

BEHAVIOUR MANAGEMENT POLICY

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Index

Purpose

Fundamental Beliefs

Responsibilities

Students

Teaching Staff (classroom)

Teaching Staff (including home group)

Learning Area Coordinators

Year Level Leaders

Parents/Caregivers

Administration

School Support Officers

Governing Council

Behaviour Management Responses

Duty Slips

Teacher Detentions

Daymap Records

Unacceptable Behaviour

Learning Centre - Behaviour

Learning Centre - Work Completion

Lunchtime Detention

Behaviour Refocus or Work Refocus

Suspension and Exclusion

Appendices

1. School Ethos
2. School Vision Statement
3. Student Code of Conduct
4. Summary of Responses
5. Learning Centre Flow Chart
6. Mobile Phones / Electronic Devices
7. Refocus Day Records
8. Reflection Form

Purpose

1. To support students to monitor and take responsibility for their own behaviour;
2. To create a positive, secure environment where all students are able to succeed and recognise and respect the rights of others to work in a safe and cooperative environment;
3. To ensure that students are aware of the positive and negative consequences of the actions; and
4. To provide direction and support to staff in creating an orderly learning environment.

Fundamental Beliefs

1. Behaviour management guidelines and procedures are consistent with Department for Education Policy Guidelines;
2. Behaviour management policy and processes are consistent with our School Vision and Ethos (See Appendix 1);
3. Respectful teacher-student relationships are essential to classroom learning;
4. All staff will model and promote caring, respectful behaviour;
5. All teachers have the right to teach;
6. All students have the right to learn;
7. Under the principles of restorative justice students will be afforded a fair hearing prior to any decisions being made;
8. We will provide opportunities to rebuild relationships with others when they are damaged by inappropriate behaviour;
9. Each student will be treated as an individual, taking into account any extenuating circumstances;
10. Responses to behavioural issues will be timely and appropriate;
11. Staff, students and families will work in partnership to develop student behaviour which meets the expectations of the school community thus providing a safe, caring, orderly and productive learning environment;
12. All relevant parties, such as students, parents/caregivers, staff and outside agencies, will be informed of behavioural concerns and consequences as appropriate.

Responsibilities

Students

- Maintain a positive, working school environment by following the agreed "Student Code of Conduct" (see Appendix 3) and the School Ethos of Respect (see Appendix 1);
- Follow all teacher instructions;

- Students who feel they have been unfairly treated should follow the teacher's instructions and attend the Learning Centre; they should then request to speak with their Year Level Leader to discuss the issue. Students should not argue with the teacher and so prevent others from learning at that time; and
- Check Daymap regularly for messages and records relating to their behaviour, any consequences they have been given or communications regarding their wellbeing.

Teaching Staff (classroom)

- Foster positive relationships with students and families, by communicating and interacting effectively;
- Critically reflect on practices and develop the knowledge and skills needed to manage behaviour successfully;
- Apply fair and timely consequences should student behaviour interfere with teaching and learning and the safe school environment;
- Must update Daymap, in a timely manner, of any issues which may impact on the student's learning or wellbeing;
- Follow up to ensure that consequences have been satisfactorily completed; and
- Acknowledge student success, thereby promoting positive behaviour.

Teaching Staff (including home group)

- Foster positive relationships with students and families, by communicating and interacting effectively;
- Take time to meet with students to help them reflect on their behaviours and support them to make better choices;
- Apply fair and timely consequences should student behaviour interfere with the student life program and the safe school environment;
- Follow up with the students and Year Level Leader or Learning Area Coordinator to ensure that consequences have been satisfactorily completed; and
- Acknowledge student success, thereby promoting positive behaviour.

Learning Area Leaders

- Demonstrate good practice in supporting and managing student behaviour; and
- Support staff to manage students' inappropriate behaviour within the curriculum area.

Year Level Leaders

- Demonstrate good practice in supporting and managing student behaviour; and
- Support staff to manage students' challenging behaviour.

Parents/Caregivers/Guardians

- Work in partnership with the school to encourage responsible behaviour from their children;
- Support the school and staff in implementing the behaviour management policy
- Use the school's Grievance Procedures to address matters of concern;
- Provide current information that will assist the school to understand their student's needs and support their learning; and
- Actively model responsible and respectful behaviour in their interactions with the school

Administration

- Lead the development, implementation and review of the school's procedures for managing student behaviour;
- Establish, maintain, make explicit and model the school's expectations relating to student behaviour;
- Ensure policy implementation is adequately resourced;
- Provide support to staff, parent/caregivers and students, as needed;
- Ensure the environment and work practices of educators are safe; and
- Ensure that processes are consistent.

School Support Officers

- Develop and foster positive relationships with students and staff;
- Communicate and interact effectively with students and staff; and
- Respond positively to responsible student behaviour and seek teacher assistance if there are concerning behaviours.

Governing Council

- Ensure opportunities are provided for the parent and wider community to contribute to the development and review of the school's behaviour management policy

Behaviour Management Responses

These higher-level responses may be used after:

1. Preparation strategies and
2. Low-level classroom interventions have been used, or in high-level cases as needed.

Duty Slips

Purpose:

For minor behavioural or organisational issues e.g. lateness to class, lack of equipment, home group non-attendance, repeated inattention after warnings, eating in class, late to assembly, homework not being done and non-attendance to yard clean up.

Procedure:

1. Teacher to complete yellow Duty Slip, these work best when supervised by the issuing teacher: "Meet me at recess time when I am on Yard Duty", or set a deadline for completion and return of slip; and
2. Keep a record of Duty Slips issued (note on Daymap) and follow up to ensure completion.

Teacher Detentions

Teachers are able to request students stay in at lunchtime to complete class or homework, they must ensure that both the student and parent/caregivers/guardians are informed of the detention.

If students do not attend these, teachers can place students in a Learning Centre lunchtime detention for not following instructions. In these cases, they complete a "Other Offences – F6 detention" record on Daymap.

Teachers should still insist that students complete the work that should have been done during the lunchtime they didn't attend.

Daymap Records

Purpose:

1. To inform parents of an issue, notes should be a factual record of the behaviour in question and written in a non-confrontational or inflammatory manner.
2. Removal from the classroom for Unacceptable Behaviour to Learning Centre (this results in an automatic detention);
3. Removal from lunch for uniform, jewellery, or make-up infringements.
4. Removal from lunch for poor yard behaviour or if on a Behaviour or Work Refocus day; and
5. To place students into the Learning Centre at lunch to complete summative work.

Unacceptable Behaviour

Unacceptable behaviour is defined as not allowing the teacher to teach or other students to learn.

Procedure:

1. Teacher completes details on the 'LC Unacceptable Behaviour Slip' on Daymap. Give as much information as possible outlining the behaviour, the steps taken in class to address the behaviour AND details of work to be completed if sent to the Learning Centre (it should be on Daymap); and
2. The Learning Centre will send an SMS to parents/caregivers/guardians advising that the student has a lunch detention, and that the 'LC Unacceptable Behaviour Slip' can be viewed on Daymap.

Learning Centre - Behaviour

Purpose:

1. Is to remove disruptive, or disrespectful students from classes so that teachers are free to teach and students to learn.
2. Is to remove students whose behaviour in class is a danger to themselves or others.
3. Is to provide an opportunity for students to develop greater self-discipline by reflecting upon their actions; and
4. To provide students who are struggling to meet the demands of their subject due dates an opportunity to be supported in completing the required work.

Procedure:

1. Students are sent to the Learning Centre and a LC Unacceptable Behaviour slip is completed before the end of the lesson. Staff should have work recorded on Daymap for students to complete after they have completed the reflection sheet but may include details of work to complete on the record.
2. Parents will be notified via an SMS and students will complete a lunchtime detention that day (or the following day for lessons 5 and 6) see "Lunchtime Detention" below.
3. Students must satisfactorily complete a "Student Reflection" (see appendix 8) which is then placed in the Year Level Leaders' pigeonhole, once they have read and taken any required actions, they will pass them on to the relevant teacher.
4. The Year Level Leader will follow up on any unsatisfactorily completed reflection sheets.
5. Before re-entry to the classroom, there could be a negotiation between the teacher and the student regarding the conditions of re-entry, mediation with a Wellbeing Leader or Senior Leader can be arranged if required; and
6. After four referrals in any 10 school-week period for Unacceptable Behaviour, the student will be given a Behaviour Refocus Day.

Learning Centre - Work Completion

1. This is at the discretion of the parent/caregiver/guardian as per the Work Completion Policy Years 7-10.
2. See the policy for details.

Lunchtime Detention

Purpose:

1. To deal with yard misbehaviour.
2. To deal with students not in uniform (without appropriate uniform exemption), including the wearing of make-up or not adhering to the school jewellery policy; and
3. Truancy from home group, not changed from PE, 2nd time phone confiscation, continual failure to return notes or complete duty slips, chewing gum, and using or possessing aerosol sprays.
4. Students may be placed in a Learning Centre (F6) detention at the discretion of the Year Level Leader or Senior Leader.

Guidelines for students:

1. Yard Misbehaviour
 - a) Students not meeting the school's behaviour code will be escorted to the Learning Centre (F6) by the yard duty teacher or Day Senior.
 - b) The Learning Centre supervising teacher will complete the 'YLL only F6 Detention' record on Daymap.
 - c) Students will complete the behaviour reflection sheet, once completed to a satisfactory level they will copy out the School Ethos.
2. Uniform
 - a) It is the student's own responsibility to follow the school's uniform policy. Where it cannot be adhered to, then the student must organise a request for a one-day uniform variation stamp through the Front Office, signed by a parent/caregiver/guardian.
 - b) Uniform variations greater than one day must be approved by the appropriate Year Level Leader before being stamped at the Front Office.
3. Managing Jewellery
 - a) For removable jewellery (necklaces, bracelets, extra earrings, piercings, etc.) if a student refuses to remove the item(s) they should be given an "Other Offences – F6 detention" and referred to their YLL.

- b) If the item is of religious significance, then the student must cover the item, as we cannot remove it from them. If the student refuses to cover the item, or it is a frequent concern the issue should be referred to the Year Level Leader.
- c) Record any conversations or warnings given in the notes section of Daymap.
- 4. Non-removable Piercings
 - a) Students to provide own Band-Aids, not rely on school provision.
 - b) Band-Aids to be onto skin, not just a tiny piece attached to the stud.
 - c) To be already covered - not a response just when a teacher challenges the student.
- 5. Students should not carry a school bag in the corridors during school hours.

Procedures:

Teachers

Students not complying with the uniform policy or the school bag rule:

- 'Other Offences – F6 detention' record completed by the teacher; and
- Use the appropriate drop-down menu and then select from the list.

Students

- Students to report to the Learning Centre (F6) within 10 minutes of the start of lunch (permits time for toilet visit, eating lunch, etc.) and stay for 20 minutes.
- Lunchtime task – Complete the Learning Centre reflection sheet which is returned to the teacher that sent them.
- Students with no pen are sent to get one. They still need to complete 20 minutes upon returning.

Students in the yard not complying with uniform policy:

- Yard duty teacher to escort to Learning Centre (F6); and
- Learning Centre supervisor to complete the 'YLL Only F6 Detention' record.

Note: this is not for staff to send students for classroom work completion. Classroom teachers need to organise that themselves.

Behaviour Refocus or Work Refocus

Purposes:

1. To accommodate students on the day of Suspension, prior to going home.
2. To allow students returning from Suspension a place to work if reconnection meetings have not been completed.
3. For persistent non-completion of work at the discretion of the Learning Area Coordinator or Year Level Leader.
4. At the discretion of a Learning Area Coordinator, Year Level Leader or Senior Leader for other situations.

Procedures:

1. Parents will be advised of the Refocus Day by an SMS message, sent by the Learning Centre teacher that morning.
2. A note of the Refocus Day will be made on Daymap by the Year Level Leader, Learning Area Coordinator or Senior Leader making the referral and sent to all of the students' subject teachers.
3. Work will be provided and must be completed to the best of the student's ability before returning to class.
4. This will be recorded on the Work Refocus or Behaviour Refocus form, which will be photocopied at the end of the day and must be returned, signed by parents, to the Year Level Leader or Learning Area Coordinator the following day;
5. Students will be allowed to go to the canteen and toilets 5 minutes before the bell at recess and for 10 minutes before lunch.
6. At recess time, students must remain in the Canteen Quadrangle on the bench in direct line of sight of the Finance Office.
7. At the beginning of lunchtime, students return to the Learning Centre (F6).
8. Students will spend lunchtime in the Learning Centre, where they must sit quietly and copy out the School Ethos.

9. At the end of lunchtime, students remain in the Learning Centre for lessons 5 and 6.

Suspension and Exclusion

NOTE: Our purposes and procedures are consistent with the Department for Education's 'Suspension, exclusion and expulsion of students procedure' as updated in 2020 in accordance with the "Education and Children's Services Act 2019" and "Education and Children's Services Regulations 2020".

Purposes:

The Principal of a school may suspend a student from attendance at the school for a period specified by the Principal if the Principal believes on reasonable grounds that -

- the student has threatened or perpetrated violence
- the student has acted in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person).
- the student has acted illegally
- the student has interfered with the ability of a teacher to teach or of a student to learn
- the student has acted in a way that threatens the good order of the school by persistently contravening or failing to comply with rules applying within the school about behaviour
- the student shows persistent and wilful inattention or indifference to schoolwork.

Procedures:

1. Suspension and exclusion are at the discretion of the Principal in accordance with Department's procedures;
2. Students will be provided with work and will be expected to complete it before returning to classes;
3. Suspended or excluded students may only be on any Department's school grounds with the permission of the Principal or nominee;
4. Failure to complete work may result in further suspension;
5. Students must attend reconnection meetings in full school uniform;
6. At the reconnection meeting a Student Development Plan will be negotiated. This plan will be reviewed at a later date; and
7. Any students with a One Plan will be addressed and reviewed the plan in the meeting if necessary.

Appendix 1 – School Ethos

This ethos describes the characteristics spirit expected of all members within the school, this ethos of RESPECT is the basis of the policy.

Modbury High School promotes respect:

- Respect yourself
- Respect others
- Respect your own property
- Respect the property of others
- Respect the name of the school

Appendix 2 - School Vision Statement

"A CULTURE OF ACHIEVEMENT IN A RESPECTFUL AND RIGOROUS LEARNING ENVIRONMENT"

Principles that underpin the statement:

A meaningful and relevant education will provide a range of opportunities to meet life's challenges and enable social mobility.

The Respect Ethos of Modbury High School should determine our actions.

Striving for our personal best, in all aspects of school life, is an expectation of the whole school community.

Effective communication and collaboration will enhance the achievement of success.

The school recognises student diversity and will provide a variety of pathways to meet student needs. We also recognise that many of our students aspire to achieve a higher education.

Positive behaviour is linked to a positive learning culture.


The school recognises and celebrates success for effort in an orderly, supportive and academically focused environment.

Clarity of Purpose and Unity of Action through collaboration and teamwork will predicate success.

Access to and transparency in decision making will enable all to contribute to and have ownership for the direction that Modbury High School takes into the future.

Appendix 3 - Student Code of Conduct

This code was developed by the SRC in consultation with all students of Modbury High School.

RIGHTS	RESPONSIBILITIES
CLASSROOM	
<ul style="list-style-type: none"> ➤ To learn in a safe and productive environment ➤ To have rules and consequences applied consistently ➤ To have respectful input to class discussions 	<ul style="list-style-type: none"> ➤ To attend all lessons whenever possible ➤ To follow the directions of the teacher and accept appropriate consequences ➤ To talk at appropriate times and not distract others ➤ To respect the opinions of others ➤ To look after equipment
LEARNING	
<ul style="list-style-type: none"> ➤ To have the learning intention of each lesson made clear ➤ To have assessment requirements clearly explained ➤ To receive assistance from a teacher ➤ To receive timely feedback about my learning ➤ To be given appropriate homework 	<ul style="list-style-type: none"> ➤ To bring all books and equipment to class ➤ To put in my personal best ➤ To ask relevant questions at appropriate times ➤ To hand in work that is my own and on time ➤ Complete all homework
RELATIONSHIPS	
<ul style="list-style-type: none"> ➤ To have respectful and safe relationships with peers, staff and volunteers ➤ To be able to express an opinion at an appropriate time, in a respectful way ➤ To have support in reporting harassment 	<ul style="list-style-type: none"> ➤ To respect others, their property and their opinions ➤ To know what behaviour is acceptable ➤ To take positive steps to ensure my own safety and the safety of others ➤ To be constructive in my comments and my actions
ENVIRONMENT	
<p>To have a clean and safe school environment, for example:</p> <ul style="list-style-type: none"> ➤ Clean tables ➤ Clean classrooms ➤ A clean yard ➤ Sheltered yard areas 	<ul style="list-style-type: none"> ➤ To engage in safe and respectful yard behaviour ➤ To accept responsibility for my rubbish by putting it in a bin ➤ To participate when my class has clean up duty 

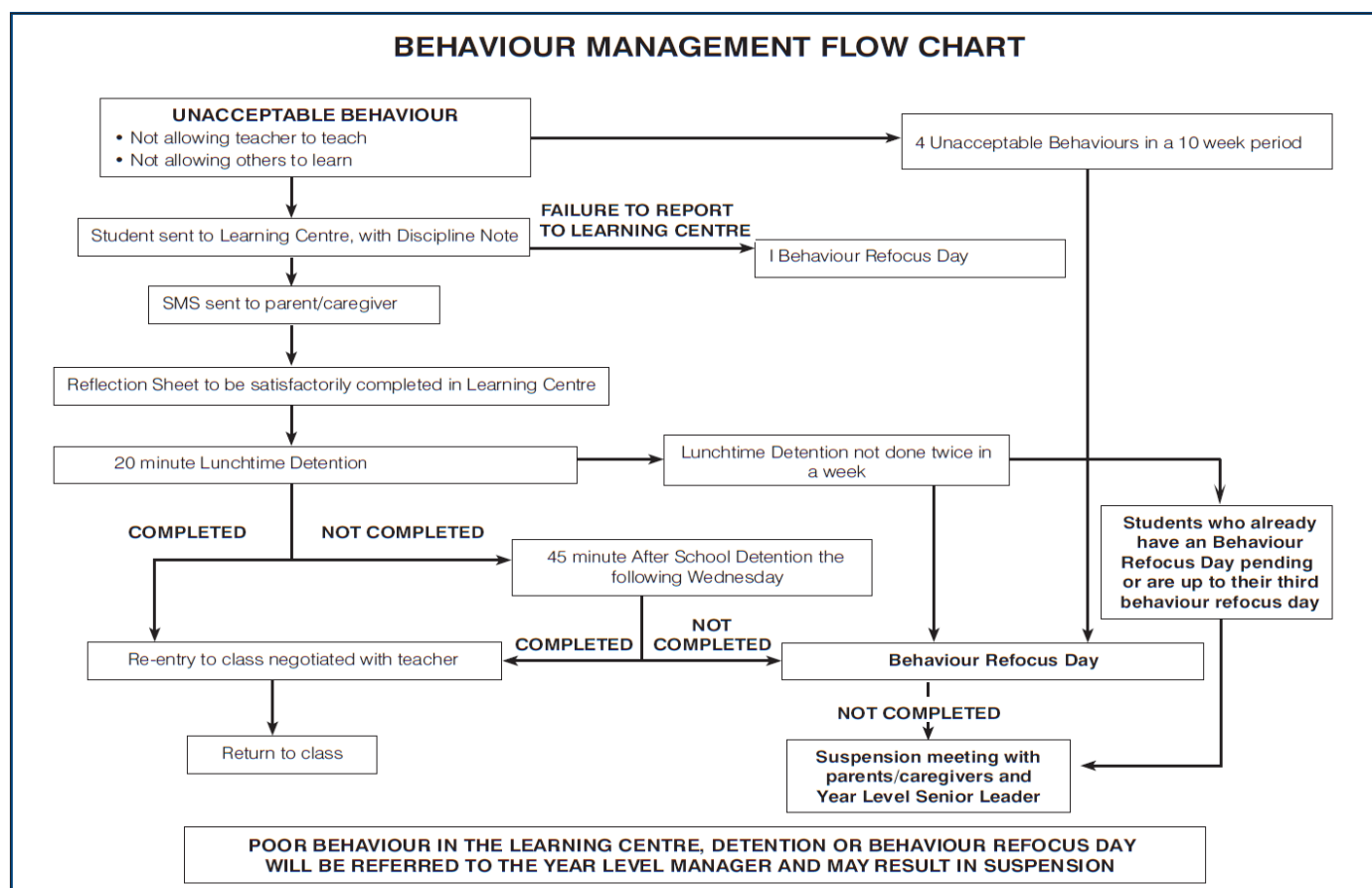
Appendix 4 - Summary of Responses

	EXAMPLES OF BEHAVIOURS	POSSIBLE RESPONSE(S)	COMMENT
1. In class / homegroup (minor)	Talking, inattention, rudeness, out of seat, not on task etc.	Warning Yard duty with teacher Move seats Recess or lunch with teacher Imposition	
2. In class / homegroup (more serious)	Repeated minor issues as above. Lack of equipment. Late to class or home group. Non-attendance to home group.	2-5 minute duty record	Best if supervised by teacher. Keep a record of duty records issued on Daymap. If a student repeateds these behaviours an "Other Offences – F6 dention" should be completed and the student refered to the YLL or LAL as appropriate.
3. In class / homegroup	Misuse of study time, diary. Late assignment, lack of work. Repeated duty records not done.	Daymap note and email/call to inform parents. See Work Completion Policy. Refer to Year Level Leader or Learning Area Coordinator.	Refer to Learning Area Coordinator and cc Year Level Leader. If a student repeatedly fails to complete duty slips give them an "Other Offences – F6 detention" and refer them to their YLL.
4. In class / homegroup	Repeated more serious issues as in 2 above. Unacceptable behaviour e.g. disruption, not following instructions.	Teacher to: • Work with student at recess or lunchtime. • Seek assistance from Learning Area Coordinator. • Contact parents directly. • Send to Learning Centre and complete Daymap record (plus automatic lunchtime detention in the Learning Centre)	Refer student to Learning Area Coordinator or Year Level Leader.
5. Other	Unacceptable behaviour in the yard Unacceptable uniform Make-up	Student escorted to Learning Centre detention if at lunch, if at recess complete the 'Other Offences – F6 detention' record on Daymap and inform student they must attend lunchtime detention. 'Other Offences – F6' record completed and and inform student they must attend lunchtime detention. Remove make-up and 'Other Offences – F6 detention' record completed and inform student they must attend lunchtime detention (LTD).	Responsibility of all staff to monitor. Responsibility of all staff to monitor. Responsibility of all staff to monitor.

			Send to student services for removal.
	Use of mobile phone or other electronic devices. (see Appendix 6)	Confiscate the device and leave at the front office (to be locked in draw), complete Daymap Electronic Device record. Student can collect the device at the end of the day.	1 st time: warning. 2 nd time: LTD in Learning Centre. 3 rd time: ASD (plus Year Level Leader to contact parents). 4 th and subsequent times: Behaviour Refocus day (persistent and willful disobedience)
	Failure to comply with a reasonable request	Record in notes on Daymap and call or email parents to inform them, plus up to three Learning Centre (F6) detentions LTD.	Refer to Year Level Leader. Record on Daymap as note and 'Other Offences – F6 detention' record for consequences.
	Failure to attend Learning Centre LTD	After school detention (ASD) unless a legitimate reason for non-attendance, then a date change can be actioned.	Year Level Leader or Learning Centre Manager to action. Record on Daymap as note and 'After School Detention in F6' record for consequences.
	Harassment, bullying (first time)	Contact parents and counselling, plus any of LTD, ASD or suspension.	Year Level Leader or Senior Leader to action. Record on Daymap as note and appropriate record for consequences.
	Harassment, bullying (repeated)	Contact parents to arrange meeting and continued counselling, plus any of LTD, ASD or suspension.	Year Level Leader or Senior Leader to action. Record on Daymap as note and appropriate record for consequences.
	Smoking whilst in uniform	Record in Daymap and call parents to inform and Behaviour Refocus Day or External Suspension.	Year Level Leader or Senior Leader to action. Record on Daymap as note and appropriate record for consequences.
	Inappropriate language	In yard	Learning Centre LTD and complete Daymap record.
		In class	Send to Learning Centre and complete Daymap Unacceptable Behaviour Record, plus automatic Learning Centre LTD.
		Directed at staff	Suspension up to 5 days. Refer to Year Level Leader or Senior Leader.

	Damage to school property	Record in Daymap notes, consequences depend on nature and extent of damage, anything from LTD to suspension, plus invoice for cost of repairs to parents.	Refer to Year Level Leader or Senior Leader.
	Truancy	Record in Daymap notes and call parents to inform them. 1 lesson = 1 ASD 2 lessons = 2 ASD 3+ lessons = Behaviour Refocus Day	Refer to Year Level Leader or Senior Leader.
	Failure to report to Learning Centre	Behaviour Refocus Day	Refer to Year Level Leader or Senior Leader.
	Failure to attend 2 LTD in 5 days	Behaviour Refocus Day	Refer to Year Level Leader or Senior Leader.
	Failure to attend ASD	Behaviour Refocus Day	Refer to Year Level Leader or Senior Leader.
	Poor behaviour in Learning Centre during class, LTD or ASD.	Behaviour Refocus Day or External Suspension of up to 5 days depending on nature of behaviour.	Refer to Senior Leader.
	Violence or threats of violence	Suspension of up to 5 days or Excursion.	Refer to Senior Leader.
	Drugs	Exclusion.	Refer to Senior Leader.

Appendix 5 - Learning Centre Flow Chart



Appendix 6 - Mobile Phones / Electronic Devices

(Including MP3 players, iPod's, earphones and similar equipment)

- Mobile phones and electronic devices are not to be used at school during school hours, unless teacher permission has been given
- Students who choose to bring these items to school may keep them (switched off) in:
 - Their lockers (at their own risk)
 - Handed in at the Front Office during the day
- At no time will the school accept responsibility for students' mobile phones/electronic devices if they are damaged, lost or stolen.
- In emergency situations, parents/caregivers can contact the school and a message is passed to the students.
- Students found to be using a mobile phone/electronic device on the school grounds during school hours will have it confiscated and kept in the Front Office. Details will be recorded, and the following consequences will be applied:

1st time	Warning
2nd time	Lunchtime detention in the Learning Centre
3rd time	After School detention in the Learning Centre
4th time	1 day Behaviour Refocus for persistent and wilful disobedience
5+ times	1 day Behaviour Refocus for persistent and wilful disobedience plus phone to be handed to the Front Office before home group.

In each case the mobile phone/electronic device can be collected at the end of the school day from the Front Office.

Appendix 7 - Refocus Day Records



Behaviour Refocus Day

OFFICE USE ONLY

☐ SMS SENT ☐ DAYMAP ABSENCE & ROOM 2 ENTERED

NAME: _____ Home Group: _____ Date: _____

Dear Parent/Caregiver

Your child was in the Learning Centre today for a Behaviour Refocus Day. This action was taken in accordance with the school's Behaviour Support Procedure and was due to:

☐ *Persistent non-compliance with behaviour based consequences or frequency of consequences given*

☐ *Other* _____

Terms for re-entry to class post behaviour refocus day:

	Agreed goal(s):	Person responsible:
1		
2		
3		

Student: _____

YLL: _____

At Modbury High School, we strive to support students to monitor and take responsibility for their own behaviour and believe that all students have the right to a safe learning environment where they are able to succeed. It is expected that, as a result of this Behaviour Refocus Day, your son/daughter will learn the behaviour and work output needed to help them become successful in the future.

Students completing a Behaviour Refocus Day spend the day removed from normal lessons and work under the direct supervision of teachers in the Learning Centre. Work should be on Daymap (if not it will be provided by the Year Level Leader and/or subject teachers). If this is not possible the Learning Centre teacher will provide work from folders supplied by each subject faculty.

Please acknowledge receipt of this form in the space provided.

Parent/caregiver: _____



Work Refocus Day

OFFICE USE ONLY

☐ SMS SENT ☐ DAYMAP ABSENCE & ROOM ENTERED

NAME: _____ **Home Group:** _____ **Date:** _____

Dear Parent/Caregiver

Your child was in the Learning Centre today for a Work Refocus Day. This action was taken in accordance with the school's Behaviour Support Procedure and was due to:

- ☐ **Persistent non-completion of work**
- ☐ **Other** _____

Terms for re-entry to class post work refocus day:

	Agreed goal(s):	Person responsible:
1		
2		
3		

Student: _____ LAC: _____

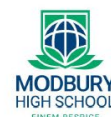
At Modbury High School, we strive to support students to monitor and take responsibility for their own behaviour and believe that all students have the right to a safe learning environment where they are able to succeed. It is expected that, as a result of this Work Refocus Day, your son/daughter will learn the behaviour and work output needed to help them become successful in the future.

Students completing a Work Refocus Day spend the day removed from normal lessons and work under the direct supervision of teachers in the Learning Centre. Their priority is to complete the work they have not submitted, which resulted in their referral to the Learning Centre. Once the work they were referred for is complete and submitted then they should complete work set by their teachers that day on Daymap (if not it will be provided by the Learning Area Coordinator and/or subject teachers). If this is not possible the Learning Centre teacher will provide work from folders supplied by each subject faculty.

Please acknowledge receipt of this form in the space provided.

Parent/caregiver: _____

Appendix 8 - Reflection Form



Student Reflection

Name: _____ Home Group: _____ Date: _____

What happened?		
What were you thinking at the time?		
What have you thought about since then?		
Who has been affected? How?		
How will you make things right?		
What are the things you are good at? (your strengths)		What are the things you find difficult? (your concerns)