



MacKillop
CATHOLIC COLLEGE

POSITIVE BEHAVIOUR FRAMEWORK

POSITIVE BEHAVIOUR FRAMEWORK FOR FAMILIES

VERSION:	3.0	APPROVED BY:	Deputy Principal - Wellbeing & Director of Pastoral Care
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INTRODUCTION

Everything we do at MacKillop Catholic College reflects our shared commitment to our Vision Statement: We are a Christ-Centred learning community fostering excellence, compassion, and service. We aim to support and promote high standards of excellence, compassion, and service in our students through a clearly articulated Positive Behaviour Protocol.

This protocol is informed by the Wellbeing Framework which is underpinned by the Australian Student Wellbeing Framework (ASWF) which aims to ensure that all Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing. Procedures are informed by Positive Education to promote wellbeing and growth of students.

The purpose of this protocol is to provide a safe respectful environment for all members of our community at MacKillop Catholic College so they can be engaged, connected, strive for excellence and form strong relationships with all members of our community. It enables all students to take responsibility for their own behaviour while creating a welcoming and inclusive environment where everyone feels a sense of belonging.

GLOSSARY

Catholic Education Tasmania - means Catholic Education Commission Tasmania (CECT) controlled workplaces including the Tasmanian Catholic Education Office (TCEO), Archdiocesan Schools and adjunct business undertakings such as childcare operations, as well as Dominic College Glenorchy Limited Schools and Ministerial Public Juridic Person (MPJP) Schools operating in Tasmania.

External Suspension – when a school asks the Student to leave for a short period of time up to a maximum of ten school days.

Expulsion – when a school removes a Student permanently from the school and terminates the Student's enrolment. Expulsion, depending upon the circumstances, may mean that the Student is also prohibited from enrolling in any other CET school.

Internal Suspension – when a school removes a Student from class and the Student remains on campus under supervision.

SIT: The Student Intervention Team (SIT) investigates various student learning needs by request from parents/guardians, classroom teachers, pastoral care teachers or House Leaders. The Student Intervention Team includes the Deputy Principal of Wellbeing, the Director of Learning Enhancement, the Director of Pastoral Care, the College counsellors and the College psychologists.

PMS: Personal Management Skills

COPA: Code of Personal Appearance

PURPOSE

The purpose of the Positive Behaviour Protocol is to promote a safe, respectful, and inclusive learning environment at MacKillop Catholic College, grounded in the College's Vision as a Christ-centred learning community fostering excellence, compassion, and service.

This protocol provides a clear and consistent framework for explicitly teaching, modelling, acknowledging, and responding to student behaviour in ways that support wellbeing, learning, and personal growth. It aims to develop students' personal responsibility, self-regulation, accountability, and respect for others, while strengthening positive relationships across the College community.

Informed by the Australian Student Wellbeing Framework and principles of Positive Education and restorative practice, the protocol emphasises support, relationship-building, and education over punishment. It seeks to ensure that all students are supported to make positive choices, repair harm where it occurs, and remain meaningfully engaged in their learning and the wider life of the College.

SCOPE

This protocol applies to all students enrolled at MacKillop Catholic College and to all staff involved in teaching, pastoral care, student wellbeing, and leadership.

The protocol governs expectations and practices related to:

- Student behaviour and conduct in all learning, social, and communal settings
- Explicit teaching and reinforcement of positive behaviour expectations
- Recognition and acknowledgement of positive behaviour
- Responses to unacceptable behaviour using restorative and educative approaches
- Classroom behaviour management, reflection sessions, and escalation processes
- Individual student support processes, including Behaviour Management Plans, Social and Emotional Learning Plans, Daily Reports, and Self-Regulation supports
- Restricted movement, internal and external suspensions, and related wellbeing interventions

This protocol applies across all College contexts, including classrooms, playgrounds, assemblies, pastoral activities, excursions, camps, travel associated with school activities, and all College-approved events.

Where behaviour meets the threshold for serious misconduct, internal suspension, external suspension, or expulsion, responses will be managed in accordance with Catholic Education Tasmania's *Response to Unacceptable Student Behaviour Policy and Procedure* and the College's Enrolment Agreement.

The protocol supports a consistent, fair, restorative, and relationship-focused approach to behaviour, ensuring that the dignity of every individual is maintained and that all members of the College community are supported to learn, grow, and thrive.

RELEVANT INFORMING DOCUMENTS

- Safe College Protocol - (MacKillop Catholic College)

- Responding to Unacceptable Behaviours Policy and Procedure - CECT
- Adult Behaviour Policy- CECT
- Australian Student Wellbeing Framework (DoE)
- Enrolment Agreement (MacKillop Catholic College)

OUR COMMITMENT

We are dedicated to recognising that all behaviour serves a purpose, and in order to expect appropriate behaviour, we must actively teach and demonstrate it. We believe that cultivating strong relationships is crucial for fostering a positive culture. Therefore, we encourage meaningful connections among students, parents, and staff that are fair, truthful, and compassionate, aiming to nurture an atmosphere of empathy, acceptance, and mutual understanding.

Our goal is for students to feel understood and to develop a deep sense of belonging within our community. We expect all members of the College community to consistently demonstrate consideration, respect, and care towards others.

Through our Positive Behavior Protocol, our objective is to promote the development of personal qualities such as kindness, optimism, empathy, integrity, and respect. We also seek to cultivate understanding, responsibility, and accountability among our students. To achieve this, we collaborate closely with students, guiding them in reflecting on their choices and the impact those choices have on others. Our approach is rooted in restorative practices that promote fairness and justice.

OUR CORE BELIEFS

- Quality relationships form the foundation of a successful restorative school and are essential for effective teaching and learning.
- A restorative culture thrives through collaborative involvement and shared responsibility among students, parents, teachers, and the broader community.
- Students who feel valued and connected are more likely to make positive and responsible choices.
- Encouraging active participation and collaboration fosters responsible and positive decision-making.
- Providing support enables individuals to make positive changes and focuses on future self-improvement rather than dwelling on past mistakes.
- Teaching alternative behaviours and offering support are key to instilling hope and optimism in individuals.
- Effective behaviour support plans integrate reinforcement-based, belief-based, skill-based, needs-based, and environment-based interventions, going beyond mere reward and punishment.
- Maximising student engagement significantly reduces disruptive behaviours.
- Supporting and equipping staff is equally crucial for promoting positive behaviour alongside supporting students.
- All individuals are equally valued.

- Explicit instruction on appropriate behaviour is essential for students.
- All behaviour serves a purpose, driven by motivations such as empowerment, freedom, sense of belonging, enjoyment, physical needs, and safety.

RIGHTS AND RESPONSIBILITIES

All members of the College community have the right to experience positive relationships and the responsibility to model them.

They all have rights to be treated with respect, to be safe, to go about work and learning without disruption from others and to enjoy the school environment.

ACKNOWLEDGING POSITIVE BEHAVIOUR

It is important to recognise positive behaviour, reinforcing the efforts of students who are behaving positively. Those who are consistently engaged in their learning, responsible for their actions by showing discipline and focus and work cooperatively and collaboratively. Those students who make a significant effort to improve their behaviour should also be noticed and celebrated on their successes/improvement. Staff should be actively encouraged to acknowledge the positive behaviour of all students.

Where a student is persistently making an effort in class, it is encouraged to recognise and reward their behaviour by giving a positive academic log through SEQTA. Staff may also recognise students' positive choices in and out of the classroom by giving a positive behaviour log through SEQTA.

House Leaders will celebrate the successes of positive logs through House Assemblies.

RESPONDING TO UNACCEPTABLE BEHAVIOUR

Our approach to addressing unacceptable behaviour is grounded in the principles of positive behaviour support. This includes any behaviour that interferes with a student's right to learn or a teacher's ability to teach effectively. Staff responses are expected to be clear and consistent, guiding students towards more appropriate choices for the future. Students must also be clearly informed of the consequences should they continue to disregard our expectations.

Building positive relationships with students is essential for effective teaching and learning. Interactions between staff and students should be characterised by respect, calmness, and fairness. Teachers are tasked with consistently modelling these behaviours. Additionally, positively reinforcing appropriate behaviour following instances of misconduct is emphasised as a constructive approach likely to foster ongoing improvement.

It is crucial to acknowledge that disruptive behaviour may stem from underlying challenges in learning or personal, social, emotional, or psychological issues. While not excusing the behaviour, understanding its context informs our response. This includes setting clear

boundaries and consequences, engaging in respectful dialogue with the student, and collaborating with parents or guardians.

Initial responses to inappropriate behaviour should be:

- Conducted one-on-one and in private.
- Based on the assumption that the student is generally cooperative and intends to act appropriately.
- Aimed at preserving or enhancing the student's self-esteem.
- Designed to encourage the student to take responsibility for their choices and actions.
- Balanced, offering constructive criticism alongside positive reinforcement.
- Non-punitive in nature.

CLASSROOM AGREEMENT

Teachers and students working in partnership in our classroom learning spaces is integral to us reaching positive learning outcomes for all and in supporting our Child Centred, Christ Centre philosophy of community. To affirm this shared responsibility, each classroom is equipped with a Classroom Agreement outlining the clear, important principles needed for working successfully in the teaching and learning spaces. These principles are underpinned by respect and effort. All teachers will work with their classes to ensure students are mindful and supportive of the agreement in place.



Build Relationships and Compassion

- Show respect to staff
- Show respect to your peers
- Show respect for the learning environment

Enable Excellence Through Engagement

- Listen carefully and follow instructions
- Be organised and prepared to learn

 Be Your Best

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT AT MKC

School Wide Positive Behaviour Support (SWPBS) is a proactive approach aimed at fostering a positive school climate through clearly identified desired student behaviours across all settings within the school environment. By establishing a framework of consistent expectations and reinforcing positive actions, SWPBS not only cultivates a respectful and inclusive atmosphere but also enhances overall academic and social-emotional outcomes for students. Clear signage of SWPBS throughout the College is critical in promoting a harmonious learning environment, outlining specific behavioural expectations tailored to different areas of the College to ensure clarity, consistency, and collective commitment to student success.

The following student behaviour expectations that are those that are explicitly taught at MacKillop Catholic College. They are clearly displayed in various locations around the college.

All students are expected to abide by the classroom agreement clearly displayed in every classroom.

CLASSROOM EXPECTATIONS



In our classrooms at MKC we...

→ Before the lesson starts 	→ During the lesson 	→ After the lesson finishes 
✓ are on time ✓ line up outside quietly ✓ stand up behind our desks to greet the teacher ✓ are prepared with our required equipment for class ✓ meet Code of Personal Appearance ✓ give way to people leaving the classroom before we enter ✓ laptops closed until instructed ✓ charge our laptops ✓ complete all homework tasks needed for class ✓ ensure our mobile phone is stored in our locker or at the front office	✓ respect others who are working ✓ take pride in our classroom and the classroom resources ✓ celebrate the achievement of others ✓ follow all instructions from staff ✓ minimise departures from class ✓ engage in learning ✓ share ideas and respond appropriately ✓ show compassion and kindness in all conversations and actions ✓ ask for help if needed	✓ conclude the lesson with gratitude and respect ✓ pack up when instructed ✓ stand behind your desk to be dismissed ✓ ensure any homework is recorded ✓ leave our learning space clean and tidy ✓ return furniture to its rightful place ✓ be clear on any homework or tasks to be completed prior to the next class

Be Your Best



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At MKC in our Pastoral Care Group we:

- ✓ Come prepared for Periods 1 and 2
- ✓ Wear our uniform correctly and comply with COPA Expectations
- ✓ Line up outside of Pastoral Care Group Room
- ✓ Stand and greet our Pastoral Care Teacher
- ✓ Are respectful and participate in Morning Prayer
- ✓ Listen attentively to the Daily Notices
- ✓ Are supportive and respectful to other members of our PCG Group
- ✓ Engage with all members of our Pastoral Care Group



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At MKC in our internal shared spaces we:

- ✓ Respect staff, peers and ourselves
- ✓ Use respectful language
- ✓ We walk on the left
- ✓ Respect other's lockers and property
- ✓ Ensure spaces are clean and tidy
- ✓ Put rubbish in the bins
- ✓ Eat outside
- ✓ Have our locks on our lockers
- ✓ Store our mobiles in our lockers
- ✓ Are only inside with an accepted purpose
- ✓ Follow directions of staff



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At MKC at our canteen we:

- ✓ Pay with cash or physical debit card
- ✓ Line up in the correct line
- ✓ We say please and thank you
- ✓ Move away quickly with our food
- ✓ Follow directions of staff



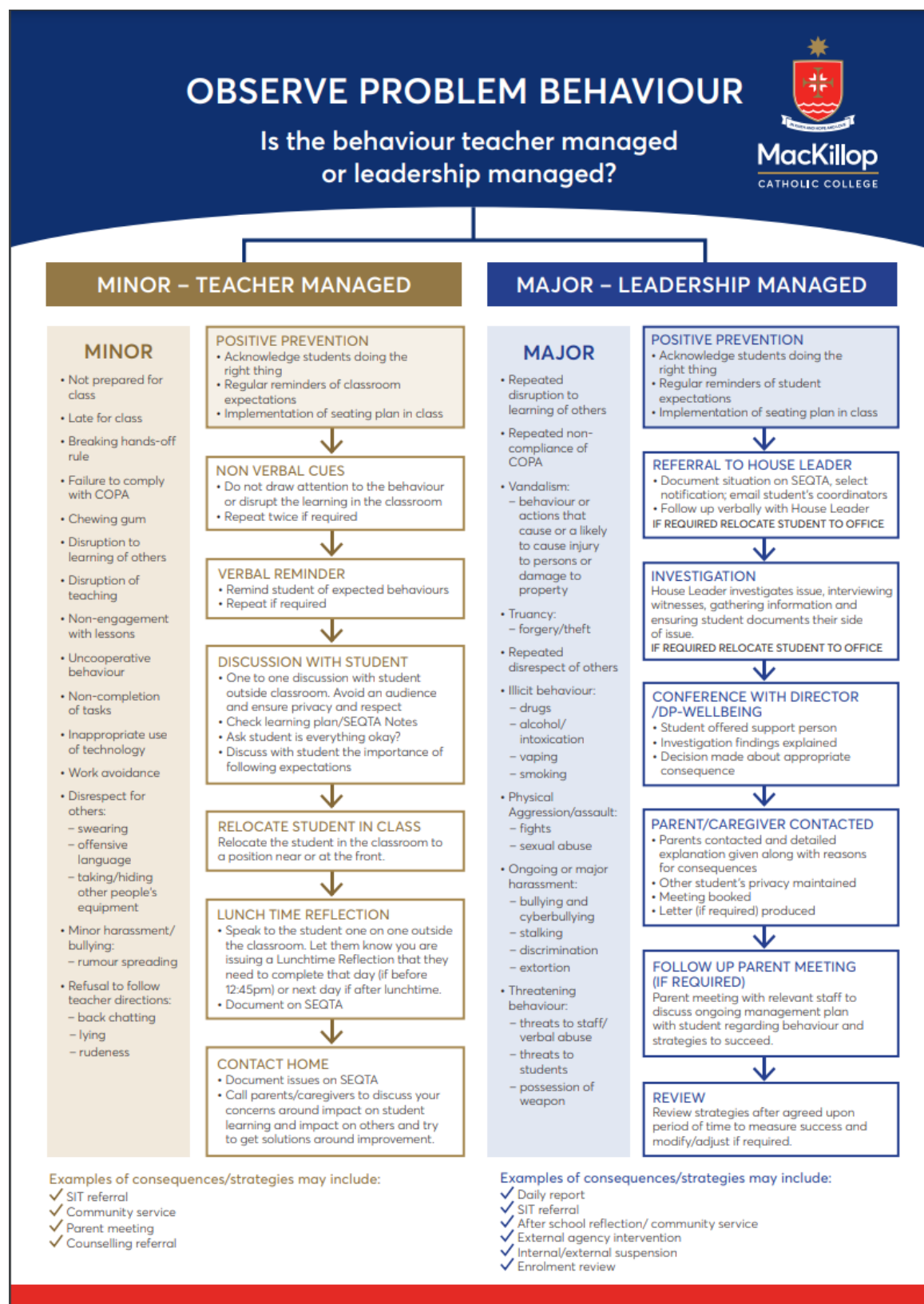
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At MKC in our external shared spaces we:

- ✓ Always stay within school grounds
- ✓ Ensure rubbish goes in the bins
- ✓ Respect staff, peers and ourselves
- ✓ Respect College grounds and equipment
- ✓ Respect people's personal space
- ✓ Keep our hands to ourselves
- ✓ Practise safe and positive play
- ✓ Move to our lockers when we hear the music start
- ✓ Follow directions of staff

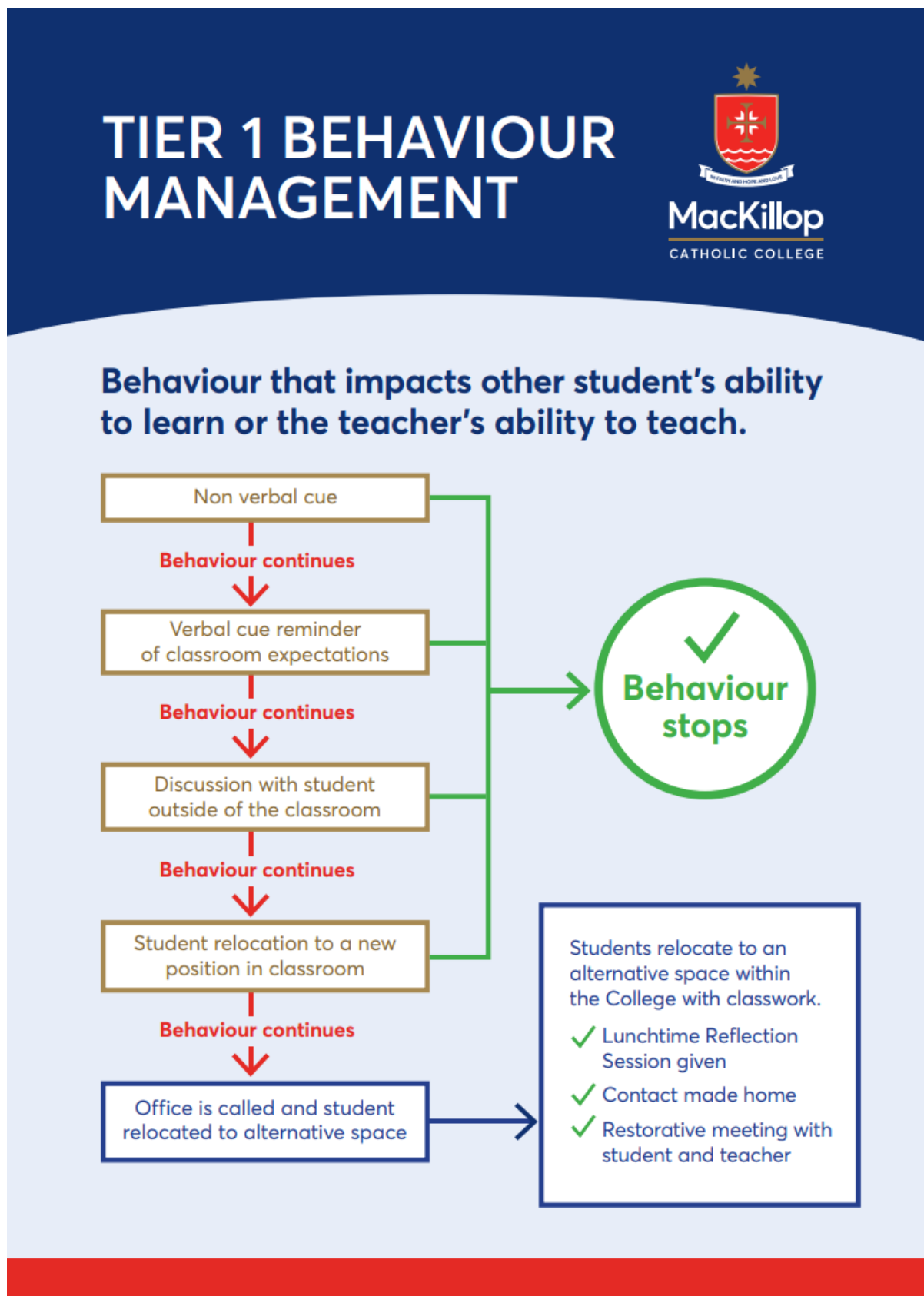
SCHOOL WIDE POSITIVE BEHAVIOUR FLOW CHART

This flowchart represents, where possible, the College's process in managing unacceptable behaviour.



CLASSROOM BEHAVIOUR FLOWCHART AT MKC

This is our Tier 1 behaviour management flowchart for use within the classroom.



RESTORATIVE PRACTICE: A CRUCIAL PART OF CREATING A POSITIVE COLLEGE ENVIRONMENT

When responding to unacceptable behaviour the principles of positive behaviour and restorative justice guide our practice. Any behaviour which impacts the right of teachers to teach or the right for students to learn is unacceptable within the learning environment and college community.

Respectful, restorative conversations should form the basis of any staff/student interaction. Teachers are expected to model these with students at all times. Teachers are reminded that the positive restorative conversations following an incident of inappropriate behaviour is an important, effective approach to correcting student behaviour and ongoing improvement.

Responses to inappropriate behavioural choices through restorative practices, should achieve:

- Balance criticism with positive conversation
- Student cooperation and wanting to do the right thing
- encourage students to accept responsibility for their choices and actions

What is restoration?

One of the tools we need to be using routinely is restoration, as it increases emotional intelligence and compassion.

- **Truth** (have to accept ambiguity sometimes).
- **Justice** (consequences that link to the action).
- **Reconciliation** (most important).

Key restoration questions

- What happened? (agreement)
- What were you thinking when...?
- How did this impact you/others?
- How can (we/you) fix this?
- What would you do differently if you had your time again?

THE DIGNITY OF EACH INDIVIDUAL NEEDS TO BE INTACT AT THE END OF THE PROCESS

REFLECTION SESSIONS

Lunchtime Reflection Sessions

Reflection sessions are held every day in K3 (upstairs Kirby block). They are held from the beginning of lunch until the first bell (i.e. 12.45-1.05 pm) Monday - Friday.

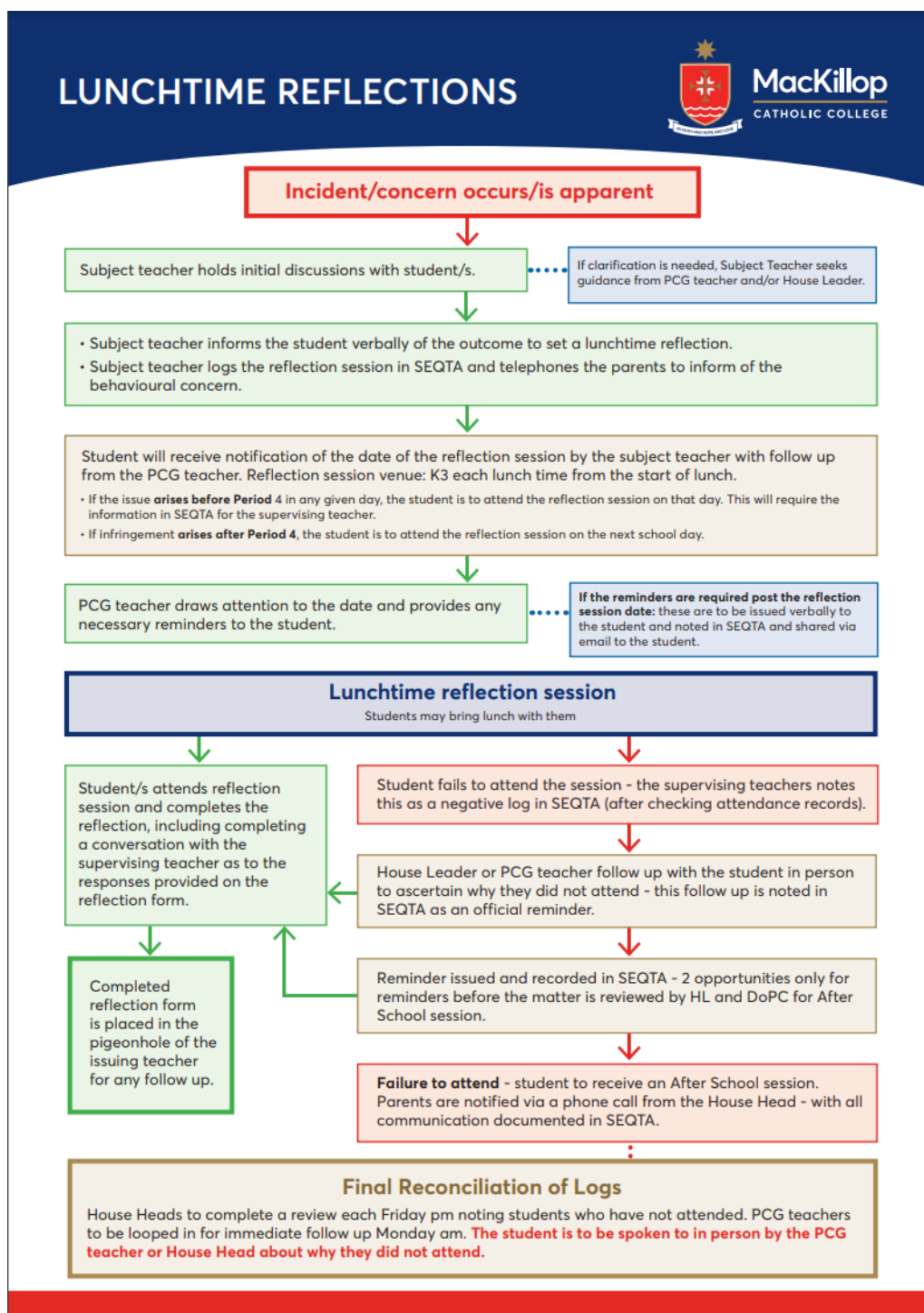
Reflection sessions should **only** be set for low-level repeated infractions, for example:

- Repeated disrespect
- Repeated incorrect uniform (i.e. make-up, jewellery, other uniform issues)
- Repeated disruption to the learning of others

Reflection sessions should not be set for issues relating more to learning such as non-engagement, non-submission of work and so on – these are issues which should be followed up by Subject Teachers and if Subject Teachers require support, the relevant Learning Leader.

Staff are encouraged to always reinforce their expectations and give a student the opportunity to correct their behaviour and make better choices. If behaviour does not improve the student may benefit from further reflection and discussion with a senior staff member at a reflection session.

LUNCHTIME REFLECTION FLOWCHART



AFTERSCHOOL REFLECTION PROCESS

After School Reflections take place twice a week from 3:15pm - 4:15pm. Reflection sessions are allocated by Heads of House for:

- Repeated non-attendance at lunchtime reflection
- Truancy
- Multiple students in toilet
- Vaping
- Assembly avoidance
- Unsafe behaviour
- Harassment
- Damage to school property
- Designated Negative Behaviour Major - logs
- Disrespect to staff and others
- Any other behaviour as deemed inappropriate by the Head of House

Heads of House are responsible for setting the After School Reflection. A phone call home will take place to confirm a date and time within the next two weeks for the students to attend the After School Reflection and this is also logged in SEQTA by the Head of House.

The Head of House setting the After School Reflection will decide on the work for the student to complete and list this in the spreadsheet. The hosting Head of House on the session will make the work available for the student to complete.

INDIVIDUAL STUDENT SUPPORT PLANS

Individual Support Plans are developed to assist staff and students with behaviour and/or social emotional concerns. These plans will include Behaviour Management Plans, Learning Plans (SEL), Daily Reports, and Positive Learning Agreement Checklists. The creation of these plans is in collaboration with parents, students and wellbeing staff. These plans are shared via our communication platform and reviewed incrementally throughout the school year.

SOCIAL EMOTIONAL PLANS

A Social Emotional Learning Plan for students is a structured framework aimed at helping students develop essential social and emotional skills. These skills are crucial for managing emotions, building positive relationships, making responsible decisions, and handling challenging situations. The plan also identifies the specific social and emotional needs of the student, and is often linked with an official medical diagnosis (or imputed).

BEHAVIOUR MANAGEMENT PLANS

A Behaviour Management Plan for students is a structured approach designed to address and improve challenging behaviours in a school setting.

The primary aim of the Behaviour Management Plan is to create a positive and supportive environment that encourages appropriate behaviour and helps students develop self-regulation skills.

POSITIVE BEHAVIOUR REFLECTION

This reflection outlines agreed-upon goals, responsibilities, and behaviours to create a productive and supportive learning environment. An example is provided below. There is also a section for the student to offer a reflection of their daily progress.

The primary purpose of a Positive Learning Agreement Checklist is to foster accountability, encourage positive behaviour, and support academic success by creating a clear and mutually agreed-upon framework for the learning experience - this checklist can be used for specific classes also.

Student Positive Behaviour Reflection: (Student Name)

Pastoral Care Group: House

(Student Name) will receive feedback on the following standards of behaviour and effort during his/her time in (subject/s). He/She understands that:

1. This report will be in effect for two weeks followed by a review of his/her behaviour and work output.
2. This report is for (student's name)'s teachers to complete – he/she is not to adjust or add to the teacher feedback in any way.
3. (student's name)'s teachers will indicate on the checklist below, the aspects of his/her time in class that were positive.

(student's name)'s teachers will complete this section. Day and Date: _____ (please tick the sections where Lucas demonstrated positive decision making and behaviours).	(Student) to provide his/her reflection outcomes:
☐ arrived on time to class ☐ came prepared with all required resources ☐ when applicable (laptop was charged) ☐ sat in the designated seating ☐ remained seated throughout the lesson (only moved upon permission of teacher) ☐ was attentive and followed all reasonable instructions. ☐ was respectful and thoughtful in his actions toward peers. ☐ was respectful and thoughtful in his actions toward his teacher. ☐ allowed others to work uninterrupted. ☐ allowed the teacher to teach uninterrupted. ☐ worked productively in class. (or completed all set work) ☐ Responded to teacher instructions upon first request ☐ Communicated respectfully – i.e. no swearing	Today I made the following good choices: 1. 2. 3.

(student's name)'s **Reflection:** I think my overall behaviour in today's lesson was:

Poor

OK

Good

To improve in my next lesson I will:

DAILY REPORT

Daily reports are occasionally utilised to help regulate certain behaviours within a short period of time. These are created by the Head of House and student and will target an agreed upon set of behaviours and required improvements. The reports provide both an opportunity for student reflection and teacher comment on the behaviour presented in a given class. These reports are reviewed by both the Head of House, parents and students, with identified patterns of behaviour addressed through positive interventions and support.

DAILY REPORT Samples



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DAILY REPORT
REFLECTING ON LEARNING AND PARTICIPATION

Name:	Tutor Group:
Date:	PCG Teacher:

Goal A	
Goal B	
Goal C	

1 = Not meeting expectation	2 = Sometimes meeting expectation	3 = Meeting expectation
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Period	Teacher Ratings				Teacher Comment	Student Rating		
1	A	1	2	3		Poor	OK	Good
	B	1	2	3		Poor	OK	Good
	C	1	2	3		Poor	OK	Good
2	A	1	2	3		Poor	OK	Good
	B	1	2	3		Poor	OK	Good
	C	1	2	3		Poor	OK	Good
3	A	1	2	3		Poor	OK	Good
	B	1	2	3		Poor	OK	Good
	C	1	2	3		Poor	OK	Good
4	A	1	2	3		Poor	OK	Good
	B	1	2	3		Poor	OK	Good
	C	1	2	3		Poor	OK	Good
5	A	1	2	3		Poor	OK	Good
	B	1	2	3		Poor	OK	Good
	C	1	2	3		Poor	OK	Good
6	A	1	2	3		Poor	OK	Good
	B	1	2	3		Poor	OK	Good
	C	1	2	3		Poor	OK	Good

Student Reflection on your day:

What went well? Where can you improve? Were you productive and engaged in your learning?

Students Signature	
Parent/Guardian Signature	
PCG Teacher Signature	
House Leader Signature	

Report Instruction/Guidelines:

- Fill in the plan in morning PCG with your subjects for the day.
- YOU MUST PASS THIS PLAN TO YOUR TEACHER AT THE BEGINNING OF THE LESSON.**
- Your teacher will reflect on your goals and rate you out of 3 for the relevant goals. Your teacher will also have the opportunity to write a comment.
- You need to reflect on your performance by circling **Poor**, **OK** or **Good**. You should make an effort to be honest here.
- AT THE END OF EACH DAY YOU NEED TO:**
 - Sign the plan in the space provided.
 - Take the plan home and show this to your parents/guardians
 - Return the plan to your PCG teacher the following morning
 - Pass the completed plan to your House Leader.

RESTRICTED MOVEMENT CARDS

Students found to be inappropriately using play spaces, or for whom behavioural concerns are present in certain play spaces during break times, may be issued with a Restricted Movement Card which will limit the areas they have access to at break times for a stipulated period. These cards are issued by the Heads of House and are in relation to follow up actions documented in SEQTA related to earlier behaviour misdemeanours.

High School

(Student) is to have this pass signed by the duty teacher at the start of each break. He is to remain in or around (location) area for the duration of the week ending (time frame)

Name: _____ Pastoral Group: _____

Day: _____ Date: ____/____/2024

Duty Teacher Signature Recess: _____

Duty Teacher Signature Lunch 1: _____

Duty Teacher Signature Lunch 2: _____

(Student) is to present this to his House Leader at the end of each day.

SELF REGULATION CARDS

Self Regulation Cards may be generated for students with identified needs via an Independent Learning Plan or via conversation and consultation with the Heads of House. Strategies for regulation and behavioural support are negotiated with the student/s and documented on the card which they must carry with them at all times. Should the student need to employ any of the documented strategies they may do so during their lessons.

Strategies may include but are not limited to having access to fidget tools, having access to short brain breaks, provision for movement during the lesson, opportunities to step out of the classroom briefly, provision to listen to music or to wear noise cancelling headphones.

 SR CARD SERVICE EXCELLENCE COMPASSION	 Name: Student Student PC Group: Fitzroy 2, Year 8 Strategy 1: Strategy 2: Strategy 3: <i>If the student has been unable to regulate please go to the Wellbeing Centre.</i>
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PROCEDURES AND PROTOCOLS

SEATING PLANS

Seating arrangements establish and reinforce the roles of teacher and learner in the classroom, clarifying who manages the space and guides the dynamics to create a safe environment. They reduce social competition among students, shifting the focus more completely towards learning. Arriving late does not disrupt the lesson as students head directly to their assigned seats. This allows teaching and learning to proceed without interruption from the outset.

Students who consistently arrive on time benefit from this structure, engaging fully in the captivating and rewarding content from the start. For classes where students change rooms, maintaining effective seating plans requires extra effort, but the rewards remain achievable.

Seating plans also provide opportunities for staff to connect with students. When staff observe a student struggling academically or socially, they can approach them, acknowledge what they have noticed, and discuss seating arrangements that might better support them. This gesture can have a significant impact. Email serves as a useful tool for following up on these conversations if classroom time is limited. Staff can also collaborate with their PCG teacher or contact their parent/carer to further support the student.

STUDENTS OUT OF THE CLASSROOM

Please note that at MacKillop Catholic College, it is not standard procedure to routinely allow student breaks outside of the classroom, even during double lessons. Therefore, we advise against teachers permitting students to leave the classroom for breaks. Students must remain under teacher supervision for the entire duration of any lesson.

If staff do decide to allow students to leave the room, they are asked to adhere strictly to the following guidelines:

- Allow only one student to leave at a time. Ask other students to wait until their peer returns before requesting to leave.
- Students should keep their absence from the classroom as brief as possible (consider timing their absence).
- Refrain from permitting students to leave within 10 minutes before or after a recess, lunch break, or the end of the school day (unless needing to access the toilets).
- These guidelines do not apply to students with documented needs specified in their individual learning or behaviour management plans.

- It also should be noted that access to toilet breaks upholds the dignity for all and toileting breaks should not be denied.

RELOCATING STUDENTS FROM CLASS

Students may be relocated out of class for various reasons, including:

1. Behavioural Challenges:
 - Persistent disruptive behaviour that significantly impacts the learning environment.
 - Continued defiance of classroom rules and regulations despite interventions.
2. Safety Concerns:
 - Behaviour that poses a safety risk to themselves or others in the classroom.
 - Threatening or aggressive behaviour towards peers or staff.
3. Emotional or Social Issues:
 - Emotional or social difficulties that hinder their ability to engage effectively in the classroom.
 - Severe anxiety, depression, or other mental health challenges affecting their school performance and well-being.
 - Students with Self Regulation Cards may be asked to first work through the strategies documented on their individual cards - only after these have been employed, would a student be granted permission to leave the classroom. At these times, support from the Wellbeing Centre should be sought.
4. Supportive Services:
 - Need for specialised services or accommodations that are best delivered in a different educational setting (e.g., resource room, special education classroom).
5. Individualised Education Plans (IEPs) or Behaviour Plans:
 - Compliance with the requirements outlined in the student's IEP or behaviour plan necessitating a different educational placement.
6. Transition or Adjustment Needs:
 - Temporary relocation to support transition periods, such as returning to school after an extended absence or adjusting to a new school environment.
 - Provision of additional support during times of personal or family crisis.
7. Investigations:
 - Follow up required for a reported incident that may involve questioning, interviews and related documentation.

These reasons highlight the importance of individualised support and flexible educational approaches to meet the diverse needs of students within the school setting.

Deputy Principal- Wellbeing

Non-compliance with procedures and protocols will be managed by the Deputy Principal as per the enrolment agreement.

“You have read all the information in the Terms of Enrolment and understand the CECT system and School policies that we will need to be abided by should this enrolment application be successful. You understand that this is an ongoing commitment and non-support of these policies may be the cause for discontinuation of enrollment.”

Internal Suspensions and External Suspensions are guided by CECT’s Response to Unacceptable Behaviour Policy and Procedure:

[CECT - RESPONSE TO UNACCEPTABLE STUDENT BEHAVIOUR POLICY](#)

[CECT - RESPONSE TO UNACCEPTABLE STUDENT BEHAVIOUR PROCEDURE](#)