Restorative practice focuses on the development of positive relationships, centred on respect and learning, between all members of the College community. When these relationships are strong, research shows that student's achievement increases and staff enjoy seeing young people achieve. This foundation is built from teaching and learning that focuses on the importance of developing a strong relationship with each individual student, allowing staff to cater for the needs for each individual learner.

There are times in all people’s lives when their individual behaviour may not be a true reflection of who they are. At these times, it is important that we operate in a restorative way and separate the behaviour of the individual from the young person who has made a mistake. A foundation principle of restorative practices is separating the 'deed' from the 'doer'.

When dealing with breaches of College expectations, students are to be treated with dignity, with the overall aim of changing behaviour to acceptable levels. Trinity College has adopted the Restorative Practices model of student behaviour management. “Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others” (CEOB - Whole School Behaviour Management Guidelines p.4). A part of effective behavioural management is an acknowledgement that there are consequences for breaches of behavioural expectations. The College endeavours to use consequences that match the misbehaviour and are appropriate to the student concerned. There are particular rules and particular occasions when specific consequences may be imposed.

It is expected that each classroom teacher dealing with a student will take appropriate steps to address problem behaviours using Restorative Practice strategies where appropriate.

It is acknowledged that behaviours both vary in the degree of seriousness and that students differ in the degree to which they alter their behaviour patterns. As such, there is a support network for dealing with student behavioural issues which involves the Homeroom teacher, Year Level Coordinators, Director of Students, Deputy Principal and Principal.

Breaches of Trinity College expectations will result in a variety of consequences, dependent on the circumstances, gravity and upon students’ previous breaches.

Such actions may include one or more of the following:

- a reprimand
- contact with parents
- community service such as the cleaning of an area of the school
- a detention (lunch time or after school)
- daily monitoring
- withdrawal from class
- exclusion from Trinity activities and functions
- suspension from College (internal or external)
- exclusion from Trinity College.

Serious breaches of College discipline may result in a Student Management Plan which may include a behavioural contract. Suspensions, Negotiated Transfers and Expulsion are used only in serious circumstances.