



Salvado
Catholic College

PEACE. JUSTICE. COMPASSION

*College Positive Behaviour Support Plan
&
Behaviour Management Guidelines*

CONTENTS

Page 3	Purpose, Vision Statement and Core Values
Page 4	Positive Recognition
Page 5 - 6	College Positive Behaviour Plan Expectations & Expectations of Students
Page 7	Student Code of Conduct
Page 8 - 9	Expectations of Staff in the Management of Behaviour Incidences
Page 10 - 12	Description of Sanctions
Page 13	Behaviour Incidences - Management Continuum <i>Level One - Primary</i>
Page 14	Behaviour Incidences - Management Continuum <i>Level Two - Primary</i>
Page 15	Behaviour Incidences - Management Continuum <i>Level Three - Primary</i>
Page 16	Behaviour Incidences - Management Continuum <i>Level Four - Primary</i>
Page 17	Behaviour Incidences - Management Continuum <i>Level One - Secondary</i>
Page 18	Behaviour Incidences - Management Continuum <i>Level Two - Secondary</i>
Page 19 - 20	Behaviour Incidences - Management Continuum <i>Level Three - Secondary</i>
Page 21	Behaviour Incidences - Management Continuum <i>Level Four - Secondary</i>
Page 22	College's Level 3 & 4 Behaviour Violations Management Process Flowchart

PURPOSE

With Jesus Christ as our model at Salvado Catholic College we show **respect** for ourselves and others. We relate to others in a **compassionate** way and promote peace and justice in all that we say and do. We work together to create a **safe** environment for all by taking ownership of our choices and behaviours. The dignity of the human person is upheld at all times.

VISION STATEMENT

Our vision for Salvado Catholic College is to promote a welcoming Catholic community where our students come to grow in their relationship in knowing Jesus.

We strive to promote excellence and develop confident, creative and successful learners who are active and informed citizens in the world in which we live.

We nourish the learning journey of each individual child in a safe environment to help them reach their full potential as engaged learners, developing the skills to work collaboratively and be lifelong learners.

At Salvado Catholic College we show respect for ourselves and respect for others. We relate to others in a compassionate way and promote peace and justice in all that we say and do each day.

CORE VALUES

The core values of Salvado Catholic College are inspired by the life works of our patron, Dom Rosendo Salvado. The motto 'Peace. Justice. Compassion' has been developed from descriptions of Salvado's life and works. The core value of respect underpins all that we do – respect for ourselves and respect for others.

POSITIVE RECOGNITION

Components of Positive Recognition

- Readily available and easy to deliver
- Appropriate to the environment and shared focus on Make Jesus Real philosophy at Salvado Catholic College
- Shared responsibility by all staff including Class & Specialist Teachers, Education Assistants and Leadership Team is powerful and affirming to students.

Positive Behaviour Support Plan expectations are displayed in all Learning Spaces and discussed throughout the year. These expectations will also be discussed and reinforced at whole College events. We also recognise excellence across all settings in relation to the core values of Kindness, Respect and Safety.

Recognition and Rewards

To reinforce positive behaviours as part of the College's Positive Behaviour Support Plan, students can earn 'W.E.S.T.' slips for demonstrating positive behaviours that align with MJR focus across the College grounds. The slips will be awarded at times when students are: **Welcoming**, **Encouraging**, **Saying Sorry** and **Saying Thank You**.

Establishing Positive Relationships & Affirming Positive Behaviour

When working with students it is important to establish positive relationships. Wherever possible, staff should encourage and affirm positive behaviour in students.

Some ways that this can be achieved include:

- greeting students positively
- verbal acknowledgement
- positive comments on work
- provide positive feedback to the student e.g. If you hear they have done well in another area
- recognition outside the learning space e.g. Speaking to students when on yard duty
- communication to parents/carers (phone call or email)
- notes of positive affirmation/commendation sent through SEQTA to parents/carers.

COLLEGE POSITIVE BEHAVIOUR PLAN EXPECTATIONS – PRIMARY

	Kindness	Respect	Safety
Learning Spaces	<ul style="list-style-type: none"> • Take turns • Help others • Share with others 	<ul style="list-style-type: none"> • Look after equipment • Demonstrate active listening • Open the door for others • Use an inside voice • Use kind words • Use your manners • Join in 	<ul style="list-style-type: none"> • Walk at all times • Be considerate of personal space • Help to pack away • Use equipment appropriately
Outdoor Spaces	<ul style="list-style-type: none"> • Ask children on the Buddy Bench if they want to play • Include others in play if they ask • Use your words not your hands • Help those in need 	<ul style="list-style-type: none"> • Use all equipment with care • Show care with all plants and gardens • Take turns • Place rubbish in the bin • Help to pack away all equipment • Line up at the end of play time 	<ul style="list-style-type: none"> • Use all equipment safely • If something is broken let a staff member know • Slip, Slop, Slap • Play safely • Follow the rules of the game • No tackling/contact during sport/play
Walkways	<ul style="list-style-type: none"> • Move around the College grounds quietly • Greet people as you pass them • Help those in need 	<ul style="list-style-type: none"> • Stay on the path • Be aware of others • Put your rubbish in the bin 	<ul style="list-style-type: none"> • Walk at all times • Look where you are going • Sit quietly outside before school or stay with your parents/carers before and after school • Stay in designated areas during recess and lunch
Toilets	<ul style="list-style-type: none"> • Be aware of others' right to privacy 	<ul style="list-style-type: none"> • Use, flush, wash, dry and leave • Wait your turn • Use an inside voice 	<ul style="list-style-type: none"> • Walk at all times • Be waterwise • Keep the floor dry • One student at a time in a toilet cubicle • If there is an issue/mess in a toilet, let a staff member know

EXPECTATIONS OF STUDENTS

Students represent the College at all times when wearing the College uniform. As such, students are expected to behave in a manner that reflects positively upon the College. The positive behaviours outlined in these Guidelines are expected of students at all times when they are wearing the College uniform, whether on the College grounds or otherwise.

Students who act in a manner that has the potential to bring the College into disrepute will be subject to sanctions in accordance with the Management Continuum detailed in these Guidelines.

COLLEGE POSITIVE BEHAVIOUR PLAN EXPECTATIONS - SECONDARY

	Kindness	Respect	Safety
Learning Spaces	<ul style="list-style-type: none"> • Take turns • Help others • Share with others 	<ul style="list-style-type: none"> • Look after equipment • Demonstrate active listening • Open the door for others • Use an inside voice • Use your manners • Join in • Take responsibility for your words/actions 	<ul style="list-style-type: none"> • Walk at all times • Be considerate of personal space • Help to pack away • Use equipment appropriately • Take responsibility for your words/actions
College Grounds	<ul style="list-style-type: none"> • Include others if they ask • Use your words not your hands • Help a friend in need • Move around the College grounds quietly • Greet people as you pass them • Be aware of others' right to privacy/space 	<ul style="list-style-type: none"> • Use all equipment with care • Show care with all plants and gardens • Take turns • Place rubbish in the bin • Help to pack away all equipment • Line up at the end of break times • Stay on the footpath • Be aware of others • Wait your turn • Use an inside voice • Take responsibility for your words/actions 	<ul style="list-style-type: none"> • Use all equipment safely • If something is broken let a staff member know • Slip, Slop, Slap • Play safely • Follow the rules of the game • No tackling/contact during sport/play • Stay in designated areas during recess and lunch • Keep all areas clean • Be waterwise • One student at a time in a toilet cubicle • Take responsibility for your words/actions

EXPECTATIONS OF STUDENTS

Students represent the College at all times when wearing the College uniform. As such, students are expected to behave in a manner that reflects positively upon the College. The positive behaviours outlined in these Guidelines are expected of students at all times when they are wearing the College uniform, whether on the College grounds or otherwise.

Students who act in a manner that has the potential to bring the College into disrepute will be subject to sanctions in accordance with the Management Continuum detailed in these Guidelines.

STUDENT CODE OF CONDUCT

The College's Student Code of Conduct was initially developed in 2019 via a collaborative approach involving all students in Years 3 – 5. Student Code of Conduct workshops were facilitated by College staff over the course of several weeks. The workshops enabled students to exercise their 'student voice' as well as enhance their engagement in learning, and their sense of pride in and belonging to their College community.

During the workshops students worked in small groups to reflect upon and analyse the data that was collected in regard to how students would like to feel when they are at school. Through round table discussions, students worked together to create common definitions for the student-chosen values of *kindness, respect and safety*.

The Student Code of Conduct promotes a sense of belonging, enhancing the feeling that students have been listened to and most importantly, heard.

The Student Code of Conduct was comprehensively reviewed and updated by students and staff in 2021, with updates reflecting the growing student population which now includes students in the Middle School years.



Salvado Catholic College Student Code of Conduct

At SCC we are committed to the values of kindness, respect and responsibility. To us as students these values mean:

KINDNESS

At Salvado Catholic College we are:
Welcoming
Encouraging
We say Sorry and Thank you.
Kindness is caring about the feelings of others, showing fairness and listening to others.

RESPECT

At Salvado Catholic College we will treat others how we would like to be treated, even when it is not easy. We recognise diversity and everyone's uniqueness. We will respect ourselves, other people and their property, as well as the College and its natural environment.

RESPONSIBILITY

At Salvado Catholic College, we will ensure no person's feelings (emotional safety) or body (physical safety) are hurt on purpose. We understand that our words and actions affect others and accept responsibility for what we say and do.

At Salvado Catholic College I can live these values by:

- Following the College rules & expectations.
- Taking responsibility for my actions and how I treat others.
- Looking after myself, others and College property.

EXPECTATIONS OF STAFF IN THE MANAGEMENT OF BEHAVIOUR INCIDENCES

Learning Space / Pastoral Care Group Teacher / Year Level Coordinator

- The pastoral role of the Learning Space/Pastoral Care Group Teacher is to support behaviour management measures in the College, be an empathetic listener and to gain knowledge of matters which may be affecting a student's attitude and performance.
- Show interest in, concern for, and affirm all students within the Learning Space/Pastoral Care Group.
- Monitor and promote positive student behaviour in relation to honesty and class attitudes, punctuality to class, participation in Year group and whole College activities.
- Deal with any behaviour issues that arise in the Learning Space/Pastoral Care Group.
- Follow up in a pastoral role when advised of misbehaviour or poor performance by a student.
- Run a well-ordered Learning Space/Pastoral Care Group where administration tasks are efficiently attended to.
- Oversee the maintenance of appropriate uniform standards amongst students within the Learning Space/Pastoral Care Group.
- Communicate with parents/carers about student achievement and developmental, behavioural and disciplinary issues of students in the Learning Space/Pastoral Care Group.
- Year Level Coordinators (Secondary) to communicate with parents/carers regarding ongoing behavioural and disciplinary issues of students.

All Staff

- Adhere to the College Code of Conduct at all times
- Be prepared, punctual, professional and provide clear expectations
- Establish and maintain control of the class
- Treat students respectfully, consistently and fairly, giving praise and encouragement
- Implement different approaches to modifying behaviour
- When issuing consequences, explain both the reason and desired behaviour to the student and record details on SEQTA
- Make time for reconciliation/restorative practice after incidents
- Be approachable, especially in working through a difficulty with a student
- Focus on the issue rather than the personality of the student
- Seek assistance from the relevant Leadership Team Member if required
- Express concern to parents/carers about behaviour/progress (teaching staff only)
- Ensure Learning Space / Pastoral Care Group Teacher / Year Level Coordinator is kept informed of behaviour/progress
- Ensure Head of Early Years / Junior School / Middle School is informed of patterns of behaviour, repeated behaviour violations or serious behaviour incidences.

Head of Early Years / Junior School / Middle School

One of the most important responsibilities of the Head of Early Years / Junior School / Middle School is to support teachers to ensure that appropriate behaviour is maintained at the College. The Head of Early Years / Junior School / Middle School has a particularly important role in all matters related to student behaviour.

The Role of the Head of Early Years / Junior School / Middle School

- Lead, guide and assist the Learning Space / Pastoral Care Group Teacher / Year Level Coordinator with behaviour management.
- Monitor and promote positive student behaviour in relation to honesty and class attitudes, punctuality to class, participation in year group and whole College activities.
- Oversee the behaviour of students, be aware of behavioural and disciplinary issues in relation to particular students within the year groups they are responsible for.
- Oversee the maintenance of appropriate uniform standards amongst students within the year groups.
- Plan and implement appropriate intervention or take disciplinary action where a student's in-class behaviour is causing concern.
- Communicate closely with parents/carers about student behavioural and disciplinary issues.
- Convene and conduct year level meetings with staff to review the attitudes, behaviour and academic performance of students, and arrange follow up meetings with parents/carers where appropriate.
- Deal with serious disciplinary matters including those that need to be dealt with immediately.
- In consultation with the Principal, initiate time out, detention and suspension of students where warranted.

Principal

The Principal is the person who is ultimately responsible for the discipline and expectations at the College and should be:

- available to promote the College's procedures and practices with class, year and whole College groups
- available for parents/carers, staff and students to review matters of concern when needed
- involved in serious disciplinary matters
- responsible for the Exclusion of a Student for Disciplinary Reasons as per CEWA Student Behaviour Directives.

DESCRIPTION OF SANCTIONS

Reminder/Warning

A simple, non-intrusive, verbal or non-verbal reminder to a student given in a subtle way.

Specific Placement in a Class

If necessary, a student can be directed to sit in a specific seat within the Learning Space.

Phone Call / Email Home

This is a most effective early intervention strategy that enlists the support of parents/carers in meeting students' needs. This needs to be recorded on SEQTA.

Confiscation of Non-Approved Uniform Items or Other Objects

Confiscate non-approved items students are wearing or are in possession of (e.g. mobile phone). These should be clearly labelled and stored for safekeeping. Students may be permitted to collect the confiscated item/s at the end of the day or as otherwise directed.

Behaviour Reflection Sheet (Primary)

A Behaviour Reflection Sheet is given to a student in the primary years at the teacher's discretion when a student is to have time out/detention. The Reflection Sheet is designed to encourage the student to reflect upon their behaviour choices and consider those who have been affected by their choices. The student then reflects on how they can make better choices in the future. The Behaviour Reflection Sheet is to be sent home and signed by the student's parents/carers and then returned to the College.

Behaviour Record Sheet

Behaviour Record Sheet is a form that enables the Learning Space / Pastoral Care Group Teacher / Year Level Coordinator and the Leadership Team to closely monitor the behaviour of a student as a result of particular behaviours needing to be modified. The Behaviour Record Sheet will be taken to all classes and each of the student's teachers are to complete the appropriate section. Strategies to support positive change are agreed upon, implemented and monitored. The Behaviour Record Sheet is to be scanned and sent home for signing by parents/carers once completed by the Learning Space / Pastoral Care Group Teacher. The decision to put in place a Behaviour Record Sheet for a student is made by the Leadership Team.

Time Out (Primary)

At the discretion of the teacher, students are to sit out in a designated area to be supervised by staff during recess and/or lunch (students must always be permitted time during each break to eat, go to the bathroom and have a drink). Duty or Specialist Teacher to inform Class Teacher of time out via SEQTA.

Withdrawal from Class

A teacher, after consultation with a member of the Leadership Team, may withdraw a student from a particular class or set of classes due to their behaviour. In such instances, the class teacher is to set written work for the student to complete. Parents/Carers will be informed of any withdrawal for more than one period for a particular subject.

Lunch Time Detention

Students are to sit out in a designated area to be supervised by staff at lunch (students must always be permitted time during each break to eat, go to the bathroom and have a drink). Teachers should record detentions in SEQTA under the Detentions category and 'Lunch Time Detention' subcategory stating the reason the Detention was issued and 'cc' Class Teacher. Class/PCG Teachers are to monitor the frequency of Lunch Time Detentions and liaise with Year Level Coordinator/Leadership Team regarding College Detention and Loss of Good Standing.

College Detention (Secondary)

A College Detention being issued will result in the student sitting out in a designated area. Teachers should record College Detentions in SEQTA under the 'College Detention' category. Parents/Carers will be informed of a College Detention. The decision to enact a College Detention for a student is made by the Leadership Team / Year Level Coordinator. College Detentions will take place after school hours on a designated day under the supervision of College Teaching Staff.

Good Standing

Good Standing aims to assist students to take responsibility for their words and actions, and achieve to their full potential by meeting the expectations of the College. Good Standing procedures recognise the importance of rewarding all students who maintain high standards of behaviour and commitment to all aspects of the Salvado College community.

In instances where a student loses their Good Standing as a result of repeated behaviours that are in breach of these Guidelines, they will be required to take responsibility for a Loss of Good Standing booklet that they will present to the teacher at the start of each class (including PCG for Middle School students). The teacher will score the student points (out of 5) against certain criteria, with the maximum score for a single day being 35 (30 points per day for Primary students). The booklet will be signed by their parent/carer each night and presented to the Year Coordinator or Head of Junior School / Middle School each morning for review. Loss of Good Standing will result in a student not being able to participate in College events including but not limited to off-site activities and social events.

Students receiving a College Detention during a Loss of Good Standing period will be required to start again from zero on a Loss of Good Standing booklet.

Once the student has attained 350 points (300 points for Primary students) in their booklet, they can then apply to have their Good Standing reinstated. Having Good Standing reinstated will mean the student will be permitted to participate in all College activities again.

Suspension

The decision to enact a Suspension for a student is made by the Leadership Team.

A suspension will be issued if:

- the student has violated the rights of other members of the College community in a wilful or

continual manner

- has seriously compromised their safety or that of others
- has failed to respond to or respect a staff member
- has significantly compromised the reputation of the College
- or has breached the Student Code of Conduct on a regular basis.

Suspensions are of two types:

- *In-school Suspension*

As part of a behaviour support process, a student may be withdrawn from some or all classes for a period of time. Decisions on in-school suspension will be made by a member of the Leadership Team in consultation with the Principal. Students are required to complete schoolwork and a self-reflection exercise during this time.

- *External School Suspension*

This sanction is issued for serious behaviour violations and the decision to suspend a student from school is made by a member of the Leadership Team in consultation with the Principal. Parents/Carers are required to attend an interview with the Principal and another member of the Leadership Team to discuss the student's re-entry plan, and address behaviour expectations and the responsibilities of the student, parents/carers and the College as part of the student's return to school.

In the case of repeated External School Suspensions, refer to the College flowchart for Level 3 & 4 Behaviour Violations Management Process.

Exclusion of a Student for Disciplinary Reasons

The decision to exclude a student from the College must be carefully considered and will only occur in the following circumstances:

1. The nature of the alleged incident is deemed serious to a level that merits action
2. Attempts to address the behaviour/s of concern have been exhausted.

The Principal must seek consultation from the CEWA School Improvement Advisor before proceeding with this course of action as per the process for Exclusion of Students for Disciplinary Reasons (Student Behaviour Directives).

BEHAVIOUR INCIDENCES – MANAGEMENT CONTINUUM

The tables below outline the various levels of violation of the College’s Behaviour Management Guidelines and the appropriate actions that should be taken by staff. The behaviours indicated below are by no means an exhaustive list.

PRIMARY
<p><i>Level 1</i> Type: Minor Violation</p>
<p><i>Recording Method</i> SEQTA</p>
<p><i>Examples of Behaviour (including but not limited to)</i></p> <ul style="list-style-type: none"> • Negative response to teacher direction • Talking while others are talking • Calling out • Unnecessary/disruptive noise making • Running inside • Swinging on chairs • Leaving the Learning Space without staff permission • Running on walkways and through playgrounds and gardens • Breaching playground expectations • Chewing gum • Tackling/side tackling/contact during play • Failing to adhere to College Uniform guidelines
<p><i>Possible Strategies for Management of Student Behaviour / Possible Sanctions</i></p> <ul style="list-style-type: none"> • Verbal warning/reminder of expectations of behaviour – Kindness/Respect/Safety (Student Code of Conduct) • 1, 2, 3 system – 1st warning, 2nd warning 5 minutes sitting out, 3rd warning 10 minutes sitting out. Further warning escalates the behaviour to Level 2 violation. • Redirect and positive reinforcement
<p><i>Staff Action/s to be Taken</i></p> <ul style="list-style-type: none"> • Duty/Specialist Teacher to record on SEQTA and ‘cc’ in Learning Space Teacher • Uniform Guideline breach notification to be sent to parents/carers via SEQTA

PRIMARY

Level 2

Type: Moderate Violation

Recording Method

SEQTA: Pastoral Care Note

Examples of Behaviour (including but not limited to)

- Non-compliance with teacher direction
- Inappropriate language or gestures (including swearing)
- Breach of College ICT User Agreement
- Name calling
- Hurting/injuring others
- Lying
- Cheating
- Unintentional damage to College property/equipment through inappropriate behaviour
- Repeated Level 1 violations (1, 2, 3 system already enacted)

Possible Strategies for Management of Student Behaviour / Possible Sanctions

- Student to complete 'Reflection Sheet' (with assistance from teacher if required)
- Tracking of behaviour to inform practices
- Individual Behaviour Management Plan may be developed in consultation with Leadership Team at the discretion of the Learning Space Teacher & discussed with parents/carers

Staff Action/s to be Taken

- Class/Specialist/Duty Teacher to record in SEQTA (if Specialist/Duty Teacher is recording on SEQTA then they must CC Learning Space Teacher)
- Removal of student iPad for a period of time determined by Leadership Team
- Parents/Carers to be notified by phone by either Learning Space Teacher or Specialist Teacher and recorded on SEQTA
- Reflection Sheet to be uploaded to SEQTA once returned signed by parents/carers
(Completed Reflection Sheet to be scanned before sending home. Parent/Carer signed Reflection Sheet to be uploaded to SEQTA)
- If ongoing/repeated behaviours, SEQTA notes are to be brought to the attention of the Leadership Team and an appropriate response/action discussed and enacted

PRIMARY

Level 3

Type: Serious Violation

Recording Method

SEQTA: Pastoral Care Note

Involvement of Leadership Team

Examples of Behaviour (including but not limited to)

- Hurting/injuring others with intent
- Inappropriate physical contact
- Discrimination of any person in relation to, but not limited to, physical appearance, cultural background or special needs
- Bullying
- Repeated non-compliance with teacher direction
- Deliberate or intentional destruction of College property/equipment or vandalism of College property/equipment
- Mobile phone/use of personal electronic devices during school hours
- Stealing/theft
- Repeated Level 2 violations

Possible Strategies for Management of Student Behaviour / Possible Sanctions

- Individual Behaviour Management Plan may be developed in consultation with Leadership Team and discussed with parents/carers
- Other support plans may be developed at the discretion of the Leadership Team (eg. Escalation Profile, Behaviour Management Plan, Safety Plan)
- Lunch Time Detention
- College Detention
- Loss of Good Standing
- Suspension (Decisions on suspension will be made by a member of the Leadership Team in consultation with the Principal. Students are required to complete schoolwork and a self-reflection exercise during this time).

Staff Action/s to be Taken

- Leadership Team to be notified of the incident in person

PRIMARY

Level 4

Type: Major or Illegal Violation

Recording Method

SEQTA: Pastoral Care Note > Behaviour

Involvement of Leadership Team

Examples of Behaviour (including but not limited to):

- Drug use or possession (real or otherwise)
- Possession of or use of weapon
- Arson
- Bomb Threat
- Assaults or threats
- Extreme property damage/ vandalism
- Cyber bullying or major ICT breach
- Repeated Level 3 violations

Possible Strategies for Management of Student Behaviour / Possible Sanctions

- Any behaviour requiring CEWA/Police intervention - decisions are made in consultation with the Principal and the Executive Director of CEWA

Staff Action/s to be Taken

- Leadership Team to be notified of the incident and consequence at the discretion of the Principal
(Refer to CEWA Exclusion of Students for Disciplinary Reasons Policy)
- Principal to contact parents/carers and arrange an interview
- Principal to report to WA Police as appropriate
- Principal to complete Critical Incident Report as appropriate

SECONDARY

Level 1

Type: Minor Violation

Recording Method

SEQTA

Examples of Behaviour (including but not limited to)

- Negative response to teacher direction
- Talking while others are talking
- Calling out
- Unnecessary/disruptive noise making
- Running inside
- Swinging on chairs
- Leaving the Learning Space without staff permission
- Late to class
- Failing to bring equipment to class
- Chewing gum
- Running on walkways and through playgrounds and gardens
- Failing to adhere to College Uniform guidelines

Possible Strategies for Management of Student Behaviour / Possible Sanctions

- Verbal warning/reminder of expectations of behaviour – Kindness/Respect/Responsibility (Student Code of Conduct)
- Redirect and positive reinforcement
- Lunch Time Detention for repeated level 1 violations

Staff Action/s to be Taken

- Duty/Specialist Teacher to record on SEQTA and 'cc' in PCG Teacher
- PCG / Duty Teacher to record unproductive behaviour in SEQTA and 'cc' Year Level Coordinator of Lunch Time Detentions (if Duty Teacher is recording on SEQTA then they must notify PCG Teacher)
- Uniform Guideline breach notification to be sent to parents/carers via SEQTA

SECONDARY

Level 2

Type: Moderate Violation

Recording Method

SEQTA: Pastoral Care Note > Behaviour

(Teacher to select most appropriate subcategory)

Examples of Behaviour (including but not limited to)

- Non-compliance with teacher direction
- Inappropriate language or gestures (including swearing)
- Breach of College ICT User Agreement
- Name calling
- Hurting/injuring others
- Lying/gossiping/spreading rumours
- Unintentional damage to College property/equipment as a result of inappropriate behaviour
- Repeated lunch time detentions
- Repeated Level 1 violations

Possible Strategies for Management of Student Behaviour / Possible Sanctions

- Lunch Time Detention
- College Detention

Staff Action/s to be Taken

- PCG / Duty Teacher to record unproductive behaviour in SEQTA and 'cc' Year Level Coordinator of Lunch Time Detentions (if Duty Teacher is recording on SEQTA then they must notify PCG Teacher)
- Year Coordinator to monitor the frequency of Lunch Time Detentions
- Parents/Carers to be notified by phone by Teacher (following consultation with Year Coordinator)
- Removal of student iPad for a period of time determined by Leadership Team
- If ongoing/repeated behaviours, SEQTA notes are to be brought to the attention of the Leadership Team in person and an appropriate response/action discussed & enacted.
- In the case of repeated Level 2 violations, the student may be placed on a Behaviour Record Sheet to monitor their behaviour.
(**Note:** the Behaviour Record Sheet is to remain at the College until completed, at which point it will be scanned before being sent home. Parent/Carer signed Behaviour Record Sheet to be uploaded to SEQTA).

SECONDARY

Level 3

Type: Serious Violation

Recording Method

SEQTA: Pastoral Care Note > Behaviour > Subcategory (Teacher to select most appropriate subcategory)

Involvement of Year Level Coordinator and Leadership Team

Examples of Behaviour (including but not limited to):

- Hurting/injuring others with intent
- Inappropriate physical contact
- Discrimination of any person in relation to, but not limited to, physical appearance, cultural background or special needs
- Verbal abuse/intimidation of another person
- Bullying
- Repeated non-compliance with teacher direction
- Deliberate or intentional destruction of College property/equipment or vandalism of College property/equipment
- Mobile phone/use of personal electronic devices during school hours (refer to College's Mobile Phone and Electronic Communication Devices policy)
- Breach of Middle School Assessment and Reporting Guidelines through cheating, collusion or plagiarism
- Truancy
- Stealing/Theft
- Repeated Level 2 violations

Possible Strategies for Management of Student Behaviour / Possible Sanctions

- Individual Support Plan may be developed in consultation with College Psychologist / Leadership Team and discussed with parents/carers (other individual support plans may be developed at the discretion of the Leadership Team)
- In the case of repeated violations, the student may be placed on a Behaviour Record Sheet to monitor their behaviour
(**Note:** the Behaviour Record Sheet is to remain at the College until completed, at which point it will be scanned before being sent home. Parent/Carer signed Behaviour Record Sheet to be uploaded to SEQTA by Year Level Coordinator)
- Lunch Time Detention
- College Detention
- Loss of Good Standing
- Suspension (Decisions on suspension will be made by a member of the Leadership Team in consultation with the Principal. Students are required to complete schoolwork and a self-reflection exercise during this time. Upon returning to the College following an External Suspension a student will be given a Behaviour Record Sheet and/or Loss of Good Standing booklet).

Staff Action/s to be Taken

- PCG / Duty Teacher to record unproductive behaviour in SEQTA and 'cc' Year Level Coordinator of Lunch Time Detentions (if Duty Teacher is recording on SEQTA then they must notify PCG Teacher)
- Year Coordinator to monitor the frequency of Lunch Time Detentions
- Parents/Carers to be notified by phone by Teacher (following consultation with Year Coordinator)
- Leadership Team to be notified of the incident and consequence at the discretion of the Principal
- Following an External School Suspension, parents/carers are required to attend an interview with the student and the Year Level Coordinator and Head of Middle School as part of the student's return to school

SECONDARY

Level 4

Type: Major or Illegal Violation

Recording Method

SEQTA: Pastoral Care Note > Behaviour (Teacher to select most appropriate subcategory)
Involvement of Leadership Team

Examples of Behaviour (including but not limited to):

- Drug use or possession (real or otherwise)
- Possession of or use of a weapon or dangerous object
- Arson
- Possession of explicit material
- Bomb Threat
- Assaults or threats
- Extreme property damage/ vandalism
- Cyber bullying or major ICT breach
- Repeated Level 3 violations

Possible Strategies for Management of Student Behaviour / Possible Sanctions

- Any behaviour requiring CEWA/Police intervention - decisions are made in consultation with the Principal and the Executive Director of CEWA

Staff Action/s to be Taken

- Leadership Team to be notified and consequence at the discretion of the Principal
(Refer to CEWA Exclusion of Students for Disciplinary Reasons Policy)
- Principal to contact parents/carers and arrange an interview
- Principal to report to WA Police as appropriate
- Principal to complete Critical Incident Report as appropriate

**LEVEL 3 & 4 BEHAVIOUR VIOLATIONS
MANAGEMENT PROCESS**

