND FILES IN CAREGROUP FOLDER
  - INTERNAL/EXTERNAL SUSPENSION.

- **DOCUMENTATION – BEHAVIOUR INCIDENT REPORT FORM TO CAREGROUP TEACHER**
  - INTERNAL/EXTERNAL SUSPENSION.
  - INFORMATION SLIP TO CAREGROUP TEACHER TO LOG AND FILE IN CAREGROUP FOLDER BEHAVIOUR INCIDENT REPORT AND SUSPENSION FORMS TO FRONT OFFICE FOR DATA ENTRY, POSTING HOME AND FILE
STUDENT BEHAVIOUR MANAGEMENT FRAMEWORK
COMMUNICATION FLOW CHART

OUT OF CLASS BEHAVIOUR

INITIAL

REFERRING TEACHER TO COMPLETE BEHAVIOUR INCIDENT REPORT AND GIVE TO CARE GROUP TEACHER

CARE GROUP TEACHER

DOCUMENT IN LOG AND FILE BEHAVIOUR INCIDENT REPORT IN CAREGROUP FOLDER

APPLY STRATEGIES FOR CHANGE

REPEATED

REFERRING TEACHER TO COMPLETE BEHAVIOUR INCIDENT REPORT AND GIVE TO CARE GROUP TEACHER

CARE GROUP TEACHER

DOCUMENTATION BEHAVIOUR INCIDENT REPORT FORM TO CARE GROUP TEACHER

SEEK ADVICE FROM STUDENT CARE SUPPORT TEACHER YEAR LEVEL COORDINATOR ETC

APPLY STRATEGIES FOR CHANGE IF DETENTION – GIVE STUDENT DETENTION NOTICE AND MONITOR ATTENDANCE. DETENTION NOTICE RECEIVED AFTER ATTENDANCE TO DETENTION

NO CHANGE IN BEHAVIOUR

CARE GROUP TEACHER TO REFER TO YEAR LEVEL COORDINATOR – BEHAVIOUR INCIDENT REPORT FORM DOCUMENTED IN LOG AND FILED IN CAREGROUP FOLDER

OTHER STRATEGIES EG. FAMILY CONFERENCE MONITORING ETC BEHAVIOUR INCIDENT REPORT FORM TO CARE GROUP TEACHER WHO ENTERS INTO LOG AND FILES IN CAREGROUP FOLDER

INTERNAL/EXTERNAL SUSPENSION INFORMATION SLIP TO CAREGROUP TEACHER TO LOG AND FILE IN CAREGROUP FOLDER. BEHAVIOUR INCIDENT REPORT FORM AND SUSPENSION FORMS TO FRONT OFFICE FOR DATA ENTRY, POSTING HOME AND FILE

NO CHANGE IN BEHAVIOUR

REFERRAL TO INTER AGENCY BEHAVIOUR INCIDENT REPORT FORM TO CAREGROUP TEACHER WHO ENTERS INTO LOG AND FILES INTO CAREGROUP FOLDER

DETOIN

STUDENT RECEIVES ADVICE SLIP FROM YEAR LEVEL COORDINATOR. BEHAVIOUR INCIDENT REPORT FORM TO CARE GROUP TEACHER WHO ENTERS INTO LOG AND MONITORS ATTENDANCE. SLIP RECEIVED AFTER ATTENDANCE TO DETENTION