



POSITIVE BEHAVIOURS PROCEDURES Students

College Statement	<p><i>Brigidine College Indooroopilly is a Kildare Ministries Independent Catholic Girls Secondary College for students from Year 7 to Year 12. The College is committed to the Brigidine vision of transformation of society through faith and learning. It has a proven record of providing quality and affordable education for the empowerment of young women. The College strives, in the spirit of Brigid, to build a true community of students, parents and teachers, reflecting gospel values. The College motto, Fortiter et Suaviter (Strength and Gentleness) is lived daily in all interactions. There is an emphasis on the individual and the common good in all aspects of College life.</i></p>		
Date Approved	5 November 2021	Owner	Brendan Cahill
Next Review Due	November 2025	Author	Risk and Compliance
Scope	<p>This policy applies to all College Students. This policy applies both on and off campus and covers all College events, including but not limited to functions, excursions and camps. It is recommended that parents/guardians familiarise themselves with this document.</p>		
References	<p>Related Documents as amended from time to time</p> <ul style="list-style-type: none"> • Positive Behaviours Policy – Students • Communications Policy – Students, Parents/Guardians • Enrolment documents and agreements • Mobile Phone Policy • Positive Relationships – Bullying Prevention and Response • Assessment Policy and Processes • <u>Incomplete Homework Process</u> • <u>Complaints Policy and Procedure – Students, Parents/Guardians</u> 		
Contact	office@brigidine.qld.edu.au		

Note: Printed copies are uncontrolled

Positive Behaviours Procedure Students



1. Purpose

The College prides itself on providing a holistic education for young women; combining the spiritual, pastoral, academic, behavioural, physical and cultural dimensions of learning. This holistic approach inspires young women to constructively contribute to the world in which they live.

All students should regard themselves and other persons with dignity and respect and understand the importance of cooperating in a diverse community. In addition, students should respect their own property, the property of others, the property of the College and the environment.

The College aims to identify and communicate what constitutes appropriate behaviours in the College environment. Appropriate behaviours are acknowledged and rewarded in a variety of ways. Where students demonstrate inappropriate behaviours, this Procedure articulates what actions may be taken by the College to ensure that the student changes their behaviour on an ongoing basis.

This Procedure is intended to support the partnership between students, parents/carers and the College in relation to ensuring that students demonstrate the required behaviours of the College.

Student behaviours are to:

- be congruent with the College's mission and values.
- support the effective learning of students.
- support teachers in their teaching endeavours.
- abide by rules, policies, directives, guidelines and procedures of the College and service providers.
- follow reasonable direction given by College endorsed adults including, but not limited to teachers, coaches, other employees, volunteers and service providers.

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2. Values and Expectations

All students are required to demonstrate behaviours which align with the College's mission and values. Examples of these behaviours are below.

Mission and Values	BCI Students Will	Behavioural Expectations
Be faithful to our relationship with God in Jesus Christ	Respect Spirituality	<ul style="list-style-type: none"> - Positively engage with the College ethos - Be respectful of the diversity of spiritual growth - Positively participate in prayer, Religious Education, Mass, liturgy, Patron Days, retreats
Celebrate all that is good with joy and gratitude	Respect and strengthen self and others	<ul style="list-style-type: none"> - Respect and support the College's reputation - Show self-respect - Act with integrity – be honest and reliable - Be courteous and respectful to others - Be positive and kind in communications with others – written, verbal, in person and online - Wear uniform with pride and dignity - Respect own property, the property of others and the College's property - Respect the College's physical environment
Engender a love of learning, hope and a sense of purpose	Respect learning of self and others	<ul style="list-style-type: none"> - Strive for excellence and give your best - Be diligent and responsible about learning - Respect others as they learn - Achieve high attendance - Be punctual to school and classes - Be prepared for learning - Complete homework and assessment - Actively seek to positively participate in College activities held on and off site
Image and practise justice and service	Empower the vulnerable Respect Inclusivity	<ul style="list-style-type: none"> - Allow others to be themselves - Be courageous and stand up against bullying and other negative behaviours - Positively participate in the College Mission and Wellbeing Programs

Note: This is not an exhaustive list of required behaviours, rather it provides examples of the types of behaviours the College expects from students.

3. Roles and Responsibilities

Teachers and College employees, parents/guardians and students are all actively involved in ensuring that students demonstrate behaviours expected of them. Each has a different role to play in the development, demonstration, monitoring and control of student behaviour.

Students

Students have a responsibility to ensure that their behaviours meet College expectations. Where this is not the case, the College shall respond in line with this procedure. Responses may vary depending on the circumstances.

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Teachers

Teachers are responsible for monitoring all student behaviours in and out of the classroom, during class and while on breaks eg lunch. This may be on-campus and/or off-campus and includes camps and excursions and other College sanctioned activities. Teachers will:

- constantly monitor the environment to ensure that students are behaving appropriately.
- recognise positive behaviours if appropriate to do so.
- act as soon as practicable (in line with this Procedure) when inappropriate behaviours are identified.
- escalate behavioural matters to a higher level as required or where student behaviours do not improve.

Where a student displays inappropriate behaviours in class, the classroom teacher shall respond in line with this Procedure. This may also involve the Curriculum Leader if the behaviour escalates.

Where a student displays inappropriate behaviours in multiple classes and/or in a variety of environments, the Pastoral Middle Leader will work with the student, teachers and/or parents/guardians to improve behaviours and meet College expectations.

College Employees

Non-teaching employees may report inappropriate behaviours to teachers.

Parents/Guardians

Parents/Guardians are encouraged to guide students in demonstrating appropriate behaviours as outlined by the College.

Where students do not meet behavioural expectations, parents/guardians are to support the College in its endeavours to ensure that appropriate behaviours are demonstrated. Where necessary, parents/guardians will be notified of the situation regarding their daughter. Refer to Appendix A and Appendix B for further information.

4. Acknowledging Positive Behaviours

Positive behaviour is promoted at the College using a range of strategies. Encouragement is a focus in all aspects of learning and commendations are recorded in SEQTA – Pastoral Notes and communicated to parents/guardians. Recognition for effort and achievement is communicated in the College Newsletter and at House/Year Level/College Assemblies. Home Room Teachers acknowledge contributions, effort, attitude and engagement in Home Room comments on Semester Reports. A range of awards are celebrated at Awards and Acknowledgement Evening and the Spiritus Awards Evening.

5. Review Procedure

Where a student or parent/guardian is dissatisfied with a behaviour management decision made by the College, they may refer to the Complaints Policy – Students, Parents/Guardians for further information.

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6. Glossary

The below glossary provides explanations around words used in the Positive Behaviours Procedures and when certain actions may be taken.

College Counsellors	Students may be referred to the College Counsellors at any time in consultation with the Pastoral Leader and/or the Deputy Principal Pastoral.
Detention	After school detention is a teacher-supervised opportunity to write a detailed reflection on expectations, responsibilities and what changes the student will make to their behaviours. Students may write apologies to those they have wronged during this time. Students can discuss matters with the Pastoral Leader, Curriculum Leader or Deputy Principal Pastoral, and reflect on Social Justice issues in society.
Discipline	Discipline enables the provision of a safe environment that is conducive to learning for all students. It also supports teachers in the effective delivery of the curriculum. Corrective actions and/or interventions should strive to keep students in class, maximise engagement and be restorative in nature.
Disciplinary Action	Various forms of disciplinary action shall be taken by the College, the level of which will be dependent upon the nature of the infraction and/or whether the individual student has a history of breaching College expectations. Disciplinary action may commence at any time at the discretion of the College. Disciplinary action may include, but is not limited to confiscation of items, detention, exclusion from activities, suspension and exclusion from the College. Further detail can be found in the Appendices.
Exclusion	The student has their enrolment at the College permanently withdrawn and is no longer able to attend any College activities as a student of the College. A decision to exclude a student is not taken lightly. Prior to this decision being taken by the College, appropriate behaviour management and/or investigative processes will have been undertaken. As parents/guardians are a key stakeholder in these processes, the decision to exclude the student will not be an unforeseen outcome. No refunds of any monies shall be provided should a student be excluded from the College.
Natural Justice	A process that avoids bias and ensures that procedural fairness is implemented before any consequences are applied. A general process may be as follows: <ul style="list-style-type: none"> • A complainant makes a verbal or written allegation/complaint. The complainant is made aware of processes, policies and potential consequences including of vexatious/malicious allegations. • The allegation is put to the respondent (person against whom the allegation/complaint has been made) and what behavioural expectations this allegation/complaint breaches. The respondent is made aware of processes, policies and potential consequences.

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Glossary Continued

Natural Justice continued	<ul style="list-style-type: none"> • The respondent responds to the allegation/complaint (additional time may be provided for this if required by the circumstances and the level of the allegation/complaint). The College may agree to a support person eg parent/guardian, to be present depending on the circumstances. • If necessary, other evidence is obtained eg witness statements, digital information (to support either complainant or respondent). • A determination is made based on balance of probabilities that the wrongdoing did/did not occur. Both parties are notified and consequences are put in place. • Refer to the Complaints Policy/Procedure – Students, Parents/Guardians if dissatisfied with a decision made by the College.
Police	<p>Criminal offences will be reported to the Police. Parents/Carers will be notified by the College that the Police have been informed.</p>
Positive Thinking Room (PTR)	<p>The student reports to the nominated Positive Thinking Room at lunchtime. During this teacher-supervised time, the student writes a reflection on expectations and responsibilities and what changes they will make to their behaviours. Students may write apologies to those they have wronged during this time and discuss same with Pastoral Leader or Deputy Principal Students.</p>
Restorative Justice	<p>Where it has been established that a wrongdoing has occurred, restorative justice is a process where restoration is made. The aim is to repair the harm done by the inappropriate behaviour. Restorative intervention may be required at any time as determined by the College.</p>
SEQTA	<p>All infringements and conduct that do not meet expectations and responsibilities are recorded in SEQTA – Pastoral Notes within the appropriate category. Commendations to recognise positive behaviours are also recorded in SEQTA – Pastoral Notes.</p>
Student Protection	<p>Student protection concerns will be addressed by the Student Protection Policy Statement, Processes and Guidelines.</p>
Suspension Internal	<p>A part day or full day suspension where the student is removed from usual routines to complete set work. Parents/carers will be notified.</p>
Suspension External	<p>The student is unable to attend the College and/or any College activities for a period determined by the College. Parents/carers will be notified.</p>

Appendix A – Inappropriate Behaviours - Inside the Classroom

The below tables provide examples of inappropriate behaviours and consequences for students who demonstrate these behaviours. This is not an exhaustive list of behaviours or consequences and may be varied by the College depending on the circumstances. The tables are intended to be used in escalating order, however this does not prevent the College from commencing intervention at any level, depending on the circumstances.

Level One – Inside the classroom	
Level 1A Description	Who is Responsible
Initial inadequate conduct in the classroom that does not meet College expectations at a minor level	<ul style="list-style-type: none"> Teacher
Examples Include	
<ul style="list-style-type: none"> Not listening to others Uncooperative behaviour Disrupting class learning Late and/or unprepared for class Disrespecting classroom property Distracting use of technology (including mobile phone) 	<ul style="list-style-type: none"> General discourtesy Uniform infringement Eating/drinking Failure to tidy up Inappropriate language eg swearing General failure to follow College rules
Teacher Actions	
<ul style="list-style-type: none"> Conversation with the student Managed in class using behaviour management and pedagogical strategies 	<ul style="list-style-type: none"> SEQTA Pastoral Note – appropriate category Confiscate mobile phone, jewellery etc
Student Consequences	
<ul style="list-style-type: none"> Conversation with teaching staff Mobile phone confiscated - collect from Principal's office after school 3.10pm 	<ul style="list-style-type: none"> Jewellery confiscated - collect from Pastoral Leader at end of term Other actions as required

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Level One – Inside the classroom	
Level 1B Description	Who is Responsible
A pattern developing of inadequate conduct in the classroom that does not meet College expectations	<ul style="list-style-type: none"> • Teacher • Curriculum Leader
Examples Include	
<ul style="list-style-type: none"> • Not listening to others • Uncooperative behaviour • Disrupting class learning • Late and/or unprepared for class • Disrespecting classroom property • Distracting use of technology (including mobile phone) 	<ul style="list-style-type: none"> • General discourtesy • Uniform infringement • Eating/drinking • Failure to tidy up • Inappropriate language eg swearing • General failure to follow College rules
Teacher Actions	
<ul style="list-style-type: none"> • Conversation with the student • Managed in class using behaviour management and pedagogical strategies • Breaks used to complete work/catch up on lost class time, supervised by teacher 	<ul style="list-style-type: none"> • Curriculum Leader consulted • SEQTA Pastoral Note – appropriate category • Parent/guardian informed • Confiscate mobile phone, jewellery etc
Student Consequences	
<ul style="list-style-type: none"> • Conversation with teaching staff • Breaks used to complete work/catch up on lost class time • Conversation with parent/guardian 	<ul style="list-style-type: none"> • Mobile phone confiscated - collect from Principal's office after school 3.10pm • Jewellery confiscated - collect from Pastoral Leader at end of term • Other actions as required

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Level One – Inside the classroom	
Level 1C Description	Who is Responsible
Repeated inadequate conduct in the classroom that does not meet College expectations	<ul style="list-style-type: none"> • Teacher • Curriculum Leader • Pastoral Leader (if occurs in multiple classes)
Examples Include	
<ul style="list-style-type: none"> • Not listening to others • Uncooperative behaviour • Disrupting class learning • Late and/or unprepared for class • Disrespecting classroom property • Distracting use of technology (including mobile phone) 	<ul style="list-style-type: none"> • General discourtesy • Uniform infringement • Eating/drinking • Failure to tidy up • Inappropriate language eg swearing • General failure to follow College rules
Teacher Actions	
<ul style="list-style-type: none"> • Conversation with the student • Meeting with student, teacher and Curriculum Leader • Meeting with student, appropriate teacher/s, where necessary and Pastoral Leader if occurs in multiple classes 	<ul style="list-style-type: none"> • Behaviour card where appropriate – PML or CML • Parent/guardian informed
Student Consequences	
<ul style="list-style-type: none"> • Meeting with teacher and Curriculum Leader • Meeting with Pastoral Leader if occurs in multiple classes • Apologies to those wronged by the student's acts/omissions 	<ul style="list-style-type: none"> • Conversation with parent/guardian • Other actions as required

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Level One – Inside the classroom	
Level 1D Description	Who is Responsible
No improvement in inadequate conduct in the classroom that does not meet College expectations	<ul style="list-style-type: none"> Curriculum Leader Pastoral Leader (if occurs in multiple classes) Deputy Principal Curriculum or Deputy Principal Students
Examples Include	
<ul style="list-style-type: none"> Not listening to others Uncooperative behaviour Disrupting class learning Late and/or unprepared for class Disrespecting classroom property Distracting use of technology (including mobile phone) 	<ul style="list-style-type: none"> General discourtesy Uniform infringement Eating/drinking Failure to tidy up Inappropriate language eg swearing General failure to follow College rules
Teacher Actions	
<ul style="list-style-type: none"> Meeting with parent/guardian, appropriate Teacher and Curriculum Leader/Deputy Principal Curriculum Meeting with parent/guardian and Pastoral Leader and Deputy Principal Students if occurs in multiple classes 	<ul style="list-style-type: none"> SEQTA Pastoral Note – appropriate category Review student’s written commitment – CML/PML
Student Consequences	
<ul style="list-style-type: none"> Apologies to those wronged by the student’s acts/omissions Conversation with parent/guardian 	<ul style="list-style-type: none"> Commitment to College expectations and responsibilities written by student, including specific actions around how their current behaviours affect others and what changes they will make to their behaviour Other actions as required

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Level Two – Inside the classroom	
Level Two Description	Who is Responsible
Serious act of inadequate conduct that does not meet College expectations	<ul style="list-style-type: none"> Pastoral Leader Deputy Principal Students
Examples Include	
<ul style="list-style-type: none"> Verbal attack Physical attack Harassment 	<ul style="list-style-type: none"> Serious vandalism, graffiti or damage of property Theft of property
Teacher Actions	
<ul style="list-style-type: none"> Meeting with parent/guardian, appropriate Teacher and Pastoral Leader/Deputy Principal Students 	<ul style="list-style-type: none"> SEQTA Pastoral Note – appropriate category Ensure actions are carried out
Student Consequences	
<ul style="list-style-type: none"> Removal from class where necessary Detention to complete work/catch up on lost class time Internal or external suspension if appropriate Meeting with student, parent/guardian, Pastoral Leader/Deputy Principal Students Apologies to those wronged by the student's acts/omissions 	<ul style="list-style-type: none"> Commitment to College expectations and responsibilities written by student, including specific actions around how their current behaviours affect others and what changes they will make to their behaviour Other actions as required

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Level Three – Inside the classroom	
Level Three Description	Who is Responsible
Serious breach of conduct that does not meet College expectations/ brings the school into disrepute	<ul style="list-style-type: none"> Pastoral Leader Deputy Principal Students
Examples Include	
<ul style="list-style-type: none"> Aggressive, threatening, harassing, intimidating, offensive, humiliating and/or defamatory behaviours Serious misuse of technology/social media 	<ul style="list-style-type: none"> Consumption of alcohol, tobacco or unauthorised drugs while in College's care/in uniform Bringing alcohol, tobacco or unauthorised drugs onto College property or function
Teacher Actions	
<ul style="list-style-type: none"> Meeting with student, parent/guardian, appropriate Teacher and Pastoral Leader/Deputy Principal Students Confiscate drugs, alcohol, tobacco, social media tool eg phone Remove student from class if necessary 	<ul style="list-style-type: none"> SEQTA Pastoral Note – appropriate category Police called if required Ensure actions are carried out
Student Consequences	
<ul style="list-style-type: none"> Removal from class where necessary External suspension or exclusion if appropriate Meeting with student, parent/guardian, Deputy Principal Students, Principal Apologies to those wronged by the student's acts/omissions 	<ul style="list-style-type: none"> Commitment to College expectations and responsibilities written by student, including specific actions around how their current behaviours affect others and what changes they will make to their behaviour Possessions removed from the student Police involvement if required Other actions as required

Appendix B – Inappropriate Behaviours - Outside the Classroom

The below tables provide examples of inappropriate behaviours and consequences for students who demonstrate these behaviours. This is not an exhaustive list of behaviours or consequences and may be varied by the College depending on the circumstances. The tables are intended to be used in escalating order, however this does not prevent the College from commencing intervention at any level, depending on the circumstances.

Level One – Outside the classroom	
Level 1A Description	Who is Responsible
Initial inadequate behaviour outside of the classroom that does not meet College expectations and is minor in nature	<ul style="list-style-type: none"> Teacher who identifies the inadequate behaviour Home Room Teacher
Examples Include	
<ul style="list-style-type: none"> Uniform infringement/presentation Mobile phone infringement Unsafe/inappropriate travel behaviours Chewing gum Misuse of property 	<ul style="list-style-type: none"> Unauthorised use of the lift in the Brigid Centre General discourtesy Failure to tidy up after self eg littering Inappropriate language eg swearing General failure to follow College rules
Teacher Actions	
<ul style="list-style-type: none"> Conversation with the student PTR and communicate to student Confiscate mobile phone, jewellery etc 	<ul style="list-style-type: none"> SEQTA Pastoral Note – PTR or appropriate category Ensure other actions undertaken
Student Consequences	
<ul style="list-style-type: none"> Conversation with Teacher Attend PTR Conversation with parents/guardians regarding behaviours 	<ul style="list-style-type: none"> Mobile phone confiscated - collect from Principal's office after school 3.10pm Jewellery confiscated - collect from Pastoral Leader at end of term Other actions as required eg Pick up rubbish at break time

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Level One – Outside the classroom	
Level 1B Description	Who is Responsible
A pattern developing of inadequate personal presentation, misuse of mobile phone, or conduct outside of the classroom that does not meet College expectations	<ul style="list-style-type: none"> • Home Room Teacher • Pastoral Leader
Examples Include	
<ul style="list-style-type: none"> • Uniform infringement/presentation • Mobile phone infringement • Unsafe/inappropriate travel behaviours • Chewing gum • Misuse of property • Unauthorised use of the lift in the Brigid Centre 	<ul style="list-style-type: none"> • General discourtesy • Failure to tidy up after self eg littering • Inappropriate language eg swearing • General failure to follow College rules
Teacher Actions	
<ul style="list-style-type: none"> • Conversation with the student • Parent/Guardian informed • Confiscate mobile phone, jewellery etc 	<ul style="list-style-type: none"> • SEQTA Pastoral Note – PTR or appropriate category • PTR and communicate to student • Ensure other actions are undertaken
Student Consequences	
<ul style="list-style-type: none"> • Conversation with teacher • Attend PTR • Conversation with parents/guardians regarding behaviours 	<ul style="list-style-type: none"> • Mobile phone confiscated - collect from Principal's office after school 3.10pm • Jewellery confiscated - collect from Pastoral Middle Leader at end of term • Other actions as required eg Pick up rubbish at break time

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Level One – Outside the classroom	
Level 1C Description	Who is Responsible
Repeated (3 Positive Thinking Room per term) inadequate personal presentation, misuse of mobile phone, or conduct outside of the classroom that does not meet College expectations or the student does not attend a Positive Thinking Room within two weeks of date given	<ul style="list-style-type: none"> • Home Room Teacher • Pastoral Leader
Examples Include	
<ul style="list-style-type: none"> • Uniform infringement/presentation • Mobile phone infringement • Unsafe/inappropriate travel behaviours • Chewing gum • Misuse of property • Unauthorised use of the lift in the Brigid Centre 	<ul style="list-style-type: none"> • General discourtesy • Failure to tidy up after self eg littering • Inappropriate language eg swearing • General failure to follow College rules
Teacher Actions	
<ul style="list-style-type: none"> • Meeting with student and Pastoral Leader • Parent/Guardian informed • Behaviour card where appropriate - PML 	<ul style="list-style-type: none"> • Confiscate mobile phone, jewellery etc • SEQTA Pastoral Note – Detention category • Ensure actions have occurred eg Detention
Student Consequences	
<ul style="list-style-type: none"> • Meeting with Pastoral Leader • Conversation with parents/guardians regarding behaviours • Afternoon Detention • Collect confiscated mobile from principal's office after school 	<ul style="list-style-type: none"> • Collect confiscated jewellery from Pastoral Middle Leader at end of term • Other actions as required eg Pick up rubbish at break time

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Level One – Outside the classroom	
Level 1D Description	Who is Responsible
No improvement in personal presentation, misuse of mobile phone, or conduct outside of the classroom that does not meet College expectations	<ul style="list-style-type: none"> Pastoral Leader Deputy Principal Students
Examples Include	
<ul style="list-style-type: none"> Uniform infringement/presentation Mobile phone infringement Unsafe/inappropriate travel behaviours Chewing gum Misuse of property Unauthorised use of the lift in the Brigid Centre 	<ul style="list-style-type: none"> General discourtesy Failure to tidy up after self eg littering Inappropriate language eg swearing General failure to follow College rules
Teacher Actions	
<ul style="list-style-type: none"> Meeting with student, parent/guardian, Pastoral Leader and Deputy Principal Students PML- review student’s written commitment 	<ul style="list-style-type: none"> SEQTA Pastoral Note – appropriate category Ensure actions have occurred
Student Consequences	
<ul style="list-style-type: none"> Meeting with parent/guardian, Pastoral Leader and Deputy Principal Students Commitment to College expectations and responsibilities written by student, including specific actions around how their current behaviours affect others and what changes they will make to their behaviour 	<ul style="list-style-type: none"> Other actions as required

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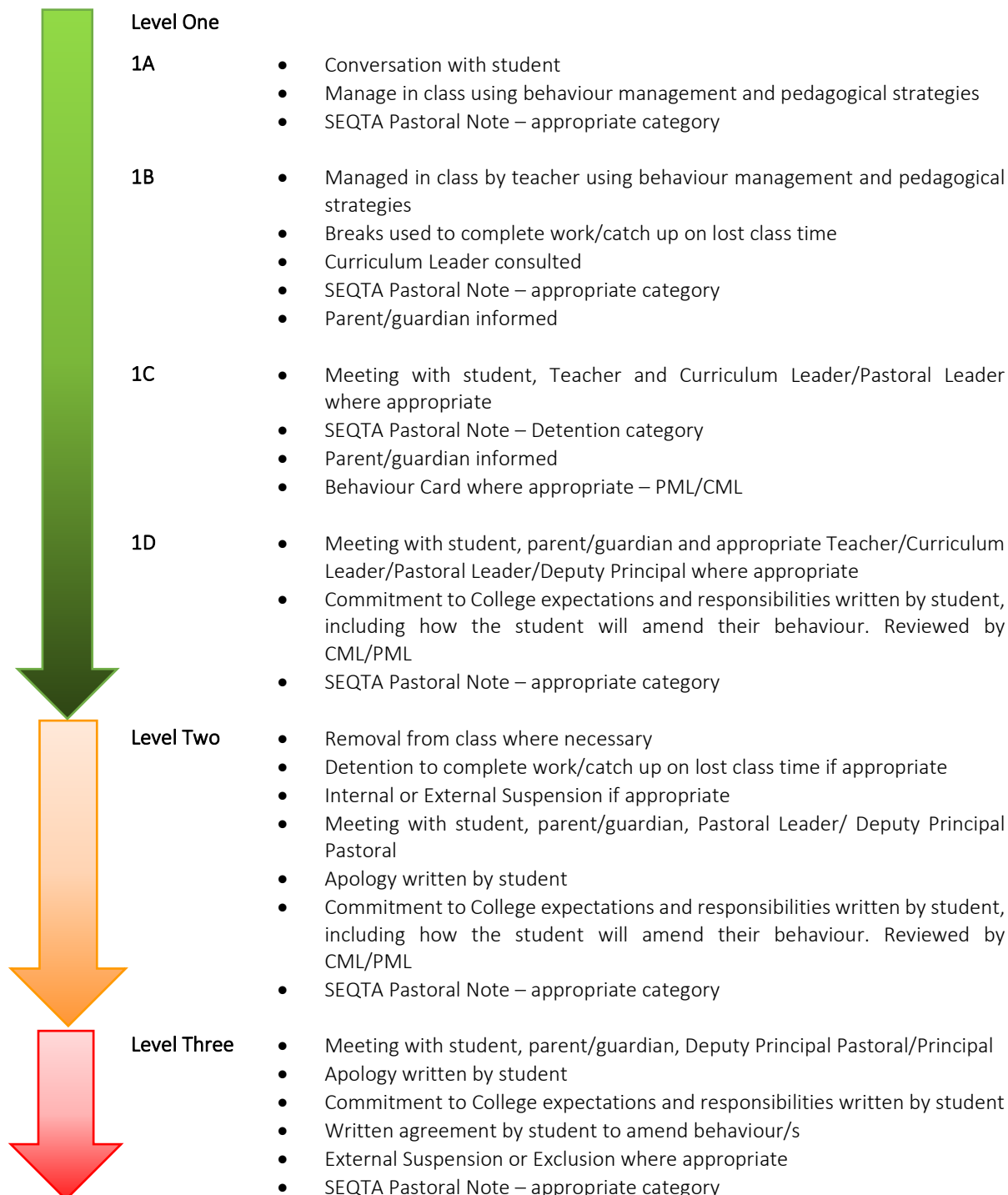
Level Two – Outside the classroom	
Level Two Description	Who is Responsible
Serious act of inadequate conduct that does not meet College expectations	<ul style="list-style-type: none"> Pastoral Leader Deputy Principal Students
Examples Include	
<ul style="list-style-type: none"> Verbal attack Physical attack Harassment 	<ul style="list-style-type: none"> Serious vandalism, graffiti or damage of property Theft of property General failure to follow College rules
Teacher Actions	
<ul style="list-style-type: none"> Meeting with student, parent/guardian, Pastoral Leader and Deputy Principal Pastoral 	<ul style="list-style-type: none"> SEQTA Pastoral Note – appropriate category Ensure actions have occurred
Student Consequences	
<ul style="list-style-type: none"> Meeting with parent/guardian, Pastoral Leader and Deputy Principal Students Commitment to College expectations and responsibilities written by student, including specific actions around how their current behaviours affect others and what changes they will make to their behaviour 	<ul style="list-style-type: none"> Detention if appropriate Internal or external suspension if appropriate Other actions as required

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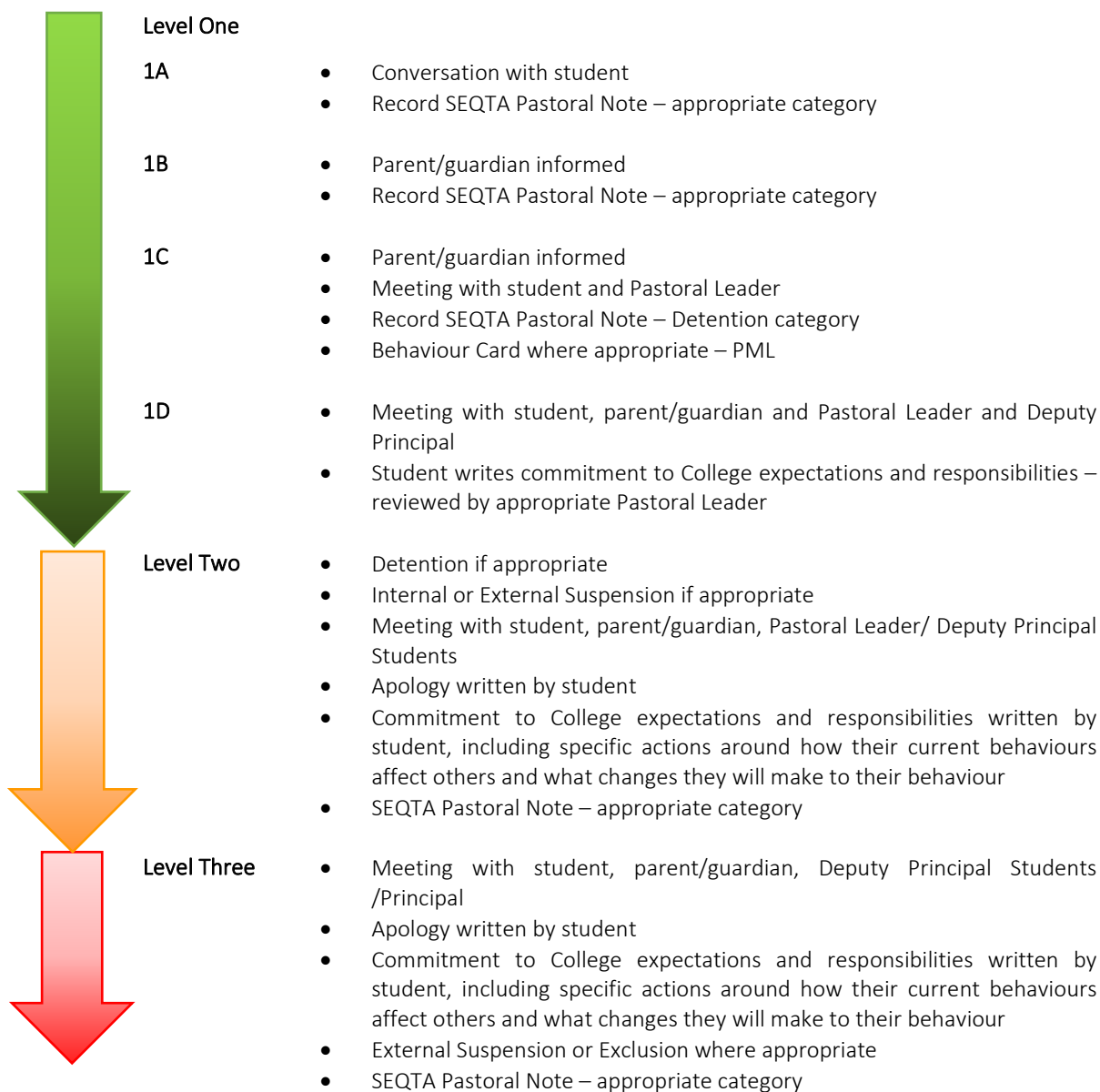
Level Three – Outside the classroom	
Level Three Description	Who is Responsible
<p>Serious breach of conduct that does not meet College expectations and may bring the school into disrepute</p>	<ul style="list-style-type: none"> • Pastoral Leader • Deputy Principal Students • Principal
Examples Include	
<ul style="list-style-type: none"> • Aggressive, threatening, harassing, intimidating, offensive, humiliating and/or defamatory behaviours • Consumption of alcohol, tobacco or unauthorised drugs while in College’s care/in uniform 	<ul style="list-style-type: none"> • Bringing alcohol, tobacco or unauthorised drugs onto College property or function • Serious misuse of technology/social media • General failure to follow College rules
Teacher Actions	
<ul style="list-style-type: none"> • Meeting with student, parent/guardian, Pastoral Leader and Deputy Principal Students, Principal 	<ul style="list-style-type: none"> • SEQTA Pastoral Note – appropriate category • Ensure actions have occurred
Student Consequences	
<ul style="list-style-type: none"> • Meeting with parent/guardian, Pastoral Leader and Deputy Principal Students, Principal • Commitment to College expectations and responsibilities written by student, including specific actions around how their current behaviours affect others and what changes they will make to their behaviour 	<ul style="list-style-type: none"> • Apologies to those wronged by the student’s acts/omissions • External suspension where appropriate • Exclusion where appropriate • Other actions as required

Flow Chart Levels One to Three Inappropriate Behaviour Inside the Classroom - Consequences and Actions



Note: The above flow chart is not a comprehensive list of consequences and/or actions. Variations may occur at College discretion depending on the circumstances. The relevant person (eg teacher/coach) may check-in with the student to monitor how they are progressing. The intention of this is not to put the student under the microscope, rather a way to encourage positive and appropriate behaviours to ensure the student's wellbeing.

Flow Chart Level Two Inappropriate Behaviour Outside the Classroom - Consequences and Actions



Note: The above flow chart is not a comprehensive list of consequences and/or actions. Variations may occur at College discretion depending on the circumstances. The relevant person (eg teacher/coach) may check-in with the student to monitor how they are progressing. The intention of this is not to put the student under the microscope, rather a way to encourage positive and appropriate behaviours to ensure the student’s wellbeing.

End of Procedure