Seymour College Student Behaviour Policy

Created:	October 2017
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Related Policies:	Anti-Bullying and Harassment Policy (students) Academic Integrity Procedure Substance Abuse Policy Uniform Policy Information and communication Technologies Policy Child & Young Person Safe Environments Policy
Policy owned by	Deputy Principal – Wellbeing and Operations
Policy Approved by	College Principal

1. STATEMENT OF CONTEXT AND PURPOSE

Seymour College is committed to providing a respectful learning environment that is healthy, positive, and inclusive, for all students. Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity. Seymour College engenders an environment which rewards and therefore reinforces the exemplary behaviour that underpins productive classrooms, teams, and groups. We are committed to creating a preventative culture, with a focus on respect and kindness in our school.

This policy develops, maintains, and supports appropriate behaviour and consistent behaviour management and sets out the framework through which the College manages student discipline. It also ensures there is a shared understanding of the expectations for behaviour, presentation, and uniform.

All members of the College community work together to ensure that consistency and fairness are paramount.

Seymour College's Student Behaviour Policy is based on our values of respect, excellence and innovation.

2. REFERENCE POINTS / BACKGROUND PAPERS

- Education and Early Childhood Services (Registration and Standards) Act 2011
- Student Wellbeing Hub at https://www.studentwellbeinghub.edu.au

3. APPLICATION

This policy applies to all students enrolled at Seymour College.

4. SCOPE

This policy reflects the College's purpose to work in partnership with students, parents, and the wider College community to ensure that each student is provided with a high-quality educational experience. This policy reflects the College's aspiration to foster Strength, Optimism and Justice. It has strategic alignment to our values of Excellence, Respect, and Innovation.

This policy should be read in conjunction with the Substance Abuse Policy, Seymour College Student Mobile Device Policy, Student Social Media Policy, Seymour College Uniform Policy, Anit-Bullying & Harassment Policy, Child & Young Person Safe Environments Policy, Information and Communication technology Policies (students). While other College policies reference the management of student behaviour in conjunction with this policy, it is noted that the Principal has the ultimate say as to the action and consequences issued as a result of a breach of this policy and associated policies.

5. DEFINITIONS

Behaviour is defined as anything we say or do.

Appropriate behaviour is any behaviour that contributes to the positive learning environment.

Challenging behaviour is behaviour that significantly challenges the day-to-day functioning of schools and behaviour that impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.

At risk behaviour is any behaviour that could cause possible harm or injury to self or others. This includes physical, emotional, or psychological harm.

Unacceptable behaviour refers to any behaviour, either individual or collective, that undermines the safe, respectful, and orderly operation of the College, its people, infrastructure, or reputation. These behaviours are codified in the "Unacceptable Behaviour at Seymour" table at the end of this document.

The College differentiates between intentional behaviour (e.g., mean on purpose) and non-intentional behaviour when considering an appropriate response.

6. LEARNING AND BEHAVIOUR STATEMENT

The Behaviour expectations of the College define the boundaries within which the life of the College functions. Maintaining a place at the College is based on demonstrated commitment to and achievement of these expectations.

Seymour College aims to be a learning community that is:

- safe,
- inclusive,
- conducive to learning and
- free from harassment or bullying.

Expectations for student behaviour promote the virtues of trust, respect for persons and property, honesty, and integrity. They also reflect the intention of the College to provide a structured and caring community where young people can be challenged in all they do, to set their goals and to develop the confidence to succeed in their education.

7. STRATEGIES TO PROMOTE GOOD DISCIPLINE

The College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations;
- establishing specific teaching and learning programs;
- communicating expectations with the wider school community;
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured awards; and
- maintaining records with respect to student behaviour.

8. EXPECTED STANDARDS OF BEHAVIOUR

It is expected that all Seymour students will:

- enjoy a safe and supportive environment, free from mean on purpose behaviour, harassment or bullying in any form;
- show respect for self, others, property, and the environment;
- comply with all reasonable instructions given by staff;
- engage productively and appropriately with all aspects of College life, including assemblies, camps, excursions and co-curricula;
- support practices which enable equality of opportunity and participation in all spheres of learning and working;
- follow school instructions which promote a positive attitude to health and safety;
- have rights and responsibilities as participants in education; and
- follow practices which demonstrate respect for the laws and regulations of our society.

It follows from these statements that:

- expectations of student conduct must be applied by staff in a just and equitable manner using a transparent process to investigate matters and apply consequences;
- the College environment should be pleasant and safe;
- each person should be valued and treated with respect;
- each person should show care, courtesy, consideration, co-operation and common-sense towards each other;
- clear communication and a strong partnership between students, parents and teachers is integral and
- actively involving parents at an appropriate stage in dealing with behavioural issues involving their child is essential.

The College's approach is informed by the adoption of strategies which aim to:

- deliver a *Strength, Optimism, Justice (SOJ)* curriculum program which emphasises positive relationships, social and emotional intelligence, resilience, and empathy-building.
- embrace the College motto of "Crescam Ministrando" - I grow by serving, which is underpinned by a focus on strength, optimism, and justice.
- use the principles of natural justice and procedural fairness as the basis of dealing with student behaviour.
- facilitate the development of acceptable standards of behaviour by teaching and reinforcing values, standards of behaviour and expectations.
- encourage all students to take responsibility for their own behaviour and the consequences of their actions and;
- develop opportunities for parents to be involved with activities which promote and reinforce acceptable behaviour.

9. FACILITATING HIGH STANDARDS OF BEHAVIOUR

All teaching staff share the responsibility for the management of student behaviour at Seymour College. It is the teacher's role to set clear boundaries and expect high standards consistently from the students for whom they have a duty of care. This duty of care includes the classroom, cocurricular, whilst on duty and when on camps, excursions and other related College events. However, no teacher should feel hesitant about asking for help if they have a concern regarding a student.

Teachers, Heads of Department, Guardians, Deans of Middle & Senior Years, Head of Academics, Co-Curricular Leaders, Director of Boarding, Boarding Staff and College Executive can support students in maintaining high standards of behaviour. Infringements of these behaviours are articulated in the "Unacceptable Behaviour at Seymour" rubric.

Consequences to students should be connected to the rights being affected and the rules being broken or behaviour breaches. Consequences should:

- Relate to the behaviour
- Have a degree of seriousness and be reasonable
- Allow for appropriate right of reply
- Foster a restorative approach using questions such as:
- What happened?
    - What harm has resulted?
    - What needs to happen to make things right?

10. GENERAL EXPECTATIONS

Punctuality

The College day commences promptly at 8:25am (McGregor Campus) and 8.35am (Barr Smith Campus). A bell sounds at 8.20am and 8:30 respectively and all students are expected to be in their learning mentor, homegroups or class with learning materials ready to begin the day.

Presentation

Students are expected to wear the correct uniform and in a manner that keeps with the high standards of the College (see Uniform Policy).

When entering the gates of a morning students are expected to greet the staff member/s on duty. The use of Headphones and earbuds on entering the College and around the grounds is not permitted. Phones must also not be visible at this time.

Bathroom Use

Students are only permitted to attend bathrooms to use amenities. It is expected that students use amenities and then leave immediately following. Students are not permitted to congregate in bathrooms in groups or spend extended time in bathrooms. It is noted that only one child is permitted in a single cubicle. Students who require support, either from a personal hygiene or wellbeing perspective, must seek assistance from the College Nurse or a member of the Wellbeing Team. Students are not permitted to take water bottles, phones or electronic devices into bathrooms.

Academic Responsibility
The students are provided with a diverse curriculum and afforded an excellent opportunity to develop their learning and in the process take responsibility for it. Students are expected to complete all tasks and assessments on time. Further information is available in the Academic Integrity Procedure and Submission of Work Procedure.

Homegroup and Class Attendance
The College values both academic and wellbeing time as critical elements in the development of every student. All students must attend Homegroup, and Assembly. Year 12s are permitted to leave the College at lunch if they have a study line in lesson 6 and 7. If students have a study line in lesson 7 they are permitted to leave after lesson 6. All students must sign out.

Clan and College Events
The Clan system is a significant part of College life and is integral to the wellbeing of the students. All students are expected to attend events such as Swimming Carnival, Sports Day, Clan Choral as well as other events and initiatives such as beginning and end of term assemblies. Parents/Guardians should contact their daughter/s homegroup teacher beforehand if they are unable to attend an event.

Cocurricular Attendance
The College offers a vibrant and extensive cocurricular offering and through the programs the students learn the value of collaboration, teamwork and commitment. Students have a responsibility to attend all trainings, games, performances and events.

11. POTENTIAL CONSEQUENCES

One or more of the following procedures may be implemented:

- Engage in discussion of behaviour, it is noted that teachers talk to students without parents present for low level concerns and behaviours
- Counselling about behaviour, including how to repair the harm done
- Parents contacted
- Reflection Session
- Develop a Positive Behaviour Support Plan
- Establish a Behaviour Contract
- Appropriate withdrawal of privileges
- Suspension:
    - Internal
    - External
    - Continuation Contract
- Termination

12. PROHIBITION OF CORPORAL PUNISHMENT

It is our policy that:

- we prohibit corporal punishment; and
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

13. BULLYING BEHAVIOUR

Bullying behaviour has the following elements:

- is deliberate and repeated
- intends to cause fear, distress, hurt or harm to another
- is action by a more powerful individual or group over a less powerful individual or group

Minor inappropriate behaviours are recognised as any behaviour that does not meet the College rules and behavioural expectations.

Major inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of another person. The consistent and repeated occurrence of minor behaviours may also be considered as major. For more information refer to the Anti-Bullying and Harassment Policy.

14. DRUGS, VAPES & ALCOHOL

The College maintains a zero-tolerance standard for students in relation to alcohol and other drugs. Any suspected use, possession, supply, or being under the influence is treated as a serious wellbeing and safety matter.

Students (regardless of age) must not:

- bring alcohol, drugs, vapes, or related items onto College grounds or to any College organised event, including the Black Watch Formal.
- possess, use, be under the influence of, supply, or attempt to supply alcohol or other drugs
- consume alcohol, smoke, vape, take illicit substances, or encourage others to do so at any time before school, during school hours, or at a College organised event.
- possess drug-related paraphernalia
- misuse medications (including sharing, stockpiling, or taking medication not prescribed to them)
- attend the College or a College activity after consuming alcohol or other drugs

Note: The above applies to a student's guest attending College events such as the Black Watch Formal. Possession of alcohol/ vapes/ drugs, (including flasks or containers that contain or are suspected to contain alcohol/ drugs/ vapes), will result in the student being required to leave the College or College event. Parents/guardians will be contacted to collect the student (and their guest, - Black Watch Formal) regardless of ownership of the container.

As the College's standard is zero, staff rely on observable indicators and safety risk not on estimating consumption levels.

Common indicators may include (not exhaustive):

- Physical: smell of alcohol, bloodshot/glassy eyes, unsteady gait, poor coordination, vomiting, drowsiness, tremors, dilated/constricted pupils, sweating, flushed face.
- Cognitive/communication: slurred speech, confusion, slowed responses, poor concentration, memory lapses, impaired judgment, disinhibition.
- Behavioural/emotional: unusual aggression or agitation, laughter/tearfulness, risk-taking, withdrawal, secrecy, heightened anxiety/paranoia, non-compliance out of character.
- Safety/functional: inability to participate safely in class/sport, repeated falls, unsafe decisions, leaving supervision, reduced self-care.

Note: Some medical conditions can mimic impairment. Where unsure, staff will treat as a health matter first and seek medical assessment.

15. INVESTIGATIONS

Investigations into potential unacceptable behaviour incidents will be conducted in line with each campus procedures and protocols. At all times, principles of equity, procedural fairness and natural justice will be adhered to.

In relation to all matters to be investigated, students will be informed by the Deputy Principal(s)/Heads of Campus, of the nature of the allegation and given an opportunity to respond to the allegations.

To conduct investigations, school leaders will meet individually with students who may be involved or witness to a breach of this policy. Seymour College staff have the right to talk to students as required to complete investigations but will keep families informed.

16. SUSPENSIONS OF ENROLMENT

The suspension of a student's enrolment may be carried out by the Head of Campus or Deputy Principal(s), who must notify the Principal of the suspension.

If it is decided that a student is to be suspended, the College must inform the student (if in Year 7-12) and the student's parents of:

a. the grounds for the suspension
b. any evidence or supporting information that the College has obtained about the relevant events
c. the length of the suspension; and
d. particulars of any conditions the College proposes to make for the student during the period of suspension
e. information regarding alternative arrangements the College has in place for the student during the period of the suspension
f. the process whereby a Student Behaviour Agreement or Behaviour Support Plan will be drafted

The student must comply with any Positive Behaviour Support Plan or Student Behaviour Agreement proposed by the College during the suspension. All relevant members of the College's staff will be notified of such suspension at the appropriate time. Whilst respecting as far as possible the right to confidentiality of the student, the wellbeing of others must be considered.

Alternative Arrangements

Where there is no risk to the College or the student the College may make alternative arrangements for the student that occur in place of or alongside the suspension. These might include:

- withdrawal of privileges
- exclusion from lessons, cocurricular events or College events
- undertaking additional or different schoolwork, tasks or homework
- other arrangements considered appropriate.

17. RE-ENTRY MEETINGS

After a period of suspension, a student will attend a re-entry meeting which is an important part of the process before the student re-joins the school community. Re-entry meetings are held with the student, parents/guardians and the Head of Campus and one of the Deputy Principals. For a Boarding re-entry meeting, the Director of Boarding and one of the Deputy Principal(s) will attend. The hope is that the student will learn from the experience and make the required behavioural changes moving forward.

The meeting will involve:

- clarifying and acknowledging the behaviours / events that resulted in the suspension and why these behaviours / events are of concern for the College.
- discuss the expectation moving forward
- a commitment by the student to change behaviour/s and an outline of how this might be achieved and observed.
- understanding that any similar behaviour of the nature being exhibited may lead to termination of the enrolment
- discussion of support measures to be implemented to help the student, including a Behaviour Support Plan.

The student must comply with any Student Behaviour Support Agreement proposed by the College. All relevant members of the College's staff will be notified of such suspension at the appropriate time. Whilst respecting as far as possible the right to confidentiality of the student, the wellbeing of others must be considered.

A Student Behaviour Support Agreement may include any of the following:

- the positive, formative purpose of the agreement
- duration of the agreement
- expectations regarding the student's future behaviour
- means by which the student's behaviour will be monitored or reviewed (e.g., medical, or mental health advice)
- arrangements to apply following a satisfactory conclusion of the agreement and
- consequences and arrangements to apply if the student's behaviour is not in accordance with the agreement's stated expectations

18. TERMINATION OF ENROLMENT

Only the Principal may terminate the enrolment of a student. Generally, the Principal may terminate an enrolment for the non-payment of school fees, a repeated offence, the result of a high-level unacceptable behaviour investigation, or for an offence that is deemed to be of permanent risk to the student or the College.

The Deputy Principal(s) and Heads of Campus may make a recommendation to the Principal that the student's enrolment be terminated as a result of an investigation into a *Level 4: most serious breaches of unacceptable behaviour*, or as the result of repeated offences.

Procedure on Termination of Enrolment

Step 1: Review of Documentation - The Deputy Principal(s) will review all information contained in the investigation of the incident(s). This process may require the interview and/or re-interview of students.

Step 2: Preliminary Finding and Submission of Further Information - The Deputy Principal(s) will reach a preliminary finding regarding the conduct of the student(s) and communicate this preliminary finding to the family of the student(s) in person or via phone. At this meeting the Deputy Principal(s) will offer an opportunity for the parents and student to provide any information regarding the student's behaviour, in response to the recommendation. The parents will also be provided with 2 working days to submit further information. The students may be suspended during this time period.

Step 3: Final Finding – Following the meeting above and the receipt of any further submissions, or not, the Deputy Principal(s) will reach a final finding regarding the enrolment of the student(s). This will be communicated via phone and thereafter in writing to the family.

If it is deemed that the student's enrolment is to be terminated then the Deputy Principal(s) will outline the process of appeal (Office of the Principal) when the final finding is communicated in writing.

If no review of the decision is requested by the parents, the Principal will confirm the termination of enrolment in writing to the parents. The Principal will inform the Chair of the Board.

Review of Decision (Right of Appeal – Termination Only)

A request from a parent/guardian for a review must be made in writing within three working days of the notification of the recommendation to terminate, forwarded to the Principal. The written request must clearly set out the grounds upon which the review is requested against at least one of the following:

a. that the original decision failed to follow prescribed procedures and principles;
b. that the decision was made contrary to a given policy;
c. that the decision went against legal requirements or stipulations.

Previous disciplinary issues and how those processes were conducted in the past, will not comprise grounds for review under this policy.

In considering the review, the Principal shall act according to equity and good conscience.

If the Principal determines that the student's enrolment should be terminated, the Principal will inform the parents/ guardians of the reasons for the termination in person or via phone and thereafter in writing.

The Principal must inform the Chair of the Board of the decision.

If it is deemed that a student's enrolment is not to be terminated, then the Principal will inform the student and the parents/guardians of this decision. An alternative outcome will be determined which may include a student behaviour support agreement/suspension or any other recommendation that the Principal determines is appropriate in order to allow the enrolment to continue.

UNACCEPTABLE BEHAVIOUR AT SEYMOUR COLLEGE

In developing this Student Behaviour Policy, Seymour has categorised unacceptable student behaviour into four levels. This provides a clearly defined framework to be observed by the staff member conducting the investigation. The table below provides examples of unacceptable behaviour rather than an exhaustive list.

Behaviour Management Barr Smith Campus

Years 7-12

Level 1 -Minor Breaches

Behaviours can include but not limited to...

- Disobeying a reasonable request from a staff member
- Lack of preparedness for class (equipment, books, homework, or due dates for assessment, charged computer etc)
- Disruption to the learning of others
- Lack of effort and unacceptable level of completion of set tasks
- Breach of Academic Integrity Procedure (minor)
- Not following classroom / teacher expectations
- Unauthorised possession or use of mobile device during the school day (1st instance)
- Other minor, inappropriate behaviours
- Incorrect uniform at school/co-curricular including jewellery
- Interfering with other people's property
- Littering
- Level 1 Bullying behaviour
- Not respecting other's boundaries
- Disrespectful behaviour / attitude
- Disruptive behaviour
- Inappropriate language / unkind words
- Dishonesty

Possible Consequences

Staff involved Home Group Teachers, Subject Teachers, Guardians, Head of Academics, Director of Boarding, Dean of Middle & Senior Years

- Reminders from teachers
- Pastoral Care note created
- Discussion with student and / or parent
- Lunch Reflection
- Restorative Conversation
- Community Service
- Confiscation of device (collection at 3:25pm)
- Confiscation of Jewellery (collection at end of term)
- Community Service

Level 2 -Medium Breaches

Behaviours can include but not limited to...

- Repeated Level 1 behaviours
- Being disrespectful e.g. answering back/ignoring staff
- Emotional or social harm to others
- Dishonesty
- Inappropriate physical contact
- Inappropriate language with intent
- Being a bystander for bullying behaviours
- Physical, emotional or social harm (verbal, physical, cyber)
- Dissent towards officials (referees, umpires).
- Level 2 Bullying behaviour (refer specifically to Anti-Bullying Policy)
  Habitually late to class or co-curricular
- Leaving the classroom without permission
- Absence from proper place during School time or College related events without permission, including failure to attend a reflection session
- Inappropriate language – serious or directed at a person
- Repeated minor violations of uniform
- Misbehaviour outside the school day, while being visibly associated with the College
- Persistent disruption to the learning of others
- Lack of effort and unacceptable level of completion of set tasks (ongoing)
- Breach of Academic Integrity Procedure (major or repeated minor)
- Breach of student contract or management plan
- Minor breach of ICT or Mobile Phone Policy
- Using phone during school hours (second instance)

- Misconduct of technology/device
- Interfering with another person's property
- Damage to College property
- Vandalism (minor)
- Failure to comply with College policy
- Repeated inappropriate behaviours

Possible Consequences (not exhaustive)

Staff involved Home Group Teacher, Subject Teacher, Guardians, Deans of Middle & Senior Years, Head of Academics, Director of Boarding & Head of Barr Smith Campus

- Parents notified
- Phone or device removed for the day
- Pastoral Care note created
- Lunch Reflection
- After School Reflection / Community Service
- Restorative Conversation
- Sent home to rectify / reflect
- Letter of apology
- Pay cost of repair/damage
- Positive Behaviour Support Plan
- Student Behaviour Agreement
- If repeated, meetings with Guardian or Dean

Level 3- Major Breaches

Behaviours can include but not limited to...

- Repeated Level 2 Behaviours
- Blatant disobedience or discourtesy
- Verbal or physical abuse and/or harassment of students, staff, or visitors to the College
- Repeatedly using offensive and inappropriate language with intent
- Repeated disrespectful behaviour directed towards staff and/or other adults.
- Wilful non-compliance and defiance
- Behaviour that habitually disrupts the learning of others
- Level 3 Bullying behaviour (refer specifically to Anti-Bullying Policy)
- Theft
- Culturally insensitive language or imagery
- Racist Slurs and Racism

- Significant damage to property
- Vaping on school grounds, in the Boarding House or in uniform in the community or at a College activity
- Multiple students in a toilet cubicle
- Inappropriate physical contact
- Chronic school truancy
- Major ongoing breaches of uniform policy
- Taking a photo or video of another student, staff member or visitor without their consent.
- Any error of judgement on social media that damages the reputation of the individual, others, or the College
- Use of mobile device after multiple warnings (with implied defiance or wilful disobedience).
- Serious breach of ICT or Mobile Phone Policy

Possible Consequences (not exhaustive)

Staff involved Deans of Middle & Senior Years, Head of Academics, Director of Boarding, Head of Barr Smith Campus, Deputy Principals, Principal

- Parents notified
- Pastoral Care note created
- Lunch Reflection
- After School Reflection / Community Service
- Restorative Conversation
- Sent home to rectify / reflect
- Intervention Services
- Letters of apology
- Positive Behaviour Support Plan
- Student Behaviour Agreement
- Bag, locker or room (Boarding House/camp) search and confiscation of illegal substances or inappropriate material
- Phone or device removed/confiscated. Collection by parent. Not permitted at school for a week or longer depending on severity of matter.
- If repeated, meetings with Dean, Head of Campus or Deputy Principal
- Internal or external suspension (boarding, day school or both)
- Continuation Contract
- Reduction of or termination of College Scholarship
- Referral to / involvement of SAPOL

Level 4- Most Serious Breaches

Behaviours can include but not limited to...

- Breach of Continuation Contract
- Breach of Behaviour Support Plan
- Conduct that has adversely affected or threatened the safety of any person
- Significantly violate the rights of others
- Serious failure to comply with school policies creating harm or serious disrespect to others

- Bringing the College into disrepute
- Other inappropriate behaviour deemed by the Principal, Deputy Principals or Heads of Campus to be harmful to self, others, or Seymour College
- Level 3 Bullying behaviour (refer specifically to Anti-Bullying Policy)
- Conduct that has adversely affected or threatened the safety of any person
- Deliberate damage to property
- Significantly violate the rights of others
- Put others/self at risk of serious harm
- Repeated bullying
- Consumption of drugs or alcohol while on school grounds, in uniform or at a College organised event.
- Arriving to the College, a College event or the College Boarding House under the influence of drugs or alcohol.
- Consumption of drugs or alcohol (any amount) prior to attending school or any school related or organised event, irrespective of age
- Unlawful behaviour including, but not limited to, use, possession, sale or distribution of alcohol, vapes, and other drugs, substance or paraphernalia, please refer specifically to Substance Abuse Policy.
- Distributing a photo or video of another student, staff member or visitor without their consent (with the intent to humiliate, embarrass, intimidate, or harass)
- Racist Slurs and Racism
- Culturally insensitive language or imagery
- Any deliberate engagement on social media that damages the reputation of the individual, others, or the College
- Deliberate damage to property
- Put others/self at risk of serious harm
- Repeated truancy
- Repeated bullying
- Extreme verbal or physical assault
- Threats of violent acts towards staff
- Physical behaviour towards other students or staff

Possible Consequences (not exhaustive)
Staff involved Head of Barr Smith Campus, Deputy Principals, Principal

- Pastoral Care note created
- Bag, locker or room (College, Boarding House, Camp, Trips or Tours) search and confiscation of illegal substances or inappropriate material
- Intervention Services
- Internal / External suspension from day or boarding school or both
- Continuation Contract
- Restitution
- Termination of College Scholarship
- Removal of Student Leadership position
- Expulsion (Principal)
- Involvement of SAPOL

Behaviour Management McGregor Campus

Prep – Year 2	Year 3/4	Year 5/6
Level 1 -Minor Breaches		
Behaviours can include but not limited to…		
• Not following classroom / playground rules and expectations • Disrespectful behaviour / attitude • Disruptive behaviour • Inappropriate language / unkind words • Physical / rough interactions • Dishonesty • Littering • Interfering with other people's property • Dangerous play • Not respecting other's boundaries	• Not following classroom / playground rules and expectations • Not respecting other's boundaries • Disrespectful behaviour / attitude • Disruptive behaviour • Inappropriate language / unkind words • Physical / rough interactions • Dishonesty • Littering • Incorrect uniform at school/co-curricular including jewellery • Not following instructions. • Playing out of bounds • Interfering with other people's property • Not doing homework regularly • Poor attitude to learning	• Not following classroom / playground rules and expectations • Not respecting other's boundaries • Disrespectful behaviour / attitude • Disruptive behaviour • Inappropriate language / unkind words • Physical / rough interactions • Dishonesty • Littering • Incorrect uniform at school/co-curricular including jewellery • Not following instructions. • Playing out of bounds • Interfering with other people's property • Not doing homework regularly • Poor attitude to learning
Possible Consequences Staff involved Class Teachers and Coordinator		
• In class and out of class reminders • Discussion with student and / or parent • Reflection / Thinking time in classroom • Reflection Sheet if repeated behaviour (with teacher) • Time in Buddy class • Redirection and / or Exclusion from play (up	• In class and out of class reminders • Discussion with student and / or parent • Reflection / Thinking time in classroom • Reflection Sheet if repeated • Time in Buddy class • Redirection and / or Exclusion from play (approximately 5-10 mins)	• In class and out of class reminders • Discussion with student and / or parent • Reflection time in classroom • Reflection Sheet if repeated • Exclusion from play (approximately 10-15mins) • Written apologies

to 5 mins) • Written apologies • Pastoral Care note added if repeated	• Written apologies • Pastoral Care note added if repeated	• Pastoral Care note added if repeated
Level 2 -Medium Breaches		
Behaviours can include but not limited to...		
• Repeated Level 1 behaviours • Being Mean on Purpose • Being disrespectful e.g. answering back/ignoring staff • Not taking care of school property • Interfering with another person's property • Emotional or social harm • Misconduct of technology/device • Dishonesty • Inappropriate physical contact • Inappropriate language with intent • Playing out of bounds	• Repeated Level 1 behaviours • Being Mean on Purpose • Being a bystander for bullying behaviours • Physical, emotional or social harm (verbal, physical, cyber) • Misconduct of technology/device • Dishonesty • Damage to property • Dissent towards officials (referees, umpires). • Interfering with other people's property • Habitually late to class or co-curricular • Obscene language • Leaving the classroom without permission	• Repeated Level 1 behaviours • Physical, emotional or social harm (verbal, physical, cyber). • Inappropriate use of IT • Being a bystander for bullying behaviours • Not handing in phone to office • Using phone during school hours • Dishonesty • Habitually late to class or co-curricular • Damage to property. • Dissent towards officials (referees, umpires). • Obscene language • Leaving the classroom without permission
Possible Consequences Staff involved Class Teacher, Coordinator, Assistant Head of McGregor Campus		
• Pastoral Care recorded • Time Out in Buddy class • Reflection sheet completed with teacher • Exclusion from play (5 - 10 mins) • Managed playtime • Parents notified • Coordinator involved • If repeated meet with Dean of Junior Years or Assistant Head of McGregor Campus	• Pastoral Care recorded • Time Out in Buddy class • Reflection sheet completed • Exclusion from play (approximately 15 mins) • Managed playtime • Parents notified • Coordinator involved • If repeated meet with Dean of Junior Years or Assistant Head of McGregor Campus	• Pastoral Care recorded • Time Out in Buddy class • Reflection sheet completed • Exclusion from play (lunchtime) • Phone or device removed for the day • Parents notified • Coordinator involved • If repeated meet with Dean of Junior Years or Assistant Head of McGregor Campus

Level 3- Major Breaches		
Behaviours can include but not limited to…		
• Repeated Level 2 Behaviours • Repeated Mean on Purpose Behaviours • Bullying (repeated and targeted verbal, physical, emotional, cyber) • Repeatedly using offensive and inappropriate language with intent • Repeated disrespectful behaviour directed towards staff and/or other adults. • Significant damage to property • Wilful non-compliance and defiance • Behaviour that habitually disrupts the learning of others	• Repeated Level 2 Behaviours • Repeated Mean on Purpose Behaviours • Bullying (repeated and targeted verbal, physical, emotional, cyber) • Supporting Mean on Purpose Behaviours • Repeatedly using offensive and inappropriate language with intent • Disrespectful behaviour directed towards staff and/or other adults. • Leaving College premises. • Inappropriate device use • Significant damage to property • Wilful non-compliance and defiance • Theft • Behaviour that habitually disrupts the learning of others	• Repeated Level 2 Behaviours • Bullying (verbal, physical, emotional, cyber) • Supporting mean or encouraging behaviour • Repeatedly using offensive and inappropriate language with intent • Disrespectful behaviour directed towards staff and/or other adults. • Leaving College premises. • Inappropriate device use • Significant damage to property • Wilful non-compliance and defiance • Theft • Behaviour that habitually disrupts the learning of others
Possible Consequences Staff involved Class Teacher, Coordinator, Dean of Junior Years/Assistant Head of McGregor Campus, Head of McGregor Campus & Deputy Principal Wellbeing & Operations		
• Pastoral Care recorded • Parents notified • Behaviour Management Plan implemented if needed • Behaviour mapping and observations • Psychological services • Meeting with parents and Coordinator and Assistant Head of McGregor • Supervised playtimes • Removal from class until student settles • In school reflection with Dean of Junior Years /AHoMcC and/or coordinator with restorative practices	• Pastoral Care recorded • Parents notified • Behaviour Management Plan implemented if needed • Behaviour mapping and observations • Psychological services • Meeting with parents and Coordinator and Assistant Head of McGregor • Supervised playtimes • Removal from class • In school reflection (1+ hour) with Dean of Junior Years /AHoMcC and/or coordinator with restorative practices • Internal or external (at home) suspension –	• Pastoral Care recorded • Parents notified • Removal from class • Behaviour Management Plan implemented if needed • Psychological services • Meeting with parents and Coordinator and Assistant Head of McGregor • In school reflection (afternoon/whole day) with restorative practices • Temporary withdrawal from extra-curricular activities • Engaged in restorative actions supervised by classroom teacher

	plus a re-entry meeting with parents, students and HoMcC/Deputy Principal Wellbeing & Operations	• Internal or external (at home) suspension – plus a re-entry meeting with parents, students and HoMcC//Deputy Principal Wellbeing & Operations
Level 4- Most Serious Breaches		
Behaviours can include but not limited to…		
• Breach of Behaviour Management Plan • Conduct that has adversely affected or threatened the safety of any person • Significantly violate the rights of others	• Conduct that has adversely affected or threatened the safety of any person • Deliberate damage to property • Significantly violate the rights of others • Put others/self at risk of serious harm • Repeated bullying • Breach of Behaviour Management Plan	• Conduct that has adversely affected or threatened the safety of any person • Deliberate damage to property • Significantly violate the rights of others • Put others/self at risk of serious harm • Repeated truancy • Repeated bullying • Breech of Behaviour Management Plan • Extreme verbal or physical assault • Threats of violent acts towards staff
Possible Consequences Staff involved Head of McGregor Campus, Deputy Principal Wellbeing & Operations and Principal		
• Internal or external (at home) suspension – plus a re-entry meeting with parents, students and HoMcC/ Deputy Principal Wellbeing & Operations • Expulsion (Principal)	• Internal or external (at home) suspension – plus a re-entry meeting with parents, students and HoMcC / Deputy Principal Wellbeing & Operations • Expulsion (Principal)	• Internal or external (at home) suspension – plus a re-entry meeting with parents, students and HoMcC/ Deputy Principal Wellbeing & Operations • Expulsion (Principal) • SAPOL involved if necessary

Please note abbreviations HoMcC – Head of McGregor Campus AHoMcC – Assistant Head of McGregor Campus