



LILYDALE HIGH SCHOOL

# CLASSROOM BEHAVIOUR POLICY

**REVIEW** September 2020

**RESPONSIBLE** Principal Team and Classroom Teaching Staff

## RATIONALE

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their classroom behaviors demonstrate respect for themselves, their peers, their teachers, and all other members of the school community. Additionally, all members of the Lilydale High School community have an obligation to ensure school property is appropriately used and maintained.

## PURPOSE

The purpose of this policy is to:

- provide a safe, pleasant, and supportive learning (and teaching) classroom environment.
- ensure school property is appropriately used and maintained.

## CLASSROOM TEACHER GUIDELINES

Classroom teachers are to:

- maintain a record of procedure – instructing students accordingly.
- ensure appropriate supervision and maintenance of proper order and discipline within their class environments.
- be responsible for the general care, safety and welfare of students within their classroom environment, ensuring safe working practices in the school (in accordance with the **Occupational Health and Safety Act 2004**).
- establish a classroom climate in which appropriate behaviour is the norm for all students.
- focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.
- follow the school's Code of Conduct where every student has rights and responsibilities.

## CLASSROOM BEHAVIOR GUIDELINES

All students are expected to:

- demonstrate preparedness to engage in and take full advantage of the school program.
- participate in team work and leave classrooms neat and tidy.

- model the school's core values of initiative, integrity and self discipline.
- comply with the school's policies, including that of uniform.
- use electronic devices only with a classroom teacher's permission.
- take responsibility for their behaviour and its impact on others.
- work with teachers in developing strategies to improve outcomes.

## **GUIDELINES FOR CLASSROOM DISCIPLINE:**

*Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school, in any classroom, or under any circumstances.*

Student engagement, regular attendance and positive behaviours will be supported through relationship-based whole-school classroom practices, including targeted and individualized support when required (please refer to our Attendance Policy and various other policies available).

If students fail to respect the classroom environment classroom teachers may implement the following actions:

- Change the student's seating position in the classroom.
- Direct students to work away from the classroom.
- Withdrawal of privileges such as the confiscation of a student's ipad.
- Direct students to work from another teacher's class for the duration of the lesson.
- Withdrawal from class activities for a specified period (where appropriate, parents/carers will be informed of such withdrawals).
- Detention and or allocation of lunchtime clean-up duties to misbehaving students.
- Referral to the relevant Sub-school Manager.
- Use of behaviour and attendance sheets to monitor behavior.

In extreme circumstances students may be asked to leave the classroom and report to Administration without implementation of the above steps. The matter will be followed through by all parties and contact with the student's parents may be necessary.

**NB:** Teachers may require a student to complete school work or additional work or duties at recess lunch break, or afterschool. No more than half the break time may be given to detention and 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 school may negotiate an alternative disciplinary measure with parents/carers.

Broader support strategies include:

- Involving and supporting the parent/carer.
- Involving the Director of Student Engagement and Well-Being, the Pathways and Transition Manager, the Disability and Impairment Manager and Guidance Officer 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 – suspension and expulsion.

**NB:** 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.

**Key References:**

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	DET - Child Health and Wellbeing
Charter of Human Rights	<a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohra2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohra2006433/</a>