



Edinburgh College

# Behaviour Improvement Policy

(Secondary)

## Document History

This policy is to be ratified by the School Council on Feb 2017  
The life cycle of this policy is three years. It will be reviewed in 2020

*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.

**Guidelines:** The following procedures will be followed by all secondary teachers. 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"> <li>● Lateness</li> <li>● Self management issues (disorganised for a lesson)</li> <li>● Disruptive behaviour (minor)</li> <li>● Property abuse (minor)</li> <li>● ICT (minor)</li> <li>● Unexplained out of uniform</li> </ul>	<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 behavior occurs:</p> <p><b><u>1<sup>st</sup> Occurrence:</u></b> Remind the student of expected behaviour.</p> <p><b><u>2<sup>nd</sup> Occurrence:</u></b> Reteach the behaviour during lunchtime.</p> <p><b><u>3<sup>rd</sup> Occurrence:</u></b> Move the student to a behaviour support class.</p>

		<p>Additional notes:</p> <ul style="list-style-type: none"> <li>● Each infringement must be recorded onto SEQTA.</li> <li>● The classroom teacher, Student Wellbeing Coordinator and parents must be notified of each 3<sup>rd</sup> occurrence infringement.</li> </ul>
<p>Behaviour Support Class (Major behaviours)</p>	<ul style="list-style-type: none"> <li>● Bullying</li> <li>● Derogatory language</li> <li>● Denigration of others</li> <li>● ICT misuse and cyberbullying</li> <li>● Plagiarism</li> <li>● Dangerous behaviour</li> </ul>	<p>During behaviour support classes students will meet with the Student Wellbeing Coordinator to:</p> <ul style="list-style-type: none"> <li>● Conduct a restorative conference.</li> <li>● Complete a reflection sheet.</li> <li>● Re-learn appropriate behaviour skills.</li> <li>● Complete an apology letter to restore the relationship if require.</li> </ul> <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"> <li>● Behaviour support classes must be recorded onto SEQTA by the teacher or Student Wellbeing Coordinator.</li> <li>● Parents must be notified.</li> </ul>
<p><b>Focus Card</b> <b>Level One:</b> White card</p>	<ul style="list-style-type: none"> <li>● Discretion of Student Wellbeing Coordinator or Head of Secondary following a series of infringements or detentions (3 or more) should a pattern of</li> </ul>	<p>After three detentions and/or 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</p>

<p><b>Focus Card Level Two: Yellow Card</b></p>	<p>behaviour appear to be evident</p> <ul style="list-style-type: none"> <li>● Poor attendance and punctuality</li> </ul>	<p>this is to 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"> <li>● The Student Wellbeing Coordinator will meet with parents and inform staff.</li> <li>● The student is to take the Focus Card to each period and have it signed by each class teacher.</li> <li>● Focus Cards must be taken home daily, signed by parents and returned to school the next day.</li> <li>● Focus Cards are reviewed on day five by the homeroom teacher and the Student Wellbeing Coordinator.</li> <li>● Students on Level One must be removed from the playground at lunchtime should the specified targets not be fulfilled each day.</li> </ul> <p>The following processes will be followed for the Focus Card Level Two:</p> <ul style="list-style-type: none"> <li>● The Student Wellbeing Coordinator, Head of Secondary or Principal will meet with the parents and the student concerned.</li> <li>● Notification will be provided that the Focus Card Level One was unsuccessfully completed.</li> <li>● A restorative conference will be conducted and strategies for the successful completion of Level Two will be discussed.</li> <li>● The student will also be removed from the playground during recess</li> </ul>
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<p><b>Focus Card Level Three: Red Card</b></p>		<p>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 Focus Card Level Two:</p> <ul style="list-style-type: none"> <li>● The Student Wellbeing Coordinator, Head of Secondary or Principal will meet with the parents and the student concerned.</li> <li>● Notification will be provided that the Focus Card Level Two was unsuccessfully completed.</li> <li>● A restorative conference will be conducted and strategies for the successful completion of Level Two will be discussed.</li> <li>● The student will be removed from all classes in addition to removal from the playground during recess and lunch. Before and after school interaction will also be restricted.</li> <li>● Failure to successfully complete Focus Card Level Three will result in possible suspension or expulsion.</li> </ul>
<p><b>Suspension/ Expulsion/ Deregister</b></p>	<ul style="list-style-type: none"> <li>● ICT hacking/ unauthorised access</li> <li>● Failure to successfully complete Focus Card Level Three</li> <li>● Extreme bullying</li> <li>● Offensive behaviour towards staff</li> </ul>	<p>Referred to the Discipline committee</p> <p><u>The Discipline Committee</u></p> <p>The Discipline Committee, consisting of the Principal, Head of Primary and/or Head of Secondary, Student Wellbeing Coordinator, are to consider and decide upon consequences for student actions. Should a student become expelled, the Principal will communicate this to the parents, students concerned and the</p>

	<ul style="list-style-type: none"> <li>● Extreme physical harm towards others on campus</li> </ul>	<p>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</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 the 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 and Homework Policies.*