

Positive Behaviour Support

Positive Behaviour Support is a school-wide approach to support and teach expected students and teacher/staff behaviour. All Lakes Entrance teachers/staff and students will use the SWPBS matrix to learn and practice social behaviours that are conducive to a positive school climate. This chart is a teaching tool for the Lakes Entrance Secondary College community.

School-wide expectations: Drop Everything and Read (and be) Resilient

Student Expectations	Staff Expectations	Parent/Guardian Expectations
<ul style="list-style-type: none"> • To attend all DEARR sessions as per student timetables • To be seated and ready to read prior to the instructional bell • To bring an appropriate text to read • To not interfere with the reading time of other students • To ensure students follow the use of technology policy, where mobiles and devices are not used during this time • Bring a pen and student planner (2016) 	<ul style="list-style-type: none"> • Teachers to attend DEARR after the second support bell and prior to the instructional bell to conduct class on time • Model good reading by bringing an appropriate text and reading silently where possible • Support students in selecting appropriate reading materials • Make use of college planner to communicate with parents if necessary • Engage students in resiliency lessons using the provided curriculum (term 2, 2016 onwards) 	<ul style="list-style-type: none"> • Encourage your child to read by engaging them in conversation and helping them source appropriate reading materials • Support the College with the introduction of DEARR time. Communication may be made via the College Planner if your child does not attend with the appropriate equipment or interferes with the reading of others.

Last Updated: February 2016

DEARR Warning Stages:

1. **Forgotten book / planner / Pen**

First time: DEARR teacher takes note of student who has forgotten their novel / planner or pen and reminds them of the expectations of DEARR. A spare book is given for the student to read.

Second time: DEARR teacher takes note of student who has forgotten their novel / planner or pen and reminds them of the expectations of DEARR. The student is expected to make contact with their DEARR teacher at recess the following day to borrow with them from the library or show them that they have already borrowed a book.

Third time: DEARR teacher takes note of student who has forgotten their novel / planner or pen and reminds them of the expectations of DEARR. The student is expected to make contact with their DEARR teacher at recess the following day to borrow with them from the library or show them that they have already borrowed a book. Contact at this stage must be made home via planner and phone call. Please note on Compass so coordinators can also follow this up.

Teachers are advised to use their own discretion and implement appropriate detentions. Contact coordinators if compliance with the detention is an issue.

2. **Disruptive behaviour**

Teachers are advised to use their own discretion and implement appropriate detentions. Contact coordinators if compliance with the detention is an issue. Make contact with Coordinators' Office during DEARR time in severe cases.

Last Updated: February 2016