

Positive Culture FRAMEWORK

BUILDING / MAINTAINING / MANAGING

The purpose of the Mueller College Positive Culture Framework
is to facilitate an environment which equips students for life in the world and eternity, by
applying Biblical principles through excellent education in a distinctly Christian environment

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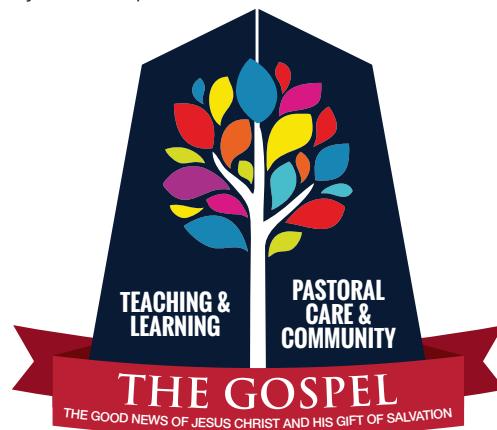
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1.0 RATIONALE

Mueller College exists to prepare students for life in the world and eternity by applying Biblical principles through excellent education in a distinctly Christian environment.

Mueller College, under the leadership of the Mueller Community Church, seeks to fulfil this mission and respond to the challenge of meeting the needs of all students irrespective of background and circumstances. The priority of Mueller College remains the holistic development of students – spiritual, academic, social, emotional and physical. We seek to achieve this by focusing on two distinct areas – Pastoral Care and Community, and Teaching and Learning - each underpinned by the Gospel.



The Gospel provides the foundation for spiritual formation and personal growth of students at Mueller College. The Gospel is simply the good news of Jesus Christ and His gift of salvation. In spite of humankind's rebellion and slavery in sin, God acted in history in the person and work of Jesus Christ. Through Jesus Christ's life, death and resurrection, God took on our sin and guilt and brought about the reconciliation of creation. In response to this, we strive to provide a safe and supportive community and learning environment.

The Mueller College Positive Culture Framework aims to establish the following outcomes for a safe and supportive community:

- A community that displays a Christ centered, caring, supportive environment.
- A community that develops the characteristics of good and active citizenship.
- A community that values the rights and viewpoints of others.
- A community which also accepts corresponding responsibilities.
- A community that realizes the need for and the acceptance of consequences.
- A community that fosters self-control and self-discipline.
- A community in which there is respect shown in all interactions.
- A community where all individuals can achieve their full potential.

Mueller promotes the Gospel message of a personal relationship with Christ, along with promoting a genuine care and concern for others and for our environment, as the most important virtues that students can take with them when they leave school. The College fosters and promotes effective relationships with students, parents, staff and with others in the community. Each member of the community is encouraged to develop a high level of self-discipline, self-respect and a sense of responsibility.

2.0 OVERVIEW

POSITIVE CULTURE FRAMEWORK

The Positive Culture Framework outlines how the Mueller College values are embedded into the life of the College to **BUILD** and **MAINTAIN** positive student experiences. The framework also guides how the College will **MANAGE** unproductive student behaviours.

At Mueller we believe....

Every Student Matters Everyday

Everyone is Known and Valued

Everyone can Grow and Thrive

Everyone Belongs and can Contribute to Community

BUILD

Positive Culture is BUILT through...

Well taught lessons

Consistent practices

Whole school Pastoral Care and Supports

Proactive school community programs

Staff and student contribution

Broader community focus

MAINTAIN

Positive Culture is MAINTAINED through...

Effective classroom management processes

High expectations

Policies and processes

Knowing students

Ongoing pastoral supports and programs

MANAGE

Positive Culture is MANAGED through...

Formal discipline process

Hierarchy of discipline processes

Multi layered Pastoral support staff and processes

3.0 RIGHTS AND RESPONSIBILITIES

All members of the school community have certain rights and responsibilities to be able to participate fully and positively.

Students have the:

RIGHT	RESPONSE
To be treated with courtesy and respect.	By showing respect and courtesy to others.
To work in and enjoy a safe, secure and clean environment.	By respecting and keeping our environment safe, secure and clean.
To learn without disruption.	By ensuring that there is no disruption to another persons' teaching-learning environment.
To achieve their educational potential.	By engaging and applying themselves, and allowing and assisting others to do the same.
To have their property respected.	By respecting student, staff and school property.
To be proud of their achievements.	By ensuring that their actions do not discredit the school.
To receive quality instruction and feedback.	By engaging and responding appropriately to instruction and pastoral care received.

Staff have the:

RIGHT	RESPONSE
To be treated with courtesy and respect.	By treating others with courtesy and respect.
To work in a clean, safe environment.	By ensuring the school environment is safe.
To teach without disruption.	Provide relevant, differentiated and challenging educational programs and ensure good organisation.
Be supported by the whole school community.	By supporting the school's mission statement, aims and objectives, policies and procedures.
Be able to access professional learning.	By being informed and skilled in effective teaching pedagogy.

POSITIVE CULTURE FRAMEWORK

RIGHTS AND RESPONSIBILITIES

Parents have the:

RIGHT	RESPONSE
To be treated with courtesy and respect.	By treating College staff, other parents and their students, with courtesy and respect.
To be informed about their child's progress.	Ensure their child attends school and engages with their progress through various modes of parent-teacher communication (eg interviews, emails, parent meetings).
To expect their child to participate fully in the school's educational and pastoral care programs.	By supporting the College in implementing educational and pastoral care policies and procedures.

Administration and Board of Directors have the:

RIGHT	RESPONSE
To be treated with courtesy and respect.	By treating others with courtesy and respect.
To expect staff to maintain high standards providing quality education for the students.	By following guidelines when conducting interviews and regularly checking on teachers' programs and teaching.
To ensure the College implements current educational programs.	By keeping staff individually or collectively informed.
To work in a safe and supportive environment.	By attending professional learning and ensuring staff have access to professional learning.
	By implementing workplace health and safety practices and ensuring staff and students are familiar with them.

As educators there is a responsibility to ensure a safe and supportive school community and facilitate an environment where excellent education is achieved by ensuring that student rights and responsibilities are met and maintained by all students in and out of the classroom.

4.0 BUILDING POSITIVE CULTURE

4.1 Teaching and Learning

The foundation of the Positive Culture Framework is the development of positive Christ-centered learning environments. One effective strategy in building and promoting such environments is through a 'well taught lesson'.

Components that contribute to well taught lessons are:

1. Classroom organisation and routine (developing and implementing routines and procedures).
2. Effective teaching practices.
3. Positive relationships (knowing your students).
4. A Focused Pastoral Care Program.

Marzano, 2003; Lemov, 2012

Handbooks of Teacher Practice - Teacher Expectations and Practices, have been developed for both Primary and Secondary schools using the Action steps from "Marzano's Art and Science of Teaching" to assist teachers develop positive learning environments by following expected practices and procedures with regards to:

- Establishing clear routines and procedures
- Student movement and transitions in the classroom and around the campus
- Managing student use of technology
- Supervising students outside the classroom including playground duty
- Effective communication protocols
- Implementation of effective and appropriate assessment practices
- Form class procedures
- Effective curriculum planning
- Effective classroom organisation.

The practices outlined in the Handbooks of Teacher Practice are significant in the development and promotion of a positive classroom culture and are one practical outworking of the Mueller College Teaching and Learning Framework.

Working in partnership are professional teaching practices guided by a set of teacher performance standards (AITSL). These standards for teachers clearly outline specific knowledge and understanding of young people, their needs and how they learn as well as effective approaches to assisting their development and growth that teachers can utilise to have a positive impact.

"To focus on improving teaching, it is necessary to have a clear vision of what effective teaching looks like" (AITSL, Australian Teacher Performance and Development Framework, 2012, p. 3). AITSL presents a comprehensive picture of the elements of effective teaching organised around the domains of professional knowledge - know the students and how they learn and know the content and how to teach it; professional practice - plan for and implement effective teaching and learning; creating and maintaining supportive and safe learning environments; assess, provide feedback and report on student learning; and, professional engagement - engage in professional learning and engage professionally with colleagues, parents/carers and the community.

At the highly accomplished level teachers are recognised as “highly effective, skilled classroom practitioners” who constantly seek ways to improve and maximise learning opportunities for their students. “They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments” (AITSL, National Professional Standards for Teachers, 2011, p. 6). The Australian Professional Standards for Teachers and other similar research-based frameworks provide a broad picture of what makes for effective teaching.

The classroom management practices associated with effective teachers can be seen throughout the standards in both the professional knowledge and the professional practice domains. An effective teacher’s role is to support student participation by establishing and implementing inclusive and positive interactions (Standard 4.1), which cannot be done without establishing and maintaining orderly and workable routines, to create an environment to engage and support all students in classroom activities and learning tasks (Standard 4.2). In order to enhance this learning, teachers first of all understand the physical, social, and intellectual needs (Standard 1.1) of students and know how they learn (Standard 1.2). This enables the development of effective teaching strategies, that address the learning strengths and needs of students from diverse backgrounds (Standard 1.3) and differentiate teaching to meet the specific learning needs of all students (Standard 1.5). Teachers will then be better equipped to plan, structure and sequence learning programs (Standard 3.2) that establish challenging learning goals and develop a culture of high expectations for all students (Standard 3.1). Teachers will more readily use effective classroom communication, including verbal and non-verbal strategies, to support student understanding, participation, engagement and achievement (Standard 3.5) as well as select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking (Standard 3.3). All of this whilst managing challenging behaviour, establishing, and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully (Standard 4.3).

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4.2 Pastoral Care and Community

Mueller College has many proactive programs and initiatives to promote culture. Recent research suggests a strong link between student wellbeing, engagement and outcomes. At Mueller, we believe that students who feel connected, valued and have a sense of belonging to the school community will be more engaged, leading to better student wellbeing and outcomes achieved.

To this end, Mueller's core values act as the main drivers of the College vision. These values include:

- **Every student matters everyday**
- **Everyone is known and valued**
- **Everyone can grow and thrive**
- **Everyone belongs and can contribute to community.**

A large number of programs and initiatives are run throughout the school year in and across each Sub-School. Some serve to build and enhance small communities within the school, others celebrate student work in subject areas and departments, while others involve the entire school community and beyond to raise awareness or support a particular cause. Each one affords the opportunity for members of the school community to participate, serve, celebrate and contribute in some way.

Assemblies - Primary and Secondary

School assemblies exist to inform, inspire and celebrate students. This is achieved through announcements, daily notifications and college procedures, departmental promotions, staff interviews, and the recognition, showing and awarding of student achievement. Assemblies promote and celebrate the positive Mueller culture, and are weekly in Secondary school, and fortnightly in Primary school. Less frequent Secondary and Year Level assemblies provide an appropriate platform to complete administrative tasks, address current issues that arise within a year level, speak to unproductive behaviours or conduct, or deliver and promote pastoral support.

Chapel Services

Chapels are a favourite part of the week for students. They are a high-energy, engaging and spiritually rich element of the student's weekly timetable. Student involvement and participation is important for positive chapel experiences. Secondary chapels are student-led through Worship bands, singing, emceeing, and speaking opportunities. Primary chapels provide opportunities for students to participate in worship, items, memory verses, offerings, games, dance and assist in chapel tasks. Chapel messages often follow a term theme or can align with a cultural event in the school calendar (e.g. You Belong week). Chapels are an integral part of the mission of the college – sharing the good news of the Gospel – being enacted.

At a couple of significant dates in the school calendar, megaChapels are run. These involve whole Sub-Schools with parents invited to attend also. Day One of the school year, Easter and Christmas are such occasions. They are integral in reinforcing and celebrating the positive culture that exists across the whole Mueller community.

Christian Studies Program

The Christian Studies Program includes a weekly lesson, daily devotions and weekly Chapel. Through these activities, students are taught from the Bible and encouraged to live and treat others in a way that is honouring to God. School and class values are also reinforced during these times.

Student Life @ Mueller – Secondary

SL@M is a proactive approach to Pastoral Care in the Secondary school, through a flexible and creative curriculum that is relevant, engaging and current to the issues being experienced by students. It allows content to be delivered in a variety of formats and modes. These include whole year level cohort presentations, small groups, form classes, split gender groups, multiple year level cohorts. It is delivered by guest presenters, Chaplains, Nurse, Counsellors, Year Level Coordinators or Form Class teacher, as well as online. Age-appropriate and relevant curriculum includes topics such as; Mental Health, Bullying, Digital Citizenship, Job Readiness, Healthy Lifestyles, Sexual Health), and is presented through a Christian World View. All year level programs are reviewed annually to ensure SL@M remains a significant contributor to the positive culture and provides students with information to help them make wise informed choices for life at school.

Lunchtime Pastoral Support Programs

A range of lunchtime activities and clubs run each day to give students an alternative to being out in the busy and noisy playground, which can be overwhelming for some students. It is also a support to students who are having friendship difficulties. The activities are based around a wide range of interests and include free choice activities as well as structured games and programs. A strength of these support programs are that they are run by staff, as well as senior students and student leaders. Quality relationships are built through these weekly interactions.

Student Mentoring Programs

Student Mentoring is an extra support for students going through challenging times. The mentor and student check in regularly, set personal goals, take part in planned activities to build relationships and develop skills. A student's mentor is a staff member other than their regular class teacher.

Social-Emotional Skills Program

Social Emotional Skills Program is available to students from Prep-Year 12. It supports students through weekly lessons focusing on individual and/or group goals. The lessons incorporate discussion, games and activities to support students in their social and emotional growth. Program length is dependent on student needs and progress.

Student Leadership

The Mueller Student Leadership Program serves to develop leadership in students and support them in promoting, protecting and improving the College. Student leaders in Years Six, Nine, Eleven and Year Twelve are afforded opportunities to lead from the front, serve others, and be a positive influence. They are provided leadership training and work closely with coordinators (staff members) throughout the year to fulfill roles that align with the vision of each prefect position. These include Academics, The Arts, Worship Band, Discipleship, Primary, Service and Sport. Student leaders are charged with building teams, increasing student involvement and enhancing the college's positive culture.

Fundraising, Cultural and Service Programs

Mueller has a rich culture of service and fundraising. There are numerous causes and charities which see annual fundraising and initiatives run. Service Prefects work closely alongside key staff in the running of a service and fundraising focus for each school term. Each provides opportunities for primary and secondary students, staff, parents and family, and members of the wider community to actively contribute. Some events now become a significant and key part of the school calendar.

Camping Program

Mueller has been intentional in building and strengthening its camping program. Camps provide a significant opportunity to build connection and relationships within a year level, a group of students, or between students and teachers. Year Level camps serve a dual purpose. While they foster positive relationships between students and their classroom teacher (Primary), or Form Class teachers (Secondary), they also build on the themes and content from Primary devotions or Secondary SL@M. They provide unique and at times unfamiliar environments, which allows for richer and deeper learning to take place. These unfamiliar environments can include; traditional camps, coastal retreats, working with animals, expeditions, or interstate travel. The camping program is sequential in nature, allowing students to grow in capacity and capability as they progress through school. Year level camps include; sleepovers in Year Two, Three and Four, a three-day camp in Year Five, a week-long cultural-educational trip within Australia in Year Six, three-day camps in Year Seven to Ten, and a four-day retreat/expedition in Year Eleven. Other camps on the Mueller calendar serve to compliment academic programs or sporting academies, while others are purely Missional in focus. The strong pastoral connections between students and staff are a significant contributor to positive culture in the classrooms.

Transition Programs

Transition Programs run at the beginning and end of the year for Prep students and students with social emotional needs. Prep students take part in a transition morning the year before they start, to become familiar with the Prep area and staff and to ease some of their anxiety around coming to school. Prep students also have a staggered start at the beginning of the year to assist them with learning new routines, support separation and to assist them with building friendships.

At the end of the year, students going into Years One-Six with social emotional difficulties, meet their teacher and see their classroom before the end of the school year. Students who need support will be given a transition booklet, that they can refer to over the break.

A whole day program assists Year Six students transition into Middle School at Mueller. The program includes meeting essential staff (teachers, pastoral care staff etc), and participating in a number of practical subject rotations that provide students with secondary subject experiences with teachers, rooms and activities. The evening program is an information evening and opportunity to meet Year Seven teachers. All Prep to Year Seven students can also come in to school in the Pupil Free week to drop off class materials and school equipment, to ease the first day logistics and nerves.

Similarly, Year Eleven students participate in a whole day program which serves to prepare them for what Year Twelve looks like. Information about post schooling pathways, QCE and ATARs, academic mentoring groups and how to access academic and personal supports is presented. The day is also a significant cultural marker for them as they begin their final year of their academic program.

Parent Engagement and Communication

Mueller College encourages the practice of regular and open communication with its parents. All policies pertaining to academic studies and assessment, codes of conduct, uniform and student presentation, use of technology etc., are published annually and referred to throughout the year to parents. Organized formal parent interactions occur throughout the year which include; Parent-Teacher interviews, Academic interviews, SET plan interviews, Learning Support/Intervention meetings, Academic and Pastoral Information Evenings and Parent nights. Parents are readily welcomed to access the college campus before and after school, and attend weekly school events such as Primary assembly, Chapels, and after school sport. Many of the extracurricular events and initiatives provide an excellent opportunity to foster positive relationships with parents as they contribute to College life and programs. Regular emails, Mueller Connect, School TV and Mueller Facebook page all work to keep parents informed and up to date on what's on and student progress at Mueller.

5.0 MAINTAINING POSITIVE CULTURE

Much of the research on how best to maintain positive classroom culture tends to focus on strategies around building positive relationships and having positive social interactions with students. These include verbal and non-verbal techniques, effective questioning, providing positive and effective feedback, and other relational aspects of teaching and learning that can also include the implementation of specific support structures for students. However, there are elements of the learning environment and learning experiences, that can be a focus for teachers before having social interactions with students. Adjustment or modification to these 'less-resistant' elements are also deemed less intrusive in the goal of maintaining a positive classroom culture. Such elements include; the physical teaching environment, the task requirements provided to students, the type of instruction and how content is delivered, the social interactions a teacher uses, and various supports available for a student. Each element sits along a continuum of least to most intrusive, and least to most resistant to change. Modifying or changing the physical environment is deemed least intrusive and least resistant to change, while changes to the student themselves is considered the most intrusive and very likely most resistant. The flowchart on page 16; 5.1 Adaptive Learning Strategies, outlines the following adaptations from least to most intrusive / resistant.

1. Physical Environment

Thought, consideration, and prior planning around what a teaching and learning space will look and feel like before being occupied by students is essential. Seating plans, positioning and arrangement of desks, entries and exits, optimal viewing of the whiteboard and AV's, windows, external natural elements – sun, wind, shade and grounds, other outside distractions, traffic flow and movement, and teacher desk location can all be manipulated with minimal resistance or intrusiveness.

2. Task Requirements

Clearly understanding and defining what the task requirements of the lesson are before students are present and the lesson is being taught, is another very unintrusive and unresistant element to maintaining positive classroom culture. Adequate scaffolding, clear and simple task instructions that are few in number, clearly defined length or time for completion, when and how any task requirements are to be completed and submitted, task specific criteria to be met, and having clear learning goals all assist in maintaining a positive classroom learning culture.

3. Instruction/Content Delivery

Intentional attention to how instructions are articulated and communicated, effective questioning and feedback techniques, and the delivery of content and information can also be done prior to interacting with students. When consideration is given to these elements of content delivery, it ensures the use of positive practices that could include; clear communication of instructions and commands, intentional questioning that includes adequate time for student responses, giving timely and effective feedback, effective methods of checking for understanding, use of formative assessment techniques, and use of positive tone and body language cues. Prior planning and the use of peer observation/feedback during the school year can assist in successfully modifying or adjusting to improve classroom culture.

4. Social Interactions

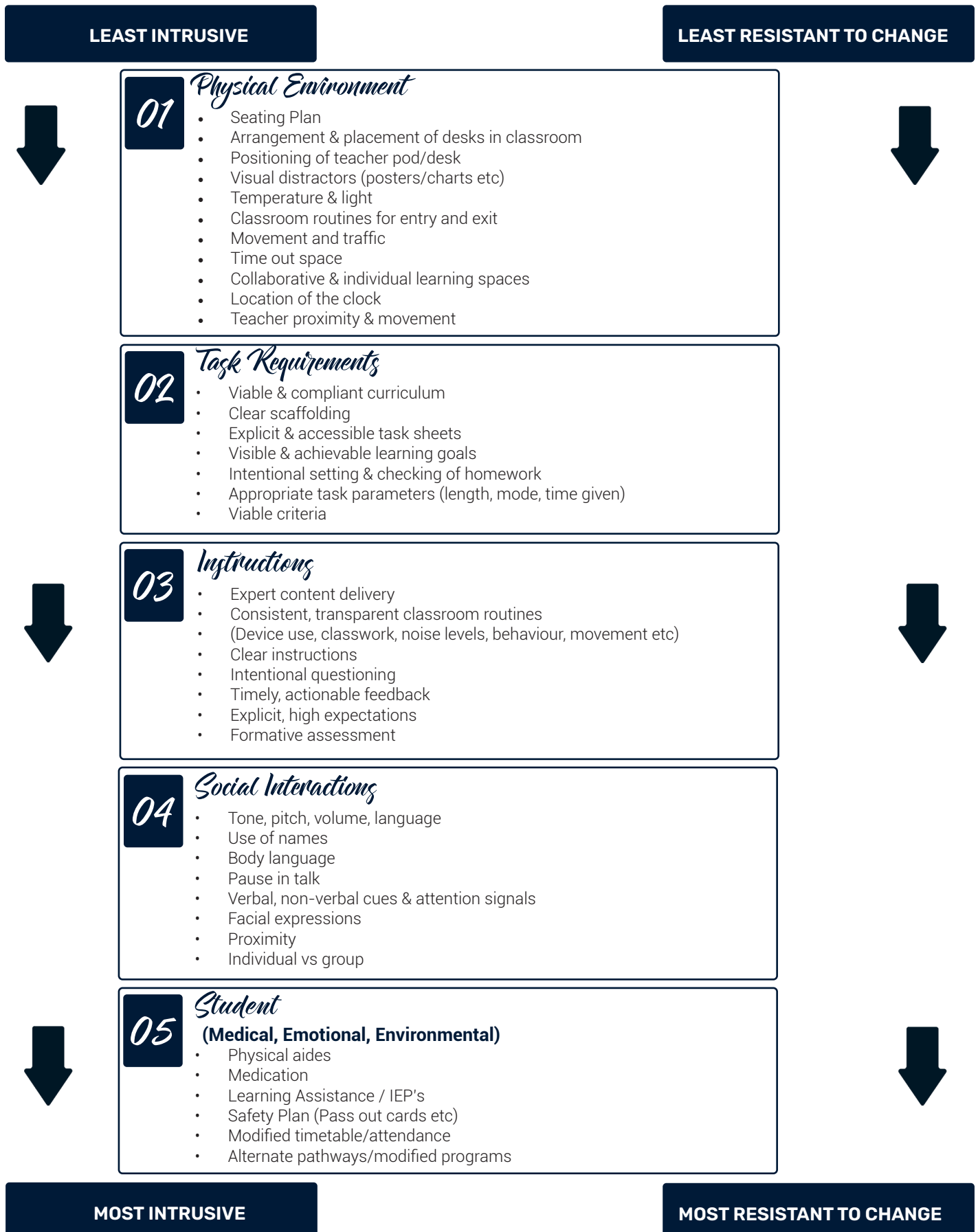
Teachers can use a range of strategies to maintain a positive classroom culture where social interactions with students are involved. Where possible they should be used moving from the least intrusive to the most intrusive strategy.

5. Student

A range of school wide approaches to support the whole student and their learning exist. These are initiated and implemented through a collaborative approach from the school's support services in partnership with external support agencies. Approaches can include; medication program, funded support through diagnosis or verification process, specialist teachers and aides, modified learning programs and environments, social/emotional support programs, physical aides, counselling services, collaboration of school pastoral care staff with external support services and organisations etc.

MAINTAINING POSITIVE CULTURE

5.1 Adaptive Learning Strategies



5.2 Social Interactions that Maintain Culture

LEAST
INTRUSIVE



01. TACTICAL IGNORING

Tactical ignoring involves the teacher deliberately letting an inappropriate behaviour go uncorrected. It represents a professional judgment that the behaviour is essentially non-disruptive, is not unsafe and addressing the behaviour may be more disruptive than the behaviour itself.

02. SELECTIVE ATTENDING

The teacher initially lets the behaviour go uncorrected, but actively monitors the student (using peripheral vision or direct observation from a distance) to note whether the student self-corrects their behaviour. This encourages student self-responsibility and prevents over-management on the part of the teacher.

03. PROXIMITY

When a teacher notes an inappropriate behaviour in progress, they simply move themselves to the locality of that behaviour, whether they are talking to the whole class in the process, or whether the class are working independently on a task.

04. PROXIMITY WITH TOUCH INTERFERENCE

The teacher moves to a locality directly beside, in front of or behind the student and, without talking directly to them or verbally addressing their behaviour, touches their book (to indicate the need to focus on work), closes the book that should not be open or picks up the object being played with and puts it back down on the desk away from immediate reach (signifying the end of play). This is used more with younger students than high school students, who have a more heightened awareness of property and personal space.



05. BODY LANGUAGE ENCOURAGING

Body language encouraging involves the use of facial expression, stance, body movements and gestures to convey a message of expectation, approval or disapproval. This usually follows instructions or is associated with Proximity.

06. WAITING AND SCANNING

The teacher issues an instruction, and then adopts relatively relaxed body language and looks about the room, noting the progress of students in following the instruction. If the students are slow to comply, the teacher modifies body language to a more assertive stance and may add a simple verbal phrase or a time encourager (e.g. "I'm waiting", "5-4-3-2-1").

07. PAUSE IN TALK

Pause in talk involves stopping mid-sentence or mid-explanation as a result of an inappropriate behaviour from someone in the class. Generally this behaviour will be a verbal interruption in one form or another (e.g. Two students chatting, a student calling out, a silly noise). When the teacher pauses in talk, they may give body language encouragement (especially with facial expression) or they may simply adopt a 'frozen in time' expression as they pause, and then re-animate as they recommence the sentence that was disrupted.

MOST
RESISTANT



Social Interactions that Maintain Positive Culture

LEAST
INTRUSIVE



08. CUEING

Cueing is used to model or explain appropriate behaviour to students who may exhibit inappropriate behaviour. In its simplest form, cueing involves the teacher telling the students what is required of them behaviorally, verbally and or non-verbally, as they give an instruction (e.g. "Put your hand up if you know the answer to Question 5"). In 'Cueing with Parallel Acknowledgement', the teacher notes the inappropriate behaviour of a student or students, and deliberately highlights the appropriate behaviour of a student or group of students nearby through praise and encouragement. A third form of cueing is termed 'Description of Reality', in which the teacher makes a statement of opinion that describes current behaviour state in the classroom to reinforce student behaviour or encourage change (e.g. "There is too much noise in this classroom" "It's good seeing those hands up.").

09. DESCRIPTIVE ENCOURAGING

Directly following instructions, the teacher acknowledges those who have demonstrated immediate compliance to encourage slower students to follow suit (e.g. "Pencils down, thanks and eyes this way... Good to see Tom and Sarah are ready"). In a second form, the teacher moves about the room, observing student work and behaviour, and making simple, descriptive statements about the student behaviour (e.g. "You're working quietly", "You're sitting nicely").

10. NON-VERBAL REDIRECTION

The teacher makes eye contact with the student and uses some form of non-verbal signal (e.g. hand gesture, facial expression etc) to let the student know that their behaviour has been noted and modification is required. This is often linked with proximity or calling student's name.



11. DISTRACTION/DIVERSION

The teacher decides to temporarily suspend the curriculum in the interests of re-energising or re-focusing students who are going off-task or behaving inappropriately, by introducing some activity that diverts them from their off-task behaviour. This may be in the form of a stretch or drink break, or an alternative activity. It requires the teacher to have 'with-it-ness', an awareness of class activity and engagement at all times.

12. NON-VERBAL DIRECTIONAL ACTION

A non-verbal directional action is any non-verbal action used to gain whole group attention, whether to talk about behaviour or curriculum. It may involve the use of sound (via a whistle, bell, hand clap), the turning off of music or noise-making machinery in the room, or a visual action (e.g. flashing of lights, turning off the overhead projector or television). It can also involve a physical action, such as placing one's hands on one's head or initiating a clapping sequence which students copy as their attention is gained.



MOST
RESISTANT

Social Interactions that Maintain Positive Culture

LEAST
INTRUSIVE



13. ORAL DIRECTIONAL PHRASE

Issuing of a set rehearsed phrase to gain whole group attention. In high school settings, standard oral directional phrases include "Pens down, eyes this way" and "Stop work and look here". In the primary school setting, the previously mentioned oral directional phrases are also used, though in lower year levels teachers also use sequenced phrases which the students can contribute to e.g. "1-2-3, eyes on me" or "Stop, look and listen, eyes on me".

14. CURRICULUM REDIRECTION

The teacher uses a question about the task the student is supposed to be focusing upon to refocus them on that task and end the inappropriate behaviour (e.g. "Ben, how are you going with Question 15?"). It can be used across the classroom without disrupting learning and avoids confrontation by not directly addressing behaviour as the issue.

15. CALLING THE STUDENT'S NAME

Calling the student's name simply involves speaking out the first name of the student (or both first and last name if the first name is shared by more than one class member) who is misbehaving, generally in a firm but controlled manner. It is used particularly when the teacher is on the other side of the room or some distance away. It can be linked with body language encouraging or a non-verbal redirection.



16. QUESTIONING TO RE-DIRECT

The teacher questions the student directly about their behaviour, rather than using the curriculum as the means to the end (e.g. "Tom, what are you doing? What are you supposed to be doing?"). A specific form of this strategy is the "Rule Question", where the teacher queries the student about the rule that their current behaviour violates (e.g. "Travis, what is our rule about food in class?").

17. INDIVIDUAL CLOSE TALK

Individual close talk involves the teacher moving to the student's desk to quietly discuss their behaviour or summoning the student to their own desk for the same purpose (the former method is the less-intrusive of the two). Individual close talk is used as a private, non-humiliating means of discussing a student's behaviour directly with them.

18. VERBAL REDIRECTION – DIRECTIVE QUESTION

A statement of behaviour expectation disguised as a request by the addition of the word "Please" at the end of the statement (e.g. "Kym, put the magazine away please"). The teacher allows the student take-up time to follow the direction.



19. VERBAL REDIRECTION – DIRECTIVE STATEMENT

A statement of behaviour expectation with the addition of the word "Thanks" at the end to imply trust but also to denote that choice is not an option (e.g. "Kym, put the magazine away thanks"). The teacher allows the student take-up time to follow the direction. Many teachers use this strategy but without the polite 'thanks'.

MOST
RESISTANT

Social Interactions that Maintain Positive Culture

LEAST
INTRUSIVE



20. GIVE CHOICES (INCORPORATING CONSEQUENCES)

The teacher issues choices to the student when the behaviour is repeated despite previous verbal redirection. The choices given to the student are usually only two in number – **Choice 1** is comply with the expected behaviour and the benefits of compliance, and **Choice 2** is a logical consequence for non-compliance. The student is given take-up time to consider the choices and make a rational decision.

21. STATE LOGICAL CONSEQUENCES

Stating logical consequences gives the student only one choice – do what the teacher asks or face the consequences. Generally the delivery will take the form of an “If....then” statement or an “Either....or” statement (e.g. “William, if you don't sit properly in your seat, I will have to sit you on the carpet”).

22. FOLLOW THROUGH – ENFORCE CONSEQUENCES

Follow through occurs when the student has made the choice not to comply with the teacher's directions after they have stated the logical consequences, or has chosen the less-appropriate of the two choices offered by the teacher in giving choice. The teacher calmly states what the consequence will be and how it will be enforced. Consequences need not be applied immediately, but the certainty of the consequence must be established clearly.

23. MOVE STUDENT IN ROOM

A teacher will generally move a student in the room to separate students who cannot work productively together, or to bring a more disruptive student into closer proximity for monitoring purposes. It is preferable to move a student proactively (that is, before they have actually seated themselves) rather than re-actively, though this is sometimes necessary

24. MOVE STUDENT TO REFLECTION/TIME-OUT AREA

The student is instructed to move from their desk to a designated reflection or time-out area within the room, where they may carry on with the set work, or alternatively may have to complete a reflection form that addresses their inappropriate behaviours and highlights more appropriate choices. The benefit of this is that the student is still in the learning environment but not contributing, so they are subject to ‘sidestream social skilling’, being able to witness the appropriate interactions between the teacher and the other students.

25. REMOVE STUDENT FROM CLASSROOM

A student is removed from the classroom to the office or buddy class because their behaviour is so disruptive that they can no longer remain in the environment. They are being denied the privilege of being in the classroom until they can improve their behaviour or restitution is achieved.



MOST
RESISTANT

Social Interactions that Maintain Positive Culture

LEAST
INTRUSIVE

26. HAVE THIRD PARTY REMOVE STUDENT FROM CLASSROOM/LEARNING SPACE

The teacher finds the student's behaviour unsafe and/or unmanageable but the student won't leave on their own volition. They send a message, via intercom or student, to a support person with more authority, such as a Sub-School Coordinator, Head of Secondary or Head of College. This person then attempts to coerce the offending student to leave the classroom.

27. REMOVE REST OF CLASS FROM ROOM/AREA

A teacher removes the class from the room to a safer location when an individual student is exhibiting explosive verbal or physical behaviour within the classroom environment. Student safety is seen to be at risk and it is deemed either easier to remove the rest of the class or too dangerous to try and remove the offending student themselves. Sub-School Coordinator, Head of Secondary or Head of College contacted immediately.



28. PHYSICAL RESTRAINT

The teacher physically contacts and holds the student to immobilise them completely, in order to prevent harm to the student themselves, other students, the teacher or even elements of the environment (e.g. Expensive property). This is a last resort strategy, used only if the teacher feels that safety is an extreme concern AND the teacher feels capable and skilled enough to do the restraining, and is willing to accept the physical, emotional and legal risks associated with this action. Sub-School Coordinator, Head of Secondary or Head of College contacted immediately.

MOST
RESISTANT

6.0 MANAGING BEHAVIOUR IN THE CLASSROOM

6.1 In the Classroom

Good classroom management is based on students' understanding of what behaviour is expected of them. A carefully planned system of rules and procedures makes it easier for teachers to communicate their expectations to students. It also helps ensure that the procedures set up will be workable and appropriate.

It is essential that classroom behaviour and conduct expectations are verbalised and reinforced to students not only at the start of each term, but consistently throughout the term, and followed up with consistent and fair consequences. It is the responsibility of teachers to correctly administer consequences and referrals as outlined in the Primary or Secondary Guidelines for dealing with unproductive behaviours.

These expectations should include those behaviours outlined and explained in the Primary and Secondary Handbooks of Teacher Practices.

Students are required to both engage and actively participate in every lesson. It is an expectation that students both follow teachers instructions and complete the work that is set by the teacher. All students are expected to be diligent & productive, Well Behaved & Respectful and Proactive & Persistent. Students are marked on these, and this is communicated on students' report cards each reporting period.

ENGAGEMENT	ENGAGEMENT HABITS
Diligent & Productive	<ul style="list-style-type: none">• Appropriately completes formative tasks• Implements feedback well• Uses class time effectively
Well Behaved & Respected	<ul style="list-style-type: none">• Meets classroom behaviour expectations• Shows respect to teachers and peers• Responds positively to teacher instructions
Proactive & Persistent	<ul style="list-style-type: none">• Comes to class prepared to learn• Seeks teacher help when needed• Persists when learning is difficult

Students who receive 'Never', 'Rarely' and 'Sometimes' would be considered a student who is either disengaged or/and unproductive.

There are a range of strategies the school uses to encourage the student to amend and improve their engagement in the classroom or whilst at school. These include;

1. Exit Ticket system
2. Engagement Contract
3. Parent Meeting

Effective classroom management includes keeping up-to-date comprehensive anecdotal records and notes. This is true for both student engagement habits, and student behaviour and pastoral care. Good PC entries and TASS notes assist in the appropriate and accurate administering of pastoral care, or steps of the formal discipline process.

The process of recording behaviour incidents in Pastoral Care Entries can be found in 8.3.

6.2 Extra Support in the Classroom

While the primary responsibility for managing the behaviour of students in class lies with the classroom teacher, all teachers have at some time experienced a class which was difficult to manage or maintain a productive learning environment.

Teachers implement classroom procedures, utilize strategies to foster positive relationships, and if needed issue consequences (as outlined in Primary or Secondary Guidelines for dealing with unproductive behaviours) when student behaviour warrants this. This can include actions such as time out from activities, personal detentions, seating plans and if necessary Formal detentions.

Secondary Year Level Coordinators and Heads of Department will support teacher actions by following up students for which a Formal detention has not been completed and students who receive multiple formal detentions in that subject or across multiple subjects. This is will usually be done in consultation with the Sub-School Coordinator.

Following these processes, if a student's behaviour and learning has not improved there are further options for referral:

- Learning Assistance: further modification to learning materials and instructions in consultation with learning assistance (if relevant.)
- Primary Sub-School Coordinators assist in managing the smooth running of the classroom
- Primary Head of Teaching and Learning : assist with the planning and implementing of quality and engaging learning programs.
- Secondary Heads of Department (HOD): works with the teacher on classroom practices, learning experiences and behaviour management strategies (including sending student to another teacher/s room).

The role of Primary Sub-School Coordinators and Secondary Heads of Department in supporting classroom teachers is therefore imperative, and is designed to:

1. Reinforce the teacher's role and authority in the class.
2. Consistently manage positively the behaviour and learning of students.
3. Implement appropriate actions to maintain a positive classroom culture and constructive teaching environment.

If student behaviour continues to be unproductive then they are referred to the Head of Primary or Head of Secondary.

6.3 Out of the Classroom

Activities and events undertaken outside of school grounds (e.g. sporting carnivals, camps, excursions, mission trips, tours and bike hikes) require a suitable and appropriate behaviour management plan to be considered and approved prior to their commencement. Such plans should be ratified with relevant Heads of Department and should include a clear and suitable process for managing and dealing with negative behaviours and an outline of the consequences to be administered. For activities where no individual behaviour management plan is used, the Positive Culture Framework will guide decisions made around unproductive student behaviour.

7.0 CONSEQUENCES FOR UNPRODUCTIVE BEHAVIOURS

7.1 Disciplinary Consequences General Principles

Prior to making a decision about disciplinary consequences including detentions, removal of privileges, internal or external suspensions or cancellation of enrolment, some general principles are followed;

- Assess the student's behavior and the level of risk the behavior presents
- Take into account;
 - A student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.
 - Procedural fairness in all decision making.
 - That the grounds for suspending or cancellation of enrolment apply to all students, including mature aged students.
 - The conduct of a student may include an omission to perform an act by a student.
 - That action can be taken to address behavior occurring outside school premises or school hours.
 - An offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland.
- Apply a school disciplinary absence, such as suspension or cancellation of enrolment, as a strategy of last resort.

1. Suspensions

Internal suspensions (1-5 days) are decided upon by Sub-School Coordinators and issued in consultation with Heads of Sub-Schools or Head of College. The students and parents are provided written notice of suspension.

External suspensions (1-5 days) are decided upon by Sub-School Coordinators or the Head of Sub-School, and issued in consultation with either the Heads of Sub-School or Head of College. The students and parents are provided written notice of suspension at a meeting with all parties.

2. Grounds for Suspensions

The following may be grounds for a suspension;

- a. Disobedience;
- b. Misbehaviour;
- c. Conduct that adversely affects, or is likely to adversely affect, other students;
- d. Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- e. The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- f. The student is charged with an offence; and/or
- g. The Sub School Coordinator/Head of College is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
- h. To remove any doubt, it is declared that, for section (c) or (d), conduct may be a ground for suspension even if the conduct does not happen on school premises or during school hours.

In the event of an ongoing investigation, a student may be suspended pending the final decision about a cancellation of enrolment. The College must tell the student that the suspension continues until the Sub-School Coordinator/Head of College makes a final decision about the proposed exclusion.

3. Cancellation of Enrolment

Cancellation of enrolment is considered a last resort, if a suspension is demonstrably inadequate to deal with the student's disobedience, misbehaviour, conduct or risk (e.g. Illicit substances or images). They are determined and decided upon by Head of Sub-School in consultation with the Head of College. The students and parents are provided written notice of suspension at a meeting with all parties.

4. Grounds for Cancellation of Enrolment

The following may be grounds for Cancellation of Enrolment;

- a. Persistent disobedience;
- b. Misbehaviour;
- c. Conduct that adversely affects, or is likely to adversely affect, other students;
- d. Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- e. The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- f. The student has been convicted of an offence; and/or
- g. The Sub-School Coordinator/Head of College is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.
- h. To remove any doubt, it is declared that, for subsection (c) or (d), conduct may be a ground for cancellation of enrolment even if the conduct does not happen on school premises or during school hours.

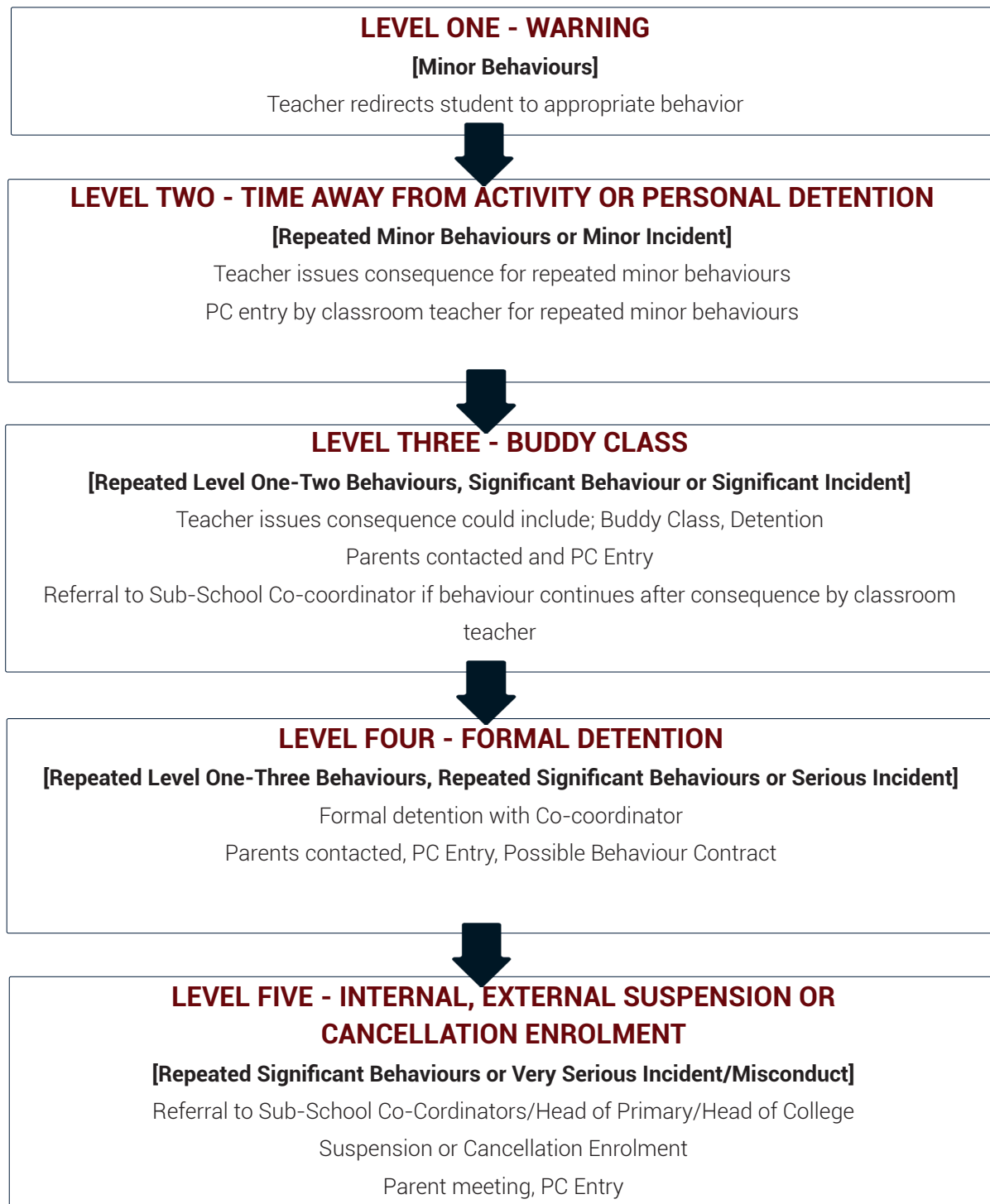
CONSEQUENCES OF UNPRODUCTIVE BEHAVIOURS

7.2 Levels of Unproductive Behaviours - Primary School

At each level students will have the opportunity to state their case in a respectful manner and at the appropriate time.

While the Levels are progressive in structure, students can move straight to higher levels of discipline depending on the nature of the behaviour/incident.

Student disabilities and previous behavior can impact the student's consequence level.



CONSEQUENCES FOR UNPRODUCTIVE BEHAVIOURS

7.3 Levels of Unproductive Behaviours - Secondary

At each level students will have the opportunity to state their case in a respectful manner and at the appropriate time. Levels 3 and 4 could include a support person (YLC, Chaplain, Parent) to ensure the process fair and impartial.

While the levels are progressive in structure, students can move straight to higher levels of discipline depending on the nature of the behaviour/incident.



CONSEQUENCES FOR UNPRODUCTIVE BEHAVIOURS

7.4 Primary Guidelines for Dealing with Unproductive Behaviours

SEVERITY OF EVENT	EXAMPLES	RATIONALE	ACTIONS & PASTORAL CARE FOLLOW UP	RESPONSIBILITY
LEVEL ONE MINOR BEHAVIOURS (At school, outside of school, travel to or from school)	<ul style="list-style-type: none"> • Minor annoyances. • Talking out of turn. • Avoiding work. • Slightly disrupting others from their work (making noises, touching, or attempting to touch other people and/or their equipment). • Not following teacher instructions/ direction. • Moving away from desk or carpet area without permission. 	Behaviours that: <ul style="list-style-type: none"> • These occur 'briefly' and do not interfere significantly with instruction or with other students learning. • Must be managed immediately and addressed discretely. 	Warning Redirect student to the desirable behaviour with a clear statement.	Classroom teacher or PGD teacher
LEVEL TWO REPEATED MINOR BEHAVIOURS, MINOR INCIDENT (At school, outside of school, travel to or from school)	<ul style="list-style-type: none"> • Repeated Level One behaviour(s) after warning • Running in the classroom • Non-compliance to teacher instruction • Refusal to do class work. • Minor but intentional swearing / language • Minor inappropriate use of technology. 	Behaviours that: <ul style="list-style-type: none"> • Interrupt instruction and distract other students from the learning process. • Must be managed immediately but addressed when the student is calm and at time that does not interrupt and interfere with learning & instruction, to prevent becoming a Significant Event. 	Time away from activity or personal detention Student removed from the activity, may also miss part of playtime. <ul style="list-style-type: none"> • PC Entry for repeated Level Two behaviours • Possible Pastoral Care: <ul style="list-style-type: none"> - Classroom adjustments (eg. Equipment, placement). - Academic adjustments (eg. Scaffolding, reduced amount). - Teacher-student meeting. 	Classroom teacher or PGD teacher
LEVEL THREE REPEATED LEVEL ONE-TWO BEHAVIOURS, SIGNIFICANT BEHAVIOURS OR SIGNIFICANT INCIDENT (At school, outside of school, travel to or from school)	<ul style="list-style-type: none"> • Continued & persistent Level Two behaviour(s) • Major and ongoing annoyances – loud behaviours that prevent the class or another student from learning (loud, purposeful noises). • Making inappropriate / defiant comments to staff. • Leaving the room without permission, assertive disrespect or disobedience to staff-member. 	Behaviours that: <ul style="list-style-type: none"> • Demonstrate disregard for the learning, safety, or rights of other members of the College, including students and staff. • Must be managed immediately and addressed when student returns to class. 	Buddy Class Student sent to an alternate class and an apology letter written to another student/staff member if necessary. <ul style="list-style-type: none"> • If student responds to correction – student returns to class. If behaviour does not change, student is removed from class by Sub-School Coordinator. • Parents contacted and PC Entry by teacher. • Possible Pastoral Care: <ul style="list-style-type: none"> - Play Plan - Teacher-student meeting - Teacher-parent meeting - Co-ordinator check in - Chaplain check in - LA referral - Social Emotional skills (eg bounce club, SAS) - Exercise club. 	Classroom teacher

CONSEQUENCES OF UNPRODUCTIVE BEHAVIOURS

Primary Guidelines for Dealing with Unproductive Behaviours

SEVERITY OF EVENT	EXAMPLES	RATIONALE	ACTIONS & PASTORAL CARE FOLLOW UP	RESPONSIBILITY
LEVEL FOUR REPEATED LEVEL ONE-THREE BEHAVIOURS, REPEATED SIGNIFICANT BEHAVIOURS OR SERIOUS INCIDENT (At school, outside of school, travel to or from school)	<ul style="list-style-type: none"> Continued & persistent Level Three behaviour(s) Physical altercations (incl. fighting). Minor vandalism including intentional damage of school or other's property. 	Behaviours that: <ul style="list-style-type: none"> demonstrate disregard for the learning, safety, or rights of other members of the College, including students and staff. 	Formal Detention Formal detention issued by Sub-School Co-ordinator. Student to complete detention in office at a break time. <ul style="list-style-type: none"> PC Entry by teacher and updated by Co-ordinator. Coordinator to contact parents. Possible Pastoral Care: <ul style="list-style-type: none"> Play Plan Teacher-student meeting Teacher-parent meeting Co-ordinator check in Chaplain check in LA referral Behaviour contract Counsellor referral Restorative conversation. 	Sub-School Coordinator
LEVEL FIVE REPEATED SIGNIFICANT BEHAVIOIRS or VERY SERIOUS INCIDENT/MISCONDUCT (At school, outside of school, travel to or from school)	<ul style="list-style-type: none"> Continued and/or escalating Level One – Level Four behaviour(s) Truancy/leaving school grounds without permission. Bullying behaviours (verbal / physical / social media). Being physically aggressive or threatening with a staff member, another student or equipment. Theft. Retaining, swapping, or transmitting sexually explicit music, images, computer software. Serious incidents outside school hours that impinge on the smooth running, good name or reputation of the school. Other serious offences brought to attention of staff and administration. Vandalism including intentional damage of school or other's property. 	Behaviours that: <ul style="list-style-type: none"> Have the potential to harm students seriously. Demonstrate blatant disregard for the authority of the school. Have the potential to significantly tarnish the reputation of the College in the community. 	Internal Suspension, External Suspension, Enrolment Cancellation Immediate removal from the classroom or playground and referral of student and incident to Sub School Coordinators or Head of Primary. <ul style="list-style-type: none"> Further investigation will occur where appropriate, in conjunction with the outside agencies if necessary. Incident Report uploaded in TASS. A high consequence will be set at the Sub School Coordinators/Head of Primary's discretion and may include: <ul style="list-style-type: none"> Being sent home Internal suspension External suspension Cancellation of enrolment Possible Pastoral Care: <ul style="list-style-type: none"> Refer to Level 4 	Sub School Coordinators in consultation with Head of Primary and Head of College Cancellation is always referred to the Head of College

CONSEQUENCES FOR UNPRODUCTIVE BEHAVIOURS

7.5 Secondary Guidelines for Dealing with Unproductive Behaviours

SEVERITY OF EVENT	EXAMPLES	RATIONALE	ACTIONS & PASTORAL CARE FOLLOW UP	FINAL RESPONSIBILITY
LEVEL ONE NON-EVENT or MINOR EVENT (At school, outside of school, travel to or from school)	<ul style="list-style-type: none"> Minor uniform infringement Isolated calling out in class. Failure to follow instruction or classroom procedures. Late to class Minor infringements when lining up, moving into or out of classroom. Eating in classroom Moving around classroom without permission Failure to complete homework / bring class equipment. Isolated careless swearing General minor disruptions to class / learning environment Unacceptable late to school or early departure 	<ul style="list-style-type: none"> Behaviours that do not interfere significantly with learning or safety of student or others. These occur 'briefly' and do not interfere <i>significantly</i> with instruction or with others learning. Managed immediately, addressed at conclusion of lesson. 	<ul style="list-style-type: none"> Question and warning Selective hearing/seeing. Non-verbal communication Incentive rewards Redirection to task Name on board Reiterating class rules and procedures by teacher/student discussion PC Entries and Notes added to TASS 	<ul style="list-style-type: none"> Classroom teacher or PGD teacher
LEVEL TWO SIGNIFICANT EVENT (At school, outside of school, travel to or from school)	<ul style="list-style-type: none"> Repeated and persistent Level One behaviour(s) Repeated classroom disruptions Repeatedly / Regularly late to class Non-compliance to instruction Non-participation in class work (refusal) Repeated failure to complete / submit homework. Intentional swearing / language Interfering with other's possessions (e.g. hiding school bag) Possession or use of mobile phone in class or during school Inappropriate use of technology / school computers Deliberate & intentional distracting of other classes when moving around campus. Repeated failure to follow college procedures. Truancy Leaving the room without permission Bullying behaviour toward another student either verbal, physical or online Other significant incidents brought to the attention of staff and administration. 	<ul style="list-style-type: none"> Repeated / persistent non or minor events or significant events that interrupts the learning or safety of student or others. These interrupt instruction and distract other students from the learning process. Where practical and possible these are managed immediately but addressed at conclusion of the lesson (so to not interrupt and interfere with learning & instruction), to prevent becoming a SERIOUS event 	<ul style="list-style-type: none"> If repeated Level One behaviours - teacher consequence & follow-up PRIOR to formal detention Formal Detention YLC's or HOD's for intervention / management strategies PC Entries and Notes added to TASS. Student apology PC Entry and parents contacted. Parent communication (phone call, email, PT interview) Chaplain check-ins Teacher Check-ins Learning Support referral Formal Detention Afternoon Detention 	<ul style="list-style-type: none"> Classroom teacher and/or YLC

CONSEQUENCES OF UNPRODUCTIVE BEHAVIOURS

7.5 Secondary Guidelines for Dealing with Unproductive Behaviours

SEVERITY OF EVENT	EXAMPLES	RATIONALE	ACTIONS & PASTORAL CARE FOLLOW UP	FINAL RESPONSIBILITY
LEVEL THREE SERIOUS EVENT (At school, outside of school, travel to or from school)	<ul style="list-style-type: none"> • Repeated & persistent Level Two behaviour(s) AFTER consequences have been issued: • Major and ongoing annoyances – loud behaviours that prevent the class or another student from learning (loud, purposeful noises) • Making inappropriate / defiant comments to students or staff • Inappropriate or offensive online behaviours • Continuing, assertive disrespect or disobedience to staff-member • Physical altercations (incl. fighting) • Tampering, being in possession or damage caused to the property or possessions of another student or the school • Other serious incidents brought to the attention of staff and administration. 	<ul style="list-style-type: none"> • These are repeated and persistent Level Two behaviours after consequences issued OR behaviour that greatly disrupts learning or demonstrates contempt of the learning, safety or rights of staff or other students 	<ul style="list-style-type: none"> • Removal from the classroom or playground to the Sub-School Coordinator or Head of Secondary; or referral of student and incident to Sub-School Coordinator or Head of Secondary • Behaviour or Pastoral Care Incident Report Form and Notes uploaded to TASS. • Behaviour Contract • Engagement Contract • Counsellor referral • Parent meeting • Learning support referral • Chaplain check-ins • YLC check-ins • Teacher check-ins • Internal Suspension/External Suspension 	<ul style="list-style-type: none"> • Sub School Coordinators and Head of Secondary
LEVEL FOUR VERY SERIOUS EVENT (At school, outside of school, travel to or from school)	<ul style="list-style-type: none"> • Continuing assertion of disobedience after having been removed to the Sub School Coordinator and/or Head of Secondary • Verbal or Physical abuse / threatening of a teacher. • Having or using drugs/alcohol/cigarettes/ vapes at school or at a school event / excursion/camp. • Physical assault of another student • Retaining, swapping, or transmitting sexually explicit music/ images/videos/files • Sexual harassment or sexualised behaviour • Incidents outside school hours that impinge on the smooth running, good name or reputation of the school. • Other very serious offences brought to attention of staff and administration • Repeat or significant inappropriate or offensive online behaviours • Theft of property or the possessions of another student or the school. 	<ul style="list-style-type: none"> • These are repeated or persistent Level Three behaviours after consequences issued OR behaviour that seriously harms other students or staff, disregards authority, or significantly tarnishes the reputation of the college 	<ul style="list-style-type: none"> • Immediate removal from the classroom or playground to the Head of Secondary or Head of College. Further investigation will occur where appropriate, in conjunction with the outside agencies if necessary. • The Head of Secondary with the Head of College will exercise his discretion, preserving the well-being and safety of staff and students and the reputation of the college. • Behaviour or Pastoral Care Incident Report Form and Notes uploaded to TASS • Behaviour Contract • Engagement Contract • Parent meeting • Counsellor referral • Learning support referral • Chaplain check-ins • YLC check-ins • Teacher check-ins • External Support agencies • External Suspension/ Cancellation of Enrolment 	<ul style="list-style-type: none"> • Head of Secondary and Head of College



8.0 BEHAVIOUR FOLLOW UP PROCESSES

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8.1 Incident Reporting - Primary School

Step One

- All incidents must be reported (either by witness, victim or third party e.g. parent).

Step Two

- Incident to be reported to classroom teacher. Incident recorded, and appropriate response sought.
- PC Entry

Step Three

- Classroom teacher to discuss incident with students involved and witnesses. Mediation between students with the aim to find an appropriate solution to the problem. Students are encouraged to use conflict resolution strategies. A back up plan is considered in the event that the first solution proves unsuccessful.

Step Four

- Agreed solution implemented. Back-up plan implemented if necessary.

Step Five

- Report of repeat occurrence of incident (either by witness, victim or third party).

Step Six

- Sub-School Coordinators will be notified (Prep Coordinator, Early Years Coordinator – Years 1-3, Upper Primary Coordinator – Years 4-6). Sub-School Coordinator will then notify Pastoral Care Team which includes Head of College, Head of Primary and School Chaplains. Sub-School Coordinator to discuss incident with students involved and witnesses. Parents may be notified depending on the seriousness of the incident. Appropriate consequences for incident discussed and implemented.

Step Seven

- Monitoring of implementation of consequences.

Step Eight

- Report of repeat occurrence of incident (either by witness, victim or third party). Sub-School Coordinator to discuss with Head of Primary and Head of College. Parents may be involved.

8.2 Incident Reporting - Secondary School

Step One

- All incidents must be reported (either by witness, victim or third party e.g. parent) to any staff.

Step Two

- Staff reported to will need to record incident in PC Entry via TASS, or upload email report to TASS.

Step Three

- Year Level Coordinator to follow up PC Entry and appropriate consequences will be sought. Depending on how serious the incident is, consequences may include Personal Detention or Formal Detention.
- For more serious or significant events, a Pastoral Care Incident Report Form or Behaviour Incident Report Form may be required to be completed and submitted to the Head of Secondary.

Step Four

- Report of repeat occurrence of incident (either by witness, victim or third party). YLC to report to Sub-School Coordinators. Sub-School Coordinator to discuss incident with students involved and witnesses. Parents may be notified depending on the seriousness of the incident. Pastoral supports offered to student(s).

Step Five

- Pastoral Report completed and uploaded to TASS notes.

Step Six

- Report of repeat occurrence of incident (either by witness, victim or third party). Sub-School Coordinator to discuss with Head of Secondary and Head of College. Parents may be involved.

8.3 Recording Behaviour Incidents on PC Entries

Rationale:

Secondary student's unproductive behaviour warrants a warning or consequence issued. Record kept as a Pastoral Care Entry (TASS) for further follow up or future reference.

Primary student's whose behavior warrants a consequence require a PC Entry for further follow up or consequences.

Step 1

- Log onto TASS, select the Pastoral Care tab and then PC Entries.
- Click the '+ New' button .

Step 2

- Enter the students name.
- Fill out each drop down menu.
- If you are writing this for recording purposes, select personal detention or warning as the outcome.
- If you are wanting a consequence select 'waiting allocation' as the outcome.
- If you think this is a serious issue, record as usual and email the Year Level Coordinator & Sub-School Coordinator.

Step 3

- Ensure you write the following in the Teacher Comment section:
 - Event that occurred.
 - When and where the event occurred.
 - What you told the student the outcome would be.
 - What you're wanting the outcome to be e.g. a student was using their phone at the locker during lunch time. I told the student to put their phone away and that they would receive a Formal Detention. Can they please be issued a Formal Detention.

Step 4

- Sub-School Coordinator to check PC entries daily and allocate detentions as necessary.

8.4 Behaviour Incident Report Form

2023



Primary / Secondary School

Completed by:

Position:

Date:

Student(s) Involved:

Incident as reported to staff member:

Actions Taken:

Consequences / Follow-up:

Appendices:

8.5 Pastoral Care Incident Report Form

2023



Primary / Secondary School

Completed by:

Position:

Date:

Student(s) / Family Involved:

How concerned was raised: (circle one)

Phone Conversation / Email / Parent Meeting / Student report / Staff report

Concern as reported to staff member:

Actions Taken:

Follow up:

Attachments:

8.6 Incident Requiring Immediate Follow-up

Rationale:

All previous classroom and student management strategies have failed to change student unproductive behaviours, or the student's behavior is very serious or significant.

Step 1

- Teacher to remove student, or other students from classroom or area.
- Teacher to phone Sub-School Coordinator or Learning Assistance or Head of Sub-School.

Step 2

- Student removed from situation and taken to office by staff member.
- Student given opportunity to explain incident with the option of a support person present (eg Chaplain or YLC)

Step 3

- Sub-School Coordinator to ascertain details of incident from teacher.
- Sub-School Coordinator to issue appropriate consequence (detention/apology etc).
- Sub-School Coordinator to liaise with Head of Sub-School if deemed further consequence needed.

Step 4

- Teacher to record incident on PC entries for record
- Sub-School Coordinator to follow further consequences procedure

8.7 Detention Process - Secondary School

Day: Monday – Friday

Time: Lunch (1:10pm – 1:45pm)

1. Open PC entries on TASS and use filters to create list (or use printed copy if TASS is not working).
2. Students enter room and collect pen, Code of Conduct & Reflection Sheet.
3. **Formal Detention - 30 mins**
 - Student completes Code of Conduct and Reflection.
- Uniform Detention - 15 mins**
 - Student completes Code of Conduct & Reflection.
4. Check off 'completed' column on TASS for those who attend.
5. For those students who did not attend, email YLC's & Sub-School Coordinators list of names to follow up next morning.
6. Check student Reflection responses to ensure suffice/appropriateness.
7. Collect pens, Code of Conduct & Reflection from students.
8. Put reflection sheets (formal detention only) into plastic A4 box.

8.8 Failure to Complete Detention - Secondary

Step 1

- A behavioral incident occurs, and a PC entry gets entered by teacher.
- 'Waiting allocation' selected as outcome

Step 2

- Sub-School Coordinator checks PC entries for 'waiting allocation' and allocates formal detention or uniform/lateness detention.

Step 3

- Student is notified of their detention in form class and signs to acknowledge their attendance to the detention that lunch time.

Step 4

- If a student does not show to the detention room after signing, the detention is rolled over to the next school day.
- The Year Level Coordinator will check 'non-attendance' list from each day, and follow up with student when next present, checking for valid reason and issuing warning of further consequence if not completed the second time.

Step 5

- If the student does not attend the detention room after being warned by the YLC, the student will receive an Afternoon Detention.
- The YLC will inform the Sub-School Coordinator of the above process and is issued an Afternoon Detention.
- The Sub-School Coordinator/YLC is to record a PC entry for that student and issue an Afternoon Detention for 'Failure to complete detention'.
- The Sub-School Coordinator/YLC is to inform the student they have received an Afternoon Detention and given the details (date, time, location)
- The Sub-School Coordinator/YLC is to notify parents of escalated consequences

Step 6

- The Sub-School Coordinator/YLC is to mark Detention as 'complete' on PC entries once the student has sat the detention.
- If the student has up to two detentions owing, the student has those marked as complete.
- If the student has three or more, the student must still sit at least one of the owing detentions and the rest are marked as complete.

8.9 Reoccurring Detentions - Secondary School

Rationale:

Repeated unproductive behaviours despite multiple formal detentions completed, now requiring an escalation of consequences.

Step 1

- Sub-School Coordinator & Year Level Coordinator to regularly generate PC Entry reports for specific year level.

Step 2

- If a student has three formal detentions for the same/similar unproductive behaviours or
- If a student has accumulated four formal detentions they are to receive an Afternoon Detention.

Step 3

- Year Level Coordinator to liaise with the Sub School Coordinator as to consequence:
 - Afternoon Detention
 - Internal Suspension
 - External Suspension.

Step 4

- Sub-School Coordinator issues consequence by
 - Communicates consequence to student
 - Communicates incident and consequence to parents via phone call & email.

Step 5

- Sub-School Coordinator to:
 - Record Letter on TASS Notes
 - Record in PC Entries
 - Inform Student Services (If suspension)
 - Inform student and teachers.

Step 6

- If the student has multiple detentions owing, this further consequence serves to complete all outstanding detentions.
- Year Level Coordinator or Sub School Coordinator to mark 'complete' on PC Entries.

8.10 Afternoon Detentions - Secondary School

Day: Monday – Friday

Time: After school (3:20pm – 5:00pm)

Step 1

- Year Level Coordinator liaise with Sub School Coordinator as to consequence.

Step 2

- Sub-School Coordinator or YLC issues consequence by
 - Communicating consequence to student
 - Communicates incident and consequence to parents via phone call &/ email
 - Writes and sends an Afternoon detention notification to parents.

Step 3

- Sub-School Coordinator or YLC liaises with parents and student to organize a suitable afternoon.
 - 3:15pm – 5:00pm that suits both parties.

Step 4

- Sub-School Coordinator or YLC to:
 - Record in PC Entries
 - Confirm time with student the afternoon of the detention.

Step 5

- Supervise the student completing the afternoon detention .
- Mark 'complete' on PC entries once finished.

8.11 Flowchart Suspensions

DOCUMENT

Behaviour Incident Report completed and submitted by Sub-School Coordinator. Information in report will have been gathered from meetings with the reporting teacher/staff member/parent/student, the student whose behavior is being reported, and other students who were witness to events and behavior(s).

REFER

Sub-School Coordinator consults with Head of Sub-School to determine whether students behavior constitutes grounds for suspension; type and length.

DECIDE

General principles of disciplinary consequences used to guide decision on suspension; type and length.

NOTIFY

Student and parents are notified of decision made. This can occur through a number of ways depending on the suspension type and length. 1-3 day Internal suspensions are communicated via a phone call or email and letter, while 4-5 Internal Suspensions and External Suspensions (1-5 days) require a parent meeting.

ARRANGE

Sub-School Coordinators ensure that reasonable steps have been taken to ensure student access to the educational program that allows them to continue with their learning during the suspension.

REPORT

All parent meeting notes, copy of email and letter sent are uploaded to Confidential Notes in student file on TASS. Teachers, relevant staff and Student Services are informed of period of student absence.

8.12 Internal Suspension

Day: Monday – Friday

Time: Whole school day (8:35pm – 3:10pm)

Step 1

- Sub-School Coordinator to liaise with the Head of Sub-School as to consequence
- Internal Suspension & length (one day/two day etc)

Step 2

- Sub-School Coordinator issues consequence by
 - Communicates incident and consequence to parents via phone call & email.
 - Communicating consequence to student.

Step 3

- Student is to come to the allocated detention room at the start of the school day to meet with issuing Sub-School Coordinator.
 - Student is to sit in visible area for supervision.
 - Student is informed of the following:
 - * Location of toilets & bubblers
 - * No phone
 - * No headphones
 - * Break times occur outside the office doors in A Quad
 - * Student is to work on schoolwork/assignments/work from classroom teacher.
 - Student is given Internal Suspension Record(Secondary) or Behaviour Reflection Sheet (Primary) and told it will be filled in at end of suspension time.

Step 4

- Sub-School Coordinator to inform all stakeholders of the agreed date and times:
 - Student Services
 - Students timetabled teachers (and request work for day)
 - Parents.

Step 5

- Sub-School Coordinator writes a notification letter (Mueller letter head) detailing the incident
 - Sends letter of notification to parents.
 - Saves letter on TASS.

Step 6

- Sub-School Coordinator to meet with student before the end of the school day.
 - Use of the internal suspension record as an exit ticket .
 - Inquire as to how their behaviour will change in future.
 - Suspension record uploaded to TASS notes.

8.13 Primary Behaviour Reflection Sheet - Lower



Stop and Think

Name: _____ Date: _____



sad



confused



mad



scared



don't know

Which face shows how you were feeling?

What happened?

Consequences of My Behaviour

How did my actions hurt or upset others?

How did my actions hurt or upset me?

How can I make this right with those who I have upset or hurt?

Next time a better choice would be?

Student Signature Teacher Signature

8.14 Primary Behaviour Reflection Sheet - Upper



Stop and Think

Name: _____ Date: _____



sad



confused



mad



scared



don't know

Which face shows how you were feeling?

What happened?

Consequences of My Behaviour

How did my actions hurt or upset others?

How did my actions hurt or upset me?

How can I make this right with those I have upset or hurt?

Next time a better choice would be?

Student Signature Teacher Signature

8.15 Secondary Internal Suspension Record

Internal Suspension Record

Student Name: _____

Date: _____

Student Information

An Internal Suspension starts at 8:35am and ends at 3:10pm in K6. You are expected to complete school work during this time and should come prepared accordingly. You are not allowed headphones.

You will have MT & Lunch at the usual break times as per the timetable. But you are to sit directly outside K6 in A Quad. When the bell goes, you are to return to your desk. Toilet access is in D Block Quad.

You do not need to leave the office for any reason. Should you need to do this, you must ask your supervising teacher (YLC or Sub School Coordinator).

Preparation Checklist

I have the following items:

- ☐ Materials needed (paper, laptop etc)
- ☐ Equipment needed (calculator, pens etc)
- ☐ Textbooks required
- ☐ MT/Lunch

Food for Break Times

Brought own food	Tuckshop

School work Checklist

Subject	Work to complete	Completed Y/N

Secondary Internal Suspension Record

Student Reflection

1. Outline the work you completed from the above list?

2. To my understanding, what actions contributed to my suspension?

3. To my knowledge, what would happen if my actions do not change?

4. When I return back to school, what will my renewed actions look like?

5. When I return back to school, would I like to access further support? (tick)

- | | |
|----------------------------------|--|
| <input type="radio"/> Counsellor | <input type="radio"/> Teacher Check In |
| <input type="radio"/> Chaplain | <input type="radio"/> YLC |
| <input type="radio"/> Nurses | |

Signed: _____

Date: _____

8.16 Re-Entry following Suspension

Mueller College places a strong emphasis on a 'whole-school' approach to the pastoral care of its students, and this includes assisting students re-entering school and the classroom after a period of suspension or exclusion. Mueller College's many extra-curricular events, camps and pursuits provide valuable opportunities for teaching staff to develop rapport and trustworthy relationships with all students. Because of this, staff may be approached during the year to meet, mentor and support, a student that is re-entering after a disciplinary imposed time away, for a period of time. This follow-up process ensures students are kept accountable, smoothly reintegrate into regular school life and acceptable behaviour, have new or changed behaviours monitored and maintained, and be emotionally and spiritually supported through weekly meetings and prayer. This will be highly dependent on the existing relationships staff have with various students. In the same way Chaplains, Sub-School Coordinators, and Heads of Sub-Schools will assist in the re-entry and follow up of students. The length of time individual support programs run will depend on the student, disciplinary action taken, time away and other determining factors.

Mueller College takes all reasonable steps to arrange for students to continue to access their educational program for the duration of their school disciplinary absences.

These include;

- Up to date online curriculum access via iLearn (Secondary).
- Classwork given to students or emailed homework (Primary).

Communication with teachers of student absence and request for any relevant class work to be made accessible to students.

Re-entry after disciplinary absence may include a range of follow-up practices including; playground plans, timetable changes or modifications, removed or reduced extra-curricular opportunities and pursuits, Behaviour contracts (weekly or daily), check-in's with various Pastoral Care staff. These are implemented to ensure an acceptable standard of behaviour is consistently maintained, and pastoral care and follow up provided, for the re-entering student.

8.17 Student Engagement Contract Process - Secondary School

A student is placed on an engagement contract because they are disengaged, unproductive, and unprepared. The student has been flagged from multiple sources (report card, PC Entries, and/ communication from teachers) and they would be identified as chronically disengaged.

Length: Two Weeks+

Manager: Administration

Step 1

- Student is flagged for disengagement by multiple sources.
- Administration decides on implementation of Engagement Contract.

Step 2

- Administration to meet with student & discuss implementation of contract.
- Administration to communicate with parents (phone call & follow up email).

Step 3

- Classroom teachers to be communicated details and expectations.
- Student to complete set work and engagement in classes.
- Classroom teachers to record engagement on contract (online version).

Step 4

- Administration to have regular check in's during contract time period.
- Student to have noticeably different engagement in classes.
- Sub-School Coordinator to inform all stakeholders of the agreed date and times.

Step 5

- If there is a change in behaviour, student to be encouraged of maintaining standard.
- If no change in behaviour following contract, parent meeting to occur.

8.18 Student Behaviour Contract Processes

A student is placed on a Behaviour contract when they have accumulated a significant number of PC Entries for unproductive behaviours in the classroom. This is usually for a student being disruptive in the classroom, preventing the learning of themselves and the rest of the class. It is a supportive process implemented once a student has already received a number of Afternoon Detentions or an Internal/External Suspension.

Length: Three Weeks+

Manager: Year Level Coordinator (YLC)/Sub-School Coordinator (SSC) (Secondary) and Class Teacher (CT)/Sub-School Coordinator (SSC) (Primary)

Step 1

- Student is flagged by the YLC and SSC (Secondary) / CT (Primary)
- Decision is made by the YLC (Secondary)/Class Teacher (Primary) on the implementation of the Behaviour Contract

Step 2

- YLC and SSC (Secondary) / CT or SSC (Primary) to meet with the student and discuss implementation of contract.
- YLC and SSC (Secondary) / CT or SSC (Primary) to communicate with parents (phone call & follow up email. Parent meeting as requested).

Step 3

- Classroom teachers to be communicated details and expectations.
- Student to submit contract to teachers to mark behaviour at end of every lesson.

Step 4

- YLC or SSC (Secondary) / CT and SSC (Primary) to check in with student each morning and meet with student at end of each week to check contract.
- Student to have noticeable different behaviour in classes.
- YLC or SSC (Secondary) / CT and SSC (Primary) to inform all stakeholders of the agreed date and times.

Step 5

- If there is a change in behaviour, student to be encouraged to maintain standard, and/or remain on contract for negotiated extension period.
- If no change or significant improvement in behaviour following contract period, parent meeting to occur.

8.19 Student Behaviour Plan - Primary



Student Name

Behaviour Plan

Student Photo

Student Behaviour Plan - Primary cont...
















Student:	Start Date:	
Form Class:	Review Date:	
Preventative strategies	<i>Personalised for Student (some examples below).</i> <ul style="list-style-type: none"> • Clear boundaries and expectations. • Visual timers to indicate the end of an activity or break. • Own chair during carpet time. • Wobble stool. • Own table with extra space. • Visual timetable of the day so student knows what's coming next. Given prior warning of change to an activity or routine where possible. • Regular movement breaks – walk with TA, swing, water garden, bubble break outside. • Given special jobs to do with TA. • 1:1 support with teachers and teacher aides to help student to follow instructions and complete tasks. • Extra TA time every afternoon to support student to stay on task, and for movement breaks • Quiet area to access as needed to calm down. • Calm down strategies e.g. fidget tools, deep breathing. 	
Positive reinforcement	<i>Personalised for Student (some examples below).</i> <ul style="list-style-type: none"> • Positive behaviour reinforced with nonverbal cues e.g. thumbs up, high five. • Positive behaviour reinforced frequently with specific verbal praise, e.g. "I love how you have _____ (state specific behaviour)." • Positive behaviour rewarded e.g. "love how you have _____. You can have a star for your chart". • Behaviour book – sent home each day with teachers' notes about student's day. 	
Extra supports and Pastoral Care	<i>Personalised for Student (some examples below).</i> <ul style="list-style-type: none"> • Games room at Morning Tea playtimes. • Playtime plan to separate students whom they are having disagreements with. • Social Skills Program. • Regular check-ins (including positive visits) from sub school coordinator. • Referral letter from school to seek further supports. 	
Severity of Event	Examples	Action <i>Personalised for Student (some examples below).</i>
1 Warning (used to redirect student to desirable behaviour)	<ul style="list-style-type: none"> • Minor annoyances. • Talking out of turn. • Not following a simple instruction when asked. • Avoiding work. • Slightly disrupting others from their work (making noises, purposefully being in another person's space and/or touching their equipment). • Not following teacher instructions/direction. 	<ul style="list-style-type: none"> • Use parallel praise with a someone sitting near student to remind them of desired behaviour e.g. "I love how you are sitting on your spot with your hands in your lap". • Redirect to the desirable behaviour with a clear statement and count down, "I need to see you doing _____ in 3, 2, 1."

Student Behaviour Plan - Primary cont...

	<ul style="list-style-type: none"> Moving away from desk or carpet without permission. 	
2 Time away from activity	<ul style="list-style-type: none"> Repeated Level 1 behaviour(s) after warning. Work refusal. Non-compliance to teacher instruction. Running in the classroom Minor but intentional swearing/language Minor inappropriate use of technology. 	<ul style="list-style-type: none"> Time out - Teacher to calmly let student know they have moved to the next level. <i>"Because you have [state behaviour] you will need to spend time away from this activity."</i> (eg. Calm corner.) As soon as student may become frustrated, guide them to calm down area to indicate how they are feeling and choose a calm down strategy e.g. fidget, deep breathing.
3 Buddy Class	<ul style="list-style-type: none"> Continued and persistent Level 2 behaviour(s) after consequences issued. Major and ongoing annoyances – loud behaviours that prevent the class or another student from learning (loud, purposeful noises). Making inappropriate / defiant comments to teachers. Leaving the room without permission. Continuing, assertive disrespect or disobedience to staff member. 	<ul style="list-style-type: none"> Student works in an alternate space/class for time away from activity. Student's actions discussed with teacher upon re-entering classroom and when calm. If behaviour does not change, student will be removed from class and sent to the Sub School Coordinator. When calm, a conversation will take place with student to discuss how they were feeling, their actions, and what they can do next time.
4 & 5 Office	<ul style="list-style-type: none"> Escalating Level 1 - 3 behaviour(s) after consequence is issued Continuing, assertive disrespect or disobedience to staff-member. Vandalism including intentional damage of school or other's property. Being physically aggressive or threatening with a staff member, another student or equipment. Theft. Bullying behaviours. Making inappropriate or threatening comments/gestures to other students or staff. Truancy/leaving the school grounds without permission. Other serious Issues. 	<ol style="list-style-type: none"> Sub School Coordinator/Head of Primary/Head of College will be notified about what student has done – parents will be contacted. Consequences through a formal discipline process will be applied. These could include formal detention, sent home on the day, internal suspension, external suspension and if the behaviour persists, student's enrolment will be cancelled.

Student Behaviour Plan - Primary cont...

Week starting _____

Day	Morning	Middle	Afternoon	Comments
Monday	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	
Tuesday	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	
Wednesday	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	
Thursday	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	
Friday	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	 1. Warning 2. Teacher Choice 3. Buddy Class 4. Office	

8.20 Student Behaviour Contract - Secondary School

	Monday	Tuesday	Wednesday	Thursday	Friday
Parent's Signature					
Supervisor's signature					

Incident that lead to contract:

Not being prepared for class, distracting other students, using inappropriate language and not working diligently.

Goal: For _____ to have a respectful and diligent attitude at school.

This is to be reflected in:

- Not disrupting the class
- Turning up on time for every class ready to learn
- Being fully prepared with all their books for each class
- Sitting where the teacher places them
- Not calling out in class
- Quietly completing all work expected of them in class
- Not distracting their peers in class

Parents/Guardians Contacted:

Conditions for attending sport:

Permission to go to sport:

Further recommendations or comments at end of contract:

Parents Comments:

Contract will continue for another week? YES NO

Student Behaviour Contract Processes - Secondary School

Weekly Behaviour Contract Middle School



Name:

Term:

Week:

Recommendations:

- The student must give the contract to their teacher at the conclusion of each period so teachers are able to comment on student's behaviour, attitude, homework and general conduct.
- There are three possible levels of behaviour that can be circled by the classroom teacher.
 - E = Exemplary
 - S = Satisfactory
 - U = Unsatisfactory
- It is to be signed by Mr French each afternoon, and then taken home to be co-signed by a parent or guardian.

Parents:

If you have not been notified by Mr French as to the reason for this contract and would like to discuss it, please call Mr French on 3897 2726.

Please sign to indicate that you are aware your son/daughter is on a behaviour contract.

Signed: _____ Date: _____

POSITIVE CULTURE FRAMEWORK

BEHAVIOUR FOLLOW UP PROCESSES

Student Behaviour Contract Processes - Secondary School

	Pastoral Care	Period One	Period Two	Period Three	Period Four	Period Five	Period Six	Period Seven	Period Eight
<u>Monday</u>		E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:
Date:	N/A								
Comment:									
<u>Tuesday</u>		E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:
Date:									
Comment:									
<u>Wednesday</u>		E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:
Date:									
Comment:									
<u>Thursday</u>		E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:
Date:									
Comment:									
<u>Friday</u>		E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:	E S U Signed:
Date:									
Comment:									

8.21 Flowchart Cancellation of Enrolment

DOCUMENT

Behaviour Incident Report completed and submitted by Head of Sub-School. Information in report will have been gathered from meetings with the reporting teacher/staff member/parent/student, the student whose behavior is being reported, and other students who were witness to events and behavior(s)

REFER

Head of Sub-School consults with Head of College to determine whether students behavior constitutes grounds for cancellation of enrolment.

DECIDE

General principles of disciplinary consequences used to guide decision.

NOTIFY

Student and parents are notified of decision made at parent meeting. A formal letter is also sent.

ARRANGE

Head of Sub-School arranges all school materials are collected and returned, and students locker emptied.

REPORT

All parent meeting notes, copy of formal letter are uploaded to Confidential Notes in student file on TASS. Teachers, relevant staff, Registrar, Student Services are informed of canceled enrolment. Head of College informs board of decision.

8.22 Re-Enrolment following Cancelled Enrolment (re-enrolment)

On some occasions students may be afforded the opportunity for a re-enrolment interview after a period of time determined by the Head of Sub-School or Head of College. This may be after six months though to eighteen months depending on the nature and circumstances leading to the decision of cancelled enrolment.

Such opportunities require steps to be taken by the student and or family during the period of cancelled enrolment, to ensure re-entry will be successful and positive for all parties. Such steps may be specific to the needs of the student and could include;

- External counselling or support being accessed
- Latest report cards showing positive behavioural and academic outcomes
- Evidence of community service or contribution
- Medical treatment received
- Diagnostic testing completed

New enrolment applications are required to be submitted, before a re-enrolment interview is conducted by either the Head of Sub-school or Head of College.

These interviews serve to review the student's progress, and determine the levels of pastoral supports to be implemented to ensure a successful and positive return to school.

Some may require behavioural conditions are met by the student once returned.

POSITIVE CULTURE FRAMEWORK

TITLE	POSITIVE CULTURE FRAMEWORK
CATEGORY	
POLICY OWNER	HEAD OF SECONDARY
APPROVER	BEN STILLER
RELATED DOCUMENTS	BEHAVIOUR MANAGEMENT POLICY ENROLMENT CONTRACT
PUBLISHING LOCATION	MUELLER_COLLEGE//SCHOOL_OPERATIONS//POSITIVE CULTURE BEHAVIOUR MANAGEMENT

REVISION RECORD					
VERSION	APPROVAL DATE	APPROVAL BY	EFFECTIVE DATE	REVIEW CYCLE	NEXT REVIEW
VER_2	JULY 2023	AUG 2023	AUG 2023	3RD YEARLY	2026





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