



De La Salle College is a College which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Colleges Ltd (MACS).

Purpose

This policy sets out the requirements to support students' behavioural, educational and emotional engagement to enable flourishing learners. This Policy should be read in conjunction with all college policies and the [CECV Positive Behaviour Guidelines 2018](#).

Scope

This policy applies to all students, families, and staff of De La Salle College.

College Profile

De La Salle College is committed to providing equitable access and opportunity for all. The College considers that awareness of, recognition of, and responsiveness to the needs and rights of all individuals are essential to human dignity. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

Foundational to our work with students, families and the college community is the building of genuine, authentic relationships. The development and promotion of high-quality relationships are responsibilities shared by all members of the college community. All teachers, students, families, parishes and the wider community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.

Rationale

At De La Salle College we strive to provide an inclusive education which values equity and diversity and celebrates difference. Equity and diversity are enacted through a pedagogy of inclusion and a commitment to uphold the rights of all to be welcomed, valued, acknowledged and actively engaged in education. Our learning community is committed to processes that support all students to make optimal progress and respect the rights of all students to learn in a positive and supportive environment. We seek to take a proactive and preventative approach to the successful participation of students using a multi-tiered system of support. This approach, aligned with the [CECV Intervention Framework Guidelines](#), looks to intervene as early as possible when students are not actively engaged in learning from a strengths-based perspective. Student behaviour is linked to the quality of the learning experiences. Purposeful, authentic, and relevant learning experiences that are of a sufficiently challenging yet achievable standard maximise positive behaviour.

As the faith community leader in the college, the principal endeavours to foster a safe and supportive environment that respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the college community to be safe. It is important that the college is made fully aware of each child's individual circumstances and the interaction with their physical, functional, emotional, or educational needs, particularly where the college is required to provide additional support to the child.

The development and promotion of high-quality relationships are responsibilities shared by all members of the college community. Teachers, students, families, parish members and the wider community contribute to and share in the responsibility to foster life-affirming relationships that recognise and support the inherent dignity and safety of each person.

This policy is intended to guide our college's actions. It has been developed in consultation with the college community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the college community.

Mission

De La Salle Malvern is a Catholic boys College based on the teachings of Jesus Christ in the tradition of St John Baptist de La Salle. We are committed to inspiring a life of faith, learning, leadership and service.

“Never speak to anyone except with kindness”

St John Baptist de La Salle

(Med 65.2)

Aims

Our college is a community that exemplifies the gospel values of love, forgiveness, justice and truth. Our college community recognises that everyone has the right to be respected, to feel safe and be safe and, in turn, our college community acknowledges each member's own obligation to behave responsibly. This Policy is intended to guide our college's actions. It has been developed in consultation with the college community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the college community. A safe and supportive environment respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the college community to be safe.

Every person at the college has a right to feel safe, to be happy and to learn. Therefore, our college aims:

- to promote the values of honesty, fairness and respect for others
- to acknowledge the worth of all members of the community and their right to work and learn in a positive environment
- to maintain good order and harmony
- to affirm cooperation as well as responsible independence in learning
- to foster self-discipline and to develop responsibility for one's own behaviour.

Policy

De La Salle College recognises the importance of providing clear guidance and expectations which are applicable to all members of the college community. [Appendix 1](#) sets out the College's expectations for its students, parents/guardians/carers, and staff.

Attendance expectation

De La Salle College has a legal requirement to ensure student attendance each day. This is also a shared expectation of students, parents/guardians/carers and the wider college community, focusing on positive and pro-social behaviours together with prevention and early intervention.

De La Salle College recognises the importance of providing clear guidance on regular student attendance to all members of the college community. Student engagement, regular attendance and positive behaviours will be supported through respectful relationship-based whole-college practices, as well as targeted and individualised support when required. The focus on relational and engaging learning environments fosters meaningful and personalised approaches, increasing student connection, engagement, and wellbeing. Please refer to the Attendance Policy for attendance expectations.

Support for serious and unacceptable student behaviour

Effective student behaviour support is enhanced through internally-based college support structures, and externally-based family, education, community and interagency partnerships. The college will apply a range of supports and measures to address serious and unacceptable student behaviour, in line with CECV Intervention Framework.

Where a student acts in breach of the behaviour standards of our college community, the College will institute a staged response, in accordance with the [CECV Positive Behaviour Guidelines 2018](#). Where applicable, an incident report will be completed and provided to the principal or relevant staff member, noting the templates provided in the CECV Positive Behaviour Guidelines. [Appendix 2](#) sets out the college's strategies and support to reinforce accepted behaviour.

As every child's educational needs can change over time, it will often be necessary for the college to review any additional assistance that is being provided to the child, in consultation with parents/guardians/carers and the child's treating medical/allied health professionals, to assess:

- whether the additional assistance remains necessary and/or appropriate to the child's needs
- whether the additional assistance is having the anticipated positive effect on the child's ability to regulate, individual physical, functional, emotional or educational goals
- whether additional specialised assistance or further specialised advice is required
- whether it remains within the college's ability to continue to provide the additional assistance, given any limitations that may exist.

De La Salle College will implement positive behaviour support strategies and undertake actions to prevent the need for the use of restraint or seclusion in accord with the CECV Positive Behaviour Guidelines 2018. If a student is placed in a separate room as a means of regulation support, staff will maintain active supervision of the student.

Parameters around Restraint or Seclusion Use

The use of restraint or seclusion does not form part of any of De La Salle College's Behaviour Support Plans or Student Safety Plan. However, there are limited circumstances in which restraint or seclusion may be deemed appropriate.

In deciding to implement any form of restraint or seclusion, De La Salle College's staff are aware that their actions may directly increase the risk of injury and trauma, both for the student and for the staff member themselves. Such decisions are usually made in times of high stress.

Actions that may be considered reasonable will be made by the staff present and will depend on the individual circumstances of each case as a matter of professional judgment.

Restraint and seclusion will only be used in limited emergency situations, as outlined below:

1. The student's behaviour poses an imminent threat of physical harm or danger.
2. The action is reasonable in all the circumstances.
3. There is no less restrictive means of responding in the circumstances.

If restraint or seclusion is used, the least restrictive form of restraint/seclusion will be used for the minimum time possible. The restraint/seclusion will cease as soon as the immediate danger for the student or others is averted.

The clear priority when managing such an incident will be the safety of all concerned. De La Salle College's staff involved in an incident of restraint or seclusion will immediately notify the principal and provide for the immediate care and safety of those concerned. The student's parents/guardians/carers will be contacted. A post-incident evaluation and report will be completed in accord with the templates and processes outlined in the CECV Positive Behaviour Guidelines 2018.

To assist the college to discharge its safety responsibilities, De La Salle College will adhere to an occupational health and safety program through which potential safety hazards are identified and analysed in terms of the likelihood of an event occurring, and the potential consequences if the event was to occur.

The use of corporal punishment is expressly prohibited at De La Salle College and under the *Education and Training Reform Act 2006 (Vic)*.

Breach of Student Code of Conduct

Students whose behaviour breaches the college policies, or the Student Code of Conduct may be sanctioned by the class teacher or College principal as deemed appropriate given the nature of the breach and the age of the student.

In cases of serious and/or persistent breaches of college policy or student code of conduct, the [CECV Positive Behaviour Guidelines 2018](#) outlines the process for managing and addressing student misbehaviour. The De La Salle College's policies and procedures for the suspension, negotiated transfer of students, and expulsion of students outline the management of suspension and expulsion, and appeals processes.

A decision to suspend, transfer, or expel a student is determined only:

- on prescribed grounds
- in accordance with prescribed procedures outlined in the policy and guidelines
- if procedural fairness requirements are satisfied
- if the requirements of the college's Suspension Policy, Negotiated Transfer Policy or Expulsion Policy are met, where applicable.

In accordance with applicable legislation and the College's Child Safety and Wellbeing Policy, the police, Families and Children's Services within the Department of Families, Fairness and Housing (DFFH), Commission for Children and Young People (CCYP), and/or other relevant bodies will be informed of any unlawful breaches.

Complaints

De La Salle College is required to maintain a fair, effective, and efficient complaints-handling process so that complaints about the College can be addressed. If a parent/guardian/carer of the student would like to make an appeal on student behaviour processes, parents/guardians/carers can raise the concerns with the principal or relevant person either in writing or by making an appointment.

Please ensure the relevant person/s is given a reasonable amount of time to take the steps required to resolve or address the concerns. Please refer to the College's Complaints Handling Policy and/or guidelines for further information. If the matter cannot be resolved at the College level, or if the complaint is about the principal of the College, complainants are advised to contact the relevant MACS Regional Office. Alternatively, parents/guardians/carers may lodge a complaint online and read the MACS Complaint Handling policy at <https://www.macs.vic.edu.au/Contact-Us/Complaints.aspx>.

Roles, responsibilities, and reporting

Role	Responsibility	Reporting requirement (if applicable)
Principal	Ensure publication of the college's Student Behaviour policy and procedures	Annual attestation to the Executive Director
Principal	Monitor compliance with this policy	Complete an OHS online report for any incident

Procedures

College-based processes and guidelines

Refer to [Appendix 3](#)

Definitions

Appropriate behaviour

Behaviour that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our college rules, codes of conduct and behavioural expectations.

At risk behaviour

Any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional, or psychological harm or behaviour that significantly disrupts the educational program.

Behaviour

The way in which one acts or conducts oneself, especially towards others. In general terms, it can be anything we say or do.

Bullying

May generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual. Please refer to De La Salle College's Anti-Bullying Policy for further details.

Catholic Education Commission of Victoria Ltd (CECV)

The overarching, strategic-planning and policy-making body for the Catholic college system in Victoria, including MACS colleges.

Challenging behaviour

Behaviour that significantly challenges the day-to-day functioning of the college. The behaviour impacts on learning and interrupts students' and staff's capacity to feel safe or function in a safe and orderly environment

Criminal offences

Unacceptable behaviour that may be serious enough to constitute a criminal offence. If De La Salle College becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.

Discriminatory conduct

Conduct whereby an individual is treated less favourably based on a relevant attribute, including their sex, race, sexual orientation, age, disability, religion, physical appearance or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.

Expulsion

Expulsion involves the termination of the contract entered into at the time of the enrolment by the parent/guardian/carer/relevant persons.

Inappropriate behaviour or unacceptable behaviour (including bullying, harassment, and victimisation)

May involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or e-mail communications or through social media or technology platforms.

Negotiated Transfer

Negotiated transfer involves a documented and mutually agreed move of a student to another college and occurs when all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour. A negotiated transfer ends the enrolment agreement with the first college and requires an enrolment in another college.

Physical restraint

The use of force to prevent, restrict or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint does not include protective physical interventions, which involve physical contact to block, deflect or redirect a student's actions, or disengage from a student's grip.

Seclusion

The solitary confinement of a person in a room or area from which their exit is prevented by a barrier or another person. Seclusion includes situations where a person is left alone in a room or area and reasonably believes that they cannot leave that room or area even if they may physically be able to (e.g., the door is not locked). In extreme circumstances, e.g., in response to behaviours that cause harm to self or others, teachers will respond by exiting the other students from the learning space to ensure their safety. Where the student continues to display threatening and dangerous behaviour (e.g., wielding a bat), staff will seek to limit harm to others by isolating the student for the minimum amount of time required for the student to calm. Seclusion does not include the use of a safe place, time out or chill-out rooms, being conditions that are set up to support the student and often included in Behaviour Support Plans.

Suspension

Suspension occurs when a student's attendance at college is temporarily withdrawn on the authority of the principal or their delegate, for a set period of time.

Withdrawing privileges

Withdrawing student privileges can act as a consequence of breaching classroom or college behavioural standards. Specific privileges withdrawn may vary between students based on the individual student's support plan, however they may include things such as representing the college at inter-college sports or attendance at a college event.

This must be time-limited and the risk to the student's engagement should be taken into account. The student must be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.

Withdrawal from class

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period. Colleges have a duty of care to ensure that students are always supervised, including when they are removed from a class. Where appropriate, parents/guardians/carers will be informed of such withdrawals. Withdrawal from class does not constitute formal college exclusion such as suspension (including in-college suspension) or expulsion.

Related policies and documents

Supporting documents

Appendix 1: Shared Behaviour Expectations
Appendix 2: Strategies for Positive Reinforcement of Appropriate Behaviour
Appendix 3 College Based Procedures and Guidelines
Behaviour Support Plan – Template
Student Safety Plan – Template

Related MACS policies and documents

Anti-Bullying Policy (including cyberbullying)
Attendance Policy
Complaints Handling Policy
Duty of Care Policy
Expulsion of Students Policy
Negotiated Transfer of Students Policy
Occupational Health and Safety Policy
Pastoral Care Policy
Suspension of Students Policy

Resources

[CECV Positive Behaviour Guidelines 2018.](#)

[CECV Safe and Sound Practice Guidelines](#)

Victorian Registration and Qualifications Authority (VRQA) policy requirements

National Safe Colleges Framework <http://www.education.gov.au/national-safe-colleges-framework-0>

eXxcel: Wellbeing for Learning in Catholic College Communities

Health Promoting Colleges Framework www.ahpsa.org.au

CECV Intervention Framework 2015 www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf

Legislation and standards

Education and Training Reform Act 2006 (Vic.)

Education and Training Reform Regulations 2017 (Vic.)

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005 (Cth)

Equal Opportunity Act 2010 (Vic.)

Occupational Health and Safety Act 2004 (Vic.)

Policy information table

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Learning Diversity
Approving authority	Executive Director
Assigned board committee	Child Safety and Risk Management
Approval date	October 2023
Risk rating	High
Date of next review	March 2025
Publication details	CEVN, college contextualised policy on college website

POLICY DATABASE INFORMATION	
Assigned framework	Care, safety and welfare of students
Supporting documents	Refer to the list of supporting documents above (appendices, procedures, forms, etc)
Superseded documents	Student Behaviour Policy – v2.0 – 2022 Student Behaviour Policy – v1.0 – 2022
New policy	

Appendix 1: Shared Behaviour Expectations

The college recognises the importance of providing clear guidance and expectations which are applicable to all members of the college community.

The table below sets out our college's expectations for its students, parents/guardians/carers and staff.

Students are expected to:	Parents/guardians/carers are expected to:	Principal/teachers and staff will:
Take responsibility for their learning and have high expectations in themselves that they can learn	Have high expectations of their child's behaviour, understand, and support the implementation of the college's behavioural expectations	Promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
Model the college's core values of respect, endeavour, communication, trust and teamwork	Openly communicate with the college regarding their child's circumstances	Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child focusing on pro-social behaviours
Take responsibility for their own behaviour and the impact of their behaviour on others	Cooperate with the college by assisting in the development and enforcement of strategies to address individual needs	Employ whole college and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues
Comply with this policy and work with teachers and parents in developing strategies to improve outcomes to: <ul style="list-style-type: none"> ● obey all reasonable requests of staff ● respect the rights of others to be safe and learn ● respect the property of others. 	Provide complete, accurate and up to date information when completing an enrolment form and supply the college, prior to and during enrolment, with any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's collegeing), reports from previous colleges, court orders or parenting agreements	Consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances
	Comply with the college's behaviour aims and the college's Code of Conduct and to support the college in upholding prescribed standards of dress, appearance and behaviour, in accordance with the terms of your child's enrolment at the college.	Plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students, to understand the diverse circumstances of students and provide support to those who are vulnerable or who have special needs.
	Acknowledge and understand that unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the college's view, is unacceptable and damaging to the partnership between parent/guardian/carer and college, may result in suspension or termination of the child's enrolment.	Recognise that for some students (including vulnerable students or students with disabilities) additional support may be needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion

Appendix 2: Positive Reinforcement of Appropriate Behaviour

De La Salle College will implement culturally inclusive strategies to reinforce appropriate behaviour which may include verbal recognition, individual or class rewards, communication with parents/wider college community, as appropriate.

Tier 1: College wide supports

De La Salle College implements culturally inclusive, college-wide preventative and early intervention strategies and practices for all its students to support positive behaviours, including:

- establishing predictable, fair, and democratic classrooms and college environments
- providing physical environments that are conducive to positive behaviours and effective engagement in learning
- ensuring student participation in the development and implementation of whole college expectations
- empowering students by creating opportunities to take responsibility and be involved in decision making
- monitoring attendance and academic progress of students with the view to recognising students at risk and intervening early
- developing Personalised Learning Plans (PLP) in consultation with the Program Support Group (PSG) where appropriate for individual students.

Tier 2: Targeted supports

In addition to Tier 1 supports, some students may require targeted support or interventions to meet behavioural standards, including regular attendance. These students will be supported through a culturally appropriate staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- provision of consistent college and classroom environments
- scaffolding the student's learning program
- data collection and documentation of incidents relating to the management of student behaviours to inform decision making
- revision of the Personalised Learning Plan (PLP) and creation of a Behaviour Support Plan (BSP), Student Safety Plan (SSP) or Attendance Maximisation Plan (AMP) as appropriate
- parent consultation via phone, videoconference, or interview
- the design and implementation of support strategies that assist the student to self-calm such as a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- case conference with relevant medical or specialist providers or MACS consultants (this may include Aboriginal and Torres Strait Islander or EAL/New Arrival/Refugee Learning Consultants where culturally appropriate).

Tier 3: Intensive intervention

When Tier 1 and Tier 2 systems are in place, the foundation for implementing Tier 3 supports is established. Complex behaviours are targeted to remediate and prevent further escalations. Support provided to students at De La Salle College will be aligned directly with the goals and targets set out in the students' Personalised Learning Plan (PLP), Behaviour Support Plan (BSP) and Student Safety Plan (SSP). Data systems provide college personnel with accurate, timely and practical information for making decisions about the fidelity and impact of individualised interventions that:

- value the student and support positive interaction
- have a clear data-informed strategy focused on preventing the occurrence of an identified behaviour by avoiding or adapting the circumstances that usually trigger this behaviour
- focus on building skills and developing alternative behaviours
- consider the motivation for or functions of behaviours
- use the student's strengths and interests to promote success.

De La Salle College will implement more intensive intervention strategies for students presenting with complex and ongoing difficulties or extended college refusal. Development of plans will require support from parents/carers and will often require consent to access specialised services.

De La Salle College will support students with complex behaviours of concern through a culturally appropriate staged response which will generally include:

- ongoing implementation of universal and Tier 2 strategies
- use of data to inform and monitor the implementation of evidence-based interventions
- regular Program Support Group meetings to review PLP, BSP, safety plans and/or Attendance Maximisation Plans
- consultations with mutually agreed specialised support services
- implementation of explicit, data informed strategies designed to support the student to display safe behaviours. The design of the individualised support will be informed by the identified function of the behaviour and the explicit teaching of skills and desired behaviours.

Consequences for student misbehaviour

De La Salle College adopts a staged response to challenging behaviour and appropriate reinforcement of appropriate behaviour noting that an effective Behaviour Support Plan (BSP) is developed to support the student in learning skills required for positive social interaction, along with the ability to become a more effective and successful learner. Consequences for misbehaviour are also implemented which may take the form of:

- non-verbal warning – e.g. eye contact/hand movement/shake of head/teacher positioning to stand near misbehaving student/s
- verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour
- moving student in the room to a less disrupting situation
- separating student from the class for a short period of time to provide an opportunity for the student to settle
- readmission to class activity based on student being de-escalated
- student required to stay in after class for set period of time
- student required to complete work during recess/lunchtime
- student engaged in restorative actions supervised by classroom teacher
- student re-entry meeting.

When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, De La Salle College will implement a targeted response to identify and address the presenting issues and reinforce replacement behaviours. This may involve the following support strategies:

- convening a Program Support Group (PSG) meeting involving parents/guardians/carers, Learning Diversity/Wellbeing coordinator and the student where appropriate
- Developing/revising a Personalised Learning Plan (PLP) or attendance plan
- development/revision of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students
- referral to MACS or external health or allied health providers
- consultation with external professionals, paediatrician, psychologist specialist practitioner
- contact with the regional office.

Appendix 3: College Based Processes and Guidelines

The following guidelines regarding student conduct, behaviour and management were developed to enable all students to reach their full potential and support the smooth running of the College. Included are samples of the consequences that will apply when students breach expectations. This list is not exhaustive. The foundation for this set of guidelines is that members of our Lasallian College community will display consideration, respect and acceptance towards others, as well as personal responsibility at all times.

Level	Examples of Unacceptable Behaviours/Actions	Suggested Responses
5	<p>Level 5: Examples of Unacceptable Behaviours/Actions</p> <ul style="list-style-type: none"> ▪ Serious criminal offence ▪ Trafficking in illicit or illegal substances ▪ Major theft or wilful destruction/vandalism ▪ Sustained threats or acts of physical violence, racism, discrimination or harassment made to a member of the College/wider community ▪ A sustained or serious breach of a Student Reinstatement Management Plan ▪ Sustained failure to comply with College Expectations ▪ Other 	<p>Principal and Deputy Principal – Students</p> <ul style="list-style-type: none"> ▪ Referral to Police ▪ Expulsion ▪ Negotiated Transfer from the College ▪ External Suspension from the College ▪ Contractual reinstatement to the College ▪ Incident Report added to Student File ▪ Conference with parents
4	<p>Level 4: Examples of Unacceptable Behaviours/Actions</p> <ul style="list-style-type: none"> ▪ Possession and/or distribution of offensive or otherwise inappropriate materials ▪ Possession or use of illicit or illegal substances or material (including cigarettes, e-cigarettes/ vaping) ▪ Theft, vandalism or destruction of property ▪ Threats or acts of physical violence, racism, discrimination or harassment made to a member of the College/wider community ▪ Hurtful, threatening behaviour or inappropriate language directed at a member of the College community ▪ Continual conduct in the public domain that brings the College into disrepute ▪ Defiant and unruly conduct in the company of others ▪ Sustained disruption of the learning environment ▪ Serious breach of privacy in relation to the Student Notebook Agreement and/or Social Media Policy and guidelines ▪ Serious breach of Student Notebook Agreement and/or Student Social Media Policy and guidelines (e.g. filming and/or uploading students in uniform, use of sexually explicit language) ▪ Breach of a Student Reinstatement Management Plan ▪ Serious breach of the Student Safe Driving Policy ▪ Failure to attend Saturday detention ▪ Gambling 	<p>Director of Students, Year Level Coordinator, Year 9 Head of Campus or House Coordinator</p> <ul style="list-style-type: none"> ▪ Referral to Police ▪ External Suspension from the College ▪ Internal Suspension ▪ Contractual reinstatement to the College ▪ Restorative mediation ▪ Banning of use of ICT equipment and facilities ▪ Isolation from class/classes ▪ College Service ▪ Outside Agency Referral ▪ Counselling Referral ▪ Positive Behaviour Plan ▪ Written apology ▪ Incident Report added to Student File ▪ Conference with parents

Level	Examples of Unacceptable Behaviours/Actions	Suggested Responses
3	<p>Level 3: Examples of Unacceptable Behaviours/Actions</p> <ul style="list-style-type: none"> ▪ Failure to turn up for a restorative conversation when requested ▪ Conduct in the public domain that brings the College into disrepute ▪ Participating in threatening group behaviour ▪ Sustained intimidation between students ▪ Direct involvement in a fight or other incidents involving low level acts of physical contact such as tackling or other unwanted touching ▪ Bullying, discrimination (such as that based on gender, race etc) or harassment directed at a member of the College community either verbally, through actions, in writing or through images ▪ Sustained inappropriate use of computer resources ▪ Possession of inappropriate materials ▪ Offensive language to a member of the College community ▪ Continued disruption of the learning environment ▪ Plagiarism and/or breach of examination expectations ▪ Absence from College activities without appropriate documentation ▪ Lateness to class or homeroom on more than six occasions ▪ Truant from classes without permission ▪ Sustained uniform infringement at the College or in the public domain ▪ Smoking in uniform ▪ Throwing of objects on College grounds and/or wider community that endanger members of our community ▪ Breach of the Student Safe Driving Policy ▪ Graffiti and vandalism ▪ Three detentions in the term ▪ Failure to attend a Friday detention ▪ Inappropriate challenging of a staff member's authority ▪ Sustained failure to comply with reasonable staff direction 	<p>Director of Students, Year Level Coordinator, Year 9 Head of Campus, House Coordinator, Learning Area Team Leaders, Class or House Mentor</p> <ul style="list-style-type: none"> ▪ Restorative mediation ▪ Banning of use of ICT equipment and facilities ▪ Outside Agency Referral ▪ Counselling Referral ▪ College Service ▪ Written apology ▪ Positive Behaviour Plan ▪ Learning Concern Letter ▪ Referral to VCE / VCAL Progression Coordinator ▪ Referral to Year Level Coordinator /House Coordinator/Yr9 Head of Campus ▪ Incident Report added to Student File ▪ Saturday morning detention ▪ Friday detention ▪ Conference with parents

Level	Examples of Unacceptable Behaviours/Actions	Suggested Responses
2	<p>Level 2: Examples of Unacceptable Behaviours/Actions</p> <ul style="list-style-type: none"> ▪ Continual failure to comply with reasonable staff directions ▪ Continued disruption of the learning environment ▪ Breach of the Student Notebook Agreement and guidelines ▪ Breach of the Student Social Media Policy and guidelines ▪ Lateness to class or homeroom on three occasions ▪ Leaving College grounds without permission ▪ Uniform infringement in the public domain ▪ Continual uniform infringement on College grounds ▪ Intimidation between students ▪ Failure to attend a detention 	<p>Year Level Coordinator or House Coordinator, Year 9 Head of Campus, Learning Area Team Leaders, Class or House Mentor and/or Reporting Teacher</p> <ul style="list-style-type: none"> ▪ Contact with parents via phone or via email ▪ Temporary relocation to another class ▪ Counselling Referral ▪ Restorative mediation ▪ Written apology
2	<ul style="list-style-type: none"> ▪ Swearing ▪ Inappropriate language to a member of the College community ▪ Indirect involvement in a fight ▪ In the company of smokers ▪ Truant from a class and/or homeroom ▪ Being in an out-of-bounds area ▪ Littering of the classroom/College grounds ▪ Spitting on the College grounds 	<ul style="list-style-type: none"> ▪ Friday detention ▪ Incident Report added to Student File ▪ Learning Concern Letter ▪ Positive Behaviour Plan ▪ Referral to Class or House Mentor <p>NB: Some unacceptable actions may be referred to the relevant Learning Area Team Leader for appropriate consequences.</p>
1	<p><u>Level 1: Examples of Unacceptable Behaviours/Actions</u></p> <ul style="list-style-type: none"> ▪ Inappropriate conduct, language or behaviour between students ▪ Failure to comply with reasonable staff direction ▪ Inappropriate use of computer resources ▪ Disruption of the learning environment ▪ Off task behaviour in class ▪ Eating in class ▪ Inappropriate lateness to class and/or homeroom ▪ Uniform infringement on the College grounds ▪ Littering 	<p><u>Reporting Staff Member</u></p> <ul style="list-style-type: none"> ▪ Written apology ▪ Restorative discussion with the student at recess or lunchtime ▪ Contact with parents via by phone or by email ▪ Clean up the yard at lunchtime under the supervision of the staff member ▪ Relocation of student to another part of the room or yard ▪ Referral to relevant Class or House Mentor ▪ Verbal correction or warning