



Edinburgh College

Behaviour Improvement Policy

(Secondary)

Document History

This policy is to be ratified by the School Council in 2020

The life cycle of this policy is three years. It will be reviewed in 2023

Within our Christian environment at Edinburgh College, we want to develop willing learners who are respectful, responsible and resilient, and who have a heart for service in their community.

Purpose:

The intention of this policy is to increase the personal, social and emotional safety of students during learning and play while at school. Edinburgh College prohibits corporal punishment as a behavioural procedure.

Guidelines: The following procedures will be followed by all secondary staff. The behaviours provided are examples only and are provided as a guideline, however, and teacher discretion is advised.

Action	Behaviours (examples)	Process
Infringement (Minor behaviours)	<ul style="list-style-type: none"> ● Lateness ● Self-management issues (disorganised for a lesson) ● Disruptive behaviour (minor) ● Property abuse (minor) ● ICT (minor) ● Unexplained out of uniform 	<p>A restorative conference will be held between the student and teacher whereby the issue will be discussed.</p> <p>The following processes will be followed on each occasion the behaviour occurs:</p> <p><u>1st Occurrence:</u> Remind the student of expected behaviour.</p> <p><u>2nd Occurrence:</u> Reteach the behaviour during class or break time using Tier 1 interventions. This can be recorded in General Information on SEQTA.</p> <p><u>3rd Occurrence:</u> Infringement notice issued and communicated with wellbeing Co-ordinator students & parent/s via SEQTA.</p>

		<p>Additional notes:</p> <ul style="list-style-type: none"> ● Each infringement must be recorded onto SEQTA. And emailed to student/parent/wellbeing Coordinator.
<p>Behaviour Support Class (Major behaviours)</p>	<ul style="list-style-type: none"> ● Bullying ● Derogatory language ● Denigration of others ● ICT misuse and cyberbullying ● Plagiarism ● Dangerous behaviour 	<p>During behaviour support classes students will meet with a member of the student wellbeing team to:</p> <ul style="list-style-type: none"> ● Conduct a restorative conference. ● Complete a reflection sheet. ● Re-learn appropriate behaviour skills. ● Complete an apology letter to restore the relationship if required. <p>The apology letter must then be taken to the person/teacher/group involved for reconciliation.</p> <p>Additional notes:</p> <ul style="list-style-type: none"> ● Behaviour support classes must be recorded onto SEQTA by the teacher or Student Wellbeing Coordinator. ● Parents must be notified. ● Referral to other services may be outsourced.
<p>Focus Card Level One: White card</p>	<ul style="list-style-type: none"> ● Discretion of Student Wellbeing Coordinator or Head of Secondary following a series of infringements (3 or more) should a pattern 	<p>After three infringements in any given term, the Student Wellbeing Coordinator or Head of Secondary will place the student on a Focus Card Level One should a pattern of behaviour be evident. This will be done in collaboration with the homeroom teacher. The rationale for this is to</p>

<p>Focus Card Level Two: Yellow Card</p>	<p>of behaviour appear to be evident</p> <ul style="list-style-type: none"> ● Poor attendance and punctuality 	<p>focus on correcting and improving the concerning behaviour.</p> <p>The following processes will be followed for the Focus Card Level One:</p> <ul style="list-style-type: none"> ● The Student Wellbeing Coordinator will notify parents and inform staff. ● The student is to take the Focus Card to each period and have it signed by each class teacher. ● Focus Cards must be taken home daily, signed by parents and returned to school the next day. ● Focus Cards are reviewed on day five by the homeroom teacher and the Student Wellbeing Coordinator. ● Students on Level One must be removed from the playground at lunchtime should the specified targets not be fulfilled each day. <p>The following processes will be followed for the Focus Card Level Two:</p> <ul style="list-style-type: none"> ● The Student Wellbeing Coordinator, Head of Secondary or Principal will meet with the parents and the student concerned. ● Notification will be provided that the Focus Card Level One was unsuccessfully completed. ● A restorative conference will be conducted and strategies for the successful completion of Level Two will be discussed. ● A mentor may be instigated at this part of the process. ● The student may be removed at the
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<p>Tier 3 Plan</p>		<p>discretion of the wellbeing coordinator from the playground during recess and lunch for the duration of the report week and support will be provided to re-teach appropriate behaviour.</p> <p>The following processes will be followed for the Tier 3 Plan:</p> <ul style="list-style-type: none"> ● The Student Wellbeing Coordinator, Head of Secondary or Principal will meet with the parents, mentor and the student concerned. ● Notification will be provided that the Focus Card Level Two was unsuccessfully completed. ● A restorative conference will be conducted and strategies for the successful completion of Tier 3 will be discussed. ● The student may be removed from inter-school sport, excursions and extracurricular activities. ● Failure to successfully complete the Tier 3 Plan can result in possible suspension, expulsion or deregistration. ● Edinburgh College reserves the right to implement, adjust or change plan details as required.
<p>Suspension/ Expulsion/ Deregister</p>	<ul style="list-style-type: none"> ● ICT hacking/ unauthorised access ● Failure to successfully complete a Tier 3 Plan ● Extreme bullying 	<p>Referred to the Discipline committee</p> <p><u>The Discipline Committee</u> The Discipline Committee, consisting of the Principal, Head of Secondary, Head of Primary and Student Wellbeing Coordinator are to consider and decide</p>

	<ul style="list-style-type: none"> ● Cyber bullying ● Offensive behaviour towards staff ● Extreme physical harm towards others on campus ● Truancy 	<p>upon consequences for student actions.</p> <p>Where required other staff may be asked to be a part of the decision making process.</p> <p>Should a student become expelled, the Principal will communicate this to the parents, students concerned and the school community.</p> <p>Homeroom teachers and the chaplain will support the student throughout this process, including bringing to the committee's attention the student's current circumstances and background.</p> <p>Option for deregistration Expulsion – Referred to College Council for vote</p> <p><u>College Council</u> Chairperson Principal Elected college parents/partners Education Director</p> <p>At the discretion of the Discipline Committee a support person(s) for the student/family may be invited to meet with the College Council</p> <p><u>Appeals Process</u> Parents/Students are to refer to the Procedural Fairness Policy</p>
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This policy works in conjunction with the guidelines for parents with complaints policy, child safe protection policy and the procedural fairness policy. This policy is to be used in conjunction with the ICT, academic, bullying prevention, special with individual learning needs policy.