

## 1. Aim

The Executive Directive-Student Safety, Wellbeing and Behaviour guides the creation of a culture of safety and wellbeing. Lumen Christi adopts a values-based, developmentally appropriate and trauma informed approach to student behaviour. CEWA Student Behaviour Guidelines conform to the rules of procedural fairness and non-discrimination. The guidelines strictly forbid the use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour.

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

## 2. Scope

This procedure applies to all staff and students at Lumen Christi College.

## 3. Procedure

The College must use data informed processes to respond to the diverse behaviour needs of students. The College must inform all community members about the guidelines and behaviour management permitted. The principal and in consultation with the Executive Director or their delegate have the authority to exclude a student.

The below chart guides staff in supporting students to develop positive behaviours. Lumen Christi aims to empower students to be accountable for their behaviour and learn to make good choices. The below procedures are supported by the Classroom Behaviour Approach and the Classroom Management Practice Guides.

Behaviour	Role	Procedure
<b>Step 1</b> Low level behaviours in classroom <i>Forgets class materials.</i> <i>Talking in class.</i> <i>Late to class.</i> <i>Disrupting others learning</i>	Classroom Teacher	<ul style="list-style-type: none"> <li>Discussion with student regarding the impact of their behaviour on their learning and the learning of others.</li> <li>Use behaviour management strategies (see classroom behaviour approach)</li> <li>Teachers seek advice from HOLA, if required.</li> <li>Document on SEQTA</li> </ul>
Low level behaviour in the school yard <i>Inappropriate language</i> <i>Littering</i>	Duty Teacher	<ul style="list-style-type: none"> <li>Discuss how behaviour is impacting others, seek support from other duty teachers if necessary (document on SEQTA).</li> </ul>
Incorrect uniform/late to Homeroom (HR)	Homeroom Teacher	<ul style="list-style-type: none"> <li>HR teachers speaks to student and if necessary to HOCO (document on SEQTA)</li> </ul>
<b>Step 2</b> Low level behaviour continues in classroom.	Classroom Teacher	<ul style="list-style-type: none"> <li>Teacher continues to implement behaviour management strategies (see classroom behaviour approach)</li> <li>Note on SEQTA and contact home (email/phone call first option)</li> <li>Discuss continued behaviour with student and issue personal detention (document on SEQTA).</li> <li>During personal detention restorative conversation must occur. HOLA can support as necessary</li> </ul>
<b>Step 3</b> Lack of adequate student response to previous steps.	Classroom Teacher (discusses with HOLA /HOY)	<ul style="list-style-type: none"> <li>Teacher discusses with HOLA/HOY.</li> <li>HOY case manages the student's ongoing behaviour. If the behaviour is only in one learning area, referred to HOLA.</li> <li>HOLA/HOY to issue Lighthouse detention. Prior to detention, HOY/HOLA and the teacher meet with student for restorative conversation.</li> <li>Parent contact / document on SEQTA.</li> </ul>
Ongoing Punctuality, Uniform.	Homeroom Teacher/ HOCO	<ul style="list-style-type: none"> <li>Homeroom Teacher discusses with HOCO.</li> <li>HOCO issue Lighthouse detention, for uniform/ poor punctuality to HR.</li> </ul>
<b>Step 4</b>	Head of Year (HOY)	<ul style="list-style-type: none"> <li>Counselled by HOY. If there is no improvement, issue afterschool College detention (HOLA if one learning area, HOY if multiple learning areas), parents are contacted.</li> </ul>

Lack of adequate student response to the above steps  Reports of more significant student behaviours: <i>Inappropriate use of ICT/social media; bullying/harassment</i>		<ul style="list-style-type: none"> <li>• Student Reflection completed and service activity at College Detention and restorative conversation.</li> <li>• SEQTA documentation (Include HOY and Deputies in note)</li> <li>• If behaviour is ongoing and in multiple classes, there may be a case management meeting with Classroom teachers, HOY and DP.</li> <li>• HOY may implement an Individual Behaviour Plan.</li> </ul>
Step 5 Serious behavioural incidents: <i>physical violence; on-going serious bullying/harassment; drug/alcohol misuse</i>	Deputy Principal (DP) Middle/Senior School	<ul style="list-style-type: none"> <li>• HOY and DP discuss incident or ongoing behaviour.</li> <li>• Personal reflection completed and discussed with HOY and DP.</li> <li>• Student is withdrawn from classes (internal/external).</li> <li>• Meeting: relevant HOY, DP with student and parents (using guidelines of procedural fairness)</li> <li>• After meeting, a letter sent to parents outlining agreed actions and strategies.</li> <li>• SEQTA documentation, letter on student file.</li> </ul>
Step 6 All previous steps of intervention have been exhausted.	Principal and relevant Deputy	<ul style="list-style-type: none"> <li>• Discussion of previous behaviour and outcomes.</li> <li>• Meeting with DP and Principal</li> <li>• Actions and strategies discussed; letter sent to parents/guardians.</li> <li>• Discussion of future options for student.</li> <li>• Liaise with CEWA consultants (behaviour; wellbeing; aboriginal education teams)</li> </ul>

**Abbreviations:**

Authorised by	Karen Prendergast	Signature:	
		Date:	
Effective Date:		Next Review:	