



STUDENT BEHAVIOUR GUIDELINES

Salesian College Sunbury is an inclusive Catholic Faith Community in the spirit of St John Bosco.

- We are a welcoming COMMUNITY that fosters an atmosphere of joy and optimism.
- We strive for engagement in LEARNING for which we are collectively responsible.
- We promote the pursuit of EXCELLENCE in all aspects of life.
- We are inspired by our FAITH to serve others and develop as resilient, thoughtful and caring citizens of the world.

Central to these values is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

AIMS

These guidelines have been developed for the purpose of forming Salesian College Staff to:

- take a wholistic approach to their role as educators
- encourage positive and respectful relationships among all members of the College community, with Jesus as our role model
- value the dignity of each person within the community by promoting love, respect and acceptance for each individual
- assist classroom teachers with the establishment of classroom routines that promote safety and achievement of personal best (excellence)

To achieve these aims, we conduct ourselves in a manner that:

- has regard for the dignity and wellbeing of the individual and their rights, and shows courtesy and respect towards others within our college community (students, staff, parents and other community members)
- cares for and respects the environment in which we live and work
- takes responsibility for our actions and promotes a sense of self-discipline
- enhances and maintains the reputation of the College through all we do
- reflects the gospel values of justice, forgiveness and reconciliation

These guidelines support the College's Student Behaviour Policy. Student refers to all individuals enrolled in study at the College (including international exchange students).

BACKGROUND:

Developing a positive school environment is about an attitude - how one person interacts with another to develop right relationships. At Salesian College, for effective teaching and learning and for positive relationships to occur, the following key assumptions and understandings exist:

- Teachers should expect to be able to teach their class free from distractions
- Teachers have a key role in establishing clear classroom behaviour expectations
- Students should expect to be able to learn and play in a safe environment and be responsible for their own actions
- Students must be given the opportunity to rectify their behaviour and/or leave the learning environment in a safe way if they choose to
- Students with specific needs will often be placed on modified Behaviour Support Plans (BSPs) which must be adhered to by all teaching staff
- Communication with parents about their child's behaviour is vital to support right relationships. It is important that teachers engage with the student's parents regarding any patterns of behaviour which are causing distractions, disruptions or safety concerns to the learning in the classroom
- Parents are expected to actively demonstrate support for classroom teachers

Our school must be a safe, caring and orderly learning environment in which the rights of all students to learn and all teachers to teach must be supported. Every student has the right to access education free from impediment caused by inappropriate behaviour by others. Likewise, every student has the opportunity to develop appropriate behaviour which allows them to work harmoniously in the various situations in which they find themselves in the school environment.

We believe that the greater the consistency of approach to discipline between teachers the better they are able to support each other, students and their parents/carers.

Our approach to behaviour management is consistent across the school and has the following core elements:

- Our teachers plan and implement Positive Behaviour Guidelines, which outline consequences for inappropriate behaviour as well as reinforcing appropriate behaviour.
- In our classrooms we display our positive behaviour expectations (Positive Behaviour Matrix) and students are helped to meet these through consistent approaches.
- Classroom management plans are discussed with students at the commencement of each semester/term/year. A “step” warning system is used, when appropriate, so that students can exercise a choice about continuing inappropriate behaviour before a consequence occurs.
- Inappropriate behaviours are always responded to. We consistently:
 - refer to classroom rules and the College’s CLEF values
 - provide students with the opportunity to behave appropriately
 - use consequences that are previously understood by students
 - apply consequences firmly but without use of physical or verbal aggression
 - remove students who do not respond appropriately
 - use a restorative approach when responding to inappropriate behaviours.
- Appropriate behaviour applies equally to out of lesson times such as recess, lunch, on buses travelling to and from school and on excursions and camps.
- Teachers are supported with behaviour management in a number of key ways:
 - removal of students by members of the College Leadership Team
 - the provision of a supervised “time-out” or “restore” room
 - professional learning programs, coaching and mentorship
 - behaviour intervention support (through Wellness Team)
 - the development of classroom management and behaviour support plans
 - supervised after-school detentions
 - suspension, exclusion and external referrals and follow up counselling of students.

WHOLE SCHOOL BEHAVIOUR MANAGEMENT

There is a multi-tiered approach to behaviour management at Salesian College:

1. Promoting College Values or CLEF (Positive Behaviour Expectations)
2. Establishing Positive Classroom Relationships for Learning
3. College Supports and Structures (Policy & Guidelines)

1. Promoting College Values

High achievement requires structure and opportunities for students to learn how to engage effectively, reach their goals, and not disturb others. Our Positive Behaviour Expectations are closely aligned with our College Values or CLEF:

- Be Responsible (COMMUNITY)
- Be Engaged (LEARNING)
- Be Amazing (EXCELLENCE)
- Be Respectful (FAITH)

In each and every classroom, these values are displayed in the form of a **Positive Behaviour Expectations** matrix (see Appendix C) which makes clear the expectations we have of students in the classroom, in the playground, in the community, in digital spaces and at all times. These provide a positive way of making clear how we see students behaving, including showing support for school expectations when it comes to things like homework, wearing of uniforms, and involvement in prayer and liturgical celebrations.

At the beginning of each year, as a part of beginning year routines, teachers discuss these expectations with students and share their ideas of how, as a class, they can work together to display these attributes. During the beginning weeks of each new semester, members of the College Executive/Directors Team will visit classrooms and will talk with students about their understanding of these expectations. These expectations, along with other resources, give a foundation for language and conversation if students require redirection or support with their behaviour.

Salesian College values the use of **Restorative Practices** when approaching student misbehaviour. Restorative Practice, which is based on the philosophy of Restorative Justice, puts into practice our College values and beliefs that emphasize rights and responsibilities, positive relationships, productivity and cooperation whilst at the same time meeting the individual needs of people impacted by misbehaviour. Restorative Justice philosophy holds that human beings are happier, more productive and cooperative, and more likely to make positive changes in their behaviour, when those in positions of authority do things with them, rather than to them or for them. Restorative classrooms (and playgrounds) view wrongdoing as an opportunity for learning about how to live as 'Good Christians and Honest Citizens' (Don Bosco). Wrongdoing is seen as an opportunity for reflection and reinforcement of boundaries, limits and expectations. Individuals are given the opportunity to take responsibility for the harm done and to make things right.

Other ways in which staff are asked to support Positive Behaviour Expectations amongst students so that effective learning can occur include:

- Providing opportunities for student input and negotiation (Student Voice)
- Providing formal and informal leadership opportunities for students
- The building of positive and respectful relationships between teachers, students and parents through Oratory.
- Meaningful opportunities for growth and reflection via oratory lessons and wellbeing programs
- Communication with parents via telephone conversation, email, Schoolbox or formal parent teacher interviews that is respectful and supportive
- The early identification and intervention of 'at risk' students with appropriate referral and assessment procedures.
- Providing appropriate transition programs and supports for all students new to the College
- Providing students with satisfying, challenging and relevant learning experiences and opportunities to develop their personal, life and leadership skills
- The provision of faith development opportunities
- Encouraging student involvement in House activities, social justice initiatives and leadership
- Making a commitment to ongoing personal and professional development
- Recognition of student achievement through Strive points as well as formal College Awards

2. Establishing Positive Classroom Relationships for Learning

As well as promoting school values and promoting our Positive Behaviour Expectations, all teachers are required to establish high expectations and clear boundaries for each class to assist with promoting positive classroom relationships for learning. It is the responsibility of every teacher to form positive classroom relationships through the following (4) key steps (see Appendix B for further details):

a) Get to know the students in your care

- Help them feel comfortable
- Make time for them
- Show interest in them
- Know how they learn

b) Establish trust

- Friendly but not friendship
- Have fair and consistent expectations
- Establish an organised classroom
- Create professional distance

c) Set professional boundaries

- Make a connection
- Maintain confidentiality and privacy
- Show respect
- Be engaged in their learning

d) Be consistent

- Provide predictability and stability
- Model fairness
- Develop expectations and boundaries
- Be authentic

The College takes an instructional approach to behaviour, recognising that all staff have a responsibility to actively teach and role model the behaviours needed for success at school and beyond. The above (4) steps are critical to ensuring effective classroom management at Salesian College.

To assist with the establishment of school-wide classroom behaviour management routines, the College has implemented the **4Rs framework** - Remind, Reset, Remove, Restore - empowers students to reflect on their actions, learn from their mistakes, and make better choices. This model not only assists students to fully engage with the teaching and learning environment, it also strengthens relationships between students, teachers, and the broader school community, creating a sense of belonging and accountability. Parents are encouraged to align with these principles at home, particularly supporting the Restore step, which fosters reflection and reintegration.

The 4Rs are as follows

- **Remind** - Reminding the student(s) of the classroom behaviour expectations in a calm manner and naming the actual behaviour in question.
- **Reset** - If the reminder does not result in positive change, offer the chance to reset and refocus
- **Remove** - If behaviour continues to prevent learning from happening, the student is removed to the Restore room
- **Restore** - Once removed, the student will engage in a restorative conversation with the teacher

Appendix D contains a more-detailed description of the 4Rs process

3. College Supports and Structures

The College recognises that some student behaviours will require intervention by personnel other than the classroom teacher. As well as the remove option as part of the 4Rs process (for disruption to the learning environment), these behaviours may include:

- Incomplete homework
- Breaches of the Hands-Off Rule
- Breach of mobile devices policy
- Language that is offensive and inappropriate
- Not following an explicit instruction from a staff member eg. correcting a uniform issue
- Lateness to class
- Truancy

The following personnel may provide intervention in student behaviour management according to the student behaviour level (the level):

- Oratory Leader (Level 2)
- Year Level Leader (Level 3)
- Campus Directors & Director of Students (Level 4)
- College Executive (Level 5)
- The Principal (Level 6)

The types of interventions/consequences available and the procedure for action/follow-up are set out in Appendix A: Student Behaviour Management Support. These include:

1. Student Feedback Card (SFC)

Where it is deemed appropriate, Oratory Leaders (OLs) will place students on a Student Feedback Card (SFC) to monitor their behaviour and work effort on a daily basis. OLs will contact parents/carers before doing so and will also provide regular feedback via Schoolbox.

2. Behaviour Support Plan (BSP)

These are written up by YLLs as a response to either persistent behaviours at school (as evidenced by SFCs) or as part of a student's transition into the school based on behaviours witnessed at their

previous school. BSPs are not seen as punitive, but rather as a measure to support students with behaviours that are preventing them from achieving their best and/or compromising the safety of the classroom space for others. BSPs are often developed in conjunction with Parents/Carers, Wellness Staff, Learning Diversity Staff and External Support Staff (if applicable). BSPs are reviewed on a regular basis, often as part of a student's PSG meeting.

3. Student Safety Plan (SSP)

A Student Safety Plan (SSP) will be implemented whenever required for a student who has demonstrated escalated behaviours to the point where learning & teaching are severely interrupted and/or the safety of others is compromised. This behaviour will usually be presented as overt non-compliance, threatening misconduct and/or verbal or physical aggression. A Student Safety Plan (SSP) may be used as an extension to a Behaviour Support Plan (BSP) if appropriate.

4. Afterschool Detention (AD)

An after-school detention is used as a consequence for behaviours such as:

- Persistent non-completion of homework
- Persistent lateness to school/class
- Persistent misuse of laptop (eg. playing games, messaging)
- Non-aggressive breach of the Hands-Off Rule
- Being a bystander to inappropriate behaviours
- Discriminatory behaviours
- Inappropriate language
- Minor vandalism/graffiti
- Non compliance with Uniform Guidelines
- Inappropriate use of property or resources
- Behaving inappropriately in formal settings
- Repeat and sustained behaviour from Level 1 and 2

YLLs (or above) will issue a detention notification to the student and the parent/guardian. Students are expected to attend for the duration of the detention (3:30-4:30pm on Thursdays) and be prepared to undertake community service type activities (eg. gardening, administrative tasks, etc)

Where a detention is not attended with no reasonable excuse (eg. medical certificate) an internal/external suspension may result.

5. Suspension (Internal & External)

Suspensions may be issued by YLLs (and above) for behaviours that include:

- Refusal to obey a teacher's reasonable instruction
- Aggressive Breach of the Hands-Off Rule
- Not attending timetabled classes/truancy
- Smoking/Vaping at school
- Discriminatory Behaviours
- Bullying of students (examples are- exclusion, physical, social media, threats: in verbally, written, social media)
- Vandalism/Graffiti
- Theft
- Repeated non compliance with Uniform Guidelines
- Inappropriate use of property or resources
- Failing to attend detentions
- Failing to follow a Student Safety Plan (SSP), Behaviour Support Plan (BSP) or Behaviour Agreement (BA)
- Behaving inappropriately in formal settings
- Repeat and sustained behaviour from Level 1 and 2

Suspensions are seen as a form of 'Time-Out' rather than a punishment (ie. A time for reflection away from the classroom/school). Internal suspensions can be issued for all or part of a day (eg. suspension from recess/lunch) but would not usually extend beyond one day. External suspensions would normally be for a minimum of 2 days. Each suspension is communicated verbally with parents/carers and students will not be permitted to return to school until a return from suspension meeting is held with parents.

6. Behaviour Agreement (BA)

At the request of a YLL, a student can be placed on a Behaviour Agreement whereby students are asked to agree to a set of agreed behaviours for the duration of their enrolment at the College. Students and Parents/Carers are able to participate in the setting of these behaviours which, if broken significantly (eg. suspension), may result in the withdrawal of enrolment. Students on BAs are required to meet with the Principal/Campus Director on a regular basis to ensure that the agreed behaviours are being met.

7. Exclusion/Expulsion

Exclusion will generally be recommended to the Principal where a student has accumulated four external suspensions or a total of 15 days of external suspension or has broken a Behaviour Agreement. Exclusion may be invoked immediately and without prior history of violent or illegal actions (eg. drug procession)

COMMUNICATION OF POLICIES & GUIDELINES

The policies and guidelines related to Student Behaviour are communicated to the school community via the following ways:

- Newsletter articles
- Parent Information Nights
- Schoolbox
- School Diary
- Oratory Classes
- Whole School, Campus and Year Level Assemblies
- Via the website

RELATED DOCUMENTS

- Student Wellbeing Policy
- Student Behaviour Policy
- CECV Positive Behaviour Guidelines 2018
- Drug & Alcohol Policy & Guidelines
- Student Exclusion Policy
- Student Bullying & Harassment Policy
- Student Bullying & Harassment Guidelines

Document History	Date(s)	Modification Details
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Approved by: Executive	19/05/2015	
Post Implementation Review: Executive	01/05/2016 15/04/2020 13/03/2021 23/01/2023 17/12/2024 16/01/2026	Reviewed, name changed from 'Student Justice Guidelines' Reviewed, updates to L1 & L2 Reviewed, updated to include information on purpose, developing relationships, etc Renamed 'Student Behaviour Guidelines' and included 4Rs Inclusion of behaviour thresholds
Next Approval: Executive	16/01/2028	

APPENDIX A:

STUDENT BEHAVIOUR MANAGEMENT SUPPORT

The following range of consequences is not meant to be exhaustive or prescriptive, rather as a guide intended to assist staff in managing student behaviour. It is hoped that it will result in greater clarity and consistency. It is also intended to achieve greater accountability amongst staff. The following are important to remember in applying this document:

- Relationships are the key to student management
- Salesian College Sunbury is a Restorative Justice School
- Behaviours may be dealt with at a higher or lower LEVEL, depending on the circumstances
- Repeated behaviours, may move to a higher LEVEL
- Staff discretion will ultimately determine the LEVEL at which behaviours are dealt with.

Abbreviations:

- YLL = Year Level Leader
- OL = Oratory Leader
- ST = Subject Teacher
- YA = Yard Assistant
- CD = Campus Director
- DOS = Director of Students
- RC = Restorative Conversation
- SFC = Student Feedback Card
- BSP = Behaviour Support Plan
- SSP = Student Safety Plan
- AD = Afterschool Detention (Behaviour/Academic)
- BA = Behaviour Agreement

Notes:

* Actions to be noted on Schoolbox and made visible to parents. They should also be followed up with a Restorative Conversation (RC)

** Actions to be noted on Schoolbox as well as a follow-up phone-call to parents

Bullying:

At Salesian College Sunbury, bullying and harassment is explained as persistent, ongoing behaviour that creates a risk to health and safety. It occurs when an individual or a group deliberately upsets or hurts another person, their property, reputation or social acceptance on more than one occasion. The College has a well-defined Student Bullying & Harassment Policy and Procedure that should be read in conjunction with these Behaviour Guidelines. In general terms, bullying may be identified as low, medium or high impact, and is dealt with across levels 2-4 (and above if persistent). Interventions may include: Restorative Conversation (RC); Verbal/Written apology; Parent-Student Meeting; Afterschool Detention (AD); Liaise with Wellbeing Team/Outside Agencies; Internal/external suspension (followed by meeting with Principal to discuss implications for ongoing bullying behaviour); Community Police.

LEVEL 1

These describe behaviours that require a response from a staff member (eg. Subject Teacher (ST), Yard Assistant (YA) or Oratory Leader (OL). In each case, the staff member is required to:

- Try to resolve the issue by talking with the student(s)
- Use the opportunity to educate the student(s) about the College's values
- Complete a Schoolbox Level 1 Record

If there are **repeated** incidents or no improvement go to LEVEL 2

BEHAVIOUR TYPES/EXAMPLES	ACTIONS/RESPONSES
<p>Behaviour that Prevents Learning Happening:</p> <ul style="list-style-type: none"> ▪ Disruptive Classroom Behaviour (yelling, moving around, calling out) ▪ Non-completion/submission of class or homework ▪ Inappropriate language in the classroom ▪ Non-cooperation with a teacher's request ▪ Lateness to class ▪ Careless use of class resources ▪ Breach of Hands-Off Rule (low level) 	<p>Use of the 4Rs framework:</p> <ul style="list-style-type: none"> ▪ Remind - Reminding the student(s) of the classroom behaviour expectations in a calm manner and naming the actual behaviour in question. ▪ Reset - If the reminder does not result in positive change, offer the chance to reset and refocus ▪ Remove - If behaviour continues to prevent learning from happening, the student is removed to the Restore room ** ▪ Restore - Once removed, the student will engage in a restorative conversation with the teacher
<p>General Behaviour outside of classroom:</p> <ul style="list-style-type: none"> ▪ Littering ▪ Chewing gum ▪ Out of bounds ▪ Breach of Hands-Off Rule (low level) ▪ Disrespectful behaviour to students &/or staff 	<p>Recommended actions include:</p> <ul style="list-style-type: none"> ▪ Remind student of correct behaviour and ask for corrective action (eg. pick up litter, remove gum) ▪ If behaviour continues, take student aside and warn what will happen if behaviour persists * ▪ If no change in behaviour (but not deemed a safety risk), inform OL and/or YLL ** ▪ If no change in behaviour (and deemed a safety risk) call for support using walkie-talkie (and have student removed from the yard) **
<p>BYO Device Misuse:</p> <ul style="list-style-type: none"> ▪ Accessing phone ▪ Inappropriate use of BYOD (eg videoing) 	<p>Recommended actions include:</p> <ul style="list-style-type: none"> ▪ Confiscate mobile device and hand-in to Student Hub * ▪ Inform OL and/YLL of all instances of inappropriate mobile device use **
<p>Uniform:</p> <ul style="list-style-type: none"> ▪ Not wearing College uniform correctly ▪ Non-uniform items 	<p>Recommended actions include:</p> <ul style="list-style-type: none"> ▪ Remind student of uniform expectations and ask for corrective action (eg. tie hair back, remove non-uniform item)* ▪ If student refuses to comply, inform OL and/or YLL **
<p>Unsafe Behaviour, either in or out of class:</p> <ul style="list-style-type: none"> ▪ Physical violence ▪ Threatening behaviour ▪ Leaving class without permission ▪ Truancy 	<p>Recommended actions include:</p> <ul style="list-style-type: none"> ▪ Contact studenthub@scr.vic.edu.au (if in class) and request Executive Support. If outside, call for help on walkie-talkie or send a student to the Student Hub to request support* ▪ Consequences (to be issued by YLL) may include removal from class, detention, internal/external suspension. These will be classed as LEVEL 3

LEVEL 2

These describe behaviours that require a response from a staff member (eg. ST, YA), supported by the OL and/or the Year Level Leader (YLL). In each case, the staff member is required to:

- Try to resolve the issue by talking with the student(s)
- Use the opportunity to educate the student(s) about the College's values
- Complete a Schoolbox Level 2 Record
- Request the issue of a suitable consequence (where applicable)

If there are **repeated** incidents or no improvement go to LEVEL 3

BEHAVIOUR TYPES/EXAMPLES	ACTIONS/RESPONSES
Behaviour that Prevents Learning Happening: <ul style="list-style-type: none">▪ Repeated Level 1 behaviours▪ Refusing to follow a teacher's request▪ Showing disrespect towards a teacher▪ Disrespect towards another student(s)▪ Deliberate misuse use of property/resource/facilities▪ Making the environment unsafe for others▪ Bullying (low level)▪ Breach of Digital Citizens Expectations (low level)▪ Breach of Hands-off Rule (med level)▪ Bystanding level 1-2 behaviours	Use of the 4Rs framework: <ul style="list-style-type: none">▪ See Level 1 Further Actions (depending on severity): <ul style="list-style-type: none">▪ OL to request an Afterschool Detention (AD) **▪ OL to place student on a Student Feedback Card (SFC) **▪ OL to request a Formal Warning be issued **▪ All instances of Bullying Behaviour must be addressed by following the Ant-Bullying Flowchart **
General Behaviour outside of classroom: <ul style="list-style-type: none">▪ Repeated Level 1 Behaviours▪ Deliberate misuse of property/resources/facilities▪ Refusing to follow a teacher's request▪ Making the environment unsafe for others▪ Bullying (low level)▪ Breach of Hands-Off Rule (med level)▪ Bystanding level 1-2 behaviours	Recommended actions include: <ul style="list-style-type: none">▪ See actions from Level 1▪ OL to request an Afterschool Detention (AD) **▪ OL to request removal from yard (recess/lunch) for set number of days **▪ OL to request Formal Warning be issued. **▪ All instances of Bullying Behaviour must be addressed by following the Ant-Bullying Flowchart **
BYO Device Misuse: <ul style="list-style-type: none">▪ Accessing phone▪ Inappropriate use of BYOD (eg videoing)	Recommended actions include: <ul style="list-style-type: none">▪ Confiscate mobile device and hand-in to Student Hub *▪ Inform OL and/YLL of all instances of inappropriate mobile device use **
Uniform: <ul style="list-style-type: none">▪ Not wearing College uniform correctly▪ Non-uniform items	Recommended actions include: <ul style="list-style-type: none">▪ See actions from Level 1▪ OL to request an Afterschool Detention (AD) **▪ OL to request a meeting with parents **▪ OL to request Formal Warning be issued. **
Unsafe Behaviour, either in or out of class: <ul style="list-style-type: none">▪ Physical violence▪ Threatening behaviour▪ Leaving class without permission▪ Truancy	Recommended actions include: <ul style="list-style-type: none">▪ Contact studenthub@scr.vic.edu.au (if in class) and request Executive Support. If outside, call for help on walkie-talkie or send a student to the Student Hub to request support *▪ Consequences (to be issued by YLL) may include removal from class, detention, internal/external suspension. These will be classed as LEVEL 3

LEVEL 3

These describe behaviours that require a response from a Year Level Leader (YLL). The YLL will meet with the student(s) and work to resolve the situation as follows:

- Attempt to find out the reason for the behaviour(s)
- Use Restorative Practices to help resolve the issue/re-build relationships
- Complete a Schoolbox Level 3 Record
- Issue a suitable consequence (where applicable)

If there are repeated incidents or no improvement go to LEVEL 4

BEHAVIOUR TYPES/EXAMPLES	ACTIONS/RESPONSES
<p>Behaviour that Prevents Learning Happening:</p> <ul style="list-style-type: none"> ▪ Repeated Level 2 behaviours ▪ Deliberate defiance of a staff member ▪ Swearing at a teacher ▪ Vandalism of property/resources/facilities ▪ Inappropriate behaviour in a formal setting ▪ Truancy from class ▪ Discrimination/harassment of others ▪ Bullying (med level) ▪ Breach of Digital Citizens Expectations (med level) ▪ Breach of Hands-off Rule (high level) ▪ Failing to show improvement whilst on a SFC ▪ Bystanding level 2-3 behaviours 	<p>Use of the 4Rs framework:</p> <ul style="list-style-type: none"> ▪ See Level 1 <p>Further Actions (depending on severity):</p> <ul style="list-style-type: none"> ▪ Implement a Restorative Conversation (RC) ▪ Formal meeting with parents ** ▪ Afterschool Detention (AD) ** ▪ Formal Warning ** ▪ Suspension (internal or external) ** ▪ Behaviour Support Plan (BSP) ** ▪ Student Safety Plan (SSP) ** ▪ Referral to Wellness/Learning Diversity Team **
<p>General Behaviour outside of classroom:</p> <ul style="list-style-type: none"> ▪ Repeated Level 2 Behaviours ▪ Deliberate misuse of property/resources/facilities ▪ Refusing to follow a teacher's request ▪ Bullying (med level) ▪ Breach of Hands-Off Rule (high level) ▪ Bystanding level 2-3 behaviours 	<p>Recommended actions include:</p> <ul style="list-style-type: none"> ▪ See actions from Level 2 ▪ Implement a Restorative Conversation (RC) ▪ Formal meeting with parents ** ▪ Afterschool Detention (AD) ** ▪ Formal Warning ** ▪ Suspension (internal or external) ** ▪ Behaviour Support Plan (BSP) ** ▪ Student Safety Plan (SSP) ** ▪ Referral to Wellness/Learning Diversity Team **
<p>BYO Device Misuse:</p> <ul style="list-style-type: none"> ▪ Accessing phone ▪ Inappropriate use of BYOD (eg videoing) 	<p>Recommended actions include:</p> <ul style="list-style-type: none"> ▪ See actions from Level 2 ▪ Remind student and parent that further breaches will result in device plan
<p>Uniform:</p> <ul style="list-style-type: none"> ▪ Not wearing College uniform correctly ▪ Non-uniform items 	<p>Recommended actions include:</p> <ul style="list-style-type: none"> ▪ See actions from Level 2 ▪ Formal Warning ** ▪ Afterschool Detention ** ▪ Formal meeting with parents **
<p>Unsafe Behaviour, either in or out of class:</p> <ul style="list-style-type: none"> ▪ Physical violence ▪ Threatening behaviour ▪ Leaving class without permission 	<p>Recommended actions include:</p> <ul style="list-style-type: none"> ▪ Contact studenthub@scr.vic.edu.au (if in class) and request Executive Support. If outside, call for help on walkie-talkie or send a student to the Student Hub to request support *

- Truancy
- Failing to attend Afterschool Detention

- Consequences (to be issued by YLL) may include removal from class, detention, internal/external suspension. These will be classed as LEVEL 3

LEVEL 4

These describe behaviours that require a response from the Director of Students (DOS). The DOS will meet with the student(s) and work to resolve the situation as follows:

- Attempt to find out the reason for the behaviour(s)
- Use Restorative Practices to help resolve the issue/re-build relationships
- Complete a Schoolbox Level 4 Record
- Issue a suitable consequence (where applicable)

If there are repeated incidents or no improvement go to LEVEL 5

BEHAVIOUR TYPES/EXAMPLES	ACTIONS/RESPONSES
<p>Behaviour that Prevents Learning Happening:</p> <ul style="list-style-type: none"> ▪ Repeated Level 3 behaviours ▪ Serious Breach of Ethical Behaviour ▪ Inappropriate language towards ALL staff ▪ Violent behaviour of any description ▪ Persistent poor and disruptive behaviour in class ▪ Repeated Afterschool Detentions (AD) ▪ Bullying (high level) ▪ Breach of Digital Citizens Expectations (high level) ▪ Failing to comply/show improvement whilst on a BSP/SSP ▪ Bystanding level 3-4- behaviours 	<p>Use of the 4Rs framework:</p> <ul style="list-style-type: none"> ▪ See Level 1 <p>Further Actions (depending on severity):</p> <ul style="list-style-type: none"> ▪ Implement a Restorative Conversation (RC) ▪ Formal meeting with parents ** ▪ Afterschool Detention (AD) ** ▪ Formal Warning ** ▪ Raise the issue at a Student Focus Meeting ▪ Suspension (internal or external) ** ▪ Behaviour Support Plan (BSP) ** ▪ Student Safety Plan (SSP) ** ▪ Referral to Wellness/Learning Diversity Team ** ▪ Refer to outside agencies (incl. Police) **
<p>General Behaviour outside of classroom:</p> <ul style="list-style-type: none"> ▪ Repeated Level 3 Behaviours ▪ Bullying (high level) ▪ Bystanding level 3-4 behaviours 	<p>Recommended actions include:</p> <ul style="list-style-type: none"> ▪ See actions from Level 3 ▪ Raise the issue at a Student Focus Meeting ▪ Refer to outside agencies (incl. Police)
<p>BYO Device Misuse:</p> <ul style="list-style-type: none"> ▪ Breach of Digital Citizens Policy (high level) 	<p>Recommended actions include:</p> <ul style="list-style-type: none"> ▪ See actions from Level 3 ▪ Suspension (internal or external) ** ▪ Referral to Wellness/Learning Diversity Team ** ▪ Refer to outside agencies (incl. Police) **

LEVEL 5
 These describe behaviours that are typically dealt with by a member of the Executive Team (Principal, Deputy Principals and Assistant Principals). The OL, YLL and DOS will continue to be informed and involved. All information should be placed on Schoolbox

BEHAVIOUR TYPES/EXAMPLES	ACTIONS/RESPONSES
<ul style="list-style-type: none"> ▪ Carrying a weapon: e.g. gun, knife, slingshot and/or an object that is fashioned to do harm to others. ▪ Smoking/Vaping (at the College, at a College sanctioned event, or whilst in College Uniform) ▪ Cyber Bullying of Staff ▪ Use of Social Media with reference to staff without permission ▪ Significant theft ▪ Consuming alcohol at the College, or College sanctioned event ▪ Perception of being under the influence of alcohol or an illegal substance at the College, or a College sanctioned event. ▪ Assisting others to trespass onto the College Property ▪ Trespassing at other schools ▪ Failure to comply or demonstrate improvement on a BSP ▪ Failure to comply or demonstrate improvement on a Student Safety Plan (SSP) ▪ Serious criminal offences ▪ Serious wilful damage ▪ Severe physical violence ▪ Illegal use of Social Media ▪ Use of Social Media not aligned with school values & Catholic ethos. For example, Verbal, Written, Social Media commentary that impacts on the safety and wellbeing of others: examples include, but are not limited to: homophobic comments, racial and religious vilification, discriminatory comments, offensive comments, threatening comments (physical and emotional) ▪ Behaviours that do harm to others and/or insight fear in students &/or staff ▪ Bystanding to level 5 behaviours ▪ Repeated behaviours at Levels 1-4 	<p>The Executive Team may:</p> <ul style="list-style-type: none"> ▪ Internally/Externally suspend the student(s) concerned ▪ Conduct a Parent-Student Meeting ▪ Facilitate a Restorative Conversation ▪ Involve the College Principal to determine course of action ▪ Implement a Student Safety Plan (SSP) ▪ Formal Warning ▪ Place the student on a Behaviour Agreement (BA) ▪ Contact Community Police ▪ Refer to Student Wellness Team ▪ Negotiated Transfer ▪ Expulsion

LEVEL 6

These describe behaviours that are typically dealt with by the Principal (or their delegate)

BEHAVIOUR TYPES/EXAMPLES	ACTIONS/RESPONSES
<ul style="list-style-type: none">▪ Possession of an illegal substance (at the College, at a College sanctioned event, or whilst in College Uniform)▪ Selling an illegal substance (at the College, at a College sanctioned event, or whilst in College Uniform)▪ Use of an illegal substance (at the College, at a College sanctioned event, or whilst in College Uniform)▪ Use of a weapon (at the College, at a College sanctioned event, or whilst in College Uniform)▪ Physical assault of a staff member▪ Repeated behaviours at Levels 1-5	<p>Principal/Deputy Principal/Executive Campus Director will:</p> <ul style="list-style-type: none">▪ Contact Parents▪ Contact Police▪ Provide Wellbeing Support either internally or externally▪ College Principal to determine course of action. These will be either:<ul style="list-style-type: none">○ Negotiated Transfer○ Expulsion

APPENDIX B

FOUR KEY COMPONENTS OF POSITIVE TEACHER-STUDENT RELATIONSHIPS AT SALESIAN COLLEGE

Get to know your students	Establish professional boundaries	Establish trust	Be consistent
<p>Help students feel comfortable</p> <ul style="list-style-type: none"> ▪ Be non-judgemental ▪ Show authenticity – be yourself ▪ Be approachable in your manner ▪ Use appropriate self-disclosure 	<p>Friendly but not friendship</p> <ul style="list-style-type: none"> ▪ Maintain a professional relationship, never a friendship ▪ Insist on formal names/titles as staff ▪ Avoid nicknames and terms of endearment with students 	<p>Make a connection</p> <ul style="list-style-type: none"> ▪ Give support ▪ Be active in supervision throughout the lesson/yard duty ▪ Be human/use humour 	<p>Provide predictability and stability</p> <ul style="list-style-type: none"> ▪ Provide a sense of certainty, inside and outside of the classroom ▪ Be explicit with the teaching of social skills ▪ Positively reinforce/acknowledge students who demonstrate right-behaviours
<p>Make time for your students</p> <ul style="list-style-type: none"> ▪ Invest time in relationship building ▪ Allow time to establish the teacher-student relationship 	<p>Have fair and consistent expectations</p> <ul style="list-style-type: none"> ▪ Set clear behavioural expectations in the classroom 	<p>Maintain confidentiality and privacy</p> <ul style="list-style-type: none"> ▪ Model confidentiality and privacy in your interactions, inside and outside of the classroom 	<p>Model fairness</p> <ul style="list-style-type: none"> ▪ Be fair to avoid showing favouritism ▪ Apply consistent and fair consequences (as per the Level 1-2 Positive Behaviour Guidelines)
<p>Show interest in your students</p> <ul style="list-style-type: none"> ▪ Show empathy ▪ Be approachable in your attitude ▪ Understand your students – what they interested in and who they are – what makes them laugh 	<p>Establish an organised classroom</p> <ul style="list-style-type: none"> ▪ Develop clear classroom procedures (eg. lining up, seating plans, learning intentions, asking for help, etc) ▪ Plan for a variety of classroom activities ▪ Use brain breaks ▪ Establish feedback routines (eg. exit tickets) 	<p>Show respect</p> <ul style="list-style-type: none"> ▪ Be mindful that respect is earned, not given ▪ Learn the names of your students ▪ Go above and beyond what is required 	<p>Develop expectations and boundaries</p> <ul style="list-style-type: none"> ▪ Apply expectations and boundaries in a consistent manner
<p>Know how your students learn</p> <ul style="list-style-type: none"> ▪ Find out their preferred learning style ▪ Use testing to find out what they know and what skills they are proficient in ▪ Use a differentiated approach to teaching and learning 	<p>Create professional distance</p> <ul style="list-style-type: none"> ▪ Be close, but not too close ▪ Be mindful of your professional reputation ▪ Only share information about yourself that is appropriate 	<p>Be engaged in their learning</p> <ul style="list-style-type: none"> ▪ Promote active engagement of students in learning 	<p>Be authentic</p> <ul style="list-style-type: none"> ▪ Show a genuine side to yourself

APPENDIX C

Salesian College Sunbury
Schoolwide Positive Behaviour Expectations

	Learning Spaces Classrooms and Specialist Areas	School Grounds Toilets, Hallways, Locker areas, Canteen, playground	In the Community Travelling to & from school, Excursions, School Sports, Camps	Digital Spaces Snapchat, TikTok, Facebook, TEAMS, etc	At all Times
Community Be Responsible	Support each other Walk when inside Keep to seating plans Actively listen to others Sit quietly when awaiting teacher instruction	Keep bathrooms clean Stay in designated spaces Place rubbish in bins Eat outside at recess/lunch Care for your locker	Be considerate & helpful Obey community rules Respect the environment	Report cyberbullying & crime Obtain consent before sharing Think before you post	Keep phones in lockers Wear correct uniform Respect personal space Obey the 'Hands-off' rule Follow staff instructions Be inclusive Respect facilities Strive for personal best Be on time Take on learning opportunities Take responsibility for your actions Represent the College with pride Use respectful language Be patient Show resilience Practice gratitude Be kind
Learning Be Engaged	Attempt all tasks Bring all required materials Focus on learning intentions Actively listen Use diary & submit all work Seek & act on feedback Ask for help when stuck	Line up outside the classroom before class Share spaces with others Use toilets and lockers during breaks	Actively participate in excursions Positively engage with the community Be open to learning from others	Follow Acceptable Use Policy Protect your personal information	
Excellence Be Amazing	Try new things Strive beyond your comfort zone Share your knowledge & skills	Be a positive role model Assist the teacher on duty Be kind to visitors Participate in House activities	Model responsible behaviours Engage in co-curricular activities & events	Explore new technologies to improve learning Make a positive contribution online Balance screen time	
Faith Be Respectful	Keep an open mind Respect opinions of others Find space for silence & prayer	Support others in the playground Be kind to visitors Avoid being a bystander (be an upstander)	Be an active member of your Parish Be a 'Good Christian & Honest Citizen'	Show respect for others Consider the impact of your written word on others	

APPENDIX D

THE 4Rs BEHAVIOUR EDUCATION MODEL GUIDELINES

Core Principles of the 4Rs

The 4Rs framework – Remind, Reset, Remove, Restore – empowers students to reflect on their actions, learn from their mistakes, and make better choices. This model also strengthens relationships between students, teachers, and the broader school community, creating a sense of belonging and accountability. Parents are encouraged to align with these principles at home, particularly supporting the Restore step, which fosters reflection and reintegration.

The 4Rs Process

1. Remind

The first step involves providing one clear and respectful verbal reminder of classroom and school expectations. Teachers should calmly and explicitly state what behavior is expected, ensuring the student understands the expectations.

2. Reset

If the reminder does not result in positive change, offer the student a chance to reset and refocus. This could involve a brief pause, a change in seating, or a quiet moment to regulate themselves within line of sight of the classroom.

3. Remove

If the student continues to prevent learning from happening, the student will be removed from the classroom to preserve a positive learning environment for others. College leadership will transition the student from the classroom to the Restore room.

Procedure:

- a. Email studenthub@scr.vic.edu.au asking for the student to be removed from class.
- b. Teacher will inform the student that they will be removed from the classroom.
- c. A member of College leadership will collect the student from the classroom and walk them to the Restore room.
- d. Restore Room supervisor to post the name, date and time of the removal as a Schoolbox Pastoral note to a notify parent, student, teacher and leader.
- e. Teacher to communicate (via phone call or email) the reason for the removal to the parent/s of the student before the end of the school day.
- f. Teacher to document the incident via Schoolbox outlining the behaviours leading to removal.

NB: Students can be immediately removed from the classroom, without a reminder or reset, if their actions or words create an unsafe environment (E.g. aggression, violence, intimidating or offensive language, exposing others to violent or sexually explicit material, etc.)

4. Restore

Before reentering the classroom, the student will engage in a restorative conversation with their teacher. This discussion helps rebuild trust, clarify expectations, and affirm the student's commitment to positive behavior moving forward.

Procedure:

- a. The student will answer questions that encourage them to reflect on the behaviour that led to them being removed from the classroom.
- b. The Restore Room supervisor will remind both the teacher and the student to have a restorative conversation, if possible, before their next lesson together. If this is not possible, the student will attend the Restore Room until this conversation has taken place.
- c. The student and teacher attempt a restorative conversation. This may take place outside of class time, in class (if possible), or with the consent of the a the subject teacher, the student may be taken out of class to attempt a restorative conversation.
- d. Teacher to document the restorative conversation via Schoolbox on the original Removal post.

Key Considerations

- The Remove step is a last resort, reserved for instances where the behavior significantly impacts the learning environment or poses a safety risk.
- The Restore conversation must occur promptly, ideally before the next scheduled lesson, to enable the student's reintegration.
- Teachers should collaborate with leadership and support staff to document and address persistent issues effectively.
- If students are removed from class multiple times over a short time period, Year Level Leaders will follow up with the students in accordance with our Positive Behaviour Management Levels.
- Casual Relief Teachers and Teachers Taking an Extra. If the process is followed by a CRT or a Teacher taking the class and a student is removed from class they are to document the incident on Schoolbox. The subject teacher will check in with the student in the next class they have together.

Conclusion

The 4Rs Behaviour Education Model is a proactive approach to fostering respectful, inclusive classrooms where students can learn and grow. By adopting this consistent framework, teachers, students, and parents work together to build a stronger, more connected school community. The shared commitment to reflection, responsibility, and restoration reinforces our Salesian values and ensures every student feels valued and supported.

APPENDIX E

BEHAVIOUR THRESHOLDS

At Salesian College Sunbury, we are committed to fostering a respectful, safe, and supportive environment where every student can thrive. To help us achieve this, we use a structured system called Workflow Thresholds to guide our responses to repeated behaviour concerns.

These thresholds are not about punishment – they are about consistency, early intervention, and supporting students to make positive choices.

Behaviour Type	Thresholds	Action/s	Position Responsible
<ul style="list-style-type: none"> ▪ Behaviour that Prevents Learning ▪ Breach of Hands-Off Policy ▪ Failure to Follow Staff Instructions ▪ Behaviour that Makes the Environment Unsafe ▪ Disrespectful Behaviour ▪ Inappropriate Language or Gestures ▪ Removed from Class 	3 'Wellbeing - Behaviour' notifications over the semester	<ul style="list-style-type: none"> ▪ Speak to student ▪ Speak to parent ▪ Issue lunchtime detention 	Year Level Leader - Wellbeing
	5 'Wellbeing - Behaviour' notifications over the semester	<ul style="list-style-type: none"> ▪ Parent Meeting ▪ Behaviour Support Plan or Behaviour Agreement ▪ Issue afterschool detention 	Year Level Leader - Wellbeing
	8 'Wellbeing - Behaviour' notifications over the semester	<ul style="list-style-type: none"> ▪ Parent Meeting ▪ Behaviour Support Plan or Behaviour Agreement 	Director of Students
	10 'Wellbeing - Behaviour' notifications over the semester	<ul style="list-style-type: none"> ▪ Parent Meeting re: Enrolment ▪ Issue Behaviour Warning Letter 	Assistant Principal