

Student Conduct and Behaviour Matrix

	Goal Behaviours	Managed Behaviours	Minor Incident	Moderate Incident	Major incident	Severe
Cooperation Respect Responsibility	<ul style="list-style-type: none"> Cooperative, respectful and responsible behaviour towards staff, fellow students, or public/private property. Willing to abide by the expectations and guidelines of the school Role model for fellow students 	<ul style="list-style-type: none"> One-off mild uncooperative, disrespectful, or irresponsible behaviour towards staff, fellow students, or public/private property. One-off refusal to follow instructions but student quickly becomes cooperative 	<ul style="list-style-type: none"> Continued uncooperative, disrespectful, irresponsible or defiant behaviour towards staff, fellow students, or public/private property. Continued refusal to follow instructions within a lesson (<u>low-risk consequences</u>) 	<ul style="list-style-type: none"> Persistent uncooperative, disrespectful, irresponsible or defiant behaviour towards staff, fellow students, or public/private property. Persistent refusal to follow instructions over several lessons (<u>same or different days; moderate risk consequences</u>) 	<ul style="list-style-type: none"> Major uncooperative, disrespectful, irresponsible or defiant behaviour towards staff, fellow students, or public/private property (may be one major incident or repeated behaviours causing significant distress to staff, students or member of the public) Major refusal to follow instructions over several lessons (<u>same or different days; moderate-high risk consequences</u>) 	<ul style="list-style-type: none"> Severe incident/s or repeated major incidents regarding non-compliance, disrespect or defiance; causing or likely to cause significant distress, physical and/or psychological harm to staff, students or member of the public. Student poses significant safety risk due to ongoing refusal to follow instructions (<u>high risk consequences</u>)
	<ul style="list-style-type: none"> Proactively hands in mobile phone or another device when requested Liaises with staff to retain mobile phone or other device for specific important reason e.g. expecting a call from an official agency; critically ill family member 	<ul style="list-style-type: none"> One-off refusal to hand in mobile phone or another device. Rectifies conduct of own accord or when prompted. 	<ul style="list-style-type: none"> Continued refusal to hand in mobile phone or another device (without discussion), <u>occurring across a single day</u>, without prior approval or permission Deceptive behaviour concerning a phone or another device, <u>usually an isolated incident</u> e.g. lying, accessing phone from phone box without prior approval or permission. 	<ul style="list-style-type: none"> Persistent refusal to hand in mobile phone or another device (without discussion), <u>occurring across several days</u>, without prior approval or permission Persistent deceptive behaviour concerning a mobile phone or another device e.g. repeated lying, repeatedly accessing phone from phone box without prior approval or permission 	<ul style="list-style-type: none"> Student accesses and/or deceptively uses mobile phone or another device at an inappropriate time or for an inappropriate purpose, particularly following previous or repeated refusals to follow guidelines for devices; <i>behaviour may cause or may be likely to cause distress or harm to staff, students or members of the public</i> Other major misuse of mobile phone or another device e.g. filming of staff or students without permission; phone calls during class time; inappropriate access to or use of the Internet or social media 	<ul style="list-style-type: none"> Student accesses and deceptively uses mobile phone or another device at an inappropriate time or for an inappropriate purpose, particularly following previous or repeated refusals to follow guidelines for devices; <i>behaviour causes or is likely to cause significant distress, physical and/or psychological harm to staff, students or members of the public.</i> Other severe misuse of mobile phone or another device e.g. filming of staff or students without permission; phone calls during class time to incite conflict or confrontation; inappropriate access to or use of the Internet or social media; using a recording device inappropriately; illegal conduct.
Language Appropriate Behaviour Vandalism Theft	<ul style="list-style-type: none"> Appropriate language 	<ul style="list-style-type: none"> Mild, infrequent inappropriate language (situational) 	<ul style="list-style-type: none"> Continued inappropriate language (situational) 	<ul style="list-style-type: none"> Persistent inappropriate language (situational) 	<ul style="list-style-type: none"> Offensive/abusive language and/or behaviour directed at or in response to a student, staff member or member of the public 	<ul style="list-style-type: none"> Repeated offensive/abusive language and/or behaviour directed at or in response to a staff member or member
	<ul style="list-style-type: none"> Appropriate behaviour 	<ul style="list-style-type: none"> Mild inappropriate or offensive behaviour 	<ul style="list-style-type: none"> Continued inappropriate or offensive behaviour 	<ul style="list-style-type: none"> Significant and/or persistent inappropriate or offensive behaviour 		
	<ul style="list-style-type: none"> Maintains clean and tidy environment 	<ul style="list-style-type: none"> Occasional minor littering 	<ul style="list-style-type: none"> Continued minor littering 	<ul style="list-style-type: none"> Deliberate, serious littering; student responds to staff appropriately 	<ul style="list-style-type: none"> Deliberate, serious littering; student does not respond to staff appropriately 	<ul style="list-style-type: none"> Continuation or severe escalation of any aforementioned behaviours despite interventions
	<ul style="list-style-type: none"> Respectful of property 	<ul style="list-style-type: none"> Minor damage to property, cleanable/fixable by student 	<ul style="list-style-type: none"> Damage to school property and/or private/public property, may or may not be able to be cleaned/fixed by student, may be accidental or deliberate e.g. graffiti 	<ul style="list-style-type: none"> Significant damage to school property and/or private/public property, may or may not be able to be cleaned/fixed by student, may be accidental or deliberate 	<ul style="list-style-type: none"> Vandalism – Significant, intentional damage to school and/or private/public property Theft – Possession of, or responsible for, removing someone else’s property without that person’s knowledge or permission 	
Classroom conduct	<ul style="list-style-type: none"> On-task, positive and productive conduct Concentrates to the best of ability Consistent effort and application to learning Appropriate use of technology 	<ul style="list-style-type: none"> Off-task, mildly disruptive behaviour Lack of concentration, effort and/or application Inappropriate use of technology 	<ul style="list-style-type: none"> Continued disruptive behaviour beginning to impact others Continued lack of concentration, effort and /or application Continued misuse of technology 	<ul style="list-style-type: none"> Persistent disruptive behaviour that impacts significantly on the learning environment. Persistent lack of engagement and/or refusal to engage in class activities or assessment tasks Persistent misuse of technology potentially causing issues in the learning environment 	<ul style="list-style-type: none"> Prolonged and/or major disruptive behaviour that has a major impact on the learning environment. Behaviour continues despite individualised support and intervention strategies Prolonged, repeated lack of engagement and/or refusal to engage in class activities or assessment tasks despite individualised support and intervention strategies Prolonged or deliberate misuse of technology causing significant issues in the learning environment 	<ul style="list-style-type: none"> Continuation or severe escalation of any aforementioned behaviours despite interventions

<p>Attendance</p> <p>Truancy</p>	<ul style="list-style-type: none"> • Punctual to class • Seeks permission to leave classroom • Attends school all or most days; strives to maximise attendance rate and adheres to attendance plan if required • Signs in and out of school as required 	<ul style="list-style-type: none"> • Occasional lateness to class • Leaving classroom for very <u>short time</u> without notifying teacher • Intermittent unexplained absences • Occasional neglect to sign in/sign out 	<ul style="list-style-type: none"> • Continued lateness to class without reasonable and accepted explanation • Leaving class for a <u>significant time</u> without permission (<u>returning</u>) • Leaving school grounds without permission (<u>returning</u>) • Continued neglect to follow sign in/sign out procedures 	<ul style="list-style-type: none"> • Persistent lateness to class without reasonable and accepted explanation • Leaving class without permission (<u>not returning</u>) • Leaving school grounds without permission (<u>not returning</u>) • Persistent neglect to follow sign in/sign out procedures • Lack of effort to engage in Attendance Improvement Plan 	<ul style="list-style-type: none"> • Continuation or escalation of any aforementioned behaviours despite interventions • Frequent absence without appropriate and/or accepted explanation • Student and/or parent/caregiver unable to be contacted • Persistent truancy • Persistent non-adherence to Attendance Improvement Plan 	<ul style="list-style-type: none"> • Severe escalation of any aforementioned behaviours despite interventions • Extended absence without appropriate and/or accepted explanation • Student and/or parent/caregiver persistently unable to be contacted • Neglect - Educational
<p>Safety</p>	<ul style="list-style-type: none"> • Behaves safely and responsibly at all times • Proactively avoids unsafe or irresponsible behaviour 	<ul style="list-style-type: none"> • Low-risk unsafe behaviour e.g. swinging on chair, feet on table/chair • Indirect throwing of objects e.g. paper balls into bin 	<ul style="list-style-type: none"> • Moderate-risk unsafe behaviour e.g. not following teacher instructions to cross road safely; no harm 	<ul style="list-style-type: none"> • Moderately high-risk unsafe behaviour e.g. not following teacher instructions to cross road safely; chance of accident unlikely but not impossible 	<ul style="list-style-type: none"> • High-risk unsafe behaviour e.g. not following teacher instructions to cross road safely; chance of accident likely or closely avoided 	<ul style="list-style-type: none"> • Extreme-risk unsafe behaviour – deliberately defying safety instructions to put self and/or others at risk • Self-harm
<p>Safety</p>	<ul style="list-style-type: none"> • Maintains appropriate physical and personal space 	<ul style="list-style-type: none"> • Low-risk physical interactions between friends e.g. playing, mucking around, forgetting about appropriate physical boundaries 	<ul style="list-style-type: none"> • Accidental physical interaction that causes <u>no harm or injury</u> e.g. bump and fall. 	<ul style="list-style-type: none"> • Accidental physical interaction that causes <u>minimal harm or injury</u> e.g. accidentally knocking someone over in game 	<ul style="list-style-type: none"> • Deliberate or suspected deliberate physical interaction that causes or is likely to cause harm or injury e.g. fighting, barging or direct forceful throwing 	<ul style="list-style-type: none"> • Continuation or severe escalation of any aforementioned behaviours despite interventions
<p>Safety</p>	<ul style="list-style-type: none"> • Respects school rules regarding banned items 	<ul style="list-style-type: none"> • One-off possession and/or use of banned items e.g. energy drinks, aerosols; <u>responds</u> to staff directions 	<ul style="list-style-type: none"> • Continued possession and/or use of banned items e.g. energy drinks, aerosols; <u>responds</u> to staff directions and consequences 	<ul style="list-style-type: none"> • Possession and/or use of banned items e.g. energy drinks, aerosols; <u>does not respond</u> appropriately to staff directions 	<ul style="list-style-type: none"> • Behaviour that indicates suspected possession/use of illegal or prohibited items e.g. weapons, illegal drugs, alcohol 	<ul style="list-style-type: none"> • Possession/use of illegal or prohibited items e.g. weapons, illegal drugs, alcohol • Disclosure by students of illegal items in the home
<p>Safety</p>	<ul style="list-style-type: none"> • Appropriate use of school equipment 	<ul style="list-style-type: none"> • Mildly inappropriate or disrespectful use of school or public equipment (not causing damage or harm) 	<ul style="list-style-type: none"> • Inappropriate or disrespectful use of school or public equipment (causing minimal damage or harm) e.g. throwing balls inside or at windows 	<ul style="list-style-type: none"> • Inappropriate or disrespectful use of school or public equipment (causing or likely to cause significant damage or harm) e.g. broken equipment, deliberate dropping of laptop 	<ul style="list-style-type: none"> • Significant damage caused to school or public equipment or property e.g. broken computer screen, hole punched in wall. 	<ul style="list-style-type: none"> • Continuation or severe escalation of any aforementioned behaviours despite interventions at each level
<p>Socialising Relationships</p> <p>Harassment</p> <p>Bullying</p> <p>Aggression</p> <p>Violence</p> <p>Abuse</p>	<ul style="list-style-type: none"> • Engages positively with other students • Responds to conflict with staff or other students responsibly and/or seeks assistance from staff to mediate • Proactively reports incidents of harassment, bullying, aggression, violence and/or abuse of self or others to staff • Respects personal and physical space of staff and students 	<ul style="list-style-type: none"> • One-off banter between students, perceived as minor conflict, quickly resolves itself • Minor incident resulting in disagreement or low-level conflict, resolved by students themselves or with minimal staff intervention • Occasional lapse of personal and/or physical space between students and/or staff e.g. may be friendly or mildly aggressive (banter, clear mucking around) 	<ul style="list-style-type: none"> • Continuation of low-level conflict resulting in ongoing tension between students. Students may respond to staff intervention, but may not be committed to resolving core conflict • Unwanted or inappropriate physical contact/interaction between students • Harassment – unwanted pressure, yelling, put downs, looks/staring, laughing pointedly, name calling, personal attacks, cyber, social isolation or non-verbal pestering, inappropriate use of social media. • Generalised verbal aggression or inappropriate language directed at staff or students. 	<ul style="list-style-type: none"> • Persistent conflict resulting in ongoing tension between students. Students tend not to respond to staff intervention, and are not committed to resolving core conflict • Persistent unwanted or inappropriate physical contact/interaction between students • Persistent Harassment – harassment continuing as outlined in “Minor Incident” and despite disciplinary actions. Further harassment will be treated as “Bullying” • Targeted, aggressive/ abusive inappropriate language – language intended to cause someone to feel humiliated, intimidated or threatened. May be directed at staff or students. 	<ul style="list-style-type: none"> • Bullying – Persistent harassment despite “Moderate Incident” actions • Abuse – A threat or act of intimidation (physical, verbal, cyber) • Fighting – Serious physical contact where injury may occur. • Threats of harm or to harm by use of social media or other communication device 	<ul style="list-style-type: none"> • Continuation or severe escalation of any aforementioned behaviours despite interventions at each level • Neglect – Medical, Social, Physical • Physical Abuse e.g. observed, disclosed, reported • Sexual Abuse e.g. disclosed, observed behaviours, reported • Incitement to suicide
<p>Conflict Resolution</p>	<ul style="list-style-type: none"> • Willing to engage in discussion and/or mediation to resolve conflict with students or staff • Responds positively to strategies employed to rebuild relationships • Utilises self-control to maintain distance from someone with whom conflict cannot be resolved at a point in time 	<ul style="list-style-type: none"> • Requires encouragement and support to engage in discussion and/or mediation to resolve conflict with students or staff • Responds gradually to strategies employed to rebuild relationships • Attempts to utilise self-control to maintain distance from someone with whom conflict cannot be resolved at a point in time 	<ul style="list-style-type: none"> • Requires significant encouragement and support to engage in discussion and/or mediation to resolve conflict with students or staff • Requires significant support to commit to strategies employed to rebuild relationships to a workable state, <u>indicates willingness</u> • Unable to consistently maintain distance from someone with whom conflict cannot be resolved at a point in time 	<ul style="list-style-type: none"> • Continued reluctance to engage in mediation or other conflict resolution strategies, <u>despite encouragement and support</u> • Limited commitment to resolving conflict and rebuilding relationships to a workable state, despite support • Continues to engage in conflict; resists resolution strategies or interventions 	<ul style="list-style-type: none"> • Persistent reluctance to engage in mediation or other conflict resolution strategies, <u>despite encouragement and support</u> • Refuses to commit to resolving conflict, <u>despite support</u> • Continues to engage in conflict. Refuses to acknowledge/implement resolution strategies or interventions 	<ul style="list-style-type: none"> • Refuses to engage in mediation or other conflict resolution strategies simultaneously continuing to incite or aggravate conflict in the school environment

CONSEQUENCES	Goal Behaviours	Managed Behaviours	Minor Incident	Moderate Incident	Major incident	Severe
<i>All incidents and consequences should be considered on an individual basis, and the principles of procedural fairness applied at each stage of this process</i>						
<p>Initial Actions</p> <p>Home Contact</p>	<ul style="list-style-type: none"> Contact home regularly to acknowledge positive conduct 	<ul style="list-style-type: none"> Contact home if deemed necessary after consultation with Head Teacher/s 	<ul style="list-style-type: none"> Contact home if deemed necessary after consultation with Head Teacher/s 	<ul style="list-style-type: none"> Contact home and notify of incident Seek and/or offer supportive strategies for managing incident For attendance issues, commence letters home, allow 2-week interval between letters. Report incident to relevant agencies or authorities as necessary e.g. Police, Mandatory Report, CAMHS, if deemed necessary 	<ul style="list-style-type: none"> Contact home and notify of incident Seek and/or offer supportive strategies for managing incident Notify Parent/Carer that consequences and a meeting will be required For persistent attendance issues and no improvement as a result of letters sent home, request parent/carers meeting via further letter and phone call. Follow advice of AISNSW. Report incident to relevant agencies or authorities as necessary e.g. Police, Mandatory Report, CAMHS if deemed necessary 	<ul style="list-style-type: none"> Contact home and notify of incident Seek and/or offer supportive strategies for managing incident Notify Parent/Carer that consequences and a meeting will be required Attendance: No improvement or contact from parent/carers in response to phone calls or letters, follow advice of AISNSW. Proceed to Secretary's Conference or withdrawal or enrolment Report incident to relevant agencies or authorities as necessary e.g. Police, Mandatory Report, CAMHS if necessary
<p>Time Out / Reflection</p> <p>Positive Rewards</p> <p>Parent/ Carer Meeting</p>	<ul style="list-style-type: none"> Follow WRCS Reward System 	<ul style="list-style-type: none"> Follow WRCS Reward System (Green, Orange, Red Sticker Chart) Short-term time out/reflection in safe space to re-focus, de-escalate and provide opportunity for student to discuss the issues 	<ul style="list-style-type: none"> Follow WRCS Reward System (Green, Orange, Red Sticker Chart) Short-term time out/reflection in safe space to re-focus, de-escalate and provide opportunity for student to discuss the issues Restriction of individual privileges Apply logical consequences if possible/appropriate Executive involvement to assist behaviour management if necessary Parent/carers, staff, and student meeting to devise strategies 	<ul style="list-style-type: none"> Follow WRCS Reward System (Green, Orange, Red Sticker Chart) Short-term time out/reflection in safe space to re-focus, de-escalate and provide opportunity for student to discuss the issues Withdrawal of student/s from classroom learning environment for de-escalation if deemed necessary Restriction of individual privileges Apply logical consequences if possible/appropriate Executive involvement to assist behaviour management if necessary Parent/carers, staff, and student meeting may be required to devise strategies 	<ul style="list-style-type: none"> Follow WRCS Reward System (Green, Orange, Red Sticker Chart) Short-term time out/reflection in safe space to re-focus, de-escalate and provide opportunity for student to discuss the issues Withdrawal of student/s from classroom learning environment for de-escalation if deemed necessary Restriction of individual privileges Apply logical consequences if possible/appropriate Executive involvement to assist behaviour management Parent/carers, staff, and student meeting may be required to devise strategies 	<ul style="list-style-type: none"> Follow WRCS Reward System (Green, Orange, Red Sticker Chart) Short-term time out/reflection in safe space to re-focus, de-escalate and provide opportunity for student to discuss the issues Withdrawal of student/s from classroom learning environment for de-escalation if deemed necessary Restriction of individual privileges Apply logical consequences if possible/appropriate Executive involvement to assist behaviour management Parent/carers, staff, and student meeting may be required to devise strategies
In-School Suspension			<ul style="list-style-type: none"> Depending on the severity, continuation, or escalation of behaviours, an in-school suspension may be applied. Duration flexible, up to 3 school days Resolution/reflection should occur at end of in-school suspension 	<ul style="list-style-type: none"> Depending on the severity, continuation, or escalation of behaviours, an in-school suspension may be applied. Duration flexible, up to 5 school days In-school suspension may be used in conjunction with an out-of-school suspension. Resolution/reflection should occur at end of in-school suspension with parent/carers, staff, and student involvement 	<ul style="list-style-type: none"> Depending on the severity, continuation, or escalation of behaviours, an in-school suspension may be applied. Duration flexible: An in-school suspension may or may not be used in conjunction with an out-of-school suspension. <p><i>In the event of major incident/s, an in-school suspension may not be appropriate, and an out-of-school suspension should be applied.</i></p>	<ul style="list-style-type: none"> Depending on the severity, continuation, or escalation of behaviours, an in-school suspension may be applied. Duration flexible: An in-school suspension may or may not be used in conjunction with an out-of-school suspension. <p><i>In the event of severe incident/s, an in-school suspension may not be appropriate, and an out-of-school suspension should be applied.</i></p>
Suspension				<ul style="list-style-type: none"> Depending on the severity, continuation, or escalation of behaviours, an out-of-school suspension may be applied. Duration flexible, up to 5 school days Resolution/reflection should occur at end of an out-of-school suspension with parent/carers, staff, and student involvement 	<ul style="list-style-type: none"> Depending on the severity, continuation, or escalation of behaviours, an out-of-school suspension may be applied. Duration flexible, up to 10 school days Resolution/reflection should occur at end of an out-of-school suspension with parent/carers, staff, and student involvement If resolution is not successful, proceed to further suspension or exclusion 	<ul style="list-style-type: none"> Depending on the severity, continuation, or escalation of behaviours, an out-of-school suspension may be applied. Duration flexible, up to 20 school days Resolution/reflection should occur at end of in-school suspension with parent/carers, staff, and student involvement. If resolution is not successful, proceed to exclusion
Exclusion					<ul style="list-style-type: none"> Principal and Head Teachers Discretion 	<ul style="list-style-type: none"> Principal and Head Teachers Discretion
Expulsion						<ul style="list-style-type: none"> Principal and Head Teachers Discretion