

POSITIVE BEHAVIOUR FRAMEWORK

LEVEL

1A

Minor Concern

Breaches that are managed by classroom teachers.

Examples

Any behaviour that is counter to the Student Code of Conduct. Behaviour that is dealt with by the teacher with a warning or reprimand.

- Failure to follow instructions
- Lateness to class
- Incorrect wearing of school uniform
- Initial disruption to class activities
- Use of inappropriate language
- Failure to complete homework
- Lack of organisation
- Inappropriate behaviour during break times
- Inappropriate use of devices

Strategies/Interventions

Early Intervention:

Teacher

Managed by teacher.

The behaviour and strategies must be recorded in SEQTA by the classroom teacher as a Pastoral Note using 'Behavioural Concern'.

Teacher will ensure 'Email student's guardians' and 'Email student's coordinators' are selected.

Possible strategies to implement:

- Talking privately with the student
- Isolation within the classroom (if practical)
- Verbal warning, clearly outline expectations and future consequences
- Seating plan
- Loss of classroom privileges, i.e. cooking or lab participation (change of learning methods)
- Students who are late, where possible, may be held back at recess and lunch by teacher
- Lunchtime Detention (for repeated issues)

LEVEL

1B

Repeated Minor Concern

Level 1A concerns repeated after several strategies implemented.

Requiring HOLA support

Examples

- Instances of Level 1 behaviour that continues despite warnings
- Behaviour in which a student does not display courtesy and respect to members of the College community
- Refusal to follow reasonable instructions
- Breach of College Assessment Policy
- Continued breach of College Uniform Policy

Strategies/Interventions

Early Intervention:

Teacher and HOLA

Managed by teacher with HOLA support.

The behaviour and strategies must be recorded in SEQTA by the classroom teacher as a Pastoral Note using 'Behavioural Concern'.

Teacher will ensure to select 'Email student's guardians', 'Email student's coordinators' and directly email HOLA. HOLA will record a follow-up notification in SEQTA.

Possible strategies to implement:

- Communication through direct email or phone call with Parent/Guardian by teacher
- Discussion with HOLA around next course of action
- Meeting with student, teacher and HOLA
- Lunchtime or after-school detention by HOLA
- Refer to College Assessment Policy for breaches involving assessments
- Refer to College Uniform Policy for breaches involving uniform
- Move student to buddy class (where applicable)
- Behaviour Review Card in subject area
- ADP monitoring across all subjects
- Temporary loss of ICT privileges
- Counselling Referral

The most effective way to manage behaviour in the first instance is at the source.

Note: 'Teacher' is defined as any member of staff who has 'duty of care' of students (such as in Homeroom, the classroom, on yard duty, on an excursion, at a College event).

POSITIVE BEHAVIOUR FRAMEWORK

LEVEL

2

Serious Concern

Serious Concern or repeated Level 1.

Requiring ADP support

Examples

- Instances of Level 1 behaviour that continues, despite Level 1 restorative practices and strategies
- Students repeatedly not meeting expected learning, behaviour, and wellbeing benchmarks
- Verbal abuse of staff or students
- Allegations relating to harassment or bullying
- Damage to property, including graffiti
- Truancy
- Inappropriate behaviour during break times
- Highly inappropriate use of devices
- Breach of College Assessment Policy (HOLA)
- Breach of College Drug and Alcohol Policy (e.g. vaping) (ADP)

Strategies/Interventions

Targeted Intervention:
Teacher and ADP

Managed by ADP with the student and the teacher.

The behaviour and strategies must be recorded in SEQTA by the classroom teacher as a Pastoral Note using 'Behavioural Concern'.

Teacher will ensure 'Email student's guardians' and 'Email student's coordinators' are selected. ADP will record a follow-up notification in SEQTA.

Possible strategies to implement:

- Student meets with the ADP and teacher
- After-school detention by ADP
- A learning contract for the student in one or multiple classes to be signed by the classroom teacher each lesson
- Parent contact by ADP
- ADP monitoring across all subjects
- Internal Suspension
- Counselling Referral
- Temporary or Extended loss of ICT privileges
- Parents to attend school meeting
- Refer to College policies for breaches relevant to concerning behaviour
- Case Management
- Reimbursement for damage
- Positive Behaviour Plan
- Loss of Privileges (e.g. social, NAS sport)

LEVEL

3

Extreme Concern

Extreme Concern or repeated Level 2 where restorative strategies exhausted.

Requiring CLT support

Examples

- Instances of Level 2 behaviour that continues, despite application of Level 2 restorative practices
- Continual non-compliance to College values and expectations
- Behaviour that constitutes a threat to the health and safety of a member of the community (e.g. fighting, violence or threat of violence)
- Theft
- The possession of dangerous objects
- Harassment and/or bullying behaviour
- Illegal or extremely inappropriate use of devices
- Serious breach of the College's Drug and Alcohol Policy

Strategies/Interventions

College Leadership Team Intervention

Managed by ADP and Vice Principal with the parents/guardians.

The discussions at the meeting must be recorded as a Pastoral Note using 'Parent Communication/Meeting' in SEQTA.

Possible strategies to implement:

- Loss of Privileges (e.g. social, NAS sport)
- Immediate withdrawal from classes
- Internal/external suspension until an interview is established with Vice Principal – Head of Secondary, student and parents
- Consequences of the behaviour determined in the process of interview with the parents. These may include:
 - External suspension and return to school meeting with the Principal
 - Student to return to classes after an interview with the Vice Principal
 - Possible withdrawal of College enrolment