ALKIMOS
COLLEGE

Positive Behaviour Plan

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Positive Behaviour Plan

1.0 Rationale

At Alkimos College we have clear behavioural guidelines and expectations based on a 'High Performance – High Care' culture. All students are expected to abide by this, and the Good Standing Policy assists all students in adhering to the college motto of **Aspire, Act, Achieve**.

1.1 Motto

Aspire

- **We will** inspire our students and staff to unleash a passion for learning, to realise their aspirations.
- **We will** build self-belief in their capacity to aim high, set goals and exceed their potential.

Act

- **We will** support our students and staff in making plans that are acted upon, to work towards their goals.
- **We will** have high expectations and will challenge our college community to reach higher. Challenge and taking risks is sometimes accompanied by failure, which in itself is part of the learning process.
- **We will** build resilient minds to help overcome any adversity.

Achieve

- **We will** empower our students and staff to achieve their goals and celebrate success and achievement.
- **We will** foster pride in the college community, through the opportunity to recognise and share in the success of others.

1.2 Values

Learning:

- **We will** have a positive approach to learning and encourage it in others. We advance based on our belief that all members of the college community have the capacity to learn.

Excellence:

- **We will** have high expectations of ourselves and others. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.

Equity:

- **We will** recognise the differing circumstances of our college community members and are dedicated to ensuring the best possible outcomes for all. We strive to create workplaces and learning environments that are fair and inclusive. Personal and social circumstances are not obstacles to achieving educational potential.

Care :

- **We will** treat all members of the college community with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working with parents/carers and the wider community, in the provision of high quality education.

1.3 Vision Statement

'Creating resilient minds for a connected world'.

At Alkimos College our students work together to foster creativity and innovation to create empowered individuals. We provide a safe and inclusive environment where "hands on" and "minds on" learning experiences are embedded in everyday college life. Our staff and students strive for excellence and grow with our community to cultivate a culture of high-quality teaching and learning.

2.0 The Alkimos Approach

Our Positive Behaviour Plan reflects our focus on strengthening relationships between all members of the college community. This is supported by firm and consistent consequences, which are fair and equitable for all.

STUDENTS

- We set goals, exceed our potential and celebrate successes
- We respect the rights of others
- We behave in a positive manner
- We take responsibility for our learning
- We have a positive approach to learning
- We challenge ourselves to take risks
- We set goals and exceed our potential
- We always follow staff instructions
- We ensure mobile devices are off and away all day
- We are prepared for, and attend all classes on time
- We respect our college environment
- We take pride in representing the college and wearing the uniform

STAFF

- We build positive relationships with students, staff and the wider college community
- We model behaviour that is expected from students
- We model the college instructional framework
- We prepare engaging lessons that meet the needs of all students
- We consistently model professional conduct
- We reflect and engage in professional learning, to enhance our practice
- We promote creative and innovative thinking
- We arrive to class on time and greet students at the door
- We maintain accurate attendance and pastoral records
- We work in partnership with parents/carers for the benefit of their child
- We have fun and celebrate success

2.1 STUDENTS - Rights and Responsibilities

Right to:

- Work in a productive and engaging environment
- Learn without being disrupted
- Feel respected and valued
- Have a safe, healthy and clean environment
- Have their college and personal property protected
- Be listened to at an appropriate time and place

Responsibility to:

- Be respectful, courteous and honest
- Actively and positively engage themselves in college work and activities
- Support the learning of all students
- Treat others with respect and dignity
- Strive to keep the college grounds clean
- Protect college or personal property
- Value others' opinions and rights
- Represent the college positively in the community

2.2 STAFF - Rights and Responsibilities

Right to:

- Work in a respectful, courteous and honest environment
- Teach in a safe, secure and clean environment
- Teach in a purposeful and engaged environment
- Have co-operation and support from all colleagues, parents/carers and students

Responsibility to:

- Model respectful, courteous and honest behaviour
- Ensure that the college environment is kept neat, tidy and secure
- Establish positive relationships with students, parents/carers and colleagues
- Ensure the organisation and planning of all aspects of college and curriculum
- Report student progress to parents/carers

2.3 PARENTS/CARERS – Rights and Responsibilities

Right to:

- Send their child into a respectful, courteous and honest environment
- Be informed of course and curriculum material, positive behaviour procedures and decisions affecting their child's education and welfare
- Be informed of their child's progress
- Access a meaningful and high-quality education for their child
- Be heard in an appropriate forum on matters related to their child's education

Responsibility to:

- Model respectful, courteous, and honest behaviour
- Actively participate in providing positive and corrective support to student
- Ensure that their child attends college
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment
- Support the college in providing a meaningful education for their child

3.0 College Conduct

College Conduct is underpinned by our values of **Learning, Excellence, Equity** and **Care** with:

- A positive approach to learning and encouraging it in others.
- High expectations of ourselves and others. We set standards of excellence and strive to achieve them.
- Recognising the differing circumstances of our college community members and being dedicated to ensuring the best possible outcomes for all.
- Creating learning environments that are fair and inclusive.
- Relationships based on trust, mutual respect, and the acceptance of responsibility.
  (Refer to 6.7 Behaviour Support Flowchart regarding consequences for issues and concerns)

3.1 Academic Performance

- Completion of all requirements of their study program.
- Timely submission of all home-study, assignments, and coursework.
- Working at a level which reflects the ability of the student.
  (Refer to Assessment Policy regarding consequences for issues and concerns)

3.2 Attendance and Punctuality

- Regular school attendance (which the Department of Education regards as 90% or above).
- Attending all timetabled classes (unless signed in at an alternate program/alternate area).
- Attending all classes on time.
  (Refer Appendix G: Attendance Policy regarding consequences for issues and concerns)

3.3 Dress Standards

- Students are required to wear the Alkimos College uniform as per the Department Policy on school dress code. The college Board has approved the uniform.
- Enrolment at Alkimos College is a commitment to meet the dress code requirements.
- Only items purchased through Uniform Concepts (and with the Alkimos logo) are regarded as college uniform.
- Closed in shoes (e.g. sneakers and trainers) are required by all students for occupational health and safety reasons (Ugg boots, slippers, crocs are not allowed).
- Students may be asked to remove jewellery (e.g. hooped earrings) and/or tie hair back if required (due to Occupational Health and Safety reasons).
- Excessive makeup is not accepted.
- Non-college clothing cannot be visible. E.g. long sleeve shirts cannot be worn underneath college shirts.
  (Refer to Appendix C: Dress Code Policy regarding processes for students out of uniform)

4.0 Rules and Expectations

The following rules are for the purpose of defining boundaries of student behaviour and are aimed at improving student performance, positive well-being, and safety.

4.1 Designated Student Access Areas

- Students are not permitted to access internal corridors and storage areas unless under teacher supervision.
- Upstairs areas are out of bounds during breaktimes **except** for the Library (which is only to be accessed using the external stairs outside the Café.
- Students can access upstairs areas (to wait outside their classrooms) after the movement bell.
- Students may only enter classrooms under teacher direction.

4.2 Students Out of Class During a Lesson

- Students out of class during lesson time must carry a purple Movement Pass provided by a staff member.
- Students are expected to use Breaks 1 and 2 as an opportunity for them to have been to the toilet, ate some food and had a drink.

4.3 Leaving College Grounds

- Students may only leave college grounds during the college day after obtaining permission from parents/carers and a Leave Pass from Student Services. Where possible the pass should be obtained prior to school or at break times.
- All students leaving grounds need to come to Student Services to sign out and be picked up by a parent/carer.
- A note from parents/carers giving permission for a student to leave college grounds should only be for unavoidable or medical circumstances. This may include a specialist appointment or family emergency.

4.4 Mobile Phones and Personal Electronic Devices

- All mobile phones and electronic devices need to be “Off and away all day”.
  (Refer to Appendix A: Mobile Phone and Electronic Devices Policy regarding consequences for issues and concerns)

4.5 Curriculum Materials

- It is expected that students take pride in their schoolwork. College provided curriculum materials and personal belongings are to be maintained without graffiti and drawings not related to curriculum.
- Students are expected to be actively involved in learning at all times and be prepared for classes with the necessary equipment.

4.6 Public Transport

- College behavioural expectations apply to students in the community whilst wearing the college uniform.
- It is expected that behaviour on public transport will be exemplary.

4.7 Bikes, E-Bikes, scooters, E-Scootersand skateboards

- E-Bikes and E-Scooters are not prohibited for students under the age of 16
- Bikes and scooters must be locked up in the bike compounds behind Blocks’ C and F. The bike compound will be locked from 8:40 am till 2:50 pm. Students are encouraged to use a bike lock to keep their bike and/or scooter safe.
- Students who ride a bike or scooter to the college and arrive after 8:40 am will need to take the bike or scooter to Student Services and a staff member will open the bike compound for the student. These students must walk their bike or scooter through the college grounds, not ride it.
- Skateboards are not permitted on college grounds.

4.8 Prohibited and Illicit Substances/Items

- Prohibited substances are not permitted on college grounds. This includes alcohol, tobacco, vapes, any object that could be considered a weapon, thick texta markers, water pistols/guns, water balloons
- Chewing gum, and aerosol cans are not permitted on grounds.
- Illegal drugs such marijuana are classified as a Class A illicit substance. If any student brings any illegal drugs or drug paraphilia to the college, police will be notified.

5.0 Positive Behaviour Support

Staff support positive behaviour using best practice models in line with current Department of Education policy. This includes proactive Positive Behaviour Support (PBS) measures, as well as Classroom Management Strategies (CMS) and a Restorative Practice approach.

5.1 Positive Practice

Staff at Alkimos College demonstrate best practice as follows:

- Explicit teaching of social competencies in the Health and Well-being program, Anchor.
- Establishing and practising specific routines to maintain positive conduct.

- Establishing positive relationships with all students to promote a sense of respect, belonging and acceptance.
- Setting clear, consistent, and published expectations on behavioural rules and conduct.
- Considering individual learning styles and needs.
- Creating interesting, targeted, and stimulating lessons.
- Providing positive reinforcement and recognition of positive conduct.
- Using low key CMS practices to keep students engaged and maintain a positive atmosphere.

5.2 Interventions

Staff implement logical and natural consequences for students who do not meet the college code of conduct. The focus is on modifying the behaviour instead of punishing the student. Staff agree to:

- Provide clear, concise and consistent messages about behavioural expectations.
- Use low key CMS principles as a first strategy.
- Deal with issues and concerns in a timely and effective manner.
- Document relevant Behaviour and/or Social/Emotional Concerns to Compass.
- Acknowledge student differences and use a variety of strategies to cater for individual needs.
- Communicate with students and parents/carers about behavioural issues and concerns in a non-judgemental manner, targeting behavioural observations and not the person.
- Provide regular and timely feedback to students and parents about progress, issues and concerns. Document as such as Parent/carer Communication to Compass.
- Support students to take responsibility for any issues and concerns.
- Consult with HoLAs and refer ongoing behaviour concerns and documented previous intervention to them. Utilise college-wide referral documents and shared Learning Area behaviour contract template.
- Consult with Student Services and Associate Principals to discuss specific students and/or possible intervention strategies (as required).
- Log interventions and strategies on Compass in a timely manner.

5.3 Referrals

If a staff member has employed and documented a variety of intervention strategies and the student still does not comply with acceptable college conduct, they can refer the student, as per Behaviour Support Flowchart (Refer 6.7).

- Referrals need to follow the Behaviour Support Flowchart.
- Any referral must be accompanied by strategies (as documented on Compass) the staff member has utilised in an attempt to modify the student's behaviour.
- All referrals must be entered on Compass.
- Staff need to be explicit that a student has been referred and to whom the student has been referred to.

5.4 Fast Tracked Referrals

Students who are involved in serious offences and major misdemeanours will be "fast-tracked" to the Student Services Coordinator as a first port of call or the relevant Associate Principal if the Student Services Coordinator is not available. Such offences are instances where the safety and well-being of an individual is being threatened. These may include, but are not limited to:

- Verbal abuse or threats to a staff member.
- Physical abuse of a staff member, or other student.
- Carrying weapons of any description.
- In the possession, or under the influence of, any drugs/alcohol.
- Wilful damage to college property.
- Behaviour associated with suicidal or non-suicidal self-injury.

5.5 Defusing Escalated Incidents

Staff will use CMS strategies to de-escalate and minimise disruptions, but occasionally situations will escalate quickly and/or despite the staff member using a variety of low key strategies.

- Focus on the undesired behaviour and not the student.
- If there are any students supporting the undesired behaviour, deal with the allies first.
- Give the student an opportunity to "save face" and give them an alternative to the escalation.

- Remain calm and remove the student from the environment and into a private area (that is monitored) for “cool down time”.
- If the situation keeps escalating, request the support of a HoLA, relevant Year coordinator, Student Services Coordinator, or relevant Associate Principal.
- Document on Compass.

5.6 Physical Altercations

- Read the situation that is developing and only physically intervene if it is safe to do so.
- Gain the students attention using a loud noise, a clap or a shout. Ask them to stop.
- Make eye contact with and direct the student who stops first, to go to another area.
- Staff are to assist by dispersing any crowd.
- Document on Compass.
- Designated staff member to complete Incident Report/AIIR Form.

5.7 Suspensions

- In a situation where there has been a deliberate breach of college conduct a student may be suspended. Students involved with/in a fight or any illegal activity will be automatically suspended.
- Following a period of suspension, it is recommended that the suspended student is not permitted to re-enter college grounds until a re-integration case conference with a parent/carer and the student has occurred, as well as restorative practices with relevant staff and/or students (as applicable).
- Support strategies post suspension may include; Case Conferences, Escalation Profiles, Individual Behaviour Plans and/or a Monitoring Sheet, and/or possible Loss of Yard Privilege
- Students who are continually suspended will have increased consequences, including internal and external agency support.

6.0 Roles and Responsibilities

At Alkimos College, all staff are committed to supporting positive student behaviour and have roles and responsibilities as follows:

6.1 All staff

- Acknowledge a responsibility to positively contribute to the overall tone of the college including modelling the college motto, values, and vision.
- Support all students to enact the college motto, values, and vision.
- Abide by the Duty of Care and Child Protection Policies regarding attendance and information they receive about students.
- Must hold a current Working with Children Check and are subject to Department polices such as Equal Opportunity and Code of Conduct.

6.2 Teachers

- Provide a positive and supportive learning environment.
- Ensure that curriculum is relevant, engaging, and appropriate to the student’s abilities and needs.
- Provide opportunities for all students to access targeted curriculum.
- Have knowledge of Classroom Management in Schools (CMS), Positive Behaviour Support and Restorative Practices.
- Are aware of the student Code of Conduct (Refer 3.0 – 3.3) and behaviour support procedures (Refer 6.7) and reinforce it through the application of classroom practices.
- Are consistent and fair in their application of behavioural consequences for Level 1 behavioural concerns, following guidelines and steps set out in the relevant Behaviour Support Flowchart (Refer 6.7).
- Consult with relevant HOLA to address Level 2 behavioural concerns.
- Document all relevant issues and concerns, as well as positives, on Compass.
- Make regular contact with parents/carers to inform them of any issues and concerns and/or their child's progress.

6.3 Heads of Learning Areas/Program Coordinators

- Provide support for classroom teachers for Level 1 and 2 behavioural concerns including advice on management strategies, professional learning activities, case management support and conflict resolution (Refer 6.7).
- Support students to meet behavioural expectations and positive college conduct.
- Where needed, act as a mediator to resolve issues and concerns using Restorative Practices.

6.4 Year Coordinator

- Support students in assigned year group, to maintain regular attendance and positive behaviour.
- Counsel students from a pastoral care point of view, establishing reasons for Level 1 and 2 behavioural concerns and promotion of positive behaviours.
- Ongoing communication with parents/carers regarding Level 2 behavioural concerns.
- Refer any Level 3 behavioural concerns to the applicable Program Coordinator (refer Positive Behaviour Plan 6.7: Behaviour Support Flowchart).
- Act as a mediator, where needed, to resolve issues and concerns using Restorative Practices.

6.5 Student Services Coordinators

- Provide support for staff for Level 3 and 4 behavioural concerns.
- Coordinate Student Services personnel to provide support and in addition, organise cross curriculum progress reports on students or counselling referrals to other Student Service personnel and outside agencies.
- Counsel students from a pastoral care point of view, establishing reasons for Level 3 and 4 behavioural concerns and promotion of positive behaviours.
- Maintain contact with parents/carers of students exhibiting Level 3 and 4 behavioural concerns.
- Organise case conferences for Students at Educational Risk (SAER).
- Act as a mediator, where needed, to resolve issues and concerns using Restorative Practices.

6.6 School Psychologist

- Support and advise Student Services Coordinator on best practice models for optimising engagement and positive behaviour.
- Support staff, as required.
- Attend case management meetings, as required.
- Assist in development of documented plans.

6.7 Chaplain, Youth Workers

- Support staff, as required.
- Attend case management meetings, as required.
- Other duties as designated by the Student Services Coordinator.

6.8 Associate Principals

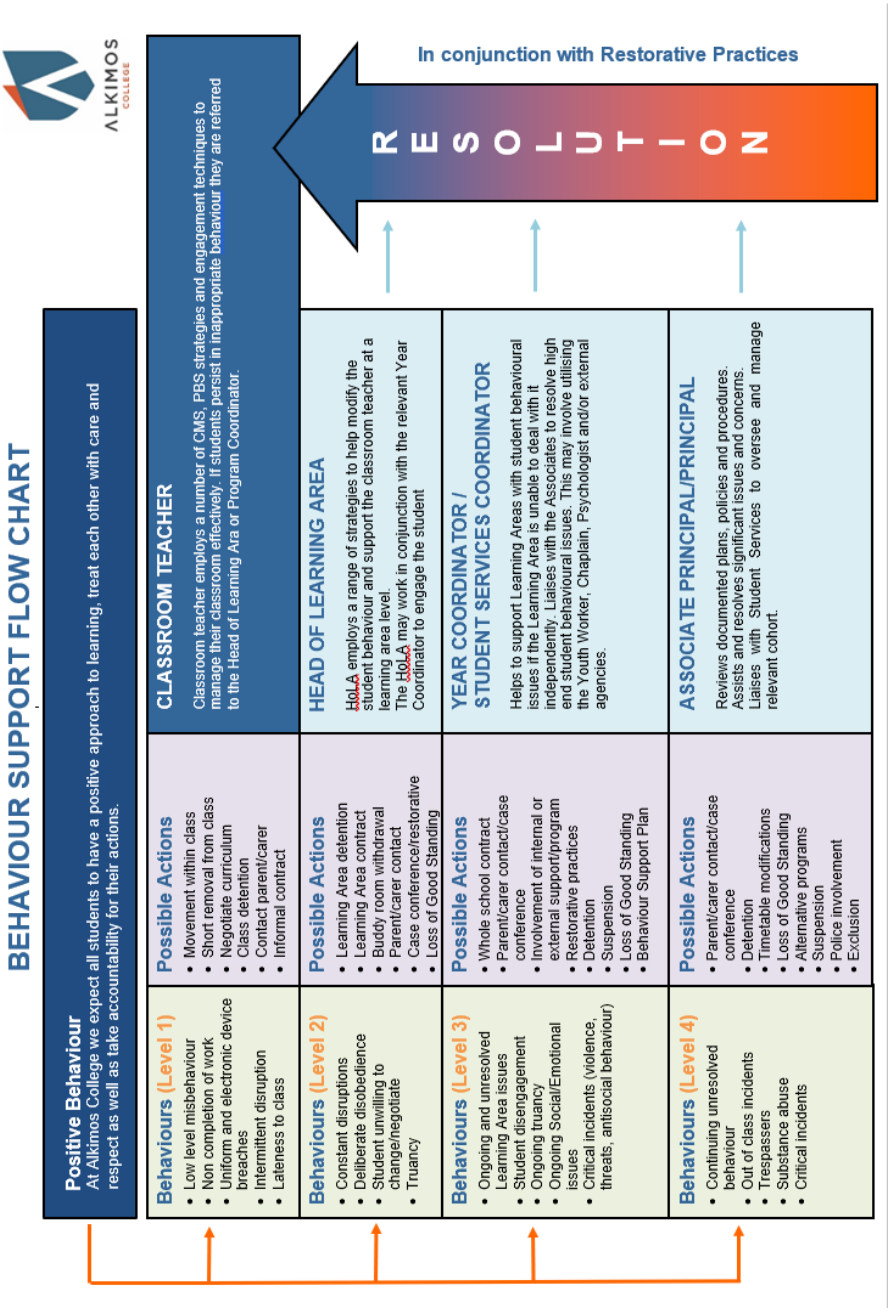
- Promote a positive college environment.
- Manage Level 4 behavioural concerns and end-of-line behaviour management of issues and concerns in their designated year groups.
- Suspend a student in in their designated year groups, as authorised by the Principal, for any severe breach of college conduct.
- Support staff in their relevant Learning Area to maintain a positive learning environment.
- Support the community with issues and concerns pertaining to their relevant year group.

6.9 Principal

- Promote a positive college environment.

- Authorises the suspension of a student for any severe breach of college conduct
- Oversees PBP processes and policies in consultation with the Executive and leadership teams.

6.9.1 Behaviour Support Flowchart



7.0 Review of Positive Behaviour Plan

- Operational aspects of the policy will be reviewed on a regular basis.
- Executive and Leadership will review and modify the PBP as necessary. This will be done in conjunction with amendments to Department policy and guidelines.

8.0 Related Documents

Category	Document Title
Related Department polices	Student Behaviour in Public Schools Policy and Procedures
	Requirements related to the Student Behaviour Policy and Procedures

	Guidelines on the Exclusion process
	Students at Educational Risk in Public Schools Policy and Procedures

9.0 History of Changes

Effective	Last Updated	Policy Version	Notes
18/09/19		1	
	5-12-22	2	Change SEQTA to Compass
	20-2-22	3	Formatting and typographical errors 4.7 - Addition of vapes as illicit substance 6.3 - Addition of Program Coordinators 6.5 - Addition of designated year groups
	19-9-23	4	Addition of 6.4, 6.5, 6.6 specified roles and responsibilities 6.2 to 6.9 (Inclusive of Behaviour Support Flowchart) references Level 1 – 4 behavioural concerns.
	28-11-24	5	Additions to 3.3 Dress Standards Additions and amendments to 4.2 Students Out of Class During a Lesson Additions to 4.7 Bikes, scooters and skateboards Additions and amendments to 4.8 Prohibited and Illicit Substances/Items Additions to 5.2 Interventions Additions to 5.6 Physical Altercations Additions to 5.7 Suspensions
	17-12-25	6	Addition to 4.7 Bikes, E-Bikes, scooters, E-Scooters and skateboards Amendment to 4.2 Students out of class during a lesson Amendments to the Behaviour Support Flow chart
	03-07-26	7	Addition to 5.7 Suspensions