

Mt Maria College seeks to develop right relationships and respectful behaviours throughout the school community that are underpinned with Gospel values and the pillars of the Marist Charism.

Mt Maria College

Student Behaviour Support Plan



Mt Maria College
Strong Mind - Compassionate Heart

Reviewed 2017

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Mt Maria College Student Behaviour Support Plan

Rationale

At Mt Maria College, student behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe.

At Mt Maria, it is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, the College seeks to develop right relationships and respectful behaviours throughout the school community that are underpinned with Gospel values and the pillars of the Marist Charism.

Brisbane Catholic Education Student Behaviour Support Policy

Brisbane Catholic Education's ***Student Behaviour Support Policy – Rationale & Guidelines, Procedures & Regulations*** require that each Catholic school community develop a Student Behaviour Support Plan, implementing systems and procedures for a whole school approach to support student behaviour in the school environment, involving all groups in the school community.

The Mount Maria Student Behaviour Support Plan will reflect the shared values and expectations guiding the school's approach to student behaviour support and to maintaining a supportive Catholic school environment. Corporal punishment is expressly prohibited in all Brisbane Catholic Education schools.

The Mount Maria Student Behaviour Support plan has been developed as part of the school's Strategic Renewal Plan and is consistent with the Brisbane Catholic Education *Strategic Renewal Framework 2012-2016*.

Mt Maria College will provide all students with opportunities to develop and display positive behaviours, self-discipline and responsibility in the supportive environment of a dynamic, Christ-centred community, where mutually respectful relationships and the dignity of the person are defining features.

Supporting Principles

The following common features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students.

- Quality relationships and partnerships
- A focus on Restorative Practice Principles:
 - *Focus on specific behaviours and incidents without blaming*
 - *Concentration on those most affected and in what ways*
 - *Identify what needs to happen and commit to make things right*
- A commitment to justice and service
- Characteristics of Marist Education
- Inclusive learning and teaching
- Formation in self-discipline and responsibility
- Effective networks of care across the community
- Organisational structures

Data Collection

The collection of data to inform the review of the plan will be done using the BCE Engage Database system. The data is inputted by staff and reviewed by House Coordinators.

At Mt Maria, staff will regularly view and analyse the student behaviour data to inform the systems and practices implemented at the College. This process will be overseen by Assistant Principal - Students and data can be accessed by House Coordinators and when required by the teaching staff.

Consultation and review sustaining the Plan.

Mt Maria College developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our school board and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informed the plan. The Plan was endorsed by the Principal, the school board and will be reviewed during the 2020 school year in line with the College's Strategic Renewal Process.

Regular staff in-service is scheduled to refresh, renew and support staff. As part of their induction, new staff at the College are taken through our restorative practices philosophy and the College Plan.

COLLEGE EXPECTATIONS & CODE OF CONDUCT

All Students will:

MAKE POSITIVE CHOICES....

Expected Behaviours

- Stay on task, be self-motivated and positive
- Be punctual and come prepared
- Work co-operatively
- Work with others who will be a positive influence
- Ask for help
- Be honest

ALWAYS DO YOUR BEST....

Expected Behaviours

- Set high standards
- Look for answers not excuses
- Engage positively in class discussion and activities
- Strive to improve, seek solutions and explore possibilities
- Meet task deadlines

RESPECT YOURSELF AND OTHERS....

Expected Behaviours

- Use a respectful tone and positive language at all times
- Accept all reasonable instructions and directions
- Display honesty, integrity and diligence at school and in public
- Show respect for your school community by wearing the school uniform correctly
- Respect the personal space of others - "hands-off"
- Respect the class room as a place of learning
- Respect personal, school and others' property

INCLUDE EVERYBODY....

Expected Behaviours

- Display inclusive behaviour
- Report behaviour that is not appropriate
- Display good manners to everyone
- Always use appropriate language
- Listen to and respect contributions and opinions of others
- Support and encourage the efforts of others
- Welcome new members to our community

ACT RESPONSIBLY....

Expected Behaviours

- Take responsibility for your own learning
- Keep the learning environment clean and safe
- Use technology and all equipment appropriately
- Be aware of the impact of your behaviour on others
- Accept the consequences of your behaviour

These expectations are in every classroom and in the student planner. House Tutors re-visit them at the start of each year.

Behaviour Management Procedures

These procedures should be closely adhered to in order to ensure teachers are supported in their efforts to assist students to manage their behaviour appropriately.

PRI (Principal), APS (Assistant Principal - Students), HCO (House Coordinator), HTU (House Tutor), CL (Curriculum Leader), COU (Counsellor), LS (Learning Support Staff)

LEVEL	STUDENT BEHAVIOUR	CLASS/SUPERVISING TEACHER ACTION	TEACHER SUPPORT	INTERVENTION BY TEACHER SUPPORT
1	POSITIVE BEHAVIOUR, EFFORT & ATTITUDE Student respects rights of self & others - is co-operative and self-controlled	Positively reinforce behaviour with appropriate comments, specific feedback	House Tutor	Involve colleagues in celebration of achievements Formal/informal awards Notes in planner Phone call home Other...
2	MINOR DISRUPTIONS Generally respects the rights of others. Some degree of frustration, low concentration levels. Minor disruptions e.g. rudeness and annoying others, stopping students from learning and teachers from teaching, no homework, poor punctuality, incorrect equipment, late assignments, uniform breaches. ALSO - Watch out for student who is passively withdrawing from work or class group.	1. Supportive teachers seek solution to problem with student. (See: <i>Classroom Teachers Responsibilities</i>) 2. Notify HTU 3. Note in planner 4. Apply consequences e.g. Time Out in class, detentions for work non-submission 5. Harness peer power positively 6. Use reliable students to mentor/support disruptive student. 7. Refer - Seek help of HCO, LS or CL if academic problems 8. Restore/Reinforce 9. Reinforce success, use planner and email to communicate with home.	House Tutor House Coordinator Counsellor	Support as necessary, eg - Provide pertinent information, contact home, assist with strategies, provide pastoral support via discussion with student, mediate etc. If situation becomes worse, proceed to next stage.
3	PERSISTENT MINOR PROBLEMS Persistently violates the rights of others in a minor way, eg. continues Level 2 behaviour, bullying, poor attitude to learning/work, rude and/or unresponsive in class, stopping students from learning and teachers from teaching. Student has been engaged in a number of ongoing, minor misbehaviours for which consequences	Continue to apply normal consequences, as above (more severe consequences to be left to HCO or APS) Use 'Blue Book' student withdrawal procedures (2017) Reinforce success, eg. Phone call, email home, note in planner Reflection inside/outside classroom. Buddy Teacher Contact HTU Contact HCO or APS if behaviour persists	Buddy Teacher House Coordinator Counsellor	1. Notify HCO/APS 2. Gather Information: from other staff through student snapshot and meeting, interview student 3. Plan Consult parent. Student may go on a monitoring card by HCO. Personal Best goal setting (2017) 4. Apply Strategy and consequences for specific incidents - e.g. withdrawal of minor privileges, lunch time detention. 5. Refer to Counsellor and HCO - restorative meetings and conferences

	have been applied with no improvement	Fill out Engage report Restore/Reinforce		6. Restore/Reinforce. Arrange for student to be reconciled to students or teachers he/she has hurt. Reinforce success, evaluate strategy, notify parents
4	<p>PERSISTENT, MEDIUM LEVEL PROBLEMS</p> <p>Continually breaches rights of others e.g. verbal or physical aggression, vandalism, defiance, major or continued disruption.</p> <p>OR</p> <p>Isolated serious breaking of rules.</p>	<p>As For Level 3</p> <p>Reward any approximations towards positive behaviour.</p> <p><i>Use 'Blue Book' student withdrawal procedures (2017)</i></p> <p>Document clearly any behavioural breaches for HCO and APS</p> <p>Immediately remove the student from the situation (if appropriate) after contact with HCO or a member of the CLT.</p> <p>Fill out Engage report</p>	<p>Buddy Teacher</p> <p>House Coordinator</p> <p>AP Students</p> <p>Counsellor</p> <p>Curriculum Leader</p>	<p>1. Plan. Set up Behaviour Management Plan. Monitoring Card overseen by HCO <i>Personal Best goal setting (2017)</i></p> <p>2. Apply consequences for specific incidents e.g. withdrawal of major privileges, from school functions and SECA sport, internal suspension, no playground privileges.</p> <p>3. Refer to Counsellor. Outside referral to external agencies.</p> <p>4. Restore/Reinforce. After consequences, reconciliation with those hurt. After internal suspension or major consequence APS or HCO meets with student and parents to "welcome back".</p> <p>5. Re-entry plan devised before re-entering class.</p> <p>6. Follow Up. Document and file.</p> <p>7. Inform all staff.</p> <p>8. Parents contacted immediately if another negative incident occurs.</p>
5	<p>SERIOUS PROBLEMS</p> <p>Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, dangerous, uncontrollable, uncooperative.</p> <p>OR</p> <p>Very serious breach of school rules - e.g. drugs, alcohol, sexual misconduct, pornography</p>	<p>As for Level 3</p> <p>Reward any approximations to positive behaviour</p> <p>Notify AP Students, Deputy or Principal</p> <p>Fill out Engage report</p> <p>Immediately notify AP Students, Deputy Principal or Principal.</p>	<p>AP Students</p> <p>Deputy Principal</p> <p>Principal</p>	<p>1. Interview Students and parents AP Students and/or Principal</p> <p>2. Plan. Behaviour Management Plan enacted (e.g. Contract).</p> <p>3. Apply consequences. May be suspension, loss of significant privileges or even exclusion.</p> <p>4. Counselling is mandatory if student is to return to school. Outside counselling strongly advised, depending on incident.</p> <p>5. Restore/Reinforce If possible, reconciliation with those hurt. Principal or AP Students to meet with student on return to school to welcome back if appropriate. Re-entry plan devised.</p>

				<p>6. Follow Up. Inform class/school of action taken if appropriate (no names).</p> <p>7. Inform staff.</p> <p>8. Feedback to parents for a period of time.</p>
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Restorative Practice Focus Areas

- + Focus on **SPECIFIC BEHAVIOURS** or **INCIDENTS** without Blaming
- + Draw out **WHO** was **AFFECTED** and **HOW THEY WERE AFFECTED**
- + Direct questions towards the problem. Solve what needs to happen to **MAKE THINGS RIGHT**

1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

Expectations of Staff

Reference: Rogers, B, *You Know the Fair Rule*, Butler, NG, *Classroom Discipline*

INAPPROPRIATE STRATEGIES/BEHAVIOURS	APPROPRIATE STRATEGIES
<p><i>Rules</i></p> <ul style="list-style-type: none"> • Demanding compliance to teacher's rules ("I must have it", "I must win") • Hoping that goodwill and friendliness will be enough for compliance • Haphazard attention to maintenance of routines 	<ul style="list-style-type: none"> • Work to develop relationships with students and approach all discipline from the perspective of joint rights, rules and responsibilities. Develop these and consequences, with students. • Establishing clear, reasonable and reliable class/out-of-class routines.
<p><i>Respect</i></p> <ul style="list-style-type: none"> • Using sarcasm, put downs, caustic language, snide remarks, yelling, screaming and destroying students' work. • Using corporal punishment or physical aggression of any kind such as hitting, pushing, throwing items at students etc. • Calling students names such as "stupid", "useless". • Letting the student decide the agenda in a discipline transaction. • Speaking to a student or parent negatively about another student, group or class. • Allowing negative discussion about staff or other students, this tacitly approves it. 	<ul style="list-style-type: none"> • When engaged in corrective discipline, act in such a way as to intentionally minimise embarrassment, undue confrontation and hostility. • Respectful conflict resolution involves one person asserting their rights without trampling on the other's rights. • Wherever possible speak with the student about behaviour privately, outside the class. • Listen to the student's point of view. "Seek first to understand, then to be understood". • Express disapproval of the student's behaviour, rather than the student him/herself. Not "you are lazy", but "you have not done any homework this term." • Avoid speaking disparagingly of students even in the staff room. Think "What if his/her parent were present?" • Don't be afraid to apologise to students or parents if you have made a mistake or behaved inappropriately. • Refer students/parents with complaints to appropriate personnel.
<p><i>Teacher Attitudes</i></p> <ul style="list-style-type: none"> • Holding grudges against students e.g. automatically assuming blame • Punishing students with poor marks because of poor behaviour 	<ul style="list-style-type: none"> • Show respect to all students. Model dignity in treatment. Think, "What if this were my son/daughter?" • Spend time with students (especially difficult ones) outside class - assisting with work, informal chatting, co-curricular activities, sport.

INAPPROPRIATE STRATEGIES/BEHAVIOURS	APPROPRIATE STRATEGIES
<p><i>Expectations</i></p> <ul style="list-style-type: none"> Telling the class or students they are “bad”, concentrating on the negative. 	<ul style="list-style-type: none"> Expect the best of students. Expect compliance with just and fair rules and work requirements. Praise good behaviour, expect high standards.
<p><i>Consequences</i></p> <ul style="list-style-type: none"> Failing to follow up with consequences Overusing the same kind of consequences e.g. detentions (They have no meaning if used too often). Using punishments which bear no relation to the crime (e.g. writing lines). Applying significant consequences without following the Behaviour Management policy and due process. 	<ul style="list-style-type: none"> Follow up issues beyond the classroom with consequences – this demonstrates concern, justice and accountability. Apply consequences wherever possible which are logical (e.g. if you make a mess, clean up) Significant consequences (e.g. denial of a significant desired privilege, internal suspension etc) should only be applied if the Behaviour Management Steps are adhered to and: <ol style="list-style-type: none"> The approval of the Pastoral Co Ord, AP Students has been gained The consequence is proportionate and reasonable The student has been given due warning, in advance, with time to comply The parent has been given due warning, in advance
<p><i>Special Consideration</i></p> <ul style="list-style-type: none"> Failing to take into account a student’s special circumstances (e.g. illness, family problems, other pressures) when making judgements. Failing to take into account the circumstances surrounding an incident, the various levels of involvement, provocation etc and making arbitrary judgements. 	<ul style="list-style-type: none"> While rules should generally be applied consistently, students should be given special consideration if their work or behaviour declines because of circumstances beyond their control (Refer to Policy) Make judgements based on the various levels of involvement of students
<p><i>Parents</i></p> <ul style="list-style-type: none"> Avoiding contact with parents. 	<ul style="list-style-type: none"> Contact parents to praise good behaviour and to seek help with student’s difficult behaviour. You must contact parents at any time if student is failing to do homework or submit assignments, or if his/her achievement shows a decline. (Phone call, note in planner)
<p><i>Support</i></p> <ul style="list-style-type: none"> Trying to do it all on your own Handing even minor problems on to someone else to deal with. 	<ul style="list-style-type: none"> Seek help from a trusted colleague or Academic/Pastoral Co-ordinator with the hard cases. To gain the respect of students you need to handle most discipline situations yourself, personally.

Preferred Classroom Teacher Strategies to Manage Behaviour

Steps of Decisive Action

Adapted from: Rogers, B. You Know the Fair Rule

Each step describes: The degree of assertion used
 The appropriate thing to say
 The element of choice given to the student

Step One

Tactical ignoring as first action:

Used for calling out, butting in, sulking, tantrums, clowning around (i.e. attention-seeking behaviour). Speak around students who butt in and try to disrupt - no eye or verbal contact.

Step Two

Use **non-verbal reminders**, or **simple direction** or, **rule restatement** or, **question and feedback**

Ignore secondary behaviour :

Action which results from dealing with primary behaviour* e.g. sighing, pouting, tantrumming behaviours, student responding "You're always picking on me, Miss". If we attend to this then we are drawn off track and allow the student to control the discussion.

Step Three

Repeat step 2 if the child resists or argues. Either take student aside or give a clear choice.

Use a one on one conversation away from peers using RP Affective Statements page 13/14

Step Four

Follow up the choice by isolation within the room

Or

time out in the room (with reflection sheet).

Step Five

Follow up the choice by Time Out with a buddy teacher or if not available, contact House Co-ordinator or AP Students.

Step Six

Continue with above but also take action appropriate to Levels 2, 3 etc Behaviour Management Procedures above.

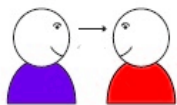
* **Primary behaviour:** behaviour that calls for management - calling out, clowning, silly noises etc.

Student Behaviour Management (Balson)

Reference: Balson, M: *Understanding Classroom Behaviour*

This table shows how the teacher can tell why the student is behaving the way he or she is, and what the teacher should do about it.

MISBEHAVIOUR Student Action....	RECOGNITION Teacher Feels....	DON'T This is what students want....	DO This is what students need....
Attention Seeking Silly games, noises, fooling about, cheek	Irritated Annoyed	Over-service engage in lots of discussions and/or altercations	Tactically ignore minor behaviours to extinguish them Isolate from attention for bad behaviour (in- class Time Out) Give attention and responsibility for good behaviour (incl. praise)
Power Play Challenging, confrontationist behaviour, defiance "You can't make me" "WHY..." "What for..."	Angry	Confront defend your position argue with the student engage in battle give the student an audience by dealing with student in depth in classroom	Back Off - agree when they say "You can't make me" but Refer to the rules Deal with primary behaviour Give take-up time (don't look at student while expecting compliance) Negotiate privately afterwards
Revenge Snide remarks Hurtful comments about teacher Vandalism directed at teacher's person or property	Hurt Shocked Humiliated	Retaliate	Wait to "cool off" Use "I" messages: "When you do...I feel hurt..." (Affective Statements) Refer to Senior Staff for consequences etc
Withdrawal Student does little or nothing, fails to bring equipment, passive, says "I'm useless" etc	Helpless Frustrated	Give up and let them do nothing	Encourage, encourage.... Find something they like to do and do it with them.



AFFECTIVE STATEMENTS

Affective statements share the impact on the ‘wronged’ person with those responsible, in an effort to build emotional intelligence and to encourage empathy. “*James, it upsets me when you do that... and surprises me because I don’t think you want to hurt anyone on purpose.*” An important part of building relationships, sharing feelings is critical to establishing expectations and to helping students to see the consequences of their actions.

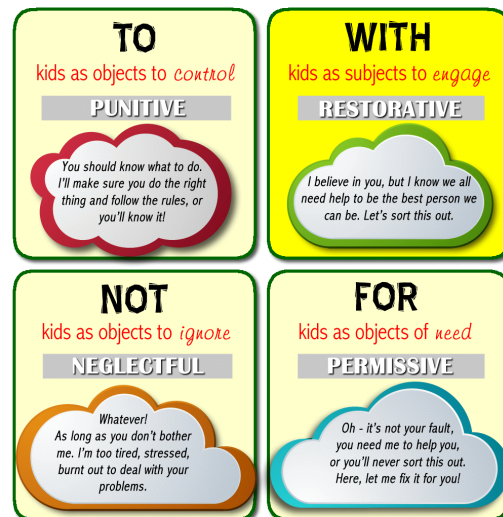
Affective Statements are a way of **humanizing yourself** to students, who often perceive teachers as distinct from themselves. They allow us to be authentic and real with students. Students can begin to view you as a person, rather than as a distant authority figure. When you express your feelings, children generally become *more*, not *less*, empathetic.

Affective Statements also help us **separate the deed from the doer**. When addressing a student’s behavior, the more specific and emotive you can be the better. We can use affective statements with positive and negative behavior. For example:

“Susan, I’m frustrated that you kept talking during class today because it’s important that you understand what I was teaching.” is more powerful than “I’m upset.”

“Sam, I was really happy that you worked so well for the entire class period today.” is more powerful than “Good job.”

expectations, boundaries



support, care, nurture

Most times affective statements should be done in private – praise in public, criticize in private.

Description and Purpose:

Affective Statements:

- Are central to all of the more formal restorative practices.
- Are personal expressions of feeling in response to specific positive or negative behaviours of others.
- Provide feedback on the impact and scope of the harm resulting from negative behaviours.
- Provide information that can be used to restore a good feeling between people when harm has been done to their relationship.
- Humanize the person making them, immediately changing the dynamic between the people involved. This sharing of emotions or “getting real” is what makes it possible to improve relationships in a school community.
- Can have a significant and *cumulative* impact in a school community.

Characteristics of High Quality Affective Statements:

- Usually include “I” statements that express a feeling.
- Make students aware of either the positive or negative impact of their behaviour, without *‘blaming’ language*.
- Provide a precise description of a student’s behaviours and the specific impact of those behaviours.
- Expose students to the real consequences of their behaviour.
- Are strategically delivered in a time frame, place and manner most likely to maximize impact.
- Are delivered in a personalized manner directly to the student who impacted others.
- Focus on behaviour, not on the intrinsic worth of the person (separates the deed from the doer).
- Are respectful in tone.
- They could encourage students to express their feelings as well.
- Include **OFNR** [Observations ± Feelings ± Needs ± Request]

Mt Maria In-Classroom Restorative Reflection Sheet 1

Student's name: _____

Home Room: _____

House: _____

Teacher: _____

Subject: _____

Date: _____

Teacher: tick the REPEATED misconduct. (*What did the student do REPEATEDLY that lead to withdrawal*)

Lateness to class		Off-task disruptive talking		Bullying		Mocking of other students	
Not seated where directed		Incorrect or no equipment		Throwing items		Argumentative or aggressive actions	
Not attempting work		Drinking / chewing gum food in class		Rudeness / refusal to follow teacher's instructions		Failure to attend arranged meeting(s)	
Other:				Refusal to go to teacher buddy classroom as required – student is sent directly to the House Coordinator or office. (Please make contact first)			

Meeting Place:

Meeting Time:

Student's reflections on the behaviour

The following questions must be completed by the student during this reflection time.

The student and teacher will discuss this sheet at the arranged time (as agreed upon above)

What did you do to get given this sheet? [What were you doing? What should you have been doing?]

What were you thinking at the time?

As a result of your actions, who has been harmed or disrupted?

How have these people been harmed or disrupted?

How do you feel about your choice of behaviour now?

The restorative conversation with your teacher is your best chance to make things right.

What are you going to do to put this situation right?

- Did the restorative conversation held between student and class room teacher reach a satisfactory outcome?
- If 'yes', both teacher and student sign. The teacher gives this sheet to the Year Coordinator.

Student's signature.....

Teacher's signature.....

If 'no', the matter is referred to the House Coordinator to follow up.

Incident recorded on Engage

Please tick

☐

Withdrawal Restorative Reflection Sheet 2

Student Name: _____ **House:** _____ **Date:** _____
Class sent from: _____ **Room from:** _____ **Teacher:** _____
Time sent to other room: _____ **Room sent to:** _____ **Teacher:** _____

Meeting time: _____ **Place:** _____

You will meet your class subject teacher at the arranged time.
The withdrawal room teacher will give the sheet to your teacher.

- You are to complete this sheet during withdrawal reflection time.
- Your teacher gave you a chance to resolve the problem.
- The choices you made then did not solve the problem.

Why did you not complete sheet 1? OR What did you do to be asked to complete Sheet 2?

You will go meet your subject teacher at the arranged time.

What will you do to put the situation right with your teacher and/or others? (Consequences)

Because you had to be withdrawn, complete this information to help your subject teacher contact home.

Parent/Caregiver: _____

Date the subject teacher made home contact:

Did the restorative conversation between student and teacher reach a satisfactory outcome?

If 'YES', teacher and student sign, and the teacher gives this sheet to the House Coordinator.

Please record incident on Engage ☐

Student's signature: _____

Teacher's signature: _____

If 'NO', the teacher passes this sheet to the House Coordinator who sets up a meeting with the **student, teacher and parents.**

Parent meeting date and time: _____

The student will be withdrawn by the House Coordinator from this class until the meeting has taken place.

Withdrawal Teacher: _____

Time sent back to class (if appropriate): _____

The withdrawal teacher is to pass this Sheet directly to the class teacher

Comment: _____

Major Incident Withdrawal

This action should only be considered after classroom strategies have been implemented and have not resulted in a positive response and where the actions of the student are adversely impacting the teaching / learning process.

Teacher statement: As the classroom teacher I have employed the following strategies –

1. Spoken to the student about how their actions / behaviour are not aligning with classroom expectations.
2. Moved the student within the classroom.
3. Asked the student to complete an in class Restorative Reflection sheet.
4. Given the student the following warning: “This is your final chance to cooperate. Your actions / behaviours are not acceptable in this classroom. If you continue with your actions / behaviours, you will be removed from this room and be escorted to another classroom. Is this what you want? Do you understand?”

OR

The student’s behaviour was so extreme that the above steps were bypassed. The student must then be sent to the appropriate Pastoral Coordinator. If there are no Pastoral Coordinators available, student to be sent to a member of the CLT. (Always call ahead and send the referral form with the student and their escort)

Major Incident Referral Responsibilities

Referring Teacher

1. Complete a ‘New Incident’ report on Engage asap.
2. Be available at the next break (if possible) to meet with the student and House Co.
3. Contact parent re incident (Liaise with House Co re the contact)

Should a student refuse to leave your class, contact a member of the CLT or House Co for assistance.

Buddy Teacher

1. At the conclusion of the lesson, instruct the student to go to their next timetabled lesson
2. Advise the student that it is their responsibility to meet their House Co at their office at the next break. If in periods 5 or 6, meet with the House Co before school the following day.
3. If the student is disruptive or uncooperative in your room, please contact a House Co or member of the CLT for intervention.
4. Pass on the Referral Form to the relevant House Co.

House Coordinator

1. Meet with the student and classroom teacher during the next break if possible.
2. Ensure classroom teacher and Curriculum Leader receive copies of the referral form.
3. In conjunction with the classroom teacher ensure appropriate consequences are put in place. This must involve a restorative meeting with the teacher and contact with home.
4. Monitor repeat offenders and put in place plans to support positive behaviour.

Major Incident Referral Form

Please send this with the student. Give to House Co.

Student Name: _____

Date: _____

Year Level: _____

BEN CHA LAV MAC MON PEL

Teacher: _____

Class: _____

Buddy T: _____

Room: _____

Accompanying student: _____

Please circle inappropriate Behaviour:

Offensive / inappropriate language

Persistent and wilful non compliance

Constant disruption

Rude defiance

Major intimidation / harassment

Refusal to work

Repeated failure to follow requests

Other: _____

Teacher Signature: _____

Time: _____

Behavioural Contracts/Agreements

In circumstances where students have not responded to other methods of behaviour support, they may be placed on a contract/agreement which targets specific behaviours or actions which are not allowing them to reach their full potential. This contract/agreement is constructed in consultation with the student, their family and the College. These contracts/agreements are designed to further support the choices of our students by focusing on specific behaviours. House Coordinators, Assistant Principal – Students or the College Principal may use a behavioural contract/agreement to support the behaviour of a student and outline College expectations.

Examples follow:

1	Behavioural Contract	Xxxxx Xxx	Semester 2 2017
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Following the failure of numerous support mechanisms offered at the House Coordinator level in Semester 2 2017, the following contract outlines expectations and consequences regarding truancy.

Expectations:

- XXXXXXX is to arrive at all timetabled classes in a timely fashion
- Where XXXXXXX is late she will have a valid reason with accompanying note or phone call from YYYYY Yyy
- XXXXXXX will not leave campus without permission
- If XXXXXXX leaves campus with permission she will follow College procedures regarding signing out at student reception
- If XXXXXXX is present at the College on a given day she will attend all timetabled classes that day

Consequences:

- If any of the above points fail to be met, XXXXXXX and YYYYY will be asked to attend a meeting with Assistant Principal Aaaaaa Aaaaaa to discuss subsequent steps.

I acknowledge that the above conditions have been discussed with me. I understand that my enrolment as a student at Mt Maria College implies an agreement to abide by College policies.

XXXXXXX XXXX

2 **SAMPLE CONTRACT FOR THE CONTINUING ENROLMENT OF XXX XXXXX**

YEAR 11 MT MARIA COLLEGE

The following conditions have been put in place to support Xxxx to meet the behavioural expectations of Mt Maria College.

Conditions:

1. Xxxx is to remain respectful and courteous in his dealings with the teaching staff and other adults at Mt Maria College. He is not to argue or backchat in a rude manner. Xxxx must not ignore teacher directions.
2. Xxxx is to complete all his schoolwork and assessment tasks to the best of his ability.
3. Xxxx is expected to wear the College uniform at school and to and from school.
4. Xxxx's progress will be reviewed in the last week of the Term Two- Monday 17 June- Friday 21 June.

It has been made clear to Xxxx and to his parents that failure to consistently meet the expectations of the College regarding behaviour and school work may lead to Xxxx's enrolment at the College no longer being supported.

Mr xxxxxxxxxxxx-Principal

Xxxx Xxxxxx

Mr Yyyy Yyyyyyy

Mrs Mmm Mmmm

Process for Appeals

Appeals will be in line with the BCE Student Behaviour Support – Procedures & Regulations – Appeals

Parents, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents, or students living independently, may appeal a suspension longer than three days to the BCE Area Supervisor. Parents or students living independently may appeal an exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals process. Please see a Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options to respond will be considered if a written appeal is not possible.

Appeals should be made to:

- The Principal of the school about a decision to suspend a student for less than three days
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school,
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001)