



**LE FEVRE**  
HIGH SCHOOL

# POSITIVE BEHAVIOURS FOR LEARNING (PBL) POLICY

## PURPOSE

Le Fevre High School values the rights of all students and staff to learn in a safe and supportive environment. Positive Behaviours for Learning (PBL) requires a comprehensive integrated whole school approach to student wellbeing and behaviour that addresses the diverse needs of every student.

### The PBL Policy is a whole school approach that:

- Develops positive school culture and promotes school values and expectations.
- Celebrates success in learning and improves student wellbeing.
- Creates an environment where positive behaviour and learning are expected.

### Aims:

- Students respond positively as they understand what positive learning behaviours are.
- Staff respond consistently to student learning and behaviour.
- Students feel safe and cared for at school.
- Parents/caregivers and the community are involved in students' school life.
- Incidents of challenging behaviours are significantly reduced.

The following expectations have been developed to ensure consistent behaviours across the school. At Le Fevre High School, we recognise the diverse nature of student needs, therefore strategies and responses may vary in consultation with leaders.



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Le Fevre High School | 90 Hart Street, Semaphore South SA 5019  
P +61 8 8449 7004 | E dl.0814\_info@schools.sa.edu.au  
[lefevrehs.sa.edu.au](http://lefevrehs.sa.edu.au)



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### ROLES AND RESPONSIBILITIES

#### Students

- Follow school policies (PBL, Uniform, Mobile Phone, ICT and Anti-bullying), school values and expectations.
- Take ownership and responsibility for their learning and behaviour.
- Access Learner Management System
- Seek support from Teacher, Student Wellbeing Team, ATSI Team, Assistant Principals and Learning and Engagement Leaders to address and resolve issues and challenges.
- Act in a safe and legal manner.

#### Parents/caregivers

- Support school policies (PBL, Uniform, Mobile Phone, and Anti-bullying), school values and expectations. Be responsive to school initiatives and strategies.
- Acknowledge and celebrate positive student behaviours.
- Communicate relevant attendance, engagement, learning, wellbeing, health and other important information with the school.
- Access Learner Management System (Daymap) to remain informed
- Seek support from Teacher, Student Wellbeing Team, ATSI Team, Assistant Principals and Learning and Engagement Leaders to address and resolve issues and challenges.
- Act in a safe and legal manner.

#### Staff

- Endorse school policies (PBL, Uniform, Mobile Phone, and Anti-bullying), school values and expectations.
- Develop and foster positive relationships with students and families.
- Communicate and interact respectfully with students and families.
- Create engaging and rigorous learning opportunities.
- Acknowledge and celebrate positive student behaviour.
- Adhere to DfE protective practices guidelines and model PBL.

#### Leaders

- Ensure consistent implementation of school policies (PBL, Uniform, Mobile Phone, and Anti-bullying), school values and expectations throughout Le Fevre High School.
- Enable staff, students and families to be involved in learning and behaviour follow-up.
- Provide professional development opportunities for staff in relation to behaviour.
- Involve regional and interagency services to provide relevant support for staff, students and families.





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## POSITIVE BEHAVIOURS FOR LEARNING: PROMOTING POSITIVE CLASSROOM ENVIRONMENTS

The following factors are to be taken into consideration in determining an appropriate level of response: severity of behaviour, frequency of the behaviour or similar previous behaviour, age, disability, trauma, mental health, repeated behaviour patterns, and consistency of approach.

### Level 1 (Proactive Approaches)

BEHAVIOURS	STRATEGIES	FOLLOW-UP
<b>Relationships and respectful behaviour</b>	A positive classroom climate requires attention to the interactions between stakeholders including: <ul style="list-style-type: none"> <li>• proximity</li> <li>• active listening</li> <li>• eye contact</li> <li>• pleasant tone of voice</li> <li>• smile and use students name.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual praise.</li> <li>• Minor reward/award.</li> <li>• Participation in excursion/camp.</li> <li>• Communication with parent/caregiver (phone, e-mail, Daymap note, postcard).</li> </ul>
<b>Classroom environment</b>	Organising the physical space will include attention to: <ul style="list-style-type: none"> <li>• layout of learning space to allow movement, access to resources and defined areas for working</li> <li>• lighting ventilation and temperature control</li> <li>• seating arrangement and plans</li> <li>• storage of student, teacher and class resources</li> <li>• displays of student work</li> <li>• schedules and timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review and feedback.</li> <li>• Requests for resources.</li> <li>• Regular classroom audits.</li> </ul>
<b>Encouraging expected behaviours</b>	<ul style="list-style-type: none"> <li>• Effective encouragement at a rate of 4:1 will increase:</li> <li>• on task behaviour</li> <li>• attention and compliance</li> <li>• cooperative interaction</li> <li>• foster intrinsic motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual praise.</li> <li>• Minor reward/award.</li> <li>• Participation in excursion/camp.</li> <li>• Communication with parent/caregiver (phone, e-mail, Daymap note, postcard).</li> </ul>
<b>Classroom expectations</b>	To be an effective classroom, behaviours and expectations need to be: <ul style="list-style-type: none"> <li>• linked to school-wide expectation</li> <li>• student negotiated</li> <li>• clearly posted in learning environment</li> <li>• explicitly taught and reinforced.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual praise.</li> <li>• Minor reward/award.</li> <li>• Participation in excursion/camp.</li> <li>• Communication with parent/caregiver (phone, e-mail, Daymap note, postcard).</li> </ul>
<b>Classroom procedures and routines</b>	Clarification of individual classroom routines eg entering room, large/small group instruction and activities, independent seatwork time. Such practices need to be: <ul style="list-style-type: none"> <li>• explicitly taught</li> <li>• prompted or pre-corrected regularly for success</li> <li>• continuously supported through monitoring and providing specific feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual praise.</li> <li>• Minor reward/award.</li> <li>• Participation in excursion/camp.</li> <li>• Communication with parent/caregiver (phone, e-mail, Daymap note, postcard).</li> </ul>
<b>Positive contribution to the school community</b>	Positive contributions may include: <ul style="list-style-type: none"> <li>• member of Student Voice leadership team</li> <li>• peer mentoring</li> <li>• school performances</li> <li>• public speaking</li> <li>• Governing Council.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual praise.</li> <li>• Minor reward/award.</li> <li>• Participation in excursion/camp.</li> <li>• Communication with parent/caregiver (phone, e-mail, diary note, postcard).</li> </ul>

### Communication with families

Teachers and students celebrate success and recognise positive contribution by sending home postcards, writing Daymap notes, positive phone calls and or e-mails to parent/caregivers.

### Awards

Awards celebrate the positive contribution students make to the whole school community. Awards will be organised by Year Level Leaders in consultation with staff and distributed at sub-school and whole school assemblies.



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**Level 2 and 3 (Reactive Approaches)**

	BEHAVIOURS	STRATEGIES	FOLLOW-UP
<b>Level 2</b> Teacher lead Classroom/ school level	Not following PBL: <ul style="list-style-type: none"> <li>• <b>Not following school policies</b> (PBL, Uniform, Mobile Phone, and Anti-bullying), <b>school values and expectations</b>.</li> <li>• <b>Distracting others</b> (noises, anti- social, off-task, uncooperative).</li> <li>• <b>Avoiding completing tasks</b> (not attending to instruction).</li> <li>• <b>Not following school behaviour code</b> (non- compliance with reasonable instruction, defiant manner of questioning, misuse of property).</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of Level 1 PBL (2x maximum).</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful and solution focused conversation between teacher and student.</li> <li>• Reminder of PBL and whole school expectations (visuals displayed in all classrooms).</li> </ul>
<b>Level 3</b> Teacher lead Classroom/ school level	Persistently not following PBL, repetition of Level 1 behaviours: <ul style="list-style-type: none"> <li>• <b>Not following school policies, school values and expectations.</b></li> <li>• <b>Distracting others</b></li> <li>• <b>Avoiding completing tasks</b></li> <li>• <b>Not following school behaviour code</b> (verbal abuse, missing class, leaving school grounds, non-compliance with reasonable instruction, defiant manner of questioning, misuse of property).</li> </ul>	<ul style="list-style-type: none"> <li>• Formal warning (3x maximum).</li> <li>• Move the student to another working space within the classroom.</li> <li>• Remove the student from the classroom (approx. 2- 5minutes), ensuring they remain within teachers' line of sight. Restorative conversation upon re-entry.</li> <li>• Remove student to a prearranged buddy class, with work/reflection sheet. The student is to be sent with a note and accompanied by a responsible student.</li> <li>• If a student is missing from class or leaving school grounds, use urgent assist support.</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative and solution focused discussion to occur between teacher and student.</li> <li>• Teacher to follow up with buddy class teacher.</li> <li>• Teacher to set, supervise and follow up detention (yard duty, recess or lunch).</li> <li>• Communication with parent/ caregiver (phone, e-mail, diary note, meeting).</li> <li>• Teacher, parent/caregiver and student conference.</li> <li>• Teacher documents behaviour in EDSAS.</li> </ul>





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## Level 4 and 5 (Reactive Approaches)

	BEHAVIOURS	STRATEGIES	FOLLOW-UP
<b>Level 4</b> Teacher and leadership School level/ system level	Repetition of Level 2/3 behaviours, or: <ul style="list-style-type: none"> <li>• <b>Theft</b></li> <li>• <b>Bullying</b> (physical, oral or written, cyber).</li> <li>• <b>Harassment</b> (sexual, racial, homophobic, religious, disability).</li> <li>• <b>Threatened violence</b> (threatening gestures).</li> <li>• <b>Sexual behaviour</b> (problematic).</li> <li>• <b>Physical assault major, physical contact</b> (staff, student, other).</li> <li>• <b>Actual violence using a weapon</b> (furniture, knife).</li> <li>• <b>Property destruction</b> (graffiti, property damage, vandalism, arson).</li> <li>• <b>Cyber crime</b> (posting images/ videos without consent, impersonation, intimidation, defamation).</li> <li>• <b>Illicit/illegal drugs</b> (possession, use, distribution).</li> <li>• <b>Unsanctioned drugs</b> (tobacco).</li> </ul>	Teacher and school leaders collaborate to address persistent behaviours. <ul style="list-style-type: none"> <li>• Responses may include:</li> <li>• Use urgent assist support.</li> <li>• Refer to Year Level Leader/ Student Wellbeing Leader/ Assistant Principal.</li> <li>• Student to work independently in a negotiated and prearranged buddy class for extended period (5x week maximum).</li> <li>• Admin time out.</li> <li>• Take home for remainder of the day.</li> <li>• Internal suspension/suspension.</li> </ul>	<ul style="list-style-type: none"> <li>• Phone communication with parent/ caregiver.</li> <li>• PBL contract/daily feedback developed between leader, teacher, student, and parent/caregiver during conference/re-entry.</li> <li>• Referral to DfE support services and or private services/programs.</li> <li>• Leader communicates outcome with relevant staff.</li> <li>• Leader documents behaviour in EDSAS.</li> </ul>
<b>Level 5</b> Leadership System level	Repetition of Level 3/4, or system level behaviour: <ul style="list-style-type: none"> <li>• Conditions of PBL contract not met.</li> <li>• Not following school behaviour code, theft, bullying, harassment, threatened violence, sexual behaviour, physical assault, physical contact, actual violence using a weapon, property destruction,</li> <li>• cyber crime, illicit/illegal and unsanctioned drugs.</li> </ul>	School leaders engage directly with the student and family. <ul style="list-style-type: none"> <li>• Responses may include:</li> <li>• Immediate take home, suspension, suspension pending exclusion, exclusion.</li> <li>• Assistant Principal/Principal to determine appropriate response based on all relevant factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Phone communication with parent/ caregiver.</li> <li>• PBL contract developed between leader, student, and parent/ caregiver during conference/re- entry.</li> <li>• PBL contract reviewed.</li> <li>• Referral to DfE support services and or interagency services/programs.</li> <li>• Leader communicates outcome with relevant staff.</li> <li>• Leader documents behaviour in EDSAS.</li> </ul>

- In the instance of a Critical Incident use urgent assistance support.
- All recommendations for suspensions must be approved by Principal (or nominee) in accordance with DFE policy.

