



STUDENT CONFLICT & RELATIONSHIP REPARATION POLICY

This policy addresses how Melbourne Montessori College addresses and manages:

- Bullying, harassment and cyberbullying;
- Repairing relationships and managing conflict between students,
- Procedures for student discipline, and behaviour management;
- Child Safety in physical and online environments (Ministerial Order 1359, Clause 13); and
- Student suspensions and expulsions (Ministerial Order 1125).

The College is committed to:

- Creating a friendly, safe, and welcoming school environment;
- Ensuring that the working and learning environment fosters positive relationship free from unlawful discrimination, harassment and bullying;
- Fostering an environment where all members of the College community are treated with kindness, dignity, courtesy and respect;
- Maintaining an atmosphere where students, teachers and others feel safe and are safe;
- Encouraging the reporting of inappropriate behaviour;
- Providing effective procedures for resolving conflict in a sensitive, fair and timely manner;
- Supporting members of the Melbourne Montessori College community to communicate with respect and in a non-threatening way.
- Employing forgiveness; and
- Maintaining a peaceful environment in the spirit of Maria Montessori's mission and vision for education.

Definitions

Respect - is to show appreciation for another person's worth or qualities or point of view, personal, physical space or body and property.

Harassment - is behaviour that demeans, humiliates or embarrasses a person. When these behaviors become repetitive, it is defined as bullying.

Bullying - is an act of deliberate aggression causing embarrassment, pain or discomfort to another. It is usually on-going or repeated

Cyberbullying - is an act of deliberate aggression causing embarrassment, pain or discomfort to another. It is usually on-going or repeated, and is committed on any online platform, including social media, video games or other communication technologies.

Procedural Fairness - principle that emphasizes that individuals must be treated equitably and given a meaningful opportunity to participate in the decision-making process; Individuals must be informed of the issue or allegation against them and given a reasonable opportunity to respond before a decision is made. This includes access to relevant evidence, the ability to present arguments, and the chance to correct or comment. The level of detail and time provided depends on the seriousness of the matter and the complexity of the evidence; Decision-makers must act impartially and without pre-judgment.

Restorative Justice -an approach to addressing harm or wrongdoing that focuses on repairing relationships, acknowledging responsibility, and restoring trust through respectful dialogue and collaborative resolution among those affected.



Quality Relationships

People live and learn in relationship with others. In any community, misunderstandings and mistakes will occur, and at times relationships may be challenged. Within a school community, where people work closely together, thoughtful and respectful resolution of conflict is essential for the wellbeing of both individuals and the community as a whole.

Disagreements can be resolved when those involved are willing to engage in a process that is open, fair, and guided by mutual respect. Through honest dialogue, individuals can develop a shared understanding of the situation and its impact. When people feel heard, valued, and treated with dignity, it becomes possible to move forward without lingering resentment and to rebuild trust, integrity, compassion and hope within the community.

Restoring relationships requires empathy, accountability and, at times, forgiveness from all involved. The goal is not simply to settle a disagreement, but to restore dignity and strengthen relationships within the community. Resilience grows when individuals are able to recognise mistakes and take responsibility for their impact. Repairing harm involves reflection, understanding how others have been affected, and taking meaningful steps to restore connection. While this process can be complex, it offers an opportunity for learning, growth and the renewal of trust. In this way, the community works together to repair relationships and restore a sense of harmony and peace.

Harassment, Bullying & Cyberbullying

Harassment, bullying and cyberbullying harm relationships. When a person is subjected to unwelcome and uninvited behaviour, either in person or online, which is offensive, humiliating, embarrassing or intimidating and occurs more than once, relationships are harmed. People can be hurt. A single incident will be dealt with seriously but it is not bullying. Harassment, bullying and cyberbullying complaints rely on the perception of the complainant, rather than the respondent. This behaviour may be planned or spontaneous. Melbourne Montessori College asserts that bullying, cyberbullying or harassment:

- Is unacceptable and should not occur;
- Results in an unhappy, unsafe and unproductive working environment;
- Affects students, staff and other members of the School community including parents, visitors and workplace participants in the School;
- May occur between student to student, student to staff, staff to student, staff to staff, parent to student, student to parent, parent to staff and staff to parent;
- Will be treated seriously, promptly, and discreetly;
- Will be prevented by taking all reasonable steps from occurring in any context directly related to our School, including behaviour that occurs while travelling to and from School, during co-curricular activities, camps, School functions, and while online at any time during or outside of School hours;

Verbal actions that harm others:

- Putting people down through comments, jokes, name calling or mimicking
- Teasing about another's appearance or beliefs
- Derogatory comments made on the basis of race, culture, sexuality, socio-economic status or any other individual difference
- Intimidation or verbal abuse directed towards a person with different abilities
- Intimidating or harassing telephone calls
- Intimidating or harassing comments made on any online platform including online video games with capacity for communication between players
- Practical jokes which can be harmful



Visual or Physical actions that harm others:

- Non-verbal gestures which are designed to intimidate (i.e. negative body language)
- Displaying offensive materials, pictures or objects, or writing offensive notes, letters and graffiti
- Offensive use of email, or messages posted online
- Pushing, hitting, pinching, kicking and other unwelcome physical contact used intentionally to intimidate or hurt someone, or Unwelcome touching
- Damaging, stealing, hiding or destroying another's property or possessions
- Disrespect for, or invasion of, personal space and property (i.e. going through personal belongings, eating food intended to be consumed by another individual, borrowing without permission, listening into phone conversations, etc.

Relational actions that harm others:

- Hurting others by damaging or manipulating relationship (i.e. spreading rumours that cause individuals to be rejected by others)
- Social exclusion by deliberately excluding another from a group of friends, either in person or in an online platform
- Writing, sending or delivering harassing notes or messages to any person about an individual or individuals, including on any online platform
- Telling others not to associate with or like someone

Actions involving extortion that harm others:

- Pressuring and intimidating others to act against their will (i.e. giving up possessions, money, buying food and drink for bribery purposes, doing work for others or committing minor offences for them)

What is *not* bullying?

Many distressing behaviours do not come within the definition of bullying, even though they are unpleasant and often require staff intervention and management. Behaviours that do not constitute bullying include:

- Single incidents – Single episodes of nastiness, intimidation, violence or acts of physical aggression are not the same as bullying. For example, if a student is verbally abused or pushed on one occasion, this behaviour does not constitute bullying. Similarly, acts of nastiness or physical aggression directed toward *multiple different students* on a one-off basis are not classified as bullying.
- Mutual conflict – Bullying behaviour does not include disagreements between equals, situations of mutual conflict or children not getting along well. In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and both usually want to resolve the problem.

However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

- Social rejection or dislike – Not liking a person or a one-off act of social rejection, meanness or spite is not bullying. Social rejection can become bullying when it is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others. Without repeated and intentional harm, social rejection alone is not considered bullying.

However, all the behaviours described above can include conduct which falls short of the *Code of Conduct* and warrant disciplinary outcomes. These situations can also negatively impact those involved and may require support.



Responding to Bullying, Cyberbullying & Harassment

Melbourne Montessori College believes in listening to and working with any member of the community who is affected by or a witness to bullying, cyberbullying or harassment or inappropriate behaviour. All members of the community are expected to respond with openness and a willingness to help a person who has been harmed or has been a witness to a person who has been harmed.

Community members who are affected by or a witness to bullying, cyberbullying or harassment should:

- Feel comfortable to take action about any inappropriate behavior they observe or experience when on College grounds;
- Feel empowered to share their discomfort with any behavior they experience or observe with a member of College staff;
- Speak directly to the person(s) causing the offence and inform them that it is unwelcome and that it should cease;
- Openly communicate about the behavior and seek strategies to work through the experience, with the support of a staff member, Head of Campus or College Principal;
- Refer student incidents to a staff member, who are:
 - responsible for guiding the behavior and dealing with the outcomes;
 - responsible for managing and guiding the students' behavior and will refer the matter verbally to the Principal immediately (where relevant), followed by a written report on the College Student Database Management System;
- Respect the confidentiality of any incident that occurs on College grounds.
- Refer to the Principal or delegate who is responsible for mediation and support as required.

The College may respond to bullying, cyberbullying or harassment by:

- Speaking with people concerned and advise the offender(s) that this behaviour is unacceptable;
- Offering counselling or support to those involved;
- Involving parents, students or other members of staff where appropriate;
- Advising the offender of likely consequences should the harassment continue;
- Developing a Behaviour Support Plan;
- Taking action where it is deemed appropriate, including the actions outlined in the Responses to Behaviour – A Tiered Approach (Attachment 2)
- Support individuals to report unlawful and illegal behaviour to the relevant authorities where necessary.

Promoting Resilience & Prevention of Bullying, Cyberbullying & Harassment

Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. Training school staff and students to prevent and address bullying can help sustain bullying prevention efforts over time.

Educators at Melbourne Montessori College assist students through focused classroom lessons on resilience-building through Grace & Courtesy lessons in the early childhood and primary years, and through Personal Learning Journey in the secondary years. Focused sessions on mindfulness, character strength development, growth-mindset thinking, and understanding self-talk support students to build



resilience and maintain healthy relationships with themselves, others and the world around them. Teachers use the Berry Street Education Model (BSEM) to support students' social and emotional health in classrooms, and to learn to de-escalate using various techniques in the BSEM.

Teachers develop Community Agreements with students that outline the ways we work together, how we treat the environment, and how we treat one another.

Resources for Teachers

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachres.aspx>

Resources for Students

<https://kidshelpline.com.au/teens/issues/bullying>

<https://schools.au.reachout.com/bullying>

<https://www.stopbullying.gov/prevention/how-to-prevent-bullying>

Community Responsibilities

Principal	<ul style="list-style-type: none">• Ensure a safe, secure and harmonious work environment for students and staff• Develop, implement and monitor this policy and ensure it is evaluated and reviewed by the school community• Ensure staff receive ongoing training and professional development to prevent, identify, and respond to bullying, cyberbullying and harassment• Ensure that this policy is available to the College community• Ensure staff are skilled in supporting and educating both targets and perpetrators of bullying• Ensure effective pastoral and wellbeing support for students• Model and promote appropriate relationships and behaviours
Executive Team	<ul style="list-style-type: none">• Ensure staff are aware of this policy and monitor its implementation• Model and promote appropriate relationships and behaviours• Ensure anti-bullying, digital safety and respectful-relationships education is included in the curriculum• Implement, coordinate and monitor strategies for dealing with bullying and harassment matters when raised• Conduct periodic confidential wellbeing and bullying surveys and follow up with identified students (including perpetrators and targets) where appropriate



	<ul style="list-style-type: none">• Identify patterns or trends bullying behaviour and initiate targeted School action to respond• Provide feedback to the appropriate persons when bullying and harassment issues occur• Use a range of interventions and sanctions applicable to various age groups and situations to deal with and discourage bullying behaviour in accordance with the Code of Conduct.• Manage and oversee bullying-related complaints, ensuring timely, fair and thorough investigation• Liaise with external agencies, including the School's Police Liaison Officer, where required• Maintain partnerships with parents in the prevention and appropriate response to bullying behaviours• Ensure that consequences for bullying include opportunities for students to learn more appropriate social skills and responsible behaviours through explicit teaching of these behaviours
Teachers	<ul style="list-style-type: none">• Contribute to the development of this policy and support its implementation• Model and promote appropriate relationships and behaviours• Remain vigilant to signs of bullying and take proactive steps to minimise opportunities for bullying in classrooms and playgrounds• Monitor, address and follow up on bullying and/or harassment matters when identified in a timely manner• Provide feedback to the appropriate persons when bullying and harassment occur• Promote and reinforce positive behaviours, inclusion and respect to foster a bully-free environment• Support and implement programs that build student understanding of bullying, conflict resolution and help-seeking behaviours• Provide opportunities for students to learn about positive behaviour including problem solving and conflict resolution, bullying and the School's process for responding to bullying• Actively supervise whilst on duty to maintain a strong staff presence• Actively engage with professional development regarding anti-bullying and harassment strategies• Notify the Executive Team of allegations of bullying as soon as possible



	<ul style="list-style-type: none">• Work with the College's Executive Team to assist in responses to bullying• Be familiar with and follow this policy for preventing and responding to bullying
Parents	<ul style="list-style-type: none">• Support the College in the implementation of this policy and assist their child(ren) in understanding bullying behaviour• Notify a teacher, or another trusted member of staff, if they believe their child or another child is experiencing bullying• Model positive social behaviour and respectful relationships in interactions with the College community, including in interactions with teachers, other parents and students• Work collaboratively with the College to resolve bullying when it occurs and promote appropriate behaviour
Students	<ul style="list-style-type: none">• Follow College policies and procedures including this policy and the <i>Code of Conduct</i>• Notifying a teacher or another trusted member of staff if they witness or experience bullying, whether in person or online• Implement strategies teachers have suggested when responding to bullying• Behave appropriately, respecting individual differences and diversity• Take responsibility for ensuring other students can learn in a safe and supportive environment and contribute to the safety and wellbeing of others

Individualised approaches & Neurodiversity

We recognise that students often will respond best to strategies that will meet their individual needs. Social stories, structured behaviour plans, and other tools can create the best possible outcomes for individuals who need specialized or targeted support. When addressing and responding to student behaviour, Melbourne Montessori College aims to:

- recognise diverse communication and self-regulation styles;
- consider the role of sensory sensitivities in behaviour;
- implement the use of proactive and individualised strategies; and,
- collaborate with families and specialists where appropriate.



Restorative Conversations & Conferences

Restorative conversations and conferences are based on the principles of restorative justice. They focus on identifying on the harm done by one's choices, actions or words, and how the relationship that has been harmed (including the relationship to the environment) can be repaired or how peace can be upheld.

Restorative Conversation (Teacher Guide)

Teachers guide calm, respectful discussions that help students reflect and repair harm. Typical prompts include:

What happened?

What were you thinking or feeling at the time?

Who was affected by what happened?

How did this affect our classroom community?

What could you do differently next time?

What can you do now to make things right?

How can we restore the classroom environment?

What work will you return to now?

Restorative Conferences (Serious Incidents)

A structured meeting involving those affected by the conflict to understand harm and agree on actions to repair relationships. Students should be given the opportunity to have a restorative conversation with a teacher first, before being offered the opportunity to conference with another individual with whom a conflict occurred. Students should enter into a restorative conference willingly.

Opening:

Explain the purpose: understanding what happened, how people were affected, and how to repair the harm.

Meeting Expectations:

Speak respectfully

Listen without interrupting

Be honest

Focus on solutions

Discussion Focus:

Student/ child who caused harm explains what happened and reflects on impact.

Student/child harmed shares their perspective and feelings.

Others discuss how the situation affected them and the community.

Moving to Repair

Actions may include apologies, repairing damage, supporting affected students, and positive actions that rebuild trust.

Closing

Summarise agreements and reinforce the goal of restoring trust and community relationships.



Managing Student Suspensions, Negotiated Transfers & Expulsions

In some instances, it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching. Suspension and expulsion are serious disciplinary measures and are for when other measures have not produced a satisfactory response, or where there is a threat to another person and immediate action is required. Suspension occurs when a student's attendance at school has been temporarily withdrawn on the authority of the Principal or the Head of Campus, for a set period of time. Suspension allows the parties involved to reflect on and enter into dialogue about the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning. Negotiated transfer means a documented and mutually agreed move to another school is arranged. Negotiated transfer occurs when all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour. A negotiated transfer ends the enrolment agreement with the College and requires an enrolment in another school. Expulsion involves the termination of the contract entered into at the time of the enrolment by the parent(s)/carer(s)/relevant person. Melbourne Montessori College's enrolment agreement explicitly records at the time of acceptance of the enrolment of a student that unacceptable behaviour by a child, or parent may result in suspension or termination of the child's enrolment.

Guidelines and Procedures have been developed to support and guide the Principal, and their delegates, to meet their obligations when they are considering suspending, or expelling a student from the College.

Suspensions

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The Principal and Heads of Campus consider alternative interventions and supports that can be provided to the student to address the reasons for the behaviour before proceeding to suspension. A suspension can be short (up to 4 days) or long (up to 20 days).

Authority to suspend

Only Head of Campus or Principal has authority to make the final decision to suspend a student. This authority cannot be delegated.

Grounds for suspension

A student may be suspended for a period of time from school if their behaviour occurred:

- whilst attending school,
- travelling to or from school,
- while engaged in any school activity away from the school,
- travelling to or from any school activity, or
- online or outside of school where the behaviour unreasonably affects someone's ability to participate in school.

Additionally, the student's behaviour must meet one or more of the following conditions:

- behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the



- health, safety or wellbeing of any person,
- causes significant damage to or destruction of property,
- commits or attempts to commit or is knowingly involved in the theft of property,
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons,
- fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person,
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age, breastfeeding, gender, identity, impairment, industrial activity, lawful sexual activity, marital status, parent or carer status or status as a carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes, or
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Notification

Parents/carers will be notified in writing of the suspension, including the reasons for and the length of the suspension period. Parents/carers will also be notified by phone wherever possible.

Returning to school

Before the students return to normal school activities, a meeting will be arranged with the Principal or with the Principal's delegate to discuss the behaviour. It is recognised that students make mistakes, and this return to school meeting aims to prepare the student for a positive re-entry into school, acknowledge the harm done, and plan how to repair the harm where appropriate.

Expulsions

Authority to expel

Only the Principal has the authority to make the decision to expel a student. This authority cannot be delegated.

Grounds for expulsion

The Principal may expel a student from the College if, whilst attending school, travelling to and from school or engaging in any school related activity away from school (including when travelling to or from that activity), online, or in exceptional circumstances, outside of school, the student:

1. behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
2. causes significant damage to or destruction of property;
3. commits or attempts to commit or is knowingly involved in the theft of property;
4. possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
5. fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
6. consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age, breastfeeding, gender, identity, impairment, industrial activity, lawful sexual activity, marital status, parent or carer status or status as a carer, physical features, political



belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes; or

7. consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student,

and the student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the College and the need to maintain the effectiveness of the Melbourne Montessori College's educational programs, expulsion is the only available mechanism.

Procedures for expulsion

When a behavioural incident(s) is of such magnitude that an expulsion is considered, it is important that a transparent, fair and supportive process is in place for all parties involved, with appropriate checks and balances at each stage.

Interventions and supports should be implemented and thoroughly documented well before an expulsion is considered by the Principal. Expulsions are a serious disciplinary measure and should only be used as a last resort when all other disciplinary measures, interventions, supports and options have been exhausted.

It is critical that students involved in expulsion procedures are supported throughout the process. Where there has been a history of challenging behaviours, it is also critical that the College considers whether or not sufficient interventions and supports have been implemented, prior to making an expulsion decision.

Additional measures are in place to support vulnerable students and the College will comply with the additional requirements set out in Ministerial Order 1125.

Expulsion appeals

In keeping with principles of procedural fairness and natural justice, a decision to expel a student from Melbourne Montessori College can be appealed by the student or their parent or guardian.

An expulsion can be appealed on the following grounds:

- a student has a history of behavioural issues, and there is insufficient evidence of prior interventions designed to address the behaviour and support the student;
- the grounds on which the student was expelled are considered unfair;
- the expulsion process was not followed by the Principal; or
- other extenuating circumstances.

Appeals should be sent, in writing, to the Chair of the Board at chair@mmc.vic.edu.au

Record Keeping

A register of all suspensions is maintained by the Principal and any suspensions are reported to the Board retrospectively. Intention to expel a child from the College is reported to the Board prior to the final decision being made by the Principal. The Principal must ensure that all documentation and evidence collected supporting a decision to expel a student is collected and maintained by the College. The Public Records Office of Victoria requires suspension records to be destroyed one year after the student leaves the College.



Relevant legislation

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Education and Training Reform Act 2006 (Vic)
- Ministerial Order 1125 – Procedures for Suspension and Expulsion of Students in Government School

POLICY REVIEW

Approved by: Principal, MMC Board Members

Last reviewed: March 2026

Attachment 1: Example Student Behaviour Contract

TO: xxxxxxxxxxxxxxxxxxxxxxxx

xxxxxx will begin this contract on this date xxxxxx to help in assuring his/her success. This contract will be used to assist in determining his/her future at Melbourne Montessori College.

GOALS FOR STUDENT:

1. I will abide by the College's policies and behaviour expectations at MMC
2. I will behave in a safe and respectful manner towards students and staff, not using any equipment to threaten or harm others
3. I will listen to and follow instructions given by teaching staff and school management
4. I will always ask for permission before I go outside the classroom
5. I will not climb any fences and/or leave school grounds

IF GOALS ARE MET:

1. Acknowledgement of positive behaviour
2. Assignment of special responsibilities OR leadership role
3. Choice of activities

CONSEQUENCES IF GOALS ARE NOT MET:

1. Parents will be asked to collect student from school
2. Student may lose outdoor playtime at lunch, or participate in community service at the College
3. Student may be suspended should undesired behaviour continue

Special Note: The rewards and consequences mentioned above are null and void if the student commits an act that would require a suspension and/or expulsion. This will be determined by College policy and the Principal.

By signing this contract all parties agree to the stipulations in the document and will follow accordingly.

The following contract will be reviewed by the student, parent/carer, teacher and principal on the following date and time: _____.

Signature of Student

Signature of Head of Campus

Signed Name of Parent/Carer

Signature of Teacher

Attachment 2: Responses to Behaviour – A TIERED APPROACH

Tier	Student behaviour	Example Staff actions	DRAFT Sample logical consequences	Outcome
Tier 1 – Reminder about Community Agreement led by Educator	<p>Unsafe behaviour such as running indoors or rough play that poses a safety risk.</p> <p>Repeated low-level disruption, speaking over others.</p> <p>Not following community agreements and values such as respect, grace and courtesy.</p> <p>Excluding others or being unkind.</p> <p>Not respecting the learning environment</p>	<p>Educator provides a verbal reminder and redirects the student.</p> <p>Educator guides the student through a restorative conversation where appropriate.</p> <p>Staff may use the restorative conversation guide if it is helpful.</p> <p>Record entries in the student database system like ManageBac, Transparent Classroom, etc.</p> <p>Consider whether the student’s learning program is impacting student behaviour.</p>	<p>Conversation with educator.</p> <p>Working with student to move away from distraction, or find alternative learning space.</p> <p>Brief pause or reset; time to regulate inside or outside.</p> <p>Re-joining the group once ready to learn.</p> <p>Apology or restorative acknowledgement to a peer.</p> <p>Tidying the workspace or classroom area used.</p>	<p>Logical consequence supports restoration of the community.</p> <p>Community agreements are re-established.</p>
Tier 2 – Restorative Conversation led by Teacher or Advisor	<p>Repeated Tier 1 behaviours.</p> <p>Ongoing disruption to the learning of others.</p> <p>Disrespectful behaviour.</p> <p>Failure to follow reasonable directions</p> <p>Not following community agreements, such as leaving class without permission or low-level inappropriate use of smart devices.</p>	<p>Teacher records the behaviour in the student database system</p> <p>Teacher uses professional judgement to determine whether parents should be notified.</p> <p>Teachers may liaise with other classroom teachers or advisor regarding communication with parents.</p> <p>Teachers liaise with Student Services to consider additional supports.</p>	<p>Temporary removal of device or restricted device use.</p> <p>Completing work during part of lunch or break if learning time was lost.</p> <p>Cleaning, tidying up of relevant areas.</p> <p>Reflective conversation with educator and/or Written reflection on choices and impact on the community.</p> <p>Change to learning environment; Temporary seating change or working in an alternative space.</p> <p>Apology or restorative conversation with affected peers.</p>	<p>Logical consequence supports restoration of the community.</p> <p>Relevant educators are informed.</p> <p>Parents may be contacted by email or phone if appropriate.</p>

			<p>Social skill building session with College Counsellor or other team member.</p> <p>Re-teaching of expectations and co-constructing a plan that upholds the Community Agreement</p>	
<p>Tier 3 – Repairing harm by giving back led by Teacher or Advisor, in consultation with Head of Campus</p>	<p>Repeated Tier 2 behaviours.</p> <p>Behaviour that results in damage to property.</p> <p>Anti-social or disrespectful behaviour towards others, including physical aggression.</p> <p>Inappropriate or unsafe behaviour at school or school activities.</p> <p>Offensive language.</p> <p>Excluding or teasing others.</p> <p>Repeated breaches of community agreements.</p> <p>Refusal to follow community expectations.</p>	<p>Teacher records the behaviour in the student database system.</p> <p>Teacher consults with the Head of Campus and the situation is investigated using procedural fairness.</p> <p>Community service or a logical consequence is issued.</p> <p>Parents are contacted, and a meeting may be arranged.</p>	<p>Community service contribution (tidying common spaces, supporting environment care, helping prepare learning materials).</p> <p>Repairing or contributing to restoration of damaged property where appropriate.</p> <p>Formal restorative conference with affected students and staff.</p> <p>Written reflection and plan for improved choices.</p> <p>Loss of specific privileges connected to the behaviour (device access, free time, participation in a particular activity).</p> <p>Supervised work session to complete missed learning.</p> <p>Community contribution project linked to the behaviour.</p> <p>Behaviour support plan developed with cycle leader</p>	<p>Logical consequence supports restoration of the community agreement.</p> <p>Student participates in restorative reflection, conversation or service contribution where appropriate.</p> <p>Relationships are repaired and/or agreements are made between parties that re-establish commitment to the community agreement.</p>
<p>Tier 4 – Suspension & Reparation led by Head of Campus, in consultation with Principal</p>	<p>Repeated Tier 3 behaviours.</p> <p>Highly offensive language.</p> <p>Physical violence or threats of violence.</p> <p>Intentional damage or destruction of property.</p>	<p>Head of Campus records the behaviour in the student database system.</p> <p>Head of Campus investigates the incident using procedural fairness in line with policy.</p> <p>Head of Campus notifies the student and</p>	<p>Consideration of moving classrooms where bullying has occurred.</p> <p>Restorative Conferences with students and/or parents</p>	<p>Suspension (internal and/or external) from school to ensure time for reflection and de-escalation of conflict.</p> <p>Suspension meeting and restorative reflection or project.</p> <p>Probation from certain spaces or</p>

	<p>Serious anti-social behaviour.</p> <p>Behaviour that threatens the safety of others including vandalism, theft, bullying or harassment.</p> <p>Smoking, vaping or substance misuse.</p> <p>Leaving campus without permission.</p> <p>Serious breach of ICT expectations.</p> <p>Serious isolated breach of College expectations.</p>	<p>family and arranges a meeting to discuss the incident and possible consequences.</p>		<p>opportunities may be implemented.</p> <p>Parent or carer may be asked to engage external support.</p> <p>Return-to-school meeting held with Head of Campus and/or Principal.</p> <p>A sense of safety and peace is restored within the community.</p>
<p>Tier 5 – Expulsion or Negotiated Transfer led by Principal</p>	<p>Repeated Level 4 behaviours.</p> <p>Breach of probation conditions following suspension.</p> <p>Illegal activity or conduct that seriously threatens safety.</p> <p>Serious child safety concerns or repeated harmful behaviour.</p> <p>Behaviour that causes significant reputational damage to the College.</p>	<p>Head of Campus refers the matter directly to the Principal.</p> <p>Only the Principal has authority to terminate a student’s enrolment.</p> <p>Principal arranges a meeting with the student and family.</p>		<p>Principal and/or Head of Campus meet with the student and family.</p> <p>Outcome is communicated verbally at or after the meeting and confirmed in writing once finalised by the Principal.</p>