

STUDENT MANAGEMENT POLICY

Other Related Documents:

- Penola Catholic College Mission Statement
- CEDP Documents –“Welfare of students in Catholic Systemic Colleges”
- Penola Catholic College Staff Handbook

CONTACT PERSON

Assistant Principal	<ul style="list-style-type: none"> • Mrs Peta Sparkes
Head of Student Wellbeing & Learning	<ul style="list-style-type: none"> • Mr Martin Stein
Head of Learning	<ul style="list-style-type: none"> • Mrs Peta Sparkes
Administration and Compliance Officer	<ul style="list-style-type: none"> • Mrs Stephanie McCully

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1.0 INTRODUCTION

Foundation Principles

- Quality teaching and learning is the most effective form of student management.
- Positive relationships with students leads to better classroom learning.
- Celebrating successes with students and colleagues is a critical element of positive student management.
- Identifying issues clearly is critical in setting standards and expectations
- The behaviour you walk past is the behaviour you accept (class learning space, playground, etc..)

At Penola Catholic College our student management policy is based on the premise that it is our collective responsibility to build and encourage positive student behaviours in the learning space, the playground & when representing the college in extra-curricular activities. We are committed to the development of the whole person for all students. This commitment is firmly grounded in integrity, justice & peace and it acknowledges that any consequence which lowers the dignity of the person is unacceptable and incongruent with our Catholic ethos.

Statement of Safe and Supportive Behaviours

At all times students are to be treated fairly and without bias, in particular when an incident is being investigated to determine the outcome/s. All procedures included in this policy document support Procedural Fairness Principles and the students right to an unbiased decision as supported by Parramatta Diocesan Policy.

Procedural fairness requires us to act justly and in a timely fashion in resolving discipline and pastoral situations. *“Processes will be conducted with procedural fairness ensuring fair practice and equity” (Maintaining Right Relations, 2003).*

This policy will support the ‘hearing rule’ where students have the right to:

- Know the allegations being made against them and any other information which will be taken into account in considering the matter;
- Know the process by which the matter will be considered;
- Respond to allegations;
- Know how to seek a review of the decision made in response to the allegations;

An unbiased decision includes the right to impartiality in an investigation and decision-making and an absence of bias by a decision-maker. Procedural fairness requires impartiality of the decision maker.

Corporal punishment is never to be used by any teacher as a disciplinary measure. This is a child protection issue and is supported by Parramatta Diocesan Policy. *“Please Note: As legislated under the Children and Young Persons Care and Protection Act, all teachers are mandated to report to the Principal any suspicion, evidence or notification of corporal punishment being used in the home.”*

At our school we will support students to be the best they can be. We have high expectations for learning and expect that every member of our community is safe from harm. Students who repeat serious misbehaviours in the categories listed on pages 27- 46 (red level), may be required to discuss negotiated withdrawal, transfer or the exclusion process for repeated offences.

Core staff beliefs

- 1. Student Learning** - That each student can learn and is to be accountable for their learning
- 2. Student Management** - Is a clear process, based on restorative justice, which leads to the development of positive relationships and positive attitudes towards learning.
- 3. Teacher Responsibility** - Is to create a productive and supportive learning environment.
- 4. Pride** - We will strive to develop pride amongst all staff and students.
- 5. Expectations** - High expectations lead to better classrooms & improved results.
- 6. Consistency** - Consistency breeds success. Every lesson, every day!

Core student beliefs

I will always give my best to learn	I know I am valued	I will respect the learning of others	I know I am capable
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Safe	Respectful	Responsible
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Student Well-being and counselling support

Our College Counsellor works at our school 5 days/week.

Students can self refer by using the class code of :xfqtgp which gives them access to the MCC College Counsellor Noticeboard. On this page there is a referral form to complete online. Instructions are on the Counsellors window.

Teachers can refer a student after first speaking to the Stage LOL/ALOL and making an entry onto COMPASS of their concern or observations. Parents may also speak to a teacher about seeking counselling support. Teachers should then make an entry on COMPASS, speak to Stage LOL and then Stage LOL will email the College Counsellor.

How to make an appointment with the counsellor

Join the Google classroom
MCC College Counsellor Noticeboard

Class code:
xfqtgp

Go to the 'about' section

Fill out Google form to send referral to counsellor

The counsellor will then send the runner for you when she is next available

Meet the Counsellor!

HELLO
MY NAME IS
JESS

HELP AND SUPPORT

What I do...

- Meet with any student to provide support about issues that are impacting their wellbeing
- Provide information and referrals for services where students can access support outside school

How to make an appointment:

- Join the Google classroom on **xfqtgp**
- Fill out the Google form under in the 'About' section

02. Agreed Practices

Classroom Teacher Agreed Practices

Each lesson should be focussed on positive relationships between students with their teacher and other students in the class.

SEQUENCE	What we see the TEACHER doing	What we see the STUDENTS doing
1. Entry to every class	<ul style="list-style-type: none"> ● Instructing students to enter room ● Welcoming (Grace to you and peace), students respond (and with your spirit) Sign of the Cross then optional formal prayer and Teacher instructs students to sit (7-10) ● Marking roll on COMPASS 	<ul style="list-style-type: none"> ● Lining up (7-10) outside in two lines (no earphones in ears) and picking up any rubbish in the outside vicinity of the classroom ● Entering the classroom in an orderly fashion and place equipment on desk i.e. Diary, exercise book, pens/pencil case, etc (individual KLA subjects will have other required equipment) ● Leaving their iPad or laptop in school bag until directed by the teacher to take it out ● Hanging school bags from the back of the chair or in an area which does not obstruct access around the classroom ● Standing behind the desk (7-10) ● Sitting quietly when directed ● Ruling margins & date in classwork book
2. Introduction - Learning Intentions	<ul style="list-style-type: none"> ● Articulating learning intentions and writes it on the whiteboard (or projects it onto whiteboard/screen) ● Connecting the learning from previous lesson(s) and/or learning preparation. ● Discussing why students need to learn the work (by authentically linking to students' lives where possible) (Engagement and Relevance) ● Engaging students using stimulating/rich information and questions 	<ul style="list-style-type: none"> ● Engaging in the conversation about the learning intentions ● Putting their iPad face down or laptop at 45° when teacher instruction is occurring
- Success Criteria	<ul style="list-style-type: none"> ● Co-constructing success criteria with the class - this may be developed across a number of lessons of a unit of work ● Referring back to the success criteria throughout the lesson/s 	<ul style="list-style-type: none"> ● co-constructing success criteria and write in book/laptop/iPad

- Subject Specific Terminology	<ul style="list-style-type: none"> ● Providing/creating SST (Subject Specific Terminology) list 	<ul style="list-style-type: none"> ● Recording and defining SST (Subject Specific Terminology) lists
3. Body of Lesson	<ul style="list-style-type: none"> ● Chunking the learning into manageable and timely units with incorporating differentiation, challenge and variety ● Facilitating learning for ALL students through: <ul style="list-style-type: none"> ○ Direct Instruction/New Information opportunities to process the information ○ a mix of activities (at the teacher's discretion) to enable depth of investigation, skill development, application and understanding ● Circulating around the classroom giving necessary feedback ● Tracking student progress in relation to Student Learning Performance and assessment as and for learning 	<ul style="list-style-type: none"> ● Engaging appropriately in learning and sets targets for their own learning ● Applying the learning in practical and meaningful ways.
4. End of Lesson	<ul style="list-style-type: none"> ● Ensuring appropriate length of time is dedicated to the closure of the lesson (plan for the bell or afternoon announcements) ● Concluding the learning - links back to learning intention and success criteria ● Setting reflective task (which can be used as an exit ticket from the classroom) ● Instructing students on home based learning and reminders ● Ensuring room is neat and tidy for next class (and furniture returned to original state if moved during the lesson) ● Asking students to stand behind chair (or place chair on desk if it is the last period the classroom is being used for the day) ● Dismissing students in a formal manner ● Checking home based learning is recorded in diary as students exit the classroom ● Completing any electronic learning card responsibilities 	<ul style="list-style-type: none"> ● Reviewing content ● Recording home based learning in diary ● Being dismissed in an orderly manner
5. Post Lesson	<ul style="list-style-type: none"> ● Reflecting on the effectiveness of the lesson and completing registration and evaluation, program annotations and determining any relevant work samples) 	

- Determining what needs to be followed up in the next lesson
- Sharing ideas and thoughts with colleagues

Home Room Teacher Agreed Practices

7-10	11-12
<ul style="list-style-type: none"> • Be punctual (teachers and students) 	
<ul style="list-style-type: none"> • Line Up in two lines outside the room 	<ul style="list-style-type: none"> • Wait respectfully for HR Teacher
<ul style="list-style-type: none"> • Check Uniform as they enter and greet students warmly 	
<ul style="list-style-type: none"> • If student takes phone out they are asked to take it to the office 	
<ul style="list-style-type: none"> • Students who are out of uniform without a valid note or uniform pass are to be given a recess uniform detention (name placed on the GOOGLE register) 	
<ul style="list-style-type: none"> • Check students have technology (ipads/laptops) and diaries. Students without diaries to be given a diary replacement slip (in pouch) Students without this equipment must also be placed on the Uniform GOOGLE register 	
<ul style="list-style-type: none"> • Ask students to write in their classes for the day/week into their diaries 	
<ul style="list-style-type: none"> • Insist on silence during roll call and students to respond with here or present Miss/ Sir. Do a headcount after the roll call to ensure the two numbers correspond 	
<ul style="list-style-type: none"> • Hand out notes and mark off the fact on a roll as a record of the note being distributed 	
<ul style="list-style-type: none"> • Check owing absence notes and ensure return slips have been returned 	
<ul style="list-style-type: none"> • Class captains (or delegated students) to read out notices and prayer 	<ul style="list-style-type: none"> • Staff or student read out notices and say prayer
<ul style="list-style-type: none"> • Talk to individual groups about how they are going and celebrate birthdays, student success or upcoming events 	
<ul style="list-style-type: none"> • When a student is in hospital or ill for an extended period of time (eg. broken leg, severe medical issue) send a get well video (individually posted to GOOGLE classroom) or get all students in the homeroom to sign a card 	
<ul style="list-style-type: none"> • Call home when students are absent for a 3rd consecutive day 	
<ul style="list-style-type: none"> • Notes that require collection must have a collection envelope included 	

03. Student Rights and Responsibilities

Every student has the right to a safe and effective learning environment. It is the responsibility of all students to ensure that this environment is maintained at all times.

Rights	Responsibilities
to feel safe	to behave in ways that promote the physical, social and emotional well-being of others
to learn	to behave in such a manner that promotes good learning and teaching
to be valued	to value the qualities of myself and others
to be heard	to listen

Student Expectations

3.1 Code of Conduct

All staff at Penola have the authority and responsibility to lead, guide and encourage students to examine their behaviour and take ownership of it. Teachers use their authority in such a way as to promote students' self-discipline, self-esteem, respect for each other's rights and reverence for the God present among them. The following outlines expected behaviours of students.

LEARNING

The learning expectations are ways of showing respect for the right to teach and learn.

- We will be prepared for class, bring necessary equipment and complete learning preparation as requested.
- We will be on time.
- We will not hinder the right to teach nor learn.
- We will show effort at all times.

IMAGE AND PRESENTATION

The image and appearance rules are ways of showing we uphold our College community standard of dress and behaviour.

- We will adhere to dress and grooming requirements as outlined in the Uniform Policy.
- We will promote the College positively at all times internally and externally, being mindful not to bring the college into disrepute by our actions or words.

MOVEMENT

The movement rules are ways of showing we respect the right for all students and staff to move around the College safely and efficiently.

- We walk, not run, inside the buildings and in areas such as verandas, corridors, walkways and other places where it could be dangerous.
- We will not be “out of bounds”.
- We will behave sensibly and responsibly when travelling within, to and from College and also at College functions.

COMMUNICATION

The communication rules are a way of showing respect for each other by the way we speak and act

- We speak at appropriate times, respectfully, and respond to those in positions of authority.
- We use positive language. This means that swearing (direct or indirect); put-downs and/or aggressive behaviour will not be tolerated.
- We minimise disruptive noise both in class, around the College and on transport.
- We show reverence during times of prayer and in sacred places and be attentive at College assembly times.
- We display good manners and respect to others at all times.

HEALTH AND SAFETY

The health and safety rules promote responsibility for our own well being and that of others.

- We will not have in our possession or use: cigarettes, alcohol or other illegal drugs at College, whilst travelling to or from College, at College functions or wearing the College uniform.
- We will not have in our possession or use weapons or other dangerous items.
- We will not engage in dangerous behaviour (eg. Rock throwing, spitting, climbing, tackles, brandings, physical violence).
- We will observe the safety rules specific to each subject area.

CARE FOR PROPERTY AND SURROUNDING AREAS

These rules are ways of showing our respect for the College environment and the property of others. It is everyone’s responsibility to assist in making Penola a pleasant place.

- We keep the College neat and tidy.
- We will not damage, misuse or steal College property, or that of others.
- We show care for furniture and property by not chewing gum, nor engaging in graffiti or other acts of vandalism.
- We look after the College’s garden, animals and surrounding bushland.

3.2 In All Classrooms

We will:

- Respond respectfully to all teachers
- Treat each other with respect using positive language. This means no swearing, put downs, or other aggressive or bullying behaviour.
- Display good manners at all times.
- Avoid anything that disrupts learning.

3.3 Classroom Procedures

Students will:

- Move quickly to the classroom as soon as the music begins prior to the bell and be at the classroom when the music stops (Students must move on the bell when music is switched off due to examinations)
- Line up in two straight lines. (7-10)
- Be neat and tidy and in full school uniform before entering the classroom.
- Move into the room in an orderly way.
- Obtain a signed note in the diary from a staff member in the event of lateness to class.
- Respond to the teacher's greeting, then be seated and unpack quietly.
- Have the necessary equipment for all classes, including your diary which is to be kept in good condition.
- Take technology (ipad/Computer) out of their bag ONLY when and if directed to by the classroom teacher.
- NEVER TAKE MOBILE PHONES OUT IN THE CLASSROOM
- Leave your seat only when a teacher directs you to do so.
- Do not eat in class.
- Pack up when the teacher directs you to do so and wait to be dismissed.
- Leave the room clean and tidy for the next class.
- All students will have their diary signed on the 'leaving class' page if they need to leave during a lesson. Students will then take their diary with them.

4. Teacher Expectations

All staff have the responsibility to ensure all students meet College expectations.

This means staff should always take action whenever there are breaches of the College code of Conduct. Courses of appropriate action are outlined in the Student Management Plan.

Teachers should know their students

- names, interests, involvement in extracurricular activities, greeting students in the yard.

Teachers should be well prepared

- planning lessons which employ a variety of activities aimed at developing effective, personalised learning for all students.

Teachers should be consistent

- in being punctual to class, setting clear expectations for acceptable behaviour, demands of work standards, role modelling what they want from students and making contact with parents if the need arises.

Teachers should avoid

- shouting at students, using sarcasm, public embarrassment of students, putting students outside of a classroom unless they are supervised in a constant direct line of sight.

Teacher should never

- Act in a way that breaches Catholic Education Office policy “Maintaining Right Relations’ (2005) such as denying procedural fairness or use of corporal punishment

Teachers need to adhere to sound and consistent classroom routines which facilitate effective learning and teaching. These routines should include:-

- Ensuring students address them in a professional manner eg Sir/Miss or Mr, Mrs, Miss plus last name.
- Lining students up in an orderly manner (Years 7 – 10).
- Making sure the room is clean and tidy both before and at the conclusion of the lesson.
- Greeting the students
- Having each student place their diary on the desk at the commencement of the lesson.
- Marking the class roll each lesson and keeping a record of attendance, behaviour and parent contact.
- Conducting prayer, indicating learning intentions and success criteria.
- Insisting students are respectful and attentive during prayer.
- Not eating in homeroom or subject classes.

Teachers Have a Responsibility to

- Notify the Principal immediately of a reportable matter (Child Protection).
- Be familiar with and observe the guidelines of the Catholic Education Office policy “Maintaining Right Relations’ (2005).

- Respond to incidents of bullying as outlined in “The College Anti-Bullying Policy”.
- Follow up on classroom issues in a timely manner
- Communicate with KLA LOL, STAGE LOL, COLLEGE EXECUTIVE if any issues are arising

Teachers are supported by

- Feedback and coaching from Middle Leaders when issues arise in order to grow and develop in their pedagogical practices and behaviour management.
- Receiving necessary information with regard to student management and wellbeing
- Communication from middle leaders regarding ongoing or escalated issues
- Middle Leaders or Executive debriefing with the class involved or affected if deemed appropriate for the issue

The process for suspensions is as follows

- Students will be either given, or parents will be directly emailed:
 - a notification letter, outlining the reason for the suspension, the length of the suspension as well as the date and time of the return to school interview.
 - A students self-reflection sheet to be completed whilst on suspension (Students are not to return without completing the reflection sheet in a meaningful and respectful manner)
 - A student timeline of classes. Students will be expected to complete classwork if it is shared on GOOGLE classroom or complete SUBJECT WORK relative to what is normally studied on the timetable. This timeline must also be completed to show that school work was completed.
- Sharon Clarke will email the details to staff on behalf of the Stage LOL that explains the length of the suspension, that staff are not to talk to the students about the suspension and that should they have any questions, staff are to see the Stage LOL. This email will also ask the staff to supply work on GOOGLE Classroom for the suspended student.
- Return from suspension interviews
 - In the first return from suspension interview, the STAGE LOL and the HOSW&L will interview the student and the parent/guardian
 - Should there be a second return from suspension interview, the STAGE LOL and the AP will interview the student and the parent/guardian
 - Should there be a third return from suspension interview, the Principal and the AP will interview the student and the parent/guardian. The STAGE LOL may be involved at this time too.

05 . SLP and Levels

STUDENT LEARNING PERFORMANCE GRADE

In week 8 of Terms 1& 3, all students will receive a Student Learning Performance (SLP) grade report. All teachers will be observing their students in the classroom under the 5 key focus areas below. Students will be given a mark out of 5 for each area and the total in each subject will be their SLP mark out of 25. Any student who achieves an average of 22 or above in this mark from all subjects will receive 8 Level Points as outlined in the Penola Levels information below.

Any student who achieves 12 or less will be involved in a learning conversation with their teacher and parents/guardians to discuss strategies to improve. The SLP Report will be handed out to students in Homeroom or during a Year Assembly. Students must immediately glue the sheet into their diary on the given page. That night the student is to show the report sheet to a parent or guardian to sign the section at the bottom to signify receipt. The receipt must be sighted by the Homeroom teacher and referred to in discussions with the student.

Staff Evaluation of Students (Evidenced Professional Judgement)

- By the end of week 7 and using the GOOGLE sheet shared by the IT Leader of Learning, teachers are to award a grade in each of the following criteria areas. The computer program will generate a mark out of 25 for the subject that is reported to students and parents.

Key - Each area could encompass any of the following descriptors in each category. It is important to consider the most relevant descriptors applicable to the learning in your classroom.	
Organised and Ready for Learning	Brings equipment such as books and PE uniform, appropriate attitude, arrives to class on time, lines up quietly, enters the classroom with equipment
Classroom Based Learning and Task Completion	Completes set tasks to the best of the students ability and in a very timely fashion, focuses on tasks, asks questions for clarity, aims to improve their learning, uses feedback to improve learning, always cooperates with visiting teachers
Home Based Learning Preparation and Task Completion	Homework and flipped learning, assessments, hands in notes, completes incomplete classwork, may do extension work for improved learning
Collaboration and Cooperation	Demonstrates respect, works in a team, listens to others, contributes, listens other students opinions
Works Independently and Responsibly	Listens to directions, focus is on the learning, responds to instructions, respects the learning of other students

5 = All of the time; 4 = Only missed once or twice; 3 = Generally shows this; 2 = Every now and then; & 1 = Never

PENOLA LEVELS

Level	Opportunities
Level 8 (Platinum)	I have sustained an outstanding level of learning, commitment and contribution to the College throughout the year. (120+ Points)
Level 7 (Gold)	I can show evidence of outstanding learning behaviours and my positive contribution to the College community is also at an outstanding level. (60- 119 Points)
Level 6 (Silver)	I can show evidence of substantial learning behaviours and my positive contribution to the College community is also at a substantial level. (40 to 59 Points)
Level 5 (Bronze)	I can show evidence of good learning behaviours and my positive contribution to the College community is also good. (20 to 39 Points)
Level 4 Starting Point	I can show evidence of satisfactory learning behaviours and my positive contribution to the College community is also satisfactory. (-19 to 19 Points)
Level 3	I can show evidence of some satisfactory learning behaviours and my positive contribution to the College community happens inconsistently. (- 20 to -39 Points)
Level 2	I need support to show evidence of satisfactory learning behaviours and my positive contribution to the College community is minimal and inconsistent. (- 40 to -59 Points)
Level 1	I need a high level of support to show evidence of satisfactory learning behaviours and my positive contribution to the College community is rare and inconsistent. (- 60 Points)
Level 0	* Continued Level 1 behaviours leads to serious questions about my future education at Penola Catholic College

Pts	Ways to achieve Level Points	Pts	Ways to achieve Level Points
1 to 3	<u>General Merit</u> 1 Cooperative Learning 1 Improved Learning 3 Excellent Assessment work 3 Extra-Curricular activity eg. In school or out of school community service (eg. Assembly, Mass, Liturgy, Open Day etc), Social Justice, music, debating, student leadership. 3 Sustained class learning 3 Supporting the wellbeing of others 1 to 3 Significant improvement in learning	3 to 5	<u>Student Leadership/Mentor (Per Term)</u> 5 Student Leadership Team 3 Class Captain 3 Bus Leader 3 Reader/Writer 3 Peer Support 3 In School Tutor
1 to 7	<u>Sport Representation through College Pathways</u> 1 Trialled for College Team 1 Representing College at Carnival 5 College Level Representation in PDSSSC Season of Sport 5 Diocesan Level Representation 7 State Level Representation (College and Non-College) 7 National Level Representation (College and Non-College)	7 5 5 3	Average Student Learning Performance Grade $\geq 22/25$ Academic Participation and Application – Excellent Semester Report Exemplary Work Placement Achievement (TTC/VET/P-TECH) Term Attendance Rate $\geq 92\%$

Please note: students have the capability to move between levels. Negative behaviours will lead to loss of points & the student will need to regain points through positive learning behaviours & College participation.

-1	Incorrect uniform worn	-2	Non-attendance at a lunch or afternoon detention
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Implementation

1. The Student Learning Performance grade (SLP grade) is a powerful tool that teachers can use to be able to track the progress of students throughout the term. The underlying principles can form the basis of discussions with the students about their work in the classroom.
2. An excellent SLP grade is used to generate points for students towards their Penola Levels.
3. All teachers must keep good records (Electronically or in a Diary/Chronicle) for the student's SLP grade.
4. The behavioural expectations of the students must be discussed in all classes. Expectations need to be clear, consistent and follow agreed practices in this document by teachers.
5. In terms of Student Management, all students begin on Level 4 at the beginning of each new year.
6. Students tracking well are to be recognised (eg. Discussions and with the use of Merits) and may gain points that help them move up the levels after time.
7. Students NOT tracking well must be addressed at the first opportunity using the positive proactive strategies.
8. Further misbehaviour/lack of sustained effort would require more formal intervention such as Teacher detentions and phone calls home + COMPASS entries. If the students do not address the issue(s), then the support of the KLA LOL is expected. Strategies such as KLA LOL/teacher/student meetings and intervention plans including "KLA Behaviour Cards" can be trialled. Parental meetings at school about the issue are required until there is resolution. The Stage LOL/ALOL can be of assistance at this stage.
9. If there is a problem across numerous subjects, the Stage LOL will work with the KLA LOLs and Teachers to resolve the issue. This will involve parental interviews at school as well as the use of positive behaviour cards and time out processes.

In 2020, we will be more systematic in being able to address misbehaviour.

- A. We must make the students understand the importance of their points, especially for those in the negative range.
- B. We must be clear and fair in giving the students accessible and timely methods to improve their points as they need to see quick 'cause and effect' relationships between improved behaviour AND improved status on the points.
- C. We must work closely with our families to inform them of our processes and along the way, give them warning about the possible consequences of their child's misbehaviour.
- D. We need to have clear structures that are 'Compass system based' as mechanisms for recognising strong performances or level certificates as they occur, rather than being dependant on one person who delivers certificates at regular/irregular intervals. This could be coupled with an executive member morning tea as recommended by the new leadership team once a week/fortnight to recognise those students.

Schools need to have consequences for students where the severity increases as the student proves he/she is choosing not to modify undesirable behaviours. Students need to know where the boundaries are and the school must have a strong commitment to hold those boundaries tightly when students push back against those limits and when parents complain about the treatment of their child. To that end, in 2020:

- a. When a student is at -15 points, parents are called by Stage LOLs/ALOL/ (or KLA LOLs if the negative points are predominantly from one faculty) and the student's case history is discussed using compass chronicle reports. Parents are told that should their child hit -20, they will be required to attend the College for a behaviour plan meeting.
- b. At this meeting (once -20 is reached), we set out clear parameters for expected behaviour in the classroom/playground/travel (whichever is applicable).
 - i. Eg. should the student NOT follow expected behaviours,
 1. He/She will be sent to the KLA LOLs classroom for the remainder of the lesson.
 2. Parents will be called
 3. Points will be lost as per the SMP

4. A recess detention issued
 - ii. Should there be an issue at break time,
 1. He/She is excluded for the remainder of the break time
 2. Parents called
 3. Points lost as per SMP
 4. A recess detention is issued
 - iii. Should there be a consistent issue with uniform
 1. He/She will be required to attend recess detention and will be asked to sit outside the Stage LOLs office at lunch
 2. Parents will be called
 3. Points will be lost as per the SMP
 - c. Should the student hit -35 points, parents will be called and told that should the child reach -40 the next level consequences will be adopted.
 - i. FORTNIGHTLY meetings at school will be required (Stage LOL/ALOL + HOSWL)
 - ii. The individual student management plan will be written covering the following
 1. Out of uniform OR not following expected behaviours in class or on the yard
 - a. excluded from classes (Shadow Stage LOL or spend the day in the library - different breaks)
 - b. Parents called
 - c. Points lost as per SMP
 2. Students must complete Positive Behaviour Card and check in with Stage LOL. Failure to do so will result in exclusion from classes
 - d. Should the student hit -55 points, parents will be called and told that should the child reach -60 the next level consequences will be adopted.
 - i. WEEKLY meetings at school will be required
 - ii. The individual student management plan will be REWRITTEN covering the following
 1. Out of uniform OR not following expected behaviours in class or on the yard
 - a. Parents called and the student will be EXCLUDED from school (Suspended for the remainder of that day AND the next day)
 - b. Points lost as per SMP
 - c. Return to school interview conducted with Mrs Sparkes and Mrs Cairns
 2. Students must complete Positive Behaviour Card and check in with HOSWL. Failure to do so will result in exclusion from classes
 - e. Naturally, at all levels, when the student chooses to follow the rules, we will actively look to reward them with points to get them out of the danger zone BUT they have to truly make the effort in all they are doing. NB. It is possible to earn up to 10 points in a week if the child wears the correct uniform each day AND achieves scores of 3 or 4 (not 1 or 2) each day. For each day positive, the student can earn two points.
10. With these measures in place, students and their families will be clearly informed of the child's choices, and understand the schools processes. There will be certainty in terms of consequences and clear strategies for staff. Parents will not have wiggle room IF we remain strong and consistent.
 11. Merits and awarding positive learning, positive community participation and service are a critical part of this process and teachers responsible for students MUST input this positive behaviour into COMPASS for positive points.
 12. Students who earn less than 12 MUST have a phone call home from the teacher and students who earn TWO or more grades of less than 12 will have follow up from the Stage LOL/ALOL.
 13. Levels are recorded on COMPASS and on the weekly attendance data generated.

06. Student Management Categories

When completing a chronicle entry on COMPASS, teachers need to select points to be deducted from students for misbehaviour.

Level 1 Grey = -1

Level 2 Amber = -3

Level 3 Red = -5

Special Note: [First Suspension](#) return interview (HOSW&L & Stage LOL); [Second Suspension](#) return interview (AP & Stage LOL);
[Third Suspension](#) return interview (Principal, AP &/or Stage LOL);

8.1. Academic Progress / Learning Behaviours

Category	Level	Rating	Example	Key Strategies
Academic Progress / Learning Behaviours	1	Grey -1	Lack of equipment, Technology (Yrs 7 – 12), books for class, and practical gear (eg. PE Uniform, Science/TAS shoes and equipment).	<ul style="list-style-type: none"> Teacher speaks to student about the issue and how to be organised. Teacher ensures a note is placed in the Student Diary that is to be signed by parents. Teacher checks diary next lesson that the parent has signed/viewed the teacher note. Record of contact placed on COMPASS and class detention to be issued by Teacher. Discuss lack of ICT equipment with LOL and Technology LOL. <p>It is compulsory for Yrs 7 - 12 students to have their device with them each day charged ready for learning.</p>
			Homework not completed (3 times in a term) or incomplete or unsatisfactory work completion in class.	<ul style="list-style-type: none"> See Homework expectations in the Student Diary. See Homework Policy https://docs.google.com/document/d/1f6R74b7EwwYesIfEimtbA74W76k4I6IYz1853HJDA/edit?usp=sharing Teacher to check homework and follow up incompleteness with own class detention (if lesson occurs P1-4). Alternatively (if lesson is in P5 or 6) teacher to ask student to do this overnight and show at recess class detention. Teacher to record this homework was incomplete in teacher chronicle/or electronic database, call parent after the third time and contact the parent by either student diary/phone call or email to work out what the problem may be. Progress to Amber Rating if this becomes more than 5 times in a term. Teacher to ensure the Student Learning Performance Grade reflects the homework completion section. This student should not get a score of 4 or 5 in this area and parents must have had this communication prior to the SLP grade or report. Teacher to make KLA LOL aware that there is an issue with homework that the class teacher is managing at this stage.
			Technology Misuse or abuse – disrupting learning: iPads, iPods /MP3s, Mobile Phones, Games and similar technologies that are not part of the lesson or are being used in an inappropriate way for learning; earphones in to ignore lessons. Use of Technology (Yr 7-12) is with teacher instruction/permission.	<ul style="list-style-type: none"> Instruct student to put their device away in their bag and give general class warning. Note: Do not place the device on the teacher's desk or confiscate the device. General warning to class, second time a phone is seen by any member in the class, this phone is taken by student to handed in at office for remainder of day. If they refuse, then treat as defiance (see p. 16 Non-Compliance section in this document) Devices not to be used in class without teacher's permission. Do not accept inappropriate ICT use as part of the norm. <p>Please note:</p> <ul style="list-style-type: none"> Support your students in using their device in creative ways to collaborate with each other. Ensure students are not using their device when you are providing lesson instructions. Use common terminology ("Lock your screens or screens down") to ensure that the class is focused on your instructions. Students need to be active and creative creators when using their devices.

			Failure to bring Student Diary.	<p>Homeroom teacher check (or class captain) at the start of each day</p> <ul style="list-style-type: none"> Diary replacement pages (available in homeroom pouches) issued by homeroom teacher with a recess detention Afternoon Detention to be issued by Stage LOL/ALOL after 3 times per term
			Not engaging in classroom learning regardless of support given.	<ul style="list-style-type: none"> Teacher to speak to the student about the issue and guide the student to be aware of the consequences for their learning. Teacher interviews student to identify possible causes for disengagement Parental contact via diary or phone by classroom teacher <p>Investigate any background history on COMPASS records, Learning Support register, possible referral to Diversity team and ask Stage LOL/ALOL and KLA LOL for any information that make help diagnosis and support to re-engage the student.</p>
	2	Amber -3	Repeated uniform or lack of equipment issues. (3 times in a 10 week period) or ongoing repeated non-completion of homework (6 times in a term)	<ul style="list-style-type: none"> Teacher referral to KLA LOL (for class issues) or Stage LOL/ALOL (uniform/diary) via Incident Report Form (with note on COMPASS, form to central file) or email the COMPASS report to the KLA LOL. (Incident report is placed into student central file by KLA LOL. Afternoon detention to be issued by KLA LOL for uniform, homework, or lack of equipment issues. KLA LOL or Stage LOL/ALOL interviews student to identify possible causes for disengagement Parental contact to be made by the KLA LOL/Stage LOL/ALOL ASAP on the same day. Interview with Stage LOL/ALOL or KLA LOL, teacher and Parents. Antisocial behaviour may arise with Technology Misuse. <p>Do not confiscate the device but discuss your concerns with the appropriate LOL and Technology LOL. Students may have restrictions placed on the device to ensure appropriate use.</p>
			Repeated lack of engagement (not defiance) in class on more than two occasions	<ul style="list-style-type: none"> Parental interview to be held by the teacher via phone call or in person. Use of faculty behaviour card (if students forget their faculty behaviour card, they lose a recess/lunch break - ensure there is 10 mins to go to canteen/toilet and eat)
			Cheating (not taking responsibility) or deleting / destroying another person's work	<ul style="list-style-type: none"> The student is sent to KLA LOL with another student to accompany them. The accompanying student is to have a note of explanation from the classroom teacher. The student will stay with KLA LOL for 1 period only Parental contact to be made by the KLA LOL ASAP on the same day and penalty applied whilst negotiating fairness with the student/s. Interview with KLA LOL, teacher and Parents. Apology made by student before returning to class and restorative conference for students involved in Yr 7-12. In Year 10, 11 & 12 the appropriate processes as per NESA guidelines must also be followed. KLA LOL informs HOL and HOL enacts NESA protocols.
Academic Progress/ Learning Behaviours	3	Red -5	Ongoing lack of engagement (not defiance) in class on more than three occasions	<ul style="list-style-type: none"> Teacher has issued previous consequences and counselled the student with KLA LOL. Parental Contact to be made by the KLA LOL. Parental interview to take place with Stage LOL/ALOL, KLA LOL Teacher and parents. (HOL to be included in process if deemed necessary)
			Repeated Uniform issues after afternoon detention has been issued	<ul style="list-style-type: none"> Student to be removed from classes and required to shadow Year & KLA LOLs until parent comes to school for an interview.

8.2 Attendance

Category	Level	Rating	Example	Key Strategies
Attendance	1	Grey -1	Lateness to class/homeroom without a note.	<ul style="list-style-type: none"> Class teacher to keep a record of attendance. Homeroom teacher to contact parents if constantly late to homeroom. Stage LOL/ALOL to be involved when lateness is to homeroom is persistent. KLA LOL to be involved when lateness to subject is persistent. <p>Note: HSC Students are subject to NESAs requirements. Contact KLA LOL who then refers to HOL for warning letter to be issued</p>
			Non-attendance for Extension or non-timetabled classes	<ul style="list-style-type: none"> Class teacher to keep a record of attendance and inform KLA LOL at the first instance. Discussion first time, Afternoon Detention if repeated from KLA LOL and contact parents. Teacher explains the NESAs Warning letter (11-12) and states that HSC Students are subject to HSC requirements.
			Lateness to school with Parental consent.	<ul style="list-style-type: none"> Student to show note to Administration Staff and is signed in electronically at Student Services. Stage LOL/ALOL attendance data observes lateness is a persistent problem -> 10 explained late absences/term leads to afternoon detention. Stage LOL/ALOL to make parental contact.
			Lateness to school without Parental consent.	<ul style="list-style-type: none"> Student to show note to Administration Staff and is signed in electronically at Student Services. Stage LOL/ALOL attendance data observes lateness is a persistent problem College > 5 and TTC > 3 unexplained late absences/term leads to afternoon detention Homeroom teacher to make parental contact. COMPASS record completed by homeroom teacher
			Unexplained absences - not handed in a note of explanation within 3 days	<ul style="list-style-type: none"> HR Teacher reminds students of the College expectation to return notes within 3 days Attendance officer sends letter to parent via student to explain absence Stage LOL/ALOL attendance data observes lateness is a persistent problem -> 5 unexplained absences/term leads to afternoon detention. Homeroom teacher to make parental contact. Counselling and referrals if required

Category	Level	Rating	Example	Key Strategies
Attendance	2	Amber -3	Truancy. a) Leaving class without permission or diary note.	<ul style="list-style-type: none"> ● KLA LOL to be notified by classroom teacher ● Student to be interviewed by KLA LOL ● Parental Contact by phone or email by KLA LOL ● Afternoon Detention to be issued (with discretion on the situation/child) KLA LOL/Stage LOL/ALOL. ● COMPASS record completed by subject teacher NOTE: If a student should be present but is not in your class, missing student procedures must be carried out.
			b) Not attending individual subject classes - attending incorrect class - repeated lateness or truancy	<ul style="list-style-type: none"> ● KLA LOL to be notified by classroom teacher ● Parental Contact by phone or email by KLA LOL ● Afternoon Detention to be issued by KLA LOL ● HSC Students subject to NESA requirements (<i>HOSW&L – MUST be informed</i>) ● COMPASS record completed by subject teacher NOTE: If a student should be present but is not in your class, missing student procedures must be carried out.
			c) Leaving premises without permission	<ul style="list-style-type: none"> ● KLA /Stage LOL/ALOL to be notified. ● Parental Contact by Stage LOL/ALOL ● Afternoon Detention to be issued (with discretion on the situation/child) Stage LOL/ALOL. ● COMPASS record completed by Stage LOL/ALOL NOTE: If a student should be present but is not in your class, missing student procedures must be carried out.
			d) Not attending a recess or lunch detention without a note from another teacher to explain	<ul style="list-style-type: none"> ● The student will be followed up (find out what happened and why they did not arrive) ● Stage LOL/ALOL or KLA LOL to be notified. ● Parental Contact ● Formal Lunch Detention to be issued by the teacher (with discretion on the situation/child) ● COMPASS record completed by classroom teacher
			e) Failure to attend an afternoon detention	<ul style="list-style-type: none"> ● One of the LOLs/ALOLs allocated to the detention is to contact a parent/guardian to determine the reason for non attendance ● If no satisfactory reason is given, the student is to be issued a lunch detention on the next school day AND the guardian is to be told the afternoon detention stands for the following week ● If message can not be left, supervising teacher is to email
			Misbehaviour, defiance and being uncooperative during an afternoon detention	<ul style="list-style-type: none"> ● Stage LOL and HOSW&L to be notified ● Student is to be removed from the detention room and placed in the care of the HOSWL or another executive member ● Stage LOL/ALOL or KLA LOL in charge of after school detention to contact parents ● Student to be removed from classes by the HOSWL on the following day for a behaviour reflection sheet and a commitment to follow the rules ● Detention to be reissued ● COMPASS record completed by supervising teacher
	3	Red -5	Repeated misbehaviour, defiance and repeated lack of cooperation during an afternoon detention.	<ul style="list-style-type: none"> ● HOSW&L to be informed by supervising KLA LOL or Stage LOL/ALOL and investigate. ● Report to AP/Principal ● Parental Meeting organised with HOSW&L and Stage LOL to attend. ● Suspension by Principal if appropriate. ● COMPASS record completed by HOSW&L.

8.3 Bullying/ Harassment

Category	Level	Rating	Example	Key Strategies
Bullying / Harassment	1	Grey -1	A "one-off" behaviour that causes negative effects to another person's well being e.g. name calling or exclusion that is not ongoing.	<ul style="list-style-type: none"> Teacher to place student on a detention that they follow up Record on COMPASS for all students involved. Monitor for repetition.
	2	Amber -3	Bullying/Harassment (any repeated verbal, physical, social or digital conduct which is unsolicited, unwelcomed, threatening and Intended or unintended to harm or offend another). This includes Cyber Bullying (see Anti-Bullying Policy)	<ul style="list-style-type: none"> Incident Report to be completed by teacher Responsibility of all teachers to notify the relevant Stage LOL/ALOL. Stage LOL/ALOL collects statements from student (victim) and other witnesses. Stage LOL/ALOL to interview all students involved and report findings to HOSW&L Stage LOL/ALOL to follow up a minimum of three times during initial 2 weeks with student to monitor how they are going. Ongoing monitoring when deemed necessary. Bully to complete report of their behaviour Bully to be given a consequence, directed by AP/ Principal after information from HOSW&L If student is suspended: Suspension Booklet to be completed by the Bully Parent contact to be made by HOSW&L Stage LOL/ALOL to meet with bully over the two week period to monitor behaviour (progress report to be completed) Return from suspension Interview (parents and student) conducted by Stage LOL and HOSW&L. Restorative Conference where applicable. Record to be made and kept on student file. Counselling to be offered to all students. COMPASS record completed by HOSW&L
	3	Red -5	<p>Racism/Homophobia/Sexism or any other serious harassment.</p> <p>OR repeated bullying from Amber Level 2 strategies for intervention.</p>	<ul style="list-style-type: none"> Details of incident investigated and recorded as in the section above. HOSW&L Reprt to AP/Principal At Principal's discretion Suspension issued Return from suspension Interview (parents and student) conducted by Stage LOL and HOSW&L. Restorative Conference where applicable. Record to be made and kept on student file. Ongoing monitoring by Stage LOL/ALOL / HOSW&L Student Counsellor informed by HOSW&L. Counselling to be offered to all students. COMPASS record completed by HOSW&L
			Sexual comment/gesture to or abuse of staff or visitor to the college.	<ul style="list-style-type: none"> Incident report completed by teacher. (ASAP Paper or email) to notify HOSW&L urgently. Principal & AP informed by HOSW&L At Principal's discretion Suspension issued Parental Contact by HOSW&L Return from suspension Interview (parents and student) conducted by HOSW&L/Stage LOL (TBC) Restorative Conference where applicable. Record to be made and kept on student file. Counselling to be offered to all students. Written apology.

			<ul style="list-style-type: none"> ● Counselling and reconciliation process. ● COMPASS record completed by HOSW&L
		Sharing of explicit material of a sexual nature.	<ul style="list-style-type: none"> ● Incident report completed by teacher. (ASAP Paper or email) to notify HOSW&L urgently. ● AP/Principal informed by HOSW&L and may be directed to secure the device. ● At Principal's discretion, HOSW&L to contact Police. ● At Principal's discretion, Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Principal directs counsellor to complete ROSH and / or FACS report. ● Return from suspension Interview (parents and student) conducted by Assistant Principa, Stage LOL, and HOSW&L. ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● COMPASS record completed by HOSW&L <p>Please note:</p> <ul style="list-style-type: none"> ● Do not investigate the incident yourself. ● As a teacher discovering the issue, DO NOT request the evidence to be deleted if contained on an ICT device.

Category	Level	Rating	Example	Key Strategies
Bullying / Harassment	3	Red -5	Swearing at a member of staff (Direct)	<ul style="list-style-type: none"> ● Immediate isolation of student from class/yard ● Incident report completed by teacher. ● Stage LOL/ALOL/HOSW&L to be notified ● HOSW&L inform Principal & AP ● At Principal's discretion Suspension issued ● Parental contact by HOSW&L ● Return from suspension Interview (parents and student) conducted by HOSW&L & Stage LOL (depending on Suspension number) ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Counselling to be offered to all students. ● Written apology by student to staff member
			Serious sexual harassment	<ul style="list-style-type: none"> ● Immediate isolation of students. ● Incident report completed by teacher. ● HOSW&L to be notified. ● AP & Principal informed by HOSW&L ● Principal directs HOSW&L to contact Police. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Principal directs counsellor to complete ROSH and / or FACS report. ● Return from suspension Interview (parents and student) conducted by appropriate personnel. ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● The offence may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences.
			Sexting / sharing of pornographic material	<ul style="list-style-type: none"> ● Immediate isolation of students and their devices. For example, if safe to do so the devices can be taken by the notifying teacher and immediately handed to the HOSW&L or Principal. ● Incident report completed by teacher. ● HOSW&L to be notified. ● If shared via ICT devices if safe to do so HOSW&L will formally confiscate the devices. ● AP & Principal informed by HOSW&L ● Principal directs HOSW&L to contact Police. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Principal directs counsellor to complete ROSH and / or FACS report. ● Return from suspension Interview (parents and student) conducted by appropriate personnel. ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L

		Red -5		<ul style="list-style-type: none"> ● Counselling to be offered to all students. ● HOSW&L makes e-safety complaint online and / or refers victim parents to make e-safety complaint in order to remove offensive material from site. ● The offence may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences. <p>Please note:</p> <ul style="list-style-type: none"> ● Do not investigate the incident yourself. ● As a teacher discovering the issue, do not request the evidence to be deleted if contained on an ICT device.
			<p>Illegal/reportable gestures of a sexual nature towards another student or staff eg exposing oneself, written notes, diagrams, threats, etc.,</p>	<ul style="list-style-type: none"> ● Immediate isolation of students. ● Incident report completed by teacher. ● HOSW&L to be notified. ● Principal & AP informed by HOSW&L ● Principal directs HOSW&L to contact Police. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Principal directs counsellor to complete ROSH and / or FACS report. ● Return from suspension Interview (parents and student) conducted by appropriate personnel. ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● Ongoing monitoring by HOSW&L ● The offence may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences.

8.4 Inappropriate Language

Category	Level	Rating	Example	Key Strategies
Inappropriate Language	1	Grey -1	Swearing at self, name-calling, deliberate low level swearing not directed at a person	<ul style="list-style-type: none"> ● Immediate isolation of student from class or within class ● Teacher attempt to counsel and not engage in an argument (de-escalate situation) ● Apology from student ● Class detention if appropriate ● LOL/Stage LOL/ALOL informed ● Referral to Counsellor if required.
	2	Amber -3	Repeated swearing or abuse or rude body language directed deliberately at a person or group (over one lesson or over subsequent lessons)	<ul style="list-style-type: none"> ● Immediate isolation of student. ● Teacher attempt to counsel and not engage in an argument (de-escalate situation) ● Incident Report completed by teacher and forwarded to Stage LOL/ALOL or KLA LOL. Stage LOL/ALOL or KLA LOL to get written statement from student. ● Afternoon Detention ● AP & AP & Principal informed by HOSW&L ● Parental contact
	3	Red -5	Swearing at staff, sustained and inappropriate body language, abuse/swearing at another in an irrational /uncontrolled rage	<ul style="list-style-type: none"> ● Immediate isolation of students and teacher attempts to de-escalate situation ● Incident report completed by teacher. ● Stage LOL/ALOL/HOSW&L to be notified ● HOSW&L inform Principal & AP ● At Principal's discretion Suspension issued ● Parental contact by HOSW&L ● Return from suspension Interview (parents and student) conducted by appropriate personnel ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Counselling to be offered to all students. ● Written apology by student to staff member

8.5 Inappropriate Use of Property

Category	Level	Rating	Example	Consequence
Inappropriate use of Property	1	Grey -1	Littering and water fights.	<ul style="list-style-type: none"> ● Clean up yard-littering ● Afternoon Detention: Any water fights are to be issued an afternoon detention by Stage LOL/ALOL. ● Teacher to complete Incident Report and add details to COMPASS. ● Student to write statement. ● Followed up by Stage LOL/ALOL.
			Using skateboards, bikes, scooter etc in school grounds.	<ul style="list-style-type: none"> ● Skateboard to be taken to Student Services for storage during class and school day. Bikes to be secured in Bike rack for storage during class and school day. ● Incident Report completed by teacher and forwarded to Stage LOL/ALOL ● Student to write statement. ● Afternoon Detention as appropriate, issued by Stage LOL/ALOL.
			Accidental Damage to property or equipment	<ul style="list-style-type: none"> ● Incident report completed by teacher. ● Student to write statement. ● KLA LOL / Stage LOL/ALOL informed ● Class detention and payment for damage at discretion of LOL / Stage LOL/ALOL
	2	Amber -3	Vandalism, destruction of property/equipment through reckless behaviour or deliberate actions (such as graffiti, tampering or misusing specialised equipment), running through buildings	<ul style="list-style-type: none"> ● Incident report completed by teacher. ● Student to write statement. ● LOL/Stage LOL/ALOL/HOSW&L/Business Mgr. informed. ● If the College's technology is damaged the Technology LOL is notified. ● HOSW&L notifies the AP & Principal when appropriate. ● Repair or recompense for damage at Principal's discretion. (After Business Manager determines costs and sends invoice to parents) ● Afternoon Detention issued by LOL/Stage LOL/ALOL ● Incident details added to COMPASS ● Parental contact.
			Technology Misuse to cause harm to another person/s or school or community	<ul style="list-style-type: none"> ● Technology LOL informed. ● Suspension of CEDP network access to computers for appropriate period of time. ● Student to write statement. ● AP and Principal notified ● Parental Contact made by HOL/HOSW&L/Technology LOL. ● Compensation as appropriate. ● Afternoon Detention issued by HOL/HOSW&L/Technology LOL. ● Suspension issued if appropriate by Principal. ● Return from suspension Interview (parents and student) conducted by appropriate personnel. ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Counselling to be offered to all students.
			Throwing Rocks, food, any dangerous items eg pens, rulers etc	<ul style="list-style-type: none"> ● Teacher to complete incident report and record details on COMPASS. ● Student to write statement.

			<ul style="list-style-type: none"> ● Stage LOL/ALOL/LOL/HOSW&L to be informed and investigate. ● HOSW&L notify AP/Principal ● Suspension by Principal (if appropriate) ● Parental Contact. ● Return from suspension Interview (parents and student) conducted by appropriate personnel. ● Restorative Conference where applicable.
		<p>Technology Misuse causing harm to another person/s For example, taking unauthorized photos/video of another person, Cyberbullying not associated with any Child Protection issues.</p>	<ul style="list-style-type: none"> ● Student isolated in view of teacher and the device concerned handed to Technology LOL. Technology LOL to suspend CEDP network access. ● Incident report completed by teacher including the students involved, time and location. ● Student to write statement with the teacher and screenshots taken or obtained of the offensive material. ● Teacher explains that they are taking student and the device to notify HOSW&L/Technology LOL. ● AP/AP & Principal informed by HOSW&L/Technology LOL ● Principal directs HOSW&L to contact Police. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Principal directs counsellor to complete ROSH and / or FACS report. ● Return from suspension Interview (parents and student) conducted by appropriate personnel. ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by ICT LOL/ Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● Ongoing monitoring by HOSW&L ● AP makes e-safety complaint online and / or refers victim parents to make e-safety complaint in order to remove offensive material from site. <p>The offence may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences. Please note:</p> <ul style="list-style-type: none"> ● Do not ask the student reporting the issue to speak with suspected student or to remove the material.
		<p>Playing with sticks, throwing sticks, using sticks as a weapon or sporting implement.</p>	<ul style="list-style-type: none"> ● Teacher to complete incident report and record details on COMPASS. ● Student to write statement. ● Stage LOL/ALOL to be informed and investigate. ● Parental Contact. ● Afternoon Detention or possible suspension at Principal's discretion

Category	Level	Rating	Example	Consequence
Inappropriate use of Property	3	Red -5	Theft of College keys and property	<ul style="list-style-type: none"> ● Immediate isolation of students. ● Incident report completed by teacher. ● Student to write statement. ● HOSW&L to be notified. ● AP & Principal informed by HOSW&L ● Principal's discretion to then possibly direct HOSW&L to contact Police. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Return from suspension Interview (parents and student) conducted by appropriate personnel. ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● Replacement of items or financial reimbursement
			Deliberate damage to College property (bush land or surrounding property. e.g. Technology, lighting fires, damaging trees, fences, gates, etc	<ul style="list-style-type: none"> ● Immediate isolation of students. ● Incident report completed by teacher. ● Student to write statement. ● HOSW&L to be notified. ● If the College's technology is damaged the Technology LOL is notified. ● AP & Principal informed by HOSW&L ● Principal directs HOSW&L to contact Police / emergency services. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Return from suspension Interview (parents and student) conducted by appropriate personnel. ● Repair or recompense for damage at Principal's discretion (After Business Manager determines costs and sends invoices/quotes to be paid.. ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● Replacement of items or financial reimbursement
			Theft in school or outside school in College uniform	<ul style="list-style-type: none"> ● Immediate isolation of students. ● Incident report completed by teacher or witness ● Student to write statement. ● HOSW&L to be notified. ● AP & AP & Principal informed by HOSW&L ● Principal directs HOSW&L to contact Police if appropriate. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Return from suspension Interview (parents and student) conducted by appropriate personnel

			<ul style="list-style-type: none"> ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● Replacement of items or financial reimbursement
		Red -5	<p>Students in the bathroom cubicle or learning spaces (without a teacher) and alone with another student of a different gender.</p> <ul style="list-style-type: none"> ● Immediate isolation of students. ● Incident report completed by teacher. ● Student to write statement. ● HOSW&L to be notified. ● AP & AP & Principal informed by HOSW&L ● Principal directs HOSW&L to contact Police. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Principal directs counsellor to complete ROSH and / or FACS report. ● Return from suspension Interview (parents and student) conducted by appropriate personnel ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● Ongoing monitoring by HOSW&L ● The offence may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences.

8.6 Non-Compliance

Category	Level	Rating	Example	Consequence
Non-Compliance	1	Grey -1	Being in buildings or other areas designated as "out of bounds".	<ul style="list-style-type: none"> ● Removal from area ● Detention issued by teacher or cleaning of area issued by teacher. ● Details recorded on COMPASS
			Eating/drinking in class or buildings.	<ul style="list-style-type: none"> ● Cleaning of area issued by teacher ● Disposal of items. ● Details recorded on COMPASS
			Not turning up to a detention issued by a teacher	<ul style="list-style-type: none"> ● Incident report written by teacher ● Notify KLA LOL / Stage LOL/ALOL to investigate ● Parental Contact by KLA LOL / Stage LOL/ALOL ● Afternoon Detention issued by LOL / Stage LOL/ALOL ● Details recorded on COMPASS
			Disruption of Learning.	<ul style="list-style-type: none"> ● Note in diary ● Contact parent ● Lunch Teacher detention ● Record on COMPASS & Teacher Chronicle
			Chewing gum.	<ul style="list-style-type: none"> ● Student to throw in bin. ● Chewing gum fine and register completed. Use the MCC Intranet link page see chewing gum image https://sites.google.com/parra.catholic.edu.au/mcc/home ● Details recorded on COMPASS
	2	Amber -3	Altering a Teacher note or signature in Student Diary	<ul style="list-style-type: none"> ● Incident report written by teacher ● Notify KLA LOL / Stage LOL/ALOL to investigate ● Parental Contact by KLA LOL / Stage LOL/ALOL ● Afternoon Detention issued by KLA LOL / Stage LOL/ALOL ● Details recorded on COMPASS
			Forging of Parental or Teacher Signature.	<ul style="list-style-type: none"> ● Incident report written by teacher ● Notify KLA LOL / Stage LOL/ALOL to investigate ● Parental Contact by KLA LOL / Stage LOL/ALOL ● Afternoon Detention issued by KLA LOL / Stage LOL/ALOL ● Details recorded on COMPASS
			Not turning up to a detention issued by a Stage LOL/ALOL/KLA /LOL	<ul style="list-style-type: none"> ● Incident report written by KLA LOL / Stage LOL/ALOL after investigating why with the student ● Parental Contact by KLA LOL / Stage LOL/ALOL ● Afternoon Detention issued by LOL / Stage LOL/ALOL ● Details recorded on COMPASS
			Driving or being a passenger without permission	<ul style="list-style-type: none"> ● Incident report written by teacher ● Notify Stage LOL/ALOL to investigate ● Student to write statement. ● Parental Contact. ● Afternoon Detention issued by Stage LOL/ALOL ● Details recorded on COMPASS

Category	Level	Rating	Example	Consequence
Non-Compliance	2	Amber -3	Repeated instances of classroom misbehaviour or repeated Grey MCC SMP 3 level non-compliance over a number of lessons	<ul style="list-style-type: none"> ● Incident Report to be written by teacher. ● Student to write statement. ● KLA LOL to be informed by Teacher. ● KLA LOL to Issue an Afternoon Detention ● Parental Contact to be made as soon as possible the same day by the LOL. ● Parental interview to take place with KLA LOL, Stage LOL/ALOL, teacher and parents. ● The classroom teacher is to meet with the KLA LOL (with documentation) to discuss the situation and to plan appropriate strategies. ● If persistent problem, meeting convened by HOL and KLA LOL / Stage LOL/ALOL, relevant teacher and student to determine such things as: <ul style="list-style-type: none"> ● Parental Contact ● Subject Conduct Behaviour Card monitored by KLA LOL weekly for 2 weeks. ● Counselling
			Repeated instances of disruption of the learning environment over a number of lessons.	<ul style="list-style-type: none"> ● Teacher to issue warning stating possible consequences. ● The student is sent to KLA LOL with another student to accompany them. The accompanying student is to have a note of explanation from the classroom teacher. ● Parental Contact to be made by the teacher. Teacher to provide incident report to LOL. The student will stay in KLA LOL for the duration of that single or double lesson. ● KLA LOL to issue an Afternoon Detention. ● Details to be recorded on COMPASS ● If persistent problem, meeting convened by HOL and KLA LOL / Stage LOL/ALOL, relevant teacher, parent and student to determine such things as: <ul style="list-style-type: none"> ● Parental Involvement ● Subject Conduct Behaviour Card monitored by KLA LOL weekly for 2 weeks. ● Counselling ● Apology made by student before returning to class.
			Defiance	<ul style="list-style-type: none"> ● Teacher to explain possible consequences of the poor choices being made by the student. ● The student is sent to KLA LOL with another student to accompany them. The accompanying student is to have a note of explanation from the classroom teacher. ● Parental Contact to be made by the teacher. Teacher to provide incident report to LOL. The student will stay in KLA LOL for the duration of that single or double lesson. ● Student to write statement. ● KLA LOL to issue an Afternoon Detention. ● Details to be recorded on COMPASS ● If persistent problem, meeting convened by HOL and Stage LOL/ALOL / KLA LOL, relevant teacher, parent and student to determine such things as: <ul style="list-style-type: none"> ● Parental Involvement ● Subject Conduct Behaviour Card monitored by KLA LOL weekly for 2 weeks. ● Counselling ● Apology made by student before returning to class.

			Refusal to produce ID or giving a false name/ID when requested by Staff.	<ul style="list-style-type: none"> ● Same as Defiance
Non-Compliance	2	Amber -3	Dangerous/Unsafe Behaviour eg. climbing onto buildings/over railings, using a lighter, matches, etc	<ul style="list-style-type: none"> ● Incident report to be completed by teacher ● Stage LOL/ALOL / LOL to be informed and investigate. ● Student to write statement. ● Parental Contact. ● Afternoon Detention or possible suspension ● Details to be recorded on COMPASS
			Not observing safety rules specific to KLA	<ul style="list-style-type: none"> ● Incident report to be completed by teacher ● KLA LOL to be informed and investigate. ● KLA LOL removes student from practical experiences for a period of time. ● Afternoon Detention or possible suspension at Principal's discretion ● Parental Contact. ● Details to be recorded on COMPASS
			Driving dangerously outside the College grounds.	<ul style="list-style-type: none"> ● Incident report to be completed by teacher ● Stage LOL/ALOL to be informed and investigate. ● Student to write statement. ● Afternoon Detention or possible suspension ● Parental Contact. ● Details to be recorded on COMPASS
			Loitering in the surrounding bush land as defined by the School Plan as 'Out of Bounds'.	<ul style="list-style-type: none"> ● Teacher to move students to in bounds area. ● Teacher to complete incident report ● Stage LOL/ALOL to investigate. ● Student to write statement. ● Afternoon Detention or possible suspension. ● Parental Contact. ● Details recorded on COMPASS
	3	Red -5	Repeated Driving dangerously, exceeding the speed limit outside the College grounds or causing extreme danger / using items to hurt another person/animal	<ul style="list-style-type: none"> ● Incident report completed by teacher/witness. ● HOSW&L to be notified. ● Student to write statement. ● AP & Principal informed by HOSW&L ● At Principal's discretion, HOSW&L directed to contact Police. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Return from suspension Interview (parents and student) conducted by appropriate personell ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● Compensate College for any damage.

			<p>Serious or ongoing non-compliance to follow College rules detected during a restorative conference, after suspension or serious consequences directed by the Principal.</p>	<ul style="list-style-type: none"> ● Student not to return to College ● HOSW&L/AP notify issues during restorative conference refer Principal ● Principal directs HOSW&L/AP to retry restorative conference & Principal extends suspension ● Principal Secretary directed by HOSW&L to contact parents and arrange new meeting time. ● If restorative conference fails, parents and/or student unable to show remorse and commit to follow College rules/expectations, Principal informed. Principal contacts parents and: ● Student re-engages with College rules and expectations and has successful meeting, is monitored MCC SMP 1 and incident report completed and filed. <p>Or:</p> <ul style="list-style-type: none"> ● Student refuses to accept College rules / expectations. Student / parent explained leaving procedures by enrolment secretary upon direction of the Principal
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8.7 physical behaviours

Category	Level	Rating	Example	Consequence
Physical Behaviours	1	Grey -1	Pushing in lines, invading personal space, rough play, shoving, barging, snatching bags, low-level breaking hands off, taking other's equipment, throwing food	<ul style="list-style-type: none"> ● Incident Report completed by teacher. ● Teacher class detention ● Record on COMPASS ● Monitor for repetition
	2	Amber -3	Breaking Hands Off Policy (Repeated grey behaviour or aggressive instances)	<ul style="list-style-type: none"> ● Immediate isolation of students. ● Incident Report completed by teacher and forwarded to KLA LOL / Stage LOL/ALOL ● Student to write statement. ● Afternoon Detention ● HOSW&L informed ● AP & Principal informed by HOSW&L ● Parental contact ● Counselling offered MCC SMP 1
	3	Red -5	Causing injury to an animal or another person	<ul style="list-style-type: none"> ● Immediate isolation of students. ● Incident report completed by teacher. ● HOSW&L to be notified. ● Student to write statement. ● AP & AP & Principal informed by HOSW&L ● At Principal's discretion, Principal directs HOSW&L to contact Police. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Return from suspension Interview (parents and student) conducted by appropriate personnel. ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● The offence may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences.
			Violent behaviour (including fighting, assaults and other reckless aggressive behaviour) Misconduct against a staff member/adult Repeated intimidation that threatens another person that results in serious injury to the victim	<ul style="list-style-type: none"> ● Immediate isolation of students. ● Incident report completed by teacher. ● Student to write statement. ● HOSW&L to be notified. ● AP & Principal informed by HOSW&L ● At Principal's discretion, Principal directs HOSW&L to contact Police. ● At Principal's discretion Suspension issued ● Parental Contact by HOSW&L after direction by Police and Principal ● Return from suspension Interview (parents and student) conducted by appropriate personnel. ● Restorative Conference where applicable. ● Record to be made and kept on student file. ● Ongoing monitoring by Stage LOL/ALOL / HOSW&L ● Counselling to be offered to all students. ● The offence may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences.

8.8 Prohibited items / Illegal / Reportable

Category	Level	Rating	Example	Consequence
Prohibited items / Illegal / Reportable	1	Grey -1	Banned items - Possession of laser pens, aerosol cans, "white out", permanent markers, steel rulers, cigarettes, lighters or matches	<ul style="list-style-type: none"> Confiscation of items and given to Principal's Secretary who completes confiscated belongings information sheet and retains item. Detention issued by Teacher on the spot. Parent contacted to pick up banned item by Teacher. Details recorded on COMPASS
	2	Amber -3	Smoking at school or in school uniform outside school	<ul style="list-style-type: none"> Incident Report completed by teacher and forwarded to Stage LOL/ALOL Afternoon Detention HOSW&L informed AP & Principal informed by HOSW&L Parental contact Counselling offered MCC SMP 1
	3	Red -5	Distribution, acquisition, possession or use of controlled or illegal substances (including alcohol, drugs, etc)	<ul style="list-style-type: none"> Immediate isolation of students. Incident report completed by teacher. Student to write statement. HOSW&L to be notified. AP & Principal informed by HOSW&L Principal directs HOSW&L to contact Police. Police invited to investigate on site. At Principal's discretion Suspension issued Parental Contact by HOSW&L after direction by Police and Principal Return from suspension Interview (parents and student) conducted by appropriate personnel. Restorative Conference where applicable. Record to be made and kept on student file. Ongoing monitoring by Stage LOL/ALOL / HOSW&L Counselling to be offered to all students. The offence may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences.
			Other illegal activities (including carrying knives, weapons, dangerous goods eg. flares).	<ul style="list-style-type: none"> Immediate isolation of students. Incident report completed by teacher. Student to write statement. HOSW&L to be notified. AP & Principal informed by HOSW&L Principal directs HOSW&L to contact Police. Police invited to investigate on site. At Principal's discretion Suspension issued Parental Contact by HOSW&L after direction by Police and Principal Return from suspension Interview (parents and student) conducted by appropriate personnel. Restorative Conference where applicable. Record to be made and kept on student file. Ongoing monitoring by Stage LOL/ALOL / HOSW&L Counselling to be offered to all students. The offence may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences.

8.9 Uniform

Category	Level	Rating	Example	Consequence
Uniform	1	Grey -1	Wearing incorrect uniform or incorrect item, jewellery, including wearing PE-Sports uniform on a day not required.	<ul style="list-style-type: none"> • Ask student to remove the incorrect item and put it away • Teacher to enter on COMPASS • Detention issued by Teacher on the spot. • Repeated infractions - Confiscation of items and given to Principal's Secretary who completes confiscated belongings information sheet and retains item. • Parent contacted to pick up item by Teacher. • Details recorded on COMPASS
Uniform	2	Amber -3	Three repeats - refusal to comply with uniform expectations, including wearing PE-Sports uniform on a day not required.	<ul style="list-style-type: none"> • Teacher to issue warning stating possible consequences. • The student is sent to Stage LOL/ALOL with another student to accompany them. The accompanying student is to have a note of explanation from the classroom teacher. • Parental Contact to be made by the teacher. Teacher to provide incident report to Stage LOL/ALOL. The student will stay with Stage LOL/ALOL for the duration of homeroom. • Stage LOL/ALOL to issue an Afternoon Detention. • Details to be recorded on COMPASS • If persistent problem, meeting convened by HOL and Stage LOL/ALOL / LOL, relevant teacher, parent and student to determine such things as: <ul style="list-style-type: none"> • Parental Involvement • Subject Conduct Behaviour Card monitored MCC SMP 1 by LOL weekly for 2 weeks. • Counselling at discretion of Stage LOL/ALOL/HOSW&L/AP
Uniform	3	Red -5	Continual refusal to comply with uniform expectations, including wearing PE-Sports uniform on a day not required.	<ul style="list-style-type: none"> • Immediate isolation of students. (Student to shadow Year KLA LOLs during the day) • Incident report completed by teacher / Stage LOL/ALOL • Student to write statement. • HOSW&L to be notified. • AP & Principal informed by HOSW&L • At Principal's discretion, Suspension by Principal • Parental Contact by HOSW&L . • Return from suspension Interview (parents and student) conducted by appropriate personnel. • Restorative Conference where applicable. • Record to be made and kept on student file. • Ongoing monitoring by Stage LOL/ALOL / HOSW&L • Counselling to be offered to all students. • The issue may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences.

07. Appendix 1 - Visiting Teacher summary sheet

In order to support all teachers, Penola has a lunchtime detention process which permits visiting teachers to add names should students not follow instructions and complete the learning expected. The process is simple,

1. Quietly warn the student (or students) that they have work or behavioural expectations to follow. Should they not follow those expectations, a lunchtime detention can be issued.
2. Should the inappropriate work effort or behaviour continue, you are asked to quietly give a final warning
3. Should the inappropriate work effort or behaviour continue, you are asked to quietly inform the student they will be added to the lunch time detention list.
4. Should behavior then escalate, you can send a student to the office for the KLA LOL, or another KLA LOL to support you.

Action	Immediate Consequence	Reporting
Property Damage	<ul style="list-style-type: none"> - Lunch detention in B104 	<ul style="list-style-type: none"> - Send student with a note to the office to inform maintenance staff - Inform KLA / Stage LOL - Ask student/s involved to fill out an incident report - Ask another student to complete an incident report - Write note for classroom Teacher
Eating in class	<ul style="list-style-type: none"> - Pick up rubbish outside classroom (in view from windows) or at breaktime 	<ul style="list-style-type: none"> - Write note for classroom teacher
Chewing Gum	<ul style="list-style-type: none"> - Inform student their name will be put on the gum register. - Inform student they are to put the gum in the bin. 	<ul style="list-style-type: none"> - Write note for classroom teacher to add students name/ add name if you have access
Defiance	<ul style="list-style-type: none"> - Re-state expectations to student - Give instructions again - Let the student know this will be escalated - Inform student they will have a lunchtime detention if defiance concerns learning. - Do not engage about the matter further if student is getting aggressive. - Issue Lunch detention in B104 	<ul style="list-style-type: none"> - Ask another student to write an incident report of the event - Complete an incident report to be given to KLA LOL - Send student with a note for KLA LOL / If not possible Stage LOL as soon as possible if student is aggressive
Minor hands off breach	<ul style="list-style-type: none"> - Note written in students diary - Add to lunchtime detention register 	<ul style="list-style-type: none"> - Write note for classroom teacher - Inform KLA LOL
Leaving class without Permission	<ul style="list-style-type: none"> - Escalate to LOL right away 	<ul style="list-style-type: none"> - Send student with a note for KLA LOL / If not possible (end of day/ just before break) see KLA LOL as soon as possible
Anti-social behaviour (name calling, disrupting class)	<ul style="list-style-type: none"> - Note written in students diary - Pick up rubbish outside classroom (in view from windows) or at breaktime - Add to lunchtime detention register 	<ul style="list-style-type: none"> - Write note for classroom teacher - Write incident report should behaviors escalate - Inform KLA LOL
Swearing at a teacher	<ul style="list-style-type: none"> - Escalate to LOL right away - Do not engage about the matter further 	<ul style="list-style-type: none"> - Ask another student to write an incident report of the event - Complete an incident report to be given to KLA LOL - Send student with a note for KLA LOL / If not possible Stage LOL as soon as possible is student is aggressive

08 . Minor negative behaviour and strategies

Managing Behaviour In Classes (Paul DuCrest, 2017) - Grey Level: Minor Breaches of Expectations.

These are small transgressions of your classroom expectations and are to be expected when working with adolescents. The period of adolescence is now typically thought to be roughly from the ages of 11 to 21. It is a transformational stage of development whereby students come to a secondary school essentially as children and leave almost as adults. There is a lot going on for them in those years. Mood swings can be biological and hormonal, but can also result from increasingly complex social interactions as they seek to find their place with peers and society. They will experiment with their sense of self; experiment with personal labels and different peer groups. They are very vulnerable to negative peer pressure. Therefore, peer relations will take priority over family, adults and authority. Teenagers will test boundaries placed by teachers and parents. They will develop a self-centred attitude and look at situations from their own perspective.

Below is a list of the typical adolescent behaviours we might expect to see in our students. In categorizing these behaviours as mild, expected, minor or typical it is important to note that they are not persistent. Whilst bothersome and requiring addressing, they don't disrupt the learning in a *significant* way. They are corrected when lower level strategies are applied. There is no need to panic or "catastrophize" when we see these behaviours.

Late to class, Talkative, Homework incomplete, Poorly organized, Using technology unacceptably, Mild resistance to correction, Inattentive, Off task, Poor exits, Distracted, Incomplete classwork, Leave seat, Slow to begin work, Uniform breaches, Not listening carefully to instructions, Inadvertent disrespect of persons or property.

Strategies to deal with Grey behaviours

Proactive Strategies.	Non-verbal strategies	Verbal strategies.
<ul style="list-style-type: none"> · A clear set of expectations. · Preparing and structuring your lesson. · Developing a range of appropriately adjusted work tasks. · Creating positive relationships and environment in the class. · Flexibility in meeting the class at their level of ability and behaviour. · Knowing your students needs. · Making deposits in the Emotional Bank Account. · Reinforcements of desired behaviours and expectations. 	<ul style="list-style-type: none"> · Tactical ignoring. · Ignore and follow up later. · Remote observance. Proximity. · Eye contact. · Scanning and identifying. · Gestures · Proximity with prompt. · Pausing. · Pre-arranged signal or cue. 	Verbal cue; Time encourager; Affirmation of good work or behaviour; Redirection using work task question; One-on-one strategic assistance; Diversion or change of activity; Use of humour (not sarcasm); Using student's name; Description of reality; Expectation question; Re-state expectations; Short Catchphrases; Commands/directions; Individual close talk.

Always remember:

- * **Use the least intrusive, disruptive strategy possible that allows for lesson flow**
- * **The aim is to correct a situation – not escalate it**
- * **Give the most amount of attention to students displaying desired behaviours**
- * **Employ the strategies with a demeanor of control and calm authority**
- * **Present the impression that good behaviour is the norm in your class/school**
- * **Changing behaviours takes time. PERSISTENCE & CONSISTENCY are keys**

Grey Level. Minor and Expected.

Strategy or Technique.	Description, explanation and examples.
Non-Verbal.	
Tactical ignoring.	The teacher deliberately chooses to ignore a behaviour because addressing it at that time will be more disruptive to the class' learning than to ignore it.
Ignore and follow up later.	The teacher uses professional judgment and chooses to ignore an undesired behaviour but will address it at a more appropriate time.
Remote Observance.	The teacher notes an undesired behaviour and ignores but actively monitors the student in deciding whether to address it or not.
Proximity.	The teacher strategically moves to a position in the learning space in the proximity of an undesired behaviour. The lesson flow would continue.
Eye contact.	The teacher makes deliberate and sustained eye contact with the student until the correct behaviour is displayed.
Scanning and identifying.	The teacher actively scans the space obviously visually noting those students slow to comply with a specific instruction.
Gestures.	The teacher uses body language and gestures to correct an undesired behaviour or reinforce a correct behaviour e.g. raised eyebrows, pointing, shaking head, thumbs up, OK symbol. The flow of the lesson should be unbroken.
Proximity with prompt.	The teacher moves to the location of an undesired behaviour and prompts and indicates the desired behaviour e.g. taps the student's book; simulates the closing of a laptop; indicates where an object should be placed etc.
Pausing.	The teacher pauses, usually in mid-sentence for effect, looks at the location of the undesired behaviour and adopts a waiting body-language.
Pre-arranged signal or cue.	The teacher employs a predetermined and consistent non-verbal signal or cue to acquire a specific behaviour from either an individual or class. Examples might be: a raised arm for attention; tally on the board; finger countdown; specific prompt. For the whole class, this will often be paired with a verbal cue.
Verbal.	
Verbal cue.	The teacher uses a predetermined and consistent cue, usually to gain the attention of the whole class. It often involves the students repeating the cue e.g. hand clap pattern, waterfall "swoosh", whistle.

Time encourager.	The teacher uses a short countdown following an instruction to allow a time limit for compliance.
Affirmation of good work or behaviour.	The teacher praises and affirms those students who are displaying desired behaviour and learning. This can be used in several ways: <ul style="list-style-type: none"> i. As a general and regular reinforce of desired behaviours; ii. Directly after a specific instruction to encourage students to comply; iii. In the direct proximity of student not complying and displaying undesired behaviour as a means of encouraging self-correction.
Redirection using work task question.	The teacher asks a student (or group of students) if they need any assistance with the current task. The assumption here is that the student(s) know what to do but are just distracted and off task. One-on-one assistance may be necessary. <i>“Do you need some help with that?”</i>
One-on-one strategic assistance.	The teacher gives strategic and deliberate attention to a student, or group of students, to refocus them on a specific task. The teacher should break the task into a small manageable and clear amount work to be completed in a specific time frame. The teacher would inform the student(s) that they will return at the end of that time frame.
Diversion or change of activity.	The teacher deliberately changes or modifies a task for a student(s) in order to keep them productively working and on task.
Use of humour (not sarcasm).	The teacher uses humour or cheerfulness to engage, redirect or gain the attention of a student. Care must be used here to not be sarcastic or derogatory to individuals. Teachers should know their students well before employing this strategy – especially publically to individuals lest it be misconstrued.
Using student’s name.	The teacher simply states the name of a student displaying an undesired behaviour.
Description of reality.	The teacher makes a simple but directed statement to a student not complying with expectations and then attends to other students whilst remotely observing the student for compliance. <i>“Sarah, You are not working on the activity.”</i> <i>“Tim, you are out of your seat.”</i>
Expectation question.	The teacher asks a specific student what the class expectation is regarding a specific desired behaviour. This could be during the lesson or, with professional judgment, part of a conversation afterwards. <i>“What is our class (the school) rule about leaving the room?”</i> <i>“What do we do in this class if you want my help?”</i>

09. Moderate Negative Behaviour and strategies

Amber Level: Moderate Breaches of Expectations (or persistent Level 1 Breaches)

Below is a list of the type of behaviours you might expect to see in students at this next level. The distinguishing feature here would be that these behaviours, whilst still perhaps what might be expected from adolescents, are beginning to cause disruption to the learning; influence/distract others; be persistent; or prove not able to be corrected with lower level strategies.

- Persistent talking
- Persistent distracting of others
- Persistently off task.
- Persistent unacceptable use of technology.
- Non-compliance or ignoring directions.
- Disrespectful body language.
- Calling out and/or aside comments when corrected
- Attention-seeking to peers.
- Attempts to undermine teacher authority.
- Irrelevant questions/comments.
- Moderate disrespect of students or property

· Most often these behaviours, even if persistent, are single breach incidents, easily identified and dealt with.

Below is a list of additional strategies that are helpful in dealing with Amber Level behaviours. It is still important however to adhere to the Underpinning Principles of Managing Behaviour.

Proactive Strategies.	Responsive Strategies.	Possible Consequences.²
<ul style="list-style-type: none"> · All of the above strategies for Level 1A behaviours.¹ · After class interview. · Pre-determined, individual cues and gestures. · Tallying scale. · Modify tasks. · Further investigate student needs and information. 	<ul style="list-style-type: none"> · Restating the specific expectation. · Broken Record Technique. · Verbal and non-verbal Blockers. · Student face-savers. · Choice and consequence statement. · Thinking time/space. · Follow through with consequence. · Suspended consequence. · Address the primary (the one that got your attention) & ignore the secondary behaviour. 	<ul style="list-style-type: none"> · Temporary removal from activities or privileges. · Temporary individual seating arrangement. · Out of class interview/goal-setting. · Diary comment. · Demerits. · Communication with parent. (Always check first).

Always remember:

- * **Use the least intrusive, disruptive strategy possible that allows the lesson to flow.**
- * **The aim is to correct a situation – not escalate it.**
- * **Employ the strategies with a demeanor of control and calm authority.**
- * **Give the most amount of attention to students displaying desired behaviours.**
- * **Present the impression that good behaviour is the norm in your class (or school).**
- * **Changing behaviours takes time and the key is PERSISTENCE and CONSISTENCY.**

Amber Level. Moderate or persistent.

These behaviours, whilst still perhaps what might be expected from adolescents, are beginning to cause disruption to the learning and a wider distract to others. They are persistent and have proven not to be corrected with lower level strategies. They may also be immediately more disrespectful and intrusive, requiring an immediate response. The distinction between Levels A and B is arbitrary and one of professional judgment.

Strategy or Technique.	Description, explanation and examples.
Proactive.	
All of the above strategies for Level 1A behaviours.	
Re-state expectations.	Teacher repeats the specific expectation that is not being complied with at the moment. It is better to re-state the behaviour that is desired than to publicize what's not being done. <ul style="list-style-type: none"> · <i>“The noise level is to be no higher than 3 out of 10.”</i> · <i>“This activity is to be done by yourself.”</i>
Short Catchphrases.	Teacher issues short and succinct phrases that express their dissatisfaction and need for correction to students or classes. These are often paired with a gesture such as a gentle raised hand or pointed finger. <p style="text-align: center;"> <i>“Not here.”</i> <i>“Later.”</i> <i>“Not now.”</i> <i>“Not in this class.”</i> <i>“Away.”</i> <i>“No.”</i> <i>“Thank you.”</i> </p>
Commands/directions.	Teacher specifically gives a command or direction to a student or class. This should be accompanied with a desired or replacement behaviour. <ul style="list-style-type: none"> · <i>“Return to your seat now and continue your work.”</i> · <i>“Stop talking and begin the writing task.”</i>

Individual close talk.	Teacher moves close to the student and addresses the undesired behaviour directly. The tone should be low and somewhat portentous of further consequences. The teacher then moves away and attends to others to assert confidence in compliance and allow the student to self-correct.
After class interview.	Teacher organizes a formalized interview with the student. It should be short, specific and solution focused. (see Solution-focused Student Interview guide)
Pre-determined, individual cues and gestures.	The teacher, on the basis of discussions with the student, has a set of pre-arranged cues and indicators to help the student comply with expectations. Examples might be a tally on the board, scaling the student's current compliance, etc.
Task adjustment.	Teacher evaluates the student's abilities and adjusts tasks accordingly.
Individual attending.	Teacher dedicates more time/strategies in monitoring, addressing and assisting the student.
Level 1B, Responsive.	
Thinking time/space.	Teacher gives a direct and specific behavioural instruction to a student. He/She then walks away and attends to other students. This conveys the perception that the teacher expects compliance. The teacher monitors & can return to praise compliance or give a further strategy for non-compliance. This is teaching students to self-correct without loss of face.
Restating the specific expectation. (or Broken Record Technique)	<p>Teacher repeats the specific instruction several times in an ever-increasing slow, un-emotive and monotone voice. This may involve the teacher ignoring a degree of protesting, diversionary and secondary behaviours from the student. The teacher repeats up to 5 times before moving on to a further strategy unless the student complies. If they comply, the teacher thanks them.</p> <ul style="list-style-type: none"> · <i>“Put the ipad way and begin the algebra activity.”</i> · <i>“Mary, put the ipad way and begin the algebra activity.”</i> · <i>“Put the ipad way ... begin the algebra activity.”</i> · <i>“Thank you.”</i>

<p>Choice and consequence statement.</p>	<p>Teacher states the reality of the situation and gives the student a specific instruction. He/she then tells them that they have a choice to either comply or be issued with a specific consequence. The teacher gives a specific time frame. The teacher then walks away - expecting compliance. The teacher then return in the time frame and either issues the consequence or thanks the student for complying.</p> <p><i>“I have asked you several times to return to your desk and to continue working on the essay. So far you have not done that. If you do not return to your desk and work quietly on the essay, I will be asking you to return for half of your lunchtime to work on it.</i></p> <p><i>“I expect you to do that in the next 2 minutes or you will be back at lunchtime. Thanks.”</i></p> <p><i>After walking away and attending to others, the teacher returns and either gives the student a discreet “Thanks” or issues the consequence.</i></p> <p><i>“You have chosen not to work on your essay during class time and will now have to see me for 15 minutes at the beginning of lunch.”</i></p> <p><i>Teacher walks away, expects compliance & ignores secondary behaviours or comments.</i></p>
<p>Suspended consequence.</p>	<p>Teacher issues a consequence but tells the student that it can be moderated or eliminated dependent upon compliance with instructions. Eg A lunch detention issued for 15 minutes can be reduced by 5 minutes for every 5 minutes of compliance from this point on.</p>
<p>Follow through with consequence.</p>	<p>Teacher follows through with the chosen consequence. It’s important that teachers carefully consider a range of self-administered lower level consequences - they must be achievable. The best consequences naturally flow from the primary non-compliance. If work has been avoided in class time, the consequence should be completing the work in the student’s time. If a disrespectful comment was made, apologies and restorations must be made.</p> <p>At this level, if the non-compliance was in the classroom, in contradiction of the class expectations, then the consequence and reparation should remain around the classroom in order to centre authority with the teacher.</p>
<p>Student face-savers.</p>	<p>Teacher uses pre-determined phrases to allow the student to back away from a poor choice.</p> <ul style="list-style-type: none"> · <i>“Do you want to try that again?”</i> · <i>“I’ll let you have another go at saying that.”</i> · <i>“Is this the direction you want this discussion to go?”</i>
<p>Address the primary behaviour and ignore the secondary one.</p>	<p>The teacher focuses on the behaviour that got their attention in the first place, or the <i>primary</i> behaviour. The teacher ignores (to the extent possible) any <i>secondary</i> behaviours. Secondary behaviours might be grumbling, denying, distracting, blaming others, rolling eyes, making excuses, claiming unfairness etc.</p> <p>The teacher makes a professional judgment as to the level and intensity that can be ignored in order to have the student comply with the original instruction. If the secondary behaviours are aggressive, threatening or public displays of disrespect they need addressing.</p>