

Respect for Learning: Student Management Procedures

Purpose

Tintern Grammar believes that every student has the right to learn in a safe, caring and co-operative environment, free from interference and distractions. Teachers have a responsibility to ensure that this right is protected, and should use a range of strategies to create and sustain it.

The emphasis is always on prevention rather than cure, by striving to engage students by interest and challenge at an appropriate level of skill and understanding. When a teacher takes an interest in their students in their care, is passionate about the subject and models enthusiasm, care and a high expectations, students are more likely to respect these rights. It is then the teachers' role to set appropriate boundaries for the developmental stage of the students and ensure that consistent steps are taken to address students who do not respect others rights to learn – in or outside of the classroom.

Procedures for behavioural management

Whilst some flexibility is required in the application of these steps, the schools general procedures for responding when the right to learn is not respected are:

1. Classroom teacher

- a. When a student's actions and/or words are interfering with their own or others' learning the teachers should *ask student to modify their behaviour, in the next instant move the student and then finally remove them from the classroom or area for a short period.*
- b. Hold a one-on-one, calm discussion with the student to *clarify expectations for the student to return to class or area.*
- c. If the behaviour persists, student would be sent with a note to YLC or HOS or relevant reception for the remainder of the lesson or break time.

2. Pastoral Mentor\Year Level Coordinator

- a. Any removal from class or area would trigger:
 - i. Teacher to alert pastoral mentor and or YLC
 - ii. Goals set with student for future behaviour by pastoral mentor
 - iii. Parent contact to clarify issues, goals, support required and provided by pastoral mentor
 - iv. Detention (at YLC discretion).
- b. If multiple removals occur (across or within a subject or yard areas) parents are contacted to meet with YLC and pastoral mentor to discuss and formulate a Behaviour Management Plan which sets specific behavioural goals and a timeline for review.

3. Head of School

- a. If the student behaviour as stipulated in the Behaviour Management Plan does not show improvement, the family and student meet with a Head of School to discuss further actions which may include consultation with Vice Principals or Principal.

NB – To support this procedure, teachers, Year Level Co-ordinators, Heads of School, Vice Principals and Principal will record reported events and actions on the student's records in PASTORAL CARE Module of the Portal at the appropriate level of visibility.