Appendix 2

"You are the light of the world." Matthew 5:14

POSITIVE BEHAVIOUR SUPPORT FRAMEWORK

College Pledge

As students of Columba Catholic College -

May we:

Honour and praise our God;

Love our neighbour and,

Like Columba,

Be kind and forgiving.

Version Date: January 2025

Review Date: January 2026

Shine at Columba

STUDENT RESPONSIBILITIES AND EXPECTATIONS

All students at Columba Catholic College have the right:	All students at Columba Catholic College have the responsibility:
• to learn	• to contribute to an effective learning / living environment
• to courtesy and respect for person and property	• to recognise the God-given dignity of all members of the College community and to treat them and their property with courtesy and respect
• to a clean, tidy environment	• to assist in the maintenance of clean and tidy classrooms, residences, grounds and school property
• to work / live in a secure environment	• to refrain from actions or words which endanger or bully others
• to feel proud of their College	• to help build a good public image of the College
• to feel safe, be listened to and treated fairly	• to engage in safe behaviours and communicate with others respectfully

THE 'BIG FIVE' VALUES

At Columba, we focus on ensuring that all actions begin and end with 'Respect.' We relate all of our actions and behaviours to the 'Big Five.'

1. Respect for Self

2. Respect for Others

3. Respect for Learning

4. Respect for Environment

5. Respect for Tradition

Shine at Columba

At Columba, we demonstrate our values in particular ways. The table over the page gives examples of these.

COLUMBA CATHOLIC COLLEGE
POSITIVE BEHAVIOUR EXPECTATIONS

THE BIG FIVE POSITIVE BEHAVIOUR EXPECTATIONS AND WHAT THEY LOOK LIKE

	We demonstrate our values when we:	We see the Big Five in action when we:
Respect for Self	▪ Are honest, truthful and trustworthy ▪ Are self-disciplined ▪ Are resilient ▪ Value the opportunity of education ▪ Set and work towards personal goals which are realistic and achievable ▪ Act with courage to prevent and report inappropriate behaviour ▪ Take responsibility for our actions ▪ Acknowledge consequences and recognise and adhere to self-morals despite external influences	▪ Use respectful and appropriate language with others including students, staff and members of the wider community ▪ Display on-task and respectful classroom behaviour ▪ Practise safe play behaviour ▪ Are accountable for our own behaviour
Respect for Others	▪ Are kind, just, compassionate and inclusive ▪ Take responsibility and lead by good example ▪ Demonstrate acceptance of others and are supportive and encouraging of them ▪ Show caring behaviour which reflects the respect we have for the person and property of all ▪ Know and value others' stories	▪ Use respectful and appropriate language / actions with others including students, staff and members of the wider community ▪ Engage co-operatively with others in the playground ▪ Display on-task and respectful classroom behaviour ▪ Practise safe play behaviour when interacting with others ▪ Are honest and trustworthy in interactions with others ▪ Follow staff directions and instructions
Respect for Learning	▪ Allow all students the opportunity to learn and teachers to teach ▪ Show personal responsibility for learning ▪ Participate and co-operate in class ▪ Show respect and courtesy towards College staff, students and visitors ▪ Are punctual and arrive at class with all materials needed for learning	▪ Complete homework and assessment on time ▪ Leave or entering classroom with permission and being visibly present ▪ Display on-task and respectful classroom behaviour
Respect for The Environment	▪ Take good care of the school and environment by being respectful of grounds and facilities ▪ Are concerned with minimising waste and use of resources at school and in the wider community ▪ Take pride in using God-given resources in a manner that shows dignity and respect, regardless of the venue or situation	▪ Play in designated areas ▪ Keep grounds and buildings clean and tidy and graffiti-free ▪ Use toilet amenities appropriately
Respect for Our Traditions	▪ Appreciate the need for an atmosphere of quiet reflection leading to prayer ▪ Participate in community prayer, feast days, liturgy and spiritual formation opportunities ▪ Follow Church customs and practices with dignity, respecting the sacred space ▪ Are aware that our actions reflect on us, our families and our College ▪ Observe all community expectations in our actions eg: public transport expectations and respect for the environment ▪ Follow College uniform guidelines ▪ Show courtesy and respect towards those within the College and wider community ▪ Take all necessary actions to improve the public image and perception of the College within the wider community	▪ Wear the school uniform appropriately including College-supported jewelry ▪ Wear the College hat in any school sport or outdoor activity ▪ Talk positively about our school ▪ Represent ourselves with appropriate decorum in school and the wider community

POSITIVE BEHAVIOUR REWARDS
AWARDS AND RECOGNITION

Students across Prep to Year 12 and in Residences will receive awards for demonstrating the College's Big Five Values including:

Respect for Self
Respect for Others
Respect for Learning
Respect for The Environment
Respect for Our Traditions

These awards will occur at Campus Assemblies, Residential Meetings and other whole College Celebrations.

POSITIVE BEHAVIOUR SUPPORT CONSEQUENCES

We realise that mistakes occur and at Columba these mistakes are seen as opportunities to learn, reflect and restore relationships. The Restorative Practice model is a model we use to do this.
The Principles of Columba Restorative Justice are:

- The importance of the student/teacher relationship as the fundamental key to holistic education and specifically, positive behaviour management.
- Students are required to reflect on how their behaviour impacts on others and will be given support on how to repair the relationship.
- Awareness should focus on an understanding of the impact the behaviour has caused and those it has affected (both positively and/or negatively). All parties involved in the breakdown of any relationship are actively involved in the Columba Justice process and can consider their accountability.
- A student's welfare throughout the Columba Justice process is paramount.
- Poor behaviour is recognised as an opportunity to grow and learn.
- All parties involved are clear on expected behaviour at Columba Catholic College.
- Parents are active parties in the process.

The tables over the page outline the possible levelled consequences to be used at St Mary's Campus, Mt Carmel Campus and in Residences.

ST MARY'S CAMPUS

POSITIVE BEHAVIOUR MANAGEMENT CONSEQUENCES MATRIX

This table shows some consequences of not following the Big Five Values.

* Each circumstance will be treated on an individual basis

	Expected Behaviours	Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours	Level 4 Behaviours	Extreme Behaviours
	All Staff	Teacher	Teacher in consultation with the DPSMC	Teacher in consultation with DPSMC	DPSMC	Principal
Level Description	You are consistently behaving in ways that model our school values and beliefs.	Teachers are concerned about your behaviour or effort inside and/or outside of the classroom.	There has been no improvement in your behaviour or effort shown from the yellow level. Three level 1 triggers have been received.	Serious breach of code of conduct You have continued to ignore the rights of others. Three times outs have already been received.	Your behaviour is totally unacceptable	You may have seriously violated Code of Behaviour such as threatening behaviour with a weapon, intent to harm property or person, bringing illegal or dangerous items to school.
Behaviours at this level	• Following the School Code of Behaviour - Big 5 Values. • Wearing your hat in all outdoor spaces. • Walking on all concrete areas • Following directions • Participating fully in all activities • Completing set tasks • Using manners • Showing courage, commitment and compassion • Wearing uniform correctly and with pride.	• Not working to the best of one's ability • Calling out during discussions • Distracting others • Not playing fairly • Not participating in some activities (off-task) • Out of bounds areas when at lunch or walking back to class • Late to class • Littering • Non-compliant (minor) • Uniform infringement • Unsafe behaviour (minor) • Inappropriate use of ICT (minor). • Unsanctioned items - jewellery, phone etc. (minor) • Misuse of property (minor) • Disrespect to peers (minor) • Disrespect to staff (minor)	• Continued Level 1 behaviours. • Persistent serious disobedience / non-compliance (major) • Arguing with adults • Non-compliance / refusal to comply • Non-participation • Disrespectful to others • Intentional excluding others • Continued roughhousing after warnings • Bullying (minor) • Misuse of property (major) • Theft (minor)	• Continued Level 2 behaviours • Failure to improve Level 2 behaviour • Bullying/intimidation/ harassment (physical & verbal) • Offensive language towards others • Aggressive behaviours (e.g. throwing property) • Physical misconduct • Disrespect to peers (major) • Disrespect to staff (major) • Abusive language • Vandalism (minor) • Physical contact (major) • Class avoidance/ running away (on campus) • Truancy (moderate >5 days unexplained/term) • Threats of violence (verbal, physical or online)	• Continued Level 3 behaviours • Physical misconduct / fighting • Language - swearing out loud in class. • Language - swearing at a staff member/ volunteer. • Language - swearing as a response to the teacher. • Vandalism (major) • Theft (major) • Sexual harassment • Class avoidance / running away (leaving College grounds). • Alcohol / Smoking / Vaping • Truancy (+10 days unexplained/term) • Bullying (major) • Extortion • Inappropriate material on devices (major) • Unsafe behaviour (major)	• Failure to cease on Level 4 behaviours. • The student has continued to ignore the rights of others • Extreme physical violence • Illicit drug use/possession • Weapons
Possible Consequences	• Praise and recognition from the teacher / staff. • Whole school recognition at assembly	• Reminder /warnings given (verbal & visual) • Sit out during a game/playtime • Kept in class during breaks to complete work • Chronicle entry - Level 1 • Confiscation of unsanctioned items	• Chronicle entry - Level 2 • Teacher contact with parents • Lunch detention • Time Out Room/ Reflection Time	• Parent meeting with DPSMC • Loss of privileges (e.g. Interschool Sport, play areas) • Chronicle entry - Level 3 • Thursday Afterschool detention	• Internal/external suspension • Parent meeting • Chronicle entry - Level 4	• Record incident in Compass • External suspension • Expulsion
Support	• Praise note • Encouragement Award • Phone call home • Going to SMC Admin to show work • Diary stamps and stickers • Minor extrinsic rewards	• Refer to classroom behaviour management procedure. • After discussion /negotiation between student and teacher, the teacher will offer suggestions to help correct behaviour (refer to expectations)/ Restorative conversations • Class and school behaviour management procedure • Class/school rules (Big 5) displayed and discussed • Diary entry by teacher. • Referral to Guidance Counsellor / First Nations' Support Team	• Continue to work with the teacher to work out Individual Behaviour Support Plan / Behaviour Monitoring Form • Opportunity to discuss Reflection Time / away from class • Contact parents to advise of reflection time • Mediation / Circle Time • Restorative conversations • Referral to Guidance Counsellor/ First Nations' Support Team	• DPSMC to send out Student Survey form to teachers. • Individual Behaviour Plan developed • Behaviour Contract established • DPSMC/SLT: class visits – removal from class for the appropriate time to support the learning environment • Restorative conversations • Referral to Guidance Counsellor/ First Nations' Support Team	• DPSMC to contact parents and arrange a meeting. • Referral to outside agencies, if necessary • Referral to Guidance Counsellor • TCE Support Team	• Student and parents/carers will attend a meeting with the Principal and Teacher where a Behaviour Management Plan may be negotiated. • TCE Support Team

MT CARMEL CAMPUS

POSITIVE BEHAVIOUR MANAGEMENT CONSEQUENCES MATRIX

This table shows some consequences of not following the Big Five Values.
* Each circumstance will be treated on an individual basis.

	Expected Behaviours	Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours	Level 4 Behaviours	Extreme Behaviours
	All Staff	Teacher	Teacher in consultation with the Pastoral Leader	Pastoral Leader in consultation with DPPR	DPPR	Principal
Level Description	You are consistently behaving in ways that model our school values and beliefs.	Teachers are concerned about your behaviour or effort inside and/or outside of the classroom.	There has been no improvement in your behaviour or effort shown from the yellow level. Three level 1 triggers have been received.	Serious breach of code of conduct You have continued to ignore the rights of others. Three times outs have already been received.	Your behaviour is totally unacceptable	You may have seriously violated Code of Behaviour such as threatening behaviour with a weapon, intent to harm property or person, bringing illegal or dangerous items to school.
Behaviours at this level	• Following the School Code of Behaviour - Big 5 Values. • Wearing your hat in all outdoor spaces. • Walking on all concrete areas • Following directions • Participating fully in all activities • Completing set tasks • Using manners • Showing courage, commitment and compassion • Wearing uniform correctly and with pride.	• Not working to the best of one's ability • Calling out during discussions • Distracting others • Not playing fairly • Not participating in some activities (off-task) • Out of bounds areas when at lunch or walking back to class • Late to class • Littering • Non-compliant (minor) • Uniform infringement • Unsafe behaviour (minor) • Inappropriate use of ICT (minor). • Unsanctioned items - jewellery, phone etc. (minor) • Misuse of property (minor) • Disrespect to peers (minor) • Disrespect to staff (minor)	• Continued Level 1 behaviours. • Persistent serious disobedience / non-compliance (major) • Arguing with adults • Non-compliance / refusal to comply • Non-participation • Disrespectful to others • Intentional excluding others • Continued roughhousing after warnings • Bullying (minor) • Misuse of property (major) • Theft (minor)	• Continued Level 2 behaviours • Failure to improve Level 3 behaviour • Bullying/intimidation/ harassment (physical & verbal) • Offensive language towards others • Aggressive behaviours (e.g. throwing property) • Physical misconduct • Disrespect to peers (major) • Disrespect to staff (major) • Abusive language • Vandalism (minor) • Physical contact (major) • Class avoidance/ running away (on campus) • Truancy (moderate >5 days unexplained/term) • Threats of violence (verbal, physical or online)	• Continued Level 3 behaviours • Physical misconduct / fighting • Language - swearing out loud in class. • Language - swearing at a staff member/ volunteer. • Language - swearing as a response to the teacher. • Vandalism (major) • Theft (major) • Sexual harassment • Class avoidance / running away (leaving College grounds). • Alcohol / Smoking / Vaping • Truancy (+10 days unexplained/term) • Bullying (major) • Extortion • Inappropriate material on devices (major) • Unsafe behaviour (major)	• Failure to cease on Level 4 behaviours. • The student has continued to ignore the rights of others • Extreme physical violence • Illicit drug use/possession • Weapons
Possible Consequences	• Praise and recognition from the teacher / staff. • Whole school recognition at assembly	• Reminder /warnings given (verbal & visual) • Sit out during a game/playtime • Kept in class during breaks to complete work • Chronicle entry - Level 1 • Confiscation of unsanctioned items	• Chronicle entry - Level 2 • Teacher contact with parents • Lunch detention • Time Out Room/ Reflection Time	• Parent meeting with PL • Loss of privileges (e.g. Interschool Sport, play areas) • Chronicle entry - Level 3 • Thursday Afterschool detention	• Internal/external suspension • Parent meeting • Friday Afterschool detention • Chronicle entry - Level 4	• Record incident in Compass • External suspension • Expulsion
Support	• Praise note • Green Behaviour Sheet • Phone call home • Going to CL or PL to show work • Diary stamps and stickers • Minor extrinsic rewards	• Refer to classroom behaviour management procedure. • After discussion /negotiation between student and teacher, the teacher will offer suggestions to help correct behaviour (refer to expectations)/ Restorative conversations • Class and school behaviour management procedure • Class/school rules (Big 5) displayed and discussed • Diary entry by teacher. • Referral to Guidance Counsellor / First Nations' Support Team	• Continue to work with the teacher to work out Individual Behaviour Support Plan / Behaviour Monitoring Form • Opportunity to discuss Reflection Time / away from class • Contact parents to advise of reflection time • Mediation / Circle Time • Restorative conversations • Referral to Guidance Counsellor/ First Nations' Support Team	• PL to send out Student Survey form to teachers. • Individual Behaviour Plan developed • Behaviour Contract established • PL/SLT: class visits – removal from class for the appropriate time to support the learning environment • Restorative conversations • Referral to Guidance Counsellor/ First Nations' Support Team	• DPPR to contact parents and arrange a meeting. • Referral to outside agencies, if necessary • Referral to Guidance Counsellor • TCE Support Team	• Student and parents/carers will attend a meeting with the Principal and Teacher where a Behaviour Management Plan may be negotiated. • TCE Support Team

RESIDENTIAL

POSITIVE BEHAVIOUR MANAGEMENT CONSEQUENCES MATRIX

This table shows some consequences of not following the Big Five Values.

* Each circumstance will be treated on an individual basis

	Expected Behaviours	Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours	Level 4 Behaviours	Extreme Behaviours
	All Staff	House Parent	House Parent in consultation with the Head of Boarding	Head of Boarding in consultation with DPPR	DPPR	Principal
Level Description	You are consistently behaving in ways that model our school values and beliefs.	Staff are concerned about your behaviour or effort inside and/or outside of the residence.	There has been no improvement in your behaviour or effort shown from the yellow level.	Serious breach of code of conduct You have continued to ignore the rights of others. .	Your behaviour is totally unacceptable	You may have seriously violated Code of Behaviour such as threatening behaviour with a weapon, intent to harm property or person, bringing illegal or dangerous items to school.
Behaviours at this level	• Following the School Code of Behaviour - Big 5 Values. • Wearing your hat in all outdoor spaces. • Walking on all concrete areas • Following directions • Participating fully in all activities • Completing set tasks • Using manners • Showing courage, commitment and compassion • Wearing uniform correctly and with pride.	• Not working to the best of one's ability • Calling out during discussions/in the dining room • Distracting others • Not playing fairly • Not participating in some activities (off-task) • Out of bounds areas • Late to the bus • Not following residential routines • Littering • Non-compliant (minor) • Uniform infringement • Unsafe behaviour (minor) • Inappropriate use of ICT (minor). • Unsanctioned items - jewellery, phone etc. (minor) • Misuse of property (minor) • Disrespect to peers (minor) • Disrespect to staff (minor)	• Continued Level 1 behaviours. • Persistent serious disobedience / non-compliance (major) • Arguing with adults • Non-compliance / refusal to comply • Non-participation • Disrespectful to others • Intentional excluding others • Continued roughhousing after warnings • Bullying (minor) • Misuse of property (major) • Theft (minor)	• Continued Level 2 behaviours • Failure to improve behaviour • Bullying/intimidation/ harassment (physical & verbal) • Offensive language towards others • Aggressive behaviours (e.g. throwing property) • Physical misconduct • Disrespect to peers (major) • Disrespect to staff (major) • Abusive language • Vandalism (minor) • Physical contact (major) • Class avoidance/ running away (on campus) • Threats of violence (verbal, physical or online)	• Continued Level 3 poor behaviours • Physical misconduct / fighting • Language - swearing out loud in residence/dining room. • Language - swearing at a staff member/ volunteer. • Language - swearing as a response to the staff member. • Vandalism (major) • Theft (major) • Sexual harassment • Class avoidance / running away (leaving College grounds). • Alcohol / Smoking / Vaping • Bullying (major) • Extortion • Racist behaviour • Inappropriate material on devices (major) • Unsafe behaviour (major)	• Failure to cease on Level 4 behaviours. • The student has continued to ignore the rights of others • Extreme physical violence • Illicit drug use/possession/distribution • Weapons
Possible Consequences	• Praise and recognition from the teacher / staff. • Whole school recognition at assembly	• Reminder /warnings given (verbal & visual) • Sit out during a game/playtime • Kept back in study to complete work • REACH entry • Confiscation of unsanctioned items	• REACH Pastoral report • House parent contact with parents • In-dorm detention • Time Out Room/ Reflection Time	• Parent meeting with HOB • Loss of privileges (e.g. Interschool Sport, play areas, town leave & weekend leave) • REACH Pastoral report • In-residence detention	• Internal/external suspension • Parent meeting • Friday Afterschool detention • Chronicle entry	• Record incident in Compass • External suspension • Expulsion
Support	• Praise note • Green Behaviour Sheet • Phone call home • Going to CL or PL to show work • Diary stamps and stickers • Minor extrinsic rewards	• Refer to Boarding behaviour management procedure. • After discussion /negotiation between student and House parent, the House parent will offer suggestions to help correct behaviour (refer to expectations)/ Restorative conversations • School rules (Big 5) displayed and discussed • Reach pastoral report by Houseparent. • Referral to Guidance Counsellor / First Nations' Support Team	• Continue to work with the House parent to work out Individual Behaviour Support Plan / Behaviour Monitoring Form • Opportunity to discuss Reflection Time • Contact parents to advise of consequences • Mediation / Circle Time • Restorative conversations • Referral to Guidance Counsellor/ First Nations' Support Team • HOB to notify relevant Pastoral Leader	• HOB to send out Student Survey form to staff. • Individual Behaviour Plan developed • Behaviour Contract established • HOB: – removal from study for the appropriate time to support the learning environment • Restorative conversations • Referral to Guidance Counsellor/ First Nations' Support Team • Notify appropriate Pastoral Leader	• DPPR to contact parents and arrange a meeting. • Referral to outside agencies, if necessary • Referral to Guidance Counsellor • TCE Support Team	• Student and parents/carers will attend a meeting with the Principal • TCE Support Team • Referral to Guidance Counsellor • Referral to external agency