

1. Strategies to promote positive behaviour

The college seeks to develop a culture of positive wellbeing by setting clear expectations for students and promoting positive behaviour. Strategies for encouraging this culture include:

- setting clear expectations;
- integration within specific learning, wellbeing and pastoral care programs;
- acknowledging positive behaviour in a range of ways including;

PRIMARY SCHOOL
Verbal praise
Dojo points
Merit and principal awards
Bronze, silver and gold medallions
Acknowledgement in assemblies
Awarding positions of responsibility and leadership
Principal's awards – presented at annual Speech Day event

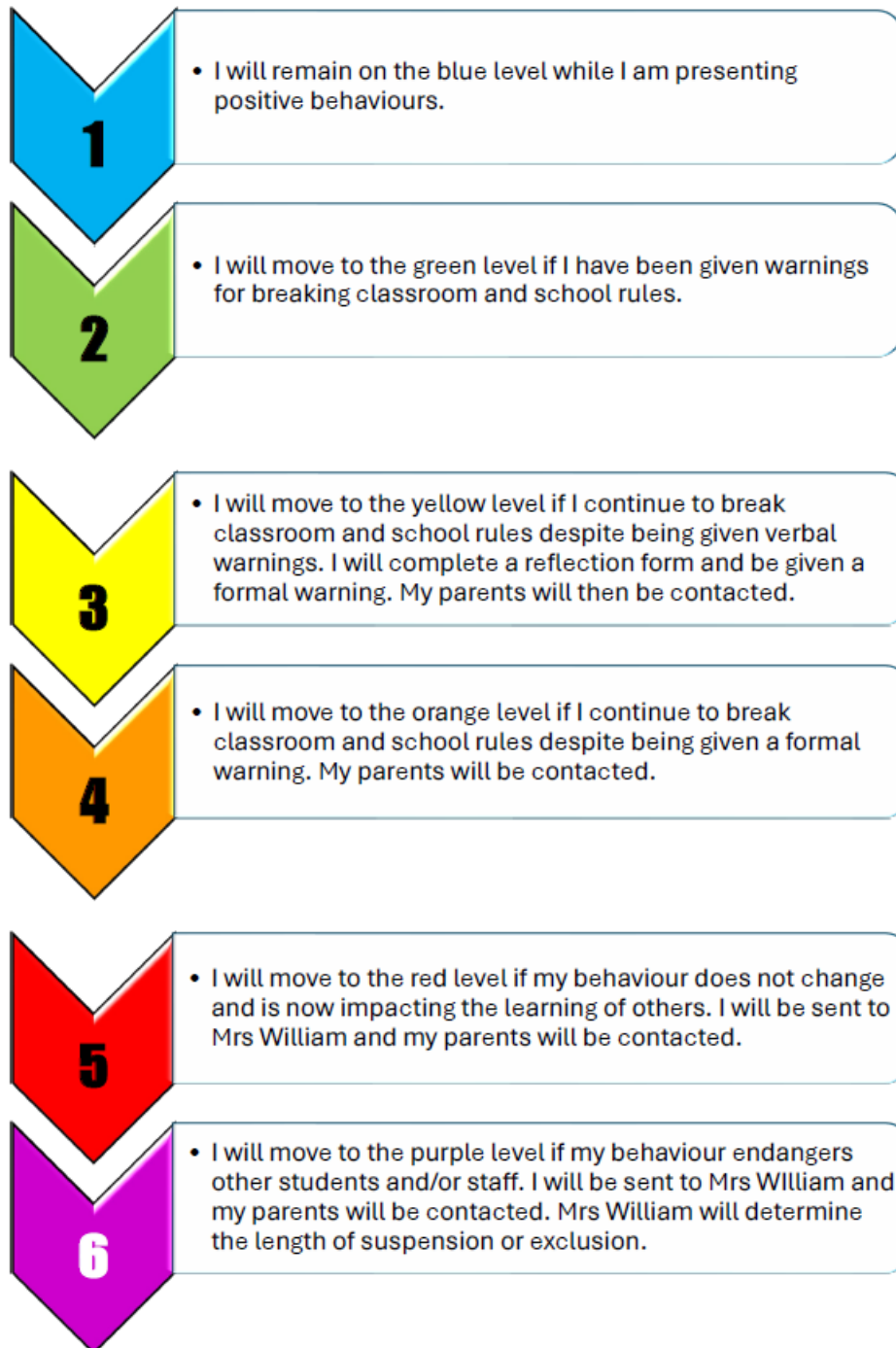
The recording and maintenance of student behaviour is contained within the learning management system 'CENTRAL'. All records are reviewed by the respective classroom teacher within the primary school and House Patron within the senior school. This is to ensure that there is consistency when monitoring and tracking the progress of student behaviour across the college.

2. Student Behaviour Management Plan – Primary School

The primary college uses dojo points to track student behaviour. In order to promote positive behaviour, students are encouraged to receive dojos which will enable them to gain merit awards and progress along the scale. The aim for every student at the college is to work towards achieving a Gold Trophy.

PRIMARY	
10 Merit Awards	= Principal Award
5 Principal Awards	= St Mary & St Mina Awards Bronze Medallion
10 Principal Awards	= St Mary & St Mina Awards Silver Medallion
15 Principal Awards	= St Mary & St Mina Awards Gold Medallion
20 Principal Awards	= St Mary & St Mina Awards Gold Trophy presented at Speech night

2.1 Procedures for reinforcing discipline



- Students are given 3 warnings before moving to any level.
- Students move to the green level when they have been given warnings for breaking classroom and school rules
- Students move to the yellow level when they continue to break classroom and school rules despite being given verbal warnings. They will complete a reflection form and be given a formal warning. Parents will then be contacted
- Students move to the orange level if they continue to break classroom and school rules despite being given a formal warning. Parents will be contacted
- Students move to the red level if their behaviour does not change and is now impacting the learning of others. They will be sent to the Head of Primary and parents contacted
- Students move to the purple level if their behaviour endangers other students and/or staff. They will be sent to the Head of Primary and parents contacted. The Head of Primary will determine the length of suspension or exclusion
- Every step of the process will be documented on Sentral.

2.2 Examples of misbehaviour

LEVEL 2 (TEACHER MANAGED)	
STUDENT ACTIONS	TEACHER ACTIONS
<ul style="list-style-type: none"> • Disrupting others • Incomplete homework • Rocking on chairs • Chewing gum • Coming to school without the necessary equipment • Returning late to class after breaks • Running/shouting in the corridors • Calling out • Chatting / not listening • Being off task • Wandering around • In classroom without teacher supervision • Thoughtlessly / carelessly upsetting others • Uniform incorrectly worn or items missing 	<ul style="list-style-type: none"> • Praise positive behaviour • Quiet restorative informal discussion • Reinforce expectations
LEVEL 3 (TEACHER MANAGED)	
STUDENT ACTIONS	TEACHER ACTIONS
<ul style="list-style-type: none"> • Consistent level 2 behaviours • Vandalism • Inappropriate language • Wasting time • Taking other's property / hiding things • Refusing to work • Deliberately upsetting others • Disrupting others 	<ul style="list-style-type: none"> • The student may be isolated within the classroom or moved to another classroom to break the cycle of behaviour • Loss of break time • Restorative discussion • Formal warning • Reinforce appropriate behaviour and why behaviour is inappropriate
LEVEL 4 (TEACHER MANAGED)	
STUDENT ACTIONS	TEACHER ACTIONS
<ul style="list-style-type: none"> • Consistent level 3 behaviours • Verbal or physical bullying • Being defiant • Racist or sexist behaviour • Swearing • Consistent answering back • Threatening /abusive behaviour • Leaving classroom or activity without permission 	<ul style="list-style-type: none"> • Parents contacted • Formal warning
LEVEL 5 (HEAD OF PRIMARY MANAGED)	
STUDENT ACTIONS	HEAD OF PRIMARY ACTIONS
<ul style="list-style-type: none"> • Consistent Level 4 behaviours • Deliberately upsetting / harming others • Breaching safety rules • Physical disruption / endangering others e.g. throwing chair • Leaving College grounds without permission • Repeated swearing • Consistent bullying 	<ul style="list-style-type: none"> • Formal meeting with parents • Possible suspension • Formal 'time out' with the Head of Primary
LEVEL 6 HEAD OF PRIMARY MANAGED)	
STUDENT ACTIONS	HEAD OF PRIMARY ACTIONS
<ul style="list-style-type: none"> • Consistent level 4 behaviours • Serious vandalism • Drug related incident • Consistent and absolute refusal to co-operate • Extreme violence towards others • Persistent failure to change behaviour 	<ul style="list-style-type: none"> • Formal meeting with parents • Suspension, exclusion or possible expulsion

3. Restorative practice

A restorative process will be initiated when a child works to move back up the behaviour levels

