



SUPPORTING POSITIVE BEHAVIOUR

INTENT

Using a whole-school consistent approach, Merrimac State High School is committed to excellence of learning and teaching in classrooms where students take ownership of their behaviour and are encouraged to make the right choices. If that choice means leaving a classroom because of disruptive behaviour, then the return to the learning environment must be by negotiation. Future practices of students, teachers and the school will be influenced by data collected.

SUMMARY

A student exhibiting disrespectful behaviour in a classroom will draw attention from the teacher who uses micro skills to focus the student's attention back on the lesson. Once the teacher has done this, the student will be asked the following three questions:

- What are you doing?
- What should you be doing?
- What will happen if you continue?

Students will be given another opportunity to modify their behaviour, but may choose to leave the classroom and report to the Positive Behaviour Support Room. Here they will answer a questionnaire under the guidance of a teacher. The student will stay in there until the end of that lesson. It is not a form of punishment as the student has made the choice to leave the class. Referrals will still be made to Heads of Departments and Deputy Principals.

POLICY

At Merrimac we identify the following rights:

- To teach and learn in a supportive environment filled with opportunities enabling individuals to accept responsibility for developing their potential.
- To express and share ideas, to ask questions in an appropriate manner at the correct time and place.
- To be respected and appreciated as an individual in an environment where recognition and success are valued.
- To be in a physically, socially and emotionally secure environment with facilities appropriate for learning and teaching.
- To be treated without prejudice, intimidation or harassment of any kind in a just and consistent environment.



SCHOOLWIDE BEHAVIOUR EXPECTATIONS

VALUES	ALL SETTINGS	CLASSROOM	OUTSIDE AREAS	FORMAL OCCASIONS (when the School Prefects are wearing a blazer)	REPRESENTING THE SCHOOL
Respect	<ul style="list-style-type: none"> Use clear, appropriate and polite language Listen attentively to and be tolerant of others Observe personal space Show regard for other people's property Display good manners and good hygiene 	<ul style="list-style-type: none"> Permit one person to speak at a time Allow others to learn Allow the teacher to teach Actively participate in all learning activities Use technology as directed by teacher Care for all classroom equipment, resources and furniture 	<ul style="list-style-type: none"> Walk on designated pathways Keep school property clean and tidy - put all rubbish in the bin Join the end of the canteen or bus line and wait for teacher direction All ball games, except hand ball to be played on the oval Have money and/or bus pass ready for canteen and/or bus 	<ul style="list-style-type: none"> Follow all instructions carefully (when the School Prefects are wearing a blazer) Show appropriate appreciation for presenters/contributions by applauding only Act politely when communicating during the event 	<ul style="list-style-type: none"> Show team spirit when and where appropriate Be a gracious winner or loser Wear uniform or appropriate attire as per school standards Perform or play to the best of your ability
Responsibility	<ul style="list-style-type: none"> Be responsible for your own actions Follow staff/leader instructions the first time Do your best Be safe 	<ul style="list-style-type: none"> Come to class prepared with learning equipment necessary for that class Use your school diary in all classes Ensure mobile phones, iPods, MP3 players are turned off and out of sight before entering the classroom Line up in two quiet lines outside the classroom prior to entering Submit all drafts, assignments and homework on time Return all equipment borrowed and store correctly 	<ul style="list-style-type: none"> Complete canteen purchases before the bell Move directly to classes on the warning bell Report all danger Look after each other Leave all unrelated equipment at home (e.g. skateboards, scooters) Obey bus rules Stay in designated playground areas 	<ul style="list-style-type: none"> Ensure that you are aware of details about the occasion (i.e. time, location, transport, etc.) Follow appropriate protocols for the occasion 	<ul style="list-style-type: none"> Be prepared with appropriate clothing, equipment and other related material Return anything borrowed by due date
Reliability	<ul style="list-style-type: none"> Be prepared Be punctual Be committed and deliver 	<ul style="list-style-type: none"> Attend all timetabled classes Follow classroom procedures and teacher direction without argument. Leave room tidy 	<ul style="list-style-type: none"> Leave lunch area clean Support fellow students in need Use phones only when and as directed by your teacher 	<ul style="list-style-type: none"> Wear full school uniform with pride 	<ul style="list-style-type: none"> Attend all training, rehearsals and events Ensure you are aware of the venue and how to get there Comply with all school and external requirements



PROCEDURES FOR POSITIVE BEHAVIOUR

Award	Reason	Result
Bronze	These will be handed out by teachers as rewards for activities such as cleaning up an area, prompt responses to requests, completing work to an above-expected standard, giving assistance to a teacher or giving directions to a visitor.	One merit point
Silver	These are awarded by teachers for community service such as exceptional effort, attitude and being a role model for other students' behaviour. For students who contribute heavily in Community Service, more than one award can be given.	Three merit points
Gold	Students who have earned the top number of merit points for the year.	Gold Phoenix awards recipients are recognized by the school community on Presentation Night.

Exceptional students who have made a significant contribution to the school community will be invited together with their parents to the Principal's Breakfast each term. Merit points will be tallied so that each student will have a yearly average score which will provide information to support applications for school references and leadership roles.

BEHAVIOUR LEVELS AND TEACHER RESPONSE

Our school's Behaviour Management Policy is an important part of the effective operation of our school community and is based around three levels of teacher response to student behaviour. **Applications for enrolment are accepted only after an agreement to comply with the Expectations of Student Behaviour has been signed by both students and parents.**

- Level 1 behaviour shows a lack of respect for others and results in disruption to the learning and teaching process. Students will be given the opportunity to leave the classroom for an alternative setting with the Behaviour Management teacher. The student and teacher will work together to resolve the situation before a return to class is initiated.
- Level 2 behaviour requires assistance from the HOD and relates to a student's lack of preparation or participation in class.
- Level 3 behaviour warrants immediate attention from a member of Administration as it concerns the safety and well-being of staff and students. At all stages, support mechanisms such as Year Co-Ordinators, mentor teachers, Guidance Officers and Administration will be used to help ensure the most constructive outcomes.



FOR DISRUPTIVE BEHAVIOUR

The whole-school response to negative behaviour will be as follows:

Behaviour	Response
1. Student exhibits disruptive behaviour in the classroom.	Teacher uses micro skills to re-focus student and reminds student of expectations.
2. Student continues to demonstrate disruptive behaviour.	Teacher asks focus questions. Student is made aware that further disruption is unacceptable.
3. Student continues to demonstrate disruptive behaviour.	Teacher will repeat focus questions. Student will be given opportunity to leave the classroom and, if this is the chosen option, will be issued with a referral form to the Positive Behaviour Support Room.
4. Student leaves classroom and goes to Positive Behaviour Support Room for rest of lesson.	Student completes questionnaire under supervision. His attendance in the room is recorded.
5. Upon completion of form, student meets with teacher to negotiate return to class.	Staff and student meet at appropriate time to discuss behaviour and to negotiate re-entry to class. Student is accepted back into class.

Failure to negotiate re-entry will mean a return to the Positive Behaviour Support Room. Students who choose this path will be issued with an After School Detention.