MANAGEMENT OF STUDENTS’ behaviour
St Mark’s Anglican Community School would like to acknowledge information sourced from the Association of Independent Schools of Western Australia (AISWA), the Anglican Schools Commission (ASC) and Department of Education WA as guidelines in the production of this Policy and Procedure.
## 1.0 PURPOSE

Management of Students’ Behaviour
St Mark’s fosters a school climate that enhances responsibility and co-operation by defining, recognizing and actively promoting positive behaviour by paying attention to:

- acknowledging positive behaviours
- the use of positive intrinsic and extrinsic consequences
- the modelling of positive behaviours, attitudes
- the building of positive relationships
- developing expertise in the application of the preferred practices

Staff at St Mark’s work collaboratively with students and parents to establish fair and respectful behaviour policies and practices which are based on the School’s values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviors which can have a negative impact on the learning environment and others.

Student wellbeing (social, emotional and cognitive engagement) is addressed in several ways. At risk students are supported by the Wellbeing Team which includes Assistant Principal Pastoral, Deputy Heads of School, Pastoral Care Tutors, Learning Enrichment Coordinators, School Psychologist and the School Nurse.

When relationships break down between members of the School Community, ‘Restorative Practices’ are used to address ongoing behavioural issues, and suspension from School is viewed as a last resort.

The School places an emphasis on 100% attendance and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up daily. (Refer to the School’s Attendance Policy)

2.0 SCOPE

2.1 This policy applies to everyone who is:

a) In a teaching, administrative, practicum or management position or role at the School

3.0 RIGHTS AND RESPONSIBILITIES

3.1 Members of the School Community have the right to:
Experience a safe, pleasant and supportive learning and teaching environment. 
Be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination and intimidation.

3.2 Teachers have the right:
• to be kept informed, within the Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

3.3 Teachers have the responsibility to:
• demonstrate the standards set by Australian Professional Standards for Teachers - AITSL
• fairly, reasonably and consistently implement the Student Engagement Procedures. (Refer to Appendices 1, 2 and 3.)

3.3 Students have the right to:
• A child-safe environment in which children and young people are protected from physical, sexual, emotional and psychological harm and neglect.
• An environment which is safe and positive where they feel respected, valued and encouraged to reach their full potential.

3.4 Students have the responsibility to:
• contribute positively to the educational experience for themselves and other students.
• Participate fully in the School’s educational program.
• Ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the School Community.

3.5 Parents/Carers have the responsibility to:
• Take an active interest in their child’s educational progress.
• Model and reinforce positive behaviours.
• Ensure their child’s regular attendance.
• Support the School in maintaining a safe and respectful learning environment for all students.
• Engage in regular and constructive communication with School Staff regarding their child’s learning.

4.0 EXPECTATIONS

4.1 Engagement: participation in the classroom and other School activities
Students are to:

- Demonstrate preparedness to engage in and take full advantage of the School education and extra-curricular activities.
- Make every effort to do their best.
- Be disciplined to ensure a cooperative learning environment.
- Model the School values.

Parents are to:

- Promote positive outcomes by valuing the importance of education.
- Liaise with the School on their child’s progress and needs.
- Support their child in their preparedness for the school day.
- Provide a supportive home environment.
- Monitor their child’s school involvement and progress.
- Communicate with the School when necessary.
- Support the teachers who are working with their child.
- Actively participate in School events and parent meetings.

Principal/Teachers and Staff are to:

- Comply with its duty of care obligations.
- Provide an educational environment that can effectively engage students.
- Provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning successes.

4.2 School Attendance

Students are expected to:

- Attend and be punctual for all timetabled classes every day that the School is open to students.
- Be prepared to participate fully in lessons in and out of the classroom.

Parents are expected to:

- Ensure that enrolment details are correct.
• Ensure that their child attends School regularly; this includes special School events such as Sports Carnivals, St Mark’s Day.
• Advise the School as soon as possible when a child is absent.
• Support their child’s learning during absences.
• Work with the School to reintegrate students after prolonged absences.

Principal/Teachers and Staff are to:
• Proactively promote regular attendance.
• Mark rolls accurately: each lesson (Secondary) or AM and PM (Primary)
• Identify trends via data analysis.
• Report attendance data.
• Support students whose attendance is problematic by working with families to implement individual strategies. (Refer to Attendance Policy).

4.3 Behaviour

Students are expected to:
• Take responsibility for their learning.
• Have high expectations that they can learn and achieve.
• Take responsibility for their behaviour and its impact on others
• Model the School’s Core Values of Knowledge, Respect, Confidence, Responsibility and Community.
• Comply with the School’s Student Engagement Procedures. (Refer to Appendices 1, 2 and 3)
• Work with teachers and parents in developing strategies to improve outcomes.

Parents are expected to:
• Have high expectation of their child’s behaviour.
• Understand and follow the School’s behavioural expectations.
• Communicate with the School regarding their child’s circumstances.
• Cooperate with the School by assisting in the development and enforcement of strategies to address individual needs.

The School will:
• Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasizes the wellbeing of the child which focuses on pro-social behaviours in curriculum content.
• Employ whole School and classroom practices to establish a climate in which appropriate behaviour is the norm for all students.
• Focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.
• Consistently apply its Student Engagement Practices through a shared understanding and only exclude students in extreme circumstances.
• Recognize that for some students, additional support may be needed in the form of staged responses.
• Be committed to working with families to reintegrate students after exclusion.
• Promote wellbeing practices for the student which includes:
  1) The care of the child
  2) The physical, emotional, psychological and educational development of the child
  3) The physical, emotional and psychological health of the child.
  4) The safety of the child.

5.0 ACCOUNTABILITIES

5.1 The Classroom Teacher will:
• Involve and engage all students, set high expectations, seek feedback from students.
• Promote positive behaviours.
• Use the RULER Approach to help students regulate their emotions and behaviour. (Refer to Appendix 1)
• Be familiar with the Management of Students’ Behaviour Policy and Student Engagement Procedures. ((Refer to Appendices 1, 2 and 3)
• Become practiced in using restorative practices.
• Articulate high expectations of attendance to all students and parents. (Refer to Attendance Policy)
• Document inappropriate behaviours and attendance concerns on SEQTA.
• Document information on SEQTA about Parent meetings. These meetings may have been requested by the teacher or the parent.
• Refer any behaviours that is deemed to be of a threat to the Head of School or Assistant Principals.

5.2 Heads of Year, Heads and Deputy Heads of School, Assistant Principals

Members of the Pastoral Care Team will:
• Document incidents relating to the management of student behaviours to inform with decision making.
• Implement a targeted response to address concerns about a student’s ongoing behaviour or when a student is displaying chronic patterns of problem behaviour.
• Liaise with the Wellbeing Team i.e. School Psychologist, School Nurse, Learning Enrichment coordinators to assist in targeted programs for students of concern.
• Support both classroom teachers and other members of the Pastoral Care Team in applying these procedures of Student Engagement.
• Ensure the Procedures for Suspension are adhered to. (Refer to Appendix 3.)
• Ensure a student returning from Suspension is given the opportunity to meet with the Head of School or Assistant Principal for reentry into classes. (Refer to Appendix 3)

5.3 The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to. In the Principal’s absence, the Assistant Principal will take this responsibility.

6.0 STUDENT HOMEWORK DIARY Years 2-12

6.1 The Diary has a wealth of information regarding the management of students’ behaviour. Parents are obligated to read the Diary at the beginning of Term 1 to acknowledge that they have read the expected behavioural guidelines and the consequences of a breach of School rules.

6.2 Procedures, rules and consequences cover the following in the Diary:
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### 7.0 SCHOOL ACTION AND CONSEQUENCES

#### 7.1 The School forbids child abuse, degrading and corporal punishment or any form of punishment that humiliates a child.

**Corporal punishment** is defined as the use of physical force towards a child for the purpose of control and/or correction. It is a disciplinary technique applied to the body with the “intention of causing some degree of pain or discomfort, however light” (United Nations Committee on the Rights of the Child [UNCRC], 2006).

Western Australia has adopted the National Law Act prohibiting the use of corporal punishment by providers, nominated supervisors, staff members, volunteers and family day care providers of an approved education and care service.

#### 7.2 Student Engagement, Regular Attendance and Positive Behaviours

The whole School practices include:

- Establishing predictable, fair and democratic classrooms and School environments.
- Ensuring student participation in the development of classroom and whole School expectations.
- Providing personalized learning programs where appropriate for individual students.
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision making.
- Providing physical environments conducive to positive behaviours and effective engagement in learning.

#### 7.3 Inappropriate behaviours, including irregular attendance
Students will be supported through a staged response including:

- Understanding the student’s background and needs.
- Ensuring a clear understanding of expectations by both teachers and students.
- Providing consistent School and classroom environments.
- Scaffolding the student’s learning program.
- Engaging in Restorative Practices.
- Involving and supporting the Parent/Carer.
- Involving the classroom teachers, Heads and Deputy Heads of School, Heads of Year and Assistant Principals.
- Providing broader educational programs e.g. work experience, camps.
- Involving Community Support Agencies.

7.4 Discipline Procedures

1. **Detention**: Teachers may require a student to complete school work or additional work or duties at recess or lunch or after school. Parents will be informed at least the day prior to the detention if it is after school. In family circumstances where this would create undue hardship, the School may negotiate an alternative disciplinary measure with the parents/carers.

2. **Consequences prior to Suspension**
   - Withdrawal of privileges.
   - Use of Behaviour and Attendance Sheets to monitor behaviour.
   - Withdrawal from class activities for a specified period.

3. **Suspension and Expulsion**
   When considering suspension or expulsion, St Mark’s follows the guidelines as outlined in the Student Engagement Procedures. Refer to Appendices 1, 2 and 3.)

6.4 Discipline Records Management

- All records of disciplinary actions are documented on SEQTA.
- Notes from Parent instigated, or teacher requested meetings are documented on SEQTA.
If a parent has registered a complaint, details of this will be documented on the Complaints and Disputes Register. (Refer to Dispute and Complaint Policy and Procedure.)

8.0 RELEVANT LEGISLATION AND AUTHORITY

- *Children and Community Services Act 2004*
- *Education and Care Services National Law (WA) Act 2013*

9.0 OTHER RELATED SCHOOL POLICIES

- Attendance
- Bullying Prevention
- The Critical and Emergency Incident Managing and Reporting
- Dispute and Complaint Resolution
- Duty of Care
- Staff Code of Conduct
- Student Wellbeing Framework

10.0 COMPLIANCE

Standards for Non-Government Schools determined by the Minister for Education and Training in accordance with Section 159 of the School Education Act 1999

**Standard 14 Management of Students’ Behaviour**
Sections 14.1, 14.2 and 14.3

APPENDIX 1
STUDENT ENGAGEMENT PROCEDURES:  
EARLY LEARNING YEARS K-1

RATIONALE
All members of the school community have the right to learn and teach in a positive, safe and harmonious learning environment (*Positive Learning Environment*). This positive approach to guiding a student’s behaviour builds on their confidence and self-esteem and is based on the development of caring, equitable and responsive relationships between educators, children and their families. The aim is always to guide and facilitate student behaviour in a positive and supportive way wherever possible. The school will work in consultation with staff and parents to use our *Positive Student Engagement Plan* and develop *De-escalation Profiles* and *Individualized Student Engagement Plans* when required. External professionals and agencies will be involved in this process when applicable.

Points of Reference
- Australian Curriculum – Self Management and Self Awareness
- Department of Education – Western Australia
- Early Years Learning Framework
- NQS – Quality Area 5 (Relationships with Children)
- RULER Approach (RULER is an acronym that stands for Recognizing, Understanding, Labelling, Expressing and Regulating emotions
- ANT Patrol (Social Emotional learning program)

Establishing a Positive Learning Environment Requires:
- Recognizing and regulating emotions
- Establishing positive relationships
- Making responsible decisions
- Working collaboratively in teams
- Respecting others

Red Card System
The Red Card system is for incidents that are URGENT. In the event that a Red Card is not available, staff are encouraged to use their personal school name badge.
Teachers are encouraged to use the Red Card / badge to call for additional staff support in various situations, including:

- Whilst dealing with a challenging situation with a student.
- Cases of ill health (students/staff)
- Injury to student/s in classroom/playground.
- Challenging parent interaction.

Behaviour by a student that compromises the Positive Learning Environment is categorized into

- Inappropriate Behaviour (General) and
- Unacceptable Spontaneous Behaviour

In the event that a Positive Learning Environment has been compromised, St Mark’s Early Learning staff will refer to the Steps to Re-establish Positive Student Engagement. Due to the differing development levels of all our students it needs to be noted that the following process may not always occur in a sequential manner.

**Note:** If there is a Critical and Emergency Incident, notify the Principal immediately. (Refer to the Critical and Emergency Incident Managing and Reporting Policy)

## Steps to Re-establish Positive Student Engagement

### Step 1: Establish Positive Classroom Environment

Class/specialist teachers provide a positive classroom environment:

- Clear expectations at age appropriate levels established by Charter
- Positive reinforcement – acknowledgement of appropriate behaviours
- Charter outlines process regarding consequences of behaviour inconsistent with the Charter
- Modelling of appropriate behaviour by all staff members

### Charter – Class and Sub school Charters
Share with children.

### Step 2: Actions for Inappropriate Behaviour (or Unacceptable Spontaneous Behaviour)

Reminder of Charter Emotional Regulation strategies employed
• Child reminded of the Charter and expectations regarding behaviours
• Use of the Mood Meter/Ant Patrol resources to assist in emotional regulation
• Verbal reflective communication between child and a trusted staff member.

If inappropriate or unacceptable spontaneous behaviour continues:

• Encourage child to utilize the calm down zone
• Direct student to choose appropriate calm down/sensory activities (input from appropriate professionals is obtained when required).
• De-escalation Profile to be developed in consultation with School Psychologist, Head of School and Class Teacher
• Upon successful de-escalation, verbal reflection communication between the child and a trusted staff member. May need to adjust escalation profile accordingly
• Discussion regarding incident with Head of School
• Communication with parent in regard to the incident and outcome and strategies moving forward
• Record incident and parent interaction on SEQTA and notify relevant stakeholders such as class and specialist teachers, Learning Enrichment team, School Psychologist.
- Deescalate the situation as appropriate whilst ensuring the safety of self and others
- Alert Head of School or Assistant Principal, Pastoral
- Contact the parent of the child advising of the situation and request they collect their child
- Allow the child to leave the school for the remainder of the day
- Upon returning the next day hold a Re-entry meeting with child, parent, class teacher and Head of School (as appropriate) to re-establish relationship, re-establish expectations and ensure child feels safe and supported to re-enter the school environment
- An Individual Student Engagement Plan to be developed in consultation with family and other relevant stakeholders (including School Psychologist) as required.
- Record incident and parent interaction on SEQTA and notify relevant stakeholders such as class and specialist teachers, Learning Enrichment team, School Psychologist

**Step 5: Actions for Repeated significant incident involving physical harm of others**

- Deescalate the situation as appropriate whilst ensuring the safety of self and others
- Alert Head of School or Assistant Principal
- Contact the parent of the child advising of the situation and request they collect their child
- Allow the child to leave the school for the remainder of the day
- Parents informed - interview with the Head of School and teacher to review plan and determine best way forward to ensure wellbeing of student and others
- May require a referral to external agencies for support
- May require some time away from school
- Arrange a re-entry meeting to re-establish relationships, expectations and ensure child feels safe and supported to re-enter the school environment

**Removal of student from the group environment – in school supervision by HOS**
- Parents informed.
- Individual Student Engagement Plan to be reviewed
• May require a discussion with parents about the appropriateness of current school placement in terms of best meeting the child’s needs whilst maintaining and safe environment for other members.
• Record incident and parent interaction on SEQTA and notify relevant stakeholders such as class and specialist teachers, Learning Enrichment team, School Psychologist

APPENDIX 2

STUDENT ENGAGEMENT PROCEDURES: Years 2-5

RATIONALE
All members of the school community have the right to learn and teach in a positive, safe and harmonious learning environment (Positive Learning Environment). As a school we strive to provide every student with the support they need to learn and maintain
positive behaviour. This positive approach to guiding a student’s behaviour builds on their confidence and self-esteem and is based on the development of caring, equitable and responsive relationships between educators, children and their families. The aim is always to guide and facilitate student behaviour in a positive and supportive way wherever possible.

Teaching and behavior management practices are underpinned by the RULER Approach and the fundamental premise that emotions matter. The four ‘Anchor’ tools of the RULER Approach creates a culture and climate of emotional literacy, facilitates the development of self-regulation skills and focuses students on the concept of their best self. The Blueprint is used to teach perspective taking and empathy and provides a basis for develop Individualized Student Engagements plans when require. External professionals and agencies will be involved in this process where applicable.

**Points of Reference**

- Australian Curriculum – Self Management and Self Awareness
- Department of Education – Western Australia
- RULER Approach (RULER is an acronym that stands for Recognizing, Understanding, Labelling, Expressing and Regulating emotions
- Restorative Practice

**Steps to Re-establish Positive Student Engagement**

**Step 1: Establish Positive Classroom Environment**

- Class Charter is developed with students to establish classroom emotional environment
- Teachers establish a positive, inclusive, classroom environment.
- House point reward system used in conjunction with classroom specific reward systems.

### Step 2: Actions for Inappropriate Behaviour (or Unacceptable Spontaneous Behaviour)

- Child reminded of the Charter and expectations regarding behaviours
- Use of the Mood Meter to assist in emotional regulation
- Verbal reflective communication between child and a trusted staff member.

### Step 3: Actions for Continued Inappropriate Behaviour (or Unacceptable Spontaneous Behaviour)

If inappropriate or unacceptable spontaneous behaviour continues:

- Referral to Deputy Head of Junior School
- Written reflection sheet.
- Use of restorative questioning to help student to understand the impact of their behaviours.
- Use of Mood Meter and best-self tools to reflect on the behaviour that has occurred and how better behaviour choices could have been made.
- Formulate a Blueprint (RULER Approach) focusing on short term goal setting and scheduled follow up with Deputy Head of Junior School.
- Communication with parent regarding the incident and outcome and strategies moving forward
- Record incident and parent interaction on SEQTA and notify relevant stakeholders such as class and specialist teachers, Learning Enrichment team, School Psychologist.

### Step 4: Actions for Significant incident involving threatening or violent behaviour towards others

Referral to Deputy Head of Junior School.
• Deescalate the situation as appropriate whilst ensuring the safety of self and others.
• Alert Head of School or Deputy Head of Junior School (Via the Red Card system).
• Contact the parent of the child advising of the situation and advise action to be taken (internal or external suspension)
• Upon returning the next day hold a Re-entry meeting with child, parent, class teacher and Deputy Head of Junior School to re-establish relationship, re-establish expectations and ensure child feels safe and supported to re-enter the school environment.
• Blueprint to be established with SMART behaviour goals and followed up with regular meetings scheduled with Deputy Head of Junior School to reflect on progress.
• Record incident and parent interaction on SEQTA and notify relevant stakeholders such as class and specialist teachers, Learning Enrichment team, School Psychologist

**Step 5: Actions for repeated significant incident involving physical harm of others**

• Follow process above for dealing with physical incident.
• Parents informed - interview with the Head of the School and teacher to review plan and determine Individual Student Engagement Plan to ensure wellbeing of student and others.
• In school suspension – removed from class for determined period of time, working with Deputy Head of Junior School or Head of Junior School.
• School suspension – continued physical behavior may involve suspension from school for a determined number of days. (Only used in extreme cases when use of in school suspensions has been ineffective).

**Removal of student from the group environment – in school supervision by Deputy Head of Junior School.**
- Parents informed.
- Individual Student Engagement Plan
• Upon returning the next day hold a Re-entry meeting with child, parent, class teacher and Deputy Head of Junior School to re-establish relationship, re-establish expectations and ensure child feels safe and supported to re-enter the school environment.
• Discussion with parents about accessing appropriate external agencies for support.
• May require a discussion with parents about the appropriateness of current school placement in terms of best meeting the child’s needs whilst maintaining and safe environment for other members.
• All incidents, parent interaction and work with student to be recorded on SEQTA.
• Student progress to be informed to all relevant stakeholders such as class and specialist teachers, Learning Enrichment team, School Psychologist.

Note: If there is a Critical and Emergency Incident, notify the Principal immediately.
(Refer to the Critical and Emergency Incident Managing and Reporting Policy)

APPENDIX 3

STUDENT ENGAGEMENT PROCEDURES: Secondary Years 6-12

Procedures for students:
This policy identifies four categories of behaviour that fails to meet expectations:

▪ breach of school rules or display of inappropriate behaviour – Stage 1
▪ persistent inappropriate behaviour - Stage 2
- one-off insolent and attitudinal behaviour – Stage 3
- one-off serious inappropriate behaviour - Stages 4 and 5

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<th>Consequence</th>
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<td>Parents’ meeting with Principal to discuss the option of further withdrawing from the School or expulsion.</td>
<td>Withdrawal or Expulsion</td>
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At each stage, there needs to be a Restorative Practice

**Restorative Practice**

- identify the behaviour to student
- restate expectations
- correct the behaviour at the point of time if possible
- verbal statement of consequence
• record breach of behaviour and the resolution on SEQTA
• monitor progress regularly
• give praise when positive behaviour goals have been achieved
• email/written note to Pastoral Care Tutor or Head of Year
• email/written note to Head of Learning Area
• contact parents for review and progress of student
• refer to Assistant Principals for counselling

DETENTION and WITHDRAWAL

A detention is the confinement of a student for a specified amount of time to be served under the supervision of a teacher or Administration Staff. A detention is issued to students who have not changed their behaviour.

TYPES

1. Recess/Lunch
   • A teacher may keep a student for a period during recess or lunchtime. This would occur after a student has misbehaved or not completed homework or class work. The teacher must supervise this detention; students are not to be left alone.

2. After School Detention
   • If a student’s misbehaviour is more serious, an After-School Detention will be awarded. These detentions are supervised by a teacher and are 3.25pm – 4.30pm. Students will sit in silent reflection for the hour or students may be allocated duties to be carried out, these are supervised by a teacher or Administration Staff member. Failure to attend an After-School detention will result in the student completing another 2 After School detentions if there is no reasonable excuse for the failure to attend.
3. After School Work Session –

- If a student needs to complete work or complete a missed assessment, a letter can be sent to the parents notifying them that it is in the best interests of the student to come to the library to complete work. This session is run in a classroom from 3.25pm-4.30pm. Students will need to have work that needs to be completed and must hand in work at the end of the session. This session will be supervised by a teacher and work will be returned to the issuing teachers.

If a student fails to attend the After School Work Session, the Head of Year will refer the student to the relevant Head of Department.

Note: This session is not to be viewed as an afterschool detention. Failure to complete homework is a behavioural issue and an afterschool detention should be issued, not an After-School Work Session.

WITHDRAWAL/IN SCHOOL SUSPENSION

Purpose

The purpose of withdrawal is designed to provide a stage in the school’s managing behaviour chain between after-school detention and suspension from school. It is designed to provide students with the opportunity to consider and amend their behaviours, through a process of planning/contracting for improved behaviour, before the more serious consequence of external suspension is brought to bear.

Only the Assistant Principals or Head of School can refer a student to be withdrawn, although Head of Year, Head of School or Head of Department may request such action be taken. Such students would have committed:

(a) serious misbehaviour in a subject
(b) misbehaviour across a range of subjects
(c) serious misbehaviour outside class time
(d) an unwillingness to alter patterns of misbehaviour

Note: If there is a Critical and Emergency Incident, notify the Principal immediately. (Refer to the Critical and Emergency Incident Managing and Reporting Policy)

The parents/guardians of the student must be informed about the student’s withdrawal from classes.

Documentation about the reasons for withdrawal from classes is put in the student’s file which is stored in SEQTA.

Details of internal suspension will be recorded which will include:

- Name/House/Class
- Number of days
- Time of entry and exit
- Date of suspension
- Reason for suspension

Note:
1. Examples of minor Misbehaviour should be dealt with by the class staff member and/or the Head of Year
2. Removal from a subject by the relevant Head of Department, for one or two lessons, to a suitable place (e.g. outside the HOD’s room) can still take place without involving School withdrawal.
3. If there is a Critical and Emergency Incident, notify the Principal immediately. (Refer to The Critical and Emergency Incident Managing and Reporting Policy)

Supervision

The student will be supervised by the Assistant Principals or Head of Year. Morning tea and lunch breaks will be taken at a time when other students are in class.

Monitoring Student Attendance and Behaviour
Students on withdrawal are expected to complete set work and to behave in an appropriate manner. This will be monitored by the class teachers.

**Set Work**
Students will complete work set by the departments from which the student is absent: this work may be generic to the subject or specific to the student and should be designed to improve the student’s basic skills, while keeping the students fully occupied.

Staff members will be asked to send work for students who have been withdrawn from their class.

**Return to Class**
The Heads of School must meet with the student before returning to class. It is important that the student moves forward positively from this incident and the School actively supports and encourages the process.

If there has been a serious breach of behaviour, the Assistant Principals will meet with the student and parents to discuss the Resolution and Return to School documents.

**APPENDIX 4 – SUSPENSION RESOLUTION MEETING**

![St Mark's Anglican Community School Logo]

**PART A  SUSPENSION RESOLUTION MEETING**

Student: ___________________________ Date: ________________
Reason for Suspension: __________________________________________________________

Date of Suspension: ___________________________________________________________
Number of Previous Suspensions: ___________________ Dates: _________________

Present at meeting:

______________________________
### Action – What needs to be done to prevent this happening again

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Signature: __________________________________________
Role: ________________________________________________

## PART B  BEHAVIOUR MANAGEMENT PLAN

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<thead>
<tr>
<th>Date of Suspension</th>
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<table>
<thead>
<tr>
<th>Reason for Suspension</th>
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<table>
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<tr>
<th>Planning Team</th>
<th></th>
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<table>
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<tr>
<th>Behaviours causing concern</th>
<th></th>
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<table>
<thead>
<tr>
<th>Expected positive behaviours</th>
<th></th>
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</thead>
</table>

| Classroom Strategies |     |
Out of class changes: playground, social media, beyond school

Student specific support

Review Date: Meeting with

### Part C Post Suspension Readmission Agreement

<table>
<thead>
<tr>
<th>Name:</th>
<th>PCG:</th>
<th>Date of Re-entry:</th>
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I have participated in a successful post suspension interview for return to School. I understand that I must accept responsibility for my learning and meet the School’s expectations concerning learning, behaviour and attendance. I agree to support the Code of Conduct and Anti-bullying and Harassment guidelines.

To help create and maintain a positive learning environment I need to:

<table>
<thead>
<tr>
<th>Respect my teachers and other adults I come into contact with</th>
<th>Always to work to achieve my potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect the classroom environment and not be disruptive through words and actions</td>
<td>Hands off to solve problems peacefully</td>
</tr>
<tr>
<td>Be honest and respectful with and to peers</td>
<td>Accept the consequences of my actions</td>
</tr>
<tr>
<td>Follow directions – participate positively</td>
<td>Observe all of the safety rules</td>
</tr>
<tr>
<td>Work with a teacher to help resolve concerns</td>
<td>Meet with an appropriate School Leader weekly to discuss progress</td>
</tr>
</tbody>
</table>
Avoid posting inappropriate comments on social media | Work with an outside agency to follow a Behaviour Management Plan
Avoid using threatening and/or intimidating language to any student or teacher | Show respect for property
Other:

I agree that if I fail to follow any one of these guidelines, then my place at St Mark’s is at risk of being withdrawn.

<table>
<thead>
<tr>
<th>Student</th>
<th>Parent/s</th>
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</thead>
</table>

| Executive | Date |

Appendix 5  Expectations of Students

**Learning**
- Be on time to all classes.
- Be ready to learn in both lesson and homework time.
- Be prepared to ask the teacher when problems are experienced.
- Practise time management, especially with exam and assignment preparation.
- Catch up, in own time, on all work or assessment missed through nonattendance.

**Preparedness**
- Bring to all lessons the correct materials required.
- Know what is needed in all subjects.
- Be on time and ready to learn.
- Hand in all assignments by the due date.
- Let the teacher know early if there is difficulty meeting a deadline.

**Communication**
- Speak in an appropriate and respectful manner.
• Be responsible for the delivery of newsletters and other correspondence to home.
• Always seek to be positive.

**Personal Presentation**
• Wear the appropriate school uniform for the specific activity/occasion.
• Demonstrate pride in self and the School by a high standard of personal presentation, grooming and hygiene at all times.
• Ensure that hair is neat and tidy in accordance with the school regulations.

**Homework**
• The homework diary must be with the student at all times.
• Conscientiously record all homework given.
• Complete all set homework.
• List assignments in planner.
• Complete work by due date.
• Complete work to a high standard.
• Communicate with subject teacher any exceptional circumstances which may prevent homework being completed.

**Behaviour**
• Be aware of and try to meet all aspects of the School’s Academic and Behaviour Management Policy.
• Be aware of and consistently meet the expectations of the School Values Policy.
• Follow promptly and respectfully all directions given by Staff members.
• Be responsible for own behaviour.
• Accept consequences of own behaviours.
• Refrain from any behaviour that will have a negative effect on another student or member of Staff.
• Refrain from any behaviour that is likely to diminish the reputation of the School in the community.

**Leadership and Involvement**
• Participate in activities that develop initiative, sense of responsibility, involvement, team membership, communication skills and service.
• Be willing to participate in co-curricular activities.
• Display pride in being a St Mark’s Anglican Community School student through involvement, dress, behaviour and attitude.
• Demonstrate a high level of community awareness and involvement.
• Maintain a balance between academic, family, community and co-curricular activities.