The Vale Way

2020
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Section 1 – Staff Expectations

Responsibility of a Classroom Teacher

1. Follow ‘The Vale Way’.
2. Display in your classroom the following:
   a) Our Student Expectations Poster (page 6)
   b) Positive Behaviour Flowchart (page 7)
   c) Classroom Behaviour Consequence Escalation Flowchart (page 8)
   d) Schools Values Poster (See ‘Responsible Behaviour Plan for Students’ document)
3. Issue Positive Behaviour points (PBs) to students for demonstrating the school values on IDAttend. Please aim for at least 5 per lesson.
4. All classrooms in year 7 to 10 must have a seating plan. Recommended for years 11 and 12.
5. Emphasise and model the values of Respect, Responsibility and Resilience.
6. Arrive on time for lesson and only dismiss students after the bell rings.
7. Ensure all students line up respectfully prior to entering the classrooms.
8. Leave the classroom clean and tidy.
9. Issue appropriate consequences for students failing to comply with ‘The Vale Way’ working through the ‘classroom behaviour consequence escalation flowchart’ on page 8.
10. Enter incidents into OneSchool in a timely manner.
11. Communicate with parents and carers and record contacts in OneSchool e.g. C3.
12. Escalate incidents as appropriate.
13. Attend re-entry from suspension interviews as required.
14. Build respectful relationships with students.
15. Treat your students in a positive manner.
16. Familiarise yourself and use the 10 Essential Skills for Classroom Management (see ‘Responsible Behaviour Plan for Students’ document).
17. Ensure you have a Buddy Room for every lesson.
18. Student Support Services (SSS) student referral completed as required.

Responsibility of Curriculum HODs

1. Follow ‘The Vale Way’.
2. Ensure all department teaching rooms have the following clearly displayed:
   a) Our Student Expectations Poster (page 6)
   b) Positive Behaviour Flowchart (page 7)
   c) Classroom Behaviour Consequence Escalation Flowchart (page 8)
   d) Schools Values Poster (See ‘Responsible Behaviour Plan for Students’ document)
3. Ensure department teachers issue Positive Behaviour points (PBs) to students for demonstrating the school values on IDAttend aiming for at least 5 per lesson.
4. Ensure staff in department are using seating plans in years 7-10.
5. Provide support to staff to ensure teacher responsibilities are being met.
6. Refer staff who require additional support to appropriate department e.g. Teaching and Learning Team, Curriculum Deans, Deputy Principal.
7. Emphasise the importance of teachers using the 10 Essential Skills for Classroom Management and support them to do so.
8. Issue consequences for inappropriate and persistent behaviour as necessary.
9. Ensure that if a student misses their first after school detention issued by your department you (or the issuing teacher) follow this up with a phone call home to explain expectations of attending at the next opportunity (Deans will email a list of absent students each evening). Failure to attend second after school will result in student being in Supportive Schooling during break and lunchtime (HOD to explain to parents this consequence).

10. HODs to complete the Supportive Schooling Log for students that should attend following two missed C4’s. HODs to monitor student attendance in the Supportive Schooling Room and issue further consequences for non-attendance.

11. Record any actions and parent/student contacts on OneSchool.

12. Behaviour Support Referral form to be used for students that require case management by the Dean. This is to be sent to the HOD PB for who will determine if the student reaches the appropriate needs thresholds.

13. Organise and attend re-entry from suspension interviews as and when required.

14. Ensure department has an effective ‘Buddy Classroom’ system in place.

15. Student Support Services (SSS) student referral completed as required.

Responsibility of Non-Curriculum HODs

1. Follow ‘The Vale Way’.

2. Support a reasonable caseload of students exhibiting poor behaviour* (pg5). This will include daily check-ins, report signing, support, feedback to HOD PB & relevant Dean.

3. Support staff dealing with behaviour management e.g. offering professional development, classroom observation and feedback, coaching.

4. Student Support Services (SSS) student referral completed as required.

Responsibility of HOD PB / Year Level Deans / Curriculum Deans

1. Follow ‘The Vale Way’.

2. Ensure all teaching rooms have:
   a) Our Student Expectations Poster (page 6)
   b) Positive Behaviour Flowchart (page 7)
   c) Classroom Behaviour Consequence Escalation Flowchart (page 8)
   d) Schools Values Poster (See ‘Responsible Behaviour Plan for Students’ document)

3. Monitor department Positive Behaviour points (PBs) being issued and forward data to HODs.

4. During after school detention email to HODs ‘students missing’ list.

5. Prepare and facilitate delivery of the PB4L focus lessons for teachers.

6. Work with teachers to establish good classroom management practices.

7. Offer a range of professional development opportunities with regards to behaviour management.

8. Support teachers with highly at risk students in their classroom.


10. Communicate regularly with the appropriate classroom teachers, HODs and DPs regarding behaviour of at risk students.

11. Support staff to follow ‘The Vale Way’.

12. Communicate with parents/carers.

13. Lead re-entry from suspension interviews with the teacher and /or Curriculum HOD when appropriate.

15. Record any actions and contacts in OneSchool.
16. Communicate clearly with HODs the actions taken following student referrals to HOD PB.
18. Request parent / carer interview to discuss ongoing issues and support.
20. Student Support Services (SSS) student referral completed if required.
21. Centrally manage the caseload of students requiring behaviour support and communicate effectively with staff supporting them outside of the Deans office e.g. non-curriculum HODs, deputy principals.

Responsibility of Deputy Principals

1. Follow ‘The Vale Way’.
2. Support a reasonable caseload of students exhibiting poor behaviour*. This will include daily check-ins, report signing, support, feedback to HOD PB & relevant Dean.
3. Support HODs within their portfolio area with regards to behaviour management.
4. Support staff and students on PGD.
5. Set high expectations with regards to positive student behaviour.
6. Be visible around school.
7. Student Support Services (SSS) student referral completed if required.

Responsibility of Head of School

1. Follow ‘The Vale Way’.
2. Support deputy principals with regards to behaviour management within their portfolio area.
3. Support staff and students on PGD.
4. Set high expectations with regards to positive student behaviour.
5. Be visible around school.

(*Student caseload will be centrally managed via HOD PB and allocated appropriately e.g. based on staff/student relationships)

Responsibility of Executive Principal

1. Follow ‘The Vale way’.
2. Set the school expectations and tone with regards to student and staff behaviour.
3. Be visible around school.
4. Sign off on all suspensions.
5. Make decisions with regard to student exclusions.
OUR STUDENT EXPECTATIONS

I always demonstrate the school learning values of RESPECT, RESPONSIBILITY and RESILIENCE.

I am ready to learn and to aspire to succeed in every lesson.

I arrive on time for my lessons.

My mobile phone is turned off and out of sight during lessons unless otherwise instructed by the teacher.

Earphones are only used for educational purposes.

I sit in the class seating plan as directed by the teacher.

I do not consume food in classrooms.

I line-up respectfully outside my classroom.

I adhere to the dress code.

I do not bring chewing gum onto the school site.

I put my rubbish in an appropriate bin.

I walk calmly on the left hand side of the corridors and walkways.
1 PB
- Positive Behaviour point issued for demonstrating the school values

2.5 PBs
- Bronze Award letter and certificate sent home from HOD PB
- Promoted on parade

50 PBs
- Silver Award letter and certificate sent home from HOD PB
- Promoted on parade

100 PBs
- Gold Award letter and certificate sent home from HOD PB
- Promoted on parade

150 PBs
- Platinum Award letter issued on parade
- Positive Behaviour reward issued

“DEANS’ DRAW” EACH PARADE
Other ‘Positive Behaviour Rewards’ to be detailed per year group
CLASSROOM BEHAVIOUR CONSEQUENCE
ESCALATION FLOWCHART

C1
CHOICE
First verbal warning given to student for inappropriate minor behaviour.

C2
CONSIDER
Second verbal warning given to student for inappropriate minor behaviour.
(Important students are aware of C2 allocation e.g. student initials on Board)

C3
CONSEQUENCE
Third inappropriate minor behaviour results in 1 lunchtime detention being issued on ID Attend (Parent notified via automated text).
Behaviour incident recorded on OneSchool.
(Detention centrally run but can be run by Dept. if required)

BC
STUDENT SENT TO BUDDY CLASSROOM IF INAPPROPRIATE BEHAVIOUR CONTINUES FOLLOWING C3 DETENTION ISSUED
Buddy teacher to release student at the end of the lesson.

C4
HOD
After school detention C4 issued (or C5) by HOD (Parent notified by telephone call) for major behaviour.
Behaviour incident recorded on OneSchool.

C5
CONSEQUENCE
Suspension (Parent notified via telephone call)
Behaviour incident recorded on OneSchool
Attendance in Supportive Schooling upon return

DETENTION ATTENDANCE
C3 Lunchtime – If a student fails to attend a lunchtime detention it will be re-issued for the following school day. If the student fails to attend a second time, the detention transfers to a C4 after school.
C4 After School – If the student fails to attend this it will be re-issued for the next after school detention. HODs/Department staff will contact home to inform of missed detention. If the following after school is missed, the student will go into Supportive Schooling break and lunchtime & C4.
Section 2 – The Buddy System

The Buddy System

Responsibility of Classroom Teacher

1. Make sure you understand the purpose of the Buddy System.
2. **Submit a copy of your timetable to your HOD indicating the closest and most appropriate buddy teacher and classroom by week 3 term 1 (and amend as necessary following timetable changes).**
3. Add your Buddy Teacher to the ‘Work for Class of Absent Teacher’ document when you are absent from school (the form has a section to complete for this).
4. If necessary (after following the ‘Classroom Behaviour Consequence Escalation Flowchart’) send the student to the Buddy class with sufficient subject work to be completed and escorted by another student)
5. Follow up with the student and Buddy teacher at an appropriate and timely manner.
6. Issue an appropriate consequence (see Classroom Behaviour Consequence Escalation Flowchart).
7. Refer to HOD if further action is required.
8. Document the incident on OneSchool.
9. Contact parent/carer and record on OneSchool.
10. If student refuses to go to Buddy room contact HOD, if HOD not available contact Curriculum Dean via the Deans office. Appropriate sanction to be put in place by HOD / Curriculum Dean if student refuses to attend buddy room (escalate as appropriate e.g. HOD PB / Deputy Principal).

Responsibility of Buddy Teacher

1. Accept student into your classroom.
2. Send escort student back to lesson and thank them for their time.
3. Provide a safe, respectful time-out for the student.
4. Do not engage in a discipline conversation regarding the incident.
5. Ensure student uses the time within class as productively as possible.
6. If student continues to display inappropriate behaviour contact HOD, if HOD not available contact Curriculum Dean via the Deans office.
7. Release student with class at the end of the lesson.

Responsibility of HOD

1. Outline the purpose of the Buddy system with your staff.
2. **Ensure you have a department Buddy classroom list available at the commencement of every term. Provide a copy of this to Deans Office.**
3. Work with staff to identify teachers who can Buddy together.
4. Maintain teacher timetables to form a record of each staff member’s Buddy throughout the year.
5. Support staff when students do not follow instructions.
6. Issue appropriate sanction to students for behaviour as required and record on OneSchool.
7. Record action / contact on OneSchool.
Section 3 – Active Playground Duty

Playground Duty – Active Supervision
(Please also see appendix 1 – Year 7 Lunch Protocols)

Responsibility of PGD Teacher

1. Have a printed copy of PGD rostered duties on your desk.
2. Know who you are replacing and/or your replacement on PGD.
3. Arrive on time.
4. Do not leave your PGD until replacement arrives to cover our duty of care to students.
5. If replacement PGD staff does not arrive please follow up as appropriate.
6. Wear your high visibility vest.
7. Positively engage with students.
8. Whilst on PGD staff must actively supervise the students. This includes:
   a. Directing students to pick up litter.
   b. Actively moving around the area.
   c. Intervening when student behaviour is inappropriate following the PGD Behaviour Consequence Flowchart (page 12).
   d. Policing out of bound areas.
9. Do not stand and talk to colleagues for the duration of the PGD.
10. Take your mobile phone to PGD but only use for emergencies.
11. Record major incidents on OneSchool and refer to Year Level Dean.
12. For assistance with major incidents as they occur telephone Dean’s office (Tel: 55738521) / Executive.
13. Assist in the movement of students to class at the end of PGD.
14. If on PGD and five minute voice over sounded move students to lessons.

Emergencies requiring an Ambulance:

- Should an ambulance be required, ring 000 immediately then contact the office on the emergency number 55738599 from another phone (Ext 599).

Emergencies not requiring an Ambulance:

- Refer the incident straight to the front office
- Use the emergency number 55738599 (Ext 599)

Responsibility of HODs

1. Have a copy of current PGD roster.
2. Remind staff as needed of their PGD duty of care.
3. Speak with staff if they do not attend PGD.
4. Remind staff regularly regarding the emergency procedures.

Responsibility of Deans

1. Be on duty as per agreed rota with HOD PB.
2. Investigate major incidents as per teacher referrals.
3. Log incidents and actions on OneSchool.
4. Contact parents and issue appropriate consequences.
5. Manage Supportive Schooling room.
PLAYGROUND BEHAVIOUR CONSEQUENCE ESCALATION FLOWCHART

C1
First verbal warning given to student for minor inappropriate behaviour by PGD staff member

C2
Second verbal warning given to student for inappropriate behaviour by PGD staff member

C3
Third inappropriate behaviour results in C3 lunchtime detention issued by PGD staff (Staff member to record on OneSchool) Major incident referral to relevant Year Level Dean

SS
Repeated C3 playground behaviour will lead to Supportive Schooling at break times during the school day
Section 4 – Dress Code

Dress Code – Maintaining Standards

Responsibility of Classroom Teachers

1. Check uniform as students enter the room IN EVERY LESSON and be aware of the Dress Code Policy. Please pay particular interest in:
   - Footwear and socks
   - Jewellery / Nose Piercing
   - Hats
   - Bags

2. Request to sight Deans exemption note if dress code is incorrect.
3. Challenge all dress code violations and rectify if possible as per Dress Code Policy.
4. Send students still displaying dress code violations to the Dean’s office escorted by a responsible student (not for school bags). Loan uniform for the day issued as required by Dean.
5. Inform the relevant Year Level Dean via email of uniform infringement in a timely manner.
6. Email year Dean for students with incorrect bags.

Responsibility of Teachers on PGD

1. Challenge all dress code violations and rectify if possible e.g. remove nose piercings and instruct students to hand it in to Student Services as per the Dress Code Policy. Student will be provided with a receipt from Student Services. Confirm student identity with school ID card as appropriate. If no student ID student can be requested to stay with PGD staff member until end of break and walked to Student Services / Telephone / Email Student Services as required.
2. Request to sight Deans exemption note if uniform incorrect.
3. Send students still displaying dress code violations to the Dean’s office escorted by a responsible student. Loan uniform for the day issued as required by Dean.
4. Inform the relevant Year Level Dean via email of uniform infringement.

Responsibility of Deans

1. Check parent/carer notes.
2. Stamp student’s note and record issue on OneSchool.
3. Confiscate uniform items if and when appropriate.
4. Arrange uniform swaps for students in the incorrect uniform.
5. Inform parents of uniform infringement and uniform item swap.
6. Issue C4 to students who fail to attend the Dean’s office when directed to by a teacher as appropriate.
7. Issue C4 to students who refuse to change into the appropriate loan uniform as appropriate.
8. Inform parents of uniform infringement and any relevant consequence.
9. Parents of students who are in continual breach of the dress code policy will be requested to attend a meeting to address issues and concerns with Dean of Year.
10. Collate daily uniform detention roll and follow up student’s non-attendance.
11. Remove students with appropriate parental notes from detention.
12. Issue any further consequences if needed for non-compliance.
13. Communicate with parents and record on OneSchool.
Dress Code Consequence Flowchart

C1
Choice
Student sent to Deans’ room by teacher

C2
Consider
Student issued uniform swap by Dean
Issued exemption note when no swap uniform available

C4
Consequence
If student refuses to wear uniform swap they will be given a C4 (After School Detention)

SS
Supportive Schooling
Student fails to attend C4 After School Detention
Section 5 - Attendance

Attendance and Combined Roll Mark / Period One

Responsibility of Combined Roll Mark / Period One Teachers

1. All period 1 roll marks to be completed in IDAttend by 8:55am.
2. If you have no connectivity you are required to write student names down on a separate piece of paper, sign the sheet and send to Student Services by 9am.
3. IDAttend ‘Alerts’ will be used to deliver appointments for students. Please inform students to attend these appointments.
4. You are required to sign students out via IDAttend when they leave your class for appointments or attend the sick bay, Student Services etc for safeguarding purposes.
5. Read daily Student Notices (sent via email).
6. When paper documents need to be distributed, these will be placed in your pigeon hole each morning – check pigeon holes before roll mark. If a student is away, return paperwork to Student Services by 9am (send two students to return).
7. Only mark as present the students that are sighted by you.
8. Complete a head count to ensure accuracy.
9. If a student arrives after 8.55am send to Student Services to sign in and a late slip will be issued.
10. Insist on a ‘reason for absence’ note when students arrive late to class.
11. Student absence notes should be forwarded to Student Services.
12. If student is present but has an explained absence on IDAttend please send immediately to Student Services to override attendance.
13. If a student arrives after 8.45am but before 8.55am record as ‘late’ in IDAttend.

Responsibility of Classroom Teacher

1. Mark the roll accurately on IDAttend every day at the beginning of the lesson.
2. After 15 minutes you will be sent a reminder email if no roll mark has been completed (student protection).
3. Send paper roll when used to Student Services at the beginning of the lesson as required.
4. Mark present only the students who are sighted by you.
5. Complete a head count to make sure the roll is accurate.
6. Ensure that an inconsistency check in IDAttend is completed each lesson and any anomalies are sent via email to Student Services immediately.
7. Send students to Student Services immediately if they have been recorded as absent incorrectly so roll can be amended.
8. Contact parents first to address ongoing absences before referring concerns to the Curriculum HOD.
9. Record parent contacts on OneSchool.
10. Record truancy on OneSchool.

Lateness

1. Insist on a ‘reason for absence’ note when students arrive late to class.
2. Mark the student as late in the roll mark if no reasonable note provided.
3. Issue classroom consequences e.g. C3 lunch detentions to address persistent lateness before referring to the HOD of curriculum for further consequences.
Truancy

1. Follow up partial absences with your students to determine where they have been.
2. Contact parent/carer, and issue a consequence relevant to time lost.
3. 2nd truancy refer to Curriculum HOD who will issue a C4 detention and record in IDAttend.
4. Continuous truancy communicate with Curriculum HOD.
5. Record all contacts in OneSchool.
6. Inform Year Level Deans of persistent absence, truancy and attendance issues.

Responsibility of Deans

1. Maintain a data set for student attendance including partial absences.
2. Interrogate the data and communicate with staff students highly at risk.
3. Case manage red data students (including communication with parents, GO’s, external organisations and DPs) when the classroom teacher has exhausted all avenues.
4. Record all contacts on OneSchool.
5. Initiate enforcement of attendance processes for student attendance <85%.
6. Monitor student’s lateness across the curriculum.

Truancy

1. Support HODs with students who have multiple truancies across subject areas and record on OneSchool.
2. These students can be referred to the Year Level Dean for case management when there has been multiple HOD interventions recorded across curriculum areas.
3. Follow up non-attendance at C4 detentions and issue appropriate consequence.
4. Contact parent and record on OneSchool.
5. Communicate with HODs and teachers via OneSchool.
6. Send parent letter for low % of attendance.
7. High levels of consecutive days absent authorise Compulsory Attendance Letter.

Responsibility of Curriculum HODs

1. Support teachers to identify and issue consequences for truancy.
2. Record any actions and contacts on OneSchool.
3. Regularly check attendance levels of ‘at risk’ students.
4. Inform Year Level Deans of persistent absence, truancy and attendance concerns.
Section 6 – Explicit Teaching of PB4L
Explicit teaching of PB4L Academic Behaviours – Readiness for Learning

- Students arrive on time.
- Students are prepared and organised for each class.
- Students are focussed on the learning – actively participating.
- Students complete classroom activities, homework and assessment tasks.

Responsibility of Classroom Teacher (RTI – Skill/Will)
1. Explicitly teach desired academic behaviours and expectations.
2. Engage with and deliver the prepared PB4L lessons.
3. Understand and follow the HSHS Assessment Policy and procedures.
4. Identify students RTI requirements in your classroom and through the PLT process.
5. Work in the classroom with students requiring Tier One RTI (differentiation).
6. Collaborate with Curriculum HOD and teachers regarding RTI Tier Two ‘Skill’ students requiring further assistance or extension in addition to the classroom.
7. Collaborate with Curriculum HOD and teachers regarding RTI ‘Will’ students required to attend Monday afternoon sessions.
8. Ensure clear instructions are left for teachers supporting students in Mondays RTI Will session.
9. Track progress of RTI students.

Responsibility of HOD (RTI – Skill/Will)
1. Discuss with teachers and emphasise the importance of explicitly teaching the desired academic behaviours and expectations.
2. Check the engagement of teachers with prepared PB4L lessons.
3. Rigorously monitor teacher’s understanding and use of the HSHS Assessment Policy and procedures.
4. Collaborate with your curriculum teachers and your assigned PLTs to identify the students requiring RTI.
5. Plan a process with teachers to support Tier Two RTI students requiring further assistance or extension in addition to the regular classroom.
6. Collaborate with teachers regarding RTI ‘Will’ students attending Monday afternoon sessions.
7. Use appropriate communication systems to inform team of which students should attend ‘Will’ sessions.
8. Develop a process to monitor progress of Tier Two RTI students.

Responsibility of Deans
1. Prepare PB4L lessons that explicitly teach the four focussed academic behaviours.
2. Remind and encourage teachers to use the student’s daily planner.
3. Communicate the weekly focus to all staff.
4. Understand and follow the HSHS Assessment Policy and procedures.
5. Collaborate with teachers regarding the academic requirements for Tier Two ‘will’ students.
Explicit teaching of PB4L Social Behaviours – Establish a positive stress free classroom

- Students attend a minimum of 93% of the required time.
- Students practise positive peer and adult relationships.
- Students use appropriate and respectful language at all times.
- Students show fairness, respect and support for each other when working in a group or team activity.

Responsibility of Classroom Teacher

1. Monitor student attendance.
2. Explicitly teach and model desired social behaviours in your classroom.
3. Understand and follow behaviour procedures outlined in ‘The Vale Way’.
4. Engage with and explicitly teach the PB4L prepared lessons regarding appropriate social behaviours.
5. Actively supervise and encourage positive behaviour from students during PGD.
6. Be familiar with the HSHS Anti-Bullying Policy and follow the procedures.

Responsibility of HOD

1. Ensure roll marking procedures are followed.
2. Understand and follow behaviour procedures outlined in ‘The Vale Way’.
3. Support teachers to establish positive relationships with students, parents/carers and peers.
4. Ensure teachers are implementing the PB4L sessions.

Responsibility of Deans

1. Prepare PB4L lessons that focus on the explicit teaching of social behaviours.
2. Collaborate with the GOs and SSS team to provide pro-active programs for students to develop positive relationships.
3. Refer to and follow the HSHS Anti-Bullying Policy.
4. Continually encourage and re-inforce appropriate student behaviours.
5. Implement where appropriate the principles of Restorative Justice.
6. Ensure teachers are engaged with the PB4L sessions.
Section 7 – Student Wellbeing
Student wellbeing – Caring for each Individual Child

Responsibility of Classroom Teacher

1. Wear your school identification.
2. Know your students.
3. Establish positive relationships.
4. Encourage positive student interaction with each other.
5. Engage fully with scheduled, prepared wellbeing lessons.
6. Monitor and respond to student behaviour.
7. Report via appropriate channels behavioural changes in students e.g. Year Level Dean / HOD curriculum.
8. Refer issues of concern to SSS team using the SSS referral form.
9. Communicate urgent situations to Year Dean, Year Level GOs, HOD PB, DPs.
10. Consult with GO the requirement for a mandated SP Form 4. Refer to Student Protection Training and G:drive information for mandated student protection reporting.
11. Communicate classroom issues where appropriate with the parent/carer and record all contacts in Oneschool.
12. Ensure your roll mark is accurate and missing students are reported to Student Services.

Responsibility of Case Managers, HODs, D/Principals

1. Respond to teacher concerns.
2. Discuss appropriate classroom strategies/plans to support the student and the teacher in the classroom.
3. Contact parents/carers if and when appropriate.
4. Refer ongoing issues of concern to SSS team through referral form.
5. Record contacts on OneSchool.
6. Communicate urgent situations to Year Level GOs or Dean if GO is unavailable.
7. Communicate with referral teacher.
8. Consult with GO the requirement for a mandated SP Form 4. Refer to Student Protection Training and G:drive information for mandated student protection reporting.

Responsibility of Guidance Officers/Deans/Student Support Services Team (SSS)

1. Respond to SSS referrals if student agrees to GO support.
2. Support teachers by communicating in-class strategies to support students.
3. Consult and communicate with appropriate personnel regarding student needs as appropriate whilst respecting the confidentiality and privacy of students.
4. Provide appropriate strategies and management plans to assist the student and the teacher.
5. GOs to assist staff to evaluate need for an SP Form 4 to be compiled and sent by staff member.
6. Student appointments recorded with Student Services.
7. Regular case management meeting with relevant stakeholders.
8. Record all contacts and actions on Oneschool.
Section 8 – The Academy
The Academy – Commitment to Excellence / Follow ‘The Vale Way’

Responsibility of the Classroom Teacher
1. Know your Academy students and establish positive relationships.
2. Explain and explicitly teach ‘The Vale Way’ expectations.
3. Communicate concerns regarding ongoing inappropriate behaviour by Academy students as per the Vale Way and any other student.
4. Classroom teacher contact home.
5. Classroom teacher records contact home on OneSchool.
6. Refer to Behaviour and Effort Reporting Rubrics when in discussions with students about Behaviour and/or Effort.
7. Use the Behaviour and Effort Reporting Rubrics when making decisions about Behaviour and Effort results for reporting.
8. May contact Academy Teacher for strategies and support with individual students (not handballed to the Academy teacher)

Responsibility of the Academy Teacher
1. Establish positive relationships.
2. Clearly articulate the academy contract that students have signed.
3. Explain and explicitly teach Academy and ‘The Vale Way’ expectations.
4. Refer to Behaviour and Effort Reporting Rubrics.
5. Support classroom teacher regarding any ongoing inappropriate Academy student behaviour.

Responsibility of the Academy DP/HOD, A/Director
1. Run Term Review/Stage Process

The Deans
1. Communicate concerns to A/Director re -A/students when inappropriate behaviour is across a number of curriculum areas.
2. Request Academy Director to attend suspension re-entry where appropriate.
3. Review Stages Data (and GOs)

Responsibility of A/Teacher and C/Teacher
Major Incidents (only):
1. ‘The Vale Way’ is followed.
2. Refer behaviour incident to C/ HOD.
3. PGD teachers refer behaviour incident to Dean.
Responsibility of A/Director and Academy DP

Major Incidents (only):

1. ‘The Vale Way’ is followed.
2. A/Director and A/DP discuss suspension with Dean or HOD who actioned incident.
3. A/Director attends re-entry meeting.
4. Stage adjusted if necessary.
Appendix 1

Year 7 Eating Time Lunch Protocols

In 2019, we are trialling Year 7 lunch protocols whereby students are required to be seated for the first ten minutes of lunch one.

Protocols for students:

1. Year 7 students are required to be seated in the shaded green areas from 10.05-10.15 (Monday) and 11.20-11.30 (Tuesday-Friday).
2. Students are permitted to go to the tuckshop during this time.
3. Students are to be seated quickly and quietly.
4. All rubbish is to be put in the rubbish bin. If you see a problem – fix it.
5. Respectfully follow all teachers’ instructions.

Protocols for PGD teachers:

1. Arrive to PGD promptly to support moving students in Year 8-12 out of the Discovery Place area and seat Year 7 students quickly.
2. Ensure students are seated in the undercover areas only (see green shading on map).
3. At the conclusion of eating time, one person on PGD is to give quick positive or corrective feedback to all students. A whistle will be provided to teachers on this duty ASAP.
4. Monitor students cleaning the area and invite them to move out of the area if they wish.
5. Encourage any Year 7 students to wear a hat if they are playing in the sun.
6. Follow the usual PGD expectations and Vale Way as appropriate.
Appendix 2

SCHOOLWIDE EXPECTATIONS
FLOWCHART

MINOR BEHAVIOUR

CLASSROOM
- Classroom teacher effectively uses a variety of behaviour management strategies (10 ESCM)
- Buddy class
- Classroom teacher to contact parents/carer
- Record behaviour and contact on OneSchool

PLAYGROUND
- Persistent pattern of minor breaches of PB4L
- Refer to HOD Curriculum
- Strategies & consequences put in place by HOD
- Classroom teacher or HOD to contact parents/carer
- Record behaviour and contact on OneSchool

MAJOR BEHAVIOUR

CLASSROOM
- Refer to HOD Curriculum
- Strategies & consequences put in place
- Contact parents/carer
- Record behaviour and contact on OneSchool

PLAYGROUND
- Persistent pattern of minor breaches of PB4L
- Refer to DEAN
- Strategies & consequences put in place
- Contact parents/carer
- Record behaviour and referral on OneSchool

CLASSROOM
- HODs to refer to DEAN when behaviour is persistent or they require assistance
- Strategies & consequences put in place
- Contact parents/carer
- Record behaviour and contact on OneSchool

PLAYGROUND
- Curriculum HODs and DEANs to refer to HOD of PB4L
- Curriculum HODs and DEANs to refer to HOD of PB4L

CLASSROOM
- Refer to HOD Curriculum
- Strategies & consequences put in place
- Record on OneSchool

PLAYGROUND
- Refer to DEAN
- Strategies & consequences put in place
- Contact parents/carer
- Record on OneSchool

CLASSROOM
- PSD Teacher calls for assistance if necessary on 9370 8500
- Record on OneSchool

PLAYGROUND
- Curriculum HODs and DEANs to refer to HOD of PB4L
- Curriculum HODs and DEANs to refer to HOD of PB4L
Appendix 3

Curriculum Dean Protocols to Support SLT

1. If a HOD needs support please email the PB4L team 2184_PB4L@eq.edu.au or / and speak with HOD Positive Behaviour to discuss needs. This should be the first point of action. Some examples when support could be provided would include:
   a. A major incident has occurred and the HOD is absent from school.
   b. A major incident has occurred and the HOD is teaching all day.
   c. An incident has occurred and we need statements urgently.
   d. The HOD is at a ‘pinch point’ due to other demands and needs support.

2. If it’s an urgent issue for example a child refusing to attend a buddy room OR being placed with a HOD then please call the PB4L team.

3. The PB4L team can support teachers in class to develop their behaviour management skills – if we have staff that are struggling please inform the team and we can offer PD.

4. If a HOD would like PD with regards to investigation training the PB4L team can offer this.