



Behaviour Development Policy

Revised on: December 2025

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"Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive.

Colossians 3:12-13

Purpose:

Behaviour Development is a whole-school approach to addressing the behaviour of students in a supportive Catholic school environment. Strategies are developed and implemented to regulate behaviour in the College, reflecting shared values and expectations. Students, staff and parents are encouraged to exercise and enjoy their rights and to accept their responsibilities and are bound to specific Codes of Conduct. Behaviour development strategies and associated procedures must be consistent, fair and just for all people involved.

Quality relationships are central to effective learning and teaching at St Margaret Mary's College. School practices reflect Gospel Values and in particular, all members of the school community are treated with dignity and respect. The individual is at the focus of the Behaviour Development Policy and it must affirm the dignity and worth of each person, whilst creating an environment that facilitates the development of responsible self-management.

Direction:

St Margaret Mary's College is a Catholic learning community where young women are educated, inspired and inspirited. True to the story of the Good Samaritan, we are people of hope, who live compassionately and justly, responding to the call from Jesus to be a neighbour to all.

Students are empowered to grow as individuals with respect for self and others, and a sense of pride and spirit for their College. Within an atmosphere of forgiveness and restoration, we seek to guide maturing students to develop accountability to themselves, to others and to God.

The Behaviour Development Policy applies to the behaviour of students at the College, on the way to and from the College and whilst students are on College endorsed activities. It can also apply outside of College hours and off College premises, where there is a clear and close connection between the College and the conduct of students. This may include such things as the inappropriate use of social networking sites, mobile phones or other technologies if they impact on members of the College community.

Behaviour Development is the shared responsibility of students, teachers, the College Leadership Team, parents and the community. Therefore, the Behaviour Development Policy must reflect the shared values and expectations of the College and confirm the worth of each individual and their contribution to the common good of the whole community.

Expected Outcomes:

1. Clear expectations of acceptable student behaviour will be set.
2. Positive behaviour will be encouraged and acknowledged.
3. Accountability and implications of one's actions must be made explicit.
4. The Behaviour Development Plan will consider the age and developmental stage of the individual student.
5. Where a conflict arises between the needs of the individual, the group or the person responsible for the group, then the following principles will be applied:

- 5.1 It is the actions that are unacceptable, not the person.
- 5.2 Each case must be dealt with on an individual basis and with procedural fairness.
- 5.3 All issues will be dealt with in a timely manner appropriate to the circumstances.
- 5.4 Disciplinary action should be motivated by a desire to promote student development towards self-discipline, restorative justice.
- 5.5 Outcomes reflect the logical consequences of the behaviour where possible.
- 5.6 Outcomes enable a student to seek reconciliation and encourage a commitment to improved positive behaviour.

6. Suspension or cancellation of the enrolment of students whose behaviour is considered to be a serious threat to the wellbeing of our College community is an option. In such cases, efforts must be made to affirm the dignity of the individual, as far as possible.
 - 6.1 Suspension means that the student's right to attend school or classes has been withdrawn for a period of time. It may be an internal (at school) suspension, where the school changes the formal learning arrangements of the student or an external (out of school) suspension, where the parent(s)/carers(s) take responsibility for the student.

Suspension is not intended as a punishment. It is a strategy for reflection and developing more appropriate positive student behaviour. Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for their actions, which led to the suspension, and actively take responsibility for developing their behaviour and working with the College to meet expectations in the future.

Students will have a re-entry interview with a member of the College Leadership Team or Pastoral Team before returning to classes or any alternative outcome. The purpose of the re-entry meeting is to establish behaviour support goals between the school, student and family. The Student and at least one of their Parents/Carers must attend the interview.
 - 6.2 When warranted, an Enrolment Agreement Commitment will be established with specific goals that must be met by the student to ensure a successful continued enrolment at St Margaret Mary's College.
 - 6.3 Cancellation of Enrolment means the total withdrawal of a student's right to attendance at the College. It involves the cancellation of the enrolment contract entered into by the College through the College Principal and the parent(s)/carer(s) at the time of the enrolment. The decision to exclude a student is made in consultation with the Catholic Education Office.
 - 6.4 Appropriate College staff will offer pastoral care and guidance to the student during periods of suspension, and, in the case of exclusion, may offer assistance the family in finding an alternative education avenue for the student.

Inappropriate Behaviour

It is College Policy that all students conduct themselves with dignity and regard for the safety and well-being of themselves and others. Expectations can be determined from the Contract of Enrolment for all St Margaret Mary's College Students. Where infringements of the policy occur, the following processes may be followed.

Minor Offences (See Level 1 Behaviours) - Mostly to be dealt with by the classroom teacher in line with the classroom behaviour development plan, these minor offences can include:

- Failure to submit homework
- Failure to complete set classwork
- Disorder or inattention in class
- Lack of punctuality
- Disobedience or disrespectful behaviour
- Indirect offensive language (written or verbal)
- Incorrect or incomplete uniform
- Use of chewing gum

If these problems persist, or the teacher is not satisfied with the student's progress, the matter may be reported on to the relevant Middle Leader, who will then liaise with the College Leadership Team and parents, where appropriate.

Major Offences (See Level 2 Behaviours) – In cases of serious infringements of the College expectations, the matter may be referred directly to the Curriculum or Pastoral Leader with the support of the College Leadership Team. These infringements may include:

- Leaving school grounds without permission
- Truancy
- Serious misuse of technology and social media
- Consumption of tobacco, alcohol or other drugs on College grounds / or at College events
- Direct refusal to follow a request from a staff member in line with the College expectations
- Fighting in the community (including water and food fights)
- Physical Harm to another person
- Vandalism and destruction of property (including all College and other students' property)
- Direct and intended offensive language (written or verbal)
- Bullying and harassment of any kind towards staff or students (includes verbal, physical, cyberbullying)
- Theft

In the first few weeks of Term 1, teachers are advised to complete a classroom behaviour development plan for their classes. These plans may vary depending on the class group, subject and age appropriateness. Teachers are advised to refer to the Positive Behaviour Strategies, Essential Skills for Classroom Management and Restorative Justice approaches when setting responsibilities and consequences. The Whole College Expectations also set clear guidelines for a consistent whole school approach. Teachers may discuss these plans with a Pastoral Middle Leader, Curriculum Leader, Deputy Principal or Assistant Principal Pastoral. These plans should then be:

- Filed electronically and allow for review and modification as necessary and in consultation with appropriate Middle Leaders and College Leadership Team
- As outlined in the Behaviour Development flowchart, the classroom teacher is primarily responsible for developing responsible positive behaviour with students in their classroom
- Ongoing concerns with student behaviour should be communicated with parents and strategies from the behaviour development plan outlined
- Escalation in inappropriate behaviour should be reported to and support provided from the Pastoral Middle Leaders, Curriculum Middle Leader or relevant member of the College Leadership Team.
- Level 2 Major Offences should be reported to the APP and PML with ongoing parent communication
- Consideration will also be given at the discretion of the College Leadership Team, to representation at special College events for students whose ongoing behaviour is deemed unacceptable and in breach of College expectations.
- The Time Out and Buddy Class Procedures may be used in conjunction with your classroom behaviour development plan as a last resort, with temporary consequences for the repeated inability of the student to redirect their behaviour in class.

Reflection Time Processes

- I. As one consequence for student behaviour, teachers are responsible for setting and supervising reflection time in line with their class behaviour development plan, for Level 1 Minor Offences. Parents should be notified and a record maintained on the student Chronicle database of ongoing student behaviour concerns.
- II. **Regular Set Lunch Reflection Time:**
 - Supervised by a member of the College Leadership Team or Pastoral Middle Leader
 - Issued by staff through the Notification Booklet. Yellow slips must be issued to the student informing them of the impending time and the blue slips handed in to the Reflection Time box in the Student Support Services Office
 - Set Lunch Reflection Times are issued for uniform infringements, minor IT misuse and cleaning duties where students have two unexplained missed cleaning duties in a week.
- III. **After School Reflections** – Usually a consequence for Major Offences (Level 2):
 - ❖ Afternoon Reflection Times may be set:
 - by teachers in consultation with CML, PML and CLT for assessment completion. Parents must be notified via a Compass Afternoon Reflection Notification arranged with the Assistant Principal Pastoral.
 - by PMLs and CMLs as a consequence of ongoing and repeated breach of Level 1 offences. Parents must be notified via an Afternoon Reflection Notification arranged with the Assistant Principal Pastoral or Deputy Principal of Teaching and Learning.
 - ❖ Friday Afternoon and Saturday Reflections may be issued by the College Leadership Team, at their discretion, and often as a consequence for students who:
 - have left school grounds without permission
 - repeatedly fail to attend other issued reflections
 - have been assigned a community service

College Suspension Guidelines

Decisions relating to the longer term withdrawal of students through suspension must be made by the College Leadership Team and include a response to Level 2, Major Offences and ongoing escalated behaviour. In some instances, certain behaviour may require the decision for immediate suspension and further consultation with the Townsville Catholic Education Office.

Internal Suspension cases may include:

- Serious breach of technology and social media
- Continued disruption to classes
- Continued disrespect and refusal to follow staff requests
- Harassment of students and /or staff
- Malicious damage to property

External Suspension cases may include:

- Serious incident of bullying, intimidation and harassment of a student or staff member, including off-site, on grounds, online or at a school sanctioned event. This includes any behaviour that seeks to humiliate, intimidate or demean another person.
- Continued non-compliance with the College expectations that impact on the safety and welfare of other students and staff at the College
- Fighting in the community – Physical altercation with another student, or physical harm caused to another student



Student following whole College expectations



Level 1: Teacher Intervention (Minor)	
Teacher/Staff Developed Behaviours	Minor Behaviours – Category 1
Step 1: Teacher Intervention	Implementation/application of ESCM
Step 2: Teacher/Student Intervention	Apply restorative justice processes / Negotiate consequences / Time Out / Buddy Class
Step 3: Create Record	Chronicle incident report (Level 1)
Step 4: Teacher to contact Parent/Carers	Email/phone parents/carers

Improvement

No

Level 2: Middle Leader Intervention (Major)		
Step 1: Refer to relevant Middle Leader	Pastoral Middle Leader Referral: Major or repeated Behaviour issues Lateness to classes Uniform Wellbeing concern	Curriculum Middle Leader Referral: Isolated classroom related Behavioural issues Curriculum Homework Assessment Issues across multiple subjects, refer to DP Learning and Teaching
Step 2: Implement appropriate strategy/support	Attendance Cards Uniform Conferencing Behaviour Card Contact parents AP Pastoral Counsellors	Afternoon Reflection (Friday or Saturday Morning) Contact parents Tutoring Observations Monitoring Liaise with Learning support
Step 3: Create record monitor and contact parents	Chronicle (Level 2)	Afternoon Reflection (Friday or Saturday Morning) Chronicle (Level 2)

Improvement

No

Level 3: College Leadership Team Intervention	
College Leadership Team Intervention and Developed Behaviours	Examples: Significant and repeated Category 2 Behaviours
Step 1: Removal from class	Withdrawal / Suspension – Internal or External / Renegotiation of Consequences
Step 2: Contact parents/carers Refer to relevant agencies	Phone parents / Phone Police / CPU
Step 3: Implement appropriate strategies moving student towards stage of flourishing.	Enrolment Commitment Agreement Parent Interviews Alternative Programs
Step 4: Create record	Chronicle Entry (Level 3)
Step 5: Final warning	Interview with parents
Step 6: Enrolment cancelled	Documentation and consultation with TCEO

LEVELS OF BEHAVIOUR AT SMMC

LEVEL 'ZERO HEROES'	
CURRICULUM BEHAVIOURS	
<ul style="list-style-type: none">• Focussed work in class• Completes homework regularly• Submits drafts and assessments on the due date• Arrives on time for class with the right equipment and their Learning Journal• Uses technology appropriately• Works collaboratively in groups and with their teachers• Assumes responsibility for their own work	
PASTORAL BEHAVIOURS	
<ul style="list-style-type: none">• Is respectful to staff, students and visitors• Follows teacher directions• Wears their correct uniform with pride• Helps others in need• Supports the Catholic values of the College• Contributing positively to the school community• Participating in College events• Attending school every day and on time	
Level Zero Heroes – Positive Reinforcements	
<ul style="list-style-type: none">• Verbal acknowledgement• Postcard sent home• Parent phone call or email• Positive note in Learning Journal• Maggies' Spirit Award• Maggies' Cup point on Chronicle• Stickers, prizes or other award• 4:1 positive reinforcement in class	

LEVEL 1 – TEACHER INTERVENTION			
BEHAVIOUR (Examples)	CONSEQUENCES	OUTCOME PATHWAY	CHRONICLE AND PARENT CONTACT
CURRICULUM BEHAVIOURS			
Incomplete homework	Consequence by Teacher	Teacher	Yes
Incomplete classwork	Consequence by Teacher	Teacher	Yes
Non-submission of assessment	Follow Assessment Policy	Teacher notifies CL	Yes
Lack of punctuality	Consequence by Teacher	Teacher	Yes
Disrupting teaching and learning	Time-Out or Buddy Class Teacher reflection Warning/ESCMs	Teacher and Teacher notifies CL	Yes
PASTORAL BEHAVIOURS			
Non-compliance (minor)	Buddy Class Teacher reflection Time-Out/Buddy Class Warning/ESCM	Teacher	Yes
Disrespect to staff or students (minor)	Buddy Class Teacher reflection Time-Out/Buddy Class Warning/ESCM	Teacher notifies PL	Yes
Indirect offensive language (verbal or written)	Buddy Class Teacher reflection Time-Out/Buddy Class Warning/ESCM	Teacher notifies PL	Yes
Uniform infringement	Lunch-time Reflection	Teacher - Reflection Book	
Unsanctioned items (Eg. Chewing gum, aerosols, energy drinks etc)	Confiscation by Teacher	Teacher - Reflection Book	Yes
Acting as a bystander to the inappropriate behaviour of others (the standard you walk by is the standard you accept)	Reflection activity relating to Harmony Guide and Bullying Policy	Teacher / Student notifies PML	Yes
Examples of Level 1 Consequences may include, but are not restricted to:			
<ul style="list-style-type: none"> • Lunch withdrawal • Lunch Reflection • ESCMs (See below) • Time-Out • Buddy class • Apology • Parent contact • Community service 		<ul style="list-style-type: none"> • Choices • Time to think • Restorative conversation • Referral to Guidance Counsellor • Referral to First Nations Pastoral Leader • Referral to Defence School Mentor • Seating plan adjustment • Any referral to PL or CL must be recorded on Compass and Parents informed. 	

ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT:

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through

TEACHER STEPS

Step 1: Use positive reinforcement.

Step 2: Use ESCMS to manage Level 1 behaviours.

Step 3: Offer a warning or choice.

Step 4: Refer to Time Out or to a Buddy Class.

Step 5: Follow up before next class.

Step 6: Refer to Level 2.

LEVEL 2 – PASTORAL AND CURRICULUM LEADER INTERVENTION

BEHAVIOUR (Examples)	CONSEQUENCES	OUTCOME PATHWAY	CHRONICLE AND PARENT CONTACT
CURRICULUM BEHAVIOURS			
Repeated Level 1 Behaviours	After-school detention by PL or CL	Teacher notifies PL or CL	Yes
Plagiarism in Year 7-10	CL to determine consequence	Teacher notifies CL; CL notifies DP – L&T and PL	Yes
Repeated incomplete homework or classwork	CL to determine consequence	Teacher notifies CL	Yes
Repeated non-submission of assessment (Year 7-10)	CL and PL to determine consequence or if it is to be referred to DP-L&T	CL and PL notifies DP-L&T	Yes
Misuse of technology	CL to determine consequence	PL notifies APP	Yes
Safety concerns in specialist rooms	CL to determine consequence	CL notifies PL and DP-L&T	Yes
PASTORAL BEHAVIOURS			
Repeated Level 1 Behaviours	After-school detention by PL or CL	Teacher notifies PL or CL	Yes
Bullying or harassment (first offence)	PL to determine consequence	PL notifies APP	Yes
Disrespect to staff or students (major or repeated)	PL to determine consequence	PL notifies APP	Yes
Direct offensive language (verbal or written)	PL to determine consequence	PL notifies APP	Yes
Non-compliance (major)	PL to determine consequence	PL notifies APP	Yes
Vandalism or destruction of property	PL to determine consequence	PL notifies APP	Yes
Theft (minor)	PL to determine consequence	PL notifies APP	Yes
Examples of Level 2 Consequences may include, but are not restricted to :			
<ul style="list-style-type: none"> • Time-Out • Buddy class • Apology • Parent/Student/Teacher/ML meeting • Restorative conversation • Referral to Guidance Counsellor • Referral to First Nations Pastoral Leader • Referral to Defence School Mentor • Referral to Inclusive Education • Community service 	<ul style="list-style-type: none"> • After-school detention • Mediation • Behaviour Card • Loss of privileges • Referral to CLT • Attendance cards • Check-in Check-out • Any referral to PL or CL must be recorded on Compass and Parents informed. 		

LEVEL 3 – COLLEGE LEADERSHIP TEAM INTERVENTION

BEHAVIOUR (Examples)	CONSEQUENCES (in consultation with Principal)	OUTCOME PATHWAY	CHRONICLE AND PARENT CONTACT
Repeated Level 2 Behaviours	APP or DP-L&T to determine consequence	CLT notifies PL or CL	Yes
Plagiarism in Year 11-12	DP-L&T to determine consequence	CLT notifies CL	Yes
Repeated non-submission of assessment (Year 11-12)	DP-L&T to determine consequence	DP-L&T notifies CL	Yes
Consumption of alcohol, vaping, tobacco or other drugs at school or school-sanctioned events	APP to determine consequence	CLT to notify PL	Yes
Serious misuse of technology or social media	APP to determine consequence	CLT to notify PL	Yes
Violence towards staff and students	APP to determine consequence	CLT to notify PL	Yes
Malicious damage to property (school or others)	APP to determine consequence	CLT to notify PL	Yes
Serious bullying or harassment	APP to determine consequence	CLT to notify PL	Yes
Behaviour that impacts on the safety and wellbeing of others	APP to determine consequence	CLT to notify PL	Yes

Examples of Level 3 Consequences may include, but are not restricted to:

- CLT warning
- Re-entry meetings
- Community service
- Parent/Student/CLT meeting
- Alternate program
- Referrals (if not done at Level 2)
- Removal of privileges (Eg. School representative activities, Tours etc)
- Involvement of Police or external authority
- Internal withdrawal (less than one day)
- Internal suspension
- External suspension (1-5 days)
- External suspension (up to 10 days)
- Recommendation for Termination of Enrolment (in consultation with TCE)

The Principal reserves the right to implement behaviour consequences as required.

TIME OUT/BUDDY CLASS GUIDELINES

All teachers should establish a classroom management plan that outlines to and with students the expectations of positive classroom behaviour. The plan should also clearly indicate to students what is and isn't acceptable classroom behaviour and openly provide students with the level of consequences when these expectations are not fulfilled by the student. Removing a student from class should be seen as a last resort once other management techniques have not influenced an improvement in the student's positive behaviour.

If a teacher has exhausted a range of behaviour management techniques (ESCM) in the classroom to promote the positive behaviour of a student, they may consider timing the student out or sending them to a buddy class as a consequence.

Please seek assistance when dealing with a student who struggles to follow the expectations of the class and regularly disrupts the learning of others. This could involve:

- having already made contact home with parents by the teacher to discuss the ongoing concerns with student behaviour
- working with colleagues, PML / CML / Mentor and brainstorming techniques
- asking a member of the College Leadership Team for help with behaviour management

The following is a list of behaviours that would warrant a Buddy or Time out procedure:

List of behaviours:

- Repeated disruption to the learning of other students (talking, low level noise such as humming, unnecessary movement around the room, repeated calling out, etc.), despite several attempts to redirect behaviour following implementation of ESCM / Buddy class system, etc.
- Arguing with a teacher or non-compliance when directed to set work.
- Offensive behaviour towards the teacher or another student (swearing, name calling, bullying, etc.)
- Physical contact with another student (hitting or touching)

Once you have exhausted all behaviour management techniques, the option of sending the student out of the room for Time Out or to a Buddy Class can be considered.

Time Out or Buddy Class Procedure:

- a) Be sure there is a very good reason to remove the student from the lesson
- b) In sending the student from the room, please do one of the following:

EITHER:

1. Send the student to the Student Support Services Office – ensure you have also contacted SSS Office that you are sending the student to Time Out. **If required**, ring for a member of the Pastoral Middle Leader, Curriculum Middle Leader or College Leadership Team come and collect the student.

OR:

2. Look up the Buddy Timetable and call the teacher of that class to tell them you are sending a student to their class. If no-one is available use the Time Out procedure instead.

- c) Send the student with their books / equipment and work to do.
- d) The student will be required to complete the Time Out/ Buddy Class Sheet. Then they must go on with any work you have given them. The student does not return to the class in that lesson.
- e) The teacher who sent the student out must complete their section of the **Time Out/Buddy Class sheet as soon as possible after the event.**
- g) The teacher must meet with the student prior to the student returning back to the class. This reentry meeting will occur with a member of the Pastoral Middle Leader, Curriculum Middle Leader, or College Leadership Team as soon as the meeting can be arranged. Further agreed action/strategies must then be recorded on the Time Out sheet during the mediation meeting.
- h) The parents of the student will be notified by the teacher. This will be noted on the Time Out/Buddy Class sheet. The Student Records will also be updated on the College Chronicle Database.

It is a serious consequence for a student to be removed from the classroom. Therefore, it cannot be seen as a common first step, which may ultimately minimise the significance and severity of it as a behaviour development action.

TIME OUT/BUDDY CLASS REFLECTION

Name of student: _____ Pastoral Care Group: _____

Subject: _____ Teacher's Name: _____

Date: _____ Time of Entry: _____ Time of Exit: _____

1. What did you do in class to be referred to Time Out or a Buddy class:

2. How did your behaviour affect:

a. Your teacher?

b. Your learning?

c. The learning of other students?

3. What is the behaviour we expected from you in this situation?

4. What stopped you today from applying positive behaviours in class?

CL/PL/CLT Member _____ Date _____

Mediation Required (please tick) YES NO

Reason Mediation is / isn't required:

Mediation Steps

STEP 1 (Teacher to complete as soon as possible)

Outline of the student's behaviour that led to a Time out or referral to a Buddy Class? If possible, please include past incidents with the student and strategies applied.

STEP 2 Mediation time and place _____
(Teacher to complete if required – ideally to take place before next lesson with student)

STEP 3 (To be completed with student, teacher and CL/PL/CLT member)
If mediation is not required, CL/PL/CLT member to summarise course of action.

Date: _____

Actions / strategies as a consequence of the incident:

What classroom expectation was not fulfilled?

What can you /we do to fix this?

What should be the consequence/s if this happens again?

What positive behaviour incentives will assist in the future?

Parent notified by phone (CL/PL/CLT/TEACHER):

Form uploaded to Student Profile on Chronicle:

Date: _____ By: _____

Signed: _____

CL/PL Signature: _____ Date: _____

APP/DP L&T Signature: _____ Date: _____