

*Behaviour Management and
Restorative Discipline Policy
- Secondary School*



ST ANDREWS
CHRISTIAN COLLEGE

INSPIRED BY
FAITH

DISTINGUISHED BY
CHARACTER

LEADERS BY
INFLUENCE



Behaviour Management and Restorative Discipline Policy – Secondary School

PREAMBLE

All policy, protocols and procedures flow from the St Andrews Christian College Mission Statement:

“To educate our students so that they are well skilled, understand life on the basis of biblical truth, and are motivated to walk with God and serve Him in their lives, so that they will be a positive Christian influence in the world.”

POLICY DOCUMENT INFORMATION

TITLE:	Behaviour Management and Restorative Discipline Policy – Secondary School
AUTHORS:	St Andrews Christian College on advice from Russell Kennedy Lawyers
ACKNOWLEDGEMENTS:	
PURPOSE:	To provide policy and direction for all the College Community.
RELATED DOCUMENTS:	

KEY DATES

ISSUE DATE:	July 2022
REVIEW DATE:	July 2024 (at least every two years thereafter or more frequently as required)
APPROVAL REQUIRED:	Executive Leadership Team
SIGN OFF DATE:	JULY 2022
IMPLEMENTATION DATE:	JULY 2022



1. RATIONALE

The foundations of behaviour management with a restorative discipline approach flows from:

- a) A desire to see students developed in character and learning to interact with one another in ways that promotes positive, peaceful relationships and thus brings glory to God.
- b) An understanding that personal accountability to God fosters maturity and self-control. (Romans 14:7-12).
- c) A desire to build a community where students are free to achieve their God-given potential.
- d) The biblical principles of grace, mercy, justice, kindness and humility (Micah 6:8) and through this, teaching students the importance of full restoration of relationships, where hurt and offence has occurred.
- e) The outworking of our duty of care to students to ensure that there is a positive, safe environment established that enables effective living, learning and teaching.

2. SCOPE

This policy applies to all staff and students at all times when:

- a) At the College's campus.
- b) Representing the College, including when off campus, or in a digital environment.
- c) Travelling to and from the College, as well as to and from off-site activities.
- d) Otherwise engaging in behaviour that impacts on the school domain.

3. DEFINITION OF RESTORATIVE DISCIPLINE

In the past discipline has been confused with 'the punishment and containment of unwanted behaviour'.

At St Andrews Christian College (the **College**), we seek to understand discipline as a focus on good, healthy relationships. Misbehaviour damages relationship, whether between staff and a student, a student and another student, a student and property or the student and their environment.

Restorative discipline seeks to build and maintain healthy relationships and restore those which are damaged or broken because of misbehaviour.

Restorative discipline is *a process with a goal*; it involves the steps that need to be taken to educate the offending student and to provide justice and affirmation for the offended student, through:

- a) Taking responsibility for the hurt or offence caused (offender).
- b) Apology and remorse (offender).
- c) Forgiveness (victim).
- d) Appropriate consequences (as agreed).



- e) Commitment to positive behaviour and respect (offender).

The focus is on the need to deal with offence and restore relationship. The goal is restored relationship. The outcome will involve a consequence and monitoring to see a genuine change in attitude and behaviour.

Restorative discipline models the Gospel, the change of heart required to truly repent and find forgiveness from God, on the basis of the sacrifice of Jesus. Jesus' death saw Him taking our punishment so that we could be reconciled to God. It also puts into practice the challenge of discipleship: 'forgive each other, as the Lord has forgiven you, so you must also forgive.' (Colossians 3.13).

Restorative Discipline is thus a positive process where the objectives of appropriate attitudes, behaviour, habits and responses are set before the students in order to become obedient disciples of Christ.

4. GUIDING PRINCIPLES

Staff will:

- a) Be guided in what they are seeking to form in students by the Graduate Profile (see Appendix 2), which covers Godly character; excellent relationships; commitment to personal learning; an authentic faith that leads to a desire to serve and exemplary leadership.
- b) Be aware of their authority and the discipline measure available to them.
- c) Maintain accurate, comprehensive, and accessible records.
- d) Make decisions in a timely manner.
- e) Notify students and parents of disciplinary measures taken.
- f) Exercise reasonable discretion.
- g) Work through agreed classroom 'rules' that are established to ensure that students and teachers are safe, engaged and able to learn and teach effectively. Students will know and respect the steps that provide warning of unacceptable behaviour and guidance to more appropriate ways of respecting authority and relating to peers and teaching staff.
- h) Be considerate of the broader context (including but not limited to the student's age, maturity and additional needs).
- i) Refer to The Student Code of Conduct (see Appendix) for guidance to the appropriate responses to student indiscretions.
- j) Be supported through this process by the Year Level Coordinators, the Head of School, the Wellbeing Team and the College Executive Leadership Team (ELT).

Students, parents and staff are responsible for supporting student management at the College.

Staff members are responsible for communicating desirable and acceptable behaviours to students (and also, other staff) through educating and modelling those behaviours, and enforcing the College's policies and procedures. Academic staff members are also responsible for teaching desirable and acceptable behaviours to students in the classroom.



5. AIMS

The College's approach to managing student behaviour is always positive and is underpinned by positive and productive relationships between staff and students.

The College aims to promote positive student behaviour and will:

- a) promote good and positive behaviour and respectful relationships with everyone involved in the College;
- b) communicate to students and staff desirable and acceptable behaviour;
- c) enforce the behavioural standards set out in this policy, and the College's other policies and procedures;
- d) promote self-discipline, self-control and responsibility for behaviour and actions;
- e) educate students about the College's expectations, policies and procedures, including through classroom activities, promotional posters, educational videos, lectures and reflection sheets;
- f) develop a proper regard for authority and respect for staff and other students and their property;
- g) develop student orientated sessions on building respectful relationships, cyberbullying and respect;
- h) ensure staff communicate desirable behaviour and are fair and effective in guiding student behaviour;
- i) remind students of the College's expectations at assemblies, during class time and through announcements to the community;
- j) ensure that everyone understands that corporal punishment is prohibited and is not to be used as a means of discipline;
- k) use physical restraint only in exceptional circumstances where it is required to ensure life safety;
- l) seek to prevent all forms of bullying and harassment among students by developing a strong and open culture, with clear processes for making a complaint and consistent follow-up and application of disciplinary consequences; and
- m) educate staff and students on the principles of restorative discipline with a focus on good relationships, and how to restore those that are damaged by misbehaviour.

6. ACCEPTABLE AND UNACCEPTABLE BEHAVIOURS

Outlined in the table below are examples of behaviours which are acceptable and those which are unacceptable in the school context. The examples are not intended to be exhaustive.

Acceptable	Unacceptable
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<p>Acceptable behaviours include, but are not limited to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Acting as a role model to other students.<input type="checkbox"/> Using positive and affirming language.<input type="checkbox"/> Demonstrating respect in all aspects of communication and interactions with others.<input type="checkbox"/> Treating others in a fair and consistent manner.<input type="checkbox"/> Demonstrating self-discipline.<input type="checkbox"/> Being co-operative and working well with others.	<p>Unacceptable behaviours include, but are not limited to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Bullying.<input type="checkbox"/> Cyberbullying and other inappropriate online behaviours including sharing, posting, liking, upvoting or being a bystander to hurtful content in online applications, groups or forums (eg. Discord, Keek, Snapchat, Facebook, Twitter).<input type="checkbox"/> Inappropriate physical contact (including hitting, kicking, tripping, punching).<input type="checkbox"/> Inappropriate language, gestures or remarks.<input type="checkbox"/> Sexual harassment or discrimination.<input type="checkbox"/> Vaping, smoking or consuming alcohol or illicit substances.<input type="checkbox"/> Vandalism.<input type="checkbox"/> Disobedience or discourtesy.<input type="checkbox"/> Theft.<input type="checkbox"/> Physical or verbal abuse (eg. name calling, insults, teasing).<input type="checkbox"/> Any act, comment or behaviour that has the potential to bring the School's name into disrepute.<input type="checkbox"/> Littering.<input type="checkbox"/> Leaving class without permission, being truant or in an out of bounds area.<input type="checkbox"/> Social rejection.
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7. THE COLLEGE'S APPROACH TO STUDENT BEHAVIOUR MANAGEMENT

St Andrews Christian College is committed to operating by the biblical principles of love, justice, instruction and correction, with an aim to build and sustain positive, caring relationships. All matters of discipline and correction will follow the principles in this policy as a guide, however their application will vary on a case-by-case basis.



Corporal punishment is strictly prohibited at St Andrews Christian College. Behaviour management is guided by the laws and regulations of the state of Victoria and Australian legislation.

When inappropriate behaviour occurs, staff will respond in accordance with this policy.

In determining the severity of a student's behaviour and the appropriate consequence (if any), regard will be had to:

- a) The student's individual circumstances, including any additional needs (whether behavioural, emotional, or medical in nature).
- b) The context.
- c) The student's behavioural history.
- d) The gravity of the action and the ramifications.
- e) The outcome considered to be in the College and the student's best interests.
- f) Any remorse, insight or contrition shown.

The following examples act as suggestions which may be utilised by staff when responding to inappropriate student behaviour:

- a) Encourage positive and affirming language.
- b) Engage in a pastoral conversation with the student about their behaviour.
- c) Provide a student with clear choices about their behaviour and implement logical consequences.
- d) Write a pastoral note in the student's diary.
- e) Refer the student to their Year Level Coordinator or a member of the Executive Leadership Team.
- f) Arrange for a meeting between the School, the student and their parents.
- g) Request that the student apologise for their behaviour.
- h) Removal of student privileges.
- i) Conduct an investigation.

The appropriateness of the measures outlined above will depend on the circumstances.

8. INVESTIGATING STUDENT BEHAVIOUR

The College will initially endeavour to resolve issues informally, where appropriate.

Where the College receives a concern about disrespectful or unacceptable behaviours, the College will aim to provide the student with advice about how to deal with the situation, and implement strategies to reduce the likelihood of further unhealthy relationships.



The College will assess any concerns to determine whether an investigation is required. In making this assessment, the College will consider whether:

- a) A satisfactory means of address is available.
- b) The nature of the complaint, the seriousness, and whether it has been raised with the College previously.
- c) The individual circumstances.
- d) Whether the complaint may involve a criminal allegation, or behaviour of a severity that may result in suspension or expulsion (eg. including but not limited to vaping, consumption of alcohol or drugs, violence or threats of violence, sexual harassment and severe or persistent bullying).

The College will investigate student behavioural concerns in accordance with the principles of procedural fairness.

This will ordinarily involve a discussion with the alleged victim to seek clarity about their concerns, and a discussion regarding their desired outcomes.

When speaking with the other students involved, this will occur during school operating hours (including shortly before or after school), with two staff members present and the comfort of the student considered. The College reserves its right to speak with students about behaviour concerns without their parent(s) present.

This arrangement reflects the College's intention that matters be resolved during school hours and efficiently as possible. Students are able to note their preferred staff member and regard will be had to that preference. However, dependent on the circumstances (for example, where suspension or expulsion is being considered), it may be appropriate for parents to attend as support for their child.

After completing enquiries and considering the available information, the College will then make findings. Where inconsistent accounts are received, it is expected that the College will endeavour to resolve these. Nonetheless, it is open for the College to make findings in "he said/she said scenarios" on the basis of the information available.

9. CONSEQUENCES

Consequences can range from counselling to expulsion, and will be implemented in accordance with this policy. However, the Principal retains ultimate discretion in determining the appropriate consequences (including but not limited to educational, disciplinary and pastoral consequences) in response to inappropriate student behaviour.

Examples of consequences that the College may consider are detailed further below.

In-school discipline

In instances where the College believes disciplinary actions are the most appropriate response to a student's behaviour, staged in-school disciplinary measures can be used. The College may modify these as needed. Whilst these measures take place on school premises, they may occur outside school hours. The College will seek to ensure they are used in a way that is proportionate to the behaviour being addressed.

Withdrawal of privileges

The College can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges that may be withdrawn will vary, however they may include things such as representing the College at inter-school sports or attendance at a school event.



- a) When withdrawing privileges as a disciplinary measure, the College seeks to ensure that:
- b) The withdrawal is time-limited.
- c) The reasons for and period of the withdrawal is clearly communicated to the student.
- d) The student is made aware of the behaviour standards expected in order for the withdrawn privileges to be reinstated.
- e) Consideration is given to the impact on the student's engagement and ability to achieve learning outcomes. For example, where:
 - 1) The withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies will be put in place to maintain student engagement during the withdrawal.
 - 2) Consideration is given to a student's additional needs to ensure that any withdrawal of privileges does not amount to unlawful discrimination. For example, a student with additional needs may require an iPad with a communication application as a reasonable adjustment to enable that student to communicate/participate in class activities. In this circumstance, removal of the iPad as a disciplinary measure is not appropriate.
 - 3) Consideration is given to race, religious belief or activity or other special circumstances to ensure that any withdrawal of privileges does not amount to unlawful discrimination. This includes considering circumstances where the withdrawal of privileges would restrict a student's participation in any cultural activities at the College.

Withdrawal from class

A student may be temporarily removed from regular classroom activities if their behaviour significantly interferes with the rights of other students to learn, the capacity of a teacher to teach, or where it creates a risk of harm to themselves or others.

Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Unless the student is a mature minor parents and carers should be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

Detention

Detention may be an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

The College can require students to attend before or after school detention, however individual circumstances will be taken into account.

During detention, staff may instruct a student to finish schoolwork which has not been completed in regular classroom time as a result of the behaviour, new work or other duties.

The College will:



- a) consider local circumstances when determining what a reasonable time and place for detention entails;
- b) make sure any special conditions relating to the imposition of detention are clearly communicated to the student and their family; and
- c) consider any other special circumstances, including:
 - 1) whether a student has additional needs. For example, a student with additional needs may not understand that the detention is a consequence of their behaviour.
 - 2) where the detention would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents, or where limited travel alternatives for students are available), and if so, whether alternative consequences can be negotiated with parents.

The College seeks to ensure:

- a) that students undertake detention at a reasonable time and place; and
- b) where students are requested to undertake detention outside of school hours:
 - 1) parents or carers are informed at least the day before the detention
 - 2) the length of the detention should not exceed forty-five minutes

After School Detention

Should a student receive 3 detentions in a school term, the Year Level Coordinator may determine that the student serves an after-school detention. An after-school detention may be given if the behaviour is of a more serious nature.

- a) Parents are to be notified of the time and date of the after-school detention.
- b) Students serving an after-school detention are to be supervised by a staff member.
- c) After-school detentions begin at the conclusion of the school day and can be up to an hour as determined by the Year Level Coordinator and/or Head of Secondary.
- d) Students may be asked to complete tasks such as, but not limited to: emptying rubbish bins, cleaning tables, reflection on behaviour and homework.

Suspensions and Expulsion

Suspension or expulsion may occur as a consequence of multiple breaches, or a serious breach, of the School's codes of conduct, policies, procedures, rules, or of the School's Christian ethos, Vision, Mission and Values.

Whether or not a suspension or expulsion should be considered is ultimately a matter for the Principal (or their delegate).

Suspensions and expulsions will be considered in accordance with the principles of procedural fairness. This means:

- a) An unbiased decision maker.
- b) Allowing the student a reasonable opportunity to respond to the College's concerns.



- c) Making contact with the student's parent(s) to outline the College's concerns.
- d) Writing to the student's parent(s) to state the reason(s) that the student may be suspended, or expelled, and providing the parent(s) with an opportunity to respond to that course of action.

A student may be summarily suspended, pending a final decision about whether suspension or expulsion is an appropriate outcome. In this case, a meeting with the student and their parent(s) to review the suspension will be arranged as soon as practicable.

For suspensions, details of the suspension will include an agreed strategy for the return of the student and/or arrangements to meet the Principal (or their delegate) to discuss the conditions under which, if any, the student is permitted to remain at the College.

Decisions by the College to suspend or expel a student will take into account any relevant considerations, including:

- a) The safety of all students, staff and visitors.
- b) The seriousness of the student's conduct.
- c) The response or remorse of the student (if applicable).
- d) The student's prospects for rehabilitation.

Decisions to suspend a student may be made by a member of the College's Executive Leadership Team. Decisions to expel a student may only be made by the Principal.

The College maintains a suspensions and expulsions register on its online management system, which must be updated by a member of the Executive Leadership Team as required. If a student is expelled, a member of the College's Executive Leadership Team must also add an expulsion note to the student's online file.

In-school Suspension

The Section Head or Deputy Principal(s) may suspend the student internally. The duration of the suspension is at the College's discretion.

The in-school suspension will have the following characteristics:

- a) Each day of the suspension, the student's parents will bring them to Reception in the mornings and collect them in the afternoons,
- b) The student will work and have recess and lunch breaks in isolation from other students,
- c) The Head of Secondary or Deputy Principal may provide redemptive counsel and personal reflective tasks during the suspension.

Out-of-School Suspension

The Head of Secondary or Deputy Principal may suspend the student externally. The duration of the suspension is at the College's discretion. Usually, this option will be taken when the College is confident that the student's behaviour poses a risk to the care, safety and wellbeing of the College's other staff and students, or alternatively, that a 'reset period' is appropriate to ensure the student will act in accordance with the College's standards going forward.



The out-of-school suspension will have the following characteristics:

- a) College staff will be asked to provide work for the student as is practicable.
- b) Parents will be encouraged to provide counsel and oversee personal reflective tasks with their child during the suspension.
- c) Depending on the circumstances of the incident(s), the suspended student may be put on a conditional enrolment with conditions in order to remain enrolled at St Andrews Christian College.

Expulsion

The Principal, in consultation with the Deputy Principal(s), is the initiating authority of this stage.

The Board Chairman is to be informed by the College of any expulsions.

At any time, the Principal may suspend or expel a student as deemed necessary. This decision will be made in cases of severe moral transgressions which affect the College community and behaviour that threatens the safety and well-being of other students and/or staff. This may also include serious repeated behavioural offences.

10. APPEALS

A student or their family may seek a review of a decision made under this policy. All requests for review must be made in writing to the Principal, setting out the reasons for the review.

If the Principal has made a decision to expel a student, the Principal's decision may instead be appealed to the Board.

11. COMMUNICATION

Where a student is subject to disciplinary consequences following an investigation, this will be communicated to that students' parents in writing.

Where students are otherwise involved the College will use its discretion in communicating the outcome or steps taken by the College, which will occur on a needs to know basis.

The victim and/or their parents will also be briefed on the actions taken by the College, and the student concerned will be offered support and encouraged to raise any further concerns with the College.

12. RECORDS

Staff are advised to keep written records of any student behaviour management concern. In the event that incident is reported or observed, the written record should outline the name of the complainant, the basis of the concern (in chronological order where possible), relevant dates, and details of those involved. In capturing initial details, staff are to consider the *"who, what, when, where, why, how?"*



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Written records are also to be maintained if a student behavioural concern is investigated by the College. Records can include a range of documents, including records of interview, meetings with parents, internal correspondence with other staff and relevant images or documents that may be obtained during the course of the investigation.

The College's preference is that all records are kept on the College's electronic management system and stored on the relevant student's file. Where hard copy notes are kept, these are either to be scanned or transferred into the College's electronic management system, or stored with the College's paper based files.



APPENDIX 1 —

Detention Response Form

DETENTION RESPONSE FORM		
Name:	Class:	Date:
Outline the event that led to this situation:		
What, if anything, went wrong and why?		
What could have been done instead?		
List the people who may have been affected by this situation:		
What can be done to repair the relationship with the people listed above?		
Set a time for when this is going to be done by:		
Get them to sign here when you have done it:		
Signatures:		
Student		Supervising Teacher
Parents/Comments:		



APPENDIX 2 — *Graduate Response Form*



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GRADUATE PROFILE

Our goal is the formation of students who display these attributes

Godly in Character

We are designed in God's image and fulfil our humanity most when we reflect His characteristics.

Authentic Faith

We are designed to understand that our identity is in Christ and we find fulfillment in life when we put our trust in Him.



Relationally Engaged

We are designed for relationships and to work together in community; working collaboratively with others; treating everyone with dignity and respect.



Giving Glory to God

Leader by Example

We are designed to be a Godly influence in our broken world; displaying courage to stand against injustice; upholding God's truth, love and hope.



Life-Long Learner

We are designed to be creative, curious and critical thinkers; open to ongoing learning about ourselves, others, the world and our Creator.



Desire to Serve

We are designed to serve and help others wherever we are, with the skills and resources we possess.



APPENDIX 3 —

Positive Student Behaviour Plan

This plan is committed to supporting the student on occasions when the behaviour escalates.

Please complete and implement, in conjunction with the Student Behaviour Management Policy.

Student Name:

Year Level:

Start Date:

End Date:

Behaviour Support Team Members

Ensure that all staff are informed of the processes to be followed to achieve a consistent approach.

Home Room Teacher:

Year Level Coordinator:

Wellbeing Coordinator:

The Approach of this Positive Student Behaviour Plan:

<p>Strengths What are [Student Name]’s character strengths?</p>	<p>[Student Name] displays the following character strengths: <input type="checkbox"/></p>
<p>Targeted Behaviours One or two behaviours that are most prevalent and that are to be decreased</p>	<p>This plan targets the following behaviour/s: <input type="checkbox"/></p>
<p>Function What is the function of [Student Name]’s behaviour?</p>	
<p>Signs/Indicators [Student Name]’s expression/body language/statement prior to demonstration of behaviour</p>	<p>This plan will monitor [Student Name]’s expression/body language/behaviours: <input type="checkbox"/></p>



<p>Triggers Are there influences that ‘provoke/activate’ the behaviour?</p>	
<p>Goals – SMART Exactly what replacement behaviour is desired?</p>	<p>Student Goals:</p> <input type="checkbox"/>
<p>College Management Protocols Aimed at Reducing Risk</p>	<p>The following protocols are aimed specifically at managing risk-taking behaviours. Please remember to:</p> <ul style="list-style-type: none"> •
<p>Interventions Aimed specifically at teaching the desired behaviours</p>	<p>The following proactive interventions are aimed specifically at teaching the desired behaviours:</p> <ul style="list-style-type: none"> •
<p>Evaluation Specify how the changes of behaviour will be monitored</p>	<p>Changes of behaviour will be monitored and evaluated through:</p> <ul style="list-style-type: none"> •
<p>Future Action What strategies will be constantly implemented in order to best support [Student Name]?</p>	<p>The following strategies will be constantly implemented in order to support you:</p> <input type="checkbox"/>
<p>[Student Name] Commitment Statement</p>	<p>I [Student Name], commit to</p> <input type="checkbox"/>

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Year Level Coordinator Signature: _____

Date: _____

Head of Secondary Signature: _____

Date: _____



APPENDIX 4

1. PHYSICAL RESTRAINT AND SECLUSION

Regulation 25 of the *Education and Training Reform Regulations 2017* (Vic) state:

- a) *'Restraint from danger: A member of staff may take any reasonable action that is immediately required to restrain a student from acts or behaviour that is dangerous to the member of staff, the student or any other person.'*

As a general rule, staff at the College shall not touch, push, pull or hit a student as a response to unacceptable behaviour.

Physical restraint or seclusion must never be used as a punishment or discipline strategy, as a means of coercion, retaliation or as a convenience.

The College prohibits the use of :

- a) Prone restraint (holding a student face-down) or supine restraint (holding a student on the ground face-up).
- b) Mechanical or chemical restraints to control behaviour.
- c) Corporal punishment.

The College believes that restrictive intervention and seclusion of a student are to be used as a method of last resort. However, staff may find it necessary to respond to a student behavioural concern in such a manner where:

- a) there is an imminent threat of physical harm or danger to a student and others;
- b) the physical restraint and/or seclusion are reasonable in the circumstances; and
- c) there is no less restrictive measure available in the circumstances.

Restrictive intervention and seclusion of a student must not occur unless the above criteria are met.

In the rare event that a student is restrained, staff must:

- a) Use the minimum force required to address the imminent threat of physical harm or danger.
- b) Only restrain the student for the minimum duration required.
- c) Monitor the student for any indicators of distress and immediately cease the restraint should these be identified.
- d) Communicate with the student to make clear why the restraint is being applied.
- e) Ensure that the restraint used is consistent with the student's individual needs and circumstances, including but not limited to the student's age, gender, size, and any additional needs such as behavioural, intellectual, neurological, sensory, medical or communication impairments.




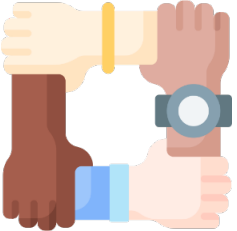
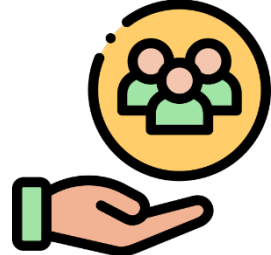
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The decision about whether to use restrictive intervention and seclusion rests with the professional judgement of the staff involved, following consideration of their legal and professional obligations.

Staff must immediately report all instances of restraint or seclusion to a member of the Executive Leadership Team.

Any use of physical restraint or seclusion must trigger a report and a review of the circumstances surrounding the event.

APPENDIX 5

	GENERAL	CLASSROOMS	ONLINE	OUTSIDE
<p>Be Safe</p> 	<p>I do not act in ways that may upset others or cause them harm.</p> <p>I think before I act.</p> <p>I comply with rules that are designed to keep me safe.</p> <p>I report any situations which make me feel unsafe.</p>	<p>I sit on chairs safely for posture and health.</p> <p>I keep my belongings organized.</p> <p>I follow classroom safety rules.</p> <p>I carry IT equipment properly.</p>	<p>I keep my passwords private.</p> <p>I comply with the College's agreement for digital devices and use of the internet.</p>	<p>I wear the prescribed uniform for the season.</p> <p>I wear my hat and sunscreen in summer.</p> <p>I observe boundaries and leaving the school protocols.</p>
<p>Be Respectful</p> 	<p>I consider others.</p> <p>I seek to encourage and affirm others.</p> <p>I respect other's privacy.</p> <p>I am careful not to offend or upset others with my speech.</p>	<p>I help others.</p> <p>I encourage others.</p> <p>I speak quietly.</p> <p>I treat equipment with respect and care.</p> <p>I show respect and honour to my teachers.</p>	<p>I do not humiliate or harass other students or teachers online.</p> <p>I respect other's privacy and wellbeing.</p> <p>I use college networks and social media in positive ways.</p>	<p>I listen to others.</p> <p>I include people in my games.</p> <p>I do not cheat.</p> <p>I own up if I make a mistake or hurt someone.</p>
<p>Be Responsible</p> 	<p>I look after my own belongings and don't interfere with other's things.</p> <p>I report unacceptable behavior.</p> <p>I take responsibility for my actions.</p> <p>I am honest and trustworthy.</p> <p>I take responsibility for my learning.</p>	<p>I check the timetable.</p> <p>I use equipment for the right purpose.</p> <p>I pack up and keep my areas clean and functional.</p> <p>I stand up for my classmates.</p> <p>I complete set work to the best of my ability</p>	<p>I only use my own digital devices.</p> <p>I do not attempt to change the college-provided device's settings.</p> <p>I do not download unapproved software.</p> <p>I acknowledge my sources of information.</p>	<p>I dispose of litter responsibly.</p> <p>I do not behave in a way that could harm others outside.</p> <p>I report dangerous behavior or safety hazards.</p> <p>I care for the environment.</p>



APPENDIX 6

<i>Level</i>	Green – Mild	Yellow – Moderate	Orange – Serious	Red - Danger
<i>Student – What did I do?</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Arriving at class unprepared <input type="checkbox"/> Behaviour which disrupts other students <input type="checkbox"/> Being in an 'out of bounds' area <input type="checkbox"/> Breaches of appearance and uniform expectations <input type="checkbox"/> Breaching personal space <input type="checkbox"/> Late to class without a valid reason <input type="checkbox"/> Intentional littering <input type="checkbox"/> No homework <input type="checkbox"/> Non-inclusive behaviour <input type="checkbox"/> Unsafe behaviour <input type="checkbox"/> Aggressive towards another student <input type="checkbox"/> Poor sportsmanship <input type="checkbox"/> SunSmart – not wearing a hat during breaks (<i>Term 1 and Term 4</i>) <input type="checkbox"/> Using inappropriate language <input type="checkbox"/> Locks on Lockers <input type="checkbox"/> Bad language, swearing or blasphemy 	<ul style="list-style-type: none"> <input type="checkbox"/> Repeated Green Offences <input type="checkbox"/> Divisive behaviour <input type="checkbox"/> Failing to follow a direction from a staff member <input type="checkbox"/> Inappropriate behaviour in toilet <input type="checkbox"/> Inappropriate use of laptop <input type="checkbox"/> Minor incidents of being disrespectful towards a teacher or other adult <input type="checkbox"/> Misuse of school equipment or property <input type="checkbox"/> Not following specific behaviour and safety rules in specialist areas <input type="checkbox"/> Leaving the school without permission <input type="checkbox"/> Disruptive or disrespectful behaviour outside of school <input type="checkbox"/> Repeated or serious breach of Green – Mild behaviours 	<ul style="list-style-type: none"> <input type="checkbox"/> Repeated Yellow Offences <input type="checkbox"/> Abuse of school computer system, network or internet <input type="checkbox"/> Absent from class or compulsory school event without a valid cause <input type="checkbox"/> Racism and derogatory remarks <input type="checkbox"/> Being disrespectful towards a teacher or adult <input type="checkbox"/> Bullying (including cyber bullying), harassment and provoking other students <input type="checkbox"/> Physical violence with intention to hurt someone else <input type="checkbox"/> Theft <input type="checkbox"/> Graffiti and Vandalism <input type="checkbox"/> Persistent failure to meet behaviour expectations of the school <input type="checkbox"/> Intentional damage of College property <input type="checkbox"/> Repeated or serious breach of Yellow – Moderate behaviours 	<ul style="list-style-type: none"> <input type="checkbox"/> Repeated Orange Offences <input type="checkbox"/> Behaviour that brings discredit to the College <input type="checkbox"/> Extreme displays of physical interaction <input type="checkbox"/> Significant physical violence <input type="checkbox"/> Aggression towards a staff member <input type="checkbox"/> Continued Bullying (including cyber bullying), harassment and provoking other students <input type="checkbox"/> Possession, accessing or disseminating inappropriate sexually explicit material or sexting <input type="checkbox"/> Sexual behaviour (touching someone or themselves inappropriately, nudity) <input type="checkbox"/> Smoking and / or possession of tobacco products (including vapes and e-cigarettes, regardless of whether they contain nicotine or tobacco) <input type="checkbox"/> Truancy from school <input type="checkbox"/> Use or possession of weapons <input type="checkbox"/> Use or possession of alcohol <input type="checkbox"/> Use or possession of illegal, harmful or dangerous substances



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				<input type="checkbox"/> Intentional or reckless dangerous behaviour <input type="checkbox"/> Repeated or serious breach of Orange – Serious behaviours
<i>Students – Who will I see?</i>	<input type="checkbox"/> Subject/Homeroom teacher	<input type="checkbox"/> Subject/Homeroom Teacher <input type="checkbox"/> Year Level Coordinator	<input type="checkbox"/> Year Level Coordinator <input type="checkbox"/> Secondary Wellbeing Coordinator <input type="checkbox"/> Head of Secondary School	<input type="checkbox"/> Year Level Coordinator <input type="checkbox"/> Head of Secondary School <input type="checkbox"/> Deputy Principal
<i>Student – What will my consequences be?</i>	<input type="checkbox"/> Warning (<i>Teacher</i>) <input type="checkbox"/> Yard Duty during break (<i>Teacher</i>) <input type="checkbox"/> Confiscate item (<i>temporary or permanent</i>) <input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Detention <input type="checkbox"/> Behaviour Reflection Task (<i>Section Coordinator & Teacher</i>) <input type="checkbox"/> Confiscate item (<i>temporary or permanent</i>)	<input type="checkbox"/> Detention <input type="checkbox"/> Internal Suspension (<i>Head of Secondary</i>) <input type="checkbox"/> Behaviour Reflection Task (<i>Year Level Coordinator or Head of Secondary</i>) <input type="checkbox"/> Conditional Enrolment Contract (<i>Head of Secondary</i>)	<input type="checkbox"/> Internal Suspension (<i>Head of Secondary or Deputy Principal</i>) <input type="checkbox"/> External Suspension (<i>Head of Secondary or Deputy Principal</i>) <input type="checkbox"/> Expulsion (<i>Deputy Principals and Principal</i>) <input type="checkbox"/> Conditional enrolment Contact (<i>Head of Secondary or Deputy Principal</i>)
<i>Student – How will my actions be recorded?</i>	<input type="checkbox"/> None <input type="checkbox"/> Pastoral care record on <i>The Hub</i>	<input type="checkbox"/> Pastoral care record on <i>The Hub</i>	<input type="checkbox"/> Pastoral care record on <i>The Hub</i>	<input type="checkbox"/> Pastoral care record on <i>The Hub</i>
<i>Parent – How will I find out? (Where appropriate)</i>	<input type="checkbox"/> Parent Communication at teacher’s discretion (<i>Teacher</i>) <input type="checkbox"/> Email from College	<input type="checkbox"/> Parent communication with Behaviour Reflection Task included (<i>Teacher or Year Level Coordinator</i>) <input type="checkbox"/> Email from College	<input type="checkbox"/> Phone call (<i>Year Level Coordinator or Head of Secondary</i>) <input type="checkbox"/> Meeting (<i>Year Level Coordinator or Head of Secondary</i>)	<input type="checkbox"/> Phone Call (<i>Head of Secondary or Deputy Principal</i>) <input type="checkbox"/> Meeting (<i>Head of Secondary or Deputy Principal</i>) <input type="checkbox"/> Conditional Enrolment Contract (<i>Head of Secondary or Deputy Principal</i>) <input type="checkbox"/> Suspension Letter (<i>Head of Secondary or Deputy Principal</i>)



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				<input type="checkbox"/> Expulsion Letter (<i>Principal and College Board</i>)
<i>Parent – How can I help?</i>	<input type="checkbox"/> Support the College in Restorative Practices. Let your son or daughter know that you regard their behaviour as inappropriate. Discuss ways to ensure it is not repeated.	<input type="checkbox"/> Support the College in Restorative practices. A consequence at school and at home show the student their actions were not acceptable. It is important that reasons for behaviour are also explored.	<input type="checkbox"/> Support the College in Restorative Practices. Help your son or daughter understand the impact of their actions on others.	<input type="checkbox"/> Support the College in Restorative Practices. It is important to work with the school to ensure behaviour is corrected and not repeated.
<i>Restorative Practice</i>	<input type="checkbox"/> Teacher-Led Restorative Conversation <input type="checkbox"/> Pray with Student	<input type="checkbox"/> Teacher-Led Restorative Conversation <input type="checkbox"/> Year Level Coordinator-Led Restorative Conversation <input type="checkbox"/> Positive Student Behaviour Plan at teacher discretion <input type="checkbox"/> Positive Student Behaviour Plan <input type="checkbox"/> Pray with Student	<input type="checkbox"/> Secondary Wellbeing Coordinator-Led Restorative Conversation <input type="checkbox"/> Head of Secondary-Led Restorative Conversation <input type="checkbox"/> Chaplain-led Restorative Conversation <input type="checkbox"/> Positive Student Behaviour Plan <input type="checkbox"/> Pray with Student	<input type="checkbox"/> Head of Secondary-Led Restorative Conversation <input type="checkbox"/> Deputy Principal-Led Restorative Conversation <input type="checkbox"/> Positive Student Behaviour Plan <input type="checkbox"/> Pray with student