

Focus Room (Years 7-12)

At Avenues College we believe that all staff, students, and visitors have the right to a safe, inclusive and supportive learning environment. We foster positive relationships and partnerships that complement our College values of *Courage, Creativity, Resilience* and *Respect*.

Purpose of the Focus Room:

- The Focus Room provides a **restorative process** for students who do not comply with College expectations [Uniform policy, Positive Behaviours policy, Student Positive Behaviour Code of Conduct, Bullying Prevention policy, Attendance policy, Mobile Phone Use 'In Class' policy, Learning Technologies policy, Submission of Work and Deadlines policy] (in Student Diary).
- The Focus Room facilitates students return to learning.
- The Focus Room provides a support structure for students, by making them accountable for their behaviour in the learning environment while giving them space in a helpful and productive way.

What happens in the Focus Room:

- The room is a neutral space.
- Processing in the Focus Room is only about student behaviour in the classroom that impacts on teaching and learning/the reason for the referral. If students need more time working through the restorative process, the Focus Room teacher refers them to the appropriate support staff at the College (e.g. Leadership, ASETO, ACEO).
- When students arrive at the Focus Room, the teacher clearly sets the expectations of the room and tells the student they can take 5 minutes to calm down/clear their mind. They will then be checked in by the teacher regarding their Focus Room referral (depending on how many other students are there at that time).
- The Focus Room teacher will go through the "Ready to Learn Agreement" with the student. This form will be used to facilitate the restorative conversation about the referral and to discuss actions for success to prevent this happening again. Restorative questions (1 - 3) the Focus Room teacher asks the student to initiate the conversation are: 1. What happened? 2. What were you thinking? 3. Who was affected?
- Teachers referring students to the Focus Room must organise a time to meet with the student to fill in the "Ready to Learn Agreement" form prior to the next lesson. If this does not occur, students can be sent back to the Focus Room by the issuing teacher.
- Students who visit frequently to refocus their behaviours so they can be on track with their learning will be supported to look at their previous agreements to reflect on whether they are effectively using the strategies put in place or not? If strategies are not working the agreement can be adjusted.
- The Focus Room teacher works with teachers, families, and leadership to communicate issues, talk about strategies, track the amount of time spent in the Focus Room, etc.

Process for using the Focus Room:

1. Students are referred to the Focus Room by their teachers. Teachers fill out a "Student Behaviour Reporting" form which is sent to the Focus Room, so the Focus Room teacher knows to expect the student. Reason for Referral e.g. Persistent and willful inattention in the learning environment.
2. Teachers are also able to refer by phoning the Focus Room to let the Focus Room teacher know that a student will be arriving if they are not able to send a "Student Behaviour Reporting" form during the lesson.
3. Students are only to be sent to the Focus Room once teachers have tried a range of strategies such as:
 - a. Verbal warnings X 3
 - b. Student required to move seats
 - c. Corridor/discussion/negotiation
 - d. Parent/caregiver contact

Consequences for 3 Focus Room referrals will be a suspension dependent on individual circumstances.