



Greensborough
COLLEGE

SWPBS HANDBOOK

Greensborough College is a community of Courageous, Aspirational and Respectful learners. We promote Equality and see the potential for excellence in every student.



COURAGE

We show courage when we are determined to face new challenges and to help others do the same.



ASPIRATION

We show aspiration when we unlock our potential and help others to do the same.



RESPECT

We show respect when we are kind and considerate to everyone at our school and in the community.



EQUALITY

We show equality when we accept diversity at our school and in the community.

“When teachers are consistent in their enforcement of expectations, students become certain of what those expectations are and that the expectations apply to them.”

(Evertson, Emmer & Worsham, 2003)

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What is SWPBS:

SWPBS stands for ‘School Wide Positive Behaviour Support’ which was first introduced in parts of the United States with a focus on school wide discipline. Essential elements of SWPBS include:

- Building a culture within the whole school that will serve as a foundation for both social and academic success.
- Emphasising early identification and prevention of problem behaviour.
- Directly teaching appropriate social skills to all students, and modifying or rearranging the school context where necessary to prevent problem behaviour.
- Using a three tiered continuum of behaviour support practices in order to prevent problem behaviour.
- Actively using data for decision-making.

- SWPBS has been adopted by the Victorian Government, with a number of regions undertaking the rollout.

Why do we explicitly teach our expected behaviours?

Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Explicitly teaching our expectations and acknowledging students for demonstrating them is key to our success.

- They are necessary skills for life.
- Many students at our school come from many different backgrounds and cultures that view 'behaviour' differently; thus, we cannot **assume** the students know how to behave.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach other skills.

When do we teach our expected behaviours?

- At the beginning of the year.
- Often enough to achieve and maintain fluency.
- Before times when problem behaviours tend to increase.
- Ongoing throughout the year (refresher lessons).
- At teachable moments.

How do we teach social behaviours?

- **Teach /Tell** - Introduce the expected behaviours and discuss why it is important.
- **Show** - Demonstrate and Model.
- **Practise** - Role play expected behaviours in the relevant contexts.
- **Monitor** - Pre- correct, supervise and acknowledge with positive feedback.
- **Reteach** - Practise throughout the day.

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Where do we teach our expected behaviours?

- In every classroom throughout the school.
- Everywhere in the school.
- It is embedded in all school activities

What have we achieved so far?

At Greensborough College the Positive Climate for Learning School Improvement Team has encompassed the SWPBS team which initially started in 2019 to establish the program and guidelines. This may not be clear to staff who are not members of the team, so here is a summary of what has been achieved so far.

- Established a SWPBS working party and developed an Action Plan
- Reviewed existing student management processes and procedures
- Following both student and staff consultation Student created the school matrix
- In consultation worked on new school values that linked with SWPBS
- Collected and analysed data relating to student behaviour.
- Reviewed behaviour policies and procedures to produce the minor and major behaviours and responses for at school and during remote learning
- Created the merit system on Compass for staff to actively acknowledge student behaviour
- Created the merit exchange program for students to exchange merits for tangible rewards
- Updated the Compass Chronicles to align with the College's Minor and Major behaviour list
- Set up Compass Pulse to track SWPBS data

What are the next steps going forward?

- Begin to teach the expectations and lesson through classes and Connect class each term.
- Follow up and review SWPBS framework and continuum through SIT meetings and through regular staff meetings, Sub School Pedagogy meetings, Staff Professional Learning/Development and Curriculum Days.
- Finalise future years action plan.
- Develop case management protocols and social emotional learning programs for Tier 2 and 3 students.
- Collect and analyse data relating to student behaviour each term in conjunction with Sub Schools Managers using Compass Pulse data.
- Review the SWPBS Matrix and further develop the positive rewards system across the College (eg. Merits and awards).

Team Profile

Name	School Role	SWPBS Team Role
Glenn Jenner	Assistant Principal	Coordinator
Andrew Erickson	Learning Leader	Team member / Time Keeper
Meegan Triance	Leading Teacher	Team member / Data collection
Anthony Ellul	Leading Teacher	Team member / Data collection
Jacqueline Melia	Learning leader	Team member / Promotions
Karina Dienjes	Student Wellbeing Coordinator	Team member
Melissa Lenten	School Nurse	Team member

What we know

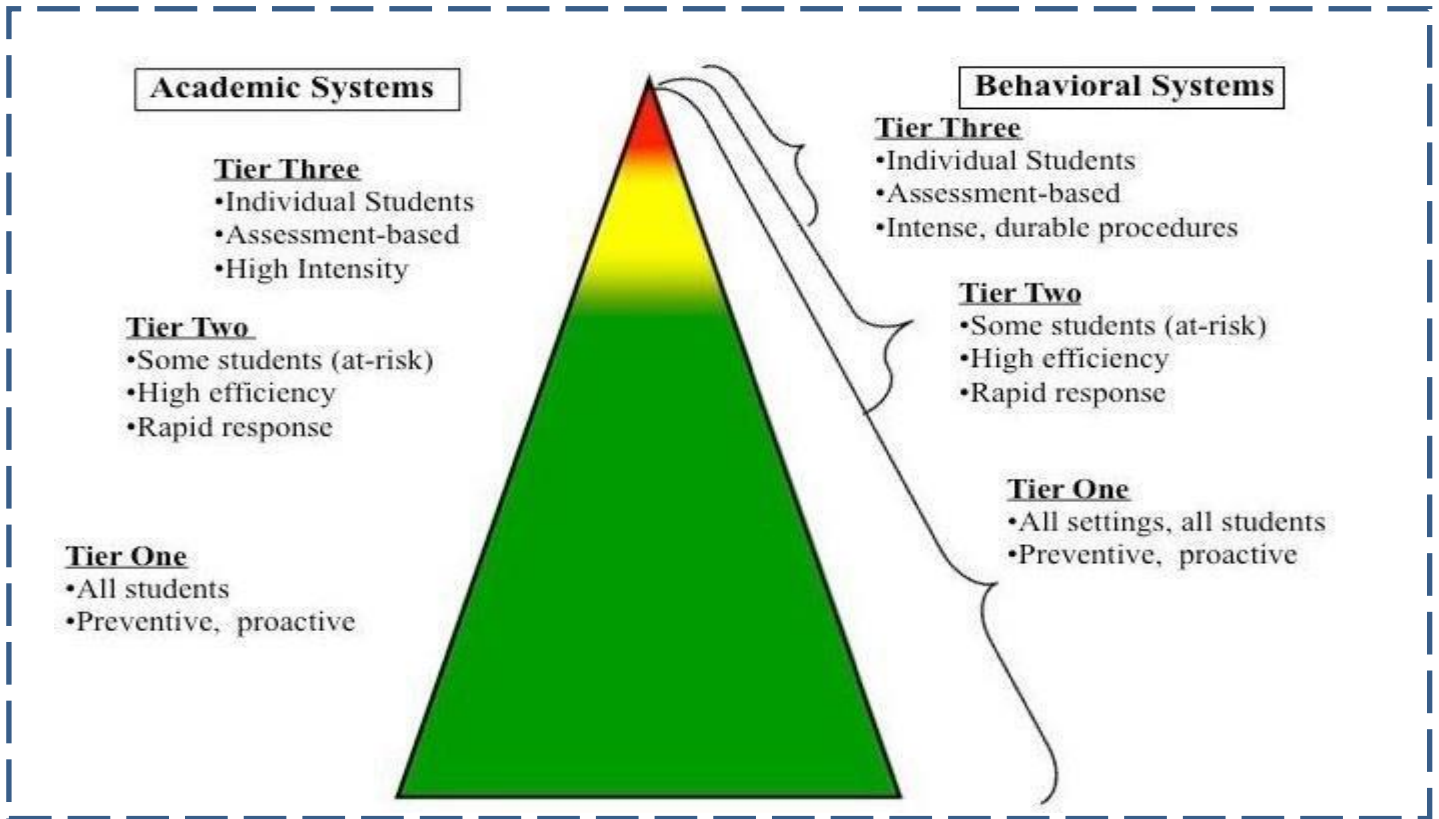
Not all students come to us with an understanding of what appropriate behaviour is. Along with modelling, we must explicitly teach behaviours if we want our students to exhibit these expectations in our classrooms, yards and broader community. Students who exhibit and experience positive behaviour are able to learn more effectively, experience less social problems with their peers and are more likely to gain extended employment in the future.

When SWPBS is resourced and implemented schools have experienced between 20% - 60% less problematic behaviour. This change is able to be sustained over a longer period of time.

“The teacher who yells or berates is, in effect, saying to the student this is how an adult reacts and copes with undesirable behaviours in an environment.” (Alberto & Troutman, 2006)

*“The single most commonly used but **least effective** method for addressing undesirable behaviour is to verbally scold and berate a student.” (Alberto & Troutman, 2006)*





**Designing a School wide system for student success:
A continuum of support for all**



TIER 1: Practices and systems for all students and staff implemented across the school.

TIER 2: Specialized practices and systems for students whose behaviours have been documented as not responsive at Tier 1. Generally provided in a standardized manner in small student groupings.

TIER 3: Intensive practices and systems for students whose behaviours have been documented as not responsive at Tiers 1 and 2. Individualised to the specific needs and strengths of the student.

VALUES	ALL SETTINGS	LOCKER BAYS	GENERAL YARD	CORRIDORS/HALLWAYS	ONLINE AND ICT USE	IN THE COMMUNITY
<p>COURAGE</p> 	<ul style="list-style-type: none"> We report inappropriate behaviour We ask for support/help We walk away from conflict We speak to staff members when we have a concern 	<ul style="list-style-type: none"> We report any problems We place belongings in locker We use a padlock 	<ul style="list-style-type: none"> We are team players and support others We are willing to try and do our best, individually and in groups 	<ul style="list-style-type: none"> We walk and wait quietly between classes 	<ul style="list-style-type: none"> We follow GC mobile phone policy 	<ul style="list-style-type: none"> We help others in the community We look for opportunities to serve the community
<p>ASPIRATION</p> 	<ul style="list-style-type: none"> We engage in all tasks to the best of our ability We come to class on time, prepared and with all equipment We attend school every day If we don't succeed, we try again We get involved in extracurricular school activities 	<ul style="list-style-type: none"> We arrive/get belongings ready whilst music is playing We have a clean organised locker 	<ul style="list-style-type: none"> We are positive role models We put rubbish in the bin 	<ul style="list-style-type: none"> We line up and enter classrooms quietly and politely We get to class on time 	<ul style="list-style-type: none"> We attend class with our computer fully charged We keep passwords confidential We use the internet as a learning resource 	<ul style="list-style-type: none"> We embrace school approved activities We follow public transport rules
<p>RESPECT</p> 	<ul style="list-style-type: none"> We use appropriate language We express our views in a positive manner We use school equipment and facilities for intended purpose We place all rubbish in bins We treat others as we want to be treated We leave school facilities how they were found (clean) We use appropriate voice level We wear school uniform correctly 	<ul style="list-style-type: none"> We are mindful of others' personal space We put rubbish in the bins We use lockers in a timely manner 	<ul style="list-style-type: none"> We follow game and activity rules We follow instructions from all staff We are kind to everyone 	<ul style="list-style-type: none"> We enter and leave the school corridors and buildings in a positive and respectful manner We move through corridors quietly during class time 	<ul style="list-style-type: none"> We gain permission before using another student's ICT equipment We follow the GC Acceptable User Agreement We access age appropriate content and material 	<ul style="list-style-type: none"> We represent the school in a positive manner We respect community property
<p>EQUALITY</p> 	<ul style="list-style-type: none"> We respect others' rights to be themselves in our school We look for opportunities to include others We acknowledge our peers and their individual needs 	<ul style="list-style-type: none"> We wait patiently to access lockers We use positive and polite language to all of our peers 	<ul style="list-style-type: none"> We actively provide opportunities to include others We share with others We build people's confidence with positive actions 	<ul style="list-style-type: none"> We show courtesy to all 	<ul style="list-style-type: none"> We report sharing of inappropriate content We report cyberbullying that occurs during school hours 	<ul style="list-style-type: none"> We demonstrate respectful behaviour to all people in the community We are accepting of differences between members of the community

Using the school matrix in all settings to manage school behaviours

Some behaviours crossover into the classroom and all settings. In 2019 and early 2020 we focused on All settings which as you can see on the school matrix includes areas such as locker bays, general yard, corridors/hallways etc.

The question reminds, how can we use these to teach our students the correct behaviours?

Below are examples of positive responses whilst dealing with all setting behaviour.

SCENARIO 1

Two students are running through the corridor. A teacher sees them and says, "Girls, remember to be respectful and walk through the corridor. We walk quietly on the right. I'll go back with you to your classroom so you can try again. You need to practice walking safely." Students and teacher walk back to classroom door. The teacher says, "Now this time, walk to the library safely." The teacher watches the students walk safely and gives them a thumbs up as they walk

SCENARIO 2

A staff member is on yard duty and they see students in the locker bays. A student throws rubbish on the ground! Rather than yelling at the student "pick up the rubbish" the teacher could engage in a positive conversation using the school value (Respect) have the conversation about showing respect for the school environment and community and asking student to pick up the rubbish. If student does not comply then follow up with YLL

In the examples, the adult reacted calmly and professionally and **disengaged from the student quickly**. The goal is for all staff to understand how to quickly and efficiently respond to minor problem behaviours in ways that do not escalate the behaviour and also gets students quickly back to learning.

Teaching students SWPBS – Code of conduct in the classroom

- SWPBS views inappropriate behaviour in the same manner that problems in reading or maths are viewed...**as a skill deficit.**
- When a skill deficit exists, we must teach the appropriate skill. By doing so, a unified and positive school climate forms informing students and staff that appropriate behaviour is a priority in our school.
- Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.
- It is not enough to just post the words on the classroom or school walls
... **We MUST TEACH THEM!**
- We teach because it works!
- If we think of behaviour problems as learning errors or social skills problems, we are more likely to embrace the responsibility of teaching social behaviour for the important life skills they are.
- We also teach social behaviour skills because we know of the close connection between academic and social competence. Successful students and adults have both.
- The purpose of SWPBS is to establish a climate in which appropriate behaviour is the norm.

Reinforce Students SWPBS – Code of conduct in the classroom

When meeting a class of students for the first time teachers should utilise preferred teaching practices that:

- "explain" to the students what is expected
- "show" them what the skill look like
- "practise" the skills through role plays and in context situations if necessary

By teach we mean show, as in **model, demonstrate** or **role play**. Students should be shown examples and non-examples of the behaviour skill. **NB: Only adults are to demonstrate non examples of behaviour.**

Have students get up and practise what you have shown them. Have fun with it! Give lots of encouragement and positive feedback.

Active Supervision in the classroom and other supervisory areas has been evidenced to show the least number of Minor and Major Behaviours recorded.

Active supervision in the classroom

1. Moving Effectively

- *Constant*: Make presence known and obvious.
- *Proximity to All*: More frequent to noncompliant students.
- *Randomised*: Target Problem Areas.

2. Scanning Effectively

- All students observed.
- Make regular eye contact with students.
- Look and listen for early signs of a problem.

3. Interacting Frequently

- *Positive contacts*: Friendly, helpful, proactive, high rate of delivery.
- *Positive reinforcement*, specific, consistent, high ratio (at least 4:1).
- *Corrective response*: Non-argumentative, non-critical, specific to behaviour.
 - **Systematic – teach, model, acknowledge, correct and practise Deliver consequences** - neutral, consistent

Correcting student behaviour at all times

Whole School – Encouraging Expected Behaviour

Most teachers agree it is important to give students specific feedback about their academic work. Without specific feedback students would not be able to discern the “right” answer from the “wrong” answer. Giving positive performance feedback is equally important to help students learn the social behaviour skills expected in school and for life. Although there are no universal reinforcers that will increase the likelihood that all students will repeat the social skill in the future, adult attention is reinforcing for most students.

- SWPBS includes a continuum of procedures for encouraging behaviour because we know teaching alone is not sufficient for success in learning social behaviour. We need to follow the desired behaviour with consequences that are reinforcing to most students such as adult attention and recognition.
- A school-wide focus on all staff giving students high rates of positive performance feedback is important because it can improve the interactions between students and staff and therefore improve the school climate. We want to establish a positive school climate in which compliance receives more attention than non-compliance.
- Positive refers to a change in focus from reactive.
- Focusing on what students do wrong to proactive.
- Teaching and recognising what students do right.
- It refers to an overall change in the school climate to a learning environment where students and teachers feel appreciated, safe, and respected.

We want to use positive, specific, contingent feedback when students display the expected social behaviour to increase the likelihood students will display the desired behaviour again in the future.

Positive Behaviour Merit

Behaviour specific praise is an evidenced based practice that has been shown to improve student behaviour and increase the likelihood of a student demonstrating that positive behaviour again in future.

Behaviour specific praise is designed to provide students with specific, positive feedback about how they are using the school values Courage, Aspiration, Respect and Equality.

We would like staff to aim to achieve a high rate of behaviour specific praise in comparison to corrections and consequences. The most important thing to remember about issuing positive behaviour merits is that behaviour specific praise must have occurred first.

A staff member could say:

“Great work for being respectful by working quietly while others are learning.”

OR

“Perfect! You were aspirational and brought your required equipment to class.”

OR

“Thanks for telling me that something was wrong. That was very courageous of you.”

At Greensborough College, we provide students with behaviour specific praise through Positive Behaviour Merits. Positive Behaviour Merits are visible to both students and parents/carers through the Compass portal. Parents/carers will also receive an email each time their child is awarded a merit by a staff member at the college.

At the end of each Term, the Junior and Sub School Leader will give a merit to each student with above 90% attendance which will be collated from the Compass VCE Attendance data – this takes into account absence where a medical certificate has been provided to the school.

Positive Behaviour Merits can be given for any positive behaviour you encounter, not only in the classroom, but in the locker bay, yard, excursion, travel to and from school etc.

On time to
class

Bringing
correct
equipment

Correct
uniform

Class
participation

Academic
excellence

Assisting
peers

Completing
homework

Requesting
extension
tasks

Completing
classwork

School values

Putting
rubbing in
bins

Walking on
paths

Positive Behaviour Merit Exchange

Students are able to exchange their Positive Behaviour Merits at the front office with the Assistant Principal each fortnight on Wednesday.

Available exchanges are displayed at the Junior and Senior Sub School notice boards.

POSITIVE MERIT EXCHANGE

Positive Merit exchange	Number of merits	Number available
4-Square Ball	5	25
Bic 4 Pen	5	50
Canteen Voucher - \$5	15	30
Pencil Cases	5	10
Greensborough College Drink bottle	15	10
Greensborough College school cap, beanie, scarf, bucket hat	20	5
Greensborough College Year 12 Jacket	50	1
Sports balls	30	5
Mini games (Uno etc)	30	5
White Socks (1 pair)	10	5
Assorted novels	15	5
Coloured pencils (1 pair)	5	15

Other Positive Behaviour Acknowledgements

Staff are encourage to collect values postcards from the front office and fill these in for students showing positive behaviour in line with the school values.

At the end of each Term, students with above 90% attendance will receive a certificate of achievement recognising their dedication to learning.

At the end of each Semester, students with the highest merits for each of the school values will receive a merit badge as well as a certificate of achievement to acknowledge their positive behaviour.

At the end of each Semester, students with the highest total merits for their year level will receive a certificate of achievement to acknowledge their positive behaviour.



Identifying minor behaviours

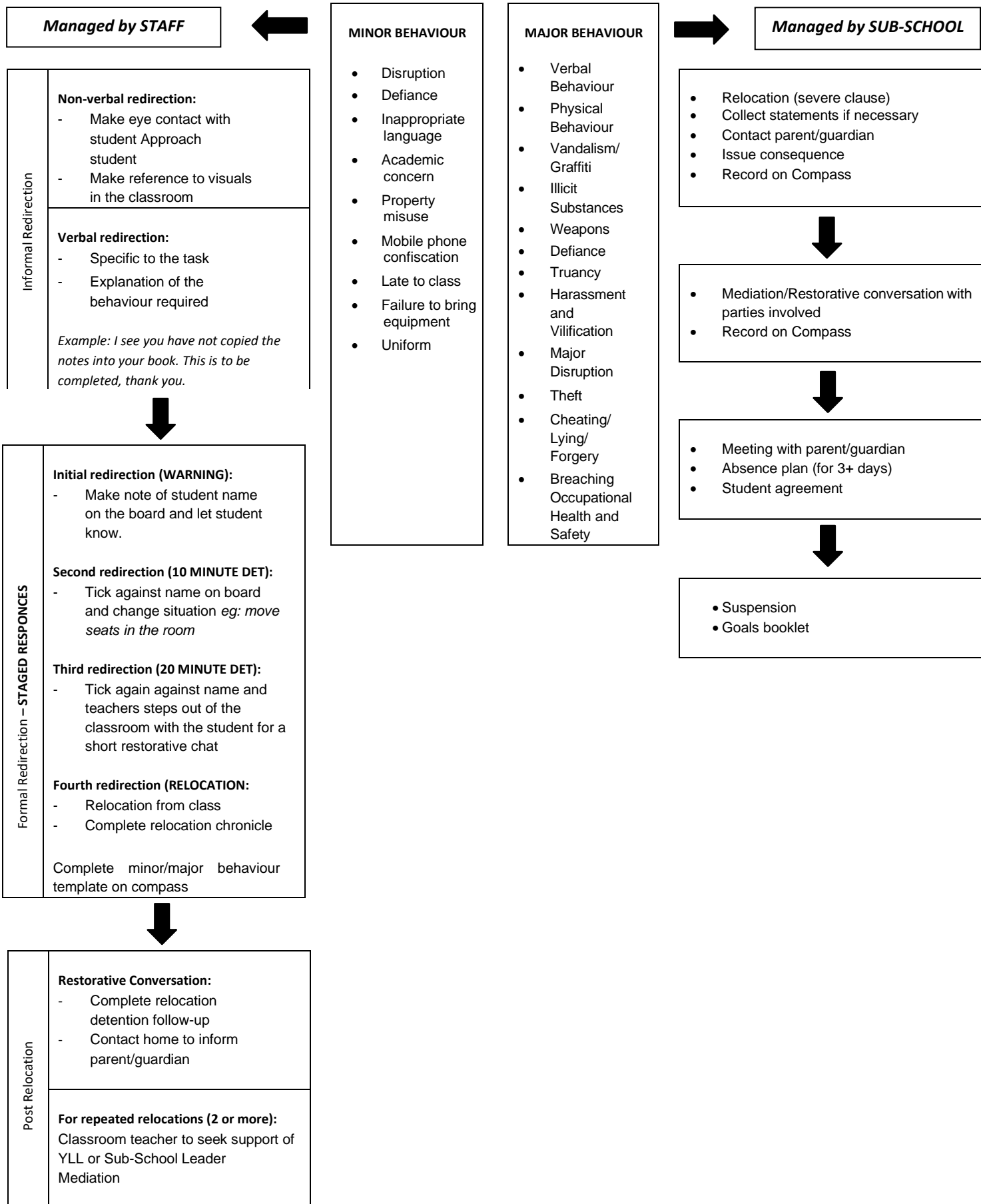
Minor Behaviour	Example:
Disruption	<ul style="list-style-type: none"> Talking during teacher instructions Talking when someone is reading/presenting Talking over others Calling out Interrupting classroom/peers learning
Defiance	<ul style="list-style-type: none"> Refusal to follow staff instructions and/or school rules/expectations including; <ul style="list-style-type: none"> Answering back/attempting to argue Refusal to move seats Refusal to complete work in class Not utilising ICT correctly (including playing games, watching YouTube, off topic web search etc) Sitting/playing in an out of bounds area
Inappropriate language	<ul style="list-style-type: none"> Name calling Teasing General swearing/use of profanities Disrespectful language Non verbal communication including inappropriate body language and gestures
Academic concern	<ul style="list-style-type: none"> Failing to submit homework Failing to submit classwork Failure to submit assignment/assessment Plagiarism of classwork / homework
Property Misuse	<ul style="list-style-type: none"> Deliberate destruction/misuse of equipment including; <ul style="list-style-type: none"> Misusing/destroys another students equipment/possession Misusing/destroys other students work Student breaks other student property Student misuses/breaks school property Drawing on classroom equipment (chairs, wall, desks...) during class time.
Mobile Phone Confiscation	<ul style="list-style-type: none"> Possession or use of a mobile phone.
Late to Class	<ul style="list-style-type: none"> Not being present at the designated learning area at the designated time including; Consistent lateness Late with no pass / failure to sign in at the office on arrive to school during school hours Missing beginning of class
Failure to bring equipment	<ul style="list-style-type: none"> Failure to bring the required equipment; <ul style="list-style-type: none"> Textbook Exercise book Laptop Planner Pencil case Subject specific materials
Uniform	<ul style="list-style-type: none"> Wearing items that are not permitted by the College Uniform Policy (non-uniform bag, hat, beanie, scarf) Wearing incorrect shoes, socks, uniform Mixing PE and Academic uniform Wearing hoodies, long sleeve tops as the outer garment Jewellery, piercing, hair colour that does not meet the College Uniform Policy

Identifying major behaviours

Major Behaviour	Examples:
<p>Verbal Behaviour Inappropriate language/profanity.</p>	<ul style="list-style-type: none"> • Using an aggressive tone • Swearing at staff/students • Using intimidating language • Making credible threats • Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person • Non verbal communication including inappropriate body language and gestures directed at a teacher
<p>Physical Behaviour Actions directed towards another student or staff member with intention to cause harm or intimidation, including physical damage to property.</p>	<ul style="list-style-type: none"> • Physical intimidation of staff and students including; <ul style="list-style-type: none"> • standing over people • standing in peoples personal space • physical/verbal threats • Hitting, kicking, throwing objects, play fighting etc. • Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
<p>Vandalism / Graffiti</p>	<ul style="list-style-type: none"> • Vandalising school property may include but not limited to: <ul style="list-style-type: none"> • Graffitiing school property with a permanent material • Breaking equipment • Causing damage school property • Criminal damage • Causing significant damage to or destruction of property
<p>Illicit substances Possessing, using, selling, supplying illicit substances.</p>	<ul style="list-style-type: none"> • Possessing, using or selling cigarettes, drug paraphernalia, lighter, alcohol, e-cigarettes at school • Deliberately assisting another person to possess, use or sell illicit substances • Discussion of intent to sell • Selling of items • Supplying prohibited items to other students • Storing prohibited items in lockers, bags and on the person
<p>Weapons Possessing items which can harm others, including items that can be modified to cause injury.</p>	<ul style="list-style-type: none"> • Possession or use of a prohibited weapon • Storing weapons on person, in locker or bag • Inappropriate use of scissors, metal rulers, sharpening objects, screw drivers or using items in the yard to threaten.
<p>Defiance Not performing required tasks and instructions as directed by staff members, and refusing to participate during the learning process.</p>	<ul style="list-style-type: none"> • Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person • Refusal to relocate from the classroom • Refusal to follow reasonable instructions • Not taking responsibility for actions

<p>Truancy Not being present in class without permission and not being present inside the College grounds during school hours.</p>	<ul style="list-style-type: none"> • Absent from class without permission • Leaving school grounds without permission • Attempting to run away from class/school • Hiding from staff (behind buildings, toilets etc.) • Leaving class for an unreasonable amount of time (10 mins +) • Leaving class without permission • Continually late to class (10 mins +)
<p>Harassment and Vilification Unwelcomed behaviour that causes another person to feel uncomfortable or vulnerable.</p>	<ul style="list-style-type: none"> • Engaging in behaviour that vilifies, defames, degrades or humiliates another person based on; <ul style="list-style-type: none"> • Age, race, gender, identity, religious beliefs, sexual orientation, personal association, reference to a physical attribute... • Sexual/physical/verbal comments • Calling names • Not respecting personal space • Ignoring / silent treatment of others • Spreading rumours and gossip • Inappropriate and unwelcome touching or contact with others • Unwelcome touching or contact with another • Use of technology to intimidate or harass • Stalking and cyber stalking • Sexting
<p>Major Disruption Making inappropriate noises and partaking in off-task activities which interrupts the learning of others.</p>	<ul style="list-style-type: none"> • Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student which includes; <ul style="list-style-type: none"> • Interrupting a class other than your own • Making loud noises outside of the classroom • Continuously displaying major behaviours • Multiple relocations
<p>Theft In possession of having passed on or being responsible for removing someone else' property.</p>	<ul style="list-style-type: none"> • Committing or attempting to commit theft of property (including hiding or stealing) • Taking school property/equipment • Knowingly involved in the theft of property
<p>Cheating, Lying, Forgery</p>	<ul style="list-style-type: none"> • Cheating/Plagiarism on exams/assessments • Accessing another individual's computer, compass, email login • Using a mobile devise during an assessment task including SAC + SAT or an exam • Lying to staff (serious incident)
<p>Breaching Occupational Health and Safety</p>	<ul style="list-style-type: none"> • Using machinery/ equipment without permission • Using machinery/ equipment incorrectly • Creating hazards on purpose • Interfering with safety equipment

Staged Response for Correcting Behaviours



BEHAVIOUR	CONSEQUENCE	RESPONSIBILITY		
		TEACHER	SUB SCHOOL	AUTO GENERATED
Minor Behaviour	1 st offence – <i>Warning</i>	Minor Behaviour Chronicle template		
	2 nd offence – <i>10 minute detention</i>	Minor Behaviour Chronicle template + apply a Teacher Detention		
	3 rd offence – <i>20 minute detention</i>	Minor Behaviour Chronicle template + apply a Teacher Detention		
	4 th offence	Minor Behaviour Chronicle template – Relocation + apply a Teacher Detention		
	Severe Clause	Major Behaviour Chronicle template – Relocation + apply a Teacher Detention	Speak to student about behaviour	
Minor Behaviour	Every 5 = Sub School Detention			<i>Sub School Detention</i>
*Mobile phone	1 st offence – <i>confiscation to end of day</i>	Minor Behaviour Chronicle template + confiscate phone and provide to sub school		
	2 nd offence – <i>confiscation to end of day</i> – <i>parent contact</i> – <i>principal detention</i>	Confiscate phone and provide to sub school	Document 2 nd confiscation + provide principal detention	
	3 rd offence – <i>confiscation to end of day</i> – <i>mandatory mobile phone sign for 2 weeks</i>	Confiscate phone and provide to sub school	Document 3 rd confiscation	
	4 th offence – <i>confiscation to end of day</i> – <i>external suspension</i> – <i>parent meeting</i>	Confiscate phone and provide to sub school	Document 4 th confiscation + Victorian suspension proforma on approval of AP	
Failed to attend a 10 minute classroom det	<i>Escalate to a 20 minute detention</i>	20 minute Detention template		
Failed to attend a 20 minute classroom det	<i>Sub School Detention</i>	20 minute detention non attendance notification template		<i>Sub School Detention</i>
Uniform non compliance (Jewellery, beanie, hoodie, wrong shoes socks, uniform etc...)	<i>Principal Detention</i> <i>Item confiscated and provided to YLL</i>	Uniform Infringement template		<i>Principal Detention</i>

BEHAVIOUR	CONSEQUENCE	RESPONSIBILITY
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		TEACHER	SUB SCHOOL	PRINCIPAL CLASS	AUTO GENERATED
Major Behaviour	Relocation	Major behaviour template + relocation + 20 minute teacher detention			
	Suspension (depending on circumstance)		Victorian Suspension proforma on approval of AP		
*Incorrect uniform (Continual offence)	Removed from class	Uniform Infringement template			Principals detention - lunch time
*Failed to attend relocation	<i>Principals lunch time detention</i>	Major behaviour template + relocation + 20 minute teacher detention Send a student to get a member of the sub school or principal team to assist	Principals detention template		
*Swearing	At a teacher – <i>1 day suspension</i>		Victorian Suspension Proforma on approval of AP		
*Truancy	1 st offence – <i>half day internal</i>	Teacher informs Sub School	Internal Suspension Proforma		
	2 nd offence – <i>full day internal</i>		Internal Suspension Proforma		
	3 rd offence – <i>full day external</i>		Victorian Suspension Proforma on approval of AP		
Failed to attend a Sub School detention	<i>Principals lunch time detention</i>		Principals Detention template		
Failed to attend a Principals lunch time detention	<i>Principals after school detention</i>			Afternoon School Principals detention template	
Failed to attend a Principals after school detention	<i>1 day suspension</i>			Victorian Suspension proforma	