

Schoolwide Positive Behaviour Policy & Guidelines



OBJECTIVE

St Mary's College Student Conduct Guidelines and Procedures are shaped by our Presentation Values: Respect, Relationships, Responsibility and Resilience and the School Wide Positive Support Behaviour Framework. Presentation Values Certificates are awarded to Prep to Year 12 students in recognition of positive behaviours. Consistency is the key to successful Student Behaviour Support.



Respect



Relationships



Responsibility



Resilience

RATIONALE

The College's Student Behaviour Support strategies encourage self-discipline, responsibility and an awareness of the rights of all people. Behaviour is a form of communication and requires explicit teaching.

It is not reasonable to treat all students in the same way, equity is not equality. Individual circumstances should be considered. Differing circumstances in dealing with any incident include:

- The student's age
- Type of incident (e.g., bullying, as opposed to a minor infringement of class routines)
- Extenuating circumstances

Student management is underpinned by Restorative Practices which seek to restore right relationships and bring about healing. Restorative Practice offers processes that can help all students learn to understand and deal with their own emotions in ways that build stronger relationships.

Key Restorative Practice questions include:

When things go wrong:

- What happened?
- What were you thinking of at the time?
- What have you thought of since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When someone has been hurt:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Practice recognises the needs of the individual and place any dealings with students in the context of developing the whole person to take their place in the community.

Student Behaviour Support at St Mary's College has been formed on the AITSL Standards:

www.aitsl.edu.au/standards/highly-accomplished

SCOPE

These guidelines and protocols apply to all students at St Mary's College.

Student Behaviour Support

SENIOR SCHOOL

Level 1: All staff

| Possible Behaviours | Possible Responses |
|--|--|
| <ul style="list-style-type: none"> • Non-compliance with the Presentation Values expectations • Disrupting learning • Non-participation in school activities • Refusal to follow teacher instructions • Late to school or class • Non-attendance to Homeroom (THREE times) • Peer conflict • Misuse of technology (hyperlink) • Mobile phone infringement (THREE times) • Uniform infringement (THREE times) | <ul style="list-style-type: none"> • Reaffirm classroom expectations and behaviour support strategies • Reminder of Presentation Values • Verbal reminders; first, second, third • Student Reflection: following third warning students write a reflection on behaviour • Relocation of student inside or outside of the classroom • Restorative Practice conversation. • Supervised partial loss of lunchtime by teacher • Removal of distracting or harmful items • Environmental Duty • Referral to Lunchtime Restorative Session with DoSS: it is the Teacher responsibility to inform Student, Parent or Carers • Liaise with Homeroom Teacher and House Leader • Communication with Parent or Carer in the form of a phone call, email, SEQTA Notification or note in Student Diary in a timely manner |

Level 2: Pastoral Care Team House Leaders and Transition Coordinator

| Possible Behaviours | Possible Responses |
|---|---|
| <ul style="list-style-type: none"> • Ongoing disregard of Presentation Values expectations • Continued disruption of learning • Refusal to follow teacher instructions • Serious peer conflict • Ongoing uniform infringements • Significant misuse of technology (hyperlink) • Ongoing mobile phone infringements • Persistently late to school or class • Persistent non-attendance to Homeroom • Leaving class or the College without permission | <ul style="list-style-type: none"> • Re-establish of College expectations • Written warning recorded on student record • Re-location of student to a Pastoral Care staff member • Environmental Duty • Cyber Safety Contract • Withdrawal of privileges (e.g. excursion) • Restorative Practice conversation • Lunchtime Restorative Session with DoSS: It is the Teacher responsibility to inform Student, Parent or Carer with a phone call and SEQTA Notification • Internal Suspension • Parent or carer interview with House Leader, Homeroom and/or Subject Teacher • Establish a Behaviour Formation Agreement • Liaise with Director of Senior School |

Level 3: College Leadership Team

| Possible Behaviours | Possible Responses |
|---|---|
| <ul style="list-style-type: none"> • Continuous breach of Presentation Values and College expectations • Significant damage to school and /or personal property • Abusive or violent behaviour towards students or staff • Breaching Harassment or Bullying policies (hyperlink) • Illegal use of technology (hyperlink) • Possession or use of drugs, alcohol, smoking, vaping or e-cigarette implements • Repeated and ongoing absence from the College without permission | <ul style="list-style-type: none"> • Formal meeting between the student, parent or carer and the College • Establish a Behaviour Contract • Internal suspension • External suspension • Meeting with the Principal • Enrolment review |

Refer to the Refocus of Learning Document

College Counsellor accessible at all stages

Record of behaviour including outcomes and actions to be recorded in SEQTA.

Student Behaviour Support

JUNIOR SCHOOL

| Level 1: All Staff | |
|--|--|
| Possible Behaviours | Possible Responses |
| <ul style="list-style-type: none"> • Non-compliance with the Presentation Values • Disrupting learning • Refusal to follow teacher instructions • Peer conflict • Misuse of technology (hyperlink) • Uniform infringement (Uniform policy hyperlink) | <ul style="list-style-type: none"> • Verbal reminder of Presentation Values • Second verbal reminder • Relocation within the classroom • Timeout out of the classroom (monitored) • Partial loss of playtime at lunch (supervised) <ul style="list-style-type: none"> Kindergarten – Year 2: Parent informed as necessary Year 3 – 6: Phone call to Parent/Carer and note in school diary, to be signed by Parent/Carer • For incidents in the playground, duty staff will give TWO reminders. The Class Teacher will be informed. • Establish a Behaviour Formation Agreement |
| Level 2: Director of Junior School/Deputy Director of Junior School | |
| Possible Behaviours | Possible Responses |
| <ul style="list-style-type: none"> • Ongoing non-compliance with Presentation Values in the classroom or playground or other school policies • Ongoing uniform infringements • Continued disruption of learning • Refusal to follow teacher instructions • Ongoing misuse of technology (hyperlink) • Persistent verbal abuse towards other students or staff • Significant damage to school and / or personal property • Serious misbehaviour in the classroom, playground public or during any other school related activity | <ul style="list-style-type: none"> • Reestablishment of expectations • Verbal warning(s) • Student counselled in consultation with the Director of Junior School using the restorative practice guidelines • Communication with parent/carers via phone call within 24 hours • Parent/Carer meeting with Director of Junior School • Individual Behaviour Contract • Timeout supervised by Director of Junior School or Deputy Principal • External suspension • Meeting with Principal, Director of Junior School and parents/carers • Enrolment review |

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Record of behaviour including outcomes and actions to be recorded in SEQTA.

Supporting and Related Documents

- [CET: Response to Unacceptable Student Behaviour Procedure](#)
- [CET: Response to Unacceptable Student Behaviour Policy](#)