



PINNACLE
ACADEMIC COLLEGE

Behaviour Management Procedure 2026



Behaviour Management Procedure

Purpose:	The purpose of this procedure is to ensure that students, parents, employees and volunteers understand the behaviour management of Pinnacle Academic College	
Scope:	Students, parents and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements	
Status:	Approved	Supersedes: V2.1
Authorised by:	Akademeia Ltd Board Chair	Date of Authorisation: 6/02/2026
References:	<ul style="list-style-type: none"> ● <i>The Alice Springs (Mparntwe) Education Declaration 2019</i> ● <i>Education (Accreditation of Non-State Schools) Act 2017 (Qld)</i> ● <i>Education (Accreditation of Non-State Schools) Regulation 2017.</i> ● Australian Education Regulations 2013 ● Fair Work Act 2009 ● Work Health and Safety Act 2011 (Old) ● Privacy Act 1988 (Cth) ● Anti-Discrimination Act 1991 (Old) ● Australian Human Rights Commission Act 1986 (Cth) ● Sex Discrimination Act 1984 (Cth) ● Age Discrimination Act 2004 (Cth) ● Disability Discrimination Act 1992 (Cth) ● Racial Discrimination Act 1975 (Cth) ● Pinnacle Academic College Dispute Resolution Procedure ● Pinnacle Academic College Work Health and Safety Policy ● Pinnacle Academic College Anti-Discrimination Policy ● Pinnacle Academic College Sexual Harassment Policy ● Pinnacle Academic College Disability Policy ● Pinnacle Academic College Workplace Bullying Policy ● Pinnacle Academic College Privacy Policy 	
Review Date:	Annually	Next Review Date: February 2027
Policy Owner:	Akademeia Ltd	
Note:	This Procedure may be reviewed at any time at the discretion of the Akademeia Ltd Board	

VERSION HISTORY

VERSION	DATE	NOTES
Draft	23/01/19	Initial Draft Document
1.0	29/01/19	Approved
1.1	27/04/19	Approved
1.1	10/01/20	Reviewed and approved without change
1.1	10/01/21	Reviewed and approved without change
1.2	10/01/22	Reviewed and approved with some changes
2.1	10/02/23	Reviewed and approved with changes
2.1	13/02/24	Reviewed and approved without change
3.1	16/01/26	Reviewed and approved with changes

PURPOSE

Pinnacle Academic College is committed to providing a inclusive, safe and respectful learning environment for all students, staff, parents and visitors.

The Pinnacle Academic College Student Code of Conduct outlines the shared responsibilities, expectations and processes that support a consistent, whole-school approach to discipline and positive behaviour.

The purpose of this is to promote high standards of behaviour across the school community. Through clear expectations, proactive support and consistent practice, Pinnacle Academic College aims to create an environment where all students can experience success and staff are supported in a safe and respectful workplace.

Pinnacle Academic College's Behaviour Management Procedure is grounded in the school's three core values: Integrity, Respect, and Responsibility. These values guide all expectations for behaviour and underpin the Bounce Back! whole-school approach to positive behaviour management.

Integrity

Integrity is demonstrated when students act honestly, make ethical choices, and take ownership of their actions. Students are supported to:

- Be truthful and trustworthy in their interactions
- Reflect on their behaviour and acknowledge mistakes
- Show resilience by learning from challenges and setbacks

Staff explicitly model integrity and support students to repair relationships and make positive choices when behaviour does not align with expectations.

Respect

Respect involves valuing oneself, others and the learning environment. Students are expected and supported to:

- Treat peers, staff and community members with kindness and fairness
- Listen to others and value different perspectives
- Care for school property and shared spaces

Respectful behaviour is explicitly taught, modelled, and reinforced across all school settings, contributing to a safe, inclusive and supportive learning environment.

Responsibility

Responsibility is shown when students take an active role in their learning, behaviour, and wellbeing. Students are encouraged to:

- Follow school expectations and routines
- Make positive choices and understand the impact of their actions
- Take responsibility for resolving conflicts and restoring relationships

Through consistent expectations and support, students develop self-regulation skills and a sense of accountability that prepares them for lifelong learning and citizenship.

WHOLE SCHOOL APPROACH TO POSITIVE BEHAVIOUR MANAGEMENT

Pinnacle Academic College adopts a **proactive and positive approach to student behaviour**, grounded in a whole-school framework that supports learning, wellbeing, and personal growth. This approach is implemented consistently across all classrooms, programs and school activities, including excursions and sporting events.

Our behaviour framework is designed to:

- promote positive learning behaviours and improve student engagement and outcomes
- ensure staff use consistent, evidence-informed practices to support all students
- provide ongoing support for staff to maintain high expectations and continuous improvement across the school

At Pinnacle Academic College, we believe that behaviour is an integral part of teaching and learning not simply a matter of consequences. Discipline is viewed as an opportunity to guide, teach and support students in developing self-regulation, responsibility and respect for others. Staff take collective responsibility for clearly communicating expectations, explicitly teaching appropriate behaviours and responding to behavioural incidents in a way that prioritises learning, reflection and growth.

Our Student Code of Conduct outlines these expectations and supports a shared understanding between students, staff and families. By using consistent language and expectations, we aim to create a supportive environment where students are set up for success at school and beyond. Families are encouraged to reinforce these expectations at home, recognising that positive behaviour development is most effective when school and home work in partnership.

Parents and students who have questions or would like to discuss the Student Code of Conduct or the school's behaviour approach are encouraged to speak with their class teacher or arrange a meeting with the Principal.

Student of the Week

All homeroom teachers are required to identify one student from their class each week to receive the Student of the Week award. Selections should be made with direct reference to the school's core values. The Student of the Week award is not determined solely by the quantity of work produced or by comparing students to one another. Instead, it recognises individual students who demonstrate personal improvement, consistent effort and growth whether in their academic work or in their demonstration of the school's core values.

Pinnie Pennies – School Learning Engagement

Students earn individual *Pennies* when they actively engage in their learning and demonstrate positive behaviours aligned with the school's expectations.

Awards are presented when students reach specific Penny targets. These awards are structured in a tiered system to recognise ongoing effort and achievement. The progression of awards is as follows: Bronze Pinnie, Silver Pinnie, Gold Pinnie, Platinum Pinnie, and Legendary.

Upon achieving the Platinum or Legendary level, students will receive both a certificate and an accompanying reward in recognition of their sustained commitment and positive behaviour.



Bounce Back – Social and Emotional Learning

Bounce Back! is implemented consistently across all year levels and settings within the school. All staff share responsibility for explicitly teaching, modelling and reinforcing Bounce Back! strategies and language to ensure a common, consistent approach to positive behaviour management.

Key principles of the Bounce Back! approach include:

- Fostering resilience, optimism, and emotional regulation
- Developing social skills and respectful relationships
- Encouraging problem-solving and responsible decision-making
- Promoting a growth mindset and positive self-talk

Bounce Back! strategies are used proactively and responsively to address behaviour concerns. When inappropriate behaviour occurs, staff will:

- Support students to identify emotions and triggers
- Guide students to apply Bounce Back! strategies to self-regulate
- Encourage reflection, accountability and restorative actions
- Use targeted small-group or individual interventions where required

Weekly Staff Meetings – Student Concerns and Support

Weekly staff meetings provide a structured opportunity for staff to raise, discuss and monitor student wellbeing and behaviour concerns. These meetings support a consistent whole-school approach by allowing teachers and support staff to share relevant observations, identify emerging issues early and plan coordinated strategies and interventions. Where required, staff collaboratively develop support plans, adjust classroom strategies and refer matters to leadership or wellbeing teams to ensure appropriate follow-up. All discussions are managed professionally and confidentially, with a focus on supporting students to improve behaviour, engagement and learning outcomes.

BEHAVIOUR MANAGEMENT PROCEDURE

Expectations:

We recognise that children make choices that may lead to inappropriate behaviour and this can impact on the rights of each child. These choices can result in minor annoyance or more serious harm. Classroom rules and consequences are decided and implemented in order to maintain a safe, secure and enjoyable environment for all.

The Rights of each Child are:

- To feel safe.
- To be heard and listened to.
- To be accepted as an individual.
- To be shown courtesy, kindness and respect by everyone.
- To expect personal property to be safe from destruction or theft.
- To be spoken to quietly and with respect by everyone.
- To learn in an attractive, well prepared environment.
- To work without disturbance.

The Responsibilities of each Child are:

- To express themselves appropriately.
- To accept others as individuals.
- To respect the personal property of others.
- To work without disturbing others.
- To show courtesy, kindness, and respect to everyone.
- To cooperate and act in a friendly manner.
- To listen to others, and to allow them their thoughts and opinions.
- To contribute towards the wellbeing of the School community and environment.

Minor problem behaviour is handled by staff members at the time it happens. Staff will calmly explain the agreed expectation and describe what behaviour the student is expected to demonstrate. Major problem behaviour is referred directly to the Principal or whomever the Principal chooses to delegate to.

Minor behaviours are those that:

- Are minor breaches of the school rules.
- Do not seriously harm others or cause staff to suspect that a student is harmed.
- Are not part of a repeated pattern of behaviour.
- Are recorded in Compass on the student profile.

Examples of this include, but are not limited to:

- Name calling and putting others down.
- Causing embarrassment to others.
- Disrupting class.
- Distracting others' learning.
- Non-cooperation or defiance.
- Low-level physical contact such as pushing.

Major behaviours are those that:

- Significantly violate the rights of others.
- Put others / self at risk or harm.
- Require the involvement of the Principal.

Examples of this include, but are not limited to:

- Repeated minor behaviours.
- Threatening others.
- Serious physical violence such as punching, kicking or biting with intent to harm.
- Swearing.
- Vandalism and graffiti.
- Throwing dangerous objects.
- Making racial comments or slurs.
- Making gender discriminatory comments or slurs.
- Behaviour that is sexual in nature such as exposing oneself or sexual physical contact.

Teacher Responses

The mediation process for our restorative justice procedure is stepped out in the following simple procedure:

1. Identify the behaviour that occurred.
2. Ask the involved student(s) to either step outside the classroom for a quick conversation or to stay behind after class – whichever method makes more sense at the time.

3. Use the following open-ended questions to learn more about the behaviour and the reasons it happened:
 - What happened?
 - What were you thinking about when ___happened?
 - Who did this affect and, how so?
 - What can be done to heal the damage/hurt inflicted?
4. Guide the conversation toward a meaningful and positive resolution.

Minor Behaviours

First incidence:

Calmly explain the agreed school rules and describe what behaviour the student is expected to demonstrate. If the behaviour is repeated:

Ask the student to stop their inappropriate behaviour and commence the Four-Step Restorative Justice Procedure:

1. Identify the harm – clarify what happened and which rule/expectation was not followed.
2. Acknowledge impact and responsibility – support the student to reflect on who has been affected and how.
3. Repair the harm – guide the student to determine how they can make things right (e.g., apology, restitution, positive action).
4. Restore and move forward – re-establish expectations and agree on strategies to prevent the behaviour from recurring.

Major behaviours

Child is instructed to stop the unwanted behaviour and commence the four-step restorative justice procedure. If the child is unable/unwilling to engage in this process, the Teacher is expected to immediately call for support.

The child is to be removed from the situation and supervised away from the individual or group. Child is not to be left alone to deal with the emotions but rather, assistance is sought from other teachers to calm the situation. Participants and witnesses of the incident will be interviewed, and the teacher (in conjunction with Principal) will decide on an appropriate response. This may include a Restorative Justice session. Parents of all participants are notified by phone, email or in person. A record will be kept in each participant's student profile in Sentral. It may be appropriate to meet with parents and the child to develop a Personal Management Plan (PMP). The Principal will decide on a case-by-case basis whether the child's enrolment can continue and if so, any special conditions. All decisions will be provided to parents in writing and delivered personally e.g. phone call or meeting.

If in the instance the child cannot be calmed, and no parent or authorised trusted adult is onsite, for the protection of the child themselves, and/or other students, staff, and volunteers, as a last resort it may be deemed necessary to enlist the help of Emergency Services personnel to ensure the safety of all.

Participants and witnesses of the incident will be interviewed and the teacher (in conjunction with Principal or delegate) will decide on an appropriate response. Parents of all participants are notified by phone, email or in person. A record will be kept in each participant's student profile in Sentral. It may be appropriate to meet with parents and the child to develop a Risk Management Plan (RMP). The Principal or delegate will decide on a case-by-case basis whether the child's enrolment can continue and if so, any special conditions that will

need to be applied. All decisions will be provided to parents in writing and delivered personally e.g. phone call or meeting. All aspects and actions will be recorded in the student's profile on Sentral.

At Pinnacle Academic College we understand that despite our best efforts to develop a positive college environment some students will continue to show a pattern of problematic behaviour. When this pattern of behaviour becomes apparent, the classroom teacher will adopt a documented problem-solving approach which will outline:

- The problem behaviours and the dates they occurred.
- Teacher reflections on the context, triggers, possible learning challenges, involvement of others and likely purpose of the misbehaviour.
- Strategies adopted to address the problem behaviours.
- Records of contact with parents/carers (compulsory) & any involvement of other staff.

Due to the collaborative nature of the Teaching and Learning at Pinnacle Academic College, a common and consistent approach to managing and dealing with misbehaviour is required. Some options available for teachers to consistently manage student behaviour include: three clear verbal warnings, relocation within the classroom, loss of breaktimes, or a single period withdrawal, which must be followed up with parent contact by the teacher (either by phone call or email).

Where ongoing misbehaviour cannot be successfully managed by teacher intervention, is an ongoing issue, or the misbehaviour is of a very serious nature (such as verbal or physical violence, serious disruption of the learning environment, threats of harm to self or other students, harassment of staff or students, etc.), formal involvement of the Principal or delegate will be required. Led by the Principal or delegate, this approach is likely to involve a functional behaviour problem solving approach such as, collaboration with outside agencies, increased parental/carer involvement and may include the use of formal sanctions such as in-school withdrawal, positive behaviour suspension - where a parent/carer is required to accompany the student at all times while at school and finally, exclusion. Successful behaviour management will continue to require a team approach to allow the resources of the whole teaching team to be deployed to creatively address the problematic behaviour. The Principal will take responsibility for ensuring a coordinated approach is adopted, contact is maintained with parents, appropriate documentation is completed and the impact of the plan is monitored and reviewed.

At the discretion of the principal or delegate, and in consultation with Akademeia board, parents/carers and classroom teachers, a multifaceted approach may be instigated where the student (for the safety of all involved) may be moved to the Distance Education stream. This is with the view to implement occasional or short duration sessions onsite with support and be slowly integrated back into class as capacity allows. The student may also be restricted to the Distance Education stream if this reintegration is not successful.

Physical Intervention

Physical intervention is used only as an immediate or emergency response (or as part of an agreed individual plan for a student) including to prevent self-harming behaviours. The legal basis for use of physical restraint is twofold. Firstly, it resides in the common law duty of care that staff owe to all students to protect them from foreseeable harm. Secondly, as a defense for complaints of assault in respect of physical restraint in section 280 of the Criminal Code. There is provision for the use of physical restraint involving the restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that has the potential to injure themselves or others, or to prevent serious property damage. Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member.
- Posing immediate danger to themselves or others.

Appropriate physical intervention may be used to ensure that PAC's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened, and the strategy is used to prevent injury.

Physical interventions can involve:

- Coming between students.
- Blocking a student's path.
- Leading a student by the hand or arm.
- Shepherding a student by placing a hand in the centre of the upper back.
- Removing potentially dangerous objects.
- In extreme situations, using a higher level of physical intervention

Any physical intervention made must be reasonable and in proportion to the circumstances of the incident. If physical intervention is used it must be the minimum needed to achieve the desired result and consider the age, stature, disability, understanding and gender of the student. Each incident requiring the use of physical intervention must be formally documented. The following records must be maintained:

- PAC incident report.
- Record of the incident on the student profile in Sentral.