

Management of Student Behaviour K-12



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1. PURPOSE

St Mark’s fosters a school climate that enhances responsibility and co-operation by defining, recognizing and actively promoting positive behaviour by paying attention to:

- a. Acknowledging positive behaviours.
- b. The use of positive intrinsic and extrinsic consequences.
- c. The modelling of positive behaviours, attitudes.
- d. The building of positive relationships.
- e. Developing expertise in the application of the preferred practices.

Staff at St Mark’s work collaboratively with students and parents to establish fair and respectful behaviour policies and practices which are based on the School’s values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviors which can have a negative impact on the learning environment and others.

Student wellbeing (social, emotional, and cognitive engagement) is addressed in several ways. At risk students are supported by the Wellbeing Team which includes Head of School, Deputy Heads of School, Heads of Year, Pastoral Care Tutors, Learning Enrichment Coordinators, School Psychologist and the School Nurse.

When relationships break down between members of the School Community, ‘**Restorative Practices**’ are used to address ongoing behavioural issues, and suspension from School is viewed as a last resort.

The School places an emphasis on 100% attendance and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up daily. (Refer to the [School Attendance Policy](#).)

2. SCOPE

2.1 This policy applies to everyone who is:

In a teaching, administrative, practicum or management position or role at the School

3. RIGHTS AND RESPONSIBILITIES

3.1 Members of the School Community have the right to:

- a) Experience a safe, pleasant and supportive learning and teaching environment.
- b) Be treated with respect and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination and intimidation.

3.2 Teachers have the right to:

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

3.3 Teachers have the responsibility to:

- a) Demonstrate the standards set by [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](#).)

3.4 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) An environment which is safe and positive where they feel respected, valued and

encouraged to reach their full potential.

3.5 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.

3.6 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. EXPECTATIONS

4.1 Engagement: participation in the classroom and other School activities

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) Model the School values.

Parents are to:

- a) Promote positive outcomes by valuing the importance of education.
- b) Liaise with the School on their child's progress and needs.
- c) Support their child in their preparedness for the school day.
- d) Provide a supportive home environment.
- e) Monitor their child's school involvement and progress.
- f) Communicate with the School when necessary.
- g) Support the teachers who are working with their child.
- h) Actively participate in School events and parent meetings

Principal/Teachers and Staff are to:

- a) Comply with its [Duty of Care](#) obligations.
- b) Provide an educational environment that can effectively engage students.
- c) Provide appropriate, relevant, and challenging curriculum that gives students the opportunity to have input into their learning successes.

4.2 School Attendance

Students are expected to:

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

Parents are expected to:

- a) Ensure that enrolment details are correct.
- b) Ensure that their child attends School regularly; this includes special School events such as Sports Carnivals, St Mark's Day.
- c) Advise the School as soon as possible when a 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 whose attendance is problematic by working with families to implement individual strategies. (Refer to [School Attendance Policy](#).)

4.3 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 in developing strategies to improve outcomes.

Parents are expected to:

- a) Have high expectation 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 the development and enforcement of strategies to address individual needs.

The School will:

- a) Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of the child which focuses on pro-social behaviours in curriculum content.
- b) Employ whole School and classroom practices to establish a climate in which appropriate behaviour is the norm for all students.
- c) Focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.
- d) Consistently apply its Student Engagement Practices through a shared understanding and only exclude students in extreme circumstances.
- 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 includes:
 - i The care of the child.
 - ii The physical, emotional, psychological and educational development of the child.
 - iii The physical, emotional, and psychological health of the child.
 - iv The safety of the child.

5. ACCOUNTABILITIES

5.1 The Classroom Teacher will:

- a) Involve and engage all students, set high expectations, seek feedback from students.
- b) Promote positive behaviours.
- c) Use the **RULER Approach** to help students regulate their emotions and behaviour.
(Refer to Appendix 1)
- d) Be familiar with the Management of Students' Behaviour Policy and Student Engagement Procedures. [K-1:1](#), [Y2-Y5: 2](#) and [Y6-Y12:3](#).

- e) Become practiced 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.
- h) Document information on SEQTA about Parent meetings. These meetings may have been requested by the teacher or the parent.
- i) Refer any behaviours that are deemed to be of a threat to the Head of School or Deputy Head of School.

5.2 Heads of Year, Heads and Deputy Heads of School

Members of the Pastoral Care Team will:

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

5.3 The Principal

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to. In the Principal's absence, the Head of School will take on this responsibility.

6. STUDENT HOMEWORK DIARY: Years 2 -12

6.1 Student Diary

The diary has a wealth of information regarding the management of students' behaviour. Parents are obligated to read the Diary at the beginning of Term 1 to acknowledge that they have read the expected behavioural guidelines and the consequences of a breach of School rules.

6.2 Procedures, Rules, and Consequences

The following are covered in the diary:

Appearance	Assessment
Attendance	Behaviour Management
Bullying Prevention	Dress code – School Uniform
Drugs, Alcohol and Smoking	Health and Wellbeing
Homework	Internet and Computer Use
Learning and Study	Library and Information Literacy - Plagiarism
Mobile Phones	Protective Behaviours
Regulating Emotions – RULER	Strategies for Taking Exams
Student Wellbeing	Truancy
Expectations of Students (Refer to Appendix 5)	

7. SCHOOL ACTION AND CONSEQUENCES

7.1 Corporal Punishment

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

7.2 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 the development of classroom and whole School expectations.

- c) Providing personalized 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.

7.3 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) Involving the classroom teachers, Pastoral Care Tutors, Heads of Year, Heads and Deputy Heads of School.
- h) Providing broader educational programs e.g. work experience, camps.
- i) Involving Community Support Agencies.

7.4 Discipline Procedures

a) *Detention*

Teachers may require a student to complete school-work or additional work or duties at recess or lunch or after school. Parents will be informed at least the day prior to the detention if it is after school. In family circumstances where this would create undue hardship, the School may negotiate an alternative disciplinary measure with the parents/carers.

b) *Consequences prior to Suspension*

- 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 as outlined in the Student Engagement Procedures. (Refer to Appendices: [K-1:1](#), [Y2-Y5: 2](#) and [Y6-Y12:3](#).)

7.5 Discipline Records Management

- a) All records of disciplinary actions are documented on SEQTA.
- b) Notes from parent-instigated, or teacher-requested meetings are documented on SEQTA.
- c) If a parent has registered a complaint, details of 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](#).)

8. RELEVANT LEGISLATION AND AUTHORITY

- a) [Children and Community Services Act 2004](#)
- b) [Education and Care Services National Law \(WA\) Act 2013](#)

9. OTHER RELATED SCHOOL POLICIES

[Child Protection and Mandatory Reporting;](#)
[Critical and Emergency Incident Management Policy;](#)
[Duty of Care: Students;](#)
[Gender and Inclusion Policy;](#)
[Homework Policy K-12;](#)
[Pastoral Care and Pastoral Care Tutors Policy;](#)
[Prevention of Bullying, Harassment and Violence Policy;](#)
[School Attendance Policy;](#)
[School Complaints and Disputes Resolution Policy;](#)
[School Curriculum Plan;](#)
[School Enrolment Policy;](#)

[Staff Code of Conduct;](#)
[Student Code of Conduct;](#)
[Student Dispute and Complaint Policy and Procedure;](#)
[Student Dispute and Complaint Policy and Procedure; Privacy Policy](#)
[Student Learning Intervention and Referral Process Guidelines;](#)
[Student Wellbeing Framework;](#)
[Students at Educational Risk Policy;](#)

10. COMPLIANCE

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

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

Standard 14 Management of Students' Behaviour

Sections 14.1, 14.2 and 14.3

11. APPENDIX 1 - STUDENT ENGAGEMENT PROCEDURES: EARLY LEARNING YEARS K-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 and is based on the development of 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. The school will work in consultation with staff and parents to use our Positive Student Engagement Plan and develop De-escalation Profiles and Individualised Student Engagement Plans when required. External professionals and agencies will 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 \(RULER is an acronym that stands for Recognizing, Understanding, Labelling, Expressing and Regulating emotions\)](#)
- f) [ANT Patrol \(Social Emotional learning program\)](#)

Establishing a Positive Learning Environment Requires:

- a) Recognising and regulating emotions
- b) Establishing positive relationships
- c) Making responsible decisions
- d) Working collaboratively in teams
- e) Respecting others

Red Card System

The Red Card system is for incidents that are URGENT. In the event that a Red Card is not available, staff are encouraged to use their personal School name badge.

Teachers are encouraged to use the Red Card/badge to call for additional staff support in various situations, including:

- a) Whilst dealing with a challenging situation with a student.
- b) Cases of ill health (students/staff).
- c) Injury to student/s in classroom/playground.
- d) Challenging parent interaction.

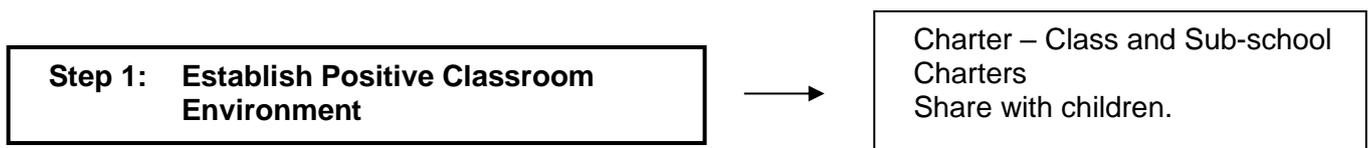
Behaviour by a student that compromises the Positive Learning Environment is categorised into:

- a) Inappropriate Behaviour (General).
- b) Unacceptable Spontaneous Behaviour.

In the event that a Positive Learning Environment has been compromised, St Mark's Early Learning staff will refer to the Steps to Re-establish Positive Student Engagement. Due to the differing development levels of all our students it needs to be noted that the following process may not always occur in a sequential manner.

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

STEPS TO RE-ESTABLISH POSITIVE STUDENT ENGAGEMENT

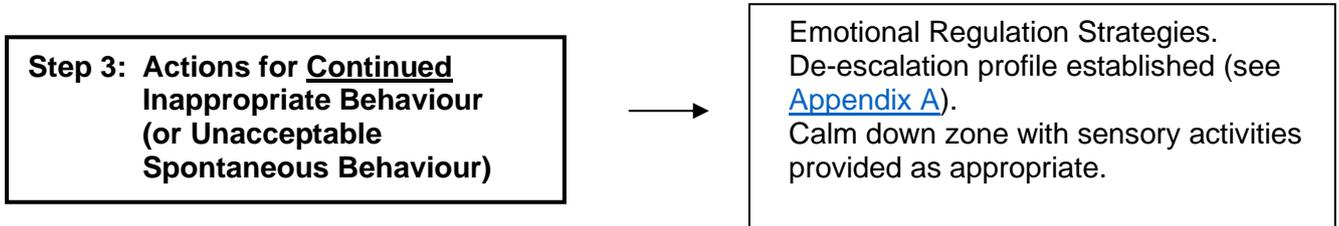


Class/specialist teachers provide a positive classroom environment:

- a) Clear expectations at age appropriate levels established by Charter
- b) Positive reinforcement – acknowledgement of appropriate behaviours
- c) Charter outlines process regarding consequences of behaviour inconsistent with the Charter
- d) Modelling of appropriate behaviour by all staff members



Child reminded of the Charter and expectations regarding behaviours
 Use of the Mood Meter/Ant Patrol resources to assist in emotional regulation
 Verbal reflective communication between child and a trusted staff member.

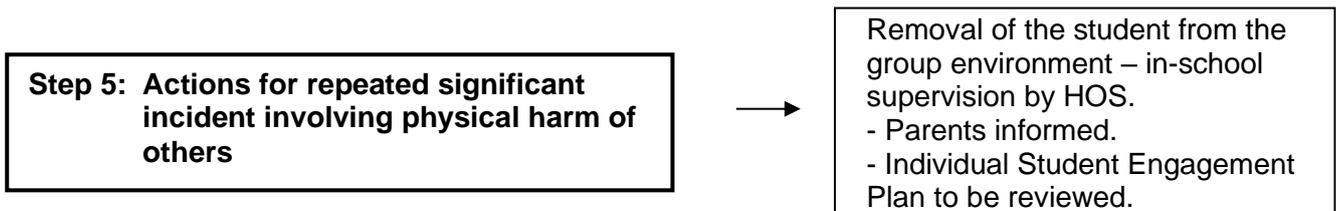


If inappropriate or unacceptable spontaneous behaviour continues:

- a) Encourage child to utilise the calm down zone.
- b) Direct student to choose appropriate calm down/sensory activities (input from appropriate professionals is obtained when required).
- c) De-escalation Profile to be developed in consultation with School Psychologist, Head of School and Class Teacher.
- d) Upon successful de-escalation, verbal reflection communication between the child and a trusted staff member. May need to adjust escalation profile accordingly
- e) Discussion regarding incident with Head of School
- f) Communication with parent in regard to the incident and outcome and strategies moving forward
- g) Record incident and parent interaction on SEQTA and notify relevant stakeholders such as class and specialist teachers, Learning Enrichment team, School Psychologist.



- a) De-escalate the situation as appropriate whilst ensuring the safety of self and others.
- b) Alert Deputy or Head of School.
- c) Contact the parent of the child advising of the situation and request they collect their child.
- d) Allow the child to leave the School for the remainder of the day.
- e) Upon returning the next day hold a re-entry meeting with child, parent, class teacher and Head of School (as appropriate) to re-establish relationship, re-establish expectations and ensure the child feels safe and supported to re-enter the School environment.
- f) An **Individual Student Engagement Plan** to be developed in consultation with family and other relevant stakeholders (including School Psychologist) as required.
- g) Record incident and parent interaction on SEQTA and notify relevant stakeholders, such as class and specialist teachers, Learning Enrichment team, School Psychologist.



- a) Deescalate the situation as appropriate whilst ensuring the safety of self and others.
- b) Alert Deputy or Head of School.
- c) Contact the parent of the child advising of the situation and request they collect their child.
- d) Allow the child to leave the School for the remainder of the day.
- e) Parents informed - interview with the Head of School and teacher to review plan and

determine best way forward to ensure wellbeing of student and others.

- f) May require a referral to external agencies for support.
- g) May require some time away from school.
- h) Arrange a re-entry meeting to re-establish relationships, expectations and ensure child feels safe and supported to re-enter the School environment.
- i) May require a discussion with parents about the appropriateness of current school placement in terms of best meeting the child's needs, whilst maintaining and safe environment for other members.
- j) Record incident and parent interaction on SEQTA and notify relevant stakeholders such as class and specialist teachers, Learning Enrichment team, School Psychologist.

12. APPENDIX 2 - STUDENT ENGAGEMENT PROCEDURES: YEARS 2-5

RATIONALE

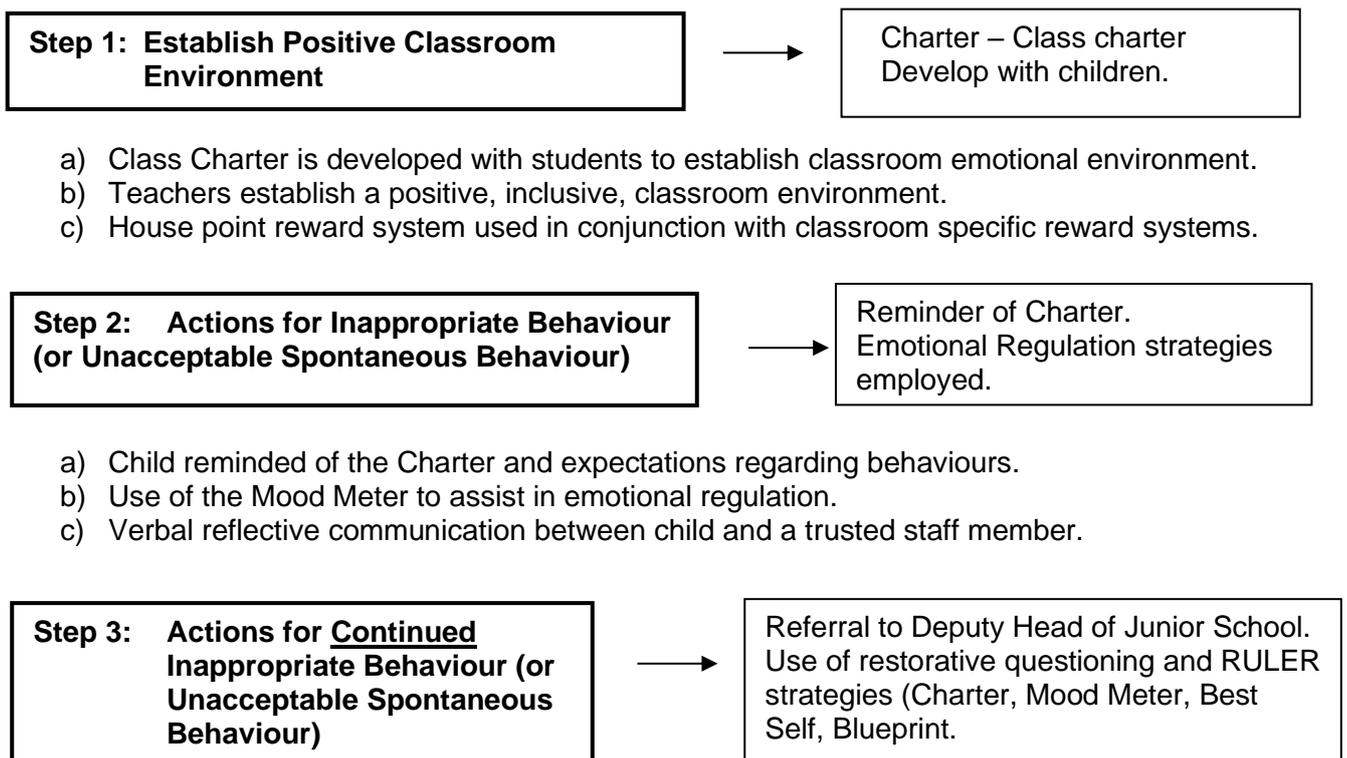
All members of the School community have the right to learn and teach in a positive, safe and harmonious learning environment (Positive Learning Environment). As a School we strive to provide every student with the support they need to learn and maintain positive behaviour. This positive approach to guiding a student's behaviour builds on their confidence and self-esteem and is based on the development of 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 behavior 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, facilitates the development of self-regulation skills and focuses students on the concept of their best self. The Blueprint is used to teach perspective taking and empathy and provides a basis for develop Individualised Student Engagements plans when require. External professionals and agencies will be involved in this process where applicable,

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 Recognizing, Understanding, Labelling, Expressing and Regulating emotions)
- d) Restorative Practice

Steps to Re-establish Positive Student Engagement



If inappropriate or unacceptable spontaneous behaviour continues:

- a) Referral to Deputy Head of Junior School.
- b) Written reflection sheet.
- c) Use of restorative questioning to help student to understand the impact of their behaviours.
- d) Use of Mood Meter and best-self tools to reflect on the behaviour that has occurred and how better behaviour choices could have been made.
- e) Formulate a Blueprint (RULER Approach) focusing on short term goal setting and scheduled follow up with Deputy Head of Junior School.
- f) Communication with parent regarding the incident and outcome and strategies moving forward.
- g) Record incident and parent interaction on SEQTA and notify relevant stakeholders such as class and specialist teachers, Learning Enrichment team, School Psychologist.

Step 4: Actions for Significant incident involving threatening or violent behaviour towards others.



Referral to Deputy Head of Junior 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 (Via the **Red Card system**).
- c) Contact the parent of the child advising of the situation and advise action to be taken (internal or external suspension).
- d) Upon returning the next day hold a re-entry meeting with child, parent, class teacher and Deputy Head of Junior School to re-establish relationship, re-establish expectations and ensure child feels safe and supported to re-enter the School environment.
- e) Blueprint to be established with SMART behaviour goals and followed up with regular meetings scheduled with Deputy Head of Junior School to reflect on progress.
- f) Record incident and parent interaction on SEQTA and notify relevant stakeholders such as class and specialist teachers, Learning Enrichment team, School Psychologist.

Step 5: Actions for repeated significant incident involving physical harm of others



Removal of student from the group environment – in school supervision by Deputy Head of Junior School.
- Parents informed.
- Individual Student Engagement Plan

Follow process above for dealing with physical incident.

- a) Parents informed - interview with the Head of the School and teacher to review plan and determine Individual Student Engagement Plan to ensure wellbeing of student and others.
- b) In school suspension – removed from class for determined period of time, working with Deputy Head of Junior School or Head of Junior School.
- c) School suspension – continued physical behavior may involve suspension from school for a determined number of days. (Only used in extreme cases when use of in school suspensions has been ineffective).
- d) Upon returning the next day hold a Re-entry meeting with child, parent, class teacher and Deputy Head of Junior School to re-establish relationship, re-establish expectations and ensure child feels safe and supported to re-enter the school environment.
- e) Discussion with parents about accessing appropriate external agencies for support.
- f) May require a discussion with parents about the appropriateness of current school placement in terms of best meeting the child's needs whilst maintaining and safe environment for other members.
- g) All incidents, parent interaction and work with student to be recorded on SEQTA.
- h) Student progress to be informed to all relevant stakeholders such as class and specialist teachers, Learning Enrichment 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](#))

13. APPENDIX 3 - STUDENT ENGAGEMENT PROCEDURES: YEARS 6-12

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

The overall procedure to manage student behaviour can be followed in the table below. Some situations will fall outside of this and will need to be individualised for maximum success. Teachers need to action behaviour in class or at school as a first step, and then matters can be referred on. All breaches should be entered into SEQTA in a timely manner.

Situation	Actioned by	Outcome(s)
Minor breach of School or classroom rules e.g. <ul style="list-style-type: none"> Talking in class Disrupting others Foolish behavior Littering 	Teacher PC Tutor	<ul style="list-style-type: none"> Classroom management principles actioned by teacher – physical proximity, eye contact, modulation of voice, 'assertive discipline', change of seating plan, student removed from class for short time etc. Correction of behaviour and positive guidance Restate expectations Lunch/recess detention Parent contact Restorative Practice if between students SAO in SEQTA
Persistent breach of School/classroom rules. <ul style="list-style-type: none"> Repeated concerns e.g. behavior, HW 	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 or after school) Restorative Practice Daily Review Positive Engagement Plan
Continued poor attitude / behaviour to school/classroom rules, bullying behaviour. <ul style="list-style-type: none"> No positive response to above Numerous behavioural problems over multiple departments in a short period of time 	Head of Year and/or Deputy Head of School and/or Head of School	<ul style="list-style-type: none"> Daily Review Parent Contact/Interview Restorative Practice Detention Positive Engagement Plan Afterschool detention or In/Out of School Suspension (in consultation with Head of School)
Serious misbehaviour or breach of the School rules. <ul style="list-style-type: none"> Physical or verbal violence Consistent bullying Possession/use of offensive material Possession/use/distribution of alcohol or cigarettes/e-cigarettes Vandalism of School and student property 	Head of School / Deputy Head of School / Principal	<ul style="list-style-type: none"> Parent Interview In/Out of School Suspension Statement of expectations upon re-entry Restorative practice Positive Engagement Plan Provisional Enrolment
Severe breach of rules and/or continuous disengagement with little or no improvement from above. <ul style="list-style-type: none"> Possession of drugs Serious harm to other students or staff 	Principal	<ul style="list-style-type: none"> Interview with parents to discuss below Withdrawal or Exclusion

If the Principal considers that expulsion of a student is an appropriate consequence, the procedure outlined in the Anglican School Commission's ['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 reason for it, to the parents or guardians or students (if over 17).
- b) Giving reasonable opportunity to show why the enrolment should not be cancelled.

14. PROCEDURAL CONSEQUENCES

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

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

14.1 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.

14.2 Daily Review Procedure

Daily Reviews are an effective tool to track student behaviour and to reinforce positives whilst 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) 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) Student to check in with Head of Year each morning before classes commence.
- e) The aim to for all satisfactory and above.
- f) 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 the reflection and it must be signed. 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 check the Review at the end of each week. It would be assumed that they have had some discussion with the Head of Year prior to this and have aligned their ideas. Positives are reinforced and focus points for the next week reinforced and potential strategies discussed.

Step 3 – Head of School and Student

The Head of School and the student meets at the end of the third week to review the process. Reference back to the reason the student went on the Review reviewed and positives and negatives discussed. If the outcome has been a positive change in behaviour, then the student comes off the Review and their good standing reinstated. A SEQTA note from the 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 need to be personalised to the student. Parents need to be informed.

14.3 Restorative Practice

Restorative practice is an effective approach to deal with disputes between students. 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 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.

14.4 Positive Engagement Plan

Positive engagement plan is a formal plan that Heads of Year, Deputy Heads of School and Heads of School use in order to redirect and reengage 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 student is involved in school life using strengths and interests.
- f) Make a plan where student is more engaged in school life.
- g) Plan to be documented in SEQTA and emailed to students and parents.
- h) Plan should be followed up after 3 weeks.

See Appendix for [Proforma](#).

14.5 Provisional Enrolment

Provisional enrolment is used with students when other behaviour management strategies have been ineffective or when the breach to school rules is serious. Provisional enrolment places the student's enrolment at St Mark's under the care of a Head of School. There are a number of conditions that must be adhered to in order 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, student and Head of School, and Principal.

14.6 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 Administration staff. A detention is issued to students who have not changed their behaviour.

15. INTERNAL/EXTERNAL SUSPENSION

15.1 Purpose

The purpose of suspension is designed to provide students with the opportunity to consider and amend their behaviours, 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.

Only Head of School or Deputy Head of Schools can refer a student to be suspended, although Head of Year or Head of Department may request such action be taken. 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 put in SEQTA.

Notes:

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

15.2 Internal Suspension Supervision

- a) The student will be supervised by St Mark’s staff.
- 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 to behave in an appropriate manner. This will be monitored by the supervising staff.

16.3 External Suspension Supervision

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 permission is granted by the Head of School. Student should make contact with their teachers via email to get work to be completed.

16.4 Return to Class/School after Suspension

The Heads of School must meet with the student before returning to class. It is important that the student moves forward positively from this incident and 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 parents to discuss the Resolution and Return to School documents.

16. APPENDIX 4– 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: _____

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:

Version Management

Version	Date	Changes Made	Author of Changes
1	April 2018	Review for registration	Assistant Principal (Pastoral)
2	October 2019	Review and changes	Head of Middle School
3	May 2020	Review, changes, formatting, and update to include ASC Enrolment and Attendance Policy and Procedures.	Head of MS, EA, Principal
4	20 May 2020	Inclusion of Sections 12.2 & 12.3 from 2020 Reg. Standards (p40), and 'Rules of procedural fairness', p41.	Principal
5	5 June 2020	'Daily Diary' renamed 'Daily Review', reference to 'litter duty' changed to 'an appropriate consequence'.	Principal
6	16 June 2020	Incorporated Primary Management of Behaviours Policy	Principal, EA

Authorised By:	Principal
Effective Date:	May 2020
Last Amendment Date:	June 2020
Review Date:	July 2021
Policy Custodian: (Contact for queries about this policy)	Principal

[Link to index:](#)