FREMANTLE
COLLEGE

Positive Behavioural Support Policy

FREMANTLE COLLEGE POSITIVE BEHAVIOURAL SUPPORT POLICY

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1. Guiding Principles and related Policies and Guidelines

Purpose:
Fremantle College has developed this Positive Behavioural Policy to ensure that a safe, supportive and caring learning environment is created for all students. It aims to ensure that all teachers and support staff in our community support students to develop self- regulation, wellbeing and self-respect through approaching normal and challenging adolescent behaviours in positive, educative and restorative manner. Our school motto is **"Strength, Respect, Success"** and this largely guides the approach to behaviour so that all students become successful in their lives, show and engage in respectful relationships, and develop strength of character.

"Behaviour" is defined throughout the Fremantle College Policy as the way in which a person behaves in response to a particular situation or stimulus. It is often a learned action that has the power to contribute or sabotage a student's growth and development. It is one aim of the college Positive Behavioural Policy to protect, support and maintain order for all students, staff, parents and visitors. However, its prime objective is to serve our students with a foundation for life that supports them to learn the appropriate, successful strategies for getting along and contributing to, the society that we live in. All members of the Fremantle College community will aim to be self-motivated and self-disciplined, while conducting themselves in a socially responsible manner that respects the right of others to enjoy and participate in the educational process.

"Behavioural support" is the educational support a student receives from the school in order to learn and maintain identified behaviour. The Positive Behavioural Support focus ensures that we at Fremantle College are continually looking for ways to provide every student with the educational support needed to **learn** and **maintain positive behaviour** in a proactive, responsive and modelled manner. This is a key aspect of the teacher's role which is outlined in the National Professional Standards for Teachers, in particular the Professional Practice domain (Standard 4). The various parts of this policy is aligned with the intent of these standards and the focus areas and whilst these focus areas are linked and often not discrete, we have endeavoured to indicate those standards and areas that are particular pertinent in each section. Our clear responsibility for achieving proficiency across these standards is crucial to proactively managing student behaviour positively and restoratively.

We acknowledge that people behave in ways that are motivated by getting something, or avoiding something, and it is our commitment and obligation to work with the student and their family to understand these motivations in order to find underlying causes of misbehaviour. We use a students character strengths positive attributes and passion interests to move the student forward to achieve their goals.
For students to engage in positive behaviour, teachers at Fremantle College will deliver a sound, balanced curriculum that encompasses current educational pedagogies, and meets the needs of different leaners in the classroom. They will use instructional skills that make the learning process relevant and engaging. The assertion of this Policy is that behaviour can be linked to learning, and that when students are engaged in their learning they are more likely to demonstrate positive, young adult behaviours towards each other, themselves and the teacher.

Based on contemporary research about expectations and achievement, we believe teachers at Fremantle College should have high expectations of their students, encourage students to have high expectations of themselves and have responsibilities to model positive behaviour at all times.

This **policy** is to read in conjunction with the following Fremantle College documents:

- Fremantle College Business Plan 2018-2020
- Fremantle College Excellence in Teaching and Learning Framework
- Fremantle College Learning Area Operational Plans
- Fremantle College Professional Learning Plan 2018-2020

It also complies with the values and regulations within;

- The School Education Act 1999
- School Education Regulations 2000 (WA)
- The National Safe Schools Framework
- The Outcomes and Standards Framework
- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education (2005)
- Equal Opportunity Act (1984 WA)
- Student Behaviour Policy 2016
- Child Protection Policy
- Emergency and Critical Incident Management
- Records Management Act
- Student Attendance Policy
- Students Online Policy
- 'Let's Take a Stand Together' - Minister's Statement on School Violence

The **Procedures** to implement the policy meet the requirements in the School Education Act 1999 for;

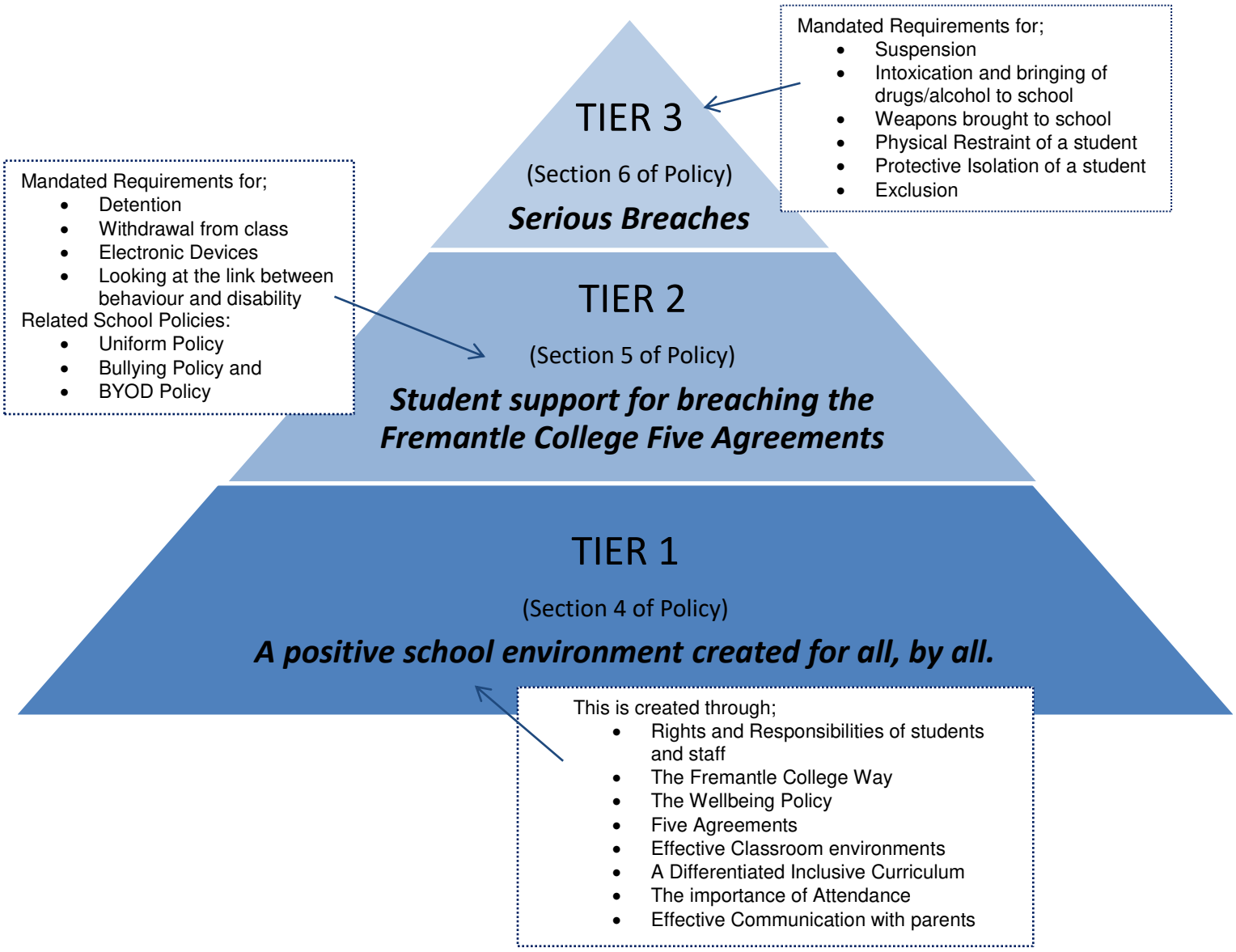
- Access – the right to education for every student
- Choice – freedom to choose education providers
- Partnerships - parents, students and staff work together
- Equity – adjusting assessments and procedures to meet individual students' circumstances

Decisions, consequences and sanctions derived from the policy and procedures, comply with the principles of;

- Procedural fairness
- Rule against bias - impartiality, objectivity and absence of prejudgement
- Rule of opportunity to be heard – reasonable notice and opportunity is given to present participants' points of view
- Rule of evidence – records, both verbal and written, are completed and retained

2. Planning Framework- Tiers of intervention to support positive behaviour

The Fremantle College PBS Policy is developed on a framework for intervention to visually establish the mandated requirements, expectations and relevant inputs at each level (tier) of behaviour. Underpinning this framework is the assumption at Tier 1 that when all students and staff are working together under explicit stated agreements, have clear Rights and Responsibilities and promote and develop positive learning environments in the classroom and yard, the majority of students will flourish and demonstrate positive behaviour that culminates in raised wellbeing.



3. THE ROLE OF THE POSITIVE EDUCATION AT FREMANTLE COLLEGE

We believe positive education has a role in effecting behaviour through a focus on the four pillars of implementation outlined below:

WE LEARN:	• We continually learn about our students, their lives and motivations for behaviour in order to develop positive relationships. • As educators, we learn about Positive Education including the PERMAH framework, character strengths. • We continually reflect on our management of students to find ways to improve the environment. • We provide opportunities for the community to learn about Fremantle College approach to Positive Education.
WE LIVE:	• We practice and model a growth mindset towards learning, relationships and behaviour/ achievement of staff and students. • We use positive language when interacting with students, colleagues, parents and the wider community at all times. • We actively seek the reinforcement of positive behaviours and reward them frequently. • We model healthy lifestyle behaviours to our students in our conversations and actions. • We examine our own mindsets at play in the classroom.
WE TEACH:	• We explicitly teach the Fremantle College Five Agreements and expectations. • We explicitly teach the skills required to maintain Positive Emotions, Engagement, Relationships, Meaning, Accomplishment and Health as concepts in our classrooms. • We use teaching time to implement a Positive Education curriculum. • We explicitly teach and work with character strengths as a basis to achieve success. • We explicitly teach Habits of Mind with students, so that they learn how to learn, understand and can control the learning process when difficulties arise.
WE EMBED:	• We embed positive education concepts and skills in the classroom environment through language used and in behavioural planning for to support of individual students. • We embed the recognition of character strengths and behavioural support in our conversations with students and their families, especially when students are making mistakes. • We recognise the link between Positive Education, behaviour and learning and plan and act accordingly. • We embed Positive Education into all college policies, processes, plans and practices.

4. TIER 1- A POSITIVE SCHOOL ENVIRONMENT CREATED FOR ALL, BY ALL.

At Fremantle College we believe in the values of Curiosity, Leadership, Kindness, Enthusiasm for Learning and Perseverance.

These beliefs are embedded into the classroom environment, the rewards we give our students, and our expectations around behaviour. These values also underpin the Rights and Responsibilities both staff and students have when they attend Fremantle College and the Five Agreements that are expected on campus.

The Fremantle College Five Agreements are explicitly stated in classrooms, in the student diary, in the staff handbook and raised with the student body when reminders are needed about school expectations. They guide our responses to behaviours we wish to replace, and are the foundation for a safe, supported learning environment that allows young adults to achieve their personal best academically, socially and emotionally. Along with embedding the Five Agreements, together we need to;

- Provide a positive learning environment which focuses on positives and relationship
- Provide structure and organisation in our lessons (and around the college)
- Design appropriate learning experiences
- Be vigilant and show with-it-ness at all times so that we notice positive behaviours and educate/stop students from displaying behaviours we wish to replace.

4 a) Defining Expected Behaviours

Rights and Responsibilities of students and staff

WE ALL HAVE THE RIGHT TO:

- Learn and teach without being disrupted by others
- Mutually respectful relationships by staff, students and parents both face-to-face and online.
- Work in a clean, safe environment
- Have his/her personal property and work respected
- A restorative approach to resolve any issues in behaviour and learning.

WE ALL HAVE THE RESPONSIBILITY TO:

- Demonstrate the school values of Curiosity, Leadership, Kindness, Enthusiasm for Learning and Perseverance.
- Abide by our Five Agreements in Behaviour and Learning
- Help maintain a clean, safe environment
- Respect other people, their property and work
- Engage in/with restorative processes to resolve issues in behaviour and relationships.

Fremantle College Five Agreements in Learning and Behaviour

We agree…	This means…
We are respectful	➢ We use respectful language and manners ➢ We treat others the way we would like to be treated ➢ We respect the learning environment around the college ➢ We demonstrate empathy and kindness
We embrace opportunity	➢ We show curiosity and enthusiasm for learning ➢ We participate to the best of our ability ➢ We challenge ourselves

	➢ We try new things
We are responsible learners	➢ We come prepared to learn and succeed ➢ We are punctual so we don't disrupt others ➢ We aim to make a positive difference in the class
We celebrate success	➢ We are proud of our achievements ➢ We congratulate others for their achievements ➢ We acknowledge a diverse range of achievements ➢ We grow stronger as a college when we show and have pride in ourselves
We strive for our personal best	➢ We persevere in our learning and in our lives ➢ We are not afraid to make mistakes and learn from them ➢ We are reflective when mistakes are made ➢ We seek help to achieve our personal best

4b) Essential Classroom and College Practice

As a college, we are committed to ensuring that our staff understand and use the range of evidence-based strategies that assist in Classroom Management. It is our belief that we all improve our classroom management practice through collaboration and reflective practice. These skills and opportunities form the basis of a structured, positive classroom environment.

We also commit to providing opportunities for students in the yard, to create a sense of fun and social connection. We aim to use student interests to run clubs and groups so that students can meet likeminded peers, keep busy and engaged, and develop passion amongst students of different year levels so that students attend, form positive social relationships, work with staff outside of the classroom and pursue extracurricular opportunities. We believe this will also empower multi age relationships which strategically, builds peer modelling of positive behaviours for all involved.

At Fremantle College, we also acknowledge the importance of a clean, safe and professional working environment and the influence this has on behaviour. The 'invisible discipline' of wearing uniform (students) and a professional standard of dress (staff), the maintenance of clean, organised and attractive classroom and office environments and the ongoing improvement of college grounds is paramount to enabling a positive college environment for all and facilitating the outcomes of this policy.

<u>An Engaging, Inclusive Curriculum</u>

It is important for students to be engaged in the learning experience in order for them to behave appropriately. Engagement is a connection to learning. It can be separated into cognitive, behavioural and emotional engagement. When cognitively engaged, students concentrate, focus on achieving goals, are flexible in their work and cope with failure. Behavioural engagement refers to students' participation in learning and classroom activities. This includes adhering to behaviour rules, attending lessons as required and arriving at classes on time. Importantly, behavioural engagement refers to the learning behaviours that are important for high student performance, which may include collaboration and communication with peers.
Emotional engagement refers to the relationships between students and their teachers, classmates and school. This has also been called 'identification' with school and learning practices. Students are engaged when they feel included in the school and feel an emotional bond with the school, its teachers and their peers.
(Reference; AITSL)

An Inclusive Curriculum

At Fremantle College we aim to include all students in the learning process and ensure access to the curriculum at a variety of levels. Teachers differentiate their delivery of lessons, the curriculum and assessment itself. They do this by;

- CHANGING aspects of a task
- CHALLENGING at a student's point of understanding
- Allowing CHOICE to a student where appropriate.

Supporting Students at Educational Risk (SAER) is highly important as disengagement in learning can often lead to inappropriate behaviours. Explicit teaching of expected behaviours in the classroom is important for all students but crucial for SAER students as they may require additional explanation of the specific change in their behaviour that needs replacing. As a college we are committed to ensuring there are plans for intervention in place to ensure every student progresses. This is articulated in our Planning for Progress section of our *Fremantle College Excellence in Teaching and Learning Framework*.

Using positive language with all students, especially SAER students, helps them to understand the behaviour that is required as well as contribute to the positive language and environment of the classroom.

The school has processes in place to identify SAER students and share information about their needs to teaching staff. Student Services staff monitor and review their progress and work to set individual educational goals for them in documented planning where necessary. These are reviewed annually and teachers are expected to be aware and plan for SAER students differently to the rest of the class. We rely on parents of SAER students to proactively and regularly work with the school and provide current information on any diagnostic or educational issues their child may have.

4c) Encouraging Expected Behaviours

Rewards and Incentives in the college

In keeping with a positive and strength focus, rewards and incentives are a priority. We commit to;

Incentive	What	Frequency
Whole college Awards & certificates	**Principals Lunch event for all award winners** • Academic Success (A grades/ Pred ATAR) • Certificates of Merit or Achievement • Perseverance Award • Leadership Award • Kindness Award • Enthusiasm for Learning Award	Each semester
Student Services rewards	**Attendance Awards (over 95%)** **Most improved attendance award** **Academy Awards each assembly drawn for f/n** • Prizes include café money • Reward box • Movie tickets	Each Term Drawn fortnightly assembly
Classroom rewards	**Letters of Commendation to parents** **Academy Points for Positive Behaviour**	Ongoing Given daily by teachers
Staff rewards	**Oscars** • Staff meeting deadlines • High Letters of Commendation rates • Positive Parent Award	

4d) Monitoring behaviour at Fremantle College

Fremantle College is committed to collecting data that supports the monitoring of behaviour in the college from semester to semester. Effective monitoring of a range of data sets allows staff to;

- target strategies for improved behaviour of specific groups,
- reward groups and individuals for consistently making positive behavioural choices
- reward groups and individuals for improving their behavioural choices (progress)
- ensure the college planning process is evidence based and outcome driven.

Data sets will include those below and are found on the annual Fremantle College Self Review Plan.
More direct forms of feedback:

- Attitude, Behaviour and Effort monitoring- Semester reports
- Academy Awards for Positive Behaviour
- Anecdotal evidence on rubbish left around the college
- Anecdotal evidence about bus behaviour
- Level of vandalism in the college
- Suspension and withdrawal data
- Number of students taking leadership opportunities
- Number of students attending reward events

Associated feedback:

- Attendance Data
- Academic Data- High flyers and Everest Club

<u>Attitude, Behaviour and Effort monitoring checklists- Reference Sheet for teachers</u>

	Definition	Indicators in the Classroom - the extent to which the student demonstrates the value	Key Indicators
Curiosity	We encourage curious learners, who ask questions, explore, inquire and seek further knowledge about the world.	This value is seen in the classroom when the student asks questions, ponders the world, considers alternative options, enquires into different points of view, hypothesises, and follows/fosters areas of interest that they may have.	**Question asking** **Pursuit of knowledge**
Enthusiasm for Learning	We encourage a love of learning for life, approach every learning situation with enthusiasm and try to master new skills and knowledge in different situations.	This value is seen in the classroom when a student attends well, is punctual, demonstrates a willingness to learn new skills and work, is prepared for class with their materials and equipment, and is a motivated and enthusiastic class member.	**Punctual** **Attends well** **Meets deadlines** **Brings equipment** **Participates well**
Kindness	We value all people in our college community; this means treating each other with empathy and care.	This value is seen in the classroom when a student treats other students, and the teacher, with respect, care and kindness. It is evident when a student understands that we are all different and can see alternative points of view.	**Shows respect** **Engages positively** **Cares for others**

	Definition	Indicators in the Classroom - the extent to which the student demonstrates the value	Key Indicators
Leadership	We believe all people have the capacity to lead others in positive ways to achieve their best.	This value is evident in the classroom when a student works to be a positive influence on other's behaviour and attitude and encourages others to achieve their best. It can also be defined as students being a leader in their own lives; a quality that means that the student is self-disciplined, self regulates and sets goals and achieves them.	**Leadership of students** **Leads the group** **Self-motivated**
Perseverance	We believe that resilience and persistence are important skills for dealing with life's challenges.	This value is seen in the classroom when a student sticks at it and continues to persist in their learning when it doesn't come easily. Examples of this are when a test score comes back that the student is not happy with, or the student keeps working at a skill until they improve.	**Sticks at learning** **Resilient when fails or doesn't achieve straight away**

4e) The Importance of Attendance and Punctuality

Research shows that there is a correlation between attendance at school and achievement. When students arrive late to class, there is a disruption to the whole class and this disruption can impact on the learning and behaviour of students. As the beginning of the class outlines the intentions of that lesson (Fremantle College Excellence in Teaching and Learning Framework), students who are late to lessons are missing out on important information about tasks, assessments and the learning focus.
Therefore it is a priority of the Fremantle College Business Plan 2018-2020 to ensure that all students attend regularly and arrive on time.

The strong focus on the lifelong positive attribute of attendance and punctuality has led Fremantle College to implement:

- A clear procedure that students use if they are late to school
- Monitoring processes within Student Services to improve whole day and single period attendance and
- A focus on being in the classroom at all times
  (such that targeted activities will endeavour to use break times/before/after school, and teachers will minimise student errands and wandering)

<u>Success and access to curriculum the key</u>
However the importance of engaging, relevant, accessible lessons, implemented by teachers, cannot be underestimated. Whilst parents accept some responsibility for attendance in the junior school years, in reality, students self regulate and attend school (despite parental or school intervention) because they see it as useful and enjoyable.

Our determination to create a positive learning environment and persevere with all students who demonstrate inappropriate behaviours that inhibit curriculum engagement will increase the likelihood of attendance. Increased attendance will affect the maintenance of a positive learning environment with acceptable behaviours shown by students.

This symbiotic and circular relationship between a positive environment and high attendance means that we are obliged to enquire of students whose attendance is low, the key question, ”What is not working for you here, what are you not enjoying about school, how can we support your learning success and access”. It is through this investigation of factors that enable the college to proactively plan to address learning issues and behavioural issues.

4f) Effective Communication with Parents

Fremantle College values working with parents to resolve issues that arise in their child’s academic, social and emotional life. The motto “it takes a village to raise a child” is certainly true here, and all teachers remain committed to timely, ongoing, and positive communication with parents. Effective communication attempts to ensure small issues do not become large issues. It occurs:

- with individual students as well as in a group.
- in response to a behaviour as well as to proactively create a plan together;
- formally at times, as well as informally.

<u>The college strategy to communicate with parents re behaviour</u>

At Fremantle College we use emails through the Academy platform, Department of Education email addresses (available for all teacher through the website), Website communication, Connect and verbal methods to keep parents in touch with their child’s academic, social and emotional achievement and behaviour.

We are committed to communicating positively about behaviour so that parents (and students) are aware that we notice students who are doing the right thing, as well as those making progress. It is an expectation of all staff that first contacts with parents are proactive, positive and welcoming, so that parents feel that our staff are approachable, willing to listen and work together.

Parents can expect responsive communication from Fremantle College when students are **not demonstrating** expected behaviours. This is especially true when Tier 2 and 3 behaviours occur.

- At Tier 2, parents are informed about after school detention requirements, withdrawals from class, or where long term confiscation of property has occurred. This is recorded on Academy.

- At Tier 3, parents can expect more ongoing and formal communication about their child’s behaviour, the investigation the college has completed, sanctions put in place and the need for collaborative planning and support to be put in place together as parent-school for improvement in the future. This is recorded on Academy, SIS and notes/plans placed on the students file.

When a procedure regarding behavioural support at Fremantle College changes or is under review, parents can expect that the change in process will be clearly and articulately communicated to them via email/newsletter/website. It is therefore critical that parents also remain in touch with our communication avenues in the school to ensure they can support their child to maintain their personal best in behaviour.

The college will do everything it can to maintain accurate and current records of contacts of parents to facilitate effective college-parent communication.

Detailed expectations for staff re the minimum use of communication platforms of Academy and Connect can be found in the Staff Handbook.

5. TIER 2- STUDENTS WHO REQUIRE SUPPORT FOR THEIR BEHAVIOUR.

5a) Responding to Misbehaviour at Tier 2

When a student's behaviour is not meeting expectations

When students demonstrate behaviours that we wish to replace, either in classes or in the yard, we aim to use a restorative approach to explicitly remind them of the expected behaviours, restore good order and repair relationships in a calm manner. As adults, we acknowledging the capacity of the student at the time to engage in this reflective conversation and use strategies to help the student to move to a mindset that is calm and productive. We aim to move the student from a place of being controlled to making the right choices and being self controlled. Students need adult support to do this, in an environment of respectful interchange and taking into account what motivates adolescents and the individual's capacity to self-manage and self-regulate his/her behaviour at the time. For many students, a growth mindset and conversation in a calm, relaxed and courteous manner is enough to remind the student of our Five Agreements and redirect their attention to the desired behaviours.

However, students who continually infringe upon other people's rights within the school must be prepared to accept the consequences of behaviour. The discipline of the college will be firm but fair. Students are usually amenable to reason and accept sanctions when applied in a calm, caring and logical manner. Consequences should be logical and natural, at all times have a restorative nature, and be motivated by the intention to encourage the student to behave in a more appropriate way.

In keeping with the Positive Behavioural Support ethos of Fremantle College, consequences at Fremantle College are not fixed, punitive, applied inconsistently or without follow up restorative conversation. Applying consequences occur within effective and individual behavioural planning and in many cases, could be as simple as a solution based discussion around the effect of a student's behaviour on others, the goal, their choices and our expectations.

Uniform Policy

Please click the below link to view our Uniform Policy:
https://fremantlecollege.wa.edu.au/about-us/key-policies/dress-code/

Wellbeing Policy

Please click the below link to view our Wellbeing Policy:
https://fremantlecollege.wa.edu.au/about-us/key-policies/fremantle-college-wellbeing-policy-2018/

Fremantle College Bring Your Own Device and Computer Acceptable Use Policy

1. Inappropriate Access
Students may not use the Fremantle College network to access inappropriate or "adult" material found on the internet. The Network Administrators will deem what is inappropriate use and their decision is final. Students not exercising responsibility by accessing such material will have their Internet Licenses revoked.

2. Network Etiquette
a) You are expected to abide by the generally accepted rule of network etiquette
b) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are forbidden.
c) Personal addresses and/or phone numbers or phone numbers of other students or colleagues should not be revealed.

d) Note that email is not guaranteed to be private. People who operate the system have access to all email. Message relating to or in support of illegal activities may be reported to the authorities.
e) The network should not be used in such a way that could disrupt the use of the network by other users. This includes playing games.
f) Always logon on as yourself. Logging on with someone else's account details is prohibited.

3. Harassment

Students may not use the network for the purpose of harassment of others, either within the school community or in the broader Internet community. Foul or abusive language, attempts to fill electronic mailboxes, the positing of obscene images or text reflect poorly on the user and the school and will not be tolerated. Students should ask themselves if the information they are posting or sending would be acceptable if displayed or stated in a school assembly or published in the college Bulletin. Improper use may constitute an offence under the Commonwealth Crimes Act.

4. Breach of Copyright

The Internet contains vast amounts of information. Much of that information has been placed there for the free use of users. Nevertheless, law, ethics and common courtesy require that proper acknowledgement of the use of the intellectual property of others must be made. Students should treat information found electronically in the same way as information found in printed resources. Rules against plagiarism will be enforces. Many software programs reside on the internet. It is the responsibility of each user to comply with the requirements of the owners of software regarding the acquisition and use. Participation in public sharing of music video or gaming files is illegal. Fremantle College will not tolerate the use of the network for copying and storing of illegally acquired software or be liable for any breach of copyright by a user.

5. Illegal use

Illegal use refers to deliberate attempts to damage the software or information residing on the network or any other computer systems via the internet. Attempts to violate the integrity of private files or programs, the deliberate infecting of the network with a computer virus, attempts at hacking into any computers on the network, or other such action is prohibited. Unauthorised access to and use of data and damage, alteration and deletion of data may constitute offences under the Criminal Code (WA) and Crimes Act (Commonwealth)

6. Purchase of products.

Students are prohibited from ordering, purchasing or obtaining any products through the school network, the school will not take responsibility if the network is used for this purpose.

7. Inappropriate use of the network

Computer files that are not directly related to the curriculum are not permitted to be downloaded to, stored on, or transferred from or to, the College network. This includes games, music, executed files, scripts, videos and any other file types deemed inappropriate by the Network Administrator. The playing off on line games on the College network is forbidden.

Students are prohibited from:

a) Bringing or downloading unauthorised programs, including games, to the school or running them on computers connected to the school network. Online internet games are banned.
b) Breaking software copyright. Copyright is to be observed at all times. It is illegal to copy or distribute school software. Illegal software from other sources is not to be copied to or installed on the school equipment.
c) Deliberately introducing any virus or program that reduces system security or effectiveness
d) Attempting to log into the network with any user name or password that is not their own, or change any other person's password.
e) Students are responsible for everything done using their accounts and everything on their notebooks. Since password must be kept a secret, no user may claim that another person entered their home directory and did anything to cause school rules to be broken.
f) Using or possessing any program or other means to reduce or bypass network security
g) Entering any other person's file directory or do anything whatsoever to any other person's files

h) Attempting to alter any persons' access rights or
i) Storing the following types of files in their home directory, without permission from their teacher
j) Program files, including scripts and batch files
k) Compressed files
l) Picture files, unless they are required by a subject
m) Obscene material - pictures or text
n) Obscene file name
o) Insulting material
p) Password-protected files
q) Copyright material
r) Access Security

Specialist Program Expectations and Process

ASP students are required to maintain **a high standard of behaviour** across all aspects of their school life in order to maintain their position in an ASP. A high standard of behaviour is defined as follows:

- Exemplary behaviour and
- A high level of effort in all subjects (lessons/studies/homework) – this includes seeking support as required when struggling with learning

Failure to maintain this will result in the following immediate review and consequences for ASP students. At all times this must be communicated with parents at each step:

6. TIER 3- STUDENTS WHO CONDUCT SERIOUS BREACHES

6a) What is defined as a Serious Breach?

Behaviour is never seen discretely; that is, apart from a person's history, capacity and context. When analysing and responding the misbehaviour of young people, all these factors are taken into account, as well as the effect of someone's actions. We use societal expectations as guides to explicitly teach young people what is desirable behaviour, what is inappropriate vs behaviour that is totally acceptable and out of bounds. Some examples of serious misbehaviours are;

- Serious Violation of Five Agreements and Responsibilities
- Intoxication and /or bringing of drugs/alcohol to school
- Weapons brought to school
- Violence, Assault, Threat to staff or students
- Clear intentional misuse of school network
- Ongoing refusal to follow teachers instructions despite giving choices and explanations.
- High level vandalism of college property

Consequences will occur consistent with Departmental Guidelines and the Minister's Statement on School Violence 'Let's Take a Stand Together'.