



Management of Student Behaviour K-12

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This policy should be read in conjunction with the relevant St Marks and AngliSchools Polices.

1. PURPOSE

St Mark's fosters a school climate that enhances responsibility and cooperation by defining, recognising and actively promoting positive behaviour by paying attention to:

- Acknowledging positive behaviours.
- The use of positive intrinsic and extrinsic consequences.
- The modelling of positive behaviours and attitudes.
- The building of positive relationships.
- Developing expertise in the application of the preferred practices.

Staff at St Mark's collaborate with students to establish fair and respectful behaviour policies and practices based on the School's values, expected social competencies, and positive peer relationships. Intervention strategies are also in place to address inappropriate behaviours that can negatively impact the learning environment and others.

Student wellbeing (social, emotional, and cognitive engagement) is addressed in several ways. The Wellbeing Team, which includes the Head of School, Deputy Head of School, Head of Year, Pastoral Care Tutors, the Head of Learning Diversity and Inclusion (LDI), LDI teachers, School Psychologist, Social Worker and the School Nurse, supports at-risk students.

When relationships break down between School community members, 'Restorative Practices' are used to address ongoing behavioural issues. The Student Behaviour Framework is followed and applied based on the seriousness of the matter.

The School emphasises 100% attendance and has attendance targets in place. Attendance is monitored daily, and student absences are followed up daily.
(Refer to the School Attendance Policy.)

2. SCOPE

This policy applies to everyone who is in a teaching, administrative, practicum, or management position or role at the School.

3. RIGHTS AND RESPONSIBILITIES

As an Anglican school, St Mark's is guided by our motto, "Seek truth and wisdom." We strive to foster high-quality interpersonal relationships built on trust, care, and support within our community. Recognising that relationships can sometimes become damaged, St Mark's is dedicated to conflict resolution and restoring relationships among community members.

To support this, the Berry Street Educational Model (BSEM) has been implemented, emphasising the importance of working with students, teachers, and parents to rebuild relationships. This model provides a framework to help teachers re-humanise classrooms by fostering healthy emotional self-awareness, strong and positive relationships, and personal skills for self-management. It underscores the critical importance of relationships, self-perception, and engagement's emotional and mental states.

Key components of this approach include establishing clear expectations, limits, and consequences, promoting responsibility and accountability, and providing a high level of support and nurturing. St Mark's believes that quality relationships are essential for authentic teaching and learning, with the relationship between students, staff, parents, and guardians being paramount.

The Berry Street Educational Model focuses on developing positive relationships within the school community and encourages individuals to take responsibility for their behaviour and learning. Staff members are tasked with creating environments where students can develop their emotional and social capacities, enabling them to take responsibility for their actions. These strategies help students learn from their mistakes, reconcile differences, resolve conflicts, and address various issues within the St Mark's community effectively.

Members of the School community have the right to:

- a) Experience a safe, pleasant, supportive learning and teaching environment.
- b) Be treated with respect and enjoy an environment free from bullying (including cyberbullying), harassment, violence, discrimination, and intimidation.
- c) Learn and teach free from disruptive behaviours.
- d) Be treated courteously, where rights and responsibility are respected.
- e) Work in a safe, supportive, caring, and healthy environment.

Teachers have the right to:

- a) Be kept informed, within the Privacy Policy requirements, about matters relating to students that may impact their teaching and learning for that student.

Teachers have the responsibility to:

- a) Demonstrate the standards set by [the Australian Professional Standards for Teachers – AITSL](#).
- b) Fairly, reasonably, and consistently implement the Student Engagement Procedures.
(Refer to Appendices: [K-1:1](#), [Y2-Y5: 2](#) and [Y6-Y12:3](#).)

Students have the right to:

- a) A child-safe environment in which children and young people are protected from physical, sexual, emotional, and psychological harm and neglect.
- b) A safe and positive environment where they feel respected, valued, and encouraged to reach their full potential.
- c) A classroom environment free from disruption, harassment and intimidation where they can learn.

Students have the responsibility to:

- a) Contribute positively to the educational experience for themselves and other students.

- b) Participate fully in the School's educational program.
- c) Ensure that their behaviours demonstrate respect for themselves, their peers, their teachers, and all other members of the School Community.

Parents/Carers have the responsibility to:

- a) Take an active interest in their child's educational progress.
- b) Model and reinforce positive behaviours.
- c) Ensure their child's regular attendance.
- d) Support the School in maintaining a safe and respectful learning environment for all students.
- e) Engage in regular and constructive communication with School staff regarding their child's learning.

4. Benefits of Attending St Mark's

Activities additional to the course curriculum and assessment requirements are considered a privilege and are only accessible to students with Good Standing. Good standing are students demonstrating that they do wish to be part of the St Mark's community. These activities include, but are not limited to:

- Social events, e.g. River Cruise, School Ball, end of year celebration activities
- Incursions and excursions
- Carnivals
- Intrastate, interstate and international tours
- Representing the school in any external activity
- Student Leadership roles
- Year group events

5. EXPECTATIONS

Engagement: participation in the classroom and other School activities.

This includes journeys to and from school and when students represent the school off-site.

It is expected that every student will:

School Values and Reputation

- Always uphold the School's values.
- Be respectful and supportive of the school's beliefs and values.
- Ensure that their actions do not bring the school into disrepute.
- Uphold the School's reputation by observing an appropriate standard of behaviour in transit to and from the school and when wearing the school uniform.
- Refrain from activities, conduct, or communication that would reasonably be seen to undermine the reputation of the school, employees, or students (including on social media).

Respect and Behaviour Towards Others

- Behave with courtesy and consideration for others. Students must refrain from bullying and harassment (See also: Positive Relationships (Anti-Bullying) Policy).
- Respect the authority of staff members and observe School rules as required.
- Use language and actions that are respectful.

Health, Safety, and Wellbeing

- Behave in a manner that does not endanger their health, safety, and wellbeing or that of others.
- Abide by all health and safety rules and procedures within the school and other locations where the students may visit.
- Not possess or smoke cigarettes or e-cigarettes, possess, use, distribute, or be under the influence of alcohol or illicit drugs or other substances harmful to health, at School, on School excursions, in transit between school and home, or otherwise while wearing the school uniform or representing the school.

Responsibility and Discipline

- Accept responsibility for one's behaviour in all situations.

- Consistently follow instructions immediately and with grace.
- Strictly adhere to the school's policies and procedures as required.
- Following the laws and regulations of our society.

Commitment to Learning

- Accept responsibility for one's learning.
- Complete work set by teachers promptly and to the best of their ability and take full advantage of the educational opportunities offered at the school.
- Complete all work honestly and to the best of your ability.
- Refrain from behaviour that interrupts class work or hinders other students' learning opportunities.

Attendance and School Regulations

- Be punctual and attend all classes.
- Remain on the School grounds during the school day unless otherwise approved by the appropriate Head of School.

Respect for Property and Environment

- Respect School property and the property of staff, contractors, visitors, and other students.

Appearance and Presentation

- Dress neatly and with due regard for health, hygiene, and safety, following the School's uniform requirements.

Students are to:

- a) Demonstrate preparedness to engage in and take full advantage of the school education and extra-curricular activities.
- b) Make every effort to do their best.
- c) Be disciplined to ensure a cooperative learning environment.
- d) Be fully prepared for classes. See the Student Code of Conduct
- e) Model the School values and expectations.
- f) Act according to the Student Code of Conduct

Parents are to:

- a) Promote positive outcomes by valuing the importance of education.
- b) Fully support and uphold the school's values and expectations
- c) Liaise with the school regarding their child's progress and needs.
- d) Support their child in preparing for the school day.
- e) Provide a supportive home environment.
- f) Monitor their child's school involvement and progress.
- g) Communicate respectfully with the school.
- h) Support the teachers who are working with their child.
- i) Actively participate in School events and parent meetings
- j) Act according to the Parent Code of Conduct

Principal/Teachers and Staff are to:

- a) Comply with their Duty of Care obligations.
- b) Provide an educational environment that effectively engages students and adapts the strategies, brain breaks, and lesson plans for the specific needs of their classroom.
- c) Provide an appropriate, relevant, and challenging curriculum that allows students to contribute to their learning successes.
- d) Act according to the Staff Code of Conduct

School Attendance

Students are expected to:

- a) Attend and be punctual for all timetabled classes every day the school is open to students.
- b) Be prepared to participate fully in lessons in and out of the classroom. See School Attendance Policy.

Parents are expected to:

- a) Ensure that the enrolment details are correct.
- b) Ensure their child attends school regularly, including special events such as Sports Carnivals

- and St Mark's Day.
- c) Advise the School as soon as possible when their child is absent.
- d) Support their child's learning during absences.
- e) Work with the School to reintegrate students after prolonged absences.

Principal/Teachers and Staff are to:

- a) Proactively promote regular attendance.
- b) Mark rolls accurately: each lesson (Secondary) or AM and PM (Primary)
- c) Identify trends via data analysis.
- d) Report attendance data.
- e) Support students with problematic attendance by working with families to implement individual strategies. (Refer to School Attendance Policy.)

Behaviour

Students are expected to:

- a) Take responsibility for their learning.
- b) Have high expectations that they can learn and achieve.
- c) Take responsibility for their behaviour and its impact on others.
- d) Model the School's core values of *Knowledge, Respect, Confidence, Responsibility and Community*.
- e) Comply with the School's [Student Engagement Procedures](#).
(Refer to Appendices: [K-1:1](#), [Y2-Y5: 2](#) and [Y6-Y12:3](#).)
- f) Work with teachers and parents to develop strategies to improve outcomes.

Parents are expected to:

- a) Have high expectations of their child's behaviour.
- b) Understand and follow the School's behavioural expectations.
- c) Communicate with the School regarding their child's circumstances.
- d) Cooperate with the School by assisting in developing and enforcing strategies to address individual needs.

The School will:

- a) Deliver an inclusive and comprehensive curriculum that promotes positive behaviours and emphasises the child's wellbeing, focusing on pro-social behaviours in curriculum content.
- b) Employ whole school and classroom practices to establish a climate where appropriate behaviour is the norm for all students.
- c) Focus on implementing preventative and early intervention strategies to deal with attendance and behavioural issues.
- d) It consistently applies its student engagement practices through a shared understanding.
- d) Recognise that, for some students, additional support may be needed in the form of staged responses.
- e) Be committed to working with families to reintegrate students after exclusion.
- f) Promote wellbeing practices for the student, which include:
 - i The care of the child.
 - ii The child's physical, emotional, psychological, and educational development.
 - iii The physical, emotional, and psychological health of the child.
 - iv The safety of the child.

6. ACCOUNTABILITIES

The Classroom Teacher will:

- a) Involve and engage all students, set high expectations, and seek student feedback.
- b) Promote positive behaviours.
- c) Use the RULER Approach, where appropriate, to help students regulate their emotions and behaviour. ([Refer to Appendix 5](#))
- d) Be familiar with the Management of Student Behaviour Policy and Student Engagement Procedures. [K-1:1](#), [Y2-Y5: 2](#) and [Y6-Y12:3](#).
- e) Become practised in using restorative practices.
- f) Articulate high expectations of attendance to all students and parents.
(Refer to [School Attendance Policy](#).)

- g) Document inappropriate behaviours and attendance concerns on SEQTA as well as positive comments and communication.
- h) Document information about parent meetings on SEQTA. The teacher or the parent may have requested these meetings.
- i) Refer any behaviours deemed to be of concern to the Head of Department, Head of Year, Deputy Head of School or Head of School, as appropriate.

Heads of Year, Heads and Deputy Heads of School

Members of the Pastoral Care Team will:

- a) Document incidents relating to student behaviour management to inform decision-making.
- b) Implement a targeted response to address concerns about a student's ongoing behaviour or when a student displays chronic problem behaviour patterns.
- c) Liaise with the Wellbeing Team, e.g., the School Psychologist, the School Nurse, and the Head of Learning Diversity and Inclusion, to assist in targeted programs for students of concern.
- d) Support classroom teachers and other members of the Pastoral Care Team in applying these Student Engagement procedures.
- e) Ensure the Procedures for Suspension are adhered to. ([Refer to Appendix 4.](#))
- f) Ensure a student returning from suspension is allowed to meet with the Head of School or Deputy, or Head of Year for re-entry into classes. ([Refer to Appendix 3.](#))

The Principal

The Principal is responsible for student expulsions and ensures that the procedures for expulsion are adhered to. In the Principal's absence, the Deputy Principal will take on this responsibility.

7. STUDENT HOMEWORK DIARY: Years 2 -12

Student Diary

The diary has a wealth of information regarding managing students' behaviour. Parents are asked to read the Diary at the beginning of Term 1 to be aware of the expected behavioural guidelines and the consequences of a breach of school rules.

Procedures, Rules, and Consequences

Students in Years 6 to 12 use the 'Berry Street Education Model' diary, which has many wellbeing and learning strategies to support student growth. The following are also addressed in the diary:

- Behaviour Management
- Dress code – School Uniform
- Internet and Computer Use
- Mobile Phones

SEQTA Home Page

Students can easily access the student handbook, which outlines all policies, procedures, rules, and consequences, through their SEQTA home page.

8. SCHOOL ACTION AND CONSEQUENCES

Corporal Punishment

Corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Western Australia has adopted the National Law Act prohibiting the use of corporal punishment by providers, nominated supervisors, staff members, volunteers and family daycare providers of an approved education and care service. Corporal Punishment is not used at the St Mark's under any circumstances.

Student Engagement, Regular Attendance and Positive Behaviours

The whole School practices include:

- a) Establishing predictable, fair, and democratic classrooms and school environments.
- b) Ensuring student participation in developing classroom and whole school expectations.
- c) Providing personalised learning programs where appropriate for individual students.
- d) Empowering students by creating multiple opportunities to take responsibility and be involved in decision-making.
- e) Providing physical environments conducive to positive behaviours and effective engagement in learning.

Inappropriate behaviours, including irregular attendance

Students will be supported through a staged response including:

- a) Understanding the student's background and needs.
- b) Ensuring a clear understanding of expectations by both teachers and students.
- c) Providing consistent school and classroom environments.
- d) Scaffolding the student's learning program.
- e) Engaging in Restorative Practices.
- f) Involving and supporting the parent/carer.
- g) Involve the classroom teachers, Pastoral Care Tutors, Heads of Year, and Heads and Deputy of School.
- h) Providing broader educational programs, e.g. work experience and camps.
- i) Involving community support agencies.

Discipline Procedures

a) *Detention*

Breaktime (e.g. recess, lunch) - when a student loses social break time and is supervised by a staff member or relevant Pastoral Leader. They may require a student to complete schoolwork, additional work, or duties

Examples: Talking in class, disrupting others, littering, and persistent minor breaches.

Before/after school—when a student is required to remain at school as a consequence of their behaviour and is supervised. Parents are informed before detention. In family circumstances where this would create undue hardship, the School may negotiate an alternative disciplinary measure with the parents/carers.

Examples: Consistently talking in class, disrupting others, littering, and persistent minor breaches. No improvement in behaviour. Numerous behavioural problems in a short period.

- b) *Consequences before suspension/ Classroom management Strategies*
 - i. Withdrawal of privileges.
 - ii. Use of Behaviour and Attendance Sheets to monitor behaviour.
 - iii. Withdrawal from class activities for a specified period.

c) *Suspension and Expulsion*

When considering suspension or expulsion, St Mark's follows the guidelines outlined in the Student Code of Conduct, this policy and the Student Engagement Procedures (Primary). (Refer to Appendices: [K-1:1](#), [Y2-Y5, 2](#) and [Y6-Y12:3](#).)

Discipline Records Management

- a) All records of disciplinary actions are documented in SEQTA.
- b) Notes from parent-instigated or teacher-requested meetings are documented on SEQTA.
- c) If a parent has registered a complaint, this must be documented on the Complaints and Disputes Register. (Refer to School Complaints and Disputes Policy and Procedure and Student Dispute and Complaint Policy and Procedure).

9. RELEVANT LEGISLATION AND AUTHORITY

[Children and Community Services Act 2004](#)

[Education and Care Services National Law \(WA\) Act 2013](#)

OTHER RELATED SCHOOL POLICIES

Child Protection and Mandatory Reporting

Critical and Emergency Incident Management Policy

Homework Policy K-12

Positive Relationships (Anti-Bullying) Policy
Privacy Policy
School Attendance Policy
School Complaints and Disputes Resolution Policy
Student Code of Conduct

10. COMPLIANCE

Standards for Non-Government Schools are determined by the Minister for Education and Training in accordance with:

[Section 159 of the School Education Act 1999](#)

Standard 12 Management of Students' Behaviour
Sections 12.1, 12.2 and 12.3

APPENDIX 1 – RESTORATIVE PRACTICE AT ST MARK'S

St Mark's fosters a climate that enhances responsibility and cooperation by defining, recognising, and actively promoting positive behaviour by paying attention to:

- Acknowledging positive behaviours
- The use of positive intrinsic consequences
- The modelling of positive behaviours, attitudes
- The building of positive relationships
- Developing expertise in the application of preferred practices

St Mark's Student Code of Conduct states, 'All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and staff members and volunteers.'

The consequences for behaviour that fails to meet expectations are appropriate to the circumstances, ranging from detention to expulsion.

Students must align their behaviours and attitudes with the School's philosophy and values. However, situations arise in school where students do not meet these expectations, and support and correction are required.

Restorative Practice may be used to resolve behaviour outside of the School's expectations. Restorative practice is a practical research-based approach to resolving student disputes. Like mediation, both students outline the event and the impact that it has had on each of them. This takes place in a neutral place with the support and facilitation of a Pastoral Care provider. Students are heard, and consequences are discussed as a shared way forward. This process starts with students filling in the restorative practice forms. Restorative practices may also be called 'no blame' or 'shared concern' approaches.

Restorative Practices include:

- Where appropriate, students involved speak and listen to each other. The problem behaviour is stated, and the impact on each person is discussed
- An empathetic response is very often elicited, and a greater understanding, for/by each student, is achieved
- The goal of such a facilitated meeting is that the behaviour stops immediately
- An agreement is reached to check in regularly to ensure that the problem behaviour has stopped. Key staff are identified for students to speak with should the behaviour not stop immediately
- Verbal statement of consequence, should the behaviour not stop, as agreed
- Record of breach of behaviour and the resolution on SEQTA
- Praise is given when positive behaviour goals have been achieved

APPENDIX 2 - STUDENT ENGAGEMENT PROCEDURES: EARLY LEARNING YEARS K-1

1 RATIONALE

All members of the school community have the right to learn and teach in a positive, safe, and harmonious learning environment (Positive Learning Environment).

This positive approach to guiding a student's behaviour builds on their confidence and self-esteem. It is based on developing caring, equitable and responsive relationships between educators, children, and their families. The aim is to guide and facilitate student behaviour in a positive and supportive way wherever possible. The school will work in consultation with pastoral care staff and parents to use our Positive Student Engagement Procedures and develop

individualised Strategy Support Plans when required. External professionals and agencies may be involved in this process when applicable.

Points of Reference

- a) [Australian Curriculum – Self-Management and Self Awareness](#)
- b) [Department of Education – Western Australia](#)
- c) [Early Years Learning Framework](#)
- d) [NQS – Quality Area 5 \(Relationships with Children\)](#)
- e) [RULER Approach \(RULER is an acronym that stands for Recognizing, Understanding, Labelling,](#)
- f) [Berry Street Education Model](#)
- g) [Expressing and Regulating Emotions - Worry Woos \(Social Emotional Learning\)](#)
- h) ELC Outside Safety Guidelines and Green Time document

2 Establishing a Positive Learning Environment in the Early Years

Establishing a Positive Learning Environment in the Early Years Requires:

- a) Understanding age-appropriate behaviours based on early childhood development
- b) Recognising and regulating emotions
- c) Establishing positive, safe relationships
- d) Making responsible decisions
- e) Working collaboratively in teams
- f) Respecting others
- g) Restorative Practice

Behaviour by a student that compromises the Positive Learning Environment is categorised into:

- a) Inappropriate Behaviour
- b) Continued Inappropriate Behaviour
- c) Unacceptable Behaviour

If a Positive Learning Environment has been compromised, St Mark's Early Learning staff will refer to the levels set out below to Re- establish Positive Student Engagement. It needs to be noted that the following process may not always occur in a sequential manner.

The class teacher holds responsibility for the overall pastoral care of the students in their class. All other staff will communicate with class teachers or Deputy Head of Primary Early Learning (DHOP-EL) prior to communicating with family or carers, regarding the behaviour and wellbeing of children. Document as required.

Behaviour and wellbeing concerns can be shared with relevant staff in the best interests of children concerned, at the

discretion of the class teacher and or the DHOP-EL.

Note: If there is a Critical and Emergency Incident, notify the Principal immediately. (Refer to The Critical and Emergency Incident Managing and Reporting Policy)

3 STEPS TO RE-ESTABLISH POSITIVE STUDENT ENGAGEMENT

Level 1: Establish Positive Classroom Environment

Class/specialist teachers provide a positive classroom environment:

- a) Developmentally appropriate clear expectations are established by developing and sharing Class Charters and ELC
- b) Outside Safety Guidelines. Revisit these regularly throughout the year.
- c) Positive reinforcement – acknowledgement of appropriate behaviours
- d) Understand LEVELS 1-5 regarding consequences of behaviour inconsistent with the Class Charter or ELC
- e) Outside Safety Guidelines
- f) Modelling and reinforcement of appropriate behaviour by all staff members

Level 2: Actions for Inappropriate Behaviour

Child is reminded of the Charter or Safety Guidelines and expectations regarding behaviour.

- a) Use of visual aids and/or resources to assist in emotional regulation within the class setting.
- b) Have verbal reflective communications and/or restorative conversation between child and a trusted staff member within the class setting.

Level 3: Actions for Continued Inappropriate Behaviour or Unacceptable Behaviour

If inappropriate or unacceptable behaviour continues:

- a) Encourage child to utilise a calm down zone. Inside or outside the class setting. GIG Time (Get in the Green)
 - b) When GIG Time (Get in the Green) is required to be outside the classroom, ELC reception or alternative supervised spaces including other classrooms can be used.
 - c) Direct student to choose appropriate calm down/sensory activities (input from appropriate professionals is obtained when required).
 - d) Upon successful de-escalation, verbal reflection communication between the child and a trusted staff member.
 - e) Option for Restorative Conversation.
 - f) Discussion with student regarding incident with DHOP-EL - option for Restorative Conversation.
 - g) Communication with parent in regard to the incident and outcome and strategies moving forward.
 - h) Consider the development of a Strategy Support Plan (SSP) in consultation with School Psychologist, DHOP-EL
- a) and Class Teacher.
- a) Document incident and notify relevant stakeholders, such as class and specialist teachers, Learning Diversity and Inclusion (LD&I) team, School Psychologist.

Level 4: Actions for significant incidents of unacceptable behaviours (Eg. Threatening or unsafe)

- a) De-escalate the situation as appropriate whilst ensuring the safety of self and others.
- b) Alert Deputy or Head of Primary
- c) Contact the parent of the child advising of the situation and request they collect their child if required.
- d) If required the child will be sent home for the remainder of the day for the wellbeing of those concerned.
- e) Upon returning to school, hold a re-entry meeting with child, parent, class teacher and/or Deputy or Head of Primary Early Learning (as appropriate) to re-establish

relationship, clarify expectations and ensure the child feels safe and supported to re-enter the School environment.

- f) Consider a [Strategy Support Plan \(SSP\)](#) to be developed in consultation with family and other relevant stakeholders (including School Psychologist) as required.
- g) Document incident and notify relevant stakeholders, such as class and specialist teachers, Learning Diversity and Inclusion (LD&I) team, School Psychologist.

Level 5: Actions for repeated incidents of unacceptable behaviours (Eg. Threatening or unsafe)

- a) De-escalate the situation as appropriate whilst ensuring the safety of self and others.
- b) Alert a Deputy Head or Head of School.
- c) Contact the parent of the child advising of the situation and request they collect their child.
- d) Arrange for the child to leave school for the remainder of the day.

- e) Arrange an interview with Parents and the Head of School to discuss consideration to further time away from school and the appropriateness of the current school placement in terms of best supporting the child's needs whilst maintaining a safe environment and the wellbeing of all students and staff.
- f) Consider a Strategy Support Plan (SSP) to be developed in consultation with family and other relevant stakeholders (including School Psychologist) as required.
- g) Consider a referral to external agencies for support.
- h) If it is agreed that the child can remain enrolled at the School, consider re-entry to re-establish relationships, clarify expectations to ensure child feels safe and supported to re-enter the school environment.
- i) Document incident and notify relevant stakeholders, such as class and specialist teachers, Learning Diversity and Inclusion (LD&I) team, School Psychologist.

Note: If there is a Critical and Emergency Incident, notify the Principal immediately. (Refer to The Critical and Emergency Incident Managing and Reporting Policy)

GREEN TIME DOCUMENT

Student Engagement ELC

Zones of Regulation / Mood Metre (with the class)

All members of the school community have the right to learn and teach in a positive, safe, and harmonious learning environment (Positive Learning Environment). Teachers refer to Zones of Regulation when describing a state of wellbeing or feeling with the children in the class. The Zones of Regulation and Mood Metre methodology and teaching approach is built upon leading neuroscience and cognitive theories, integrating evidence-based practices. Green is a colour associated with being in a regulated emotional and physical state that is optimal for learning.

Children may not be feeling 'in the Green' for several reasons. E.G.

- Hungry / Thirsty
- Sad
- Anxious / Worried
- Tired
- Over excited
- Frustrated / Angry
- Physical or emotional dysregulation
- Sensory issues

- Sick/ injured

Educators support children within the classroom to self or co-regulate to work towards an optimal state for learning using a variety of strategies. This is a part of Quality Differentiated Teaching Practice (QDTP). Strategies/ supports may include but are not restricted to:

- Fidget tools
- Seating supports/options
- Sensory tools/comforts
- Quiet / safe zones
- Alternative quiet activity (books, puzzles, drawing, colouring)
- Movement breaks / Heavy lifting
- Sip-n-crunch
- Weighted blankets
- Ice/heat packs
- cushions / blankets

When **QDTP** accommodations within the class fail to support the maintenance of a Positive Learning Environment, the option of time out of the class maybe considered for the wellbeing of all. This space should be safe, comfortable and in the sight of an adult. Suitable activities or supports are provided for the child in this space. A time to regulate is identified. Educators document that a child is spending some time to 'Get into the Green' outside the class in the Green Time Register kept at reception.

Educators say and do ...

"I can see that you are not feeling in the Green Zone now because This is making it difficult for you/ others to teach/learn. You need to have some time away from the class."

Walk with the child to the identified space and set up the appropriate accommodations/supports to suit the behaviour.

"I will come back inminutes to check how you are feeling."

Educators return shortly after and check on the child's mood and readiness to learn. When closer to Green, the educator has a conversation with the child about their behaviour and whether they are ready to learn with their class. If a child's level of distress remains **escalated** the educator is to notify Deputy Head / Head of Primary or another member of the Pastoral Care team.

The time spent regulating in this space, should be recorded in the GIG register. The registered child's name, time and behaviour will be later documented on SEQTA.

These steps aim to guide and facilitate student behaviour in a positive and supportive way wherever possible. If GIG time is required on a regular basis, parents will be informed by the class teacher. After consultation with Pastoral Care staff and parents, consideration may be given to develop individualised Strategy Support Plans. External professionals and agencies may be included in this process when applicable.

For 'continued inappropriate' or 'unacceptable behaviours', similar strategies/supports will be used in conjunction with the **Early Learning Centre Management of Student Behaviour Policy**.

Codes

U/I	Unwell / Injured
HW /T	Health Watch / Tired
Th/H	Thirsty / Hungry
PHD	Physically Dysregulated
ED	Emotionally Dysregulated
I/U	Inappropriate / Unacceptable

<p>Suggestions of Activity / Support / Action Provided</p> <ul style="list-style-type: none"> • Fidget tools • Seating supports/options • Sensory tools/comforts • Quiet / safe zone • Quiet activity (books, puzzles, drawing, colouring) • Movement breaks / Heavy lifting • Food / water • First Aid • cushions / blankets • Timer • Behaviour Guides / Scripts
--

SEQTA Entry E.g.

- 2024 TERM 1: Student was provided with support for feeling or displaying (Inappropriate / Unacceptable. Unwell / Injured. Health Watch / Tired. Thirsty / Hungry. Physically Dysregulated. Emotionally Dysregulated. Time was provided to regulate and reflect on their behaviour to 'Get in the Green' out of the classroom on the following date/s (..2. TIMES): 29/2/24, 5/3/24)

Out of Class - Get into the Green (GIG Time)

Date	Time In GIG	Child's Name	Year/Class	Behaviour	Activity / Supports / Action	back in ... minutes	Teacher	Time Out GIG	Total Time
11/6/	10.35	Joey Blogs	Y1W	U/I HW/T I/U Th/H ED PHD	Food/water/ drawing	10,5,	J Smith	10.50	15
				U/I HW/T I/U Th/H ED PHD					
				U/I HW/T I/U Th/H ED PHD					

				U/I HW/T I/U Th/H					
				ED					
				PHD					
U/I Unwell / Injured HW /T Health Watch / Tired Th/H Thirsty / Hungry PHD Physically Dysregulated ED Emotionally Dysregulated I/U Inappropriate / Unacceptable									

Green Time

Register for Staff

APPENDIX 3 - STUDENT ENGAGEMENT PROCEDURES: YEARS 2-5

RATIONALE

All School community members have the right to learn and teach in a positive, safe and harmonious learning environment (Positive Learning Environment). As a School, we strive to provide every student with the support they need to learn and maintain positive behaviour. This positive approach to guiding a student's behaviour builds on their confidence and self-esteem and is based on developing caring, equitable and responsive relationships between educators, children and their families. The aim is always to guide and facilitate student behaviour in a positive and supportive way wherever possible.

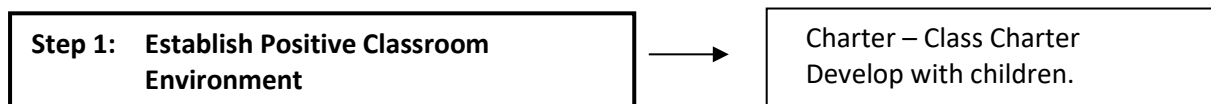
Teaching and behaviour management practices are underpinned by the RULER Approach and the fundamental premise that emotions matter. The four 'Anchor' tools of the RULER Approach create a culture and climate of emotional literacy, facilitate the development of self-regulation skills and focus students on the concept of their best self. The Blueprint is used to teach perspective-taking and empathy and provides a basis for developing Student Engagement plans when required. External professionals and agencies will be involved in this process where applicable.

The School has a duty of care to all students and staff. If a child's behaviour is posing a safety risk to themselves or others or is resulting in a continuous disruption to the teaching and learning environment, removal from the school environment may be necessary to protect the rights of other members of the school community.

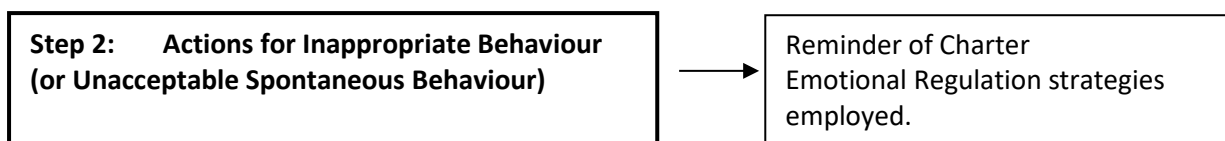
Points of Reference

- a) [Australian Curriculum – Self-Management and Self Awareness](#)
- b) [Department of Education – Western Australia](#)
- c) [RULER Approach](#) (RULER is an acronym that stands for Recognising, Understanding, Labelling, Expressing and Regulating emotions)
- d) [Restorative Practice](#)

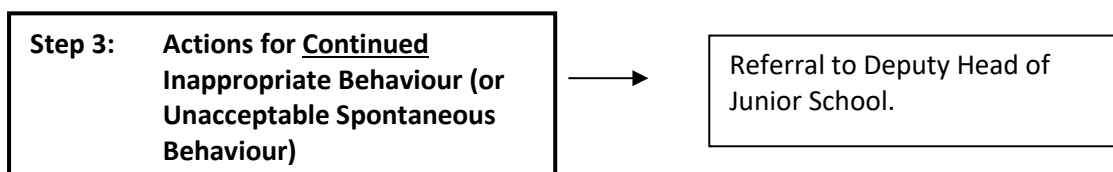
Levels of Positive Student Engagement Processes



- a) Class Charter is developed with students to establish a classroom emotional environment.
- b) Teachers establish a positive, inclusive classroom environment.
- c) House point reward system used with classroom-specific reward systems.



- a) Child reminded of the Charter and expectations regarding behaviour.
- b) Use of the Mood Meter to assist in emotional regulation.
- c) Verbal reflective communication between child and a trusted staff member.



If inappropriate or unacceptable spontaneous behaviour continues:

- a) Referral to Deputy Head of Junior School.
- b) Written reflection sheet if deemed appropriate.
- c) Use of restorative questioning to help the student understand their behaviour's impact.

- d) Use of Mood Meter if appropriate and best-self tools to reflect on the behaviour that has occurred and how better behaviour choices could have been made.
- e) Communicate with parents regarding the incident, the outcome, and strategies moving forward.
- f) Record incidents and parent interactions in SEQTA and notify relevant stakeholders, such as class and specialist teachers, the Learning Enrichment team, and the School Psychologist.

Level 4: Actions for Significant incident involving threatening or violent behaviour towards others, for behaviours that threaten the safety or wellbeing of others or themselves, that involves the damaging of property or causes significant disruption to the teaching and learning environment.



Referral to Deputy Head of Junior School or Head of School.

- a) De-escalate the situation as appropriate whilst ensuring the safety of self and others.
- b) Alert Head of School or Deputy Head of Junior School
- c) Contact the parent of the child, advising of the situation and advising action to be taken (internal or external suspension). School suspension – Level 4 behaviours will result in suspension from school.
- d) Upon returning to school, hold a re-entry meeting with the child, parent, class teacher and Deputy Head of Junior School or Head of School to re-establish the relationship, re-establish expectations, and ensure the child feels safe and supported to re-enter the School environment.
- e) Discussion with parents about accessing appropriate external agencies for support if relevant.
- f) Record incidents and parent interactions in SEQTA and notify relevant stakeholders, such as class and specialist teachers, the Learning Diversity and Inclusion Team, and the School Psychologist.

Level 5: Actions for a Significant incident involving threatening or violent behaviour towards others, for continuous behaviours that threaten the safety or wellbeing of others or themselves, involves the continuous damaging of property or continuously causing significant disruption to the teaching and learning environment.



Referral to Head of School and Principal.

- a) Parent and student interview with the Head of the School to discuss the appropriateness of current school placement in terms of best meeting the child's needs whilst maintaining and safe environment for other school community members.
- b) School suspension – Step 5 behaviours will result in suspension from school.
- c) If child is returning to school, hold a Re-entry meeting with child, parent, class teacher and Head of Primary School to re-establish expectations before the student re-enters the school environment.
- d) Discussion with parents about accessing appropriate external agencies for support.
- e) All incidents, parent interaction and work with student to be recorded in SEQTA.
- f) Key decisions to be relayed to all relevant stakeholders such as class and specialist teachers, Learning Diversity and Inclusion Team, School Psychologist.

Note: If there is a Critical and Emergency Incident, notify the Principal immediately.

(Refer to The Critical and Emergency Incident Managing and Reporting Policy)

(Refer to The Critical and Emergency Incident Managing and Reporting Policy)

APPENDIX 4 - STUDENT ENGAGEMENT PROCEDURES: YEARS 6-12

The behaviours and consequences noted in the following table are examples and are not meant to be an exhaustive list. Other behaviours, not noted here, will be considered at an appropriate level/stage as required.

There is an expectation that students align their behaviours and attitudes with the School's philosophy, values and expectations. Some situations arise in school where students do not meet these expectations, and support and correction are required.

The overall procedure for managing student behaviour is shown in the table below. However, some situations will fall outside of this and must be individualised for maximum success. Teachers need to address behaviour in class or at school as a first step and then matters can be referred to. All breaches should be entered into SEQTA promptly.

The following list of situations and examples is not exhaustive. Based on the severity of the incident as perceived by the school, a student's behaviour can be managed at any stage of the following table.

1.0 Management of Student Behaviour Framework

The behaviours and consequences noted in the following table are examples and are not meant to be an exhaustive list. Other behaviours not noted here will be considered at an appropriate level/ stage as required.

If the Principal considers that the expulsion of a student is an appropriate consequence, the procedure outlined in the AngliSchools 'Enrolment and Attendance Policy and Procedures' will be followed.

Specifically, this states that:

The Principal must not cancel a student's enrolment without first:

- a) Giving written notice of the proposed cancellation and the reason for it to the parents or guardians or students (if over 17).
- b) Give parents a reasonable opportunity to show why the enrolment should not be cancelled.

Level	Situation	Actioned by	Outcome(s)	Student Choices
1	<p>Minor breach of School or classroom rules, e.g.</p> <ul style="list-style-type: none"> Talking in class Disrupting others (low-level disruption) – 2nd offence Unkind behaviour towards others (e.g., towards a student – 1st offence) Foolish behaviour Littering Violation of uniform, jewellery, or mobile phone policy – 2nd offence Failure to submit an assessment Homework incomplete or substandard Incidental swearing Minor lateness with no valid excuse after lesson has started Slow to follow teacher’s instructions Socialising in class Task avoidance Unprepared for lessons – missing equipment, technology not charged 	Teacher. PC Tutor.	<ul style="list-style-type: none"> Classroom management strategies (e.g., physical proximity, eye contact, voice modulation, assertive discipline, change of seating plan, temporary removal from class) Correction of behaviour and positive guidance Restate expectations Verbal warning (noted in SEQTA) Lunch/recess detention Parent contact Restorative Practice (if between students) SAO in SEQTA Teacher intervention 	<ul style="list-style-type: none"> Consider your strengths and make smart choices about who to sit/work with in class. Consider who is influencing you.
2	<p>Persistent breach of School/classroom rules e.g.</p> <ul style="list-style-type: none"> Repeated concerns (repeat offences of Stage 1) Poor, disrespectful, or disruptive behaviour Repeated Unkind behaviour towards others (e.g., towards a student) Lack of equipment Lateness (including significant lateness to class) Repeated violation 	Teacher. PC Tutor. Head of Year (Pastoral). Head of Department (Academic).	<ul style="list-style-type: none"> Correction of behaviour Restate expectations/discussion with student Time in ‘buddy class’ Parent contact Detention (lunchtime) Restorative Practice Daily Review Positive Engagement Plan SAO in SEQTA (includes coordinators) Stage 1 Loss of Good Standing Community Service Mobile phone/device confiscation 	<ul style="list-style-type: none"> Be proactive when difficulties occur. If an issue arises use the identified strategies and/or seek the help of a teacher before it becomes an ongoing/major issue/. Be aware of your triggers and attempt to self-

	<p>of the school's uniform, jewellery, or mobile phone policy</p> <ul style="list-style-type: none"> • Minor damage to property • Deceitful behaviour • Low-level rudeness towards staff • Using a phone – 1st offence • Inappropriate use of technology – minor • Use of a mobile phone during school hours 		<ul style="list-style-type: none"> ○ Passed to Student Services ○ Parents notified 	<p>regulate.</p> <ul style="list-style-type: none"> • Show an awareness and understanding of your responsibilities as a member of our classroom/community. • Show you are ready to learn.
3	<p>Continued poor attitude/concerning conduct/behaviour towards school and classroom rules:</p> <ul style="list-style-type: none"> • Repeat offences of Stage 2 • Bullying behaviour • No positive response to prior interventions • Numerous behavioural problems across multiple departments in a short period • Repeated violation of the school's uniform, jewellery, or mobile phone policy • Moderate damage to property • Back chatting to teachers • Plagiarism or copying work (homework or assessed work) • Failure to attend community service • Frequently causing conflict with others • Medium-level 	<p>Head of Year and/or Deputy Head of School and/or Head of School.</p>	<ul style="list-style-type: none"> • Suspension – Internal or External • Daily Review • Parent Contact/Interview • Restorative Practice • Detention (After School) <ul style="list-style-type: none"> ○ Includes community service option • Positive Engagement Plan • In/out of school suspension (in consultation with Head of School) • SAO in SEQTA • Stage 2 Loss of Good Standing • DP notified via SEQTA • Monitoring contract where necessary • Mobile phone/device confiscation <ul style="list-style-type: none"> ○ Passed to Head of School ○ Parents notified for collection 	<ul style="list-style-type: none"> • Try to resolve the issues identified by your teacher. • Identify 'triggers' that impact on your readiness to learn. • Seek advice from staff about ways to diminish the impact of these triggers to self-regulate. <p>Show they are ready to learn.</p>

	<p>disrespect towards staff (e.g., eye rolling)</p> <ul style="list-style-type: none"> • Swearing • Continued unkind behaviour towards another student • Inappropriate use of technology – moderate • Repeated offence of using a mobile phone during school hours 			
4	<p>Serious misbehaviour or breach of School rules. E.g.</p> <ul style="list-style-type: none"> • Repeat offence from Stage 3 • Physical or verbal violence • Persistent bullying • Possession, use, creation or distribution of offensive material • Possession, use, or distribution of alcohol, cigarettes, or e-cigarettes • Vandalism of school or student property • Sexualised or physical abuse (e.g., dacking, pantsing, bullying) • Repeated violation of the school's uniform, jewellery, or mobile phone policy (moved from compliance to behaviour concerns) • Major damage to property • Any act of aggressive behaviour towards another student • Blatantly disrespecting a staff member • Bringing the school 	<p>Head of School / Deputy Head of School / Principal</p>	<ul style="list-style-type: none"> • Parent Interview • Suspension – Internal or External • Statement of expectations upon re-entry • Restorative practice • Positive Engagement Plan • Provisional Enrolment • Stage 3 Loss of Good Standing • Decision made in conjunction with Principal • Monitoring contract on return 	<ul style="list-style-type: none"> • Consider your values and if they are aligned with those of the school. • Ask yourself if you want to continue to stay at St Mark's. • Talk with someone about how to modify your behaviour and employ the necessary strategies to make the most of the learning opportunities

	<p>into disrepute (e.g., behaviour on buses, at bus stops, on excursions)</p> <ul style="list-style-type: none"> • Cheating in an examination/assessment • Continual disrespect towards another student or staff member • Failure of monitored contract – 2nd week • Failure to attend detention twice • Inappropriate use of technology – major • Dishonest behaviour • Offensive language directed at a staff member • Repeated failure to follow the teacher's instructions • Significant breach of health and safety • Defiant behaviour when asked to hand over a mobile phone or device 			
5	<p>Severe breach of rules and/or continuous disengagement with little or no improvement from above.</p> <ul style="list-style-type: none"> • Repeat offences of Stage 4 • Possession, use, creation or distribution of offensive material • Possession, use, or distribution of drugs or illegal substances • Serious harm to other students or staff • Continued disrespectful or disruptive behaviour • Sexualised or physical abuse 	Principal	<ul style="list-style-type: none"> • Interview with parents to discuss the incident • Withdrawal or exclusion - Principal's decision • Termination of enrolment • Stage 4 Loss of Good Standing • Monitoring contract on return • Serious offences using technology or illegal offences using technology may escalate directly to termination of enrolment, with the ASC and Chair of Council deciding the final course of action • Serious offences related to drugs, alcohol, or smoking may escalate directly to termination of enrolment, with the ASC and Chair of Council deciding the final course of action and police involvement 	<ul style="list-style-type: none"> • Consider your values and if they are in alignment with those of the School. • Ask yourself if you want to continue to stay at St Mark's. • Talk with someone about how to modify the behaviour and employ the necessary strategies to make the most of the learning opportunities

	<p>(e.g., dacking, pantsing, bullying, fighting)</p> <ul style="list-style-type: none"> • Repeated violation of the school’s uniform, jewellery, or mobile phone policy (moved from compliance to behaviour concerns) • Careless actions with potentially serious consequences • Identified bullying • Illegal behaviour • Attending school or school events under the influence of alcohol or other drugs. • Complicity in possession, distribution, or use of illegal substances (including alcohol and cigarettes) at school or school events • Malicious accusations • Theft • Truancy • Spitting • Use or possession of a weapon or an object intended as a weapon • Vandalism • Inappropriate use of technology – severe • Threatening behaviour 			<ul style="list-style-type: none"> • Coming to terms with the difficulties is important for your life as School is a microcosm of society. • If you decide to change schools, we accept your decision and wish you all the best.
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2.0 Loss of Good Standing or Accountability

Maintenance of Good Standing allows full use and enjoyment of the School's privileges and facilities. In developing young adults, loss of Good Standing assists students in learning through experience that their behaviour choices create rewards and consequences. Whilst incorporating restorative and consequential practices, Loss of Good Standing (LoGS) will initiate the following measures:

2.1 Stage 1 Loss of Good Standing (LoGS): This may be for a first offence or initiated after the student consistently fails to show appropriate behaviour at a Classroom Teacher and Head of Department level. Stage 1 lasts for two weeks (10 school days).

It will involve:

- Meeting with the Head of Year outlining the loss of privileges.
- Formal communication sent to parents/guardians, informing them of the initiation of the LoGS process and how to appeal the process. An individual student's loss of Good Standing will be communicated to staff via SEQTA;
- Loss of extra-curricular privileges.
- A reflection and accountability session (reflective sheet linked to the School Values to be completed);
- Students are placed on a daily review for ten school days, and they check in with the pastoral care tutor/homeroom teacher in consultation with the head of the year.

During the LoGS Stage 1 process, students are expected to consistently exhibit good behaviour and regular class attendance for two weeks (10 school days).

2.2 Stage 2 Loss of Good Standing: Any infringement of the requirements for LoGS Stage 1 may result in a move to Stage 2. The probation period for this stage is three school weeks.

It will involve:

- Formal communication sent to parents/guardians informing them of the initiation of Stage 2 and how to appeal the process. An individual student's loss of Good Standing will be communicated to staff via SEQTA;
- Loss of privilege of attending extra-curricular events
- Formal interview with Deputy Head of School with a follow-up phone call to parent/guardian.
- The student is placed on a Daily Review for 15 school days, checking in with the Head of Year.
- If a student is suspended from the school, the student will lose their Good Standing for four weeks.

During the LoGS Stage 2 process, students are expected to show three weeks of consistently good behaviour and regular class attendance.

Note: Refunds for event ticket cost and/or additional expenses may not be possible.

2.3 Stage 3 Loss of Good Standing: Any infringement of the requirements for LoGS Stage 2 may result in a move to Stage 3. The probation period for this stage is four school weeks.

It will involve:

- Formal communication sent to parents/guardians to inform them of the initiation of Stage 3 and how to appeal the process. An individual student's loss of Good Standing will be communicated to staff via SEQTA;
- A formal parent/guardian meeting with the Head of School, student, and Head of Year, with a Behaviour Management Plan (BMP) to be signed off at this meeting, with possible intervention from the Wellbeing Team or chaplain.
- Deputy Head of School check-in (once per fortnight for LoGS Stage 3).
- Loss of the privilege of attending any school events.

During the LoGS Stage 3 process, students are expected to consistently exhibit good behaviour and regular class attendance for four weeks.

Note: Refunds for event ticket cost and/or additional expenses may not be possible.

2.4 Stage 4 Loss of Good Standing: In extreme cases, if students have progressed through every stage of the School's LoGS process, they will move to Stage 4. This is the final stage of the LoGS process and will result in provisional enrolment. The Principal shall discuss with the student and the parent/guardian how the student can be fully supported moving forward with their education.

3.0 Appeal of Loss of Good Standing

An appeal to loss of Good Standing can be made in writing to the Head of School within five school days from the date of the emailed notification to parents/carers. A review panel may consider the appeal, and the school reception will notify the parent/carer of the outcome.

4.0 Reinstatement of Good Standing

Good standing is reinstated on the first day following the expiration date communicated to the student and parent/carer in the loss of Good Standing notification. An individual student's reinstatement to Good Standing is communicated to staff through SEQTA.

Please note:

If a student wishes to participate in an activity that they are excluded from, they are required to write a letter or email to the Principal and Head of School, acknowledged by their parent/guardian, outlining why they should be included in this specific activity and how it could and would benefit their growth and why their behaviour has not placed them 'outside' the school/peer community. The Principal and Head of School will review this.

To return to 'Good Standing', the student must demonstrate positive behaviours, which are expected of any St Mark's members, upon their review. If a student complies with the expectations of the allocated LoGS level, an acknowledgement email will be sent to their parents/guardians that they have demonstrated a renewed commitment to the St Mark's School Values.

5.0 PROCEDURAL CONSEQUENCES and PROCEDURE TO RE-ENGAGE STUDENTS

The School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined. It provides clear guidance to all School community members about what forms of behaviour management, discipline or punishment are permitted.

The administration of permitted behaviour management, discipline or punishment conforms to procedural fairness and non-discrimination rules.

There is an expectation that students align their behaviours and attitudes with the School's philosophy and values. Some situations arise in school where students do not meet these expectations, and support and correction are required. The overall procedure to manage student behaviour can be followed in the table 1.0 above. Some situations will fall outside this and must be individualised for maximum success. Teachers need to act on behaviour in class or at school as a first step and then matters can be referred to. All breaches should be entered into SEQTA promptly.

5.1 Rules of procedural fairness

These rules require:

- a) A hearing appropriate to the circumstances.
- b) Lack of bias.
- c) Evidence to support a decision.
- d) Inquiry into matters in dispute.

5.2 Daily Review Procedure

Daily reviews are an effective tool for monitoring student behaviour. They reinforce positive behaviours while also highlighting behaviours that need to change. The most effective time to spend on a Daily Review is three weeks.

Step 1 – Student and Head of Year

Head of Year and student meet to discuss the focus points of the daily review and to go over the procedure that the students need to follow, such as:

- a) Give to staff at the start of the class and collect at the end.
- b) The student is responsible for getting the Review signed each period.
- c) The feedback session must be completed, and the parents must sign the diary each night. This is the student's responsibility.
- d) Students must check in with the Head of Year each morning before classes commence.
- e) The aim is for all satisfactory and above.
- f) The Head of School can be involved at this level if required.

It must be noted that this is a joint document between the student, the School, and the parents. Students must take this document home each night to complete and sign the reflection. Failure to do this results in an appropriate consequence—persistent noncompliance results in detention.

Step 2 – Deputy Head of School and Student

The role of the Deputy Head of School is to review at the end of each week. It would be assumed that they have discussed this with the Head of Year before and have aligned their ideas. Positives and focus points for the next week are reinforced, and potential strategies are discussed.

Step 3 – Head of School and Student

The Head of School and the student meet at the end of the third week to review the process. Reference back to why the student went on the Review, and the positives and negatives discussed. If the outcome has been a positive behaviour change, the student comes off the review and their good standing is reinstated. A SEQTA note from the Head of Year, Deputy Head of School, or Head of School should be entered. If the student's behaviour hasn't changed and the performance on the review was generally below standard, then other measures are required that should be discussed with the Pastoral Care Team. Some of these are outlined in the above table but must be personalised to the student. Parents need to be informed.

5.3 Restorative Practice

Restorative practice is a practical approach to dealing with disputes between students. Like mediation, both students outline the event and its impact on each. This takes place in a neutral place with the support of a Pastoral Care provider. Students are heard, and consequences are discussed as a shared way forward.

5.4 Positive Engagement Plan

A positive engagement plan is a formal plan that Heads of Year, Deputy Heads of School and Heads of School use to redirect and re-engage students whose behaviour and/or engagement has deteriorated over time. Steps to follow:

- a) Discuss behaviours being exhibited.
- b) Discuss school values and expectations.
- c) Discuss parent expectations.
- d) Look at what students' strengths and interests are.
- e) Look at ways students are involved in school using strengths and interests.
- f) Devise a plan where the student is more engaged in school life.
- g) The plan is to be documented in SEQTA and emailed to students and parents.
- h) The plan should be followed up on after three weeks.

See Appendix for [Proforma](#).

5.5 Provisional Enrolment

Provisional enrolment is used with students when other behaviour management strategies have been ineffective or when the breach of school rules is serious. Provisional enrolment places the student's enrolment at St Mark's under the care of a Head of School. Several conditions must be adhered to for the student's enrolment to continue. Breaches of this will generally end in the termination of enrolment. Provisional Enrolment is a joint understanding/arrangement between parents, students, the Head of School, and the Principal.

5.6 Detention

A detention is the confinement of a student for a specified amount of time to be served under the supervision of a teacher or the Administration staff. A detention is issued to students who have not changed their behaviour.

- i. **Breaktime** (e.g. recess, lunch) - when a student loses social break time and is supervised by a staff member or relevant Pastoral Leader.

Examples: Persistent talking in class, disrupting others, littering, persistent minor breaches.

- ii. **Before/After school** – when a student must remain at school as a consequence of their behaviour and is supervised. Parents are informed prior to detention. Students are to complete a reflection document submitted to their Head of Year, who will review it and upload it to SEQTA.

6.0 INTERNAL/EXTERNAL SUSPENSION

6.1 Purpose

The purpose of suspension is designed to provide students with the opportunity to consider, reflect on and amend their behaviour, through a process of planning/contracting for improved behaviour. It provides the School with some time to consider the best course of action for the student and the School moving forward and allows for the student to 'reset'.

Only the Head of School or Deputy Head of Schools can refer a student to be suspended. Such students would have committed:

- a) Serious misbehaviour in a subject.
- b) Misbehaviour across a range of subjects.
- c) Serious misbehaviour outside class time.
- d) An unwillingness to alter patterns of misbehaviour.

The parents/guardians of the student must be informed about the student's suspension.

Documentation about the reasons for suspension is recorded in SEQTA.

Notes:

1. the class staff member and/or the Head of Department or Head of Year should deal with examples of minor misbehaviour.
2. Removal from a subject by the relevant Head of Department, for one or two lessons, to a suitable place (e.g. the HOD's room) can still occur without involving school suspension.

6.2 Suspension Internal/ External

A suspension will be issued when a student commits a severe infringement or multiple minor infringements, and the consequences are deemed appropriate.

An internal or external suspension carries the same seriousness as a consequence for behaviour.

Internal suspension supervision arrangements

- a) St Mark's staff will supervise the student.
- b) Morning tea and lunch breaks will be taken at a time when other students are in class.
- c) Students on internal suspension are expected to complete set work and behave appropriately. The supervising staff will monitor this.

External suspension supervision arrangements

- a) Students who are externally suspended are in the care of parents or other caregivers and are not to come onto school grounds during the suspension unless the Head of School grants permission.
- b) The student is required to complete schoolwork at home. The student should contact their teachers via email to get work to be completed.
- c) Parents are informed.

6.3 Return to Class/School after Suspension

The Heads of School must meet with the student and their parent(s) before returning to class. It is crucial that the student moves forward positively from the incident and that the school actively supports and encourages the process.

If there has been a serious breach of behaviour, the Principal will meet with the student and their parent(s) to discuss the return to school and their ongoing enrolment.

6.4 A student having multiple suspensions

If a student has three or more suspensions, their continued attendance at the School would be at risk. The parents and the student would be invited to a meeting with the principal to discuss their ongoing enrolment.

APPENDIX 5 – SUSPENSION, BEHAVIOUR MANAGEMENT, RE-ADMISSION - Proforma

Part A: SUSPENSION RESOLUTION MEETING

Student: _____ Date: _____

Reason for Suspension: _____

Date of Suspension: _____


Number of Previous Suspensions: _____ Dates: _____

Present at meeting:		
Action – What needs to be done to prevent this happening again	By Whom	Follow up Date

Signature: _____

Role: _____

BEHAVIOUR REFLECTION SHEET - ST MARK'S ACS

	<p style="text-align: center;">St Mark's School Values</p> <p>Community: Serve others through your actions and make choices to help your communities (city, suburb, home, school, classroom, etc).</p> <p>Confidence: Believe in yourself and try new things; Have a positive attitude and "Have a go."</p> <p>Knowledge: Try your best in all of your studies and focus on your strengths and areas for improvement.</p> <p>Respect: Be polite, show good manners, be kind and let others learn without disruptions.</p> <p>Responsibility: Take responsibility for your school work, organisation, device use, and actions.</p>	
Student Name:	PCG:	Date:
Class/space in which behaviour occurred:		
Teacher(s) involved:		

Reflecting on Your Behaviour:

You are here because of the choices you have made.

List details of the reasons / actions that resulted in your detention:

What School value(s) did you fail to demonstrate?

Why did you make these choices?

Making it Right:

Who was affected by your actions and how were they affected? (Consider other students, teachers, parents, other staff):

Person affected by your actions	Impact of your actions on this person

What decisions could you have made instead of the one(s) you chose?

What do you think is a fair consequence for your actions

STUDENT SIGNATURE:

OPTIONAL - Teacher comments (from discussion with student about the behaviour) :

PARENT CONTACT REQUIRED? Yes / No

STAFF FOLLOW-UP REQUIRED? None / HoY / HoLS / DHoMS / HoMS / Other: _____

TEACHER SIGNATURE:

HEAD OF YEAR SIGNATURE:

Please note this document should be uploaded to SEQTA once complete.

Part B: BEHAVIOUR MANAGEMENT PLAN

Student	PCG
Date of Suspension	
Reason for Suspension	
Planning Team	
Behaviours causing concern.	
Expected positive behaviours.	
Classroom Strategies.	
Out of class changes: playground, social media, beyond school.	
Student specific support.	
Review Date:	Meeting with:

Part C: POST SUSPENSION READMISSION AGREEMENT

Name:		PCG:	Date of Re-entry:
<p>I have participated in a successful post suspension interview for return to School. I understand that I must accept responsibility for my learning and meet the School’s expectations concerning learning, behaviour and attendance. I agree to support the Student Code of Conduct and Anti-bullying and Harassment guidelines.</p> <p>To help create and maintain a positive learning environment I need to:</p>			
Respect my teachers and other adults I come into contact with		Always to work to achieve my potential	
Respect the classroom environment and not be disruptive through words and actions		Hands off to solve problems peacefully	
Be honest and respectful with and to peers		Accept the consequences of my actions	
Follow directions – participate positively		Observe all of the safety rules	
Work with a teacher to help resolve concerns		Meet with an appropriate school leader weekly to discuss progress	
Avoid posting inappropriate comments on social media		Work with an outside agency to follow a Behaviour Management Plan	
Avoid using threatening and/or intimidating language to any student or teacher		Show respect for property	
Other:			
Student		Parent/s	
Executive		Date	

2025 Uniform Action Plan

FIRST OCCASION (WARNING):

- Staff member records uniform issue in SEQTA
- Include uniform issue, 1st occasion, and action taken (and any additional follow-up if required)
- Referral **ONLY** to be sent to relevant PCT and HOY (select individual staff names)
- Pastoral Care Tutor to check that the uniform issue has been resolved in their next PC time



SECOND AND THIRD OCCASION (LUNCH DETENTION C15):

- Staff member records uniform issue in SEQTA
- Include uniform issue, 2nd or 3rd occasion, and action taken (and any additional follow-up if required)
- Referral **ONLY** to be sent to relevant PCT and HOY (select individual staff names)
- Student to attend lunch time detention on same day if recorded before lunch time OR the following day if recorded after lunch time.
- Pastoral Care Tutor to check that the uniform issue has been resolved in their next PC time
- Pastoral Care Tutor to contact home (call or email) on second and third offence and alert parent/guardian that student has been wearing incorrect uniform and/or chewing gum on two and three occasions and that the fourth occasion will result in an afterschool detention. Relevant HOY will be copied into this email or informed of the phone call via a SEQTA record.



FOURTH OCCASION (AFTER SCHOOL DETENTION):

- Staff member records uniform issue/gum chewing in SEQTA
- Include uniform issue, 4th occasion, and action taken (and any additional follow-up if required)
- Referral **ONLY** to be sent to relevant PCT and HOY (select individual staff names)
- On fourth occasion, HOY to issue afterschool detention, contact home (call or email) to discuss issue and ensure student completes reflective behaviour document in afterschool detention



FIFTH OCCASION (MEETING WITH DHOS):

- Staff member records uniform issue/gum chewing in SEQTA
- Include uniform issue, 5TH occasion, and action taken (and any additional follow-up if required)
- **Referral to be sent to coordinators and DHOS (select DHOS as an individual)**
- DHOS will contact home and arrange a meeting with parents/guardians and student to discuss continual issues
- subsequent/ongoing infringements referred to HOS

11. Version Management

Version	Date	Changes Made	Author of Changes
1	April 18	Review for registration	Assistant Principal (Pastoral)
2	October 19	Review and changes	Head of Middle School
3	May 20	Review, changes, formatting, and update to include ASC Enrolment and Attendance Policy and Procedures.	Head of MS, EA, Principal
4	20 May 20	Inclusion of Sections 12.2 & 12.3 from 2020 Reg. Standards (p40), and 'Rules of procedural fairness', p41.	Principal
5	5 June 20	'Daily Diary' renamed 'Daily Review', reference to 'litter duty' changed to 'an appropriate consequence'.	Principal
6	16 June 20	Incorporated Primary Management of Behaviours Policy	Principal, EA
7.	23 July 20	Parent pdf version created for website, removing links	Principal
8	3 Feb 21	<i>Head of Learning Diversity and Inclusion</i> added to 1. Purpose. Added Appendix 5: Flourish & Ruler programs. Minor updates to grammar and formatting.	EA
9	19 May 21	Prevention of Bullying...Policy replaced with Positive Relationships (Anti-Bullying) Policy	Principal
10	9 December 21	Update to Clause 10 of policy to reflect Standard 12 in the NGS registration Standards for 2020 & 2021	Principal
11	May 23	5.2 c Head of Learning Diversity, replace Learning Enrichment Coordinators 5.2 f Added Head of Year 6.2 Changes to Diary Diary Students in Years 2 to 12 use the 'Learning Curve' Wellbeing diary which has a myriad of wellbeing and learning strategies to support student growth. The following are also covered in the diary: Behaviour Management, Dress code – School Uniform ,Internet and Computer Use, Mobile Phones Regulating Emotions – RULER (2-5) Added 6.3 SEQTA Home Page The student handbook outlining all policies, procedures, rules and consequences can be accessed easily by students through their SEQTA home page. 12. Appendix 2 (f) Replaced Ant Patrol with Worry Woos Deleted Red Card system outline and reference in table Appendix 15 Step 3 – added Head of Year Appendix 6 – Flourish Program rewritten Pastoral Care Group time rewritten. Definitions of abuse and degrading punishment added.	Head of Senior School

12	February 24	Update to APPENDIX 2 - STUDENT ENGAGEMENT PROCEDURES: EARLY LEARNING YEARS K-1	
13	April 25	Amendments to APPENDIX 4 - STUDENT ENGAGEMENT PROCEDURES: YEARS 6-12. Role of HODs Roles of Teacher Meeting school expectation Clarity on types of sanctions Inclusion of Good Standing Policy Addition of stages for managing student behaviour (Framework)	Head of Middle School
14	July 25	Formatting	Head of Senior School
15	January 26	Final review, updated Behaviour framework, consultation with HoDs, HoYs, signed off by Executive	Head of Middle School

Authorised By:		Head of Middle School
Effective Date:		April 2018
Last Amendment Date:		January 2026
Review Date:		January 2028
Policy Custodian: (Contact for queries about this policy)		Principal