



BEHAVIOUR MANAGEMENT POLICY & PROCEDURES

S1

1. Policy Information

Policy title	Behaviour Management Policy & Procedures
Policy number	S1
Classification	Students and Curriculum (S)
Review cycle	3 years
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Next review date	1 March 2024
Approval Authority	Principal
Person/s responsible for policy	Executive

2. Overview

Toongabbie Christian College (the 'College') is a Christian community and we believe that behaviour management works best in the context of relationship and trust. The College implements a variety of procedures for managing student behaviour to ensure safety, wellbeing and happiness of all its students. These include setting boundaries, implementing positive behaviour management strategies and investigation based on procedural fairness. The goal is for students to make positive choices, take responsibility for their behaviour and to develop self-discipline.

The College's approach to relationships is based on biblical precepts which value the individual and the community. The College aims to provide a safe and supportive environment that fosters the social, intellectual, physical, emotional and spiritual wellbeing of students. Our principles and behaviour management practice promote transformative relationships that provide all students the opportunity to succeed. Collaboration between the College staff, students and parents/carers is an important feature of behaviour management. The College, through such partnerships, seeks to develop socially responsible students who are capable of making informed decisions.

Forgiveness and restoration is at the heart of Christianity. In managing student behaviour, the College aims to:

- Foster awareness in the student of how others have been affected.
- Avoid scolding or lecturing, as a student may react defensively and this detracts from the student noticing other's feelings.
- Involve the student actively, as restorative intervention encourages the student to speak. The student faces and listens to those who have been affected by their behavior, where appropriate. The student is held accountable.
- Accept ambiguity, as fault is often unclear and people can agree to accept the ambiguous situation.
- Separate the deed from the doer, as we always accept the worth of a student, their virtues and accomplishments whilst disapproving of their wrongdoing.
- See instances of wrongdoing and conflict as an opportunity for learning, acknowledging that negative incidents can be used constructively to build empathy, compassion and a sense of community in the hope that there is a reduction of negative incidents in the future.
- Have restorative practices that are systemic, not situational. Every attempt on an individual level to use these principles needs to be well supported by the broader system.

The College has an expectation that all teachers manage student behaviours as it arises and where necessary, call on the members of the PLT/SLT for support with management of student behavioural

issues. There are times when behaviour warrants more serious intervention. Early intervention when dealing with behaviour management is always preferred and the College staff are strongly encouraged to be in communication with parents/carers regarding student behaviour and progress.

The implementation of a behaviour management plan for a student will be in accordance with the Procedures outlined in this document. In implementing this Policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

This Policy is to be implemented alongside the College's *Anti-Bullying Policy & Procedures*. This Policy may apply outside of College hours and off College premises, where there is a clear and close connection between the College and the conduct of students.

3. Policy

- 3.1 Behavioural expectations of students will be clearly and regularly communicated to both parents/carers and students.
- 3.2 All students are introduced to the Student Code of Conduct (*Appendix A*) at the beginning of every year, allowing students to understand why each aspect is important and how it is applied in everyday life.
- 3.3 The College will establish and maintain respectful collaborative relationships with parents/carers regarding their child's learning and well-being.
- 3.4 Students will be supported by all staff members to achieve their behavioural expectations within the College policies and procedures and consistent with legislative requirements.
- 3.5 All staff are required to establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- 3.6 Teaching staff will implement teaching strategies to encourage student positive behaviour and engagement as learners and community members by establishing clear expectations with students and address discipline issues promptly, fairly and respectfully.
- 3.7 The College is committed to the safety of children and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to enforce discipline at the College.
- 3.8 The College is committed to the safety of children and has zero tolerance of child abuse. Any related cases will be dealt with in accordance with the College's *Child Protection Policy and Procedures*.
- 3.9 Behaviour management strategies and consequences must be age and stage-appropriate.
- 3.10 Breach of the Student Code of Conduct and/or non-compliance with reasonable expectations of student behaviours may lead to suspension, or in the most serious cases, expulsion from the College.
- 3.11 All parties to a student behaviour issue have a right to confidentiality insofar as permitted by the law.
- 3.12 All investigations of a student behaviour issue must be handled carefully and sensitively with consideration given to the care and support for all associated parties.
- 3.13 All parties to a student behaviour issue have the right to know what has been alleged in sufficient detail for them to respond, and the right to respond.

- 3.14 Independence, objectivity and impartiality during the investigation process must be ensured. All investigations of a student behaviour issue must be in accordance with the stipulated procedures.
- 3.15 Any conflicts of interest, be they actual, potential or perceived, must be identified and managed appropriately to reduce any adverse impacts on an investigation, or on the parties subject to the investigation of a student behaviour issue.

4. Procedures

4.1 General Procedures

- 4.1.1 All instances of student behaviour that require management intervention are to be reported to a relevant College staff member as soon as possible.
- 4.1.2 For any reported student behavioural concern, the College staff member must undertake an initial assessment to determine if the student's behaviour warrants intervention.
- 4.1.3 All instances of student behaviour that require management intervention are to be responded to in accordance with this document.
- 4.1.4 If an initial assessment or investigation substantiates that a student requires behavioural intervention, the intervention must be age and developmentally appropriate, taking into account any particular needs or adjustments required for the student.
- 4.1.5 To ensure age and stage appropriate strategies are used, the use of specific behaviour strategies and procedures should be determined in the context of the issue. Please refer to *Appendix B and C*.
- 4.1.6 Depending on the nature of the reported student behaviour, management of the concern may be referred to the classroom teacher, the HoJP/HoSP, DoS7-9/DoS10-12, the Deputy Principal and/or the Principal.
- 4.1.7 The relevant College staff member should maintain regular communication with parents/carers regarding student behaviour and progress, appropriate to the individual matter.
- 4.1.8 In the case of serious student misconduct that leads to, or may potentially lead to, criminal charges and/or statutory intervention, the Principal/delegate in accordance with their obligations under the *Crimes Act 1900 (NSW)* and the *Children and Young Persons (Care and Protection) Act 1998 (NSW)* should contact the Police Youth Liaison Officer and/or NSW Police and/or the Department of Communities and Justice, to ensure that investigations are conducted in a coordinated and appropriate manner.
- 4.1.9 In matters that involve statutory agencies, the College must cooperate and follow instructions and/or reasonable guidance provided by the relevant statutory officer for the management of the matter. In such matters, the College may be restricted by the statutory agency in the level of information that it can communicate to the student(s) and/or their parent/carer.
- 4.1.10 Where applicable, any investigative processes undertaken by the College will be in accordance with procedural fairness. This includes:
- 4.1.10.a Assessing any possible conflict of interest between the College staff investigating the matter and the student/s and/or staff involved
 - 4.1.10.b Providing to the student and their parent/carer (where appropriate) details of an allegation relating to a specific matter or incident taking into consideration the importance of maintaining confidentiality of witnesses
 - 4.1.10.c Explaining the process by which the matter will be considered
 - 4.1.10.d Where required, interviewing witnesses and collecting their statements
 - 4.1.10.e Providing the student with an opportunity to respond to the allegations
 - 4.1.10.f Making available to students and parents/carers a copy of this document under which disciplinary action may be taken
 - 4.1.10.g Where appropriate, particularly in serious matters, providing an offer of having a support person at any meetings and/or interviews

- 4.1.10.h Providing information about the College's *Complaints Handling and Grievance Policy & Procedures* in the event a parent/carer is dissatisfied with the process or outcome of the matter.
- 4.1.11 All parties involved in a reported student concern must maintain confidentiality and treat confidential any personal information about students, their families or other persons respectfully.
 - 4.1.11.a Sharing of confidential and personal information with external persons or agencies may only occur within the established guidelines for such communication and in accordance with any relevant legislation relating to the provision of such information.
 - 4.1.11.b The Principal/delegate has discretion to share information with relevant staff to manage student interactions in classrooms, at the College or during excursions.

4.2 Behaviour Management System

- 4.2.1 A student's behaviour may warrant intervention and use of a Behaviour Management System. The system is used for significant and serious incidents or negative patterns of behaviour. The Executive (Deputy Principals and Principal/delegate) are the only staff to make decisions about the imposition of a Behaviour Management System.
- 4.2.2 A student is placed on the Behaviour Management System and given a Behaviour Booklet only after a variety of teacher-related correction strategies have been used and after the HoJP/HoSP or the DoS7-9/DoS10-12 has been informed.
- 4.2.3 The Behaviour Management System Primary (*Appendix D*) and Secondary (*Appendix E*) aims to clearly communicate to parent/carers, students and staff that a student is in the process of correction and is having their behaviour monitored closely.
- 4.2.4 Parents/Carers will be informed, and documented, that the student has been placed onto a Behaviour Management System, and may be required to sign their child's Behaviour Booklet each night. The person responsible for monitoring will ensure appropriate communication with parents/carers throughout the process. A parent/carer interview may be arranged at any point the Behaviour Management System is in place.
- 4.2.5 Persistent behaviour difficulties may result in a student being transferred to a higher level on the Behaviour Management System.
- 4.2.6 Each teacher will be required to sign and comment in a student's Behaviour Booklet, rating both the student's behaviour and work habits.
- 4.2.7 This process may be varied when it is deemed to be in the best interest of the student and will be communicated to the parent/carer.
- 4.2.8 Depending on the nature of concern about a student's behaviour, rather than pursuing a Behaviour Management System, a student may be suspended or expelled from the College.

4.3 Suspension of Students

- 4.3.1 The relevant Executive member has the authority to suspend students from the College.
- 4.3.2 A student may be suspended for the purposes of an investigation in instances where serious allegations have been made, or if the student's presence could compromise the investigation.
- 4.3.3 A student may be suspended where the College has already applied appropriate student management strategies, including in some circumstances a Behaviour Management System, and the goals have not been met and/or the student's behaviour poses an unacceptable risk to either themselves or others.
- 4.3.4 A student may be suspended for serious misconduct where there may be concerns of risk of harm to self or others and for the health, safety and wellbeing of staff or students. Serious Misconduct includes, but is not limited to:
 - 4.3.4.a conduct that is unlawful

- 4.3.4.b physical and/or threat of physical and/or sexual violence where a student and/or a member of the College staff is injured, or where the College assesses the threat of violence as a credible threat to the safety and wellbeing of students, staff and other members of the College community
- 4.3.4.c use or possession of illegal substances, including where the College reasonably suspects that the substance may be an illegal substance, requiring further investigation, including where appropriate, reporting to statutory bodies for confirmation of the confiscated substance
- 4.3.4.d acute or extreme anti-social behaviour such as harassment, use of offensive language or persistent disruption to the learning of others
- 4.3.4.e possession of a prohibited weapon pursuant to the *Weapons Prohibition Act 1998 (NSW)*.
- 4.3.5 The Principal/delegate may decide to impose an internal suspension for a specified period of time. The student will be required to attend the College and complete their work under the supervision of a nominated member of the PLT/SLT. Students who are issued with an in-school suspension may be restricted to participate in extracurricular activities organised by the College, whether on site or off site.
- 4.3.6 In circumstances where the Principal/delegate impose an external suspension, in making arrangements for the student to leave the College, the Principal/delegate should consider all aspects of the College's duty of care to the student.
 - 4.3.6.a Where contact has been made with parents/carers, they are required to make the necessary arrangements for the departure of the student from the College site.
 - 4.3.6.b When no contact can be made with the parents/carers, the student will remain on internal suspension until the end of the school day.
- 4.3.7 The Principal/delegate must ensure there is clear communication between the College, student and parent/carer in relation to the decision to suspend a student. This includes providing the student and parent/carer with a written notification of suspension that must include:
 - 4.3.7.a the date and duration of suspension
 - 4.3.7.b reason for suspension
 - 4.3.7.c expectations regarding study whilst on suspension
 - 4.3.7.d advice to parents/carers that the responsibility for the student whilst they are suspended remains with them
 - 4.3.7.e information concerning the request for review process.
- 4.3.8 In circumstances where the Principal/delegate makes a decision to extend the period of suspension, the College must communicate this in writing to the parents/carers with reasons for and duration of the extended suspension.
- 4.3.9 The College may require the student and their parent/carer to attend a meeting prior to re-entry of the student after their suspension. At this meeting, the College may implement a Behaviour Management System for the purposes of ongoing management of student behaviour.

4.4 Expulsion of Students

- 4.4.1 The relevant Executive member has the authority to make a recommendation regarding the expulsion of a student from the College to the Principal.
- 4.4.2 The decision to expel a student from the College requires ratification from the College Board prior to it being communicated to the student and their parents/carers.
- 4.4.3 Whilst consideration of expulsion will generally only be given after the College has exhausted its Behaviour Management System and suspension processes, there may be serious situations where immediate expulsion is required in order to ensure the safety and wellbeing of others in the College community.
- 4.4.4 A student who is 17 years and older, who is failing to meet education requirements, may be expelled from the College. This will only be done after all efforts to re-engage the student with their coursework has been exhausted. The student and their parents/carers must be provided with documented evidence of the College's

efforts to re-engage the student, including any formal warnings that have been issued.

- 4.4.5 The gravity of the circumstances that exist when consideration is being given to an expulsion are such that particular emphasis must be given to providing an opportunity for the student and parents/carers to respond to the proposed expulsion, prior to a final decision being communicated by the Principal.

4.5 Review of Decision

- 4.5.1 A decision about suspension and exclusion may only be reviewed if parents/carers consider that the correct procedure has not been followed or that an unreasonable decision has been reached.
- 4.5.2 Parents/Carers must be notified of their right to request a review of a particular decision.
- 4.5.3 A request for a review must be made in writing and is to state the grounds on which the review is being based.
- 4.5.4 A request for review should be submitted to the Principal within ten (10) days of receipt of formal communication from the College.
- 4.5.4.a For decisions made by a member of the Executive, with the exception of the Principal, the request for a review will be managed by the Principal.
- 4.5.4.b For decisions made by the Principal, the request for a review will be managed by the Board Chair.
- 4.5.5 In assessing a review, the reviewer may request independent advice and assistance from internal or external agents not directly associated with the matter under review.
- 4.5.6 The College will make every effort to ensure that any request for a review of the decision is responded to promptly, so as to ensure that periods of absence from the College are not unnecessarily prolonged.
- 4.5.7 The outcome of a review must be communicated in writing to the parties, including the specific reasons for reaching the decision.

4.6 College Award System

- 4.6.1 Application of the Primary Award (*Appendix F*) and Secondary Award (*Appendix G*) systems are designed to recognise positive behaviour, attitudes and achievements of students and to foster greater commitment to the Christian service of others.
- 4.6.2 All students have the opportunity to receive awards that are part of the College-wide positive approach to behaviour management. Teachers are encouraged to reward effort over achievement.
- 4.6.3 Certificates can be awarded for any behaviour and achievement that displays a positive approach to learning or to the building of our Christ-centred community, consistent with the College's values.
- 4.6.4 College staff may incorporate an appropriate, fair and transparent tangible reward system in class to use as a form of encouragement for rewarding positive student behaviour.

5. References

- Policy and Procedures prepared by Integro Partners



K-12 STUDENT CODE OF CONDUCT

S1: APPENDIX A

Honour God through Faith and Respect who He is (Faith and Honour) by:

- Acknowledging that the College is a place where Christ is at the centre
- Allowing our words and actions to honour God
- Striving to be a person of integrity, honesty and kindness

Respect and honour each other (Honour) by:

- Respecting the Learning Environment
- Following the directions of staff
- Being punctual
- Respecting others by being helpful, encouraging, courteous and speaking kindly
- Respecting other people's belongings and College property

Serve others (Service) by:

- Respecting individual differences
- Using individual abilities to help others learn
- Being helpful and considering the needs of others
- Contributing to making the College a safe place
- Participating in activities fairly
- Keeping our College clean and tidy

Aim for Excellence and Creativity (Excellence and Creativity) by:

- Doing my personal best in order to develop the abilities that God has given me
- Following the class expectations so that I can maximise my learning opportunities
- Paying attention, being an active listener and contributor
- Trying new things that will challenge me and showing persistence when things are difficult



General Strategies

- Students are introduced to the Student Code of Conduct at the beginning of each year, allowing students to understand why each aspect is important and how it looks in everyday life.
- Students crave authentic interactions, allowing them to know that they are loved and supported. Staff are encouraged to address this through the way they interact with their students.
- Staff introduce behavioural expectations to their class. These are created in consultation with the students. They are usually displayed and reiterated frequently.
- Each class has their own behaviour management system that reflects the teacher's personal style and is reflective of the students in their class. It is important to maintain a positive classroom. Staff are encouraged to reward effort over achievement.
- All students have the opportunity to receive awards that are part of the College-wide positive approach to behaviour management. The details of this system are outlined in *Appendix F*.

Location	Strategies
Classroom	<ul style="list-style-type: none"> • Discussing and establishing class rules and procedures • Careful arrangement of seating and student placement • Well prepared, organised and managed learning activities • Tactical ignoring of behaviour • Reinforcing, reminding, supervising • Conflict resolution strategies • Counsel (on-going with all discipline strategies) • Non-verbal expression of disapproval • Verbal cues (stating child's name, reminding child of required behaviour) • Removal of cause of distraction • Moving student to another place in room • Reprimand • Loss of privileges in class • In-class isolation • Withdrawal from play if in playground • In-class detention • Restitution (cleaning, repairing, apologising) • Parent/Carer involvement (reporting emerging behaviour pattern)
Playground	<ul style="list-style-type: none"> • Tactical ignoring of behaviour • Reinforcing, reminding, supervising • Conflict resolution strategies • Counsel (on-going with all strategies) • Non-verbal expression of disapproval • Verbal cues (stating child's name, reminding child of required behaviour) • Removal of cause of distraction • Moving student to another place in playground • Reprimand • Support from College Chaplain or LSOs • Withdrawal from play • Restitution (cleaning, repairing, apologising) • Parent/Carer involvement (reporting emerging behaviour pattern)
Beyond the Classroom	<p>(For long term behaviour patterns or serious offences – managed by PLT and/or Executive).</p> <ul style="list-style-type: none"> • Counsel • Reflection time • Supervised detention • Behaviour monitoring system • Restitution (cleaning, repairing, apologising)

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| | <ul style="list-style-type: none"> ● Contact with parent/carers, family conference ● In-class time out and playground exclusion ● Behaviour Monitoring Books system ● Suspension ● Expulsion |
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Reflection Time

- Reflection time is a key strategy within the restorative practice. Through reflection, questioning and discussion the student could be led through the following stages:
 - explaining the action/offence/behaviour
 - discussing the error of the behaviour
 - exploring alternative behaviours
 - determining/listing alternative strategies.

Stage Reflection Time/Detentions

- Stage Reflection Times and Detentions are run by the HoJP/HoSP. The duration of Detention would normally be half of a play period. Parents/Carers will receive an email advising them of the reason for the Reflection Time/Detention.

Conflict Resolution

- When dealing with conflict between students, it can be used as an opportunity to develop conflict resolution skills and strategies. It is important that students are modelled and guided through the practices of:
 - active listening, to another's point of view
 - identifying the issue, and then suggesting ways of solving the problem
 - suggesting a resolution, if students have sufficient emotional and cognitive maturity.

Restitution

- Students may be asked to restore an environment or assist in repairing damage they may have created. This may involve cleaning, tidying, replacing or returning items that belong to the College.

Involvement of Parents/Carers

- It is essential that parents/carers be informed of discipline, negative behaviours and/or a developing negative profile. In the event of a serious incident, the parents/carers of any student harmed and the student who is alleged to have caused the harm will be notified immediately.

Behaviour Management Steps

This five-step system, outlined on the following pages, provides a guide to assist students in understanding consequences of behaviour and making choices that foster a positive and safe learning environment. A student outline of the steps are displayed in classrooms. It is recognised that variations to these procedures may be required for students with additional needs.

K-2 Behaviour Management Steps

GREEN	Entry Level – All students begin here
Teacher	Uses multiple tools within their teaching style to engage and manage off-task behaviour.
Student	Responds to teacher instructions and peer prompts to stay on task and manage their own behaviour.
Response	Class level behaviour system (positive).
BLUE	Step 1 – Reminding & Prompting
Teacher	Gives several reminders for the student to follow the teacher’s instructions.
Student	Needs continual reminder within a short period of time.
Response	Class level behaviour system (corrective).
YELLOW	Step 2 – Specific Strategies (Teacher)
Teacher	Provides a consequence for a student who is not responding to expectations and reminders. This will include strategies such as redirection or relocation. The teacher will facilitate a Reflection Time in a timely manner. The teacher will record details in their wellbeing records. Following the consequence, the teacher will implement strategies specific to that student to monitor behaviour, give feedback and assist them in moving to a lower step.
Student	The student receives the consequence and completes a Reflection Time with the teacher. The teacher will notify the parents/carer.
Response	Inclass Reflection Time
ORANGE	Step 3 – Specific Strategies (HoJP)
Teacher	Discuss with HoJP that the student requires a Reflection Time.
Student	Has 10 - 15 minutes away from the playground or College activity during which they complete a Reflection Time with the HoJP.
HoJP	Facilitates a Reflection Time with the student, makes a record and notifies the parents/carers. The HOJP may work with the teacher to help plan for the student. An Orange Book may be used at this step, as required.
Response	HoJP Reflection Time
RED	Step 4 – Behaviour Support
Teacher	Creates a Behaviour Support Plan, in conjunction with the HoJP and DPP to set behaviour goals to assist them in moving to a lower step.
HoJP	Creates a Behaviour Support Plan, in conjunction with the class teacher and DPP to set behaviour goals to assist them in moving to a lower step.
DPP	Creates a Behaviour Support Plan, in conjunction with the class teacher and HoJP to set behaviour goals to assist them in moving to a lower step.
Student	Works within the Behaviour Support Plan under the supervision of the PLT. Additional strategies will be used, as required. Red Book will be used.
Response	Behaviour Support Plan and Red Book

3-6 Behaviour Management Steps

GREEN	Entry Level – All students begin here
Teacher	Uses multiple tools within their teaching style to engage and manage off-task behaviour.
Student	Responds to teacher instructions, peer prompts and uses self-discipline to manage their own behaviour.
Response	Class level behaviour system (positive).
BLUE	Step 1 – Reminding & Prompting
Teacher	Gives several reminders for the student to follow the teacher’s instructions.
Student	Needs continual reminder within a short period of time.
Response	Class level behaviour system (corrective).
YELLOW	Step 2 – Specific Strategies (Teacher)
Teacher	Provides a consequence for a student who is not responding to expectations and reminders. This may include strategies such as redirection or relocation. The teacher will also facilitate a Reflection Time in a timely manner. The teacher will record details in their wellbeing records. Following the consequence, the teacher will implement strategies specific to that student to monitor behaviour, give feedback and assist them in moving to a lower step.
Student	Receives the consequence and completes a Reflection Time with the teacher. The teacher will notify the parents/carers.
Response	In-class Reflection Time.
ORANGE	Step 3 – Specific Strategies (HoSP)
Teacher	Discusses with HoSP that the student requires a Detention.
Student	Has a sustained time away from the playground or College activity during which they serve a Detention with the HoSP.
HoSP	Facilitates a Detention with the student, makes a record and notifies the parents/carers. The HoSP may work with the teacher to help plan for the student. An Orange Book may be used at this step, as required.
Response	HoSP Detention
RED	Step 4 – Behaviour Support
Teacher	Creates a Behaviour Support Plan, in conjunction with the HoSP and DPP to set behaviour goals to assist the student in moving to a lower step.
HoSP	Creates a Behaviour Support Plan, in conjunction with the teacher and DPP to set behaviour goals to assist them in moving to a lower step.
DPP	Creates a Behaviour Support Plan, in conjunction with the teacher and HoSP to set behaviour goals to assist them in moving to a lower step.
Student	Works within the Behaviour Support Plan under the supervision of the PLT. Additional strategies will be used, as required. A Red Book will be used at this step
Response	Behaviour Support Plan and Red Book

Consequences for Specific Behaviours

General Behaviour	Possible Behaviours	Possible Strategies
Minor	<ul style="list-style-type: none"> ● Disrespectful, ill-mannered and/or inappropriate words or actions ● Not completing work to teacher expectations ● Disruption to class activities or lessons ● Late for class after Recess or Lunch ● Venturing into out of bounds areas of playground or College buildings ● Not following expectations for use of technology and other resources ● Gossiping and intentional exclusion of others 	<ul style="list-style-type: none"> ● These behaviours fall within the framework of the Behaviour Steps.
Significant	<ul style="list-style-type: none"> ● Deliberate injury to others (minor) ● Endangering the safety of others through own actions, neglect or irresponsibility ● Use of degrading, insulting, demoralising or hurtful words or actions, including blaspheming ● Repeated disobedient or disrespectful behaviour towards a staff or community member ● Disobedient or disrespectful behaviour towards coaches or referees ● Theft or deliberate damaging of College or others' property ● Repeated dishonesty or concealing the truth ● Minor breaches to the Cybersafety Policy ● Repeated escalation to the Orange Step of the Behavior Steps ● Repeated behaviours at the minor level 	<ul style="list-style-type: none"> ● Stage Reflection Time/Detention ● Counsel ● Parents/Carers informed ● Referral to DPP ● Behaviour Monitoring System ● In-school suspension ● Restitution ● Conflict resolution and restoration
Serious	<ul style="list-style-type: none"> ● Deliberate injury to others (serious) ● Physical fighting ● Bullying/Cyberbullying ● Repeated stealing or damage of property ● Indecent/offensive behaviour ● Continued disobedience or defiance of a staff or community member ● Ongoing disruptive behaviour which affects the learning and wellbeing of others ● Inappropriate physical contact with others ● Intimidation (physical or verbal) ● Bringing the College into disrepute ● Student has not responded to all attempts to help remedy an ongoing pattern of behaviour ● Major breaches to the Cybersafety Policy ● Repeated behaviour at the significant level 	<ul style="list-style-type: none"> ● Counsel ● Restitution ● In-school suspension ● Discussion with parent/carers ● Conflict resolution and restoration ● Behaviour Monitoring System - overseen by DPP or PLT ● Referral to Principal ● Suspension ● Recommendation of expulsion to College Board
Major	<ul style="list-style-type: none"> ● Significant incidents relating to Child Protection ● Incidents which endanger community safety ● Possession of weapons or illicit substances ● Significant physical violence ● Repeated behaviour at the serious level 	<ul style="list-style-type: none"> ● Immediate Principal referral ● Contact College Board & Police, as required



SECONDARY BEHAVIOUR STRATEGIES

S1: APPENDIX C

Behaviour Management Strategies

The following behaviour management strategies could be used for behavioural issues. In keeping with the College's partnership model, it is essential that parents/carers be informed and become involved in affirmation and correction. A phone call, a diary note or an email may be used. Meetings with parents/carers can help arrange future strategies on which to work together.

They are arranged as a flexible hierarchy and may be adjusted to suit a particular circumstance.

Strategy	Process
Teaching and Learning	<ul style="list-style-type: none"> Teachers should use various classroom management strategies to ensure learning occurs in a safe and respectful classroom. Teachers should ensure their lessons are engaging and paced for the students of the class, taking into account various identified individualised needs of the students referring to IEPs and Management Plans of students.
Time Out Card	<ul style="list-style-type: none"> A student may be given a Time Out Card as a strategy to assist in self regulation of behaviour. The Time Out card to be given to students at the discretion of the DoS7-9/DoS10-12. If a student presents their Time Out Card to the classroom teacher to go to G5, the teacher must allow that student (accompanied by another student or staff member) to use it. Any concerns the teacher may have over the use of the Time Out Card should be directed to the DoS7-9/DoS10-12 in a timely manner after the class. The Time Out Card is not a disciplinary action but rather a pro-active tool to use before any possible escalation of behaviour
Teacher Warning	<ul style="list-style-type: none"> Explaining to the student the appropriate behaviour and likely consequence. Follow the restorative practices approach.
Moving a student in class	<ul style="list-style-type: none"> Movement of student to another desk in the classroom.
Lunchtime Detention	<ul style="list-style-type: none"> Staying in at lunchtime to do work or simply being detained. A student is not permitted to have detention for more than half of lunchtime on the same day. Failure to attend a lunch detention without an adequate reason will lead to an after-school detention. The DoS7-9/DoS10-12 will monitor students who fail to attend lunch detentions.
Sending the student to the HoF	<ul style="list-style-type: none"> If a student needs to be removed from class, the student must be sent to the HoF with their Diary and work and accompanied by another student. Locating the HoF or DoS7-9/DoS10-12 can be done through Sentral. If the HoF cannot be located, the teacher may send the student to any available HoF or to the other DoS. A phone call to the HoF's room should be made to alert them of the student being sent. The HoF will then discuss the matter with the classroom teacher.
Playground Exclusion	<ul style="list-style-type: none"> Students withdrawn from the playground at either recess or lunch or both as a consequence for continued misbehaviour. Parents/Carers and students are informed of this occurring prior to its commencement. Students are then kept in a quiet space during these break times and are allowed to have their lunch and go to the bathroom as required. This will be primarily arranged by the DoS7-9/DoS10-12.
After School Detentions	<ul style="list-style-type: none"> Supervised by the teacher ordering the detention. Parent/Carer notification is necessary. A student cannot normally serve a behaviour detention and a work detention on the same day. The HoF must countersign the note.

- Behaviour detentions are on Wednesday afternoon for thirty minutes or sixty minutes. These are issued by the HoF or the DoS7-9/DoS10-12. Written notice must be given at least 48 hours prior to a detention being served.

Conflict Resolution

- When dealing with conflict between students, it can be used as an opportunity to develop conflict resolution skills and strategies. It is important that students are modelled and guided through the practices of:
 - active listening, to another's point of view
 - identifying the issue, and then suggesting ways of solving the problem
 - identifying possible resolution actions

Restitution

- Students may be asked to restore an environment or assist in repairing damage they may have created. This may involve cleaning, tidying, replacing or returning items that belong to the College.

Consequences for Specific Behaviours - Secondary

General Behaviour	Possible Behaviours	Possible Strategies
Minor	<ul style="list-style-type: none"> ● Disrespectful, ill-mannered and/or inappropriate words or actions ● Not completing work to teacher expectations ● Disruption to class activities or lessons ● Late for class after Recess or Lunch ● Venturing into out of bounds areas of playground or College buildings ● Not following expectations for use of technology and other resources ● Gossiping and intentional exclusion of others 	<ul style="list-style-type: none"> ● Review of classroom management strategies used by the teacher ● Referral to HoF if pattern of behaviour continues ● Referral to DoS7-9/DoS10-12 if pattern of behaviour continues or if there are concerns for student wellbeing
Significant	<ul style="list-style-type: none"> ● Deliberate injury to others (minors) ● Endangering the safety of others through own actions, neglect or irresponsibility ● Use of degrading, insulting, demoralising or hurtful words or actions, including blaspheming ● Repeated disobedient or disrespectful behaviour towards a staff or community member ● Disobedient or disrespectful behaviour towards coaches or referees ● Theft or deliberate damaging of College or others' property ● Repeated dishonesty or concealing the truth ● Minor breaches to the Cybersafety Policy ● Repeated behaviours at the minor level 	<ul style="list-style-type: none"> ● Interview/investigation process by relevant DoS ● Counsel provided ● Parents/Carers informed ● Referral to DPS ● Behaviour Monitoring System ● Playground exclusion/In-school suspension at the discretion of the DoS7-9/DoS10-12 in consultation with DPS ● Restitution ● Conflict resolution and restoration
Serious	<ul style="list-style-type: none"> ● Deliberate injury to others (serious) ● Physical fighting ● Bullying/Cyberbullying ● Repeated stealing or damage of property ● Indecent/offensive behaviour ● Continued disobedience or defiance of a staff member or community member ● Ongoing disruptive behaviour which affects the learning and wellbeing of others ● Inappropriate physical contact with others ● Intimidation (physical or verbal) 	<ul style="list-style-type: none"> ● Counsel ● Restitution ● In-school suspension ● Discussion with parents/carers ● Conflict resolution and restoration ● Behaviour Monitoring System - overseen by DoS7-9/DoS10-12 ● Referral to Principal ● Suspension

	<ul style="list-style-type: none"> • Bringing the College into disrepute • Student has not responded to all attempts to help remedy an ongoing pattern of behaviour • Major breaches to the Cybersafety Policy • Repeated behaviour at the significant level 	<ul style="list-style-type: none"> • Recommendation of expulsion to College Board
Major	<ul style="list-style-type: none"> • Significant incidents relating to Child Protection • Incidents which endanger community safety • Possession of weapons or illicit substances • Significant physical violence • Repeated behaviour at the serious level 	<ul style="list-style-type: none"> • Immediate Principal referral • Contact College Board & Police, as required

Head of Faculty and Dean of Students Strategies

These include:

- The HoF can place the student on a faculty-based monitoring card if the student has been persistently sent out of class and low-level correction has not led to a change of behaviour. This may include after school detentions and further contact with the parent/carers. If a faculty monitor card is issued, then the HoF will alert the DoS7-9/DoS10-12. The HoF may refer the student to the DoS7-9/DoS10-12 if no improvement is evident in the student's behaviour.
- If a satisfactory modification of behaviour has not occurred, the DoS7-9/DoS10-12 should liaise directly with the DPS.

Academic Referral to Deans of Students

- This may be given to a student and will be issued by the HoF. It is an indication that the student is having difficulty dealing with the responsibilities associated with study in a subject area. Refer to the *Homework Policy* for details.

Behaviour Monitoring Level

- The use of the Secondary Behaviour Monitoring Card (*Appendix E*). If misbehaviour is not generalised, the HoF will be responsible for closer monitoring of the student in an individual teacher's classroom.
- If the behaviour is generalised, the DoS7-9/DoS10-12 will implement the Behaviour Monitoring Card.

HoF/DoS7-9/DoS10-12 Behaviour Management

- Class Withdrawal: A HoF or DoS7-9/10-12 has the authority to withdraw a student from class for up to a fortnight. The DPS would need to be notified and a letter is to be sent home and a phone call made. The HoF or DoS7-9/DoS10-12 will arrange suitable supervision of the student.
- Playground Exclusion: An exclusion from the playground can occur due to breaches of the Code of Conduct. Students will serve this break from the student body but will be given adequate lunch and recess breaks.



PRIMARY BEHAVIOUR MANAGEMENT

S1: APPENDIX D

Monitoring Booklet Level	Reason for Level	Consequences
No Booklet	Every student begins at this level.	Students participate freely in all College activities.
Orange	Monitored by the HoJP/SP at the end of each day.	
Normally 2 weeks	Four Stage Detentions within 10 school weeks As determined by HoJP/SP or DPP	HoJP/SP will set goals with the student and monitors the booklet If the student's progress is deemed unsatisfactory, a review of level will occur.
Red	Monitored by the DPP at the end of each session and break time.	
	After serving an in-school suspension At the end of the Red Book, a student may move to a track-it book to consolidate the behaviours. A student may remain on a Red Book if they have not responded appropriately.	HoJP/SP and DPP will set goals with the student DPP monitors the booklet Loss of privileges, eg excursions, representing the College at sports events, attendance at camps Principal informed Possible referral to Counsellor or Psychologist



SECONDARY BEHAVIOUR MANAGEMENT

S1: APPENDIX E

Monitoring Booklet Level	Reason for Level	Consequences
No Booklet	Every student begins at this level.	Students participate freely in all College activities.
Yellow	Monitored by the DoS7-9/DoS10-12 at the beginning of each day and at lunch.	
Normally 2 weeks	<p>Not responding to measures taken by a range of classroom teachers</p> <p>Disruption to classes, rudeness to teachers</p> <p>Failure to comply with College expectations, eg continual lateness to class, unexplained absences, out of bounds</p> <p>Constantly ill equipped</p> <p>Constant uniform infringements</p>	<p>After using a variety of behaviour management strategies and contact with a parent/carer, a teacher may refer the student to the HoF</p> <p>HoF may refer to the DoS7-9/DoS10-12</p> <p>DoS7-9/DoS10-12 issues and monitors the booklet</p> <p>If the student's progress is deemed unsatisfactory a review of level will occur.</p>
Green	Monitored by the DoS7-9/DoS10-12 at the beginning of each day and at recess and lunch.	
Normally 2 weeks	<p>Failure to comply with Yellow card requirements</p> <p>The student is experiencing problems in a variety of classes or situations</p> <p>Other infringements such as minor vandalism, indecent or offensive language, minor fighting, cheating</p> <p>Failure to improve behaviour</p>	<p>Parent/Carer interview</p> <p>Ten school days on green card</p> <p>Possible exclusion from classes or recess and lunch</p> <p>Possible exclusion from sporting activities and excursions</p> <p>Possible referral to Counsellor or Psychologist</p> <p>DoS7-9/DoS10-12 issues and monitors the booklet</p>
Blue	Monitored every morning and every recess and lunch by the DPS.	
Normally 2 weeks	<p>Failure to comply with Green card requirements</p> <p>Significant class and/or playground disruption</p> <p>Bullying</p> <p>Other infringements of a more serious nature, eg serious fighting, verbal or physical violence, high level vandalism</p> <p>Failure to improve behaviour</p> <p>Offensive language directed to a staff member</p>	<p>Parent/Carer interview with DPS and other staff</p> <p>Ten school days on blue card</p> <p>Loss of privileges, eg excursions, representing the College at sports events, attendance at camps</p> <p>Possible In-school suspension</p> <p>Principal informed</p> <p>Possible referral to Counsellor or Psychologist</p> <p>DPS to issue and monitor the booklet</p> <p>If the student's progress is deemed unsatisfactory, a review of level will occur.</p>
Red	Monitored by the Principal, as organised.	

<p>Normally 2 weeks</p>	<p>Serious bullying Failure to comply with Blue level requirements Little change of behaviour despite significant behaviour intervention A deterioration in behaviour rather than an improvement Affecting progress of other students or teachers within the College Other severe infringements such as: Harassment – sexual, racial, gender, physical and mentally challenged Sexual activity Possession/use of illegal substances such as cigarettes, drugs or alcohol Theft</p>	<p>Student referred to the Principal Ten school days on Red card. Student will be excluded from all classes and/or undergo a short suspension from the College until a parent/carer interview takes place Principal may suspend for a longer period after parent/carer interview Other loss of privileges will apply as at Green and Blue levels. The Principal may recommend expulsion of the student to the College Board. Only this body has the right to expel a student. Principal to issue and monitor the booklet.</p>
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Award Administration:

- Teachers are responsible for recording any Encouragement Awards handed out into Sentral.
- Award tally accumulates from year to year.
- Students who start at the College later than the beginning of Kindergarten will be credited awards in Sentral.
- The Administration of the Awards Module in Sentral will be managed by the HoPO.

First Tier – Encouragement Award

- Students can receive certificates for academic, behavioural or value focused attitudes to learning.
- Teachers are to hand out approximately 5 awards per week during class time.
- Awards will be given for academic progress, improvement and behaviours in line with College Values.

Second Tier – College Merit Certificate

- Students will receive this certificate when they have collected 5 of Encouragement Awards.
- The certificates will be presented by the HoJP/HoSP in an Assembly.

Third Tier – College Ribbon

- Students will receive a Ribbon when they have collected 4 of the Merit Certificates.
- The Ribbon will be presented in a K-6 Assembly with parents/carers invited.

Fourth Tier – College Medal

- Students will receive the medal when they have collected 7 (or equivalent*) of the Ribbon Awards.
- The medals will be presented in a K-6 Assembly with parents/carers invited.

*To be awarded a Medal, students will need to achieve 1 Ribbon Award for each full year they attend TCC.

Crediting Awards

- Students who do not commence at the College in Kindergarten, but join in another year, will be credited with awards so that they are still able to achieve a medal.
- The crediting of awards will be done by the Awards Administrator. Once the awards are credited, the associated merits and ribbons will need to be accepted in the awards nominations. However, students will not receive any of the physical awards, merits or ribbons for credited awards.
- The credits will be as follows, regardless of what point in the year they commence:

Starting Year	Award Credits	Merits to accept	Ribbons to accept
Start in Year 1	20 starting credits	4	1
Start in Year 2	40 starting credits	8	2
Start in Year 3	60 starting credits	12	3
Start in Year 4	80 starting credits	16	4
Start in Year 5	100 starting credits	20	5
Start in Year 6	120 starting credits	24	6



Award Administration:

- Teachers are responsible for recording any Encouragement Certificates handed out into Sentral.
- Award tally accumulates from year to year.
- Students who start at the College later than the beginning of Year 7 will be credited awards in Sentral.
- A staff member will be given the role of the Award Administrator.

First Tier – Encouragement Certificates

- Students can receive certificates for value-focused behaviours and attitudes to learning.

Second Tier - Dean of Students Encouragement Award

- Students will receive this award when they have collected 5 Encouragement Certificates.
- The award is prepared by the Award Administrator and signed by the DoS7-9/DoS10-12.
- The certificates will be presented by the DoS7-9/DoS10-12 at a Chapel or other appropriate time.

Third Tier - Deputy Principal Secondary Encouragement Award

- Students will receive this award when they have collected 4 Dean of Students Awards.
- The award is prepared by the Award Administrator and signed by the DPS.
- The certificates will be presented by the DPS at Assembly.

Fourth Tier - Principal's Award

- Students will receive this award when they have collected 6 Deputy Principal Secondary Encouragement Awards.
- The award is prepared by the Principal's Secretary and signed by the Principal.
- The award will be presented by the Principal at Presentation Night.

Crediting Awards

- Students who do not commence at the College in Year 7, but join in another year, will be credited with awards so that they are still able to achieve a Principal's Award.
- The crediting of awards will be done by the Awards Administrator. Once the awards are credited, the associated Dean of Students and Deputy Principal Secondary awards will need to be accepted in the awards nominations. However, students will not receive any of the physical awards, merits or ribbons for credited awards.
- The credits will be as follows, regardless of what point in the year they commence:

Starting Year	Award Credits	DoS Awards to accept	DPS Awards to accept
Start in Year 8	20 starting credits	4	1
Start in Year 9	40 starting credits	8	2
Start in Year 10	60 starting credits	12	3
Start in Year 11	80 starting credits	16	4
Start in Year 12	100 starting credits	20	5