



**Whitsunday  
Christian College**  
*Excel in Truth and Grace*

*Secondary*  
**BEHAVIOUR  
DEVELOPMENT &  
DISCIPLINE POLICY**  
*Strengthen in Character*



**Respectful • Responsible • Resilient • Resourceful**

## Purpose of Policy

This document provides a reference point for teachers to use and enforce school expectations in a consistent and fair manner across the school.

## Mission

Educating for Eternity, Equipping for Life

## Vision

To see students develop as lifelong learners of faith, **character** and purpose who achieve personal excellence and cultivate community through service.

## Character Development Vision

### Strengthen in Character

For every student to develop thoughtfulness, self-discipline, and personal responsibility, and demonstrate the lifelong character qualities of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. (Galatians 5:22-23).

We are strong in developing godly character that strengthens personal integrity and relationships and will support students to make positive choices and navigate life circumstances. Character is defined as ethics in action, driving values, choices and behaviour. We believe in the intentional development of individual character which fosters a positive and peaceful culture.

“For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, mutual affection; and to mutual affection, love.” (2 Peter 1:5-7)

## College Values

Respectful, Responsible, Resourceful, Resilient

Whitsunday Christian College shares core values that guide character development and shape school culture.

We are developing 21<sup>st</sup> century learners who need to possess robust and prosperous attributes of a learner, as they navigate and respond to a rapidly changing world. Preparing them to engage, not just participate but contribute, both in character and action is critical.

We desire for students to learn in a Responsible, Respectful, Resourceful and Resilient manner, pursuing their personal best. These values are grounded in **relationship** and a **safe environment** and characterise our core learning attributes. Our priority is in assisting students to develop Responsible and Respectful attitudes to God, others and self and His world. We aim for our students to be resourceful – being proactive in their learning and interactions with others, demonstrating positive problem-solving attributes. We desire to help students develop resilience and a growth mindset as they navigate through their personal journey.

## Character Development Approach

Whitsunday Christian College

- Affirms that each student is uniquely created by God, designed for a purpose with God-given gifts and strengths.
- Is committed to the delivery of high-quality curriculum in safe, supportive and disciplined learning

environments that set clear standards of behaviour.

- Promotes student well-being and recognizes this is fundamental to a student's success: academically, emotionally, physically and spiritually.
- Intentionally develops Character Development as an integral part of the teaching and learning process.
- Believes achievement, presentation and behavior in the College should reflect Christian, God-honoring values.
- Employs a proactive approach with evidence-based engagement strategies to promote positive behaviour.
- Responds to inappropriate conduct with truth and grace where consequences are just, progressive and predictable.
- Implements a consistent process where accountability, ownership and restitution are sought through restorative practices.
- Maintains high expectations in an orderly environment where student learning is optimized.
- Explicitly communicates College standards and responses to the College community.










## Purpose

Setting clear standards of behaviour that promote safe, supportive and disciplined learning environments enables students to gain better control over themselves, their learning and future.

## Rationale

This policy is essential to fostering a positive and safe school community where students can flourish academically, socially, emotionally and spiritually. By setting clear expectations and providing consistent guidance, we aim to cultivate character and integrity, reflecting the teachings of Jesus Christ. Our approach emphasizes truth and grace discipline that seeks restoration and growth, equipping students with essential life skills and virtues to navigate challenges with faith and resilience. Through collaborative engagement with parents and staff, we strive to ensure that our Behavior Management Policy reflects our commitment to excellence and Christian values, preparing students for success in school and beyond.

## Character Development Framework

	Community Responsibility
	Classroom Expectations
	Secondary Student Code of Conduct
	Learner Attributes
	Affirmation Program
	Discipline Approach
	Restorative Practices
	Positive Behaviour for Learning: Engagement Strategies
	Warning System
	Conduct Reference Table
	Responding to Inappropriate Behaviour
	Pastoral Response
	Edumate Documentation



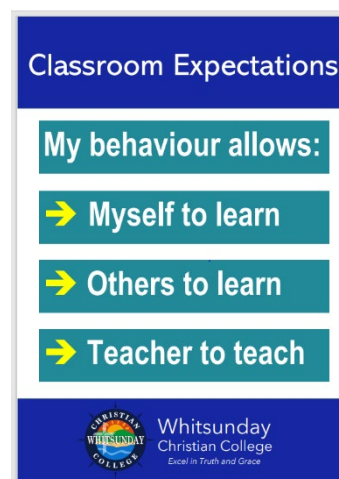
Every community member needs to work to make Whitsunday Christian College a fair, safe, and pleasant place to teach, learn and work. Everyone needs to contribute positively to our learning community. This includes caring for and protecting our people, property, and reputation.

This is displayed in every classroom for reference.

## Classroom Expectations

All behaviour must ensure students are able to learn and the teacher is able to teach.

This is displayed in every classroom for reference.



## Secondary Student Code of Conduct

Students are intentionally guided to grow in character. As ambassadors of the college, students are expected to conduct themselves at all times in a relational, respectful, responsible, resourceful and resilient manner.

This Code of Conduct outlines general standards of behaviour expected of students. This Code of Conduct places an obligation on students to take responsibility for their conduct and to work with other College community members cooperatively to achieve a fair and safe learning environment free of disruption where people are happy and proud to attend.

Students must:

- conduct themselves in a manner that upholds the ethos and good reputation of the College and its community members,
- protect the right of teachers to teach and students to learn in a fair and safe environment free from disruption,
- comply with the College's policies and procedures, and the Australian and Queensland laws,
- act ethically and responsibly, working hard to develop self-discipline, respect, and care, and
- be accountable for your actions and decisions.

**The Code of Conduct: Respectful, Responsible, Resilient, Resourceful**

## Respectful

*“Submit yourselves for the Lord’s sake to every human authority: whether to the emperor, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right. For it is God’s will that by doing good you should silence the ignorant talk of foolish people. Live as free people, but do not use your freedom as a cover-up for evil; live as God’s slaves. Show proper respect to everyone, love the family of believers, fear God, honour the emperor.” 1 Peter 2:13-17.*

Everyone within our learning community has the responsibility to respect:

- the authority staff members have in carrying out their roles,
- the right of staff members to carry out their roles without disruption,
- the right of other students to learn without disruption,
- the right of others to be physically and emotionally safe,
- the right of others to be respected and to be treated with dignity,
- the right of others to have their property cared for, and
- the effort of families and others (including volunteers) to enable students to have the learning opportunities that exist at Whitsunday Christian College.

1. Treat others with respect	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• solve problems by choosing useful words, not by physical means or negative words,</li> <li>• seek a teacher to assist with a problem if you are unable to solve it, and</li> <li>• use manners when interacting with members of the school community and the outside school community.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• use profane or aggressive language,</li> <li>• use derogatory or malicious language,</li> <li>• use physical violence or force against others, or</li> <li>• belittle, exclude, speak ill-of or bully individuals (including on social media platforms).</li> </ul>
2. Respect Staff Members	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• courteously follow instructions given by staff members,</li> <li>• raise hand in class to speak,</li> <li>• save non-school related talk for break times,</li> <li>• respectfully honour the College leadership and their decisions,</li> <li>• respectfully speak with staff members and other community members with sensitivity and respect, and comply with published processes to raise concerns, and</li> <li>• on buses, respect the rules of the Bus driver that are aligned to the "Safe Travel of School Students" policy from the Department of Transport and Main Roads.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• speak ill of a staff member,</li> <li>• speak over a teacher in class,</li> <li>• mimic staff or</li> <li>• make false accusations regarding staff members, such as labelling staff as ‘racist’ or a ‘bully’.</li> </ul>
3. Enter into respectful relationships following the <a href="#">Peer Relationship</a> statement	

<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• keep open, supportive, and respectful friendships with your peers,</li> <li>• respect personal space, and</li> <li>• conduct yourself in friendships and relationships so as not to be obvious and exclusive both at school and while representing the school (including travelling to and from school).</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• be involved in intimate situations such as kissing, inappropriate hugging, hand holding or touching while in uniform or at College organised events, or</li> <li>• be signed in or out of College by out-of-school boyfriends or girlfriends, or arrange to be met by them or taken home directly from school by them.</li> </ul>
<p>4. Respect College property and the property of others</p>	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• use all provided equipment in a responsible and safe manner,</li> <li>• care for your laptop and report any damages immediately, and</li> <li>• be responsible for the costs of repair for any willful damage caused to the property of the College, including loaned laptops, or of an individual at the College.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• willfully damage the property of the College or other community members, or</li> <li>• Leave lockers unlocked with College property inside.</li> </ul>
<p>5. Support at all times the Christian faith basis as well as <a href="#">vision, mission, ethos and values</a> of the College</p>	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• attend and participate respectfully in Chapel, and</li> <li>• participate in classes with Christian religious education.</li> <li>• Support the Christian ethos at all times in both word and action.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• promote another religion/faith/worldview at the College different to that of the College.</li> </ul>
<p>6. Make decisions which uphold the good reputation of the College and its community members</p>	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• protect the dignity of all members of the College, recognising that each person has been created <i>Imago Dei</i> (in the image of God), and</li> <li>• maintain confidentiality and privacy of information that does not involve you personally.</li> <li>• Report potential harm of community members to staff to promote a safe environment for everyone.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• commence any social media “page” or “group” which uses the College name or any part of the College name or implies association with the College,</li> <li>• ‘follow’ or ‘like’ any page that has been created for the purpose outlined above, or</li> <li>• be involved in gossip, be a false witness or bully another member of the College community (including cyber-bullying).</li> </ul>

## Responsible

*“But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.” Galatians 5.22-23.*

Each of us needs to take responsibility for our own behaviour. Teachers are responsible for ensuring that students are engaged in quality learning, and students are responsible for their engagement and attitude to that learning. There should be a mutual atmosphere of love, respect, peace, and discipline.

We are responsible for our behaviour, both in word and action, everywhere at Whitsunday Christian College: in our classes, on the bus, in the playground. We do not blame other people or other things for making us behave the way we do. Every day we must make choices on how we deal with situations. We need to learn to regulate our emotions and demonstrate self-control by acting in an appropriate way. We always own our behaviour.

1. Adhere to the Assessment Policy which includes:	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• attend all assigned exams following exam conditions,</li> <li>• submit assignments on time,</li> <li>• avoid plagiarism, and</li> <li>• in exams, follow the supervisors' instructions regarding seating, equipment and exam conditions.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• plagiarise work,</li> <li>• provide assistance to another student that compromises the integrity of the assessment task,</li> <li>• request an extension if you find yourself in a circumstance that prevents you from completing assessment,</li> <li>• fail to submit an assessment on time, or</li> <li>• cause any distraction to other students during an examination.</li> </ul>
2. Ensure you are compliant with the <a href="#">Uniform Requirements Policy</a> .	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• be in the full correct uniform when you leave home at the beginning of the day until you arrive home at the end of the day,</li> <li>• arrive and depart from school each day with your Whitsunday Christian College uniform-approved school bag,</li> <li>• wear the correct hat at all times, except when in the classroom or other indoor spaces, and</li> <li>• bring and change into specialised clothing and/or shoes for a specific activity or event, such as dance, football, a Hospitality event or Arts Academy. At the conclusion of the activity, change back in to correct school uniform.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• wear the uniform incorrectly, or</li> <li>• wear non-uniform items.</li> </ul>
3. Follow Protective Practices and personal safety advice from the College	



<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• act in a safe manner on and off campus, and</li> <li>• use bathrooms for the purpose they are intended.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• bring disrepute on the College by attending parties/gatherings where young people are putting themselves at risk (including binge drinking or using illicit drugs)</li> <li>• engage in acts of a sexual nature (e.g. sexting, viewing or sharing pornography, sexual relationships),</li> <li>• live with a person that you are in a romantic relationship with,</li> <li>• act in a way that damages the reputation of the College or undertake any illegal acts, or</li> <li>• gather in bathrooms.</li> </ul>
<p>4. Follow the <a href="#">Drug Statement</a></p>	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• be aware that possession, use and sale of drugs, and possession of implements related to drug use, is illegal and, in most cases, the police will be called if a student is found in possession of or using an illicit substance at the College.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• use alcohol, drugs or smoking apparatus such as cigarettes or vapes on College property or at College functions and activities,</li> <li>• bring alcohol, drugs or smoking apparatus such as cigarettes or vapes to the College, or</li> <li>• participate in any illegal acts (in or outside of the College), bringing disrepute on the College.</li> </ul>
<p>5. Remain in supervised zones of the College</p>	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• remain on campus until the end of the school day unless you have an excursion or event to attend or are signed out by your parent/carer,</li> <li>• attend timetabled classes,</li> <li>• remain in areas of supervision at break times, and</li> <li>• remain in sight of a teacher during class time or ask a teacher's permission to leave the classroom.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• leave class without permission, or</li> <li>• be in an out-of-supervised zone.</li> </ul>
<p>6. Adhere to <a href="#">Technology Use - Statement</a></p>	

<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• store phones (and other similar devices) in your locker from arrival to departure unless being used under staff supervision, and</li> <li>• only use headphones (including wireless headphones or air pods) with the school-supplied laptop and under teacher supervision.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• access or use social media apps or platforms while at school or at school activities, unless it is directed by the teacher for educational use,</li> <li>• not take photos or other digital recordings of students and staff,</li> <li>• take phones into bathrooms, or</li> <li>• walk around with headphones in/on.</li> </ul>
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## Resilient

*“Consider it pure joy, my brothers and sisters, whenever you face trials of many kinds, because you know that the testing of your faith produces perseverance. Let perseverance finish its work so that you may be mature and complete, not lacking anything.” James 1.2-3.*

Our vision is to see our student develop discipline, temperance, forbearance, patience and perseverance. We are committed to providing compassion and justice towards others especially those who are marginalised. Bullying is not tolerated at Colleges operated by CCM. This means harassment and bullying are unacceptable behaviours within our learning community.

1. Follow the <a href="#">Anti-Bullying Policy</a>	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• treat people with dignity and respect as every person has a right to feel safe and a right to enjoy learning, free from intimidation,</li> <li>• support each other by reporting all instances of bullying as a recognition that bullying is too important not to report,</li> <li>• actively support students you know are being bullied, and</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• push, shove, punch, kick, poke, trip people up, use threatening gestures or invasions of personal space</li> <li>• name call, use offensive language, put people down, pick on a person because of their race, gender, religious creed, physical appearance or academic ability, even in jest,</li> <li>• repeatedly exclude or isolate, use threats or implied threats, intimidate, use offensive notes or material, manipulate or use threats to an individual’s reputation and sense of safety, or</li> </ul>
<ul style="list-style-type: none"> <li>• refuse to become involved in bullying, including as a bystander.</li> </ul>	<ul style="list-style-type: none"> <li>• use electronic communication (chat rooms, web sites, social networking sites, text messaging, etc.) to communicate in a bullying way, either in or out of school hours.</li> </ul>
2. Share information to staff that upholds truthfulness	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>• immediately report any accident or damage to yourself, others or property to the appropriate person,</li> <li>• speak the truth in love,</li> <li>• stand up for the truth and promote fairness, and</li> <li>• provide truthful statements when asked by a teacher or staff member.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>• provide a dishonest account of a situation,</li> <li>• stay silent if you see something that contravenes the College’s policies or expectations, or</li> <li>• act victimised or marginalised when this is not a reality.</li> </ul>

## Resourceful

*“For through the grace given to me I say to every man among you not to think more highly of himself than he ought to think; but to think so as to have sound judgment, as God has allotted to each a measure of faith. For just as we have many members in one body and all the members do not have the same function, so we, who are many, are one body in Christ, and individually members one of another. And since we have gifts that differ according to the grace given to us, let each exercise them accordingly: if prophecy, according to the proportion of his faith; if service, in his serving; or he who teaches, in his teaching; or he who exhorts, in his exhortation; he who gives, with liberality; he who leads, with diligence; he who shows mercy, with cheerfulness.” Romans 12.3-8.*

At Whitsunday Christian College, we believe that each person has been created by God with a purpose, to reveal His glory. As such, each student should be ready to develop the gifts and talents that they have been given, and to engage in their learning because they want to improve and grow.

1. Follow the <a href="#">Student Attendance and Leaving Early Policy</a>	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>attend school on time each day, dressed in the correct uniform and with all the required equipment,</li> <li>obtain College and parental authorisation if you need to leave school before the end of the school day,</li> <li>provide any supporting documentation as requested by the College to verify or explain the reason for an absence, e.g. medical certificate, and</li> <li>be on time for class.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>be late to class, or</li> <li>be absent from school without an approved reason.</li> </ul>
2. Ensure you are prepared for school everyday	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> <li>charge your laptop to 100% before arriving at school every day,</li> <li>obtain and manage educational resources required for the school year (see the Secondary Booklist),</li> <li>ensure homework is completed on time and to the best of your ability,</li> <li>bring to school a healthy lunch or plan to purchase from the tuckshop menu,</li> <li>keep informed on matters published on the Student Portal,</li> <li>check emails daily, and</li> <li>check for timetable changes on Edumate or using the Student Noticeboards.</li> </ul>	<p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> <li>be unprepared for class,</li> <li>bring energy drinks on Campus, chew gum or</li> <li>order food from an outside provider to be delivered to the College, except through the College tuckshop.</li> </ul>



## Learner Attributes

To maximise success, increase achievement and enhance personal best, we desire for students to learn in a responsible, respectful, resourceful and resilient manner. These values are grounded in relationship and a safe environment and characterise our core learning attributes. Students are recognised for the development of these attributes and are celebrated through The Secondary Affirmation Program.

This is displayed in every classroom for reference.



### The Attributes of a WCC Learner

Respectful	Valuing the contributions of others and positively engaging in the learning process and environment.	Attitude to Learning
Responsible	Taking ownership and doing what is right	Action for Learning
Resourceful	Being proactive in learning and interactions, demonstrating problem solving	Agency in Learning
Resilient	The determination and courage to persevere	Growth through Learning



## The Secondary Affirmation Program

We encourage and reinforce positive behaviours through praise and public recognition. Students are nominated for a merit award when demonstrating a given attribute. Once students have reached 3 nominations in a category, the student will be awarded a merit award publicly.

### Nomination & Award Process

- Students receive learner attribute nominations for demonstrating attribute qualities.
- Teachers are to give 5 nominations a week, minimum.
- Teachers are to log nominations in Edumate – *Awards*, stating reason for nomination by COB every THURSDAY.

How to Log an Award in Edumate:

1. Go to tab – **Welfare**
  2. Click **Give Award**
  3. Complete **5** fields
  4. Student: Type in students name and hit enter
  5. Class: Enter what class this award is relevant in
  6. What Happened? Click relevant award
  7. Details: Write the reason you are giving this award (office use only)
  8. Action Taken: Click what award it is (second time)
  9. IMPORTANT – Click **SAVE** (it must go green)
  10. To start another one, click **NEW** (top right)
- Nominations are communicated in Student Weekly Summary emailed to parents each Friday.
  - Once a student has accrued 3 nominations in 1 attribute category, students will receive an award.
  - Edumate will calculate and trigger award.
  - Administration to print awards.
  - Awards are presented at Assembly and communicated in the Student Weekly Summary.
  - At the end of the year, students who have accrued the most nominations in each category, per year level will receive an annual award presented at Awards Night.
  - Annual Awards; Respectful Award, Responsible Award, Resourceful Award, Resilient Award & Learner of the Year (most nominations overall).

In addition, staff have the opportunity to acknowledge positive behaviours, through the following form:

Class Level	Phase Level	College Level
<ul style="list-style-type: none"> <li>• Individual classroom rewards</li> <li>• Verbal/Non-verbal praise/recognition</li> <li>• Positive messages on values/achievement</li> <li>• Edumate “Give award” parent notification</li> <li>• Awards: Academic/Sporting/Cultural/Character</li> </ul>	<ul style="list-style-type: none"> <li>• Awards: Assistant Principal’s Merit Awards</li> </ul>	<ul style="list-style-type: none"> <li>• Annual College awards <ul style="list-style-type: none"> <li>○ Academic</li> <li>○ Cultural</li> <li>○ Character</li> <li>○ Community Service</li> <li>○ Sporting</li> </ul> </li> </ul>

## Learner Attribute Indicators

Respectful	Responsible	Resourceful	Resilient
<i>Attitude to learning</i>	<i>Action for learning</i>	<i>Agency in Learning</i>	<i>Growth through Learning</i>
Being focused	Being self-motivated	Problem Solving	Using common sense
Showing care	Willing to work	Working with others	Self-control
Respects the learning environment	Accepts ownership	Reflective	Emotional intelligence
Considers others	Inspires others	Knowledgeable	Restraint
Participates	Teamwork	Questions for deeper learning	Risk-taking
Takes pride in work	To actively engage	Uses initiative	Perseverance
Takes pride in school	Consistently manages their own learning	Uses failure for growth	Self-disciplined
Effectively collaborates with team	Organised	Seeks after feedback	Stepping outside of comfort zone
Supports teacher to teach	Prepared	Innovative	Challenging yourself
Contributes to the learning environment	Time management	Making links	To push through
Actively Engaged	Stays focused & on task	Acts of Service	Confident
Responsive	Prepared for class	Being proactive in learning & interactions	Growth mindset
Complies with school rules	Initiative	Influential	Obedient
Honours others	Active learner	Demonstrates leadership	Self-reliant
Upholds school values & ethos	Displays positive learning habits	Conscientious	Seeks help
Attentive	Goal setting	Efficient	Pliable
Service Attitude	Integrity	Creative	Quick to recover
Presentable	Accountable	Inventive	Using failures to grow
Abides by uniform standard	Engaged in their learning	Enterprising	Adjustable
Upholds School rules	Trustworthy	Active	Open
Communicates effectively	Dependable	Adventurous	Teachable
	Reliable	Ingenious	Patient
	Faithful	Student agency	Long-suffering
	Sensible	Self-initiated	
	Effort	Equipped	
	Role Model	Organisational	
		Problem solving	



## Discipline

Our College is dedicated to cultivating students of faith, character, and purpose. The values of Respect, Responsibility, Resourcefulness, and Resilience, along with intentional Character Development, guide our approach to addressing misconduct. Consistency in applying appropriate and proportionate discipline responses is crucial for maintaining accountability and establishing a foundation that optimizes student learning and wellbeing.

WCC acknowledges that each student is uniquely created by God, with a distinct purpose and set of gifts. We are committed to providing high-quality curriculum within safe, supportive, and disciplined learning environments that allow these strengths to flourish. Disorderly situations disrupt concentration, impede teaching, and waste valuable classroom time, compromising students' right to learn and their social and emotional wellbeing.

### Staff - Proactive and Pre-emptive

- Actively developing Godly character in students by explicitly teaching what we want to see.
- When teachers create a proactive, pre-emptive, strengths-based classrooms, students learn.
- Successful and safe learning environments are built on clear, consistent boundaries.
- Staff are to be proactive in explicitly setting, teaching, and modelling expected behaviours.
- Staff are to be proactive in identifying, acknowledging, and reinforcing positive behaviours.
  - ✓ clear class rules/expectations
  - ✓ consistent predictable routines
  - ✓ proactive, pre-emptive
  - ✓ welcoming, calm, orderly
  - ✓ strengths-based classroom
  - ✓ high expectations/high support
  - ✓ encourage and affirm desired behaviours

### Response to inappropriate conduct – Staff

- When a student misbehaves, the staff member is to respond through a Restorative Practice lens.
- Identify the misbehaviour with the student – focusing on the behaviour not the student.
- Restorative Practice is effective when high expectations are accompanied by high levels of support.
- Providing high levels of support and care for individuals to meet these expectations.
- Better educate students towards self-directed right behaviour.
- Apply consistent, appropriate and proportionate consequences.
- Enable students to take responsibility and to be accountable for the real consequences of wrongdoing.

### Response to inappropriate conduct - Student

- Acknowledge their behaviour choices and its impact on others.
- Accept the consequences, apologise and seek restoration for harm done.
- Make choices that positively impact on their own learning and the learning of others.
- Actively develop character that demonstrates respect, responsibility and building positive relationships.

### Principles

- All behaviour has a purpose.
- We choose our own behaviour.
- You can only control your own behaviour.
- Our words and actions are evidence of our own character development.
- We are accountable for the impact of our behaviour choices on others.



## Restorative Practices

Staff seek to rectify the behaviour matters through a Restorative process.

Our Restorative Practice lens acknowledges **three** fundamental principles:

- misbehaviour / conflict is a violation of people and relationships.
- violations create obligations and responsibilities.
- a restorative approach seeks first to put things right.

We operate restoratively by:

- having high expectations and insisting on high standards of behaviour
- providing high levels of support and care for individuals to meet these expectations.
- choosing to identify “the problem as the problem not the person as the problem.



## Positive Behaviour for Learning

Effective use of **Essential Skills for Classroom Management** allows teachers to reduce time spent on managing conversations and increase time on learning conversations. ESCM’s are not a substitute for well planned, innovative and engaging curriculum.

	Essential Skill	Description
Language of Expectation	1. Establishing expectations	Making rules
	2. Giving Instructions	Telling students what to do
	3. Waiting and scanning	Stopping to assess what is happening
	4. Cueing with parallel acknowledgment	Praising particular students to prompt others
Language of Acknowledgement	5. Body language encouraging	Smiling, nodding, gesturing, moving near
	6. Descriptive encouraging	Praise describing behaviour
Language of Correction	7. Selective attending	Not obviously reacting to some bad behaviour
	8. Redirecting to the learning	Prompting on-task behaviour
	9. Giving a choice	Describing the student’s options and likely consequences of their behaviour
	10. Following through	Doing what you said you would

Proactive measures to reduce discipline likelihood require staff intentionally designing the learning environment. Staff are to set, model and explain the following:

- ✓ clear class rules/expectations
- ✓ consistent predictable routines
- ✓ proactive, pre-emptive
- ✓ welcoming, calm, orderly
- ✓ strengths-based classroom (focused on leveraging student strengths)
- ✓ high expectations with high levels of support

In instances where correction of behaviour is required staff are to begin the process of discipline through conversation. Staff are to utilise their professional judgment for the most effective skill/s to



employ when correction is required, starting from a least intrusive approach “Selectively Attending” (ESCM 7) as appropriate to “Redirecting to the Learning” (ESCM 8), “Give Choice” (ESCM 9), “Following Through” (ESCM 10).

ESCM 9 “Give choice” is used after redirection to learning/task has not worked. “Give choice” engages students in responsible thinking, to take ownership of their behaviour, and make positive choices. “Give choice” is a bounded choice approach, the teacher sets the boundaries, applying the 3 key questions of “Give choice” based on Responsible Thinking Classroom.

- What are you doing? (student is provide an opportunity to self-assess their behaviour)
- What should you be doing? (student/teacher conversation focused on the learning task)
- What is most likely to occur if you continue to make these choices? (consider behaviour choices/outcomes)

This approach acknowledges the need to provide opportunity for students to learn appropriate behaviours, ensuring that individual circumstances are recognised, and that the needs and rights of members of the school community are respected.

If a student’s behaviour significantly impacts the quality of teaching and the learning opportunities of other students to learn in a safe, supportive, disciplined learning environment then the student is to be withdrawn from the learning environment.

The following section of this policy is intended to guide staff in making consistent, proportionate, and appropriate responses to inappropriate behaviour at Whitsunday Christian College.
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## Secondary Warning System

Staff are obligated to deal with disruption and other behaviours that destroy a fair and safe teaching and learning environment. Staff use warning levels to help students to discipline (control, self-regulate) themselves to act appropriately. Depending on the disruption or other behaviour of a student, the teacher may need to give a higher level of warning without first issuing earlier warnings.

<b>LEVEL 0</b>	<p><b>Reminders</b></p> <p>Teacher/staff reminds, redirects and encourages students to settle and engage.</p>
<b>LEVEL 1</b>	<p><b>Formal Warning</b></p> <p>Teacher directly warns individual students to stop behaviour and focus on work.</p>
<b>LEVEL 2</b>	<p><b>Intervention</b></p> <p>Teacher provides warning to individual students to stop behaviour and directs students to an alternative working location within the classroom.</p> <p><u>Process</u></p> <p><i>Teacher to log 'what happened' &amp; 'actions' in Edumate.</i></p> <p>How to enter Interventions in Edumate:</p> <ol style="list-style-type: none"> <li>1. Go to tab – <b>Record Discipline</b></li> <li>2. Complete <b>6</b> fields</li> <li>3. <u>Student</u>: Type in students name and hit enter</li> <li>4. <u>Class</u>: Enter what class this breach is relevant in</li> <li>5. <u>What Happened?</u> Click relevant Classroom Learning Breach - ?????</li> <li>6. <u>Details</u>: Write the specific reason why you have needed to do an intervention</li> <li>7. <u>Action Taken</u>: Click <b>Minor Level – Classroom Formal Intervention</b> (inside the classroom) or <b>Minor Level – College Formal Intervention</b> (outside the classroom)</li> <li>8. IMPORTANT – Click <b>SAVE</b> (it must go green)</li> <li>9. To start another one, click <b>NEW</b> (top right)</li> </ol>
<b>LEVEL 3</b>	<p><b>Exit for Repair – Removal &amp; Reflection</b></p> <p>Students are directed to leave the classroom and sent to their Home Class teacher because of ongoing disruptive behaviour or a serious breach of the Student Code of Conduct that needs immediate repair. Students will be given an opportunity to seek permission from their teachers to return to class when they display a desire to:</p> <ul style="list-style-type: none"> <li>• work through their behaviour issues via the satisfactory completion of a repair plan, and; once again conduct themselves in a <b>responsible</b> manner to protect the right of teachers to teach and students to learn in a <b>fair</b> and <b>safe</b> environment <b>free from disruption</b>.</li> </ul> <p><u>Process</u></p> <ul style="list-style-type: none"> <li>• Student to attend Reflection Room on the same day to complete Reflection Sheet with supervisor.</li> <li>• Supervisor to support student through restorative conversation and facilitate repair process</li> <li>• Student to action repair with teacher and gain entry back into class</li> <li>• Students are unable to gain entry to class unless repair has been successful</li> </ul>

	<ul style="list-style-type: none"> <li>• Class teacher to store Reflection Sheet for future reference, if needed</li> <li>• Home Class teacher to monitor and tally frequency of behaviour/removals (Home class teachers will be sent daily logs and weekly summaries)</li> </ul> <p>How to enter Classroom Removal in Edumate:</p> <ol style="list-style-type: none"> <li>10. Go to tab – <b>Record Discipline</b></li> <li>11. Complete <b>6</b> fields</li> <li>12. <u>Student</u>: Type in students name and hit enter</li> <li>13. <u>Class</u>: Enter what class this breach is relevant in</li> <li>14. <u>What Happened?</u> Click relevant Classroom Learning Breach -</li> <li>15. <u>Details</u>: Write the specific reason you are giving this breach</li> <li>16. <u>Action Taken</u>: Click <b>Classroom Learning Breach – Classroom Removal/Reflection Room</b></li> <li>17. Then click <b>Formal Detention</b> to trigger reflection room attendance</li> <li>18. IMPORTANT – Click <b>SAVE</b> (it must go green)</li> <li>19. To start another one, click <b>NEW</b> (top right)</li> </ol>
<p><b>LEVEL 4</b></p>	<p><b>Action Plan Meeting</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> incident of classroom removal or major incident – action plan meeting with parents, teacher and Assistant Principal Secondary.</li> <li>• Action Plan to be developed and initiated.</li> </ul> <p><u>Process</u></p> <ul style="list-style-type: none"> <li>• Home Class Teacher to be sent daily logs &amp; weekly summary every Monday.</li> <li>• Three removals from class in 1 term, will result in meeting with parents, teacher, HC teacher, Assistant Principal.</li> <li>• Two removals from class in 1 day will result in an internal suspension.</li> <li>• Action plan to be devised and agreed upon by student, staff and parent, use Monitoring Card may be actioned.</li> </ul> <p>Action required: Home Class teacher/Assistant Principal to log <u>Major Level - Action Plan Meeting</u>, including reason.</p> <p>How to enter Action Plan Meeting in Edumate:</p> <ol style="list-style-type: none"> <li>1. Go to tab – <b>Record Discipline</b></li> <li>2. Complete <b>5</b> fields</li> <li>3. <u>Student</u>: Type in students name and hit enter</li> <li>4. <u>Class</u>: Enter what class this breach is relevant in</li> <li>5. <u>What Happened?</u> Click relevant Classroom Learning Breach -</li> <li>6. <u>Details</u>: Write '<b>accumulation of 3 classroom removals</b>'</li> <li>7. <u>Action Taken</u>: Click <b>Major Level – Action Plan Meeting</b></li> <li>8. IMPORTANT – Click <b>SAVE</b> (it must go green)</li> <li>9. To start another one, click <b>NEW</b> (top right)</li> </ol>
<p><b>LEVEL 5</b></p>	<p><b>Internal Suspension</b></p> <ul style="list-style-type: none"> <li>• Continuation of non-compliant behaviour and an unwillingness to enact and fulfill agreed action plan responsibilities will result in an internal suspension.</li> <li>• Students who are given an immediate Level 5 for a major breach of the Student Code of Conduct or have been given a second Level 3 warning in one day must work under supervision away from their peers for the remainder of the day. Part-day internal suspension.</li> </ul> <p><u>Process</u></p> <p>Assistant Principal to log internal suspension on Eduamte.</p>

**LEVEL 6****External Suspension**

Students are sent home if unwilling to cooperate at any point or their behaviour has been a serious breach of the Student Code of Conduct. Students will remain at home until staff have time to work with students to determine if students are able to return with the ability and commitment to conduct themselves in a responsible manner to protect the right of teachers to teach and students to learn in a fair and safe environment free from disruption.

Process

Assistant Principal to log external suspension on Edumate and sends External Suspension Letter to parents.

**Enrolment Review**

Continuation of non-compliance and an unwillingness to support College expectations, including the Christian ethos and Student Code of Conduct will result in an enrolment review with parents and Principal.

Process

Principal to assess case, document decisions and upload to Edumate.





## Conduct Reference Table

Discipline Process	Warning Level	Managed by	Action Taken	Referral	Consult	Examples	Communication
<b>Proactive</b>	None	Teacher	Pre-emptive ESCM's and Discipline Process strategies to reduce misbehaviour	None	None	<ul style="list-style-type: none"> <li>✓ clear class rules/expectations</li> <li>✓ consistent predictable routines</li> <li>✓ proactive, pre-emptive</li> <li>✓ welcoming, calm, orderly</li> <li>✓ strengths-based classroom</li> <li>✓ high expectations/high support</li> </ul>	Positive phone call home Nomination of award Other in class positive consequences
<b>MINOR</b>	0	Teacher Involved	Teacher appropriately addresses behaviour	None	None	Friendly reminder only	None required
	1	Teacher Involved	Teacher appropriately addresses behaviour	None	None	First disruption warning, remind student to stand in line, raise hand to ask question	None required
	2	Teacher Involved	Teacher appropriately addresses behaviour  Record on Edumate	Home Class Teacher if necessary	Home Class Teacher	Second disruption warning, moved seats  Patterns of minor level behaviour	Notification to parents/caregiver in weekly snapshot report by email
<b>MAJOR</b>	3 and 4	Teacher Involved	Teacher appropriately addresses behaviour	Home Class Teacher	Head of Character and Culture	Third disruption warning, sent out of class.	Notification to parents/caregiver sent in weekly Edumate report by email
		Home Class Teacher  Chaplain  Head of Character and Culture	Issue a consequence  Record on Edumate  Contact home if required	Chaplain  Head of Character and Culture  AP – Secondary	AP – Secondary  AP – Secondary	Consistently repeated low level behaviour following Home Class teacher intervention  Major level behaviour (no warnings given)	If a student was removed from class, teacher is required to call parents to discuss student's disruption  AP – Secondary to notify parents when Action Plan Meeting required  AP – Secondary (or Senior Studies Coordinator to notify parents in the case of Major Secondary Academic Misconduct)
<b>ENROLMENT BREACH</b>	5 and 6	Assistant Principal – Secondary (AP)	Initiate intervention	AP – Secondary	AP – Secondary	Vaping, truancy, bullying, violence	Notification to parents/caregiver sent in weekly Edumate report by email
			Contact AP – Secondary	Principal	Principal	Unresolved consistently repeated low level behaviour	AP – Secondary to notify parents
			Email information to AP – Secondary			Consistently repeated major level behaviour	AP – Secondary to notify parents in the case of Enrolment Breach Secondary Academic misconduct.
			Record on Edumate			Enrolment breach level behaviour	





## Responding To Inappropriate Behaviour

### Responding to Inappropriate Behaviour

#### Minor: Response - Teacher Involved Managed

This category of behaviour incident is to be responded to by the **teacher who witnesses/intervenes** in the incident. Minor behaviour Responses and support. **Inappropriate** student behaviours at this level **include but are not limited to:**

Behaviour	Responses may include:	Support available
<input type="checkbox"/> <i>Minor physical contact</i> <input type="checkbox"/> <i>Brief failure to follow direction</i> <input type="checkbox"/> <i>Teasing another student</i> <input type="checkbox"/> <i>Inappropriate peer relationship interactions</i> <input type="checkbox"/> <i>Minor disrespectful attitude</i> <input type="checkbox"/> <i>Minor inappropriate language</i> <input type="checkbox"/> <i>Inhibiting others to learn</i> <input type="checkbox"/> <i>Inhibiting teacher to teach</i> <input type="checkbox"/> <i>Incorrect use of equipment</i> <input type="checkbox"/> <i>Non-compliance with routine</i> <input type="checkbox"/> <i>Minor property misuse</i> <input type="checkbox"/> <i>Out of bounds (inside college)</i> <input type="checkbox"/> <i>Incorrect uniform</i> <input type="checkbox"/> <i>Technology violation – minor off task</i> <input type="checkbox"/> <i>Late to class (5-10 min)</i> <input type="checkbox"/> <i>Disruption - class/playground</i> <input type="checkbox"/> <i>Minor disobedience</i> <input type="checkbox"/> <i>Non-completion of set tasks including homework</i> <input type="checkbox"/> <i>Failure to be prepared for learning</i> <input type="checkbox"/> <i>Disrespectful towards others</i> <input type="checkbox"/> <i>Inappropriate bus behaviour</i> <input type="checkbox"/> <i>Non-submission of draft</i>	<ul style="list-style-type: none"> <li>• Warning</li> <li>• Refer: rules</li> <li>• Redirection</li> <li>• Reseating (relocation in class)</li> <li>• Restorative conversation</li> <li>• Student apology/restitution</li> <li>• Teacher supervised detention</li> <li>• In class suspension of IT access</li> <li>• Removal from an activity in class</li> <li>• Accompany PGD staff</li> <li>• Replace lost/stolen items</li> <li>• Replace damaged items</li> <li>• Playground withdrawal</li> <li>• Redirected lunch-time activity</li> <li>• Parent contact/interview</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parent/caregiver</li> <li>✓ Teacher/s</li> <li>✓ Home Class Teacher</li> <li>✓ College Chaplain</li> </ul>

#### Monitoring Minor Level Behaviour

- Support of students from Home Class teacher and Teacher Involved. This may take the form of an agreement between the student, Home Class teacher and Teacher involved or some other arrangement. Eg Talk with the teacher after every lesson until behaviour changes. This approach is designed to assist students in self-assessment and modification of their own behaviour and provide timely information to parents/caregivers.
- Home Class Teacher informed of progress by the teacher involved.
- Assistant Principal - Secondary kept informed of progress by the teacher if required.

#### Edumate Documentation

1. Breach
2. Action Taken

Minor Level – Classroom formal intervention (inside the classroom)

Minor Level – College formal intervention (outside the classroom)



# Responding to Inappropriate Behaviour

**Major: Response** – Teacher involved, Home Class Teacher, Chaplain, Head of Character and Culture Managed

This **category** of behaviour incident results in **referral** to Home Class Teacher, Chaplain, Head of Character and Culture. **Major** Secondary Academic incidents refer to AP – Secondary for Middle School or Senior Studies Coordinator for senior. Major Responses and support.

**Inappropriate** student behaviours at this level **include but are not limited to:**

Behaviour	Responses may include:	Support available
<input type="checkbox"/> <i>Inappropriate physical contact (rough conduct)</i> <input type="checkbox"/> <i>Verbal/non-verbal threat/intimidation</i> <input type="checkbox"/> <i>Inciting others to threat/intimidate</i> <input type="checkbox"/> <i>Consistent inappropriate peer relationship interactions</i> <input type="checkbox"/> <i>Bullying/harassment</i> <input type="checkbox"/> <i>Defiance/disrespect</i> <input type="checkbox"/> <i>Persistently inhibiting others to learn</i> <input type="checkbox"/> <i>Persistently inhibiting teacher to teach</i> <input type="checkbox"/> <i>Inappropriate/offensive language towards others</i> <input type="checkbox"/> <i>Persistent non-compliance</i> <input type="checkbox"/> <i>Vandalism/graffiti/theft/destruction of school property</i> <input type="checkbox"/> <i>Non-compliance to uniform/dress code</i> <input type="checkbox"/> <i>Sexual innuendo</i> <input type="checkbox"/> <i>Truancy – class</i> <input type="checkbox"/> <i>Persistent disruption (*Buddy class)</i> <input type="checkbox"/> <i>Technology Violation</i> <input type="checkbox"/> <i>Breach: Policy: Mobile (1st) + (2nd) + (3rd)</i> <input type="checkbox"/> <i>Breach: Policy: Laptop</i> <input type="checkbox"/> <i>Breach: Policy: Computer/Internet Use</i> <input type="checkbox"/> <i>Breach: Student Driver Agreement</i> <input type="checkbox"/> <i>Not attending detention</i> <input type="checkbox"/> <i>Refusal to complete work</i> <input type="checkbox"/> <i>Consistent inappropriate bus behaviour</i> <input type="checkbox"/> <i>Unsafe behaviours</i> <input type="checkbox"/> <i>Lying</i> <input type="checkbox"/> <i>Failure to comply with assessment expectations such as collusion, plagiarism, forgery and cheating</i>	<ul style="list-style-type: none"> <li>• Interview/warning</li> <li>• *Academic resolution – Senior Studies Coordinator</li> <li>• Restitution/cost recovery</li> <li>• Lunchtime Reflection Room</li> <li>• School community service</li> <li>• Confiscation/loss of privilege</li> <li>• 1<sup>st</sup> Classroom removal (Buddy Process)</li> <li>• Restorative conference</li> <li>• Take home/cool down – intervention</li> <li>• Redirected lunch-time activity - extended</li> <li>• Suspension of IT access – short term</li> <li>• Exclusion - extracurricular events</li> <li>• Parent contact/interview</li> <li>• Advisory letter home</li> <li>• Referral/ Assistant Principal - Secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/caregiver</li> <li>• Teacher/s</li> <li>• Home Class Teacher</li> <li>• College Chaplain</li> <li>• DLT (referral)</li> <li>• Counselling</li> </ul>

## Monitoring Major Level Behaviour

- Support of students from Chaplain, Head of Character and Culture, Home Class teacher and/or AP - Secondary. This may take the form of a Monitoring Card. This approach is designed to assist students in self-assessment and modification of their own behaviour and provide timely information to parents/caregivers.
- Action Plan Meeting with parents with ongoing monitoring and feedback.
- If a student is on a monitoring card, they may be subject to conditions regarding eligibility to attend extra-curricular activities and other school activities.
- AP – Secondary informed of progress whilst any monitoring card is active.

### Edumate Documentation

1. Breach
2. Action Taken
  - Major Level x 13 options

# Responding to Inappropriate Behaviour

## Enrolment Breach: Response - Assistant Principal - Secondary\_Managed

This category of behaviour incident results in **referral** to Assistant Principal - Secondary. Enrolment Breach Responses and support. Enrolment Breach Secondary Academic incidents refer to AP, Senior Co-ordinator.  
**Inappropriate student behaviours at this level include but are not limited to:**

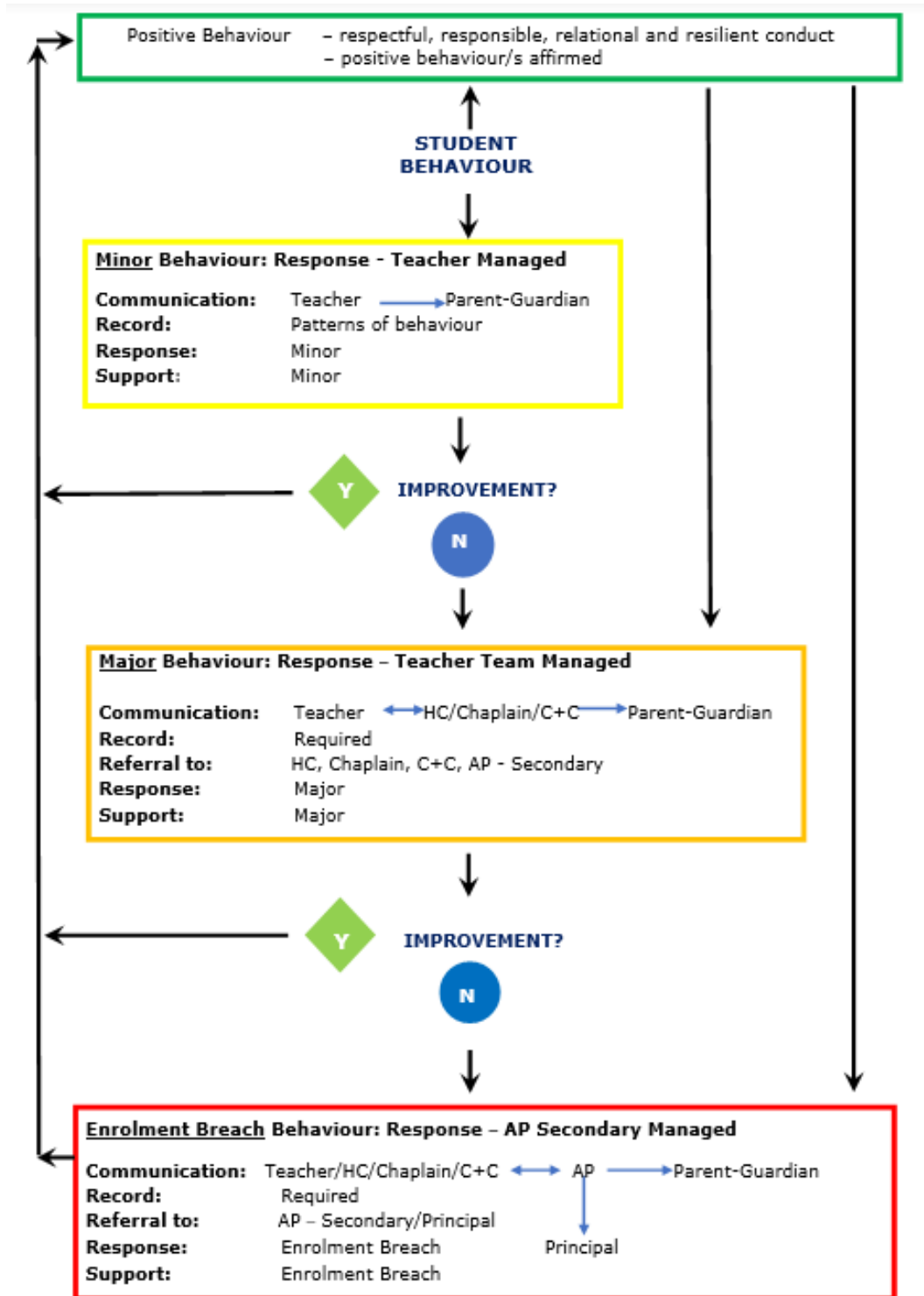
Behaviour	Responses may include:	Support available
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Aggressive physical contact (fighting)</b></li> <li><input type="checkbox"/> <b>Incitement of aggressive physical contact (fighting)</b></li> <li><input type="checkbox"/> <b>Serious verbal/non-verbal threat/intimidation</b></li> <li><input type="checkbox"/> <b>Sustained bullying/harassment</b></li> <li><input type="checkbox"/> <b>Inappropriate/offensive language towards others</b></li> <li><input type="checkbox"/> <b>Illegal substances - use/possession/sales</b></li> <li><input type="checkbox"/> <b>Weapons - use/possession/sales</b></li> <li><input type="checkbox"/> <b>Serious vandalism/graffiti/theft</b></li> <li><input type="checkbox"/> <b>Sustained non-compliance/defiance</b></li> <li><input type="checkbox"/> <b>Sustained non-compliance to dress code</b></li> <li><input type="checkbox"/> <b>Serious sexualised behaviour</b></li> <li><input type="checkbox"/> <b>Sustained disruption</b></li> <li><input type="checkbox"/> <b>Sustained disrespect</b></li> <li><input type="checkbox"/> <b>Truant from school</b></li> <li><input type="checkbox"/> <b>Conduct detrimental to good order of the college</b></li> <li><input type="checkbox"/> <b>Conduct that brings the college into disrepute</b></li> <li><input type="checkbox"/> <b>Conduct that adversely affects other students</b></li> <li><input type="checkbox"/> <b>#Sustained disengagement from curriculum</b></li> <li><input type="checkbox"/> <b>#Refusal to take part in a program of instruction</b></li> </ul> <p><b>Technology Violations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Filming of others using a device</b></li> <li><input type="checkbox"/> <b>Sharing inappropriate footage with others</b></li> <li><input type="checkbox"/> <b>Distributing inappropriate footage/public platform</b></li> <li><input type="checkbox"/> <b>Intentional bypassing of school security systems</b></li> <li><input type="checkbox"/> <b>Illegal action via internet/mobile</b></li> <li><input type="checkbox"/> <b>Vexatious action against staff/school</b></li> </ul>	<ul style="list-style-type: none"> <li>• Confiscation</li> <li>• #Academic resolution (Assistant Principal - Secondary /TL)</li> <li>• Restorative conference</li> <li>• Restitution/cost recovery</li> <li>• 2<sup>nd</sup> removal from class in a day</li> <li>• 3<sup>rd</sup> removal from class in a term</li> <li>• Parent contact/interview</li> <li>• Alternative Timetable</li> <li>• Suspension IT access - extended</li> <li>• Exclusion - extracurricular events</li> <li>• Individual Behaviour Support Plan/Contract</li> <li>• Enrolment Continuing Conditions (letter)</li> <li>• Behaviour/Engagement Monitoring</li> <li>• Suspension – internal (letter)</li> <li>• Suspension - external (Contract/Monitoring)</li> <li>• Referral/Principal</li> <li>• Enrolment Review (Letter)</li> <li>• Recommend: Cancellation of Enrolment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parent/caregiver</li> <li>✓ Teacher/s</li> <li>✓ Home Class Teacher</li> <li>✓ College Chaplain</li> <li>✓ DLT (referral)</li> <li>✓ Counselling</li> <li>✓ Assistant Principal - Secondary</li> <li>✓ Principal</li> <li>✓ External referral</li> </ul>

### Monitoring Major Level Behaviour

- Support of students by the AP – Secondary. This approach is designed to assist students in self-assessment of their own behaviour and provide timely information to parents/caregivers.
- Re-entry meeting will be arranged with the student, their parents and the AP – Secondary and any other appropriate persons to discuss the behaviour and consider implications for the students’ enrolment.
- “Enrolment Continuing Conditions” letter to be sent to parents by AP – Secondary as required.
- Subsequent breaches of the School’s Behaviour Policy following a suspension will be referred to the College Principal.
- This referral will result in an “Enrolment Review” letter to be sent to parents, with a subsequent meeting required with the student, parents and relevant school personnel where the continuation of the student’s enrolment will be considered.
- At the discretion of the College Principal, this meeting may be bypassed and the student’s enrolment cancelled.

#### Edumate Documentation

1. Breach
2. Action Taken  
 Enrolment Breach x 4 options



When do I Edumate it?



**Behaviour - Minor: Intervention**  
 Patterns of behaviour - 2/3 instances

**Behaviour – Major: Staff to record**

**Behaviour - Enrolment Breach: AP to record**

**Student name:** *type in name, choose correct student*

**Class:** *drop down box*

**What happened:** *Select what the student did from the list provided*

**Details:** *Add in any further details*

Print Details: {Do not use}

Student Response: {Do not use}

Teacher Response: {Do not use}

**Actions Taken:** *Select what action you took to address the breach*

**Actions:**

Minor Level – Classroom formal intervention

Minor Level – College formal intervention

Major Level – Classroom Removal/Reflection Room (**click on Formal Detention to put them in Reflection Room**)

Major Level – Action Plan Meeting

Major Level – Lunchtime Reflection Room (**click on Formal Detention to put them in Reflection Room**)

Major Level – Suspension of IT access

Major Level – School Community Service

Major Level – Confiscation/loss of privilege

Major Level – Exclusion of extracurricular events

Major Level – Parent contact/interview

Major Level – Advisory Letter home

Major Level – Uniform: Parent Intervention

Major Level – Academic Integrity Resolution

Major Level – Peer Restitution

Enrolment Breach – Internal Suspension

Enrolment Breach – External Suspension

Enrolment Breach – Behaviour Support Plan

Enrolment Breach – Enrolment Review

Formal Detention – **Reflection Room trigger**

Teacher's detention (**Major or minor – used when teachers choose to do their own detention**)

Referral (**used when referring to other staff**)

**Triggers**

- **Each classroom removal** must be followed by **Reflection Room**.
- **3 classroom removals** from class in 1 term must be followed by an **Action Plan Meeting** with AP
- **2 classroom removals** in a day must be followed by **internal suspension**.