# A close up of a logo Description automatically generated**PASTORAL CARE ENTRIES FOR SEQTA PILOT** - KEEPING PARENTS IN THE LOOP WITH EMAIL (NOTE: THESE WILL BE REVIEWED IN TERM 3)

*Student behaviour scenarios outlining appropriate teacher actions and entries into SEQTA and follow up to be expected. Note these are only guidelines and serious misbehaviour such verbal or physical assault of a student or a teacher goes directly to the Student Services Deputy Principal.*

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| **AWARDS –** All teachers should allocate these awards to make the system equitable. We are trying to recognise the good students who do the right thing at all times but are not the academic or sporting champions. They can be allocated to your Form students. | | | | | |
| **Situation** | **Action** | **SEQTA entry detail** | **SEQTA entry subcategory** | **To Whom** | **Follow up** |
| **Student is consistently well behaved and in school uniform.** | **Teacher praises the student in class and lets them know they have received a MRSHS award and why.** | **It is expected that students will strive for their personal best in all aspects of their education at Margaret River Senior High School. To receive a MRSHS Award your child has shown positive behaviour in one or more of the following MRSHS principles - Respect, Trust, Independence and Resilience. MRSHS points accrue towards rewards for positive behaviour, academic excellence and sporting achievement.** | **Respect** | **Parents** | **5 Points automatically awarded, these points add up and further rewards may be awarded.** |
| **Student excels in a test** | **Teacher praises the student in class and lets them know they have received a MRSHS award and why.** | **It is expected that students will strive for their personal best in all aspects of their education at Margaret River Senior High School. To receive a MRSHS Award your child has shown positive behaviour in one or more of the following MRSHS principles - Respect, Trust, Independence and Resilience. MRSHS points accrue towards rewards for positive behaviour, academic excellence and sporting achievement.** | **Achievement** | **Parents** | **5 Points automatically awarded, these points add up and further rewards may be awarded.** |
| **Working really well in a group** | **Teacher praises the student in class and lets them know they have received a MRSHS award and why.** | **It is expected that students will strive for their personal best in all aspects of their education at Margaret River Senior High School. To receive a MRSHS Award your child has shown positive behaviour in one or more of the following MRSHS principles - Respect, Trust, Independence and Resilience. MRSHS points accrue towards rewards for positive behaviour, academic excellence and sporting achievement.** | **Encouragement Award** | **Parents** | **5 Points automatically awarded, these points add up and further rewards may be awarded.** |

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| **ACADEMIC CONCERN** | | | | | |
| **Situation** | **Action** | **SEQTA entry detail** | **SEQTA entry subcategory** | **To Whom** | **Follow up** |
| **A student does not complete a major piece of homework or an assessment.** | **Teacher discusses the issue with the student and see if there is a legitimate reason. If not reprimand the student if first time and request it is completed by the next lesson.** | **Hi**  **It is expected that students will strive for their personal best in all aspects of their education at Margaret River Senior High School. The school is concerned with each student's progress in their studies and their attitude to work. We wish to draw your attention to concerns we have with your child's progress in the following areas:**  ***Homework (Add specific information about the task eg research on Medieval Europe)*** | **Poor Assessment results or**  **Assessments not submitted** | **Parents** | **Teacher checks student completes homework for the next lesson.**  **If not resolved move on to next scenario.** |
| **A student does not complete a major piece of homework or an assessment multiple times.** | **Teacher discusses the issue with the student and see if there is a legitimate reason. Keep the student in at a break to complete the homework.** | **Hi**  **It is expected that students will strive for their personal best in all aspects of their education at Margaret River Senior High School. The school is concerned with each student's progress in their studies and their attitude to work. We wish to draw your attention to concerns we have with your child's progress in the following areas:**  **Homework *(Add specific information about the task eg research on Medieval Europe)*** | **Poor Assessment results or**  **Assessments not submitted** | **Parents**  **HOD** | **Teacher checks student completes homework for the next lesson.**  **HOD touches base with student and discusses issue.**  **If not resolved HOD implements consequences at LA level with detention and community service.** |
| **A student is going to fail the subject or Course.** | **Teacher discusses the issue with the student and see if there is a legitimate reason.** | **Hi**  **It is expected that students will strive for their personal best in all aspects of their education at Margaret River Senior High School. The school is concerned with each student's progress in their studies and their attitude to work. We wish to draw your attention to concerns we have with your child's progress in the following areas:**  **Consistently poor assessment results will result in a D or E grade on the Semester Report for this subject.** | **Poor Assessment results or**  **Assessments not submitted** | **Parents**  **HOD** | **Parents get no surprises at report time.**  **Track failing students** |
| **Student has received multiple AC from different LA** | **Year Coordinator calls the parents in for a case conference.** | **Dear …..**  **Due to {prefname}’s poor academic record please attend a meeting at ……. to discuss options for future pathways.** | **Work Ethic or**  **Attitude** | **Parents**  **Coordinators** | **Green Cards**  **Discuss options that may include options other than school.** |

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| **BMIS Stage 1** | | | | | |
| **Situation** | **Action** | **SEQTA entry detail** | **SEQTA entry subcategory** | **To Whom** | **Follow up** |
| **A student is disruptive.** | **Teacher uses low level bumps and proximity to stop the behaviour. Changes to seating plan.** | **No entry** | **N/A** | **N/A** | **Student behaves appropriately.**  **If not resolved move on to next scenario.** |
| **A student continues to be disruptive.** | **Teacher uses low level bumps and proximity to stop the behaviour.** | **Brief note of what has be done** | **Class teacher note** | **Parents** | **If not resolved move on to next scenario.** |
| **A student is disruptive repeatedly.** | **Teacher removes the student briefly from the class and discusses the issue.** | **Hi**  **It is expected that students will strive for their personal best in all aspects of their education at Margaret River Senior High School. The school is concerned with each student's behaviour, conduct and willingness to follow school rules and procedures. We wish to draw your attention to concerns we have with your child's behaviour and conduct in the following areas:**  **Disruptive in class (*Add some specifics) and outline what you have done and the support you would like from the parent.*** | **Disrupting Others** | **Parents** | **If not resolved move on to next scenario.** |
| **BMIS Stage 2** | | | | | |
| **A student is disruptive repeatedly after teacher has tried interventions.** | **Teacher removes the student to a buddy class and follows up with detention and/or community service. Refers on to HOD for support.** | **Hi**  **It is expected that students will strive for their personal best in all aspects of their education at Margaret River Senior High School. The school is concerned with each student's behaviour, conduct and willingness to follow school rules and procedures. We wish to draw your attention to concerns we have with your child's behaviour and conduct in the following areas:**  **Disruptive in class (*Add some specifics) and outline what you have done and the support you would like from the parent and HOD.*** | **Ongoing inappropriate behaviour**  **Template - HOLA Notified** | **Parents**  **HOD** | **Case conference with teacher, HOD and parents.**  **Informal contract about behaviour expectations.**  **If not resolved move on to next scenario.** |
| **BMIS Stage 3** | | | | | |
| **A student is disruptive repeatedly when on an informal contract with the HOD.** | **HoD refers on to relevant Student Service Manager for support.** | **Hi**  **It is expected that students will strive for their personal best in all aspects of their education at Margaret River Senior High School. The school is concerned with each student's behaviour, conduct and willingness to follow school rules and procedures. We wish to draw your attention to concerns we have with your child's behaviour and conduct in the following areas:**  **Disruptive in class (*Add some specifics) and outline what you have done and the support you would like from the parent and Student Services DP.*** | **Ongoing inappropriate behaviour**  **Template – Loss of Good Standing** | **Parents**  **HOD**  **Student Services Deputy** | **Case conference with teacher, HoD, Student Services Manager and parents.**  **Formal contract about behaviour expectations.** |
| **BMIS Stage 4** | | | | | |
| **Student continues to be disruptive when on a formal contract** | **Loss of Good Standing for poor behaviour in the classroom** | **Hi**  **It is expected that students will strive for their personal best in all aspects of their education at Margaret River Senior High School. The school is concerned with each student's behaviour, conduct and willingness to follow school rules and procedures. We wish to draw your attention to concerns we have with your child's behaviour and conduct in the following areas:**  **Disruptive in class (*Add some specifics) and outline what you have done and the support you would like from the parent and Student Services DP.*** | **Referred to Deputy Principal** | **Parents**  **HOD**  **Student Services Deputy Principal** | **Student Services Deputy Principal organise the consequences and re-entry of the student involving parents and the teacher. HOD to be kept in the loop.** |
| **A student refuses to follow instructions in the yard and walks off from you.** | **Get the identity of the student and report them to Student Services** | **Write down exactly what happened and what was said.** | **Referred to Deputy Principal** | **Student Services Deputy Principal** | **Student Services Deputy Principal organise the consequences and re-entry of the student involving parents and the teacher.** |
| **A student refuses to follow instructions in the classroom. Displays total defiance.** | **Send a student to get your HOD to remove the student.** | **Write down exactly what happened and what was said.** | **Referred to Deputy Principal** | **Student Services Deputy Principal** | **Student Services Deputy Principal organise the consequences and re-entry of the student involving parents and the teacher. HOD to be kept in the loop.** |
| **A student physically or verbally assaults a teacher.** | **Teacher tells the student to go to Student Services or removes themselves and the class from the situation.** | **After the situation has calmed down write exactly what happened and what was said.** | **Referred to Deputy Principal** | **Student Services Deputy Principal** | **Student Services Deputy Principal organise the consequences and re-entry of the student involving parents and the teacher. HOD to be kept in the loop.** |

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| **PASTORAL CARE** | | | | | |
| **Student discloses conflict with a peer or at home.** | **Teacher listens to the issues and does not make a value judgement.** | **Student name is going through a hard time at home with conflict between his parents and him.** | **Student referral** | **Coordinators** | **Coordinators to follow up with the support of the Student Services team.** |
| **Student visibly upset at school.** | **Teacher comforts child who will not say why or go to Student Services.** | **Student visibly upset P2 today, he would not share why and did not want to go to SSs..** | **Student referral** | **Coordinators** | **Coordinators to follow up with the support of the Student Services team.** |