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1.0 Introduction

Our Lady’s College is a Catholic secondary college established in 1964 by the Sisters of St Joseph. It is a learning community dedicated to the education of young women. We seek to uphold the ideals of Mary MacKillop and to pursue excellence as embodied in the College motto, “Ad Altiora” – Ever Higher. The College provides an authentic experience of Catholic Christian community which includes the Josephite values of compassion, justice, integrity and service.

Our Lady’s College also values an inclusive approach to student support. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values. The community believes that a shared value base is an important prerequisite for promoting positive behaviour and in responding effectively to discipline problems when they occur; values underpin practices.

Learning abilities and life skills are both important and complementary, and children and young people should have opportunities to develop different kinds of abilities and experience success within multiple contexts. The experiences children and young people gain throughout their education must provide them with the life skills required to equip them to participate safely, purposefully and positively in an increasingly complex world. We believe that we have a key role to play in nurturing the core skills of young women to support them through childhood and in later life.
2.0 College Mission Statement

Our Lady’s College provides a Catholic education for young women in a caring environment that values tradition, excellence and community. Our vision is to create reflective, self-directed young women who live out Christ’s mission contributing positively to a changing world.

Our priorities are as follows:

2.1 Tradition
- To promote faith learning that is lifelong and life-giving by proclaiming our Catholic beliefs and traditions.
- To uphold the ideals of Mary MacKillop by providing an authentic experience of Catholic Christian Community which includes values of compassion, justice, integrity and service.

2.2 Excellence
- To pursue excellence in all dimensions of College life by providing teaching and learning of a quality that encourages all students to achieve their full potential.
- To provide a curriculum that is flexible and relevant to the needs of our students, so that they develop a passion for life and learning.

2.3 Community
- To encourage in students a willingness to be responsible for their own actions and decisions.
- To nurture the growth of relationships so that all members experience a sense of belonging in a supportive and inclusive community.
- To develop an appreciation of our connectedness with the past and our responsibility as custodians of our school environment for the future.
3.0 Rationale

This Student Behaviour Support Plan focuses on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and sanctions to deal with unacceptable behaviour.

We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values. As Catholic educators, we hold fundamental beliefs that are foundations to our work with students, parents and colleagues; and therefore we value:

3.1 Our Catholic Christian tradition
We are a pilgrim people, journeying together, our story is never fully written, so our plans are never fully realised; we are constantly drawing upon our tradition and being called into new ways of growing and renewing ourselves as church and community.

3.2 Dignity and justice for all
All persons are created equal and human dignity is inviolable. Our educational efforts should confirm the belief that everyone is unique, that individual distinctions enrich and enliven our world and that the individual has both rights and responsibilities.

3.3 Catholic Christian community
A community in communion does not exist for itself but is empowered by the Spirit to be at the service of others; an evangelising and joyful presence in the world.

3.4 High quality learning
Education shall impart in the learner a zest for life, the courage to tackle it, and a desire by students to use and extend what they learn. Critical judgement in different areas of learning should be developed by testing expression and performance against identifiable standards.

3.5 Collaboration and subsidiarity
Catholic educators make use of a ‘shared wisdom’ in arriving at decisions and attempt to locate decision-making at the grass roots level where appropriate.

3.6 Creativity
We look for creative, flexible, and future oriented responses that best address the needs of students, the local community, system, and government.

3.7 Stewardship
Education should view individuals as moral beings, accountable for their decisions and responsible for their actions, with an ability to seek what is true and to do what is right.

3.8 A mutual accountability
As an educational community, we report on the outcomes of our work and the degree to which our intentions are realised.

(Brisbane Catholic Education Strategic Renewal Framework 2007-2011)
4.0 Context Statement

Our Lady’s College is an Archdiocesan Secondary College for girls, established by the Sisters of St Joseph in 1964. It is situated in the Brisbane inner–city suburb of Annerley. The college has a current capacity to enrol 450 students. Many parents have chosen the school specifically because of its small size, seeking a school where their daughters will be known as individuals, and not be lost in the anonymity of a large college. Many parents seeking single-sex education, whose sons attend St Laurence’s College or Villanova College, choose to send their daughters to Our Lady’s College.

While the college is situated in the suburb of Annerley, the majority of the students come from outlying southern suburbs of Brisbane, accessing the school by train or bus. The students mostly come from working class families and a large number (approximately 35%) are from non-English speaking backgrounds. The mix of cultures in the college community is a source of pride and lends a rich diversity to classroom interactions and shared experiences. Enrolments are drawn from as many as 24 different Primary Schools Catholic and State and 18 different parishes.

Situated within the Catholic Parish of Annerley/Ekibin, the college is bordered on one side by Mary Immaculate Church, Mary Immaculate Primary School and the parish hall MaryMac Centre, Ipswich Road. Adjacent to the College off Ferndale Street are the Parish Office, the Mary MacKillop Centre and residential properties owned by the Archdiocese. The formal entrance to Our Lady’s College is located on Chester Road where the main building is flanked by housing properties owned by the College for future development. The College forms part of a Catholic precinct.

Our Lady’s College is a learning community dedicated to the education of young women. It seeks to uphold the ideals of Mary MacKillop and to pursue excellence as embodied in the College motto, “Ad Altiora” – Ever Higher. The Catholic Christian tradition is central to the school’s philosophy. The College aims to create reflective, self-directed young women who live out Christ’s mission, contributing positively to a changing world where the dignity of each individual is respected. In the quest for social justice for all people, the College fosters an attitude of questioning of the prevailing culture of our time and place. The College identifies itself as a learning community, promoting quality lifelong learning in a caring environment that values tradition, excellence and community.

This ministry is expressed at Our Lady’s College in working towards:

- Bringing about an integration of faith, life and culture through educating the whole person – physically, socially, emotionally, intellectually and spiritually – and ensuring a balance between individual and societal needs.
- All staff attending to the education and formation of young people, assisting in the development of community, and giving expression to the values and wisdom inherent in the Gospel message of Jesus and its expression in the Catholic faith tradition.
- A commitment to working with parents, the first educators, in collaborative partnership for the betterment of the Catholic education of their children.
- Being a place of faith, hope and love and where our policies endeavour to give accessibility to all, especially the marginalised.
• Reflecting, incorporating and modelling the key elements of our Mission Statements as we –
  o Respect and support the individual gifts, talents and needs of each member of the school community;
  o Demonstrate sacredness for life and the environment, health and safety throughout the whole school site;
  o Provide educational support to assist the growth of each person;
  o Recognise the stages of development of students and reflect these stages in its facilities and educational programs;
  o Nurture the growth of relationships so that all members experience a sense of belonging, support and inclusiveness;
  o Ensure welcoming and inviting aspects of the school are evident in the architecture and planned environment;
  o Promote faith learning that is lifelong and life-giving and proclaims our Catholic beliefs and teachings;
  o Uphold and live out the values of Mary MacKillop through the promotion of justice, compassion, integrity and service;
  o Encourage the use of its facilities in out of school hours by the parish and members of the local community;
  o Construct a place to gather and celebrate as a school and community – a sacred space, courtyard, assembly area or outside setting;
  o Develop relationships with the wider community that are of mutual benefit to the wider community and the school.

The College has a strong commitment to educational equity acknowledging that equity means fair treatment for all. As such, all students will therefore have equitable access to educational programs and human and material resources eg the Laptop program introduced in 2010. Teachers will ensure that the particular needs of the following groups of students are met: female students; Aboriginal students; Torres Strait Islander students; students from non-English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; students with other religious backgrounds and students from low socioeconomic backgrounds.

Learning contexts and community needs and aspirations should also be considered when selecting subject matter. In choosing appropriate learning experiences teachers introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences offered encourage the participation of students with disabilities and accommodate different learning styles.

It is desirable that the resource materials chosen recognise and value the contributions of both females and males to society and include the social experiences of both. Resource materials also reflect the cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

Efforts are being made to identify, investigate and remove barriers to equal opportunity. This may involve being proactive in finding out about the best ways to meet the special needs, in terms of learning and assessment of particular students. The variety of assessment techniques in the work programs should allow students of all backgrounds to demonstrate their knowledge and skills in a subject in relation to the criteria and standards stated in each syllabus.
5.0 Design Process

A collaborative process was used in the development of this policy that involved:

- A general introduction to all staff as an agenda item at a staff meeting on 30 July 2009;
- The formation of a working party consisting of interested teachers but inclusive of the Pastoral Deputy Principal, the Year Co-ordinators, Counsellor and the Learning Support Co-ordinator;
- Meetings during 2009/10 of this group to write both the Student Behaviour Code and the Student Behaviour Support Plan;
- Presentation of these documents to the College Leadership Team for feedback;
- Implementation of these amendments;
- Presentation of the policy and plan to staff, the School Board for ratification and to the Parents and Friends organisation;
- Publication of the Student Behaviour Support Plan and the Student Behaviour Code to all stakeholders on the College website;
- Inclusion of the Student Behaviour Code into the 2010 diary.
6.0 Beliefs about behaviour and learning

The College recognises the various developmental stages of a student in its delivery of a formal and informal curriculum. In so doing the staff of the College believes that there is:

- recognition that the primary task of the College is learning and teaching;
- involvement of all in the college community in the overall process of teaching and learning;
- a recognition that students’ needs vary and hence, pedagogy will vary to meet different needs;
- learning that is active and ongoing;
- learning that empowers students to take ownership of their lives and the directions that these may take;
- a recognition and respect for the origins and ethnicity of all in the College community;
- respect for language that is inclusive and cognizant of all in the community;
- acknowledgement of achievement of students in sport, academia, the spiritual/religious life of the community and in wider community service;
- consideration is given to educational philosophies that enhance and promote individual and group teaching and learning: including Middle Schooling and Outcomes Education;
- consideration of the personal developmental stages of students and the societal influences on them, recognizing their growth, religious backgrounds and transitions through the various stages of their schooling;
- acknowledgment of the contribution that can be offered by all students in all year levels (representation in a range of activities, student leadership roles);
- promotion of collaborative “right relationships” within the school and with the wider community;
- honouring and celebrating the cultural heritage of all students and the diversity of cultures that exists with the school community.
7.0 Code of Expected Student Conduct

The community at Our Lady's College strives to:

- Provide a just and positive environment for the development of the student within the College and the general community.
- Encourage responsibility for personal decision making and actions with respect for the rights and welfare of all.
- Develop a sense of pride in oneself and the College community, striving for spiritual, intellectual, physical and cultural excellence.

### CODE OF EXPECTED STUDENT BEHAVIOUR

As members of the Our Lady's College community we endeavour to:

- look to Our Lady and Blessed Mary MacKillop as models of Christian living;
- uphold the value and dignity of every person;
- maintain the good name and traditions of the College in the wider community;
- follow all College guidelines, procedures and policies.

#### RESPECT AND CARE FOR OURSELVES BY:

All students are encouraged to

- respect themselves and others at school and in the community;
- be honest, truthful and trustworthy;
- be self-disciplined;
- be resilient;
- value the opportunity of education;
- set and work towards personal goals which are realistic and achievable.

#### RESPECT AND CARE FOR OUR RELATIONSHIPS WITH OTHERS BY:

As members of the Our Lady's College community we believe that

- in our interactions with others we are kind, just, compassionate and inclusive;
- we have the responsibility to lead by good example;
- we demonstrate our acceptance of others and are supportive and encouraging of them;
- our caring behaviour will reflect the respect we have for the person and property of all.

#### RESPECT AND CARE FOR OUR COMMUNITY BY:

The students of Our Lady's College will

- be aware that their actions reflect on them and their College;
- observe all community expectations in their actions eg public transport expectations and respect for the environment;
- follow Collage uniform guidelines;
- show courtesy and respect towards those within the College and wider community.
RESPECT AND CARE FOR OUR LEARNING BY:
Each student will
• allow all students the opportunity to learn and teachers to teach;
• show personal responsibility for learning;
• participate and co-operate in class;
• show respect and courtesy towards College staff, students and visitors;
• be punctual and arrive at class with all materials needed for learning.

RESPECT FOR OUR FAITH TRADITION BY:
We expect that students will
• appreciate the need for an atmosphere of quiet reflection leading to prayer;
• participate in community prayer, feast days, liturgy and spiritual formation opportunities;
• follow Church customs and practices with dignity, respecting the sacred space.
8.0 Roles, rights and responsibilities of the members of the College community

The College community is made of individuals and groups of people holding a variety of roles. Figure 1 illustrates the various levels of interactions that members of the community have with each other. It is essential that all role holders operate within a Catholic Christian ethos as interactions between students, between students and staff, and between staff have a direct influence on the creation of ‘right relationships’. These create an atmosphere of care and respect that pervades the culture of the school.

Figure 1
All Staff have a role in ensuring effective student behaviour support by:

- creating a nurturing and ordered learning environment which is learner centred, supportive, co-operative and aligned with relevant curriculum policies, documents and practices;
- collaboratively developing and implementing quality curriculum programs and appropriate pedagogy; evaluating the effectiveness of these programs; assessing and reporting student progress and learning outcomes; and reporting these to students, parents and the community;
- implementing effective, adaptive, inclusive and equitable practices and teaching strategies;
- proactively and collaboratively engaging in professional renewal practices to enhance student outcomes;
- providing effective supervision of students.

Students have a responsibility to:

- respect themselves and others at school and in the community;
- be honest, truthful and trustworthy;
- be self-disciplined;
- value the opportunity of education;
- set and work towards personal goals which are realistic and achievable;
- in their interactions with others be kind, just, compassionate and inclusive;
- lead by good example;
- demonstrate their acceptance of others and be supportive and encouraging of them;
- be caring in their behaviour to reflect the respect they have for the person and property of all;
- be aware that their actions reflect on them and their College;
- observe all community expectations in their actions eg public transport expectations and respect for the environment;
- follow College uniform guidelines;
- show courtesy and respect towards those within the College and wider community;
- allow all students the opportunity to learn and teachers to teach;
- show personal responsibility for learning;
- participate and co-operate in class;
- show respect and courtesy towards College staff, students and visitors;
- be punctual and arrive at class with all materials needed for learning;
- appreciate the need for an atmosphere of quiet reflection leading to prayer;
- participate in community prayer, feast days, liturgy and spiritual formation opportunities; follow Church customs and practices with dignity, respecting the sacred space.

Students have a right to:

- a safe and supportive environment;
- an education inclusive of a variety of learning experiences;
- access to programs encouraging Faith Formation;
- dignity and rights without prejudice to considerations such as race, sex, physical characteristics, age or ancestry;
- programs which foster an appreciation of diversity in cultures and beliefs;
- programs which allow for all educational needs and are designed to be implemented to accommodate for various levels of support.
9.0 Celebrations

The following are celebrations of learning and behavior within the College:

- Mary MacKillop Awards are awarded at full school assembly each fortnight to a girl at each year level who in her school life is witness to the qualities valued by our community. It particularly focuses on her application to her studies and/or her relationship with others where she has exemplified the qualities demonstrated in the teachings of Mary MacKillop. Such qualities may include: concern for others, being of service to others or to the school, assisting others with their work, active participation in College events.
- A Certificate of Outstanding Work Practices is awarded at end of terms one, two and three to recognize those students who apply themselves with outstanding diligence to their classwork.
- Diligence Awards are given out at the end of each year and recognize those students who consistently demonstrate exemplary application to their studies. The expected standard of work will demonstrate effort, hard work and persistence.
- Outstanding Diligence Awards are presented to students in Year 12 who have received a Diligence Award for each of their five years at the College.
- End of Year Academic Awards to recognise outstanding achievements and practices at all year levels.
- Sporting Awards given at both full school assemblies and at end of year functions such as the Awards Night.
- Special Ceremonies such as the Year 12 Graduation, Leader's Breakfast, Formal and Social.
- Special Acknowledgements at fortnightly Year Level Assemblies.
10.0 Three dimensional approach to preventative strategies

10.1 Dimension 1—Proactive—Whole School

The strategies that will be utilized are as follows:

- engaging the whole community in the development of the Student Behaviour Support Policy and the overall process of learning and teaching;
- encouraging practices which ensure engagement of students in learning—learning that is active and ongoing;
- ensuring that the quality of all relationships in the community are benefited by positive interactions to develop a sense of community;
- pastoral care is of paramount importance in both the structure and decision making in the College;
- all school programs and policies ensure:
  - that the varying needs of all students are met,
  - that students are empowered to take ownership of their lives and the directions that these may take,
  - recognition of and respect for the origins and ethnicity of all,
  - acknowledgment of the achievement of students in sport, academia, the spiritual/religious life of the community and in wider community service
  - consideration of the personal developmental stages of students and the societal influences on them, recognizing their growth, religious backgrounds and transitions through the various stages of their schooling,
  - acknowledgment of the contribution that can be offered by all students in all year levels (representation in a range of activities, student leadership roles),
  - celebration of the cultural heritage of all students and the diversity of cultures that exists with the school community.

The following members of the community will ensure that these strategies are implemented within the College:

- College Leadership team
- Pastoral Co-ordinators
- Curriculum Co-ordinators
- Support staff—Guidance Counsellor, Campus Minister, Learning Support Co-ordinator
- Other teaching staff
- Ancillary staff
- Parents
- Students
10.2  Dimension 2—Responsive—Small group

The strategies that will be utilized are as follows:

- The implementation of a pastoral approach to care within the College through the formation of a Pastoral team which includes the Deputy Principal, year level Pastoral Co-ordinators and the Counsellor;
- Regular meetings of this group to ensure that all decisions and practices in regards to behaviour support are in line with the ethos, vision and mission and policies of the College. These meetings should also inform the group of the current issues involving student support and behaviour in the College;
- Pastoral Care lessons once a week which are age appropriate and developmentally sequenced to ensure social skills training and strategies to promote healthy lifestyles and positive behaviours and problem solving skills;
- Ongoing review of curriculum practices and structures to ensure appropriate pedagogy is being incorporated into the learning and teaching within the College;
- The formation of a Curriculum group including the Assistant Principal Administration and the Curriculum Co-ordinators to meet regularly to discuss these issues.

The following members of the community will ensure that these strategies are implemented within the College:

- College Leadership team
- Pastoral Co-ordinators
- Curriculum Co-ordinators
- Support staff—Guidance Counsellor, Learning Support Co-ordinator
- Other teaching staff
- Parents
- Students
10.3 Dimension 3—Reactive—Individual

The strategies that will be utilized are as follows:

- Individualized student behaviour interventions (see appendix 1). This will include a structure and course of action whereby the student, teacher, Pastoral Co-ordinator, Counsellor, Deputy Principal and parents are involved in a behaviour modification process. This may only require a discussion with a teacher in the first instance but may progress to the implementation of an Individual Student Behaviour Plan (see Appendix 2) and in a rare situation to either suspension or exclusion;
- Discussions with the classroom teacher to ascertain reasons for inappropriate student behavior, e.g., environment, pedagogy, learning needs;
- Functional student behaviour assessment.

The following members of the community will ensure that these strategies are implemented within the College:

- College Leadership team
- Pastoral Co-ordinators
- Support staff—Guidance Counsellor, Campus Minister, Learning Support Co-ordinator
- Teaching staff
- Parents
- Students
11.0 Consequences for a breach of the Code of Student Conduct

Rules and sanctions within this Student Behaviour Support Plan clearly recognise pastoral care as the distinctive feature from which the ethos of the College emerges. The Brisbane Catholic Education Student Behaviour Support Regulations and Guidelines make clear that, in every case where formal disciplinary sanction is under consideration, the impact on the student's education and wellbeing must be carefully assessed. The more serious the sanction under consideration, the more carefully must the College assess whether all other reasonable steps to deal with the situation have been taken and whether the proposed action is in fact in the best interests of the student and the College.

The rules and sanctions contained within this code:
- are cooperatively formulated, positive in orientation and purposeful;
- are just and reasonable and convey a sense of forgiveness;
- encompass a range of options that are related to the misdemeanour;
- are supportive and enforceable;
- contribute to the development of justice in the school;
- foster responsibility for actions;
- positively contribute to changing, healing and restorative practices.

These rules and sanctions also take into consideration:
- the age and stage of development of students;
- the capacity of students to understand what is required of them, and why;
- the particular circumstances of life the student is currently experiencing;
- the need for the adequate supervision of students;
- the implications of various policy options for the physical and psychological wellbeing of students;
- the implications of various policy options for the legal rights and responsibilities of teachers;
- the degree and extent to which parents/caregivers have been informed of the student’s progress.

Consequences for problem behaviour will be determined by individual need and situation. The initial consideration is: does the behaviour require a consequence? If so, what effect will the consequence have now and over time? Shifting away from reliance on negative consequences to addressing problem behaviour is difficult. On a broad level it will require ongoing examination of some well-established educational practices. On a personal level it will require individual reflection on the students own behaviours. Both can result in a more appropriate use of consequences to build skills with long-term utility for students.

Teachers will consider the following strategies in applying consequences to inappropriate behaviours:
- Predetermined consequences may be ineffective and incompatible with cause of the problem behaviour—consideration as to whether consistent responses may prove problematic when they do not help the student to use more appropriate behaviours at any given moment.
- Provision of immediate, powerful, and consistent reinforcement when a student is behaving more appropriately
- Consideration of whether the consequence is instructive or only suppressive. Does the
consequence actually help the person to learn an alternative behaviour the next time the same or a similar situation arises?

• A continuance of gathering ongoing assessment information to understand the conditions under which behaviour occurs and does not occur. Understanding the conditions under which behaviour occurs can help shift the focus to prevention and instruction and reduce the need for consequences which serve as punishment.

11.1 Detention

11.1.1 Definition

A ‘detention’ is any relatively short period when a student is:

• Required to remain at school, or in a particular classroom, in student’s ‘non-class’ time (recess, lunchtime, recreation time, after school) or
• Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out).

11.1.2 Detention Purpose

Whilst detention can be used as a form of community service the opportunity also exists during a detention to use that time to repair relationships, use restorative practices, make plans for appropriate behaviour, and rehearse alternative behaviours. A detention should be constructive and age-appropriate. It can signal to a student that their inappropriate behaviour will be met with an immediate consequence. Detentions can be a deterrent to problem behaviour. A student could be delayed from enjoying pleasant recreational activities (recess, lunchtime, recreation time or after school) or from participating in normal classes (time-out or time-in). At a more serious level, ‘time-out’ from the classroom may be a form of ‘in school suspension’ in another classroom or under the supervision of a member of the leadership team or another staff member. If the Principal of the College or their delegate (Pastoral/Curriculum Co-ordinator), is satisfied that a student has behaved in an unacceptable manner, they may impose a detention on that student.

When a member of the College staff employs detention as a method of discipline, they must ensure the following:

• It is an appropriate method of discipline;
• That the detention itself is age-appropriate and that the student is adequately supervised for the entire period of detention (what is adequate will depend on the student’s age, stage of development, and any special needs);
• The student’s safety and welfare needs are being addressed. The student is given appropriate access to food, access to drink facilities and access to toileting facilities;
• Where it is intended to detain the student after normal school hours, notification is given to the parents/caregivers of the student, and the school is informed of the arrangements in place for the student’s travel from school to home.

11.1.3 Detention Guidelines

A member of the teaching staff or school leadership team must supervise detentions. Where students are detained at school before or after school hours, it is necessary to notify parents/caregivers and give adequate notice by using a detention slip proforma (see Appendix 3). If detention will jeopardise a student’s safe transport home, it is appropriate to postpone the detention until alternative arrangements can be negotiated with the student’s parents/caregivers.
The following guidelines for detentions will be followed by all staff:
• Detention should be one stage in an explicit support plan involving fair warning systems that all students and their parents/caregivers understand. The procedure and the organisation of the procedure should be well thought out beforehand;
• The detention place or room should be reasonably comfortable and appropriate to the activity planned;
• The student should be readily observable and supervised by a member of the teaching staff or school leadership team;
• The student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way;
• Interaction between a student and the supervising teacher should be emotionally neutral; the aim should be for the student to devise a plan that negotiates appropriate behaviour in class.

11.2 Suspension
The Principal of a Brisbane Catholic Education School may suspend full-time or part-time a student from that school for a period up to 10 school days or part thereof, if satisfied that a student has behaved in an unacceptable manner, or whose attendance the Principal believes poses an unacceptable risk to members of the school community. A suspension could take place in school or out of school. In the event of the absence of the Principal from the school, the Acting Principal has the same authority to suspend. The Principal may delegate this authority to members of the school’s leadership team such as Deputy Principal, Assistant Principal Administration or the Assistant Principal Religious Education.

11.2.1 Suspension Definition
Suspension is the temporary, full-time or part-time withdrawal of a student’s right to attend school and school related functions for a defined period of time:
• Any single suspension cannot exceed ten school days without being referred to the Deputy Executive Director;
• Indefinite suspension, where the student is continually re-suspended for the maximum period, should not occur;
• Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspension should not exceed more than ten school days;
• By mutually agreeable arrangements, a student’s enrolment may be suspended whilst the student attends an alternative education program.

Suspension may occur if so decided by the school Principal after he/she has:
• Ensured that all appropriate and available student support strategies and discipline options have been applied and documented;
• Ensured that all appropriate support personnel available, within the school system and externally, have been involved;
• Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension;
• As far as practical, provided to the student and/or parent/caregivers a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future;
• Recorded all actions taken in appropriate school files or BCE database.
Principals may suspend, consistent with these procedures, where behaviour includes:

• Persistent non-compliance - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended;
• Persistent disruption - Students who persistently disrupt and prevent the learning and teaching of others may be suspended;
• Breach of school’s Code of Student Conduct - Students who seriously breach the school’s published rules and regulations may be suspended.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons or illegal drugs.

Principals may suspend immediately any student whose behaviour includes the following:

• Possession of alcohol or a suspected illegal drug - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE’s Administration of Medication to Students Guidelines and Dealing with Drug Related Matters)
• Violence or threat of serious physical violence - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter should also be reported through BCE Student Protection in accordance with their Guidelines.
• Possession of a weapon - Any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.

11.2.2 Suspension Purpose
Suspension is imposed as a disciplinary measure and for no other reason. The purpose is to:

• Signal that the student’s present behaviour is not acceptable;
• Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources and set in motion a plan for assisting the student to demonstrate appropriate behaviour;
• Establish a negotiation process for the student’s re-entry to the school, based on the student’s achieving some explicit goals related to improved behaviour;
• Ensure that the student’s parents/caregivers are aware of the seriousness of the student’s unacceptable behaviour and are involved in the process of negotiation for re-entry;
• Protect the right of staff to work in a safe and professional environment and the right of other students to learn without being unduly disrupted or put at risk.

The College is not obliged to provide a student with schoolwork during suspension. It is recommended that schools provide such work, however, if they consider it appropriate to do so. Parents/caregivers have responsibility for their children while they are under suspension. Parents/caregivers need to know that their child may not attend school and school-related functions and that they have a responsibility to provide appropriate supervision. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (by, for example, continuing to send the child to school) the Principal should inform the Area Supervisor, who may approve an alternative intervention. Suspension is not to be used as punishment for poor attendance. Re-admission procedures should be formally stated in the school’s Student Behaviour Support Plan, and need to be reinforced.
11.2.3 Suspension Procedure
The processes associated with suspension are often subject to close scrutiny. It is important therefore that all processes be carried out in a way that conforms to the Student Behaviour Support Regulation and Guidelines, with accuracy and attention to all aspects of the process.

11.2.4 Suspension documentation for a full day or longer:
As soon as practical after a day or longer suspension takes place, the Principal will ensure a report is written on the background and reasons for suspension, with the period of suspension clearly specified. A copy of the Principal’s letter to the parents/caregivers and their letter to the student should be attached to the report. (See Appendices 4 and 5) Copies of the report and attached letter should be placed on the school file and placed in the student’s file. For less than a day suspension, a note should be made in the student’s file. For a suspension of one or two days, reporting remains in the school. For a suspension of longer than two days, Principals should notify the Area Supervisor.

11.2.5 Student Information Database Entry:
The Principal will arrange for details of the suspension to be entered into the Student Information Database. The suspension data will be held in Brisbane Catholic Education’s database. The system will generate automatic templates for the Principal to use in compiling a report and sending a letter to parents/caregivers. A copy of this may be sent to the Guidance Counsellor and the Area Supervisor. The Principal may ask the Guidance Counsellor for assistance in re-entry procedures.

11.2.6 Suspension Decision
The Principal will inform the student and parents/caregivers of the grounds on which suspension is being considered. The student and parents’/caregivers’ will be given the opportunity to respond:
• Where possible, the student/parents/carergivers response should be considered before a decision to suspend is made.
• Where deemed appropriate, the Area Supervisor will be advised of the decision to suspend by the principal.
• The decision to suspend must be taken by the Principal or authorised delegate.

11.2.7 Notification to Parents/Caregivers for a day or more Suspension
• A student will not be sent out of school before the end of the school day without notification being made to a parent/caregiver and, if necessary, agreement reached about arrangements for the collection of the student from school.
• Though interviews may take place by phone, notification of suspension must be made to parents/caregivers in writing. An oral communication, even face-to-face, is not sufficient in itself. The letter must be delivered by some safe method; the onus of proof of the delivery rests with the Principal. The use of a child messenger is not always considered to be a reliable way of forwarding the letter. It is often useful to telephone the parents/caregivers and to follow up the phone call with a letter.
• In all cases, the notification will:
  o Indicate the reasons for the suspension
  o Advise the length of the suspension, the expected return date, and the conditions to be met to enable return
o Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension
o Request a parental conference at the school
o Parents/caregivers should be referred to the school’s published Student Behaviour Support Code.

11.2.8 Suspension Re-entry
As part of the re-entry process, the Principal or authorised delegate will convene a meeting with the student and the parent/caregivers to discuss the basis of maximising successful reintegration into the school before the student’s return to school. In extenuating circumstances this meeting may take place over the phone. The aims of the parental conference are to:
• Ensure that the parents understand the seriousness of the student’s unacceptable behaviour and the need for disciplinary action;
• Encourage a mutually-supportive position between the school and the student’s parents for the action that the school is taking, and
• Devise a mutually-acceptable plan, conditions and follow-up evaluation for the student’s re-entry to school.

Usually the re-entry meeting will take place in the school and will be mediated by the Principal. If, despite the school’s requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal will refer the matter to the Area Supervisor. Alternative steps may need to be taken to facilitate the student’s return to school or the Area Supervisor in consultation with the Deputy Executive Director may consider commencing proceedings for exclusion.

11.3 Exclusion
In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Deputy Executive Director, recommending the exclusion of a student from a Brisbane Catholic Education school. The Deputy Executive Director will in turn forward this submission with his/her own recommendation to the Executive Director for decision:
• A Principal may not exclude a student on his or her own authority.
• A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Deputy Executive Director.
• In cases where consideration is being given to recommending an exclusion from a Brisbane Catholic Education school, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

11.3.1 Exclusion Definition
Exclusion is the complete withdrawal of a student’s right to attend a particular school and school related-functions, on the authority of the Executive Director (or nominee). Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending any Brisbane Catholic Education school.
11.3.2 Exclusion Purpose
The purpose of exclusion is to:
• Signal that the student’s behaviour is not accepted in the school because it seriously interferes with the long-term safety and wellbeing of other students and staff;
• Remove the student from an established environment in which severely unacceptable behaviour patterns have become entrenched;
• Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student’s needs;
• Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

11.3.3 Exclusion Guidelines
Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family. Students will not normally be excluded without a clearly-documented range of intervention strategies having been tried, and the root cause of the behaviour having been sought to be identified and addressed. Schools need to be aware of the equity issues applying to the exclusion of marginalised students.

Exclusion signals that the student’s behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort. The Executive Director (or nominee) will not normally approve a recommendation for exclusion unless there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate intervention plans. The exception to this is when the student’s behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary.

Where a serious breach of the student code of conduct has occurred, the Principal may give parents and students an understanding of a range of options open to them. Students can be excluded from a particular school only through the procedures outlined below. The procedures apply both to students of compulsory school age and to those beyond it. Parents/caregivers have a right to know the processes involved in exclusion as well as be acquainted with their right to withdraw their student from the school. Where a parent/caregiver exercises the right to move their student to a new school prior to the application of exclusion, then it is expected that the Principal or delegate will facilitate the transition to the new school.

The Principal will:
• Consult with the Area Supervisor
• Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
• Notify the student and the parents or caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student, parents or caregivers to respond
• Provide the parents or caregivers, or student where the student is living independently, with a copy of all the documentation on which the recommendation to exclude is based (taking account of the need to protect the anonymity and privacy of possible complainants and/or witnesses). The Principal is entitled to use discretion to remove the names or other
identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent to respond to the recommendation to exclude. This consideration will be unique in each case and guidance should be sought from the Area Supervisor.

- Consider any response from the student and parents/caregivers before proceeding further.
- Request a meeting with the student’s parents/caregivers to discuss the process and the reasons for the recommendation.
- Provide the parents/caregivers with information on the implications of this action, their right to appeal, and the appropriate procedures for submitting an appeal.
- Forward a submission to the Deputy Executive Director detailing the reasons, the action taken to moderate the student’s behaviour (where appropriate), a copy of all required documentation, and any response from the student, parents/caregivers.

Suspension, as part of an application for exclusion, will be entered into the Student Information data system and a letter template will be electronically generated from the system. A Student Information data system and electronic letter template is available for this purpose. This will be forwarded via the Area Supervisor to the Deputy Executive Director for consideration, and forwarding to the Executive Director (or nominee) for determination.

The Executive Director (or nominee) will consider the application for exclusion and may:
- Consult with the Principal and Area Supervisor
- Provide an opportunity for the student and the student’s parents/caregivers to be consulted, by a designated person/s.

While consideration of exclusion from a Brisbane Catholic Education school is being made, the student will remain on suspension. A decision will be made as soon as practicable following the submission reaching the Executive Director.
12.0 Process for Appeals

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents/caregivers, or students living independently, may appeal a suspension longer than three days to the Area Supervisor.

Parents or students living independently may appeal an exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals process. Alternative options to respond will be considered.

Appeals are made to:
• The Principal of the school about a decision to suspend a student for less than three days,
• The Area Supervisor about a decision to suspend a student for more than three days from a particular school; or
• The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school.

In an appeal against suspension the Area Supervisor will:
• Deal with the appeal within two school weeks of its lodgment
• Ensure that communication lines are maintained with the person or persons making the appeal, and that they are continually informed of the progress of the appeal
• Review all relevant material
• Ensure that appropriate material has been made available to the student and parents or caregivers
• Discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
• Advise in writing all the parties of the decision and the specific reasons for reaching the decision.

Where an appeal against a suspension is upheld, the Area Supervisor will decide what an appropriate determination in this instance is. The process for exclusion is that the student will be suspended pending exclusion and an application for exclusion will be made by the Principal to the Executive Director. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents to notify them.

In an appeal against exclusion the Executive Director will appoint a suitable person or persons to review the decision. He / she will:
• Deal with the appeal within four school weeks of its lodgment (in cases where a parent/caregiver or independent student is receiving assistance for making an appeal, an extension of time may be necessary)
• Ensure that communication lines are maintained with the person or persons making the appeal, and that they are kept aware of the progress of the appeal;
• Review all relevant material;
• Ensure that appropriate material has been made available to the student and his or her parents/caregivers;
• Advise all the parties in writing of the outcome of the appeal and the specific reasons for reaching the decision.
If the appeal to the Executive Director is successful, consideration may need to be given to the re-instatement of the student’s enrolment and the conditions on which it might be considered through discussion involving the Principal, Area Supervisor and the parents/caregivers. Each situation is different, so the time frame for investigation and decision making will be different. It is understood that in practice Principals are in regular contact with Area Supervisors about suspensions and potential exclusions and seek their advice. In extenuating circumstances, any variation by a Principal to the above processes and procedures would need to be negotiated with their Area Supervisor.
13.0 Links to other Resources

13.1 General
http://resources.sai-iowa.org/bd/index.html This resource provides information on whole school issues of behaviour management, with three models used to demonstrate the foundational concepts: control theory (Glasser), positive behaviour support and positive discipline.

http://www.behaviour4learning.ac.uk/index.aspx The resource rich site contains research-based ideas on positive approaches to behaviour management in schools, links to current news items on behaviour and practical examples of programs in action.

http://www.fultonpublishers.co.uk/resource.asp Free online resources for school staff covering topics on behaviour management, specialist interventions and curriculum modification.


http://falcon.jmu.edu/~ramseyll/disciplinebib.htm A complete bibliography of school and classroom management publications, with specific references to Discipline with Dignity, Cooperative Discipline, Assertive Discipline, Reality Therapy and Discipline (Glasser) and Teacher Effectiveness Training.

http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php Special Connections is a website created through the University of Kansas to provide school staff with tools and resources to support students. Included in this section is a focus on understanding behaviour from varying perspectives: behavioural, ecological, biophysical and psychodynamic.

http://www.emtech.net/learning_theories.htm A comprehensive resource page which provides information on common learning (behaviour) theories sourced from leading researchers across the world. The site contains information on behaviourism, cognitive-behaviourism and social learning theories.

13.2 Evidence-Based Practice

http://www.aare.edu.au/index.htm Australian Association for Research in Education (AARE) facilitates contact between educational researchers, and encourages and works towards the development of all aspects of educational research.


http://cecp.air.org/guide/actionguide/Chapter_2.asp The Center for Effective Collaboration and Practice offer this chapter on "Building a Schoolwide Foundation." This web-based resource describes four key components and strategies of an effective schoolwide plan that can be used to prevent school violence.

http://eduscapes.com/tap/evidence.html Evidence-based Practice and Educational Technology is a US site that provides an easy-to-read introduction to the concept of evidence-based education. This site has a particular focus on technology, literacy and diversity in education.

http://www.campbellcollaboration.org/ECG/titles.asp The Campbell Collaboration is an international network of scholars, policy makers, practitioners, funders, students, and others who are interested in effective methods of education and training.


http://www.promisingpractices.net/ The Promising Practices Network (PPN) is dedicated to providing quality evidence-based information about what works to improve the lives of children, youth, and families. The PPN site features summaries of programs and practices that are proven to improve outcomes for children. All of the information on the site has been carefully screened for scientific rigor, relevance, and clarity.

http://www.pbpi.org.au/ Peacebuilders is a school and community-based violence-reduction/crime prevention program. Several schools in Queensland have implemented Peacebuilders as a whole-school behaviour support program.


13.3 Whole School Programs
http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm  In 2004 the Department of Education and Training in Victoria undertook research into factors that contributed to schools being perceived as ‘safe’. This site gives a short summary of the findings and links to the several school case studies.

http://www.friendlyschools.com.au/materials/whole-school/index.php  Friendly Schools and Families program is an Australian whole-school bullying-reduction resource package, including six school booklets, a training CD-ROM and a Parent Guide. The program has a strong evidence-base, and has been developed by staff from Edith Cowan University in collaboration with staff from several Perth schools.

http://www.standards.dfes.gov.uk/primary/publications/banda/940043/ba_cpdc173505modd.pdf  This booklet is part of a series on behaviour support developed for the Primary National Strategy from the Department for Education and Skills in the United Kingdom. The focus of this training module is to guide the development and review of a whole-school behaviour and attendance policy.


13.4 Supporting Social and Emotional Development
http://www.syndeysymposium.unsw.edu.au/2004/papers.htm  Papers from the Sydney Symposium of Social Psychology in 2004. The focus of this symposium was ostracism, social exclusion, rejection, and bullying. The resources available on the website provide comprehensive research summaries into common school issues related to behaviour and social development.

http://www.coedu.usf.edu/laser/products.html  Linking Academic Scholars to Educational Resources (LASER) website has a set of Research to Practice briefs that will serve as a tool for educators in addressing critical areas of concern in teaching and learning. The authors are LASER scholars who have conducted research on these various topics.

http://www.ema.gov.au/agd/WWW/ncphome.nsf/Page/Publications_All_Publications_Early_Intervention_Youth_Mentoring_You th_Mentoring_Programs  Link to the Australian Government research project on a range of Early Intervention Youth Mentoring Programmes. The project involved a national audit and review of mentoring programmes around Australia in order to:
• Provide a national profile of mentoring programmes for young offenders
• Identify models and good practice
• Identify key crime prevention outcomes from youth mentoring

13.5 Classroom Strategies and Interventions

http://challengingbehavior.fmhi.usf.edu/monitoring.html#data  Centre for Evidence-Based Practice: Young Children with Challenging Behaviour site section on monitoring outcomes of behavioural interventions and collecting data. This site offers case studies and downloadable resources.
http://www.ces.ncsu.edu/depts/fcs/human/pubs/aggression.html This site from North Carolina State University provides an easy-to-read guide on managing aggression in children. The different forms aggression may take as children grow older are explored and strategies for interventions are compared.

http://www.vanderbilt.edu/csefel/ Link to free modules from the Centre on the Social and Emotional Foundations of Learning. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature.

http://cecp.air.org/fba/default.asp This website link takes visitors to the Centre for Effective Collaboration and Practice. This specific section of that site provides a training program and resources for conducting a functional behaviour assessment.

http://www.csun.edu/cod/conf/2001/proceedings/0309ocummings.htm Information on this site provides a conference paper on the integration of technology into data collection systems for classroom teachers. Ideas on the use of PDAs in the classroom are discussed.

http://www.iblesd.k12.or.us/student/behavior/events/pbs2004.php The homepage of the 2004 Positive Behaviour Support Conference, this site contains PowerPoint presentations and PDF files on:
• Teaching social skills
• Check in – check out program interventions for students at-risk
• Strategies for improving student attendance.

http://www.schoolbehavior.com/ A rich resource site for teachers and school-based staff supporting students with high behavioural needs. Information on common teaching strategies, sample data collection forms and links to research articles are provided.

http://www.uea.ac.uk/care/nasc/Rewards_and_Sanctions/R&S_Page3.html This link takes visitors to a comprehensive website detailing common classroom strategies for making effective use of reinforcement and consequences. Questionnaires, data collection tools and data summaries from a research project conducted for schools a one district.

http://behaviorassociates.org/presentations.html Site that contains several PowerPoint presentations by Dr Geoffrey Colvin on topics relating to the classroom management of severe and chronic problem behaviour.
• Managing the Cycle of Serious Acting-Out Behaviour (July, 2005)
• The Administrator as Instructional Leader (July, 2005)
• Preventing and Defusing Problem Behaviour in the Classroom (June, 2005)
• Understanding and Managing Severe Problem Behaviour (April, 2005)
• Academic Underachievement Problem Behaviour (April, 2005)
• Severe Problem Behaviour (April, 2005)
• MS Instructional Survey (March, 2005)
• Classroom Management Systems (March, 2005)
• Self-evaluation Principals Role (March, 2005)
• Principal as Instructional Leader (March, 2005)
13.6 References


QCEC (2001) Inclusive Practices in Queensland Schools


United Nations Published Handbook on Restorative Justice http://www.restorativejustice.org/
14.0 Apendices

14.1 Appendix 1

Teacher checklist

To be completed after every lesson and put in Deputy Principal/Year Coordinators pigeonhole.

Teacher name: ____________________
Date: ________ Period:____

Classwork**
Completed ☐ not completed ☐

Homework**
Completed ☐ not completed ☐
not seen but says is completed ☐
N/A ☐

Books/equipment
All present ☐ items missing ☐
had to go to locker ☐ Unable to do class activities because of missing items ☐

Behaviour - tick any of the following behaviours that were exhibited
Rude tone or body language ☐
Lack of courtesy ☐
Lack of respect ☐
Lack of consideration for others ☐
Answering back ☐
Refusal to do what teacher asked ☐
Disrupting others’ learning ☐
Refusal to do work ☐
Asking to go to sickbay ☐
Asking to go to toilet ☐
Asking to sit outside ☐
Asking to go get a drink ☐
Given timeout less than 10 minutes ☐
Given timeout more than 10 minutes ☐

**Details of non completed classwork and homework to be attached.
### Behaviour Support Management Plan

**Name:** XXXXXX  
**Year:** 9  
**Start Date:** 21 April 2010  
**Review Date:** 21 May 2010

<table>
<thead>
<tr>
<th>Areas of Concern</th>
<th>Behaviour/s Targeted</th>
<th>Strategies to Minimize Behaviour/s</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| Avoidance of the classroom | Does not remain in the classroom | • XXXXXX will not be given permission to go to the toilet or sickbay during class time – unless in an emergency.  
• XXXXXX is to go to the toilet BEFORE class. | • If XXXXXX goes to the sickbay, she will be assessed by the admin staff to ensure she is physically well.  
• The cumulative amount of time spent at sickbay will be made up by XXXXXX in one designated afternoon per week. |
| On-task time is limited | Failure to have necessary equipment | • XXXXXX is to check class equipment required for the following day *the night before* and pack her school bag ready for the morning.  
• School diary, which must be with XXXXXX at all times, is to be used for regular contact between XXXXXX’s teachers and parents.  
• XXXXXX will be given a movement slip to go back to her locker to retrieve her diary/books/equipment if she has not brought them with her to class. | • The cumulative amount of time spent at the locker DURING class (noted by the teacher on the movement slip) will be added to XXXXXX’s ‘make-up’ time. |
| Doesn’t hand in homework | | • All homework is to be entered in the school diary, which must be kept clean and free of graffiti.  
• If XXXXXX doesn’t understand her homework tasks, she is to seek assistance from her teachers.  
• XXXXXX is to take home the correct books to ensure she is able to complete her homework as per her diary. | • If homework is completed XXXXXX should be praised.  
• All teachers are to place a list of unfinished homework in the Year Co-ordinators pigeon hole. XXXXXX is to re-complete this homework at home under her parents’ supervision.  
• Year Co-ordinator will email parents re: confirming homework has/n’t been handed in. |
| Quality of work does not meet | Work does not meet | • XXXXXX must attempt all set work in each class.  
• If XXXXXX finds the work overwhelming, she can use her traffic lights ‘time-out’ option. | • All teachers are to place a list of unfinished set class work in the Year Co-ordinators pigeon hole.  
• XXXXXX is to complete unfinished class work at
### Not match XXXXX's capabilities

**Teacher Expectations**

- Time out is 5 minutes maximum.

**Home under her parents’ supervision.**
- Year Co-ordinator will email parents daily re: set class work to be completed.

### Rewarding appropriate behaviour

- XXXXX is to be rewarded for efforts in following the above plan
- Criteria for rewards:
  1. When XXXXX completes set homework tasks on the day it was given ie., when no homework tasks are left in the Year Co-ordinators pigeon hole for an ENTIRE day, **OR**
  2. When XXXXX is not required to finish off set class work at home, **OR**
  3. When XXXXX is not late for class, does not go to the toilet/locker/office/sickbay DURING class time for an ENTIRE day

**XXXXX will receive daily rewards of her choice (provided by her parents), when she has achieved the rewards criteria**
- XXXXX may achieve a larger bonus reward (provided by her parents) if she successfully attends one whole week of school without requiring to complete unfinished homework at home, **as well as** unfinished set class work at home, **as well as** not attending her designated after school 'make-up time'.

### Summary

- The focus of this plan is:
  1. To help XXXXX remain the classroom for the WHOLE lesson by restricting opportunities to go to the toilet and sickbay
  2. To engage XXXXX in the curriculum by:
    1. ensuring she has the necessary books and equipment to complete classroom tasks
    2. requiring XXXXX to complete set class work and homework
    3. providing XXXXX with a time-out option to help her manage her emotions
    4. ‘Make-up’ will be held on Mondays, and consist of:
    5. making up missed time in the classroom lost to time spent at the locker/toilet/sickbay

This Behaviour Support Management Plan is a short-term trial only, it is not a long-term solution

I have discussed this plan and agree with its implementation:

Student’s Signature _______________________________ Date: ______________

Co-signed by:

Parent___________________________

Counsellor_________________________ Deputy Principal__________________________

Date for Review: 21st May 2010
Record of DETENTION

Date: __________________________
Student: __________________________________________________

Reason for detention:
- Uniform infringement
- Lateness
- Incomplete work
- Unacceptable behavior
- Mobile Phone

Details of Detention:
- Date: __________________________________________
- Time: __________________________________________
- Pco-ordinator: _________________________________

(i) The detention slip is the official communication with the parent and is sent home with the student in her diary to be signed. It is then returned to the Pastoral Co-ordinator.
(ii) The Pastoral Co-ordinator retains the record of detention until completion of detention.

DETENTION SLIP

Date: __________________________  Student: __________________________

I have given your daughter a detention to help her modify the following recurring infringements or inappropriate behaviour.

- Uniform infringement (hat, jewellery, other) ________________________________
- Lateness
- Incomplete work (homework, assignment, other) ________________________________
- Unacceptable behavior
- Mobile Phone

Details of Detention:

Day: __________________________
Pastoral Co-ordinator: ________________________________

Date: __________________________

Please sign and return this form to the Pastoral Co-ordinator noted above.

Parent/Guardian Signature: ________________________________________________

Transport arrangements for the day of detention
- ◯ bus
- ◯ pickup
- ◯ train
- ◯ walk
Dear STUDENT

Re: Your Suspension from Our Lady’s College

You are suspended from Our Lady’s College commencing on 12th October 2009 for 2 days, under Section 29 of the Education (General Provisions) Act 1989.

The grounds for your suspension are;
- Breach of The Safe and Supportive School Policy

In making my decision, I considered the following information;
- Video footage on ‘You Tube’ & ‘Facebook’ accounts
- Visual reporting of incident
- Information from you

On the basis of this information, I decided that the facts are;
Your behaviour has breached the College Behaviour Expectations demonstrating the following behaviours
- Lack of respect for the College reputation
- Breach of College Behaviour Policy in regards to the use of mobile phones within the College
- Failure to obtain permission from other students before posting a video of them on the internet.

While you are suspended, your parent or caregivers are responsible for you and you are prohibited from attending this school. You may not attend classes or take part in school activities.

You should contact Mrs Shelley Hamilton on 3848 7462 to discuss anything you do not understand in this letter, you will be required to attend an interview on Wednesday 14th October 2009 at 8.30am to discuss the conditions of your return to the College.

Parents / caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension or exclusion.

Yours sincerely

Claire McLaren
Principal
Dear PARENT/CAREGIVER

Please find attached a copy of the letter sent to XXX concerning a notice of suspension from Our Lady’s College.

You are invited to express your views about the behaviour of your child and the decision to suspend your child. Information you provide may lead to a reconsideration of the decision.

Whilst XXX is suspended, you are responsible for her and she is prohibited from attending this school or school functions.

As a usual part of the procedure for return of a student from suspension, you are requested to attend a parental conference to develop a mutually acceptable plan and conditions for XXX’s re-entry to the school at 8.30am Wednesday 14th October 2009. Please advise if this is unsuitable so that an alternative time may be negotiated.

If there is anything you do not understand in this letter, please contact me.

Yours sincerely

Claire McLaren
Principal
In order to maintain fair and reasonable standards of conduct by students, teachers, officials, coaches, spectators, parents and guardians; to protect their respective rights, the rights of the public and the integrity of Interschool Sport; and to provide a safe environment for participating in the sport; all competitions shall be conducted in accordance with the Codes of Behaviour. All players, students, coordinators, teachers, coaches, parents, guardians and spectators shall comply with these codes.

A. Code of Behaviour for Students:
   1. At all times present a positive image of your school to the public.
   2. Applaud good performance and efforts by all players.
   3. Congratulate all players on their performance regardless of the game’s outcome.
   4. Deliberately distracting or intimidating a player during a match is not acceptable or permitted.
   5. Accept that persons outside the court are not in a good position to judge if line calls made by officials or players are correct.
   6. Respect the decisions of officials and teachers and obey all instructions given.
   7. Control your temper. Physical abuse, verbal abuse, audible obscenities, visible obscenities or threatening behaviour to any person is not acceptable or permitted.
   8. During or in connection with any competition, do not engage in any activity that is unlawful and do not engage in any acts of discrimination or sexual harassment, abuse or vilification.
   9. Respect and take proper care of all school resources and facilities at all times.
   10. Obey and respect your school uniform and dress code.
   11. Do not use, possess or be under the influence of alcohol, cigarettes or other drugs at any time whilst on school property or participating in interschool sport.

B. Code of Behaviour for Parents, Guardians, Coaches, Umpires, Referees, Teachers, Spectators:
   1. Remember that students play sport for their enjoyment, not yours.
   2. Encourage students to participate, do not force them.
   3. Focus on the students efforts and performance rather than on winning.
   4. Never ridicule or yell at a student for making a mistake or losing a game.
   5. Remember that students learn best by example. Applaud good play by all players.
   6. Be aware of the rules that apply to the particular competition.
   7. Encourage students to always participate according to the rules.
   8. Deliberately distracting or intimidating a player is not acceptable or permitted.
   9. Accept that persons outside the court are not in a good position to judge if line calls made by officials or players are correct.
   10. If there is any problem during a match with the players, referee/umpire, other parents, coaches, team managers or spectators, call for the Sport Coordinator / Venue Convener to resolve the matter.
   11. Respect the decisions of officials and administrators, making all appeals through the proper process and accepting the final decision; and teach students to do likewise.
   12. Control your temper. Physical abuse, verbal abuse, audible obscenities, visible obscenities or threatening behaviour to any person is not acceptable or permitted.
   13. If you are unable to watch your daughter compete without becoming involved in disagreements with players, officials and other non-participants, stay away from the court where your daughter is playing.
   14. Do not use, possess or be under the influence of alcohol, cigarettes or other drugs at any time whilst on school property or at interschool sport venues.
   15. Condemn the use of performance enhancing drugs. The use of performance enhancing drugs and doping practices is contrary to the ethics of sport and is potentially harmful to the health of athletes.
   16. During or in connection with any competition, do not engage in any activity that is unlawful and do not engage in any acts of discrimination or sexual harassment, abuse or vilification.
   17. Show appreciation of the efforts of officials and administrators. The majority are volunteers and without them there would be no competitions in which your daughter could compete.
OUR LADY’S COLLEGE
ANNERLEY

Students Driving to and from School Policy

Rationale

Brisbane Catholic Education has a very clear policy (Administrative Handbook, November 2003 Item 214.4) in relation to students driving to school and instructs Colleges to have clear guidelines on students driving to/from school, school events and parking motor vehicles which take into account legal requirements and particular circumstances of the school. These guidelines are required to be published to both parents and students.

Guidelines

1. Students intending to drive to school must firstly seek permission from the Principal.
2. Parent/Guardian must contact the Principal either in person or in writing indicating their approval for their daughter to drive and /or for other siblings to be present in the vehicle.
3. Written communication from the parents of the driver and the passenger/s must be received if there is to be a situation when passengers are to be in a car driven by a student.
4. Student drivers are expected to follow all road rules and adhere to college conduct guidelines and expectations.
5. Student drivers must register by signing in on an information sheet which provides identification of: car owners; car registration number, make and model of vehicle; driver; passengers and parental permission to be a driver/passenger.
6. Students will not be permitted to go to their cars during the school day.
7. Students must park on public roads surrounding the College as no parking is available on college grounds for students or staff.
8. The College will arrange transport for school organised activities during regular school hours. Where necessary a hire bus or public transport will be made available to all students.
9. Outside of College hours it is the parents’ responsibility to arrange transport unless otherwise stated.
10. Transport arrangements will always be indicated on the activity or excursion letter and permission slip.

Our Lady’s College can in no way be responsible for students whose parents allow them to drive to school or to be passengers in cars driven by other students. Our Lady’s College accepts no liability for personal injury or damage to vehicles. Claims arising out of accident or injury in a private vehicle would be dependent upon the owner’s insurance and on the application of common law principles.

Claire McLaren
Principal
July 2010
Our Lady's College
Assessment Policy

POLICY
Assessment of student learning is key to ensuring sound teaching practice at Our Lady’s College. Guidelines are established for the conduct of assessment to ensure a consistent and equitable approach for all students across all subject areas.

RATIONALE
Assessment is a recognised practice intended to measure the success of the teaching and learning process. It is integral to and supportive of that process.

Assessment is that part of the educational process that identifies what learning has occurred, pointing to the milestones that have been reached and providing the foundation for deliberate planning of further learning.

As stated in our Mission statement, Our Lady’s College is committed to providing a curriculum which is relevant and flexible. This includes the manner in which we conduct any assessment.

Practices and procedures provide staff and students with guidelines for the conduct of assessment to ensure there is equity. Assessment promotes a consistent and common approach across all Key Learning areas.

All students, in the Senior Phase of Learning must meet the substantive requirements (mandatory aspects) of the syllabus for Authority and Authority Registered subjects. This is a directive issued by the Queensland Studies Authority to promote consistency in standards and expectations across the State of Queensland. This is essential to protect the integrity of the Queensland Certificate of Education and the Senior Statement.

PRACTICES
The following guidelines have been established at Our Lady’s College to inform procedures.

Submission of Assessment
Absent for Assessment
Authentication of Student Work
Application for Extension
Block Testing
Acceptable Use of Information & Communications Technology Resources

Information & Communication Technology (ICT) has become of critical importance to schools in facilitating and supporting learning, teaching and other administrative activities for teachers, students, parents and administrators.

Our Lady’s College has established significant computing and communication resources to support these activities. These resources include:
• All network services, computer equipment and software, owned, leased or used under license by Brisbane Catholic Education Centre & the College;
• Computer facilities maintained by other bodies but available for use through an agreement or agreements with Brisbane Catholic Education.

Our Lady’s College is bound by legislation and good stewardship of resources to ensure the appropriate use of its ICT. Increased legislation relating to ICT is requiring all organisations to review their internal policies and procedures to ensure compliance.

ICT resources are supplied in line with the following principles:
• access to ICT is provided subject to need and availability of resources;
• privacy, confidentiality and respect of the personal rights of others is maintained;
• the importance of the cost-efficient use of the ICT is recognised;
• users engage in ethical, legal and responsible use of ICT.

The Conditions of Use of ICT Resources have been developed to inform users of their rights, responsibilities and obligations when using ICT resources, consistent with Brisbane Catholic Education’s requirements that all such resources are used in an ethical, legal and responsible manner.

Policy Update
This policy will be updated as necessary. All attempts will be made to adhere to the above policy, but particular circumstances (such as technological advancements) may require the Principal to depart from the stated policy.
Conditions of Use of Our Lady’s College ICT Resources

i. By accessing and using the ICT resources provided by Our Lady’s College, you are agreeing to abide by this Conditions of Use of ICT Resources statement.

ii. These conditions apply to all Our Lady’s College ICT resources, regardless of how they are accessed. This includes access at all installed computers, through users own hardware (for example, personal laptops, PDAs or other similar technology) whether wired or wireless, or remote access over the internet through users' own resources.

iii. While staff and students (in particular, ICT staff engaged by individual schools) may be called upon in the course of their duties to undertake activities beyond those permitted by the terms of this Agreement, it is expected that any such activities undertaken must be done in accordance with the spirit of this statement.

Ethical, Legal and Responsible Use of ICT Resources

iv. Our Lady’s College requires all users of its ICT resources to do so in an ethical, legal and responsible manner.

v. Users of Our Lady’s College ICT resources must be aware that use of these resources are subject to the full range of laws that apply to the internet, communications and to the use of computers, and Our Lady’s College policies. Such law and principles includes users' obligations in relation to copyright, intellectual property, breach of confidence, defamation, privacy, bullying/harassment, vilification and anti-discrimination legislation, the creation of contractual obligations, and other civil and criminal laws.

vi. Our Lady’s College’s ICT resources must not be used for unauthorised commercial activities or unauthorised personal gain. Actions performed using Our Lady’s College ICT resources must comply with the terms of any licence agreed to for the use of software programs and other online resources.

Copyright and Intellectual Property Rights

vii. Users must not, through the use of Our Lady’s College ICT resources, copy, download, store or transmit material which infringes copyright or the intellectual property rights of others without appropriate approval. Such material includes music files, movies, videos or any other form of media.

viii. Users should be aware that actions performed using computer and network resources, regardless of any disclaimers that might be made, ultimately reflect on our educational institution and community as a whole. This is particularly relevant where users post or submit material in a way that makes it publicly available over the internet.

Security and Privacy

ix. Users have a role to play in ensuring the security and privacy of information transmitted by use of the ICT resources. Users are issued with unique usernames and passwords, which should be kept strictly confidential at all times.

x. Users must protect systems, information and accounts by:
- Choosing a secure password which is changed regularly (a secure password is one that is difficult to guess, for example, containing a combination of letters and numbers and not simply a name or date of birth)
- Using access to ICT resources only as authorised;
- Respecting the privacy and confidentiality of information that they may come across through access to the resources;
- Only downloading, installing or using authorised software;
- Reporting any breach or prospective breach of network security to the appropriate technical
personnel or the ICT Services Help Desk;

xi. Unacceptable conduct by users which could result in a breach of security or privacy includes:
• Disclosing your username and password details to another person;
• Disclosing other private or confidential information to unauthorised persons;
• Gaining unauthorised access to any systems by any means;
• Using Our Lady's College ICT resources to attack or compromise another system or network;
• Downloading, installing or using unauthorised software programs;
• Deliberately installing computer viruses or other malicious programs;
• Accessing or intercepting others’ electronic communications without permission.

xii. Users should not, as a general rule, display personal information about themselves in a way that is publicly available. Where such disclosure is made through authorised avenues (for example, by the use of email or an official website), users should be aware that invasions of privacy may sometimes occur and it is outside Our Lady’s College’s control to prevent such instances from occurring.

xiii. Users are reminded that email should not be used to send sensitive and confidential information.

xiv. Users must, however, be aware that the operation and maintenance of ICT systems often requires the backup and caching of data, the logging of activity and the monitoring of general usage patterns and as such, complete confidentiality and privacy cannot be guaranteed.

Our Lady’s College may also be required to inspect or provide copies of electronic communications where required to by law, or where the investigation of possible misuses of ICT resources is required.

Additional Conditions Relating to Specific Resources

xv. The uses of the following resources are subject to additional conditions of use, which must be read in conjunction with this document (see appendix 1, 2 and 3):
• Email;
• World Wide Web;
• Web Publishing Tools.

Breaches of these Conditions of Use

xvi. The breach of these Conditions of Use will be taken seriously and may result in disciplinary action being taken.

xvii. Examples of possible consequences range from loss or restriction of access to ICT resources, to formal disciplinary action for breach of School Discipline policy (students) or Code of Conduct (staff). Cases of serious, deliberate, and/or criminal breach will be referred to external authorities and may result in civil or criminal proceedings.
Our Lady’s College
Student and Parent
Laptop Computer Guidelines

1. Education Purposes
a. Students are to use their laptop computer for educational purposes.
b. The laptop computer comes pre-installed with all the necessary software for student use. College authorised software takes priority when stored on the laptop computer.
c. Non educational software or data should be stored on a student’s private home computer.
d. The College reserves the right to carry out software, hardware and data inspections of laptop computers at anytime.

2. Student Responsibilities
a. The laptop computers are covered by insurance; however each student is responsible to keep their laptop computer secure.
b. Laptops are to be kept clean and free from graffiti and stickers.
c. It is the student’s responsibility to charge their laptop computer at home each evening. A limited number of spare batteries and charging facilities will be available; however a cost may be involved for the use of these services.
d. Students are not to remove any identification labels from their laptop computer.
e. While at school and not in use, laptop computers are to be carried in the protective sleeve between classes and placed in the student’s locker during break times if not in use.
f. While travelling to and from school, laptop computers are to be carried in the protective sleeve and placed in the student’s school bag.
g. The software loaded on the laptop computers is licensed to the College. Students are not permitted to copy, transfer or delete software.
h. Laptops may only be used by the student at school or at home. The laptop should not be used by any other student or family member except for the parent or guardian when assisting.

3. Data Backup and Software Upgrading
a. Students are responsible for the backup of all data via their own personal means.
b. Students are responsible to ensure that all software is kept up to date. (eg. Operating System and installed Virus Software).

4. Technical Support
a. Students will be given full local administrator rights of their laptop computer.
b. Students will be trained on how to support and maintain their laptop computer by Dell at the time they are issued their laptop computer.
c. At the time of issue students will be given a telephone number to contact for technical support relating to their laptop computer.
d. In the event of a software malfunction students may contact the College ICLT Department for assistance. However, students are responsible for the re-imaging of their laptop computer as per their training provided by Dell.

5. Use of the College Wireless Network and Internet Access
a. The use of the College Wireless Network and all associated infrastructure are available for educational use with student laptop computers.
b. The internet during school hours is only to be accessed through the College Wireless Network.
c. The downloading of large files is not permitted due to bandwidth restrictions.
d. Students are not to remove the virus software provided and replace it with another type of virus software.
e. Specific network settings are not to be removed or altered as this could affect the laptop computers ability to connect to the College Wireless Network.

6. Loss, Theft and Repairs
a. All instances of loss, damage or theft must be reported to the College ICT Support personnel as soon as possible.
b. All instances of loss, damage or theft are the responsibility of the student. The cost of repairs and replacement could be up to $1,000. Claims made for such instances will attract an excess of $150 payable by the parent/student for each instance under the comprehensive insurance agreement.
c. Student laptop computers are covered by a four year warranty. This warranty covers the normal wear and tear issues related to the normal use of their laptop computer. This warranty does not cover accidental/malicious damage, loss or theft.
d. In the event of a hardware malfunction a report must be made to the College as soon as possible for the warranty repair to be organised. All minor hardware malfunctions are covered by a next business day guarantee organised through Dell.
e. In the event of a major malfunction the student will be issued with a ‘swap’ machine to enable their studies to continue and for their laptop computer to be sent away for repair, on the return of their laptop computer the student will return the ‘swap’ machine and they will be reissued their original laptop computer.

7. Assessment and Homework
a. Students are encouraged to use their laptop computer for homework and assessment tasks. However, the loss of data or hardware malfunction cannot be grounds for the appeal of any assessment task or homework.

8. Classroom Usage
a. Student laptop computers are to be brought to school each day, however the classroom teacher will manage the use of the laptop computers in the classroom.
b. No student is to take out or use a laptop computer without the permission of the classroom teacher.
c. When in use, the laptop should be placed on a table or desk, not on laps. The laptop should not be carried around whilst the screen is open.

9. Ownership
a. Students have use of the laptop computer whilst they are enrolled at the College. When leaving the College, students are to return the laptop computer and accessories in good order.
Policy statement
Everyone at Our Lady’s College has the right to feel safe and supported. Bullying, harassment and violence of any form will not be tolerated by any members of our community – students, parents or staff.

This policy sets out our approach to help the College and our community address issues of bullying, harassment, and violence to ensure the provision of a safe and supportive learning environment for all.

Rationale
In our Mission Statement we state that we aim to:

- encourage in students a willingness to be responsible for their own actions and decisions
- nurture the growth of relationships so that all members experience a sense of belonging in a supportive and inclusive community

As such we have a responsibility to provide an environment which protects the emotional, psychological and physical wellbeing of all members of our College community. The College seeks to continue building a pro-active and supportive environment in which all members of the College community understand that bullying, harassment and violence are wrong and that individuals have the responsibility to report such incidents when they become aware of them.

Guidelines
Rights and Responsibilities of members of our College community
All members have the right to:

- feel safe, secure and valued within the community
- experience positive and respectful relationships between all members of the community
- learn and socialise in a supportive, caring and inclusive environment

All members share the responsibility to:

- maintain a safe school environment
- promote a positive culture and uphold the dignity of others
- respect differences between peoples and promote tolerance and inclusion of all
- to refrain from bullying, harassing and violent behaviours
- respond to bullying, harassing and violent behaviours and report the actions or situation to an adult
Definitions of bullying, harassment and violence

Bullying:
- is a deliberate intention to cause distress to another
- causes distress for the recipient. This distress may be physical, psychological or social or involve damage to reputation or property
- is directed towards a specific person or group
- is evident where there is a repeated pattern of attacks
- is evident where there is an imbalance of power between those bullying and the recipient
- is evident where behaviour is unreasonable and unjustifiable
- is evident when the recipient usually finds it difficult to leave or avoid the bullying situation
- can be done by one person or a group
- can be done in person, by manipulating others to take part, or by electronic means such as e-mail, SMS messages or chat rooms

Bullying behaviours:
- direct physical attacks
- name calling, belittling, insulting someone
- making racist remarks
- trying to damage someone’s reputation by spreading rumours
- using verbal or non-verbal put downs
- playing practical jokes
- damaging or hiding property
- using physical intimidation such as blocking the walk or bumping someone
- encouraging other to socially exclude the recipient
- cyber bullying
- accusing someone of things they haven’t done

Bullying is not
- a disagreement between students where both have the same power
- mutual conflict where both parties are upset and usually both want a resolution to the problem
- social rejection where someone decides not to be friends with someone anymore. Only when social rejection involves deliberate and repeated attempts to cause a specific student distress is it categorised as bullying.

Harassment
- unwanted and one-sided words or actions towards another that demean, annoy, alarm or abuse
- name calling, belittling, insulting someone
- making racist remarks
- threatening violence
- trying to damage someone’s reputation by spreading rumours
- using verbal or non-verbal put downs
- may be deliberate or unintentional
- may involve a single incident or an ongoing pattern of behaviour
- where harassment is part of an ongoing pattern of behaviour where intentional acts are repeated over time and there is a power imbalance between the perpetrator and the recipient this may also be defined as bullying
may be verbal, written, via SMS, email or chat rooms

Violence
- includes hitting, slapping, pinching, biting, punching, hair pulling, thumping, Chinese burns, tripping, kicking, wrestling, throwing
- where such acts are repeated over time and there is a power imbalance between the perpetrator and the recipient this may also be defined as bullying

Actions to be taken
Acts of bullying, harassment and violence by staff against students are incorporated in the BCE Student Protection Policy.

Acts of bullying, harassment and violence by staff against staff are incorporated in the BCE Workplace Bullying and Harassment Policy.

Acts of bullying, harassment and violence by student against staff are incorporated in the BCE Student Behaviour Support Policy and the Our Lady’s College Supporting Documentation.

Acts of bullying, harassment and violence by student against student are to be acted on as per the flowchart below.
Action to be taken in response to bullying, harassment and violence of students towards students

- Known or suspected by staff member
- Experienced by student
- Witnessed by peers
- Known or suspected by parents

Immediately inform staff member or parents

Inform Pastoral Care Coordinator

- If bullying or harassment contact parents of both parties
- Investigate and document allegations
- If not bullying, harassment or violence, deal with as appropriate

If violence, immediately report to DP/Principal

Category 3 harm to be reported as per BCE Child Protection Policy

Inform counsellor

- Counsellor assists target with resilience strategies
- Counsellor mediates between parties to reach a restorative solution
- Counsellor assists perpetrator with behaviour modification

Counsellor contacts parents where necessary

Feedback to Pastoral Care Coordinator

- Pastoral Care Coordinator confirms issue is resolved with target and perpetrator
- Pastoral Care Coordinator provides feedback to parents of both parties

DP informed of outcome

If resolution is not reached or action is repeated perpetrator is referred to DP

Perpetrator has period of suspension from school to reflect on actions as determined by Principal

Perpetrator and parents have interview with Principal

Perpetrator works with counsellor on anger management strategies etc to reach restorative solution

Consultation with parents to discuss options such as involvement of external counselling

Parents of perpetrator contacted to collect daughter from school