



## POSITIVE LEARNING FRAMEWORK

### A Guide for Students and Families/Carers



## GISBORNE SECONDARY COLLEGE IS A SWPBS SCHOOL

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

It supports the college to implement a consistent approach towards improved social, emotional and academic outcomes, based on our four values.

SWPBS enables teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance

## OUR VALUES

Gisborne Secondary College's values are Respect, Achievement, Innovation and Diversity.

- We **respect** ourselves, our school and each other and understand that our attitudes and behaviours have an impact on the people around us
- We strive for **achievement** excellence, which means having high expectations of ourselves and others, and showing determination and persistence
- We are creative and **innovative**, always looking for new ideas and approaches
- We value honesty, integrity, **diversity** and individual differences; we affirm the right of every child to achieve full potential through the development of
- self-confidence, self-esteem and a sense of pride and direction



## OVERVIEW

In valuing the right of every student to reach their full potential, Gisborne Secondary College creates a positive, friendly and safe environment, which fosters self-confidence, self-efficacy and a sense of purpose and direction. To support this, we have developed a Positive Learning Framework. All Classroom Teachers will work from the framework to ensure consistency in approach across the College. It is important that families and students are also aware of and take ownership of their role in ensuring a positive learning environment for all.

Understanding that behavioural issues may occur in the classroom environment, various strategies for the management of such have been developed. It is therefore also necessary that appropriate consequences are applied depending on the nature of the behaviour. This document aims to outline the categorisation of behaviours and related management process and consequences, so it is transparent to all.

It should be noted that the least intrusive approach will be taken in the early stages of managing unacceptable behaviour to minimise disruption to the learning environment.

## ENCOURAGING EXPECTED BEHAVIOURS

Gisborne Secondary College has a reward system which enables staff to acknowledge all students in all settings and aligns with school expectations. The Merit System has merits awarded against one or more of the school values: Respect, Achievement, Innovation and Diversity alongside our Expected Behaviours. Different weightings apply to the merits depending on the nature of the merit i.e. Self (1 Merit), Peer (2 Merits), Team (3 Merits) or College (4 Merits).

By rewarding positive behaviours, students will:

- Be motivated to contribute to the school community.
- Receive positive feedback.
- Remain engaged – positive incentive.
- Be self-motivated to be part of the collective effort towards a reward.
- Acknowledge their own successes and feel more confident.
- Be supported to reach their goals.

Parents/carers are made aware of awarded merits via Compass notification and can view these in more detail on Compass. Merits that students have accumulated can also be converted by students into various rewards through a redemption system run through the sub school offices. Merit awards will also be distributed to students through the year.

The infographic is set against a dark blue background. At the top left is the school logo, a stylized 'G' with a red 'S' inside. To its right, the text 'Our School Values' is written in large, white, sans-serif font. Below this, four white rounded rectangles contain the letters 'R', 'A', 'I', and 'D' in large red font. Under each letter, the corresponding value is written in smaller red capital letters: 'RESPECT', 'ACHIEVEMENT', 'INNOVATION', and 'DIVERSITY'. Below these, the text 'Our Expected Behaviours' is written in large, white, sans-serif font. Underneath, there are ten numbered items in red, arranged in two columns. Each item consists of a red number followed by a white text description. The items are: 1. WE ARE READY TO LEARN AND PUNCTUAL, 2. WE FOLLOW STAFF INSTRUCTIONS RESPECTFULLY, 3. WE FOLLOW CLASSROOM, SCHOOL AND COMMUNITY EXPECTATIONS, 4. WE ENGAGE POSITIVELY IN LEARNING ACTIVITIES, 5. WE USE EQUIPMENT AND RESOURCES RESPONSIBLY, 6. WE SPEAK KINDLY TO OTHERS, 7. WE KEEP OUR HANDS, FEET AND BODIES TO OURSELVES, 8. WE TAKE CARE OF THE ENVIRONMENT, 9. WE ARE UPSTANDERS, and 10. WE ARE INCLUSIVE. The bottom of the infographic has a solid red horizontal bar.

### Our School Values

**R** RESPECT **A** ACHIEVEMENT **I** INNOVATION **D** DIVERSITY

### Our Expected Behaviours

1. WE ARE READY TO LEARN AND PUNCTUAL
2. WE FOLLOW STAFF INSTRUCTIONS RESPECTFULLY
3. WE FOLLOW CLASSROOM, SCHOOL AND COMMUNITY EXPECTATIONS
4. WE ENGAGE POSITIVELY IN LEARNING ACTIVITIES
5. WE USE EQUIPMENT AND RESOURCES RESPONSIBLY
6. WE SPEAK KINDLY TO OTHERS
7. WE KEEP OUR HANDS, FEET AND BODIES TO OURSELVES
8. WE TAKE CARE OF THE ENVIRONMENT
9. WE ARE UPSTANDERS
10. WE ARE INCLUSIVE

# Ready to **LEARN**



## BEFORE CLASS

- We are on time
- We arrive with all learning materials
- We arrive with our charged devices
- We keep phones in our lockers
- We wear the correct uniform



## TRANSITIONS

- We walk with purpose
- We use appropriate voices
- We listen to teacher instructions



## CLASSROOM ENTRY

- We line up outside the classroom
- We wait for our teacher to greet us and welcome us into the classroom
- We enter and sit quietly in the designated space
- We are ready with our equipment and tune in for the first instruction
- We write down or listen for the Learning Intention and Success Criteria



## SUPPORT

- We raise our hands and wait for the teacher to call/come to us
- We wait for others to finish speaking before we speak



## CLASSROOM EXIT

- We pack up our own personal learning materials
- We clean up and place any rubbish in the bin
- We arrange the classroom back into the agreed default setting
- We wait for the bell to sound and dismissal from the teacher
- We push our chairs in behind the tables (Period 5 – We place chairs on top of our table)



## EXPECTATIONS FOR ROUTINE OF LESSONS

Gisborne Secondary College has ten Expected Behaviours that underpin our positive school culture. These behaviours are explicitly taught, modelled, and reinforced through daily practice across the school.

To support these behaviours, the College implements a clear and consistent Ready to Learn procedure. This procedure is embedded across all learning environments and is practised by every Classroom Teacher.

Our four School Wide Positive Behaviour Support (SWPBS) posters are displayed in all classrooms, communal areas, and office spaces to provide a shared language and visual reminder of expectations for students and staff.

Being Ready to Learn is demonstrated by students through their actions:

- before class begins
- during transition times
- when entering the classroom
- in how they seek and receive support
- and when exiting the classroom

These routines are explicitly taught and consistently reinforced to ensure clarity, predictability, and a calm learning environment.

If a student needs to leave the classroom during lesson time, they must first seek permission from the teacher. Upon approval, the student will be issued with an Out of Class permission pass, which must be carried for the duration of their absence.

This consistent approach supports student safety, accountability, and uninterrupted learning for all.



## BEHAVIOUR CATAGORIES

For management purposes, the College has categorised negative behaviour into two categories of Minor and Major behaviours.

### Minor Behaviours

Are managed by the Classroom Teacher without referral to school-leadership and are such that they are of an intensity that does not seriously harm others or cause staff to suspect that the student may be harmed, do not violate the rights of others in any serious way e.g., their learning is not grossly impeded/interrupted, and are not part of an ongoing pattern of problem behaviours.

### Major Behaviours

Are classed as those that significantly violate the rights of others, remain persistent in intensity and frequency despite previous interventions being implemented with accuracy and integrity and put others/self at risk of harm (including emotional harm). Such instances warrant the involvement of Year Level Leaders or School-leadership personnel.

## RESPONDING TO INAPPROPRIATE BEHAVIOUR

In determining consequences for inappropriate student behaviour, teachers will be considerate of:

**Always  
maintaining the  
dignity of the  
student.**

**A logical  
consequence will  
be given.**

**Being consistent  
in application  
across teachers  
and classrooms.**

**Addressing any  
harm done.**

**Facilitating the  
restorative  
positive  
relationship  
between parties.**

**Reminding and  
re-teaching  
students of the  
College's Positive  
Behaviour  
Expectations.**

## NON-NEGOTIABLE MISBEHAVIOURS

Behaviours the College deems severe and non-negotiable can occur inside and outside the classroom or travelling to or from school. These are outlined below:

### Non-negotiable (severe) behaviours:

These will be managed by the appropriate sub-school leaders and may include:

- Physical violence – with a deliberate attempt to harm or to intimidate
- Bullying in any form (verbal, physical, cyber etc.)
- Possession of weapons
- Possession, use or distribution of any drug or drug paraphernalia (including but not limited to illicit drugs, alcohol and tobacco)
- Verbal abuse of school personnel, volunteers and visitors
- Sexual harassment/misconduct (verbal/physical)
- Racist, sexist, homophobic, or other discriminatory conduct
- Repeated refusal to follow a Classroom Teacher's instructions
- Ongoing breaches of the mobile phone policy
- Use of aerosols, perfumes or other chemicals

### Consequences of non-negotiable (severe) misbehaviours:

The appropriate sub-school leaders together with the Principal Class will use their professional judgement in handling situations and after consulting with the Classroom Teacher, may use the following consequences:

- Students who engage in the above-mentioned behaviour in the class will be immediately exited from class to Time Out
- Contact with parent/carer and student regarding the student's inappropriate behaviour
- Immediate suspension, either internal or external to the College
- Referral to Wellbeing team for further counselling and support
- Student Support group meetings, in which an Individual Education Plan (IEP) or a Behaviour Support Plan (BSP) may be developed
- Exclusion from extra-curricular College events such as sporting events
- Mediation or Restorative conversation
- A combination of the above



## COMMUNICATION OF BEHAVIOURS

When a student is involved in a **Minor Behaviour**, families will only be contacted if it is a recurring concern. When a student is involved in a **Major Behaviour**, families will receive a notification through Compass. This notification is part of our SWPBS approach and helps keep families informed and involved.

While detailed teacher notes and commentary are not visible on Compass, **families can expect direct contact from the staff member** who recorded the Major Behaviour. This communication allows the teacher to explain what occurred, discuss the support provided, and work collaboratively with families to reinforce positive behaviours moving forward.

At Gisborne Secondary College, our focus is on teaching, supporting, and reinforcing expected behaviours so that all students can feel safe, supported, and ready to learn.

## TIME OUT REFERRAL PROCEDURE

This process is used when classroom support strategies have been applied, and a student requires additional assistance to return to learning safely and successfully.

### STEP 1

#### STUDENT IN THE CLASSROOM

When a student's behaviour is not consistent with the Positive Behaviour Expectations, the classroom teacher will first use strategies such as reminders, prompts, and support to help the student refocus.

If the behaviour continues to disrupt learning or impacts safety, the student may be supported to access a Time Out space as a regulated reset strategy.

### STEP 2

#### STUDENT ARRIVES AT TIME OUT

The student arrives at the Time Out location with a Time Out referral slip that outlines the support required and any learning tasks from the classroom.

This information helps sub-school staff understand the context and support the student appropriately.

### STEP 3

#### DURING TIME OUT

While in Time Out, the student completes a Reflection task and any assigned classroom work. This time allows the student to calm, reflect, and prepare to re-engage positively with learning.

The classroom teacher will communicate with the parent or carer to inform them that the student accessed Time Out and to support shared understanding.

### STEP 4

#### RESTORATIVE CONVERSATION

Before returning to class, the student participates in a restorative conversation with the referring teacher at the next available recess or lunch break.

This conversation focuses on what happened, the impact of the behaviour, and how the student can be supported to make positive choices moving forward, helping to repair relationships and restore learning.

**Refusing to go to Time Out results in the involvement of a Year Level Leader, parent/carers contact, and lunchtime detention. Further refusal may lead to after-school detention or even suspension, with the Wellbeing team potentially offering counselling.**



## POSITIVE BEHAVIOUR EXPECTATIONS REINFORCEMENT PROCESS

At Gisborne Secondary College, we use a calm, consistent, and supportive approach to respond when a student's behaviour is not aligned with our Positive Behaviour Expectations. This approach is part of our School Wide Positive Behaviour Support (SWPBS) framework and focuses on teaching, supporting, and restoring positive behaviour.


Teachers follow a clear four step process known as the 4 Rs.

This consistent approach ensures students feel supported, learning time is protected, and positive relationships remain at the centre of our classrooms. Families are encouraged to discuss these steps with their child to reinforce shared expectations between home and school.

## RESTORATIVE CONVERSATIONS

Restorative conversations are a key part of the formal process at Gisborne Secondary College to return students to learning environments following Time Out referrals or Major incidents.

Restorative dialogue, questions and empathetic listening guide people through reflection, problem solving and repairing harm. Restorative conversations help identify the impact of the behaviour and support the students to take steps to make things better. We always approach a restorative conversation in a calm and respectful manner. We ensure all participants are emotionally and physically ready to engage in a conversation and ensure consideration is given to whether a participant has any special needs that require any modifications to the conversation.



### Remind

**The teacher will** calmly restate the expectation, give a quick prompt, and allow time to respond.


**The student will** listen, refocus on the expectation, and show they are ready to continue.



### Resolve

**The teacher will** speak privately, help the student name the issue, and agree on a small step to get back on track.


**The student will** share their view, choose a helpful action, and make an effort to follow through.



### Relocate

**The teacher will** offer a different space or tools to help the student stay engaged.

**The student will** move to the space, use it to reset, and return ready to learn.



### Restore

**The teacher will** check in once the student is calm, guide a brief reflection, and support a restore conversation to move forward positively.

**The student will** reflect on what happened, take part in the restore conversation, and recommit to the expected behaviour.

# 4Rs

