

Policy Statement

Behaviour Management and Pastoral Care Policy

Rationale

At St Martins Lutheran College, the student code of behaviour is informed by the St Martins Spirit and we expect all students to behave in an appropriate and acceptable manner. We believe that our strong sense of community, quality teaching and learning and a positive outlook on life will be enhanced and enriched through the promotion and maintenance of our Christian ethos and a high standard of behaviour in a caring and supportive environment where all members of the College community feel safe, respected and valued.

We expect students to take responsibility for their own actions, be aware of the needs and rights of others and increasingly display self-discipline and self-regulation in all aspects of their behaviour as they grow. The development of personal capabilities and social skills, and the fostering of socially acceptable behaviour, are an integral aspect of the College curriculum and devotional life. The maintenance of a functional community where students show respect and compassion for others, and are courteous, caring and encouraging, will be afforded the highest priority.

The original foundation stone for the College is inscribed with the words from Proverbs 22:6: 'Train up a child in the way he should go and when he is old, he will not depart from it', 6 July 1986. These words serve every generation and pose a constant but rewarding challenge for College staff as they go about their calling to work in a Christ centred school.

Policy Statement

St Martins Lutheran College will have embedded in its approach to behaviour management and pastoral care the Principles of Restorative Practice which will be used in an educative approach, to help those involved to learn how to change. A restorative approach can assist the development and repair of relationships between students and between students and adults.

Restorative Practice

Restorative Practice is a process that actively encourages students to speak about their actions, consider the effect on others and decide the best way of repairing any harm done to relationships. It provides a range of approaches to reduce the harm and to fix "damage" to relationships caused by incidents. It is a problem-solving approach that stresses high support for students and high personal control. Teachers, using restorative practices, develop in their students social problem-solving skills and empathy. Restorative practice reflects an approach to behaviour management that aims to discipline and guide students, rather than punish them. This approach gives students a clear voice to help and be helped while taking on consequences as necessary.

St Martins is committed to creating quality relationships through The Principles of Restorative Practice that:

- Develop an awareness in students about the effects of their behaviour on others;
- Avoid scolding and lecturing students but prompt conversation about the reasons and effects of their actions on others;
- Address behaviour whilst still maintaining a student's dignity;
- View poor behaviour as an opportunity to learn through problem solving and focusing on the future;
- Provide students with a range of future options for behaviour;

- Form the basis of classroom management practices at the College.

Aims

To promote positive behaviour at the College we seek at all times to:

- Ensure an understanding of what different behaviours are and why they might occur;
- Ensure consistency and care in our interactions with children in a calm and well organised environment;
- Be fair, and be seen to be fair; treat all with respect;
- Communicate clear expectations;
- Develop tolerance and understanding in children, based upon a shared understanding of the Code of Conduct that exists in our College and respect for College culture;
- Consistently praise and respond to actions of positive behaviour; value contributions of all;
- Work in partnership with parents actively promoting standards of positive behaviour.

Promoting Positive Behaviour

We believe that the ideal incentives to promoting positive behaviour are intrinsic rewards offered through warm and caring relationships, an engaging curriculum and positive role-models.

We support this by offering a positive reinforcement system which recognises all forms of achievement and effort. To ensure every child has the opportunity to experience success, we use non-verbal praise, verbal praise and achievement awards.

At the beginning of each academic year, students work together with their teacher to develop and agree upon a Student Behaviour Agreement in the Junior School and Classroom Expectations in the Middle/Senior School, based on our fundamental school rules:

- We do not harm ourselves or others with our words or actions;
- We do not make it hard for others to learn and for teachers to teach;
- We respect the property of the school and others;
- We move about the school in a safe and considerate manner;
- We present our school in a positive light.

Positive behaviour and care for others is encouraged through year level assemblies, class devotions, whole of school worship and through role modelling by all members of the community.

Rights and Responsibilities

Every member of the College community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Everyone deserves to be treated with respect and dignity.

Every member deserves the right to feel safe both emotionally and physically.

Members of the St Martins Lutheran College community also have legal responsibilities under relevant legislative instruments.

Monitoring Standards of Behaviour at the College

It is the responsibility of all staff to monitor standards of behaviour throughout the College. Emphasis will be placed upon praising and rewarding positive behaviour by students in and out of the College. Where students exhibit unacceptable behaviour, an appropriate behaviour management response or course of action will be initiated, including:

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- Warnings;
- Informal restorative conversations;
- Referrals (previously known as Time Out);
- Restorative questions;
- Communication with home (which may include a 3-way conversation including, staff member and parent);
- Withdrawal of privileges;
- Written apology.

Incidents of concern are recorded on SEQTA to enable leaders and staff to monitor students who persistently misbehave.

Serious occurrences should be reported to the appropriate Head of School. The Head of School will communicate incidents with the Principal. The intention of the College in applying sanctions to unacceptable, demeaning and anti-social behaviour is to establish a high standard of behaviour and set clear boundaries for action.

Home - School Links

We aim to develop an effective partnership between the College and home and believe that we are most effective when we work together to support student learning. Students benefit from knowing that both their parents and teachers share the same expectations, value learning and share a concern for their development and progress. Through on-going dialogue, teachers inform parents of student's positive effort, attitudes and behaviour and similarly inform them of incidents and concerns.

Parents contribute to their children's progress through open communication with their child's teachers, by offering support to their child at home, by talking over the challenges that their children meet, and by reinforcing the messages being given at school. Depending on the age, students may also be involved in conversations between school and home.

Referral (formally Time Out)/Restorative Conversations/Restorative Meetings/Buddy Classes

In the Middle/Senior School, 20-minute referrals are held during lunch times on any given weekday. It is not possible to be prescriptive about all behaviour that warrant a referral as it often depends on the circumstances in which it occurred. Please refer to the Secondary School Student Management Process for a list of behaviours and possible consequences.

Restorative Conversations occur as needed between staff and students and may be recorded on SEQTA for further reference.

Students needing to work on learning tasks during their lunch break will attend the IT Suite where they will receive academic assistance to do so.

In the Junior School, negative behaviour is referred to the Head of Junior School or Leadership for a Restorative Meeting – see Junior School Restorative Meeting process.

Junior School run a 'Catch Up' time three times a week for students needing to work on/complete learning tasks. This lunch time session is about supporting learning and is an opportunity to get the task completed with the assistance of a teacher.

Internal Suspension

Internal suspension is at the discretion of the Principal in partnership with the appropriate Head of School. The principle of internal suspension for behavioural reasons is the removal of a student for the benefit of the College community for a half or full day and is usually implemented for the following reasons:

- A critical incident which does not warrant an external suspension;
- A student has been given a general suspension that day but parents are unable to take the student from the premises immediately;
- As a consequence, at Step 3 (See Behaviour Management Plan).

Parents and teachers should be informed at the earliest possible opportunity when a student is given an internal suspension. This especially gives teachers the opportunity to provide meaningful work for the student to undertake while withdrawn from classes.

The College will ensure that parents are informed by phone with a written follow-up when a student has been issued with an internal suspension.

Students on internal suspension may have their recess / lunch at a different time to the regularly scheduled recess / lunch breaks.

External Suspension

External suspension, the removal of a student from the College premises, is at the discretion of the Principal.

The principle of an external suspension is that a student has breached College rules or expectations to the degree that the privilege of being part of that community is suspended for a period of time. Suspension may be needed to allow time for a situation to diffuse, to send a message that certain behaviour has been particularly offensive or to allow time for a full investigation of a circumstance to be completed.

The College will ensure that parents are informed by phone and in writing when a student has been issued with an external suspension.

When the circumstances have been established and a decision made, it is important that both the student and parents clearly understand the reason for the external suspension and subsequent consequences. The length of a suspension depends upon the circumstances and the implications of the student's actions on the College community. If a student has been suspended previously it would be expected that any subsequent suspension would be longer. It must be clearly understood that external suspensions are regarded with due seriousness and are essentially a response of last resort. Students and parents should not expect the process of external suspension to be ongoing. Without significant positive change and effort on the student's part to improve their behaviour their enrolment will be withdrawn.

Any external suspension of longer than one day would usually require a re-entry interview with the Principal or Head of School, parents and student. The student must show a commitment to improved behaviour and a desire to be enrolled in the College, with the support and cooperation of their parents. A referral to counselling may also be considered at re-entry. At the Principal's discretion the student may be placed on 'Provisional Enrolment' status.

Changes to a Student's Status – Monitoring and Provisional Enrolment

In the case of ongoing behavioural problems or a significant incident, a student's status may be changed by the Head of School in consultation with the Principal. This should be regarded as an extreme position which strongly motivates a student to work with the Head of School and their parents to remediate their position and function appropriately in the College community. When a student's status has been changed, their

progress will be closely monitored by their Head of School and an evident change in attitude and behaviour expected.

Provisional Enrolment

Provisional enrolment is essentially a signed contract between the student, their parents and the Principal, as representative of the College, which determines the conditions upon which a student's enrolment may be continued. Provisional enrolments are usually for a semester and will be reviewed at their expiry.

There are two categories of provisional enrolment:

Initial Provisional Enrolment

The provisions of this enrolment, if not adhered to, will result in another interview and enrolment review which may lead to either a student being excluded from the College or a Final Provisional Enrolment.

Final Provisional Enrolment

If the provisions of this enrolment are not kept, the student's enrolment is terminated as a matter of course. This may or may not include an interview. Students and parents must understand that being on Provisional Enrolment changes a student's status in the College and any major infraction, or continued issues not positively addressed, even if not specifically mentioned in the provisions of enrolment, will jeopardise enrolment.

Good Standing

All students are in good standing and their behaviour choices may impact on their good standing status. The difference between good standing and provisional enrolments is that generally provisional enrolments are the result of a major incident, whereas loss of good standing can occur as the result of continued uniform, academic or behaviour / attitude issues. Following continued problems after intervention from a Head of School, a student may be deemed 'Not in Good Standing' by the Head of School or Principal. The status 'Not in Good Standing' means that students may not be involved in co-curricular activities where they would represent the College. This approach needs to be managed with insight and understanding as it will impact differently for different students. If a student's status is 'Not in Good Standing', then continued failure to comply with College expectations will mean that they are placed on provisional enrolment. When a student's status is 'Not in Good Standing' they enter a behaviour contract. This is a contract between the student and College with parents informed at an interview. Teachers are informed of the student's status and the conditions of the contract and are asked to comment on the student's adherence to this contract. The contract has a specific time period. If a student breaks the contract, their status moves to a provisional enrolment (initial or final). If a student maintains the contract they are restored to good standing. (See Good Standing Policy)

Expulsion

A student may be expelled from the College at the discretion of the Principal as the result of a serious breach of the College Behaviour Management Policy, criminal act or failure to maintain the provisions of enrolment.

The College will not tolerate the use of drugs and alcohol, violence and aggression, and inappropriate sexual behaviour. Involvement in these behaviours can lead to expulsion in the first instance.

Special Considerations

The behaviour management guidelines outlined above are appropriate for most students, including those with special needs. However, alternative strategies may be appropriate for some students with diagnosed/documentated conditions including, but not limited to Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder and should be developed in consultation with specialist staff following

classroom observations of their behaviour. Learning Enrichment and wellbeing meetings with parents, the student's teachers and Head of Teaching and Learning or Director of Junior School Teaching and Learning / Head of School may also be appropriate. Whilst these alternative strategies may be more demanding initially, positive outcomes for the student over time are increasingly likely.

Students experiencing emotional difficulties are treated with respect and understanding. They are supported through a multi-agency approach involving parents, College staff and, where appropriate, outside support agencies and other agencies working with the student. Students with exceptionalities may have a documented Behaviour Management Plan as part of their Individual Learning Plan. This will be discussed at Learning Enrichment and wellbeing meetings.

Roles and Expectations

All adults at St Martins Lutheran College have a shared responsibility for teaching and modelling behaviour that is congruent with the College's values.

Class teachers

- Model positive behaviour through their social interactions;
- Teach students about appropriate behaviour and make expectations clear;
- Create a caring and supportive working environment in which the students are able to learn;
- Treat students with respect;
- Communicate effectively with parents;
- Value and reward individual achievement;
- Discuss yard behaviour and any difficulties which arise, if necessary;
- Engage the students in learning.

Principal / Head of School

Heads of School, through the auspices of the Principal, are responsible for ensuring good order and discipline within the Junior, Middle and Senior schools and achieve this through:

- Communicating the policy to parents and reminding parents of the policy at the beginning of each academic year;
- Supporting students, staff and parents who are experiencing difficulties;
- Receiving complaints and responding appropriately;
- Maintaining an overview;
- Taking immediate action in response to critical incidents;
- Making informed decisions on detentions, suspensions and expulsions;
- Co-ordinating support for children returning to school following suspension.

Support Staff

- All support staff are entitled to respect and co-operation. All staff should hold the same expectations and share responsibility for modelling behaviour as set out in this policy.

Parents

- Treat their own, and other people's children with respect;
- Work in partnership to support the College's Behaviour Management Policy.

Students

- Learn to be responsible for their behaviour and for their choices.

A Student Code of Conduct is underpinned by the values of St Martins Lutheran College, which is also known as the St Martins Spirit.

Hope

Students have the right to feel safe and secure within the College environment, free from intimidation, bullying and harassment, and to be treated with love, justice and equity. Students have the responsibility to behave in a considerate and thoughtful manner, and to treat others with love, justice and equity.

Faith

Each student has the right to forgiveness and correction when needed from members of staff and peers.

Respect

Each student has the right to be valued and treated with respect. Courtesy, consideration of others, co-operation and honesty are essential to the proper functioning of a Christian community. Each student has the responsibility to treat others with respect and courtesy, to be honest and co-operative in all aspects of College life, and to respect authority.

Students have the right to work and play in an environment free from interference or damage to personal property. Students have the responsibility to respect all property, including that of other students, and to do nothing that would harm another's wellbeing.

Compassion

Parents expect that their child will be treated fairly, reasonably and consistently by the Principal and staff in the implementation of the Code of Conduct and to expect that their child/children will be educated in a loving and disciplined environment in which love for God and others is encouraged.

Growth

Each teacher has the right to be able to teach in an orderly and cooperative environment. Students have the right to learn in an orderly and cooperative environment and to be able to develop their God-given talents and abilities. Each teacher has the responsibility to maintain an orderly and co-operative environment. Students have the responsibility to develop their God given talents and abilities and to do nothing that would prevent others from learning.

Discipline Procedures and Consequences

In an effort to ensure that these principles are practiced in the life of the College:

- Teachers will apply appropriate sanctions that follow from the St Martins Spirit principles, standards and rules set by the Student Code of Conduct, Class Behaviour Expectations and College School Rules
- Discipline properly motivated and applied, is an act of love, and is never intended to be a punitive measure applied in isolation from motives of love and care for the individual. Rather, disciplinary measures are applied for the good of the student and their ultimate wellbeing; and at times need to follow through for the good of the whole school community.
- Consequences are graded with severity, with the emphasis on the students being accountable and learning to take responsibility for their behaviour.

Choices and Consequences

"Choices and Consequences" should become common affective language when interacting with students. Students are encouraged to think about their choices, strive to self-regulate and to manage in the learning environment. At times, disciplinary strategies may vary in striving for an effective outcome for individuals.

If a student does not comply with any reasonably and clearly communicated instruction of the staff, or infringes College rules, then sanctions will be applied as documented below.

Managing Behaviour in the Junior School

Teachers are asked to use a warning system with students in the Junior School classroom. Over the course of the day the following system will be followed:

- For an initial incident of disruptive or inappropriate behaviour the teacher will counsel the student appropriately. This stage is a warning. The teacher is encouraged to maintain a good tone and send a clear message. Supportive behaviour management strategies are often effective at this stage. These strategies are delivered low key and go virtually unnoticed by other students. They are brief, subtle reminders of expectations. i.e. making eye contact with the student, moving near to the student who is misbehaving, a shake of the head, etc.
- Repeated disruptive or inappropriate behaviours will be acknowledged by the staff member. The staff member will implement appropriate strategies to manage the incident.
- Ongoing disruptive behaviours will result in the staff member taking additional actions to manage the behaviour of the student. The student may be moved to another desk, or isolated within the classroom or to buddy class to break the cycle of behaviour. Supervision is to be maintained by the classroom teacher. A restorative discussion between the student and teacher should take place at the next appropriate time. A Junior School Behaviour Concern Slip can be issued for immediate follow up by the Head of Junior School or at a Restorative Meeting during or after lunch.

A Junior School “Restorative Meeting” with the Head of Junior School will happen when a student is sent with a *Junior School Behaviour Concern* slip for disruptive classroom behaviour. Various courses of action can be taken including entering details on SEQTA, contacting parents or referring the student on. Feedback will be given to the relevant staff member.

Restorative meetings aim to allow for reflection and for the student to be back in class in a timely manner

Foundation – Year 1: 5- 8 minutes

Year 2- Year 4: 8-15 minutes

Year 5-Year 6: 15-20 minutes

For any further incidents of disruptive behaviour, the student will be asked to attend a follow-up Restorative Conference.

If there are three or more days of unacceptable behaviour during a two-week period, contact must be made to a parent / carer as negotiated by the Head of Junior School and the class teacher. A parent phone call ahead of time is appropriate. The Head of Junior School will decide on the appropriateness of a Behaviour Management Plan in consultation with the staff involved.

JUNIOR SCHOOL STUDENT MANAGEMENT PROCESS

	Student Actions	Staff Actions
Teacher Managed Minor infractions, which impede the learning process, orderly procedures or interfere with the systematic operations of the College.		
Level 1	<ul style="list-style-type: none"> • Calling out; • Disrupting others; • Thoughtlessly / carelessly upsetting others; • Chatting / not listening; • Not settling / being off task; • Wandering about; • In classroom before the teacher, or during recess or lunchtime without permission; • Out of bounds in the yard; • Dropping rubbish; • Disruptive when lining up for class; • Uniform incorrectly worn. 	<ul style="list-style-type: none"> • Restorative Informal discussion; • Verbal warning reprimand; • Reinforce expectations; • Quiet word; • Praise positive behaviour; • Give time limit for task. • Create quiet, alternative work space. <p>These behaviours can constitute a disruptive behaviour and count as a behaviour 'incident'.</p> <p>Note: Please follow procedures for Managing Behaviour in the Junior School Classroom.</p>
Director of Junior School Teaching and Learning / Head of School Managed Infractions which impede the educational climate of the College or which impact College operations and public image.		
Level 2	<ul style="list-style-type: none"> • Consistent level 1 behaviours; • Deliberate time wasting; • Taking other's property / hiding things; • Inappropriate / bad language; • Rude behaviour, put downs; • Damaging property; • Purposeful disruption; • Reluctance to work; • Misuse of equipment; • Deliberately upsetting others; • Answering back. 	<ul style="list-style-type: none"> • Restorative informal discussion; • Impromptu conference; • The student may be moved to another desk, or isolated within the classroom to break the cycle of behaviour; • Loss of some recess or lunch – See: Junior School recess or lunch time; • Contact parents – informally, formal warning; • Reinforce appropriate behaviour and why behaviour is inappropriate; • Take work home; • Establish ways to repair and rebuild. <p>Note: Please follow procedures for Managing Behaviour in the Junior School Classroom.</p> <p>Note: A notification will be sent home for every child via Class Dojo or email. Note concern in SEQTA and contact with parents</p>
Director of Junior School Teaching and Learning / Head of School Managed Infractions directed against persons and/or their property, including that of staff and College, or violation of any existing law.		
Level 3	<ul style="list-style-type: none"> • Consistent level 2 behaviours; • Swearing at another; • Consistently answering back; • Bullying behaviour verbal or physical; • Deliberate damage to property / vandalism; • Defiant / challenging to adult; 	<ul style="list-style-type: none"> • Impromptu conference; • Formal conference or parenting conference; • Phone parents; • Send home a letter; • See parent on a regular basis;

	<ul style="list-style-type: none"> Threatening /abusive behaviour; Leaving classroom or activity without permission; Racist or sexist behaviour; Hurting others deliberately; Lying with serious consequences; Forgery of notes, signatures and lies; Giving false information. 	<ul style="list-style-type: none"> Work sent home; Formal 'time out' with the Head of Junior School for an extended period of time; Suspension; Head of Junior School to consider the appropriateness of a Behaviour Plan; Head of Junior School to manage the process; Record details and all communication in SEQTA.
Principal Managed in Partnership with the Director of Junior School Teaching and Learning / Head of School Established pattern of risky behaviour, which is violent or harmful toward another person or property or their wellbeing, or actions which pose a threat to the safety of others in the College.		
Level 4	<ul style="list-style-type: none"> Consistent Level 3; Frequent and deliberate upsetting / harming of others; Abusive / threatening behaviour to adults; Repeated personalised swearing; Consistent bullying; Behaviour, physical disruption /endangering others e.g. throwing a chair; Leaving College grounds without permission; Breaching health and safety rules such as not following evacuation procedures, playing with fire extinguishers and setting off false alarms. 	<ul style="list-style-type: none"> Formal Conference or Parenting Conference; Parent to come in immediately; Parents to meet with Director of Junior School Teaching & Learning, consider removing child from College premises; Formal 'time out' with the Head of Junior School/Director of Junior School Teaching & Learning for an extended period of time; Suspension with re-entry meeting with student, parent, and Head of Junior School; Head of Junior School to consider the appropriateness of a Behaviour Plan; Record details and all communication in SEQTA.
Principal Managed Infractions which hurt the health and safety of the child, have a legal bearing, impede success of the College and impact on College image.		
Level 5	<ul style="list-style-type: none"> As Level 4 despite action taken; Extreme violence towards others; Drug related incident; Serious vandalism; Consistent and absolute refusal to co-operate; Persistent failure to change behaviour. 	<ul style="list-style-type: none"> Formal conference or parenting conference; Principal to manage next steps of formal behaviour plan including monitoring card and time frame for change; Record details and all communication in SEQTA.

Managing Behaviour in the Middle and Senior School Classroom

Teachers are asked to use a warning system with students in Middle and Senior School classrooms. Over the course of a lesson the following system will be followed:

- For an initial incident of disruptive or inappropriate behaviour the teacher will counsel the student appropriately. This stage is a warning. The teacher is encouraged to maintain a good tone and send a clear message.
- For repeated disruptive or inappropriate behaviours, the relevant staff member is encouraged to make a record of the behaviour. It may be appropriate for the teacher to facilitate an impromptu restorative conference with the student during recess or lunch.
- Ongoing disruptive behaviours may result in the student being asked to move to another desk, or isolated within the classroom to break the cycle of behaviour. Supervision is to be maintained by the classroom teacher.
- For any further incidents of disruptive behaviour, the student behaviour will be referred to the appropriate Head of School.

At times, it may be necessary to send a student out of a lesson if their behaviour is unacceptable or affecting the learning of the rest of the class. This is viewed as a serious incident that needs reporting.

The Head of School will act on all notifications or reports regarding wellbeing or welfare in partnership with the concerned teacher. Restorative conferences may be held with the student, teacher and Head of School. If appropriate, a lunchtime referral will be issued. Parents are notified of any referrals being issued with an email via SEQTA. If more than one discipline related welfare concern is made in regards to an individual student in one day, a phone call to alert the student's parent or guardian will be made. In the initial instance the concerned teacher will organise this phone call. Serious concerns need to be followed up with the Head of School in a timely manner.

Parents will be notified of frequent incidents by phone or email by class teachers or the Head of School. As much as possible, the classroom teacher is encouraged to follow up and support the restorative conferences for the students in their classes.

MIDDLE/SENIOR SCHOOL STUDENT MANAGEMENT PROCESS

	Student Actions	Staff Actions
Teacher Managed Minor infractions, which impede the learning process, orderly procedures or interfere with the systematic College operations.		
Level 1	<ul style="list-style-type: none">• Disrupting others;• Thoughtlessly / carelessly upsetting others;• Chatting / not listening;• Not settling / being off task;• Reluctance to work;• Wandering about;• Rocking on chairs;• In classroom before the teacher, or during recess or lunchtime without permission;• Out-of-bounds;• Dropping rubbish;	<ul style="list-style-type: none">• Restorative informal discussion;• Verbal warning;• Reprimand;• Verbal apology;• Reinforce expectations;• Quiet word;• Praise positive behaviour;• Give time limit for task;• Redirects. <p>These behaviours can constitute a disruptive behaviour and count as a behaviour 'incident'.</p>

	<ul style="list-style-type: none"> • Unprepared for class; • Homework not completed; • Chewing gum; • Deliberate time wasting; • Taking others property / hiding things; • Affectionate physical contact. 	
Teacher Managed – Referral Teacher Managed Infractions which impede the educational climate of the College or which impact College operations and public image. Individual teachers may need support to manage the behaviours.		
Level 2	<ul style="list-style-type: none"> • Consistent Level 1 behaviour; • Inappropriate / bad language; • Rude behaviour, put down; • Damaging property; • Ongoing purposeful disruption; • Misuse of equipment; • Deliberately upsetting others; • Answering back; • Defiant / challenging to adult; • Leaving classroom or activity without permission; • Failure to serve detention; • Consistent inappropriate uniform; • Unexcused absences / truancy. 	<ul style="list-style-type: none"> • Restorative informal discussion; • Impromptu conference; • The student may be moved to another desk, or isolated within the classroom to break the cycle of behaviour; • Buddy Class and / or Referral • Notification to parents; • Letter of apology; • Reinforce appropriate behaviour and why behaviour is inappropriate; • Take work home; • SEQTA Entry.
Head of School Managed Infractions directed against persons and/or their property, including that of staff and College, or violation of any existing law.		
Level 3	<ul style="list-style-type: none"> • Consistent Level 2 behaviour; • Swearing at another; • Consistent answering back; • Bullying behaviour verbal or physical; • Deliberate damage to property / vandalism; • Threatening / abusive behaviour; • Racist or sexist behaviour; • Hurting others deliberately; • Lying with serious consequences; • Forgery of notes, signatures and lies; • Giving false information; • Academic dishonesty. 	<ul style="list-style-type: none"> • Phone parents; • Send home a letter; • See parent on a regular basis; • Work sent home; • Head of School will issue an internal suspension; • Re-entry meeting with student present • Consider the appropriateness of a Behaviour Plan; • SEQTA Entry.
Principal Managed in Partnership with the Head of School Established pattern of risky behaviour, which is violent or harmful toward another person or property or their wellbeing, or actions which pose a threat to the safety of others in the College.		
Level 4	<ul style="list-style-type: none"> • Consistent Level 3 behaviour; • Frequent and deliberate upsetting/harming of others; • Abusive / threatening behaviour to adults; 	<ul style="list-style-type: none"> • Formal conference or parenting conference; • Parent to come in immediately or as soon as practical;

	<ul style="list-style-type: none"> • Repeated personalised swearing; • Consistent bullying; • Violent behaviour, physical disruption / endangering others e.g. throwing chair; • Leaving College grounds without permission; • Breaching health and safety rules such as not following evacuation procedures, playing with fire extinguishers and setting off false alarms. 	<ul style="list-style-type: none"> • Parents to meet with Head of School and/or Principal; • Consider removing child from learning space or College premises; • Head of School to consider a Behaviour Contract; • Consider external suspension; • SEQTA Entry.
Principal Managed Infractions which hurt the health and safety of the child, have a legal bearing, impede the success of the College and impact on College image.		
Level 5	<ul style="list-style-type: none"> • As Level 4 despite action taken; • Extreme violence towards others; • Drug related incident; • Serious vandalism; • Consistent and absolute refusal to co-operate; • Persistent failure to change behaviour. 	<ul style="list-style-type: none"> • Formal Conference or Parent Conference; • Principal to formalise external suspension and / or expulsion; • SEQTA Entry.

Restorative Informal Discussions

The following can be discussed in a restorative information discussion:

- Tell me what happened.
- What were you thinking at the time?
- Who did this affect?
- What do you think about it now?
- What do you need to do about it?
- How can we make sure this doesn't happen again?

The aim is to get the student to acknowledge wrong and to agree on a consequence. The consequence is likely to be:

- Apologise, commit and get on with it.
- Agree to some form of 'fix it'.

If the student does not commit to undertake this restorative action, refer to the Head of School who will follow-up.

If the student does not engage in the informal discussion either:

- Accept back into class if the student can commit to co-operate and then refer to the Head of School for follow-up; or
- Document the incident if the student cannot agree to co-operate and further implement classroom behaviour management strategies.

Incidents should not immediately lead to an informal restorative discussion. Use relaxed and not so relaxed vigilance strategies.

An informal restorative discussion does not have to happen right there and then. The teacher may request for the student to remain behind for the discussion.

If the student does not comply OR continues to behave inappropriately, refer to the Head of School who will follow-up on the incident. You may, however, choose to follow the above process a few times as it may take several interventions to change some habits.

Record conversations in SEQTA

When staff are aware of concerns they generally act as soon as possible and plan for reconciliation and improvement. At times the rebuilding and repairing of relationships can take time or it may not go as well as planned. It is important that staff continue to monitor ongoing concerns and parent's feedback.

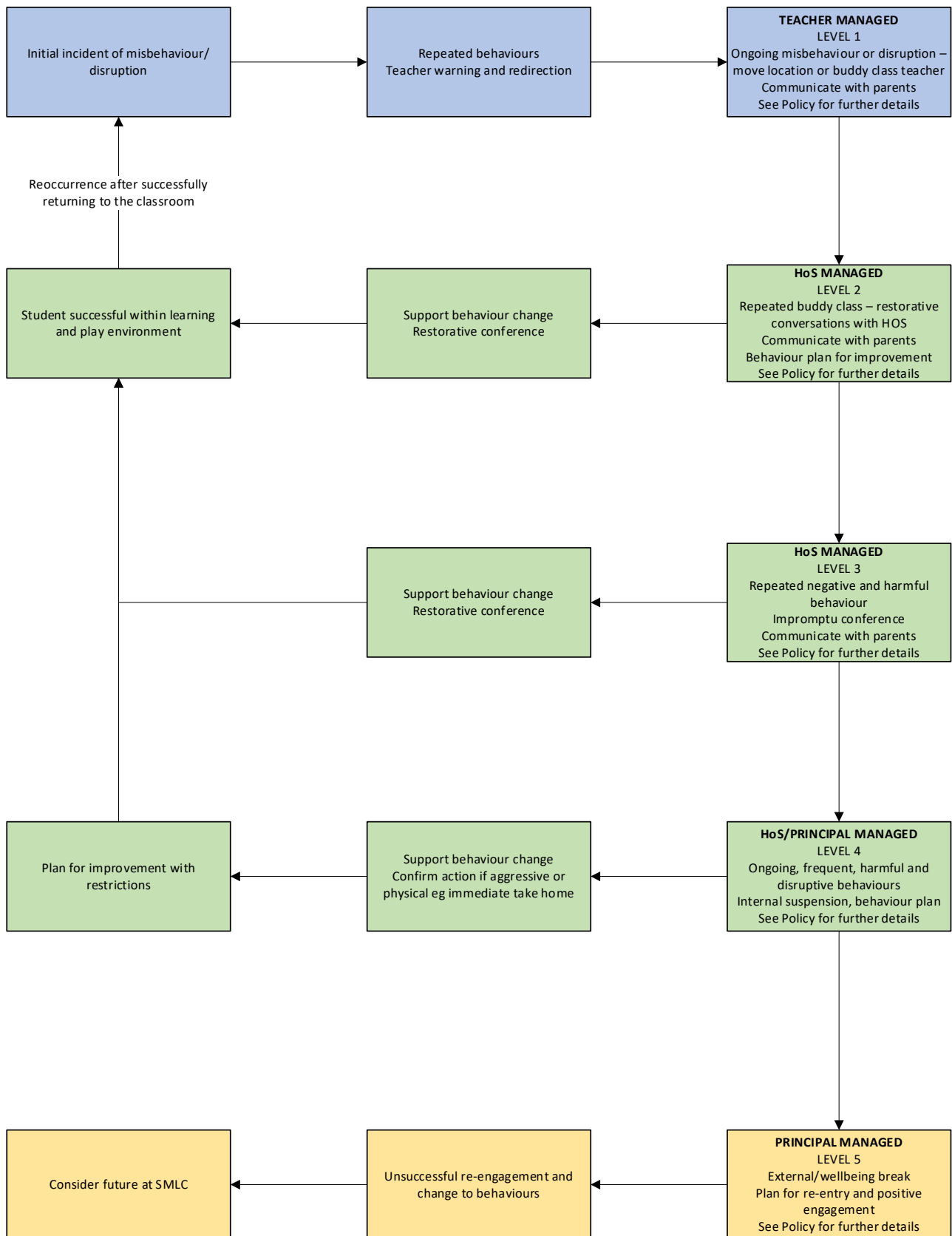
Related Policies

Complaints Handling Policy
Duty of Care (Summary) Policy
Student Code of Conduct
Good Standing Policy

Relevant Legislation

Education and Children's Services Act 2019 (SA)
Education and Children's Service Regulations 2020 (SA)
Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)
Education and Early Childhood Services National Regulations (2011) and amendments (2012) (SA)
Equal Opportunity Act 1984 (SA)
Disability Discrimination Act 1992 (Cwth)
Disability Standards for Education 2005 (Cwth)

Junior School Behaviour Management Flowchart



Middle / Senior School Behaviour Management Flowchart

