




Broadford Secondary College

Behaviour Referrals

Policy and Procedures

Broadford Secondary College actively promotes the safety and wellbeing of all students. All staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including Child Safe Standards.

Date Implemented	October 2023
Author	Matthew Willison
Approved By	Principal / School Council
Approval Authority (signature & date)	
Date Reviewed	March 2025
Responsible for review	Principal Class
Review Date	March 2028
References	DET Advisory Library



Help for non-English speakers.

If you need help understanding the information in this policy, please contact the College on 03 5784 1200

PURPOSE

To explain to the school community Broadford Secondary College's policy requirements and expectations relating to students' behaviour in displaying the College's values and following the rules across the school.

SCOPE

This policy applies to:

1. All students at Broadford Secondary College
2. All staff who come into contact with students.

DEFINITIONS

- Positive Acknowledgments – Used when a student showcases and embodies the school's values/expectations.
- Positive Acknowledgments Merits – points awarded to students going above and beyond when upholding the school's values/expectations.
- Relocation – After a teacher has worked through the 5Rs model, a student has been asked to remove themselves from a classroom by the classroom teacher to complete a "Think Sheet" at the general office.
- The 5Rs model:
 - Reminder – The teacher reminds the student about classroom expectations and College values
 - Redirection – The teacher redirects the student to the task at hand and offers assistance to the student
 - Reposition – The teacher makes alterations to the student's location within the classroom
 - Relocation – As above

- Restorative – A staff member and the student involved will engage in a restorative process to 'make things right'. This may include a restorative conversation and/or informal consequences.

POLICY

Broadford Secondary College is a restorative school that focuses on making things right. This policy lays out how behavioural issues across the College are responded to, focusing on giving voice to all parties.

At Broadford Secondary College, there are five school rules:

1. Follow instructions
2. Care for others; respect their feelings and opinions
3. Act safely; be clean and tidy
4. Be punctual and prepared
5. Care for property

Broadford Secondary College has five school values:

1. Respect
2. Responsibility
3. Organisation
4. Persistence
5. Excellence

Broadford Secondary College has three school-wide positive expectations:

1. Bring Your Best
2. Be Safe
3. Be Respectful

Enforcement

Students who embody or violate any College rules or values may be issued consequences or rewards. For example, if a student is believed to have violated school rules or values, the student's voice will be heard, teachers will teach expectations, and the College Principal will determine any consequences.

Positive Acknowledgments

Students are awarded Positive Acknowledgments across Broadford Secondary College based upon teacher judgment when students demonstrate exemplary behaviour when embodying the school rules and values.

- When a student shows exemplary behaviour, teachers will post a Merit to COMPASS, where it is shared with students, parents, and teachers.
- Each term, if a student is awarded five Merits in a term, they will be eligible for a reward from any of the Assistant Principals.
- For every 10 positive acknowledgments, a student will automatically be awarded a merit for consistent positive behaviours.
- Students will need to attend the front office to speak with one of the Principal classes to receive any rewards.
- Each term, the Positive Acknowledgments and Merits reset back to zero. Thus, students must earn five Merits each term to receive any awards.
- Lunch vouchers expire at the end of each term and are not redeemable in the canteen.

Minor Behaviours

These rules are in place to ensure a respectful, safe, calm and productive learning environment. When the school rules are not followed, a minor behaviour referral is one of the possible consequences.

Below are examples of the breaches in values and rules where a minor behaviour referral may be issued but are not limited to just the below:

- Being late for class.
- Out of uniform without a note.
- Deemed “not ready to learn” by not having correct equipment or poor attitude.
- Having a banned item - chewing gum, energy drinks, ect.
- Misusing electronic devices.

When a student receives a minor behaviour referral, the teacher will log it onto COMPASS and:

- Students will be notified verbally when they receive a minor behaviour referral from the teacher giving the minor behaviour referral.
- At each time a student receives five minor behaviour referrals, parents will be notified via email.
- At ten minor behaviour referrals, student(s) will be given a formal consequence as decided by the coordinator in conjunction with the Sub-School Leader and Principal class.
- Each term, minor behaviour referral reset back to zero so that all students are given a fresh start each school term.

Major Behaviours

Much like minor behaviours, the rules are in place to ensure that more complex or urgent behaviours are addressed. A major behaviour referral is one of the possible consequences but are not limited to just the below.

- Physical aggression or violence towards others
- Bullying, harassment, or intimidation
- Substance abuse or possession
- Severe disruption of classes or school activities
- Defiance or refusal to follow instructions
- Threats or acts of self-harm or harm to others
- Vandalism or destruction of school property
- Theft or other criminal activities
- Consistent and severe misconduct or violations of school policies

When a student receives a major behaviour referral, the teacher will log it onto COMPASS and:

- The YLC will action a follow-up of the behaviour and acknowledge it being submitted.
- YLC will confer with the Sub-School Leader about which policy or procedure to follow the behaviour up by.
- YLC and Sub-School Leader will communicate any outcomes at home with parents as needed.
- Consistent major behaviours from students may result in formal consequences as decided by the coordinator in conjunction with the Sub-School Leader and Principal class.

Major Behaviour - Relocation

When a student is in class and consistently violates school rules or values, teachers will help them get back on track and teach them expected behaviours. When a student's behaviour affects a class, teachers will follow the 5Rs model to teach the expectations in the classroom (see definitions).

Consistent Relocation

When a student has been relocated consistently, staff will work together to establish an informal plan for each student and work toward teaching the student the skills needed to stay in the classroom.

After teachers have worked to resolve the issue within the classroom, coordinators will take the following actions:

1. Communicate any important information via COMPASS to the student's teachers
2. Teachers will work to restore the relationship via restorative conversations with help and guidance from the YLC, Learning Specialist: Positive Climate for Learning and Sub-School Leaders.
3. If a student has been consistently relocated and the previous steps have been followed, at three relocations, students may be given a formal consequence of a suspension decided by the College Principal.

Failure to Attend Relocation Desk

If a student fails to attend the relocation desk, parents will be notified of their failure and the potential consequences. In the second instance, students may be given a formal consequence as decided by the coordinator in conjunction with the Sub-School Leader and Principal class.

Failure to Leave the Classroom

If a student fails to leave a classroom when directed to by the teacher, the teacher will call for assistance from a year-level coordinator, a Sub-School manager, or the Principal class.

Parents will be informed of the student's refusal to attend the relocation desk, and on the second instance, students may be given a formal consequence as decided by the coordinator in conjunction with the Sub-School Leader and College Principal.

5Rs Exemption

When a student has acted in an unsafe way or has been aggressive, a teacher may send a student to relocation without following the 5Rs model to upkeep the safety of the student and others and may be given a formal consequence as decided by the coordinator in conjunction with the Sub-School Leader and College Principal.

Chronicle and Recording

In certain cases, it may be necessary for Sub-School Leaders to supportively review relocations that do not align with the 5Rs model.

The review of relocations are intended to be conducted to promote positive collaboration and support among teachers, students, parents, and Sub-School Leaders.

These reviews may result in confidential discussions with teachers with resolutions focused on helping the student and teacher to implement Berry Street Education Model (BSEM) and School-Wide Positive Behaviours Supports (SWPBS) strategies in future with support and guidance from Sub-School Leaders and the Learning Specialist: Positive Climate for Learning.

Confidentiality and professionalism will be maintained throughout the process, and any conversations will not be shared with students, other staff, or parents/carers.

RELATED POLICIES AND RESOURCES

- [Child Safe Standards](#)
- SWPBS Policy
- Bullying Prevention Policy