

04




Respect



Respect the learning environment

Respect for each other and for our learning environments is a key value of Parade College. Respecting each other includes warmly embracing each other's differences, acknowledging our varied cultural and language backgrounds, and making space for everyone to be included.

Parade students will demonstrate the value of respect by:

-  **Following classroom expectations** Following the PEERS Agreement and the College's Entry and Exit routines. Parade students will also follow the classroom agreement negotiated with their teacher.
-  **Modelling exemplary behaviour** Being a leader and modelling their best behaviour, setting a positive example for their peers across the class and wider school.
-  **Choosing behaviours which contribute positively** Ensuring each action they choose positively contributes to the learning environment.



Examples

- I line up quietly at my class until I am invited in by my teacher.
- I clean up my work station and wait behind my desk until I am dismissed.
- If my peers are talking when they should be listening, I will respectfully ask them to quieten down.
- I will wait my turn to speak when we're having lively classroom discussions.
- I don't re-arrange the furniture in the classroom when I arrive.
- I acknowledge that some classrooms may be co-educational and I respect all member equally.

Non-examples

- We're playing a Kahoot and the class gets loud. I contribute by banging on my desk.
- A student arrives late so I clap and cheer when they walk in.
- We're having a classroom debate and I shout over the top of other students.
- My teacher is speaking to the class and I keep speaking to the person next to me. I don't think it's loud and when my teacher asks me to stop, I lie and say I wasn't talking.
- I say disrespectful comments or 'jokes' which are offensive to those of a different gender to me.

How your teachers will support you

Your teachers are committed to helping you respect the learning environment. They will:

Know you as an individual

Learn about you, your interests, your background, and the supports you require to thrive in a Parade learning environment.

Negotiate classroom norms

Negotiate classroom rules and expectations with you, outlining the responsibility of both teacher and student.

Be fair and consistent

Reliably, consistently, and fairly, follow up poor behaviour in the classroom so that one student's choices do not impact your right to learn.

The Parade Classroom

The Parade Classroom is not limited to the physical classrooms at Bundoora or Preston. The Parade Classroom includes all environments where students undertake learning. This includes the soccer pitch, the trade rooms, the food studies kitchens, the community action centre, the Chapel, and the music rooms.

Parade Classrooms are safe, respectful, settled, challenging, and vibrant.



In the first instance of a student not contributing respecting the learning environment, the teacher may:

- correct and remind the student
- ask them to relocate to another desk or space in the room
- ask them to stay back after class for a one-on-one conversation
- record a Level 1 incident on SIMON

Continual failure to meet the habit of **respect** may result in:

- an exit from the class
- a phone call home or parent meeting
- a formal consequence such as an after school detention
- a positive behaviour booklet

Exit Strategy

The Parade College Exit Strategy is a last-resort approach to ensure that teachers can safely protect their learning environments.

The Strategy is employed when students repeatedly fail to follow reasonable teacher direction.

It gives the student, their teacher, and their classmates the opportunity for a break and a reset.


Whilst the Exit Strategy is utilised in conjunction with individual needs, it is a serious action and will result in a formal consequence being issued.

Tips to repairing the relationship




Exited students are asked to carefully consider their actions and choice which lead to their exit.

To repair the relationship with your teacher and show that you are ready to contribute positively to the learning environment, you should:

- take time out for self-reflection
- be honest and truthful in your account of events
- consider if a written apology to your teacher or impacted classmates would be helpful
- make a noticeable effort to try harder next lesson.



STEP BY STEP GUIDE EXIT STRATEGY

- FIRST WARNING 1**
 - The student receives a first warning addressing their behaviour.
 - Examples:
 - "Let's stay focused,"
 - "Let's keep our hands to ourselves,"
 - "Remember, no talking during instructions".
- SECOND WARNING 2**
 - The student is reminded of their behaviour and given second warning that if it continues, they will be moved to a different space within the classroom.
 - Student's name written on the board as a visual warning.
- THIRD WARNING & RELOCATION 3**
 - The student is moved to a different desk, away from other students.
 - Student is given a third warning and reminder that further disruption will lead to their removal from the classroom and further follow up.
- REMOVAL FROM CLASS 4**
 - After the preceding 3 steps have been followed and if the behaviour persists, the teacher sends an email to request the student is exited.
 - A staff member will come to escort the student to the exit room for a self-reflection.
- CLASSROOM TEACHER FOLLOW UP 5**
 - The staff member logs the incident on SIMON.
 - The staff member is required to contact the parents/guardians to discuss the behaviour.
 - A restorative meeting should take place between the staff member and student.
 - A formal consequence may be issued.