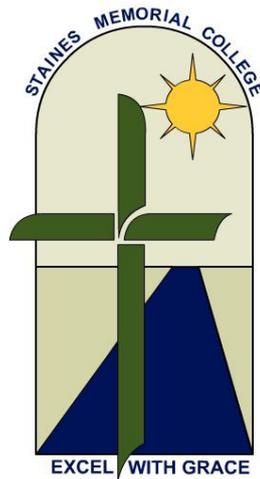


# Staines Memorial College

## Responsible Behaviour Plan

Effective 7/2017-6/2020



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**Principal**

*Responsible Behaviour Plan release details*

**Revised Plan Effective Date**  
July 2017

**Endorsed by CCM**  
May 2014

**Next Review Date**  
June 2020

# **CONTENTS**

<b>RATIONALE.....</b>	<b>3</b>
<b>ABOUT US.....</b>	<b>3</b>
<b>COLLEGE BELIEFS ABOUT BEHAVIOUR AND LEARNING.....</b>	<b>4</b>
<b>OUR CODE OF CONDUCT (FOR STAFF AND VOLUNTEERS).....</b>	<b>6</b>
<b>BEHAVIOUR RESPONSIBILITIES AGREEMENT.....</b>	<b>10</b>
<b>SUMMARY OUR EXPECTATIONS ARE:.....</b>	<b>10</b>
<b>PROCESS FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR.....</b>	<b>11</b>
<b>CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR.....</b>	<b>20</b>
<b>THE NETWORK OF STUDENT SUPPORT.....</b>	<b>24</b>
<b>CONSIDERATION FOR INDIVIDUAL CIRCUMSTANCES.....</b>	<b>24</b>
<b>RELATED LEGISLATION.....</b>	<b>25</b>
<b>RELATED COLLEGE POLICIES AND DOCUMENTS.....</b>	<b>25</b>
<b>SOME RELATED RESOURCES USED BY COLLEGE.....</b>	<b>25</b>
<b>APPENDICES.....</b>	<b>26</b>
A. BEHAVIOUR MANAGEMENT - QUICK HINTS.....	26
B. IMPROVING RELATIONS WITH STUDENTS - QUICK HINTS.....	27
C. TYPICAL BEHAVIOURS RESULTING IN AN ORANGE / RED LEVELLED INCIDENT.....	28
D. GUIDELINES FOR PARENTS ABOUT OUR BEHAVIOUR DEVELOPMENT.....	29
E. DRESS CODE.....	35
F. EMPATHY & SAFETY (ANTI-BULLYING AND HARASSMENT) STRATEGY.....	35
G. DRUG STRATEGY.....	36
H. RESPONSIBLE BEHAVIOUR AGREEMENT.....	38

## **Rationale**

Staines Memorial College, as part of a network of Christian Community Ministry schools, is committed to provisions that ensure young people have a right to and receive a quality Christian education.

Our College's Mission Statement expresses our intention for learning. We desire that learning takes place in an atmosphere of love, peace, respect and discipline. We aim to have a learning environment where students experience success and enjoyment in their learning, and where staff can do their jobs effectively with a reasonable sense of fulfilment. Also, we aim to have an environment which is a safe and happy place to be. We believe achievement, presentation and behaviour in the College should clearly reflect Christian, God-honouring values, and compare well with standards normally expected in independent schools.

We believe we need to teach good behaviours by our words and actions. Our behaviour development practices are primarily concerned with training for success, not about punishing students for breaking rules and going against policies. There are significant benefits from having boundaries made clear. We are a community where many diverse people need to function well as a single body and we seek to achieve this by having clear standards and consequences.

When students misbehave, the role of the staff member is to identify the poor /wrong behaviour, and apply consistent consequences for the behaviour with a view to the child learning correct behaviours. The student is expected to acknowledge their behaviour, accept the consequences (punishment) and work with God's help and the staff member's advice to develop appropriate behaviours.

## **About Us**

Staines is a growing education community providing education from Kindy to Year 12, as of late 2014. We expect to be a major education provider in the SEQ "Ripley Valley".

The school is named in honour of Graham Staines and his boys, Philip and Timothy, who were killed in India in 1998 as they served our God in poor and rural areas. Graham and his wife Gladys grew up in the Ipswich – Beaudesert area.

Our College has a non-denominational Christian ethos and caters for children from a wide variety of Christian backgrounds. It also caters for families who - though not necessarily Christian themselves, desire a Christian school culture and educational experience for their children. All staff are committed Christian people from various denominational backgrounds selected for their professional competence as well as for their sense of calling to the ministry of Christian schooling.

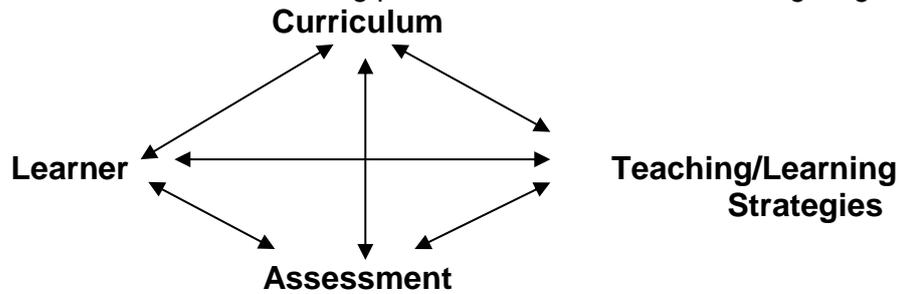
Our Mission is to assist students experience *Transformed Lives*. That means they come to discover more of God's love, be strengthened academically and developed in character.

The education of young people is a shared responsibility. We are committed to "*Building a Community for Eternity*". Parents and teachers are role models and so have the privilege and responsibility to be the best they can. This will involve staff and parents participating in learning to improve their understanding and skills.

Our College, as an independent non-profit Christian school, is governed by a Board of Directors and strives to provide an attractive affordable schooling option for families in Ipswich.

Our commitment is to provide opportunities, within a safe, supportive, disciplined Christian environment, for our students to achieve their best possible outcomes in learning and personal growth. Given the perceived needs of learners, parents and carers, the Staines staff make

complex curriculum decisions relating to: what is taught, how it is taught, and how it is assessed. The interrelated nature of this decision-making process is shown in the following diagram:



**College beliefs about behaviour and learning**

**Staines’ Responsible Behaviour Plan for Students** acknowledges that behaviour should be viewed within a context that recognises the many purposes and responsibilities of schooling. Behaviour is viewed as an integral part of the teaching process and not something that occurs in isolation. To focus on behaviour, we focus on how students learn most effectively and the best ways to teach the curriculum to cater for students’ individual learning styles and basic needs. We believe that if Staines offers quality programs and safe, supportive learning environments, students will have the opportunity to maximise their potential.

Our focus on the learner is to make all members of the Staines community aware that students are individuals who matter to God and are accountable to Him for their actions. Further we believe that each student chooses their behaviour in order to fulfil their basic needs of seeking God, success, belonging, fun and freedom. We employ and regularly update quality curriculum and professional development programs to meet these needs for teachers and students within our College. As teachers and administrators, we support students in gaining better insights into their own behaviour and the decision making process behind it, so that they gain better control over themselves, their learning and their future. By giving students choices we are asking them to make decisions to deal with consequences.

With God’s help and guidance, Staines Memorial College grows students who are healthy and others focussed. We affirm that each student is fearfully and wonderfully created by God, designed for a purpose and utterly unique with God-given gifts and talents. Figure 1 provides an overview of the interwoven and concentric nature of developing godly character and student wellbeing. Each focus area is inter-dependent on the other and reflects the tripartite nature of humankind.

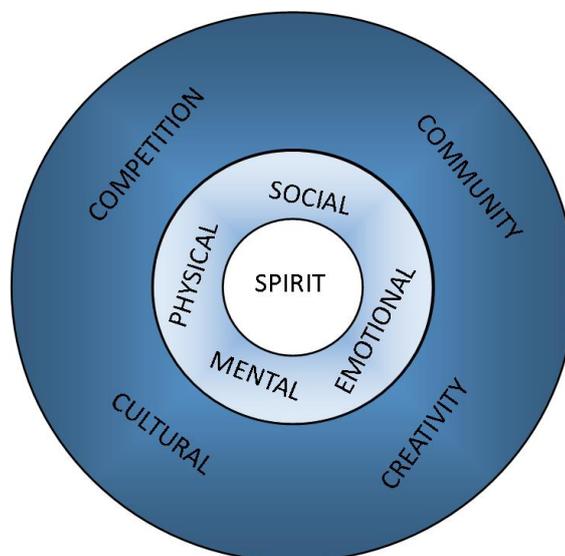


Figure 1 INTERWOVEN CONCENTRIC NATURE OF CHARACTER DEVELOPMENT & STUDENT WELLBEING

At Staines we strive to create a safe and supportive disciplined learning environment which encourages students to make better choices and provides the opportunity for students to take responsibility for their own learning and behaviour. It is our hope and prayer, that students would be happy, safe, healthy and enjoy their schooling, in a well-maintained learning environment which is well respected in the community. The principles of Choice Theory and Reality Therapy, the work of Dr William Glasser, underpin Staines' Responsible Behaviour Plan.

### Glasser's Key Ideas:

1. All behaviour is our best attempt to control ourselves to meet our needs.
2. We choose to do what is most satisfying to us at the time.
3. Everyone has inborn needs which we continually attempt to satisfy e.g. to belong, to gain power, to be free, to have fun.
4. If needs are met we feel pleasure, if not we feel frustration.
5. We feel a continued urge to act when any need is not satisfied.
6. Schools with good behaviour management have classes in which fewer students and teachers are frustrated.

At Staines we believe that true satisfaction is only found in a personal relationship with God. This involves learning to submit to His will. This relationship provides security – a belonging to God and His community, which then provides freedom and fulfilment. We believe God created us with basic needs and successful classroom environments provide for those needs. Students must feel they: belong; have some power; have some sense of freedom; have fun in learning.

### A summary of key beliefs about behaviour that we accept:

- *All behaviour is purposeful – all behaviour is a message*  
 “Each of us is going into the world each day attempting to meet our basic needs “(Gossen and Anderson, 1995:19)  
 Basic needs = survival, love / belonging, fun, freedom and power / achievement (Glasser).  
 And as a Christian College we believe that God made us to love Him. Until we discover the truths of our spiritual needs we never enjoy life to its fullest extent.
- *We choose our behaviour*  
 Every time we try to meet one of our needs we choose the best possible behaviour we have for that situation. Even ineffective choices (behaviour that could hurt ourselves or others) have been effective for us (got us what we want) at some time so we will use them again to meet a similar need.  
  
 In any situation, we choose the most effective behaviour we have available to us. If this choice is ineffective, we need to learn to think about (evaluate) and consider other ways we could have behaved to achieve what we wanted. Students may not have any alternatives so teachers can help them to brainstorm and practise alternative behaviour.
- *You can only control your own behaviour*  
 Choice theory teaches us to self-evaluate the outcomes of our actions. If we are unhappy with a situation we can question: What else could we do to have a more effective outcome? We can't make choices for others. Self-evaluation helps us to gain insight into our own behaviour – What needs are we trying to meet?
- *Every person has his/her own view of reality*  
 Our individual mental pictures of how our needs will be met are unique. In a classroom, for example, people could have many different pictures of how and what they would like to learn to satisfy their power need.
- *We can try to understand others' views of the world*  
 We can create a working environment where differences are valued. We can't change anyone's view of the world. We can only influence others by being high quality role models of behaviour. The behaviour we model is the behaviour our students are influenced to use.

Our influence as teachers is significant, from using good manners to working hard on classroom tasks.

- *We need connections with other people*  
God made us to relate to Him and others. Worthwhile relationships are a prerequisite to functioning in any community. Relationships will be effective if we are positive, remain in the present (rather than dwelling on past behaviour) and avoid criticising, blaming, or nagging. Again, teachers supported by parents, need to be role models of “best” productive behaviour in our relationships with students.
- *Collaboration and consensus* in decision making allows all members of the College community to experience a sense of belonging and power. Negotiating with classes to develop rules/expectations is successful for this reason.
- *Rules and expectations of learning are very important to achieve Quality Schooling*  
When rules are broken or the learning of others is interrupted, there is a need to evaluate the behaviour and develop a plan for the future. Using Glasser’s ideas we use *Reality Therapy Questions*.

*Reality Therapy Questioning:* A reality therapy interview tries to establish the need or the want that has motivated the behaviour. This will not happen unless some connection and a sense of trust is built up between the interviewee and interviewer. After the want is established, the student can evaluate if their behaviour is an effective **choice**. If it isn’t - a plan is developed for how they can achieve this. Ongoing support may be necessary to discuss progress and celebrate success.

There are a number of questions which are the core of reality therapy. However, there are hundreds of ways to ask each one of them. They are to be used as guidelines and not as sequential questions. (*“Why” questions are not used as they encourage excuses and blame.*)

#### Key Questions:

***What happened?*** This gives background information and helps to establish a connection

***What do you want?*** This finds the want and the need the behaviour is trying to meet.

***What are you doing to get that want?*** This probes the behaviour they are using.

***Is what you are doing helping or hurting you?*** This evaluates the behaviour.

***What else could you do?***

*What could you do differently?*

*What can we plan to do next time?* This devises a plan.

These questions can be used in student/teacher interviews to:

- Identify the need that students are trying to meet
- Enable students to take responsibility for their behaviour and the choices they make
- Reflect upon the consequences of their behaviour
- Develop a plan for more effective behaviour in similar circumstances
- Develop an ongoing productive relationship that monitors improved behaviour
- Implement strategies for self-evaluation and how to deal with a similar situation more effectively (avoiding confrontation or anger)

## ***Our Code of Conduct (for staff and volunteers)***

This document is Staines Memorial College’s guide to conduct for all personnel connected with the College. It does not replace or override other College policies or the provisions of staff contracts or certified agreements current at the time. It is based on biblical principles of moral conduct. It assumes the Statement of Faith and the College’s stated Goals and Objectives. Emphasis is placed upon the importance of relationships for the unity, harmony

and smooth running of the College community, and for the effectiveness of its educational ministry, including:

- i) relationships with God
- ii) relationships with colleagues and fellow workers
- iii) relationships with students
- iv) relationships with the local College community and with the wider community.

The following responsibilities result from our personal relationship with God, from our response to Him in worship, obedience and service, and from our specific call to serve at Staines Memorial College.

- A. CONDUCT IN RESPECT OF AUTHORITY AND SERVICE is evidenced by
- a) A godly exercise of authority with gentleness and love by all who exercise authority in any way.
  - b) A loving respect for those in authority and for their decisions.
  - c) A humble and gracious willingness to be questioned about decisions and to question them – bearing in mind the biblical injunction to mutual submissiveness both in dispensing and accepting authority.
  - d) A gracious acquiescence in accepting and implementing decisions, and a willing support of those in authority, even when in disagreement.
  - e) A readiness to place the honour and glory of God, and the welfare and interest of other members of the College community before one's own.

**B. PROFESSIONAL CONDUCT** is evidenced by

- a) A commitment to excellence in personal standards, to personal integrity and transparency – important both as a direct example to others and as a source of moral authority.
- b) A commitment to pursue excellence in assigned tasks and a resolve to improve the knowledge and skills needed in the exercise of those tasks – including a willingness to participate in self-evaluation, appraisal and professional development.
- c) A willingness to share professional expertise for the good of the College community.
- d) A commitment to the overall welfare of the College and its community, recognising and valuing the role and contribution of others while performing our own roles with diligence and enthusiasm.
- e) A willingness to contribute to the development of Staines Memorial College as a Christ-centred educational community, including its culture, its curriculum, its facilities and its environment.
- f) A ministry-focus in the performance of all assigned professional tasks and duties.
- g) A desire to be wise, ethical and above reproach with respect to the stewardship of College finances and physical resources.

**C. RELATIONSHIPS WITH STUDENTS AND COLLEAGUES** are characterised:

- a) by a loving acceptance of and respect for each student, recognising that each one has been entrusted to the College by God and by his/her parents. This includes acting in ways described in the College [Child Protection Policy](#).
- b) by a loving acceptance of and respect for each and every other member of the staff team regardless of role – whether salaried or honorary.
- c) by a recognition, understanding and acceptance of diversity amongst the people God has brought into the community of Staines Memorial College.
- d) by recognising the value of each and every individual, keeping in mind the importance to balance the needs of the individual with the overall good of the community.
- e) when staff members act responsibly – this is evidenced by:
  - fostering the personal and professional growth of others in the community
  - setting a Godly example in attitude, actions and speech, and conduct of relationships maintaining integrity and propriety in all things
  - exercising professional conduct applicable to their position in the College. This includes adopting [CCM Workplace Health & Safety](#) practices. This will necessitate a commitment to training and personal safe actions
  - being discreet and sensitive in all conversations: at work and away from work - avoiding making unwarranted assumptions or gossiping;
  - speaking & acting towards the more challenging individuals in a spirit of love and concern.

**D. RELATIONSHIPS WITH PARENTS** are characterised by

- a) A recognition of the roles, responsibilities, apprehensions, expectations and aspirations of parents who send their children to the College.
- b) A recognition of the partnership which should exist between the home and Christian school, and of the need for excellent communication and supportive relationships between the two, respecting that the final/overall responsibility for the training of a child ordained by God is that of the parent.
- c) Communication between parents and teachers governed by a mutual spirit of fellowship. It is expected there would be honesty and openness but also exercise of confidentiality and discretion in communicating with parents. Speaking about the children of other parents or of internal College matters – unless directly relevant – or of other College personnel is to be avoided.

**E. RELATIONSHIPS WITH THE LOCAL AND WIDER COMMUNITY**

It is required that staff be committed to building and maintaining the College's educational reputation and Christian testimony in the local area and thus, to advance the cause of Christ and of Christian schooling.

## **Behaviour Responsibilities Agreement**

This enrolment agreement sets out the key responsibilities of the student, parents (or carers) and the College staff concerning the education of students enrolled at **Staines Memorial College**.

### **Students are required to:**

- Be responsible for their actions and choices
- Act respectfully towards God, self, fellow students, staff and other community members. This will involve:
  - ✓ active participation in College activities, including Chapel and Biblical Living classes
  - ✓ attending College regularly, on time, ready to learn
  - ✓ working to the best of their ability, meeting all class work requirements
  - ✓ speaking thoughtfully, treating others as you would like to be treated
  - ✓ acting safely, and with the best welfare of others in mind, including with the use of technology
  - ✓ abiding by College rules, including complying with requests or directions from the staff
  - ✓ proper wearing of the College's uniform
  - ✓ respecting the College environment, assisting in maintaining a high standard
  - ✓ valuing the effort of families and others to enable them to have learning opportunities at Staines
  - ✓ demonstrate safe behaviours always

### **Parents are expected to:**

- Act respectfully towards God, self, students, staff and other community members. This will involve:
  - ✓ actively supporting the ethos, values and priorities of the College
  - ✓ actively supporting the policies and procedures of the College
  - ✓ supporting the authority and discipline of the College enabling the young people to achieve maturity, self-discipline and self-control
- Act responsibly. Key expectations include:
  - ✓ participating in College events, particularly attending events for parents
  - ✓ letting the College, especially the class teacher (or pastoral care teacher) know in a timely way, if there are any problems that may affect their child's ability to learn
  - ✓ ensuring student's attendance remains a priority, whilst informing the College, in a timely way, of reasons for any student absence
  - ✓ acting in a manner that fosters safety of all in the community

### **The College staff are required to:**

- Act respectfully towards God, self, students, staff and other community members. This will involve:
  - ✓ modelling Godly behaviours
  - ✓ actively supporting the ethos, values, priorities and policies of the College
  - ✓ supporting the authority and discipline of the College enabling the young people to achieve maturity, self-discipline and self-control
- Act responsibly. Key actions include:
  - ✓ developing each individual student's talent as fully as possible
  - ✓ taking reasonable steps to ensure the safety, happiness and self-confidence of all students
  - ✓ teaching effectively and setting high standards in work and behaviour
  - ✓ setting, marking and monitoring homework regularly
  - ✓ informing parents and carers regularly about how their children are progressing, particularly advising them if there is concern about the child's work, behaviour, attendance or punctuality
  - ✓ participating in College events, particularly events with parents

I accept the rules and regulations of the **Staines Memorial College** as stated in the College policies and procedures that are available on the website, including:

- |                              |                      |                   |
|------------------------------|----------------------|-------------------|
| ✓ Child Safety               | ✓ Student Dress Code | ✓ Homework Policy |
| ✓ Responsible Behaviour Plan | ✓ Student Bus Travel | ✓ Computer Policy |

### **Summary Our expectations are:**

1. Be respectful of God, Self, Others, Property
2. Be responsible for your actions
3. Be ready to give of your best

## ***Process for facilitating standards of positive behaviour and responding to unacceptable behaviour***

Our Vision and Values are expressed as our 5R's of education.

- We desire for students to develop **Relationships** with God, then people - the principal focus of their behaviours. Following rules does not lead to discovering life as God intends.
- Our priority is developing **Respectful** and **Responsible** attitudes to God, others, self and His world.
- We want to make students work **ready**. God made us to serve Him, making this world a better place.
- **Reasoning**: We expect students to think about what they believe and why they believe it. An honest search for the meaning of life will lead to discovering the life God intends.

Therefore, our behaviour standards are expressly focused around developing respectful and responsible relationships, developing a readiness to learn and encouraging reasoned behaviours.

### At enrolment

Prior to enrolment and for those enrolled this document is readily available on the College website and upon request at the Administration. This clearly articulates what we expect and the consequences for wrong actions and attitudes.

At the enrolment interview behaviour expectations are clearly expressed. In particular, the Responsible Behaviour Agreement is discussed and signed.

From their commencement of education at Staines, all students' enrolments are deemed to be conditional for a period of 6 months. Unsatisfactory behaviour in this time may well result in a cancellation of enrolment.

### Recognition of complex roles and relationships:

A **supportive College community** where students learn in an environment that is physically, socially and psychologically safe is a priority at Staines Memorial College. Within this community we recognise the complex **relationships** that exist among:

- learners
- parents and care givers
- staff
- volunteers

Processes and procedures for upholding Staines' Responsible Behaviour Plan are explained in terms of the interlocking **roles and relationships** between staff (a summary appears p 14-19):

- Teachers
- Learning Area Coaches
- Student Welfare Coordinators (staff supporting student welfare across the stages of learning – Prep to Year 2, Year 3 to 6, Year 7 to 9, Year 10 to 12)
- Support Personnel, e.g. Chaplains, Counsellor, Aboriginal Elders, Adopt-a-Cop, Youth Workers
- Deputy Principals (Teaching & Learning, and Character Development)
- Principal

Each staff member will bring a different perspective to bear on student management. The active role of the parent remains critical to raising a child to reach their full potential for our God. The processes and procedures involved emphasise the importance of working through problems within a climate that encourages all stakeholders to exploit the possibilities for cooperative decision making.

Clear communication:

To facilitate standards of positive behaviours we communicate in a variety of ways desired respectful and responsible behaviours, including through the Student Diary, our Website, displays in classrooms and through direct teaching.

The importance of modelling good behaviours

Standards of appropriate behaviours are best communicated through the modelling and teaching of appropriate behaviours by teachers and parents. It is required of staff at Staines, particularly teachers, that they employ a range of strategies to help students learn appropriate behaviours and correct poor / inappropriate behaviours.

We believe appropriate behaviours are taught by a combination of our words and consistently applied actions. Our behaviour development practices are primarily concerned with training for success, not about punishing students for breaking rules and going against policies. There are significant benefits from having boundaries made clear. Communities function well as a single body with clear standards and consequences.

Rewarding good behaviours and / or improved behaviours

We encourage and reinforce good behaviours through praise and public recognition. As part of recognising students who achieve no behaviour referrals to Student Services in a term, students will be recognised with a Principal's Gold Behaviour Award and be invited to participate in end of term rewards.

Throughout the year, there are further opportunities for students to be recognised for demonstrating good and/or improved behaviours. Staff have the opportunity to reward positive behaviours, which takes the form of the following:

**Behaviour Development - rewards**

	<b>Primary (P-6)</b>	<b>Secondary (7-12)</b>
<b>Class Level</b>	Student of the Week Encouragement awards: School Pride	Sporting / Cultural awards Encouragement awards
<b>Phase Level (P-2 /3-6/ 7-9/ 10-12)</b>	Behaviour Rewards (by Term) Principal's Recognition Award	Behaviour Rewards (by Term) Principal's Recognition Award
<b>College Level</b>	<b>Annual College awards:</b> Academic awards Cultural awards Community Service awards Sporting awards Supreme awards	<b>Annual College awards:</b> Academic awards Cultural awards Community Service awards Sporting awards Supreme awards

### Dealing with poor / inappropriate behaviours

When students misbehave, the role of the staff member is to identify the poor / wrong behaviour, and apply consistent consequences for the poor behaviour with a view to the child learning correct behaviours. The student is expected to acknowledge their behaviour, accept the consequences and work with God's help and the staff member's advice to develop appropriate behaviours. Consistency at home and support from the home is most important if a change in behaviour is to be achieved. At Staines, we believe it is not the severity of the consequence but the consistency of the applied consequence that makes lasting change. Praying for wisdom and praying for God's help to be consistent are key actions for staff and parents.

God expects parents to be the principal discipline agents. The biblical purpose of discipline is for correction and training.

A common way we address inappropriate behaviours is through recording an incident and issuing an appropriate consequence; or, if required through referral to Student Services- which involves some time away from the setting in which the student was behaving poorly. Part of this process includes a reflection activity that is designed to help students take responsibility for their actions. Each time an incident is recorded there is a follow-up consequence.

When a student presents with repeated behaviour concerns we use a range of processes to help us determine possible ways to develop correct behaviours. This may include utilising staff resources within the College or in certain cases a paid consultant is engaged at parent expense.

Repeated inappropriate behaviours and displaying any of the following behaviours will usually result in a suspension or possibly exclusion:

- Disrespect for authority e.g. harassment, verbal insults to staff, blatant disobedience
- Disrespect for self – e.g. lack of effort to learn or act in God honouring ways
- Disrespect for others - violence / fighting / threatening safety of others
- Disrespect for others' possessions – e.g. stealing or damaging/destroying others' property or College's property
- Bringing inappropriate or illegal materials/items/substances to College
- Breaching Monitoring conditions – repeated / persistent poor behaviour
- Any other behaviour which threatens the discipline and good order of the College

### Monitoring and tracking behaviour

We monitor and track student when inappropriate behaviours occur.

**Blue Level Incident:** At this level, incidences are recorded to identify uniform infringements, and organisational, or assessment concerns where a student's actions are disrupting their own learning (e.g. lateness to class, failing to bring equipment to class, minimal work requirements; failure to complete homework or assignments by the due date). Consequences for this level are processed separately from **Orange** or **Red** level events.

When a student reaches a threshold point they will have a meeting with their Classroom Teacher (Primary) or Pastoral Care Teacher (Secondary) to put an action plan in place to assist the student in developing their organisation skills. A monitoring process may also be put into place. Ongoing concerns may be followed up with communication with parents and involvement from a Student Welfare Coordinator or Deputy Principal.

**Orange and Red Levelled Incidences:**

A **warning** will generally be given to students before an **Orange** or **Red** levelled incident is given. A warning involves no action or consequence. There is some discretion left to the teacher in issuing a warning- especially as new students need time to learn our culture, and younger students need more training. A repeat infringement after a warning within the lesson would result in an **Orange** or **Red** event being recorded. In some serious scenarios a **Red** levelled consequence applies immediately. Typical behaviours leading to an orange and red levelled consequence are described in the appendix. They include disrespect towards others and the disrupting of learning for others.

If a pattern of behaviour is identified, the student will have a meeting with their Classroom Teacher (Primary) or Pastoral Care Teacher (Secondary) to put an action plan in place to assist the student in developing appropriate behaviours. A monitoring process may also be put into place. Ongoing concerns may be followed up with communication with parents, Parent-Teacher Meetings, involvement from a Student Welfare Coordinator and Deputy Principals.

**Action Plans and Monitoring Process**

When an **Action Plan** has been put into place between a student and their Classroom or Pastoral Care Teacher a **Monitoring Process** will commence.

During this time a student will be provided with a Monitoring card that remains with them for a period of ten (10) school days. Once the student has achieved the goals of their action plan the monitoring event will cease.

Parents/ Carers are required to sign the Monitoring Card each day when the student brings it home. Conversations between the teacher and the parent are very important, particularly during Monitoring. Parent and teacher conversations when a student is on Monitoring should focus on helping the student learn more appropriate behaviours, rather than just discouraging poor behaviour. The purpose of the **Monitoring process**, is to assist students develop accountability for their actions and to celebrate change.

Students who are unsuccessful during a monitoring process (that is, they continue to receive cards for the targeted behaviours) will move through a series of stages where at each stage additional staff and the students' parents will come alongside them to review and monitor the action plan.

**Stage One Monitoring Process:**

Stage One Monitoring processes are conducted by the Primary Classroom teacher or Secondary Pastoral Care (PC) teacher in conjunction with the appropriate Welfare Coordinator.

**Stage Two Monitoring Process:**

Stage Two Monitoring processes are conducted by the appropriate Welfare Coordinator in conjunction with the Deputy Principal (Character Development).

**Stage Three Monitoring Process:**

Stage Three Monitoring processes are conducted by the Deputy Principal (Character Development).

**Stage Four Monitoring Process:**

Stage Four Monitoring processes are conducted by the Principal.

**Behaviour Development**

	<b>Primary</b>	<b>Secondary</b>
<b>Stage 1</b>	Teacher Parent/ Guardian	Pastoral Care Teacher Parent/ Guardian
<b>Stage 2</b>	Classroom Teacher Student Welfare Stage Coordinator Parent/ Guardian	Pastoral Care Teacher Student Welfare Stage Coordinator Parent/ Guardian
<b>Stage 3</b>	Classroom Teacher Student Welfare Stage Coordinator Parent/ Guardian Deputy Principal	Pastoral Care Teacher Student Welfare Stage Coordinator Parent/ Guardian Deputy Principal
<b>Stage 4</b>	Classroom Teacher Student Welfare Stage Coordinator Parent/ Guardian Deputy Principal Principal	Pastoral Care Teacher Student Welfare Stage Coordinator Parent/Guardian Deputy Principal Principal

With appropriate Parent/ Carer and College support we do not expect many students to go beyond **Stage 3**. In fact, we trust that the majority of students will never even reach **ONE** Monitoring event. To reach **Stage 4** the student would be generally demonstrating a lack of willingness to change behaviours consistent with the College requirements and may result in cancellation of enrolment.

*What happens when an incident is recorded?*

Students will usually be required to discuss the incident with the staff member, at a time convenient to the staff member. The discussion is intended to help the students plan to not repeat the behaviours and restore relationships. Students remain responsible for their actions and need to complete all consequences issued in a timely way to the staff member's satisfaction.

*What if a student considers the decision unfair?*

If a student thinks the staff member issuing of a consequence has misunderstood or misinterpreted the situation, and that the record is not warranted, the student is **STILL** required to go along with the process. After completing the process which would include a reasonable discussion about the matter at Student Services, the student may then share their concerns with the Student Welfare Coordinator who has an advocacy role in regard to students. In some situations, the record could be downgraded or retracted.

### Dress Code breaches

Students who breach dress code requirements will usually be denied access to College activities until the problem is corrected. This may require a family member to come to the College to help the student correct the matter. Very temporary but legitimate uniform problems explained by a note from home would not result in consequences. Deliberate defiance of the dress code is a behaviour issue and will be treated accordingly.

### Actions outside of process

There may be some situations where the Principal or the Principal's delegate has to take some action outside of the system outlined above to ensure the integrity, good management or safety of the College community. This may include immediately suspending a student or even cancelling an enrolment. Examples necessitating prompt action include when a student has shown significant disrespect for the values of the College, or severely compromised the reputation of the College.

It is our desire to see students who act in Christ-like ways. We want students who are obedient, and display respectful and responsible conduct. When students demonstrate contrary behaviours we have a biblical and legal responsibility to impose disciplinary measures. Students need to be aware that repeat breaches of the behaviour standards will incur increasingly severe action, including suspension and ultimately termination of enrolment (exclusion) from the College

When we make a decision to suspend or cancel enrolment it is not a decision that is made lightly. The grounds for suspension are for any of the following reasons:

- *Disobedience by the student*
- *Misconduct of the student*
- *Other conduct of the student that is prejudicial to the welfare, and / or good order and management of Staines Memorial College.*

A range of factors are considered in determining the length of suspension including the nature of the incident and the age of the child.

### Summary

Your choices and your child's choices, ultimately, make all the difference. Working together we can help the young people at the College to make wise choices. Our College community desires our College to be a place where students learn and demonstrate behaviours that will last for eternity. This will require patience, wisdom and consistent effort and understanding. It takes time and prayer to educate a person to become what God requires. In choosing to come to this College we value each family's desire to work with our staff to help train the young people in our community.

**KEY ROLES AND RELATIONSHIPS**

At the classroom level, Teachers,	At the College level, the Student Services Personnel	At the College level, Welfare Coordinators	At the College level, the Head of Welfare: (Future Role)	At the College level, the Deputy Principal (Character Development)
<ul style="list-style-type: none"> <li>▪ In accord with their current Work Program and their view of students as learners, develop appropriate subject matter, teaching-learning strategies and assessment techniques for their students within a supportive classroom framework.</li> <li>• Develop and implement a Classroom Management Plan in line with Staines' Behaviour Expectations. In accordance with this Plan, teachers:               <ul style="list-style-type: none"> <li>○ employ a range of (subtle and more overt) management strategies e.g. Tactical ignoring, Non-verbal messages, "What part of the work are you up to?", Simple directions, "What should you be doing?", Expectation reminder, "Choice" statements</li> <li>○ initiate contact with parents as a priority</li> <li>○ invoke consequences for classroom misbehaviour which may include:                   <ul style="list-style-type: none"> <li>- move student within classroom.</li> <li>- send to buddy class</li> <li>- removal of privileges.</li> <li>- lunch /after College detentions</li> <li>- meetings to clarify issues and develop a BDP.</li> <li>- relocating a student temporarily. to another classroom</li> <li>- referral to another staff.</li> <li>- referral to Student Services</li> </ul> </li> </ul> </li> <li>• Teachers can also refer/seek advice from other specialist personnel within the College e.g. Enrichment, Career Facilitator; Welfare Support staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ support the SMC Responsible Behaviour Plan to the benefit of both staff and students. In accordance with their role and this plan the Student Services Staff may:               <ul style="list-style-type: none"> <li>○ Admit students to Student Services according to the parameters as set out in the Responsible Behaviour Plan</li> <li>○ Give students the right to explain the behavioural infringements which led to their referral</li> <li>○ Negotiate a position of win-win for both students and staff for frequent referrals</li> <li>○ Encourage the modification of student behaviour through discussion and the implementation of support strategies</li> <li>○ Involve the parents of regularly referred students to foster total support for student well-being</li> <li>○ Liaise with College specialists i.e. Guidance, Enrichment, Welfare Coordinators, Aboriginal Elders when necessary</li> <li>○ As required, refer students to a <b>Welfare Coordinator, Head of Welfare or Deputy Principal</b> for very serious/gross misconduct or persistent behaviour breaches</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ support the College ethos and the welfare of staff and students, by fostering the development and maintenance of a safe, supportive and productive learning environment.</li> <li>▪ support the Principal to fulfil in overall responsibility/role</li> <li>▪ Enable the implementation of our RBP to the benefit of both staff and students. In accordance with their role and this plan, the <b>Welfare Coordinators / Head of Welfare/ D. Principals</b> may:               <ul style="list-style-type: none"> <li>○ Be a facilitator/ negotiator/ mediator between student, parents and teacher where necessary.</li> <li>○ Be a consultant/liaise with staff on management/behavioural issues e.g. determining appropriate strategies/ consequences, formulating plans of action, reviewing procedures and using feedback appropriately.</li> <li>○ Visit classrooms to observe, advise , support teachers</li> <li>○ Monitor classroom management practices and student records</li> <li>○ Discipline students for very serious/ gross misbehaviours.</li> <li>○ Refer very serious/gross behaviour concerns to support personnel including specialist services outside the College.</li> <li>○ Make recommendations to the Principal concerning very serious/gross misbehaviours.</li> <li>○ Prepare reports where necessary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• As part of the College Senior Leadership Team, has oversight and maintenance of a safe, supportive and productive learning environment.</li> <li>• Supports the Deputy Principal (Character Development) with the implementation of a coordinated approach to Student Welfare.</li> <li>• Identifies students to participate with leadership matters</li> <li>• Facilitates appropriate training of staff with student welfare responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• As part of the College Executive Team, has oversight of the development of the College Mission and ethos</li> <li>• Leads the implementation of a coordinated approach to Student Welfare. Dimensions of health and welfare include spiritual, relational, social, emotional, physical and academic</li> <li>• Identifies staff to provide leadership in student welfare matters</li> <li>• Facilitates appropriate training of staff with student welfare responsibility</li> <li>• Regularly reviews effectiveness of College approach to welfare including programs and delivery methods</li> <li>• Is directly responsible for the work of the Student Welfare support staff including the Chaplains, Welfare Coordinators, Career Facilitator, Aboriginal Elders, behaviour support staff, visiting welfare specialist support.</li> <li>• Access interagency support Services for students who require more specialised intervention.</li> </ul> <p><i>We believe all students' lives require enrichment at different points in time e.g. to assist them overcome a loss. For some, support may need to be continuous e.g. they have a learning difficulty</i></p>

RBP = Responsible Behaviour Plan (this document); IBM = Individual Behaviour Management Plan;

ELT = Executive Leadership Team (Principal, Deputy Principal (Teaching & Learning), Deputy Principal (Character Development) – supported by CCM Operational / Organisational staff (including COO) as appropriate

**KEY ROLES AND RELATIONSHIPS CONT'**

<p><b>At the College level, the Principal</b></p> <ul style="list-style-type: none"> <li>▪ is responsible for the overall development of the College ethos and the welfare of staff and students, by fostering the development and maintenance of a safe, supportive and productive learning environment.</li> <li>▪ In accordance with her/his role, the Principal is expected to:             <ul style="list-style-type: none"> <li>○ Play a strong leadership role in implementing and communicating the Behaviour Expectations in the College community</li> <li>○ Ensure consistency and fairness in implementing Staines' RB Plan for Students</li> <li>○ Communicate high expectations for individual achievement and behaviour</li> <li>○ Review and monitor the effectiveness of College practices and their impact on student learning</li> <li>○ Support staff in ensuring compliance with the Behaviour Expectations and facilitate professional development to improve the skills of staff to promote responsible behaviour</li> <li>○ Establish structures which provide specialist skills, information and support for the welfare of staff and students.</li> </ul> </li> </ul>	<p><b>At the College level, the Chaplains:</b></p> <ul style="list-style-type: none"> <li>▪ Work with the Welfare team in providing an holistic approach to student support.</li> <li>▪ Work with classroom teachers to help students to be supported and challenged in their faith journey</li> <li>▪ Work with parents to holistically help them and their children</li> <li>▪ Offer support and assistance to individual students in a safe and supportive environment.</li> <li>▪ Assist leadership of activities to enhance the spiritual, social, and emotional needs of the College student body by:             <ul style="list-style-type: none"> <li>○ Providing pastoral care,</li> <li>○ Building positive relationships,</li> <li>○ Supervising Christian programs,</li> <li>○ Supporting and assisting students with their concerns,</li> <li>○ Providing awareness of Christian values through classroom talks,</li> <li>○ Involvement in College ceremonies,</li> <li>○ Coordinating a volunteer chaplaincy team, and</li> <li>○ Leading camps and other activities for "at risk" students</li> </ul> </li> </ul> <p>Welfare Team = Principal + Deputy Principal's + Head of Welfare + Enrichment Team + Chaplains + Counsellor + Other Support Personnel as appropriate</p>	<p><b>At the College level, our Aboriginal Elder</b></p> <ul style="list-style-type: none"> <li>▪ Provide information to the College community about Aboriginal and Torres Strait Islander social and cultural perspectives</li> <li>▪ Provide &amp; facilitate cross cultural awareness training to the broader <b>College</b> community.</li> <li>▪ Provide educational counselling to students to encourage them to achieve to their potential</li> <li>▪ Work with the College leadership to ensure that the best possible assistance is available to Aboriginal and/or Torres Strait Islander students and their families.</li> <li>▪ Develop and undertake support programs designed to meet the needs of the College/s which will encourage the educational participation of Aboriginal and/or Torres Strait Islander secondary students.</li> <li>▪ Establish and maintain links beyond the College to assist in the advancement of Aboriginal and Torres Strait Islander secondary students.</li> </ul>	<p><b>At the College level, our Adopt-a-cop</b></p> <ul style="list-style-type: none"> <li>▪ Provides support to develop healthy safe behaviours</li> <li>▪ Provides advice on matters that may require police involvement</li> <li>▪ Provides advice in the development of community education appropriate to the role</li> <li>▪ Assists in the development of healthy respectful attitudes to those in authority.</li> </ul> <p><b>Currently we partner with a range of Allied Health Services to enable:</b></p> <p><u>Private Health Consultations</u></p> <ul style="list-style-type: none"> <li>▪ A referral point to other health and welfare professionals as appropriate.</li> <li>▪ A support for health information and education.</li> <li>▪ Assists the early identification, referral and intervention process.</li> <li>▪ Address other health related issues.</li> </ul> <p><u>Health Education / Promotion</u></p> <ul style="list-style-type: none"> <li>▪ Supports the planning and implementation of health promotion strategies.</li> </ul> <p><u>Liaising and Referral</u></p> <ul style="list-style-type: none"> <li>▪ to relevant staff within the College community, health professionals, and Government or non-Government community based organisations.</li> </ul>	<p><b>At the College level, a Careers Facilitator</b></p> <ul style="list-style-type: none"> <li>• offers students a relaxed, friendly and confidential environment.</li> <li>• provides timely careers information to students and their families</li> <li>• advocates for students with appropriate individuals/agencies as necessary and in a systemic and accountable manner.</li> <li>• works with the College community in the development and maintenance of a safe supportive environment.</li> <li>• consistent with their student welfare role and our Behaviour Expectations and Responsible Behaviour Plan, the Careers Facilitator may:             <ul style="list-style-type: none"> <li>○ Coordinate and provide documentation for external programs</li> <li>○ Organise careers information evenings / SET Plans</li> <li>○ Identify underlying goals/needs of students exhibiting problem behaviours</li> <li>○ Offer support/ information to students re problem behaviour/subject choice/ careers/employment/ personal concerns/QCE and OP eligibility</li> <li>○ Seek specialist advice where necessary</li> <li>○ Liaise/offer support to staff regarding specific behaviour management issues/ alternate educational programs</li> <li>○ Support/assist parents with student concerns</li> <li>○ Support students, parents and staff to reintegrate students from alternative programs</li> </ul> </li> </ul>
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<h1 style="text-align: center;">Future Possibilities</h1> <p><b>At the College level, Behaviour Support personnel: (FUTURE)</b></p> <ul style="list-style-type: none"> <li>▪ Support the Responsible Behaviour Plan to the benefit of both staff and students. In accordance with their role and this plan, the Behaviour Support Teacher may:             <ul style="list-style-type: none"> <li>○ Liaise and consult with Parents/Caregivers, Teachers, Stage Coordinators, Deputy Principals and the Principal about appropriate strategies/programs to be implemented/provided for students experiencing behavioural difficulties.</li> <li>○ Visit classrooms usually after invitation by a class teacher.</li> <li>○ Provide specialised support and advice to teachers / parents when appropriate.</li> <li>○ Initiate/assist with ongoing staff development and up-skilling of teachers at an individual, or group level.</li> <li>○ Observe, collect and analyse data about students in order to make recommendations about strategies before developing &amp; implementing plans / programs.</li> <li>○ Advocate for help and coordinate support for students at the Interagency level.</li> <li>○ Access support for students from outside agencies, community groups, alternate programs</li> <li>○ Assist and support staff in the Student Services room.</li> <li>○ Write reports when necessary.</li> <li>○ assist the DPs</li> </ul> </li> </ul>	<p><b>At the College level, the Defence Transition Mentor: (FUTURE)</b></p> <p>assists mobile Australian Defence Force (ADF) families and their students in transition between schools;</p> <p>provides assistance to students dealing with unique situations as part of an ADF family, <b>i.e.</b> separation from parent, disruptive schooling schedule;</p> <p>is a point of contact within the College for ADF families and their students. This includes distributing information about the College to families prior to their arrival at Staines Memorial College</p> <p>is part of, and works closely with, the College Interagency Team to provide a variety of Services and resources to students;</p> <p>develops programs within the College to raise awareness and encourage understanding of the unique situations faced by ADF families and their students;</p> <p>encourages students to develop their own self-confidence and resilience as well as to explore options and opportunities available to that student.</p>	<p><b>At the College level, the College Nurse: (FUTURE)</b></p> <ul style="list-style-type: none"> <li>▪ Addresses individual, group and community health issues of concern to young people in an independent and collaborative role. As a health professional the following Services are provided within the College community.</li> </ul>		
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## **Consequences for unacceptable behaviour**

It is an explicit requirement of enrolment that students will uphold the College's Behaviour Agreement (which is described in this RBP) and will co-operate with all rules/expectations of the College. In co-operation with the College, parents are encouraged to develop in their children the self-discipline and personal responsibility which are necessary for them to fulfil these requirements. In addition to a biblical responsibility to apply consequences for the purposes of correction and training, the Queensland Government authorises ([Education Act - 2006](#)) schools to apply consequences to students whose behaviour is unacceptable.

Consequences are applied to:

- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Help students develop Godly behaviours
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Student behaviour that is unacceptable will be given consequences that consider the uniqueness of the circumstances e.g. the severity and/or the frequency of misbehaviour.

At Staines, a range and varying levels of responses are applied by a range of staff (refer to Key Roles and Relationships p14-16). These can include:

1. Peer Adult Support
2. Detentions given by teachers or other appropriate consequences e.g. College community service, restitution.
3. A Student Services Room for students for serious and/or persistent disobedience, misconduct, or disruption to the learning of others.
4. Behaviour monitoring
5. Loss of extra-curricular privileges such as participating in College excursions, functions, sport, and/or receiving College references for serious and/or persistent misbehaviours. The loss of privileges will be authorised by the College administration after consultation with relevant stakeholders.
6. Suspensions
7. Exclusions
8. Cancellations of enrolment

The duration of a specific consequence will depend on the severity and/or frequency of the misbehaviour.

More detail of each possible response follows:

### 1. Peer Adult Support (a colleague supervises a student for a time)

*Philosophy:* Pre-arranged, Mutual agreement, Voluntary  
Provides 'supervised' cool down/ calm down for students  
Interim step, i.e. before further consequences

#### *Procedures:*

Staffroom is the point of organisation - sharing of timetables and identifying colleagues who support the strategy  
Referral note to be used  
Student sent with work/activity to work in another teacher's classroom

### 2. Detention of Students.

Students may be detained as a consequence of disobedience, misconduct and wilful neglect to prepare home tasks or other breaches of the Behaviour Expectations both

- (a) at a recess; and /or
- (b) 'after College' for up to an hour

Afternoon detentions will be authorised by Student Welfare Coordinators, Head of Welfare (future), or the Deputy Principals. After College detentions will usually occur the day after misbehaviour to allow the College to advise parents/carers so they can make alternative transport arrangements for their children.

When a student has incurred 3 'after College' detentions in a term, a suspension for up to 3 days will potentially be imposed.

Failure to attend an afternoon detention may constitute another offence with parents being contacted and further consequences being applied.

If a student cannot report for afternoon detention for some **legitimate** reason, an alternative consequence may be arranged. However, it will be recorded as an afternoon detention.

### 3. Student Services

The Student Services Room has been implemented as a "time-out" consequence for persistent and concerning student misbehaviour. A section of the room can also be used as a short "time out" period as a proactive strategy in the management of some students' behaviour.

The withdrawal of students from their peers will be used as a specific consequence for the benefit of both students and staff.

A student is usually referred to the Students Services by the classroom teacher. Students may also be referred by other staff.

Students may also be withdrawn from normal class for a maximum of three (3) continuous days for all subjects (This last scenario is referred to as an *Internal Suspension*).

As a procedural expectation, upon admission of the student to the Students Services Room for more than a day, parents will be notified by a Student Services staff person, usually by telephone or by the completion of an internal suspension letter. This contact is in addition to the parental contact made by the referring classroom teacher. The referring teacher will discuss the concerns and solutions required with the parent. Students whose parents cannot be initially contacted will still complete the withdrawal.

#### Responsibilities of Teachers referring students to the Student Services Room:

- Complete the Student Services referral slip;
- Contact the Student Services Room staff person, as soon as possible, to ensure that the student has arrived;
- Send relevant work for student to complete where possible;
- Nominate a time for reconnection with the student;
- Complete the teacher actions referred to on the Student Think Sheet.

#### Responsibilities of Student Services Staff:

- Follow the Student Services procedures.
- Record data about students referred on College Administration software.
- No supervisor is to leave the Students Services Room unattended when there are students in the room.
- If referred on a RED levelled incident, students must write out "Student's Rights and Responsibilities" sheet on the paper provided unless an alternative activity has been negotiated.
- Each supervisor must peruse the work of each student at the beginning of the lesson and every ten minutes or so thereafter.
- Each student will work through his/her own subject based work, study, assignments or a sequence of subject based task sheets which are available in the Student Services Room. Books provided in Student Services Room may be utilised as a break from written work or as an encouragement for good behaviour.

- The room is set up so that contact with other students is minimised. Students are not allowed to rearrange furniture. Ensure that every student follows the “Student Procedures” that are attached to each desk.
- The supervisor of the room during the last period of the day is to ensure the room is left tidy. Check desks for graffiti and arrange for cleaning as required, ensure all seats are up and windows closed. Work sheets are collected and put on the supervisor’s desk.
- Communication support with a member of the Administration team can be made by phone.

#### Responsibilities of Students:

- Students must report to the Student Services immediately after their referral. If an Internal Suspension applies, then students must report from the start of the College day (8.30am).
- Students are to strictly adhere to the Student Services Room “Student Procedures”.
- Students are to work productively and quietly at all times.
- On entry students are to complete a Student Think Sheet.
- Each student on a levelled consequence will also work through a sequence of subject based task sheets which are available in the Student Services Room. Books for reading are available for short-term use as a break from writing tasks or to encourage good behaviour.
- Individual students may, with permission of the Student Services Room Co-ordinator, negotiate directly with the subject teacher to undertake an individual program of study which is directly related to current class work.
- During withdrawal time students are withdrawn from **all** College activities including camps, assemblies and sporting and cultural activities.
- Students absent from College during withdrawal time are to complete the withdrawal upon return to College.

### 3. Behaviour Monitoring of Students.

If a pattern of behaviour is identified, the student will have a meeting with their Classroom Teacher (Primary) or Pastoral Care Teacher (Secondary) to put an action plan in place to assist the student in developing their behaviour. A monitoring process may also be put into place. Ongoing concerns may be followed up with communication with parents, Parent-Teacher Meetings, involvement from a Student Welfare Coordinator, and Deputy Principals.

#### Action Plans and Monitoring Process

When an **Action Plan** has been put into place between a student and their Classroom or Pastoral Care Teacher a **Monitoring Process** will commence.

During this time a student will be provided with a Monitoring card that remains with them for a minimum of two weeks. Once the student has achieved the goals of their action plan the monitoring event will cease.

Parents/ Carers are required to sign the Monitoring Card each day when the student brings it home. Conversations between the teacher and the parent are very important, particularly during Monitoring. Parent and teacher conversations when a student is on Monitoring should focus on helping the student learn better behaviours, rather than just discouraging poor behaviour.

Students who are unsuccessful during a monitoring process (That is, they continue to receive cards for the targeted behaviours) will move through a series of stages where at each stage additional staff and the students’ parents will come alongside them to review and monitor the action plan.

With appropriate Parent/ Carer and College support we do not expect many students to go beyond **Stage 3**. In fact, we trust that the majority of students will never even reach **ONE** Monitoring event. To reach **Stage 4** the student would be generally demonstrating a lack of willingness to change behaviours consistent with the College requirements.

#### 4. Suspension of Students.

In Chapter 12 of the [Education \(General Provisions\) Act 2006](#) the Principal or his delegate has the right to suspend a student's right to attend the College for varying periods of time. Students who fail to learn from the support and consequences given can also have their enrolment cancelled.

All students at our College are expected to own their behaviour. We expect students to learn from the guidance of their parents and College staff to develop self-discipline and exercise respectful and responsible behaviour.

The Education Act (2006), Section 346 empowers the Principal to act when a person's behaviour:

- Impacts on safety or well-being of other persons lawfully at the premises
- Damages the premises or property on the premises
- Creates a breach in maintaining the good order at the premises
- Affects the proper management of the school

Further, students are therefore expected to:

- ensure the safety or well-being of other persons lawfully at the premises
- prevent or minimise damage to the premises or property at the premises
- act in ways that facilitate good order and management of the College

Behaviours, which are not acceptable, and may lead to suspension and/or exclusion include:

- Disrespect for authority e.g. harassment, verbal insults to staff, blatant disobedience
- Disrespect for self – e.g. lack of effort to learn or act in God honouring ways
- Disrespect for others - violence / fighting / threatening safety of others
- Disrespect for others' possessions – e.g. stealing or damaging/destroying others' property or College's property
- Bringing inappropriate or illegal materials/items/substances to College
- Breaching Monitoring Conditions Level 4 – repeated / persistent poor behaviour.
- Other behaviour which threatens the discipline and good order of the College.

Following a suspension, the student and his/her parent will usually be required at a re-entry interview with the Principal or delegate. The purpose of such an interview is to determine whether the student is ready to learn and behave in a manner required by the College. He / She will need to discuss how they will behave differently. An individual management plan may be negotiated at this time. There is no guaranteed right of return, although our desire remains for students to learn to act in ways consistent with our mission and ethos.

#### 5. Exclusion of Students.

A student may be permanently excluded from College under the [Education \(General Provisions\) Act 2006](#) for any of the following reasons:

- *Disobedience.*
- *Misconduct.*
- *Conduct prejudicial to the good order and management of the College.*

This consequence will be used in serious cases or in persistent cases where a student has failed to respond to other forms of discipline, counselling, and/or intervention.

All members of the Staines community should be aware that any association with illegal drugs will lead to immediate suspension with recommendation for exclusion and a report to the police.

A student at our College may be suspended from travel on our buses should they breach Queensland Transport "Bus Code of Conduct". The decision rests with the Principal based on a report from the Bus Coordinator and / or one of the College bus drivers.

### 6. Behaviour Improvement Conditions

The College Principal if reasonably satisfied that a student enrolled at the College has engaged in behaviour that is the basis for a ground for exclusion from the College, may require the student to comply with a behaviour improvement condition.

The behaviour improvement condition may be for a stated period of no more than 3 months.

### 7. Cancellation of Enrolment - Post Compulsory Students.

The enrolment of a student of post-compulsory age may be cancelled by the Principal if it is reasonably sure that: *the student's behaviour amounts to a refusal to participate in the program of instruction provided at the College.*

There are high expectations that students of post compulsory age must fulfil. Students who regularly fail to attend classes, who regularly fail to work in class, who regularly fail to complete assessment requirements, who regularly fail to do homework and/or bring class/work requirements are deemed to be non-compliant with the participation requirements of the College and will face cancellation of their enrolment.

Parents will be informed as soon as it appears that their child is facing this process and will be given the opportunity to be involved as the process progresses.

## **The Network of Student Support**

Students at Staines are supported through positive reinforcement and whole College, targeted and intensive behaviour support, by the following personnel:

Parents, Teachers, Student Welfare Coordinators, Head of Welfare, Head of Teaching and Learning, College Chaplains, Counsellor, Aboriginal Elders, Careers Advisor, Administration staff, Support staff, Deputy Principals, Principal and in time Behaviour Support Staff, Youth Support Coordinator, Defence Transition Mentor

Support is also available through government and community agencies:

Child Youth Mental Health, Young People's Health, Women's Health, Kambu, Sexual Health, Aboriginal Legal Aid, Reconnect, Lifeline, Kid's Help Line, Parent Helpline, Family Planning, Eating Disorder Group, Rape Crisis Helpline, Ipswich Community Youth Services, Ipswich Youth Support Shelter, South West Legal Services, Children of the Dreaming, Pregnant and Parenting, Juvenile Aid Bureau, Juvenile Justice, General Practitioners, Paediatricians, Optometrists, YETI, Fresh Starts, Ipswich Pathways, Apprenticeships Queensland.

## **Consideration for Individual Circumstances**

Staines considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringements of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account students' age, cultural background and their emotional state.
- Recognising the rights of all students to:
  - express their opinions in an appropriate manner and at the appropriate time.
  - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation or impairment.

To ensure alignment with the Behaviour Expectations when applying consequences, the individual circumstances and actions of the student and the needs and rights of College community members will be considered at all times.

## ***Related Legislation***

- [Education \(General Provisions\) Act 2006](#)
- [Education \(Queensland Curriculum and Assessment Authority\) Act 2014](#)
- [Vocational Education, Training and Employment Act 2000](#)
- [Child Protection Act 2014](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Anti-Discrimination Act 1991](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Criminal Code Act 1899](#)
- [Youth Justice Act 1992](#)

## ***Related College Policies and Documents***

- [Child Protection Policy](#)
- [Enrolment Policy](#)
- [Anti-Bullying and Harassment Policy](#)
- [Dress Code Policy](#)
- [Drugs Policy](#)
- [Enhancement Policy](#)
- [Access and Equity Policy](#)
- [Inclusive Education Policy](#)
- [Guidelines to Parents and Students Regarding our Behaviour Processes](#)
- [Responsible Behaviour Agreement](#)
- [Respectful Behaviour Expectations](#)
- [Conditions of Enrolment](#)

## ***Some Related Resources Used by College***

- [MindMatters](#)
- [Bullying. No Way!](#)
- [Code of Conduct for School Students Travelling on Buses.](#)

## Appendices

### A. BEHAVIOUR MANAGEMENT - QUICK HINTS

- All behaviour is **LEARNED**.
- All behaviour has a **PURPOSE**. The unfortunate fact is, that even the worst, or most inappropriate behavioural demonstrations, **do** have a purpose.
- The **only** behaviour you can control, and therefore **change**, is your own **BUT**, your behaviour will influence how others can react.
- Disruption may be seen as an **important set of messages** about the students' experiences of schooling that teachers need to consider
- Different behaviour management approaches **range** on a continuum from the "control-over" teacher oriented approach to the "self-control" student oriented approach.
- The tone of the classroom, and of the College, is significantly affected by the interaction between beliefs and practices – saying "they shouldn't" flies in the face of social **reality**.
- Effective behaviour management is a matter of **SKILL**, not merely personality or good fortune.
- In reality, a teacher's behaviour has a **SIGNIFICANT** effect on the nature and the extent of a disruption. Everything you do, sends messages about how you feel and what you believe.
- **All** staff face common "disruption" problems - calling out, out-of-seat behaviour, defiance, task refusal.
- The disruption-correction cycle, **used in isolation**, results in the **frustrations** associated with growing student hostility on the one hand, and teacher stress on the other.
- A behaviour management **plan** gives a teacher consistency, stability and confidence when a disruption occurs - you need to **ACT not react**.
- Plan in a stepwise fashion - decide how **intrusive** to be according to the **level** of disruption - plan what to say, what to do beforehand - an "**IF/THEN**" dynamic.
- It is hard even to think properly when our emotions are high, let alone behave properly - students rate teacher "**calmness** and **minimising embarrassment**" **very** highly.
- Recognising **small** improvements in behaviour can have a profound effect – over time.

Human behaviour is **complex** therefore there are **no** simple solutions.

**B. IMPROVING RELATIONS WITH STUDENTS - QUICK HINTS**

- Make a point of initiating conversation.
- Monitor and modify your tone and body language.
- Show your interest by giving complete attention when students are speaking.
- Express care, concern, and empathy.
- Smile and show your sense of humour.
- Look for opportunities to be positive.
- Bring up non-academic topics of mutual interest.
- Share appropriate personal interests and experiences.
- Talk to a student after a bad day to discuss how you might have a better day tomorrow.
- Go into bat for a student in trouble with the College administration.
- Attend College activities: plays, dances, debates, sporting functions.
- Plan structured activities: initiate interest-group clubs, hold before-class time discussion groups, organise after-class time tutorials and/or video screenings.
- Recognise and encourage students' strengths, efforts and achievements, both academic and non-academic.
- Write positive notes and give constructive feedback.

### **C. TYPICAL BEHAVIOURS RESULTING IN AN ORANGE / RED LEVELLED INCIDENT**

Orange and Red levelled incidences are issued and recorded to identify behavioural concerns where a student's actions include disrespect towards others, and the disruption of learning for others.

These behaviour concerns are categorised under the following typical inappropriate behaviours:

- Disrespectful conduct
- Disobedience
- Ongoing disruptive behaviour
- Unsafe behaviour
- Inappropriate physical conduct
- Property damage
- Technology misuse
- Truancy

Consequences will be issued and recorded depending on the severity and seriousness of the inappropriate behaviour.

Further, consequences will be administered appropriate to the nature of the inappropriate behaviour.

The following consequences actioned by staff may include:

- Teacher-directed School-based service activity, e.g. picking up rubbish
- Student – Teacher conference to resolve and bring mediation
- Student mediation with Welfare Team support
- Action plan and Monitoring card
- Lunch-time detention
- After-school detention
- Referral to Welfare Coordinator

The following behaviours will usually result in a suspension and in some cases cancellation of enrolment

- Disrespect for authority
- Disrespect for others - violence / fighting or significant verbal abuse
- Disrespect for others' possessions – e.g. stealing, damaging property
- Disrespect for self – lack of effort to learn or act in God honouring ways
- Bringing inappropriate or banned materials/items/substances to College
- Breaching Monitoring conditions – repeated / persistent poor behaviour

## D. GUIDELINES FOR PARENTS ABOUT OUR BEHAVIOUR DEVELOPMENT

Our Vision and Values are expressed as our 5R's of education:

- We desire for students to make **Relationships** with God and with others.
- Our priority is developing **Respectful** and **Responsible** attitudes towards God, others, self and His world
- We want to make students **Ready**. God made us to serve Him, making this world a better place
- We expect students to think about what they believe and why they believe it-  
**Reasoning**

Therefore our behaviour standards are expressly focused around developing respectful and responsible relationships, developing a readiness to learn and encouraging reasoned behaviours.

### The importance of modelling good behaviours

Standards of appropriate behaviours are best communicated through the modelling and teaching of good appropriate behaviours by teachers and parents. It is required of staff at Staines, particularly teachers, that they employ a range of strategies to help students learn good appropriate behaviours and correct poor / inappropriate behaviours.

We believe good appropriate behaviours are taught by a combination of our words and consistently applied actions. Our behaviour development practices are primarily concerned with training for success, not about punishing students for breaking rules and going against policies. There are significant benefits from having boundaries made clear. Communities function well as a single body with clear standards and consequences.

### Rewarding good behaviours and / or improved behaviours

We encourage and reinforce good behaviours through praise and public recognition. As part of recognising students who achieve no behaviour referrals to Student Services in a term, students will be recognised with a Principal's Gold Behaviour Award and be invited to participate in end of term rewards.

Throughout the year, there are further opportunities for students to be recognised for demonstrating good and/or improved behaviours. Staff have the opportunity to reward positive behaviours, which takes the form of the following:

### Behaviour Development - rewards

	<u>Primary</u>	<u>Secondary</u>
<u>Class Level</u>	Student of the Week Encouragement awards: School Pride	Sporting / Cultural awards Encouragement awards
<u>Phase Level</u> <u>(P-2 /3-6/ 7-9/ 10-12)</u>	Behaviour Rewards (by Term) Principal's Recognition Award	Behaviour Rewards (by Term) Principal's Recognition Award

<u>College Level</u>	<b>Annual College awards:</b>	<b>Annual College awards:</b>
	Academic awards	Academic awards
	Cultural awards	Cultural awards
	Community Service awards	Community Service awards
	Sporting awards	Sporting awards
	Supreme awards	Supreme awards

### Dealing with poor / inappropriate behaviours

When students misbehave, the role of the staff member is to identify the poor / wrong behaviour, and apply consistent consequences for the poor behaviour with a view to the child learning correct behaviours. The student is expected to acknowledge their behaviour, accept the consequences (punishment) and work with God's help and the staff member's advice to develop appropriate behaviours. Consistency at home and support from the home is most important if a change in behaviours is to be achieved. At Staines, we believe it is not the severity of the consequence but the consistency of the applied consequence that makes lasting change. Praying for wisdom and praying for God's help to be consistent are key actions for staff and parents.

God expects parents to be the principal discipline agents. The biblical purpose of discipline is for correction and training.

A common way we address inappropriate behaviours is through issuing a card; or, if required through referral to Student Services- which involves some time away from the setting in which the student was behaving poorly. Part of this process includes a reflection activity that is designed to help students take responsibility for their actions. Each time a card is issued there is a follow-up consequence.

When a student presents with repeated behaviour concerns we use a range of processes to help us determine possible ways to develop correct behaviours. This may include utilising staff resources within the College or in certain cases a paid consultant is engaged at parent expense.

### Monitoring and tracking behaviour

We monitor and track student when inappropriate behaviours occur.

**Blue Level Incident:** At this level, incidences are recorded to identify uniform infringements, and organisational, or assessment concerns where a student's actions are disrupting their own learning (e.g. lateness to class, failing to bring equipment to class, minimal work requirements; failure to complete homework or assignments by the due date). Consequences for this level are processed separately from **Orange** or **Red** level events.

When a student reaches a threshold point they will have a meeting with their Classroom Teacher (Primary) or Pastoral Care Teacher (Secondary) to put an action plan in place to assist the student in developing their organisation skills. A monitoring process may also be put into place. Ongoing concerns may be followed up with communication with parents and involvement from a Student Welfare Coordinator or Deputy Principal.

### Orange and Red Levelled Incidences:

A **warning** will generally be given to students before an **Orange** or **Red** levelled incident is given. A warning involves no action or consequence. There is some discretion left to the teacher in issuing a warning- especially as new students need time to learn our culture, and younger students need more training. A repeat infringement after a warning within the lesson would result in an **Orange** or **Red** event being recorded. In some serious scenarios a **Red** levelled consequence applies immediately. Typical behaviours leading to an orange and red levelled consequence are described in the appendix. They include disrespect towards others and the disrupting of learning for others.

If a pattern of behaviour is identified, the student will have a meeting with their Classroom Teacher (Primary) or Pastoral Care Teacher (Secondary) to put an action plan in place to assist the student in developing appropriate behaviours. A monitoring process may also be put into place. Ongoing concerns may be followed up with communication with parents, Parent-Teacher Meetings, involvement from a Student Welfare Coordinator and Deputy Principals.

### Action Plans and Monitoring Process

When an **Action Plan** has been put into place between a student and their Classroom or Pastoral Care Teacher a **Monitoring Process** will commence.

During this time a student will be provided with a Monitoring card that remains with them for a period of ten (10) school days. Once the student has achieved the goals of their action plan the monitoring event will cease.

Parents/ Carers are required to sign the Monitoring Card each day when the student brings it home. Conversations between the teacher and the parent are very important, particularly during Monitoring. Parent and teacher conversations when a student is on Monitoring should focus on helping the student learn more appropriate behaviours, rather than just discouraging poor behaviour. The purpose of the **Monitoring process**, is to assist students develop accountability for their actions and to celebrate change.

Students who are unsuccessful during a monitoring process (that is, they continue to receive cards for the targeted behaviours) will move through a series of stages where at each stage additional staff and the students' parents will come alongside them to review and monitor the action plan.

With appropriate Parent/ Carer and College support we do not expect many students to go beyond **Stage 3**. In fact, we trust that the majority of students will never even reach **ONE** Monitoring event. To reach **Stage 4** the student would be generally demonstrating a lack of willingness to change behaviours consistent with the College requirements.

To discourage repeat behaviours, consistent but more significant behaviour consequences are applied. At the same time, we seek to identify effective rewards for desired behaviours.

These stages are outlined below:

### Behaviour Development

	Primary	Secondary
<b>Stage 1</b>	Teacher Parent/ Guardian	Pastoral Care Teacher Parent/ Guardian
<b>Stage 2</b>	Classroom Teacher Student Welfare Stage Coordinator Parent/ Guardian	Pastoral Care Teacher Student Welfare Stage Coordinator Parent/ Guardian
<b>Stage 3</b>	Classroom Teacher Student Welfare Stage Coordinator Parent/ Guardian Deputy Principal	Pastoral Care Teacher Student Welfare Stage Coordinator Parent/ Guardian Deputy Principal
<b>Stage 4</b>	Classroom Teacher Student Welfare Stage Coordinator Parent/ Guardian Deputy Principal Principal	Pastoral Care Teacher Student Welfare Stage Coordinator Parent/Guardian Deputy Principal Principal

### Typical behaviours usually resulting in a **SUSPENSION** and in some cases **cancellation of enrolment**

- Disrespect for authority- including offensive language, making threats towards staff
- Disrespect for others- violence/ fighting or significant verbal abuse, misuse of technology
- Disrespect for others' possessions- including stealing, damaging property
- Disrespect for self- lack of effort, acting in non - God-honouring ways
- Bringing inappropriate or banned materials/ items/ substances to College
- Repeated/ persistent poor behaviour during Monitoring (Stage 3+)

### What happens when an incident is recorded?

Students will usually be required to discuss the incident with the staff member, at a time convenient to the staff member. The discussion is intended to help the students plan to not repeat the behaviours and restore relationships. Students remain responsible for their actions and need to complete all consequences issued in a timely way to the staff member's satisfaction.

### What if a student considers the decision unfair?

If a student thinks the staff member issuing of a consequence has misunderstood or misinterpreted the situation, and that the record is not warranted, the student is **STILL** required to go along with the process. After completing the process which would include a reasonable discussion about the matter at Student Services, the student may then share their concerns with the Student Welfare Coordinator who has an advocacy role in regard to students. In some situations, the record could be downgraded or retracted.

### Actions outside of process

There may be some situations where the Principal or delegate has to take some action outside of the system outlined above to ensure the integrity, good management or safety of the College community. This may include immediately suspending a student or even cancelling an enrolment. Examples necessitating prompt action include when a student has shown significant disrespect for the values of the College, or severely compromised the reputation of the College.

It is our desire to see students who act in Christ-like ways. We want students who are obedient, and display respectful and responsible conduct. When students demonstrate contrary behaviours we have a biblical and legal responsibility to impose disciplinary measures. Students need to be aware that repeat breaches of the behaviour standards will incur increasingly severe action, including suspension and ultimately termination of enrolment (exclusion) from the College.

When we make a decision to suspend or cancel enrolment it is not a decision that is made lightly. A range of factors are considered in determining the length of suspension including the nature of the incident and the age of the child. In being effective in behaviour development it is the consistency of the consequence rather than the severity of the consequence that is more important.

### Summary

Your choices and your child's choices, ultimately, make all the difference. Working together we can help the young people at the College to make wise choices. Our College community desires our College to be a place where students learn and demonstrate behaviours that will last for eternity. This will require patience, wisdom and consistent effort and understanding. It takes time and prayer to educate a person to become what God requires. In choosing to come to this College we value each family's desire to work with our staff to help train the young people in our community.

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- Bringing inappropriate or banned materials/items/substances to College
- Breaching Monitoring conditions – repeated / persistent poor behaviour

*Norton Sands, Principal*

## **E. DRESS CODE**

All students are required to wear full Staines uniform at all times. Students and parents are asked to give complete commitment to the wearing of full College uniform for health, safety, and social reasons.

Complete details are outlined in the [Dress Code Policy](#) of the College.

## **F. EMPATHY & SAFETY (Anti-Bullying and Harassment) STRATEGY**

There are many reasons why a person may engage in bullying behaviours, including:

- For entertainment or revenge;
- To experience power, to prove themselves or impress others;
- To compensate for perceived failure or lack of friends, to fit in with what others are doing;
- Because they have not learned appropriate social skills for interactions with their peers; or
- Because it is seen as an acceptable, funny or smart thing to do.

Bullying/harassment (including sexual harassment) is quite deliberate and often persistent. Bullying/harassment interferes with the rights of another to feel safe and to be shown respect. Bullying/harassment can be achieved through:

- Physical behaviours (e.g. striking, kicking, gestures, damaging or taking belongings.)
- Verbal behaviours (e.g. name calling, teasing, insulting, racist remarks.)
- Emotional/psychological behaviours (e.g. spreading rumours, exclusion from social group, persistent mockery, manipulation of friendship group.)

In many cases bullying/harassment is based on differences such as:

- Gender
- Racial background
- Cultural beliefs
- Sexual orientation
- Ability and disability
- Socio-economic status

Bullying/harassment behaviours are not tolerated at Staines Memorial College. Any student or group of students, who choose to seriously bully / harass another student, are also choosing serious consequences.

### *Strategies and Processes*

- All members of the College community (e.g. teachers, student bystanders, parents) are responsible for the elimination of bullying/harassment.
- All adults in the College community should be aware of the need to conduct themselves in a way that provides a positive role model to students in the College.
- Address the issues of bullying/harassment through professional development e.g. conflict resolution, curriculum programs e.g. Health and Physical Education, buddy system and intervention programs like anger management.
- All complaints of bullying/harassment should be treated seriously and dealt with in a way that does not further alienate or over-identify students who are victims or perpetrators. This incorporates the issue of confidentiality.
- All complaints should be dealt with as quickly as possible.
- Students who have been harassed should be given the opportunity of ongoing support, supervision and counselling.
- Students are encouraged to advise the teacher most immediately in charge about any concerns. The majority of incidents are best handled by the staff member who observes the behaviour. The seriousness of a concern should be assessed by that teacher according to the specific circumstances and the effect of the incident on the student.

- The student must be encouraged to take responsibility for reporting any continuing inappropriate behaviour. This may be to the Teacher, the Pastoral Care Teacher, a Student Welfare Coordinator, Head of Student Welfare, Chaplains, Counsellors, some other member of the Support staff or a Deputy Principal or Principal.

*Procedural Guidelines* (after an incident/s have been observed/reported)

- The College will keep adequate records of all bullying/harassment incidents.
- The College will work with parents of the victim to assist their student to avoid being bullied / harassed in the future.
- The College will support the victim of bullying/harassment and will assist the student in order to assure that they are not bullied in the future.
- The College will initially assist the bully to change their behaviour (e.g. the “no blame” program can be a starting point).
- Further transgressions will require individual counselling with appropriate personnel.
- Resistance to behaviour change and repeated offences will lead to consequences ranging from detention, through suspension to exclusion.

Where possible, the College will work with the parents of the bully to establish joint strategies for behaviour modification.

For additional information, refer to the College’s [Anti-Bullying and Harassment Policy](#).

## **G. DRUG STRATEGY**

Staines Memorial College is committed to reducing drug related harm to all members of our College community through:

1. implementing relevant and current teaching and learning practices.
2. developing procedures for managing drug related incidents within a supportive College environment.
3. engaging members of the community in the development and support for the drug strategy, including individual members of the College population.

The College's [Drug Strategy](#) is aligned with the Responsible Behaviour Plan. All drug related incidents and behaviours are therefore managed in accordance with the guidelines as defined within the College’s Responsible Behaviour Plan and Drug Strategy.

Each case is dealt with as outlined by the flowchart of responses and consequences shown.

<b>Level of Involvement</b>	<b>Response</b>
1. Unsubstantiated allegations of drug-related activities at College	<ul style="list-style-type: none"> <li>▪ Referral to Deputy Principal/ Principal</li> <li>▪ Investigation/consequences by Deputy Principal/ Principal as deemed necessary</li> <li>▪ Referral to parents/guardians as deemed necessary</li> </ul>
2. Requesting supply of drugs from another student on College premises. Request not fulfilled.	<ul style="list-style-type: none"> <li>▪ Referral to Deputy Principal/ Principal</li> <li>▪ Investigation/consequences by Deputy Principal/ Principal as deemed necessary</li> <li>▪ Referral to parents/guardians</li> </ul>
3. Involvement via proximity of an activity, in the presence of others using or supplying.	<ul style="list-style-type: none"> <li>▪ Investigation by Deputy Principal/ Principal</li> <li>▪ Referral to parents/guardians</li> <li>▪ At least Detention, probable suspension</li> <li>▪ The student must engage in health related activities.</li> </ul>
4. Becoming intoxicated/ or under influence of drugs on College premises/ College functions or College excursions.	<ul style="list-style-type: none"> <li>▪ Investigation by Deputy Principal/ Principal</li> <li>▪ Referral to parents/guardians</li> <li>▪ At least a suspension and referral to Interagency member (e.g. Guidance Officer, medical professional, other support person)</li> </ul>

5. Smoking tobacco or in possession of legal smoking related implements on College premises/ College functions or College excursions.	<ul style="list-style-type: none"> <li>▪ Referral to Deputy Principal/ Principal</li> <li>▪ Suspension with health focussed activities to be completed</li> <li>▪ Referral to parents/guardians</li> <li>▪ Offer of QUIT program</li> </ul>
6. Repeatedly smoking tobacco on College premises / College functions or College excursions.	<ul style="list-style-type: none"> <li>▪ Referral to Deputy Principal/ Principal</li> <li>▪ Meeting with the parents/ guardians</li> <li>▪ Suspension with probable removal from College</li> <li>▪ Referral to medical professional or outside agency-ATODS etc</li> </ul>
7. Using alcohol on College premises/ College functions or College excursions.	<ul style="list-style-type: none"> <li>▪ Referral to Deputy Principal/ Principal</li> <li>▪ Meeting with parents/ guardians</li> <li>▪ Suspension with health focussed activities to be completed</li> <li>▪ Referral to Interagency member or outside health provider.</li> </ul>
8. Supplying alcohol and or the repeated use of alcohol on College premises /College functions or College excursions.	<ul style="list-style-type: none"> <li>▪ Referral to Deputy Principal/ Principal</li> <li>▪ Health and illegality warning</li> <li>▪ Meeting with parents/ guardians</li> <li>▪ Probable termination of enrolment</li> <li>▪ Referral to Interagency team member or outside health provider.</li> </ul>
9. In possession of any quantity of an illegal drug or prescription drugs on College premises/ College function or College excursion.	<ul style="list-style-type: none"> <li>▪ Referral to Deputy Principal/ Principal</li> <li>▪ Health and illegality warning</li> <li>▪ Referral to police</li> <li>▪ Parents/ guardians notified</li> <li>▪ Termination of enrolment</li> <li>▪ Referral to outside agencies</li> </ul>
10. Sale or supply of any quantity of an illegal drug or prescription drugs on College premises or at a College function, to minors.	<ul style="list-style-type: none"> <li>▪ Referral to Deputy Principal/ Principal</li> <li>▪ Health and illegality warning</li> <li>▪ Referral to police</li> <li>▪ Parents/ guardians notified</li> <li>▪ Termination of enrolment</li> <li>▪ Referral to outside agencies for counselling</li> </ul>

For additional information refer to our College [Drug Policy](#).

## H. RESPONSIBLE BEHAVIOUR AGREEMENT

This enrolment agreement sets out the key responsibilities of the student, parents (or carers) and the College staff concerning the education of students enrolled at Staines Memorial College.

Students are required to:

- Be responsible for their actions and choices
- Act respectfully towards God, self, fellow students, staff and other community members. This will involve:
  - ✓ active participation in College activities, including Chapel and Biblical Living classes
  - ✓ attending College regularly, on time, ready to learn
  - ✓ working to the best of their ability, meeting all class work requirements
  - ✓ speaking thoughtfully, treating others as you would like to be treated
  - ✓ acting safely, and with the best welfare of others in mind, including with the use of technology
  - ✓ abiding by College rules, including complying with requests or directions from the staff
  - ✓ proper wearing of the College's uniform
  - ✓ respecting the College environment, assisting in maintaining a high standard
  - ✓ valuing the effort of families and others to enable them to have the learning opportunities at Staines
  - ✓ demonstrate safe behaviours always

Parents are expected to:

- Act respectfully towards God, self, students, staff and other community members. This will involve:
  - ✓ actively supporting the ethos, values and priorities of the College
  - ✓ actively supporting the policies and procedures of the College
  - ✓ supporting the authority and discipline of the College enabling the young people to achieve maturity, self-discipline and self-control
- Act responsibly. Key expectations include:
  - ✓ participating in College events, particularly attending events for parents
  - ✓ letting the College, especially the class teacher, know in a timely way, if there are any problems that may affect their child's ability to learn
  - ✓ ensuring student's attendance remains a priority, whilst informing the College, in a timely way, of reasons for any student absence
  - ✓ acting in a manner that fosters safety of all in the community.

The College staff are required to:

- Act respectfully towards God, self, students, staff and other community members. This will involve:
  - ✓ modelling Godly behaviours
  - ✓ actively supporting the ethos, values, priorities and policies of the College
  - ✓ supporting the authority and discipline of the College enabling the young people to achieve maturity, self-discipline and self-control
- Act responsibly. Key actions include:
  - ✓ developing each individual student's talent as fully as possible
  - ✓ taking reasonable steps to ensure the safety, happiness and self-confidence of all students
  - ✓ teaching effectively and setting high standards in work and behaviour
  - ✓ setting, marking and monitoring homework regularly
  - ✓ informing parents and carers regularly about how their children are progressing, particularly advising them if there is concern about the child's work, behaviour, attendance or punctuality
  - ✓ participating in College events, particularly events with parents

I accept the rules and regulations of the Staines Memorial College as stated in the College policies and procedures that are available on the website, including:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Child Safety               | <input type="checkbox"/> Student Dress Code | <input type="checkbox"/> Homework Policy |
| <input type="checkbox"/> Responsible Behaviour Plan | <input type="checkbox"/> Student Bus Travel | <input type="checkbox"/> Computer Policy |

I acknowledge that information about the College has been explained and that additional information is available on the website or upon enquiry. Further I understand that repeated breaches of the Behaviour Agreement will lead to increased discipline including ultimately termination of enrolment at the College. A student's enrolment will also be terminated for significant behaviour breaches.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

On behalf of Staines Memorial College: \_\_\_\_\_