

PART A

Introduction

St Saviour's College is a Catholic day and residential College offering young women a comprehensive curriculum and co-curriculum program with a commitment to developing and fostering respect and responsibility in relationships. Situated in Toowoomba in the St Patrick's Cathedral precinct, its mix of cultures in the College community is a source of pride and lends a rich diversity to classroom interactions and shared experiences. Enrolments are drawn from as many as 24 different Primary Schools Catholic and State and 18 different parishes.

Established in 1873, our community remembers and celebrates the traditions of the Sisters of Mercy and the work of their founder, Catherine McAuley, whose vision was to ensure that all young women had the opportunity to realise their full potential. We aim to educate the girls' hearts, minds and spirit in a uniquely Mercy way.

St Saviour's College strives to provide excellence in education in a nurturing environment, where each young woman is shaped by the values of the Mercy Tradition, and is given the opportunity to achieve her full potential.

College Vision and Mission

Vision

To inspire young women to live out the Mercy values of our founder, Catherine McAuley, and become empowered women in a changing world.

Mission

Faith and Spirituality

We nurture our faith and spirituality through our Catholic tradition, Mercy heritage and cultural inclusivity.

Welfare and Relationships

We support the spiritual, emotional and social wellbeing of all within our College community.

Learning and Teaching

We commit to excellence in education through the provision of a diverse and challenging curriculum, which empowers our young women to become autonomous, life-long learners and valued contributors to society.

Resources and Development

We commit to resourcing the College through collaborative planning tempered by social justice principles that reflect our commitment to stewardship and a sustainable future.

Values

We seek:

Compassion Justice

*to empathise with and to respond to all with hearts and hands of Mercy
to actively promote opportunities and equity for all through an awareness of Rights and Responsibility*

Hospitality Excellence

*to create a welcoming community enabling all to experience a sense of belonging
to strive to do our personal best in all we do*

Rationale

This Student Behaviour Management Support Policy focuses on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of that which constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and actions to respond to unacceptable behaviour.

Code of Expected Conduct:

“Be respectful. Be responsible.”

All of our practices are in accordance with the Diocese of Toowoomba CSO Code of Conduct. Toowoomba Catholic Education unequivocally commits to fostering the dignity, self-esteem and integrity of every person. (p.2)

As members of the St Saviour’s College, we endeavour to build a positive faith and learning community through our:

- Respect for our faith and learning values
- Respect for ourselves and others
- Responsibility for our relationships and learning
- Responsibility for caring for our College environment

College community support structure

Homeclass Teacher

Be informed as required
Record uniform infringements (slips)
Help monitor Behaviour Cards

Classroom Teachers

Informal strategies
Student planner entries
Teacher diary entries
Report to Student Services uniform infringements from PGD
Contact parents/residential
Complete a Communication Note

Learning Support Teacher

Liaison with classroom teacher to support nominated strategies

Middle Management Team – HOD, MLSW

Receive Communication Note
Contact parents/Head of Boarding to discuss concern
Initiate Behaviour Cards/Monitoring Sheets
Initiate communication for After School Detention
Authorise After School Detentions
Recommend suspension to Leadership

Principal/Assistant Principal

Support efforts of all staff
Liaise with Middle and Senior Management team re student issues
Be kept informed of students on After School Detention
Final confirmation of internal/external suspensions
Contact parents/residential for external suspensions

Student Services Staff

Enter data for all detentions: -Lunch-time and After School
Detention in appropriate register
Entering Lunch-time detentions on Morning Notices,
Generate letters as required

College Counsellor

Liaise with teachers, HOD's, MLSW and DPC/APM/APA and Principal

Parents/Carers

Communicate any change of circumstance of issues relating to student wellbeing with the HCT, HOD's and MLSW

College Chaplains

Support staff in their support of students

Table 1

College community is made of individuals and groups of people holding a variety of roles. Table 1 illustrates the various levels of interactions that members of the community have with each other. It is essential that all role holders operate within a Catholic Christian and Mercy ethos as interactions between students, between students and staff, and between staff have a direct influence the creation of 'respectful relationships'. These create an atmosphere of care and respect that pervades the culture of the school.

Bienestar

Whole Student Approach

Themes	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Looking Forward / <i>Preparing for change</i>	T1. Transition from Pri – Sec. Env /emotional Changes. T2. Grief & Loss of old friends – Coping mechanisms T3.Strategies to use in times of change T4. Reflection – What have you learnt	T1. Understanding differences - Healthy peers relationships T2. Grief & Loss of old friends – Coping mechanisms T3.Strategies to use in times of change T4. Reflection – What have you learnt	T1. Tolerance- Recognising what to change. Relationship break ups T2. Tolerance - Strategies to create positive change in your life. T3. Tolerance - Strategies to accept cope with what we can't change. T4. Tolerance - Empathy – Recognising change in others	T1. Managing – Change Social Media Etiquette T2. Managing- Change Cyber Safety T3. Managing Change Drug/Alcohol Education T4. Managing Change/ Mental Health – in others (Depression/Anxiety)	T1. Relationships- Sexuality – You're all welcome. T2. Relationships- Working through issues at home/coping strategies T3. Relationships- Leadership – Whole year cohort working together. T4. Relationships	T1. Balanced living Leadership – Cohort Goals/Identity/Legacy T2. Balanced living- preparing for an independent life /work/job T3. Balanced living Preparing to leave home T4. Balanced living Schoolies
Positive Relationships <i>Self & Others</i>	T1. Self & Others Cultural Awareness/ Diversity /tolerance T2. Self & Others Healthy Friendships recognising a Bully. T3. Self & Others Conflict Resolution T4. Self & Others- Community services/social Justice	T1. Self & Others- Cultural Awareness/ Diversity /tolerance T2. Self & Others- Healthy Friendships recognising a Bully. T3. Self & Others -Conflict Resolution T4. Self & Others- Community services/social Justice	T1. Self & Others Cultural Awareness T2. Self & Others Bullying – Identify the different roles. T3. Self & Others Support Networks T4. Self & Others Assertive Communication	T1. Self & Others Cultural Awareness T2. Self & Others Resolving Conflict/changing friends T3. Self & Others Peer Influences T4. Self & Others- Community services/social Justice	T1. Self & Others Cultural Awareness T2. Self & Others Leadership – Preparing yourself to be a leader/role model T3. Self & Others Relationships/Family Matters T4. Self & Others- Community services/social Justice	T1. Support for Self & Friends-Cultural Awareness T2. Support for Self & Friends-Respectful personal relationships. DV. T3. Support for Self & Friends- Managing Stress T4. Support for Self & Friends- Community services/social Justice
Healthy Living <i>Mind Body Spirit/Mindfulness Resilience</i>	T1. Mind Body Spirit Healthy Eating – good foods for us T2. Mind Body Spirit Importance of Mindfulness - Relaxation T3. Mind Body Spirit- health and Hygiene T4. Mind Body Spirit Drug Smoking	T1. Mind Body Spirit Healthy Hygiene Habits. Personal Hygiene: Good Habits Help Keep You Healthy and Poor Hygiene Hints T2 Mind Body Spirit Importance of Mindfulness – what is meditation and	T1. Mind Body Spirit Body Image – eating well – eating disorders T2. Mind Body Spirit Informed Choices- Drug Education T3. Mental health- Head space? T4. Mind Body Spirit – the genius of Woman hood.	T1. Mind Body Spirit- Body Image /labels T2. Mind Body Spirit Safe Partying/Reducing Risk rules and regulations T3. Mental health- Head space? T4. Mind Body Spirit - Drug Education - Alcohol/Drugs	T1. Mind Body Spirit-Engaging the heart of teenagers – my spiritual self. T2. Mind Body Spirit Safe Partying/Reducing Risk – looking out for your friends T3. Mental health- Head space? T4. Mind Body Spirit - Drug Education - Alcohol/Drugs –	T1. Healthy Eating – fitness and food T2. Female Health- Self-examination recognising unhealthy changes in my Body T3. Mental health- Head space? T4. Mind Body Spirit - Drug Education - Alcohol/Drugs – seeking help from where?

		<p>why do they say it is good for us?</p> <p>T3. Mind Body Spirit</p> <p>You are what you eat.</p> <p>The impact of sugars on our health and well-being.</p> <p>T4. Mind Body Spirit Drug and alcohol</p>			<p>seeking help from where?</p>	
<p>Time Management</p> <p><i>Goal Setting, Organisation,</i></p>	<p>T1. How to prepare /organise my day-Where do we spend our time</p> <p>T2. What do with an assignment/ how do you present it/ plan it over time</p> <p>T3. Maximise the experiences of a new School</p> <p>T4. I made it – reflection on Goals past and for the future.</p>	<p>T1. Time wasters for the secondary school student - the time I will never get back</p> <p>T2. Let’s not make the same mistakes again - Where did I go wrong with my organisation last year</p> <p>T3 where is my future and how can I do my best to get myself there</p> <p>T4. 2 years done - I made it – reflection on Goals past and for the future.</p>	<p>T1. Teach time management skills. -Prioritising</p> <p>T2. Big rocks/ Little rocks – What matter most to me.</p> <p>T3. School/job/home life how to manage it</p> <p>T4. Community connections – Real talk??</p>	<p>T1. Teach time management skills – Good habits/routines</p> <p>T2. Don’t procrastinate</p> <p>T3. Preparation - Middle school to Senior school</p> <p>T4. Community connections – Real talk??</p>	<p>T1. Teach time management skills – Beating procrastination</p> <p>T2. Where will I be five years from now?</p> <p>T3. Balanced commitments</p> <p>T4. Community connections- Real Talk??</p>	<p>T1. Time/ Stress Management</p> <p>T2. Community connections- Who can help me. Red Frogs???</p> <p>T3. Community connections – Shine lawyers</p> <p>T4. Community connections - What happens when? Centalink</p>

PART B

Student Support Plan

Students are expected to behave in a respectful, responsible manner. When student behaviour is of a concern, appropriate consequences are put in place.

It is important that consequences associated with either behaviour or academic concerns be issued with fairness and consistency and to help students become personally responsible for their own behaviour.

The College believes that

- all staff and students are treated with respect and dignity
- that no student has the right to interfere with a teacher's right to teach or disrupt the other student's right to learn.

Responsibilities

Students are responsible for

Meeting College expectations that are modelled on but not limited to the following general expectations:

- Respect for authority
- Respect of self and others and their property
- Respect for learning
- Displaying appropriate social skills
- Preparedness
- Promptness

Teachers are responsible for

- Monitoring student adherence to expectations
- Addressing issues of concern in a consistent manner
- Referring ongoing issues of concern to appropriate MLSW or HOD

Parents /Carers are responsible for

- Ensuring regular and constructive communication with Home Class teachers or relevant staff regarding their daughter's learning and wellbeing
- Actively supporting their daughter's engagement in the school environment
- Supporting the College in maintaining a safe and respectful learning environment for all students

The Middle Leaders of Student Welfare and Curriculum are responsible for

- Monitoring student behaviour
- Following up of students who fail to complete lunchtime detentions or other sanctions designed to address failure to meet expectations
- Considering local circumstances when determining what a reasonable time and place for detention entails

MLSW	Head of Department – Middle Leader Curriculum
Responsible for consequences of behaviour and conduct unrelated to curriculum matters	Responsible for consequences stemming from academic and curriculum related matters

The College Leadership Team is responsible for

- Developing and reviewing student detention / sanctions to ensure alignment with the College Pastoral Welfare policies
- Supporting staff in implementing expectations and associated procedures
- Ensuring students are encouraged in a positive manner to meet expectations
- Communicating the expectations and procedures to parents/carer/ staff and students.

Consequences – Supporting Positive Behaviour

(1) Process for Supporting Positive Student Behaviour

In order to support the development of a safe, happy and orderly culture based on our Mercy values at the College, students will be recognised, affirmed and rewarded for respectful and responsible behaviour. This support is designed to allow all students the opportunity to consistently have their work efforts, positive attitudes and behaviour specially recognised as being an integral part of College life.

Level One: Informal/Verbal

Praise given on a one-to-one basis

Praise given in class

Action Initiated By: Any Staff member

Level Two: Formal - Parental notification

Note in the student planner

Letter home

Report comment

Parent/Teacher interview comment

Action Initiated By: Home Class Teachers/Class Teachers

Level Three: Formal

Merit System – Bronze, Silver and Gold

Certificates

Formal Awards/Rewards

Action Initiated By: Teachers, MLSW, HOD's and Leadership

Level Four: Student Leadership

College Captain and Vice-Captain

Residential Captain

House Captain and Mission & Identity Leader

SRC Membership (Year level representatives)

Sports and Activities Leader

Action Initiated By: Teachers and Leadership

Level Five: College Awards

Action Initiated By: Individual teachers, Middle Management and Senior Leadership team

(2) Process for Dealing with Inappropriate Student Behaviour

Students who fail to be respectful to others or responsible towards the learning and teaching process will be subject to consequences intended to modify their future actions and attitude.

Level One: Informal Response – Very Minor (i.e. verbal warning for low-grade inappropriate behaviour)

No documentation

Verbal warning only issued in an appropriate manner

Action Initiated by: Homeclass Teachers/Classroom Teachers/Yard Duty teachers, Support Staff supporting teacher-nominated strategies

Level Two: Formal Response - Minor (i.e. poor language; refusal to follow teacher instruction, repeated low grade issues etc)

Parental Contact via diary, note, phone or personal contact

Informal time penalty enacted by the teacher or lunch-time detention

Action Initiated by: Homeclass Teachers/Classroom Teachers/yard duty teachers e.g. note in diary home, teacher initiated consequence etc

(Refer these matters to HOD's, MLSW if support needed.)

Level Three: Formal Response - Serious (i.e. direct swearing; continued uniform infringements; poor classroom behaviour, continued non-compliance of policies (IT, Assessment)

Parent Contact

Consequence eg Detention/Monitoring sheet, Removal from class to buddy classroom

Student meeting the Head of Department or MLSW depending on context

Withdrawal of privileges as appropriate

Where a student is placed on detention for ongoing low level poor behaviour previous responses to this behaviour must be documented.

Action Initiated By: Home Class Teachers/ Classroom Teachers

Level Four: Suspension - Internal (i.e. ongoing poor behaviour; swearing directed at a teacher or student; harassment/bullying; other serious issues)

Formal Documentation from the MLSW / HOD

Parental contact made via the phone

Student withdrawn from all classroom activities and lunchtime for a stated period (usually one day).

Recess and Lunch breaks at alternative times to other students. May be required for re-entry interview or monitoring review

Action Initiated By: MLSW & HOD supported by APM/DPC

Level Five: Suspension – External

Formal Documentation from the APM/DPC and Principal

Student accompanied by a parent, re-entry interview with the Principal and APM/DPC.

A college counsellor may be involved in this interview.

Enrolment Review if deemed appropriate by the Principal. (e.g. substance abuse, violence, serious harassment).

Action Initiated By: Principal in communication with APM/DPC/APA

Level Six: - Exclusion

Formal Documentation from the APM/APC and Principal

*Action Initiated By: Principal in communication with APM/DPC/APA *Refer to flow chart*

Individual subject/ activity detention (Level 2 Inappropriate behaviour)

Each teacher has his/her own expectations that may incorporate specific requirements for specific subjects/activity. It is the responsibility to clearly articulate these expectations to the class and to reinforce these on a regular basis.

Teachers may detain a student either at lunch time or morning tea to address concerns

Students held on class detention will be supervised by the individual subject teacher

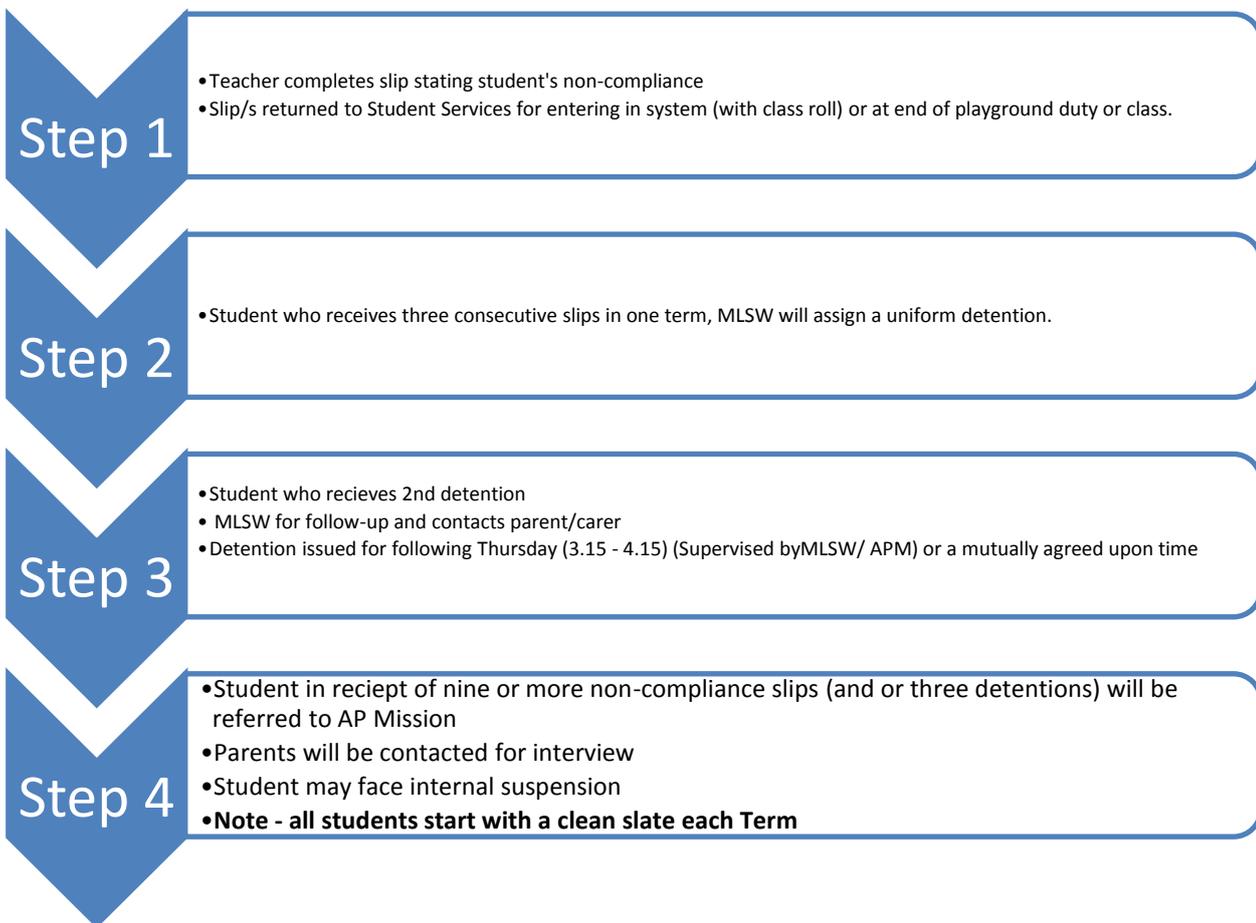
It is an expectation that the individual teacher maintain a record in their teacher journal of the need to issue a detention.

Subject/Activity detention may result from, but not limited to, the following:

- Failure to address expectation at least twice in one week
- Unacceptable behaviour during out of class school activities.

Uniform Detention

Non-Compliance with College Uniform Policy.



After School Detention (Level 3 Inappropriate Behaviour)

The purpose of After School Detention is to provide a negative consequence for behaviour, so that the student will desist with the behaviour resulting in detention.

This consequence is appropriate:

- *for continuous, repeated inappropriate behaviour.*
- *when all other forms of correction have not resulted in a change in the student's behaviour*
- *to allow students the opportunity for restitution.*
- *As a logical consequence linking the misbehaviour with the consequence. For example, "your behaviour has interrupted your learning, and therefore you will need to make up that time at after-school detention."*
- *Logical consequences involve prior warning and the offering of choice, which is respectful and promotes student self-responsibility for behaviour.*
- *Students should know what the consequences are so there is a sense of fairness when such consequences are applied*

When applying After School Detentions as a consequence, consider the following:

- *Does this consequence relate to the student's inappropriate behaviour?*
- *Is this consequence fair? Does the magnitude match the behaviour impact?*
- *Does this consequence teach appropriate behaviours? What will the students do in After School Detentions to teach appropriate behaviours?*
- *Does this consequence preserve dignity and relationships?*

Procedures to activate After School Detention:

1. Teacher has attempted to correct the student's behaviour through the use of correction, lunch time detention, parents contacted, etc
2. Teacher refers the incident to MLSW / HOD where appropriate.
3. MLSW / HOD discuss the inappropriate behaviour with the student. The MLSW/HOD clearly outlines the consequences of inappropriate behaviour. Relate it back to the students learning. Interruption to learning, working to potential, being a member of our community. MLSW / HOD to inform student about After School Detention.
4. MLSW / HOD to contact parents and advise of continuous inappropriate behaviour and placement on After School Detention. Advise the "restitution" student will complete in this time eg, "Use the time to write a reflection on the incident and write an apology to"
5. Communicate home to parents.

Specifications for After School Detention:

- students undertake detention at a reasonable time and place
- parents are informed **at least the three days before** the detention
- the time of detention should not exceed one hour
- Detention will take place on a Thursday afternoon from 3.15 - 4.15pm in Resource Centre unless otherwise organised
- Alternative measures may be negotiated with parents whose family circumstances are such that the student's completion of after-school work would create undue hardship (e.g. where students regularly supervise younger siblings in the absence of parents, or where limited travel alternatives for students are available).
- Parents will be responsible for either picking up their daughter from the school at the designated time or arranging alternative transport for her
- Afternoon detention will be supervised by a HOD/MLSW/APM

Removal from access to beyond the classroom activities (Level 3 Inappropriate Behaviour)

Where a student consistently fails to meet expectations and the above sanctions have not addressed the concern, the MLSW and or APM may opt to have the student withdrawn for activities that are not compulsory, such as non-competitive sport, school socials, and Enrichment excursions

Such withdrawal is not instigated until the student has been given appropriate warning by the Middle Leader Student Wellbeing/HOD of the potential consequence of behaviour and been offered a path to address the concern.

Parents are informed of the potential issuing of this sanction with timely written confirmation.

Internal Suspension (Level 4 Inappropriate Behaviour)

In-school suspension designed to address issues regarding unacceptable behaviour. The suspension is issued in conjunction with discussion with the Principal

Whilst on Internal Suspension the student is removed from the traditional classroom environment and placed in the Suspension Room in the Admin area. Other areas would be negotiated through the Assistant Principal – Mission.

The suspension may nominate for one to three days, depending on the student's offending behaviour, and the student may be warned that future offenses could result in additional suspension.

For the length of the suspension, the student reports directly to the Suspension Room and she is expected to complete work set by teachers organised with the Middle Leader Student Welfare and or APM.

When an internal suspension is issued, the student must be:

- appropriately supervised at all times
- able to access assistance if necessary
- be provided with an adequate amount of work
- be given separate supervised break times
- provided with access to toilet facilities.

Staff responsibility

- Initial communication regarding the issue is made to the parent / carer via the phone
- Written confirmation must be completed within a timely period.
- All associated documentation are filed on the student's main file.
- All details are recorded in SAS

External Suspension (Level 5 Inappropriate Behaviour)

External Suspension are only considered for very serious matters, particularly, when as a result of the action or behaviour, the students' chance of realising their potential is undermined.

External Suspension is considered as appropriate as a last resort after all behaviour management strategies and resolution processes have been exhausted. The decision regarding the suspension of a student could have significant impact on the student's future in terms of the student's access to educational opportunities and future prospects.

There is no doubt that rules of procedural fairness apply to these situations. Therefore, the suspension of a student should not be applied in an unreasonable or arbitrary manner.

A student should only be suspended from St Saviour's when serious or exceptional circumstances exist and/or other reasonable methods have been used to modify the student's behaviour.

In considering whether or not to suspend a student, all relevant aspects should be considered

Relevant aspects may include, but not be limited to:

- the safety of the school community
- the impact on the student and the broader school community
- whether the student will be safe
- whether appropriate supervision is available
- how supportive the student's family is of the proposed action, and
- cultural aspects in some ethnic communities.

Suspension may be considered where appropriate student management strategies have already been applied and recorded.

Prior to consideration of a suspension, the Principal should ensure that

- there is clarity regarding behaviour expectations for the student to assist the student to develop appropriate behaviour(s),
- clear records and document of all prior actions are available
- discussion has occurred with the student and parents/caregivers regarding the specific behaviour(s) which have led to suspension.

In some circumstances, the Principal may determine that a student should be suspended immediately, particularly where there may be concerns of risk of harm to self or others, and for the health, safety and wellbeing of staff or students.

This includes, but is not limited to:

- physical and/or threatened violence, where a student and/or member of staff is/are injured, or where there is threatened action that is assessed as a credible threat to the safety and wellbeing of students, staff and others,
- possession of a prohibited weapon
- use or possession of illegal substances or, where a substance is reasonably suspected of being an illegal substance, for the period required to test and confirm the status of the substance,
- acute or extreme anti-social behaviour, such as: ongoing harassment, persistent use of offensive language, or persistent disruption of other students' learning.

Process for suspension

- Any decision to suspend a student can only be taken by the Principal or the nominated member of the College Leadership Team.

If suspension is to occur, it is essential that prior to suspension:

- The student and the parent/carer of the student are fully aware of the matters alleged against the student
- The student and the parent/carer of the student have had full opportunity to respond to the allegations against the student
The Principal (or delegate) is accompanied in any interviews with the students or parent/carer
- The student is given the opportunity to be accompanied by her parent/carer or other support person such as the Middle Leader Student Wellbeing at formal interviews
- The relevant staff members have been consulted
- The student's parent/carer is advised in writing

It is essential that prior to initiating a suspension that:

- there is documented evidence of the events leading up to the suspension and the interventions tried by the College.
- Suspension of a student should be of minimum duration so that an adequate learning program can be maintained.
- Normally suspension should not exceed 5 days. Suspension beyond a total of 5 school days requires careful consideration by the Principal in consultation with the Senior Education Office from the Catholic Education Office Toowoomba.

- ✓ Initial communication regarding the issue is made to the parent carer via the phone
- ✓ Written confirmation must be completed within a timely period.
- ✓ All associated documentation are filed on the student's main file.
- ✓ All details are recorded in SAS.

Process for Appeals

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents/caregivers, or students living independently may appeal a suspension longer than three days to the Senior Education Officer

Parents or students living independently may appeal the exclusion to the Executive Director of Toowoomba Catholic Schools Office (TCSO)

The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance.

Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals process. Alternative options to respond will be considered.

Appeals are made to:

- The Principal about a decision to suspend a student for less than three days,
- The Senior Education Officer about a decision to suspend a student for more than three days
- The Executive Director of TCSO about a recommendation to exclude a student

PART C

Process for dealing with inappropriate student behaviour

At Level One – Teacher Responsibility	
FAILING TO RESPECT AND/OR BE RESPONSIBLE	ACTION INITIATED BY:
<ul style="list-style-type: none"> • Talking off-task • Calling out • Moving around room • No equipment • Not completing class/homework • Tapping • Minor misuse of equipment • Head on desk/legs on chairs 	<p>Homeclass Teachers/Classroom Teacher/ Yard Duty teachers, Support Staff supporting teacher-nominated strategies</p> <p>No documentation required Note in teacher planner advisable</p> <p>e.g. verbal reminder/warning in an appropriate manner; specific direction e.g. log off computer</p>
At Level Two there is always parental/carer contact and teacher diary documentation.	
<ul style="list-style-type: none"> • Repeated low grade (see Level 1) inappropriate behaviour • Poor language • Uniform infringement • Mobile phone and I-pod infringement 	<p>Homeclass teacher, classroom teacher, or yard duty teacher</p> <ul style="list-style-type: none"> • Where possible, correct behaviour appropriately • Parental contact via diary, note, phone or personal contact • Informal time penalty or lunch-time detention and or Buddy Classroom • policy follow-through (e.g. parents collect phone) • Documentation (e.g. teacher diary, e-mail Homeclass teacher)
At Level Three there is always parental/carer contact, HOD, MLSW contact and SAS documentation. There are three main possible courses of action: removal to buddy class/other appropriate venue, behaviour management monitoring sheets and/or detentions, either lunchtime or after school.	
<ul style="list-style-type: none"> • Bad language • Continued uniform infringements • Poor classroom behaviour • e.g. non-observance of policies for computer use, assessment, punctuality/class truancy 	<p>Homeclass Teachers/ Classroom Teachers</p> <ul style="list-style-type: none"> • Remove from class to Buddy classroom (see departmental behaviour management plans) if required, phone buddy teacher to advise them student is coming • Later, complete a BR • Parent/Boarding Contact • Student meeting the MLSW/HOD • Determine if a behaviour management/adjustment sheet if required for monitoring behaviour or if a detention is more appropriate. • Detention - After School • Withdrawal of privileges as appropriate • Where a student is placed on detention for ongoing low level poor behaviour previous responses to this behaviour must be documented through documents e.g. BR, e-mails, diary notes.
At Level Four there is always parental/carer contact, HOD/MLSW contact supported by APM/DPC and ICN/SAS documentation. There is always withdrawal from normal classroom routine.	
<ul style="list-style-type: none"> • Continued poor behaviour Harassment or bullying • Other serious issues • Direct swearing at others 	<p>MLSW/HOD supported by APM/DPC IF THE BEHAVIOUR IS ENDANGERING, SEEK ASSISTANCE FROM THE NEAREST ADULT IN THE FIRST INSTANCE RING FOR ADDITIONAL ASSISTANCE FROM MIDDLE LEADERSHIP TEAM OR LEADERSHIP TEAM.</p> <ul style="list-style-type: none"> • Complete a BR of the incident • Formal Documentation from the MLSW/DPC/APM • Parental contact made via the phone • Student withdrawn for a stated period (usually one day). • Recess and Lunch breaks at alternative times to other students.
At Level Five, there is always parent/carer contact, Principal contact supported by either APM or DPC and formal documentation from the Principal. Additionally, there is a re-entry interview and, where appropriate, an enrolment review.	
<ul style="list-style-type: none"> • substance abuse • violence • serious harassment 	<p>Principal in communication with APM/DPC</p> <ul style="list-style-type: none"> • Formal Documentation from the Principal • Student accompanied by a parent, re-entry interview with the Principal. A college counsellor may be involved in this interview. • Enrolment Review if deemed appropriate by the Principal.

Behaviour Management Pathway 2017

Level 1
 Low Level inappropriate behaviour

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 Classroom Teacher chooses strategies to deal with issue

Level 2
 Persistent Low Level Behaviour OR Behaviour is becoming disruptive to other students' learning

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 1. Classroom Teacher chooses strategies to deal with issue; Buddy Classroom
 2. Classroom teacher contacts home and emails Homeclass Teacher

Level 3
 Behaviour is disrespectful, unsafe or consistently irresponsible

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 1. Referral to HOD & MLSW depending on – removal from class if necessary
 2. HOD / MLSW / Classroom Teacher contacts home – behaviour cards may be used

Level 4
 Established pattern of Risk Taking Behaviour OR Significant Event that is unsafe or disrespectful

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 1. Referral to HOD & MLSW and DPC/APM – removal from class (internal suspension);
 2. On-going Behaviour Card and Lunchtime Detentions

Level 5
 Significant Isolated Event that is unsafe and disrespectful OR Persistent Risk Taking Behaviour

➔

 1. Referral to APM/DPC
 2. External Suspension
 3. Re-entry interview with Carers/Parents
 4. Behaviour Card Ongoing

Level 6
 Major Significant Event OR Chronic Risk Taking Behaviour

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 1. Ongoing External Suspension
 2. Interview with Parent/Carers
 3. Enrolment suspended pending review

Action to be taken in response to bullying, harassment and violence of students towards students

