OUR LADY'S COLLEGE

STUDENT BEHAVIOUR SUPPORT POLICY

2013

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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 inspiring young women in a vibrant and compassionate environment that prioritises 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 quality teaching and learning 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 nurture the growth of relationships so that all members experience a sense of belonging in a supportive and inclusive community and in turn are able to contribute in a positive way to the wider world.
- To develop an appreciation of our connectedness with the past and our responsibility as stewards of our school environment for the future.

3.0 Rationale

Each Catholic community, organisation and individual collaboratively engaged in the educational ministry of the Church in the Archdiocese of Brisbane is called to:

Teach
We promote faith in Jesus Christ, teaching and learning about Jesus, the gospel and the faith of the Catholic Christian community. Learning is lifelong, life-giving and engages the whole person.

Challenge
Inspired by the Holy Spirit, we challenge those we educate to live in communion with God, others and the whole of creation in prayerful, sacramental, just, peaceful, inclusive and reconciling communities.

Transform
We educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and the marginalised.

The Vision Statement for Catholic Education underpins and guides the development and implementation of this policy. Brisbane Catholic Education acknowledges that a shared value base is an important prerequisite for promoting positive behaviour and for responding effectively to behaviour problems when they occur. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which respect, dignity and openess are key values.

Therefore, the Student Behaviour Support Plan for Our Lady's College 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.

As Catholic educators within the Archdiocese of Brisbane we have a history, tradition and vision which name values that are foundational to the way we engage with students, parents and colleagues and the broader community. Therefore we value:

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.

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

Catholic Christian community
A community in communion that 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.

Search for truth
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 is underpinned by a search for truth.

Collaboration and subsidiarity
Catholic educators make use of a 'shared wisdom' in arriving at decisions and attempt to locate decision-making at the most appropriate level.

Creativity
We look for creative, flexible, and future oriented ways to address the needs of students, the local community, system, and government.

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.

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

(Brisbane Catholic Education Strategic Renewal Framework 2012-2016)

The Behaviour Support Plan is based on the belief that young people in Catholic schools are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity. Formation in appropriate behaviour and respectful relationships in Catholic schools occurs in a safe, supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore right relationships in a climate of safety, acceptance and reconciliation.

In Catholic schools, positive student behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe. It is acknowledged that a diverse range of personal, social, cultural, family, technological and religious influences can impact on the relational and behavioural responses of students at any given point in time.

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 45%) 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 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. 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 St Mary of the Cross 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 –
    - Respect and support the individual gifts, talents and needs of each member of the school community;
    - Demonstrate sacredness for life and the environment, health and safety throughout the whole school site;
    - Provide educational support to assist the growth of each person;
    - Recognise the stages of development of students and reflect these stages in its facilities and educational programs;
    - Nurture the growth of relationships so that all members experience a sense of belonging, support and inclusiveness;
    - Ensure welcoming and inviting aspects of the school are evident in the architecture and planned environment;
    - Promote faith learning that is lifelong and life-giving and proclaims our Catholic beliefs and teachings;
    - Uphold and live out the values of St Mary of the Cross MacKillop through the promotion of justice, compassion, integrity and service;
    - Encourage the use of its facilities in out of school hours by the parish and members of the local community;
    - Construct a place to gather and celebrate as a school and community – a sacred space, courtyard, assembly area or outside setting;
    - 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 1:1 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;
- Review and update of policy in 2011 to include recommendations for minor amendments from BCE staff;
- Update of policy in 2013 to:
    i. Reflect the 2012-16 School and BCE Strategic Renewal Framework;
    ii. Include and reflect the Our Lady's College Strategic Renewal Goals for the period of 2012-16;
    iii. Include amendments to practice and policy that are as a result of and in response to recommendations by the community collected during the process of ongoing cyclical review and to an examination of the data held on the BCE Student Behaviour database (SBS) and student records held at the College (inclusive of Individual Student Behaviour Plans);
    iv. Assess any modifications required to the original Our Lady;s College Behaviour Support Plan in light of the document released by BCE in April 2013;
    v. integrate the amended guidelines and procedures into the school behaviour support plan.
- Presentation of these documents to the College Leadership Team for feedback;
- 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 and copies to be held by members of the College Leadership team and an additional copy to be available in the College Library;
- Inclusion of the Student Behaviour Code into the diary;
- Plan for a full review of the Student Behaviour Support Plan in five years that engages the whole community and is responsive to the changing needs of our students.

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;
- 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;
- 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;
- an honouring and celebration of the cultural heritage of all students and the diversity of cultures that exists within 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 College 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:

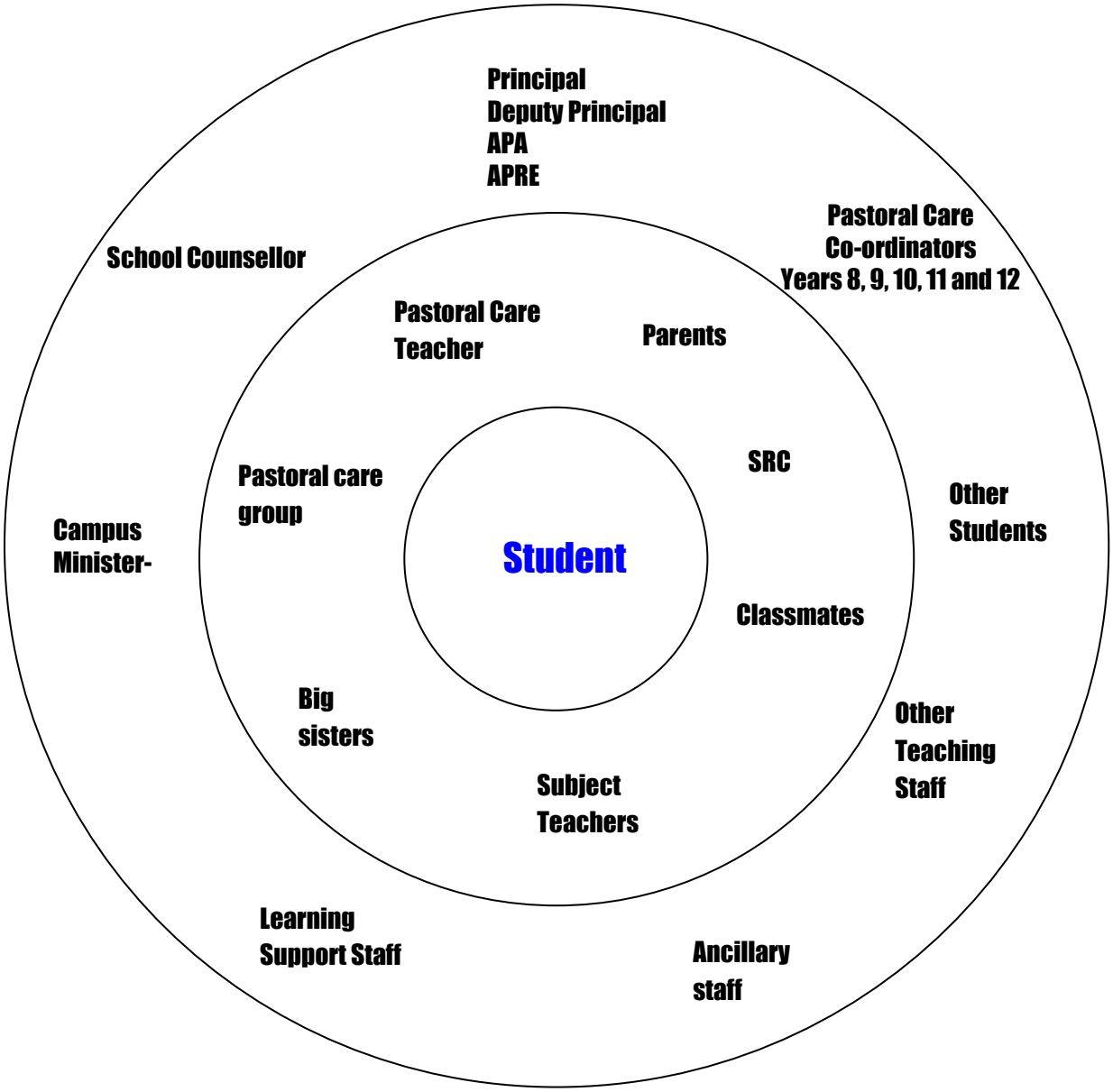
We expect that students will

- 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 directly influence 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.
- Annual celebrations such as feast days, sports carnivals, JJAMM week and Week of Excellence.
- 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 Cousellor;
- 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, eg environment, pedagogy, learning needs;
- If the individual behaviour plan is based on the function of the behaviour, it will be more likely to support the needs of the student and encourage behaviour change. One method of developing an individual behaviour support plan is through the use of Functional Behaviour Assessment (FBA). FBA is a process of data collection and problem solving to examine and understand challenging behaviours

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 recognises 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

Differences exist between responses for Primary and Secondary students because of different developmental levels. Communication regarding detention procedures at a school should be outlined in the school's Student Behaviour Support Plan. The Principal of a school, if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student. This authority may also be delegated to teaching staff in accordance with each school's Student Behaviour Support Plan. The use of detention as a method of managing student behaviour is at the discretion of each school. A 'detention' is any relatively short period when a student is:

- Required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, recreation time, after school, or non-school days.

11.1.2 Detention Purpose

To clarify, the form of 'detention' that is used in schools is not related to that in formal detention centres / systems. The opportunity exists during a detention to use that time to repair relationships, use restorative practices, make plans for appropriate behaviour and rehearse alternative behaviours. The processes associated with detention may be couched within frameworks such as the 'Responsible Thinking Process'. A detention should be constructive and age-appropriate. Detention can signal to a student that their inappropriate behaviour will be met with an immediate consequence. That is, detention can be a deterrent to inappropriate behaviour.

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

- That the detention is an appropriate response to the behaviour;
- That the detention itself is age and development 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*);
- That the student's safety and wellbeing needs are addressed, and that the student is given appropriate access to food, drink facilities and toileting facilities;
- That if the school intends to detain the student after normal school hours, the parents/caregivers of the student are notified 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 College Leadership Team should supervise detentions, especially if curriculum is being taught.
- When 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). Furthermore, if detention will jeopardise a student's safe transport home, the detention should be postponed until alternative arrangements can be negotiated with the student's parents/carers. The guidelines for detentions should be

explicit in the school's Student Behaviour Support Plan. Where detention involves out-of-class time, the following guidelines should be noted:

- Detention should be one stage in an explicit support plan involving fair warning systems, which all students and their parents/caregivers understand. The procedure and the organisation of the procedure should be well thought out beforehand;
- The detention process or place should be reasonably comfortable and appropriate to the activity planned. It should not be so public that it makes an example of the student (such as outside the Principal's office);
- The student should be readily observable and supervised by an appropriate member of the school staff;
- 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 staff member should be emotionally neutral: the aim should be for the student to devise a plan that negotiates re-admission to class

11.2 Suspension

Suspension should be used only when other available measures have been implemented without success, where the situation is serious, or demands an immediate response.

A student should be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

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 the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school.

In the absence of the Principal of the school, the Acting Principal may exercise the authority to suspend. The Principal may delegate this authority to other members of the school's leadership team in his or her absence.

11.2.1 Suspension Definition

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behavior of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to rejoin the school community as quickly as possible.

Suspension may occur, if so decided by the school principal, after he/she has:

- Ensured that other appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that other appropriate support personnel available, both 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 parents/caregivers regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension
- Recorded all action taken in appropriate school files/systems or Brisbane Catholic Education Student Behaviour Support database.

Principals may suspend, consistent with these procedures, where behaviour includes the following:

- Persistent non-compliance: Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse;
- Persistent disruption: Students who persistently disrupt and prevent the learning and teaching of others; and
- Breach of school's Student Behaviour Support Plan: Students who seriously breach the school's published rules and regulations.

Immediate suspension

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, knives, or illegal drugs. (Refer to *Management of Weapons in Schools* and *Management of Drug Related Incidents in Schools*.)

Principals **may suspend immediately** any student whose behaviour includes the following, but is not exclusive to:

- Possession of alcohol or a suspected illegal drug: Brisbane Catholic Education states that schools must be places that are free of illegal drugs. Suspension may occur immediately if the substance is alleged by the student to be an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also *BCE's Medication to Students: Routine, Emergency and over the counter Guidelines and Management of Drug Related Incidents in Schools*).
- 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, or themselves, may be suspended immediately. The matter should also be reported in accordance with Student Protection processes
- Concerning or serious sexual behaviour: The matter should also be reported in accordance with Student Protection Processes
- Possession of a weapon or knife: 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. (Refer to the BCE Guideline – *Management of Weapons in Schools*)
- Verbal abuse: Principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student.

11.2.2 Suspension Purpose

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension 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 also 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 achieving some explicit goals related to improved behaviour
- Student Behaviour Support Guidelines, Regulations and Procedures **39**
- Ensure that the student's parents/caregivers are aware of the seriousness of the student's behaviour and are involved in the process of negotiation for re-entry
- Protect the right of staff and students to establish environments that promote a positive learning environment for all.
- A school is not obliged to provide a student with schoolwork during suspension; however, Principals may provide such work if they consider it appropriate to do so. Parents/caregivers have responsibility for their children while they are under suspension. Therefore, parents/caregivers need to know that their child may not attend school or school-related functions. Furthermore, parents/caregivers have a responsibility to provide appropriate supervision. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal should inform the Area Supervisor.
- Suspension is not to be used as response to poor attendance. (Refer also to the documentation on Attendance.)
- Re-admission procedures should be formally stated in the school's Student Behaviour Support Plan, and should be reinforced. reinforced.

Any single suspension cannot exceed ten (10) school days without being referred to the Director - School Services.

• Indefinite suspension, where the student is continually re-suspended is not acceptable.
• Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or certain days of the school week. Part-time suspension should not span more than ten (10) school days in total.
• By mutually agreeable arrangements, a student's enrolment may be suspended while the student attends an alternative education program

11.2.3 Suspension Procedure

The processes associated with suspension are often subject to close scrutiny. It is therefore important that all the following procedures must be carried out in a way that conforms to the *Student Behaviour Support Regulations and Procedures,* with accuracy and attention to all aspects of the process.

11.2.4 Suspension documentation for a full day or longer:

- As soon as is practical after a suspension takes place, the Principal will ensure that a full 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 or record of the conversation between the Principal and the parents/caregivers should be attached to the report. Copies of the report and attached letter/record of conversation should be placed on the school file, and placed in the student's file.
- For a suspension lasting less than one school day, 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:

- Post suspension, the Principal will arrange for details of the suspension to be entered into the Student Behaviour Support database. The SBS database system provides data for the Principal to use in compiling a report and formulating a letter to parents/caregivers.
- If the school does not have access to the database, details should be entered into the school data collection system.

11.2.6 Suspension Decision

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

11.2.7 Notification to Parents/Caregivers for a day or more Suspension

A student may not be sent out of school before the end of the school day without a parents/caregivers being notified, and, if necessary, agreement reached about arrangements for collecting the student from school.

- Notification may take place by phone, but parents/caregivers must also be notified of the suspension, in writing, within a reasonable time period.
- Notification must be delivered by a safe method, and could be initially communicated via email to alert the parents/caregivers to the suspension. It is often useful to telephone the parents/caregivers and to follow up the phone call with the written notification.

In all cases, the notification will

- Indicate the reasons for the suspension
- Advise the length of the suspension, the expected return date and the conditions to be met to enable return
- Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension, and the clear expectation that the student will continue with studies while suspended and away from the school
- Indicate the importance of parents working cooperatively with the school in resolving the matter
- Request a parental conference at the school. (The school's Student Behaviour Support Plan should make it clear that a parental conference is a normal part of the procedure for suspension and re-entry and that it is expected parents/caregivers will attend.)
- Refer parents/caregivers to the school's published Student Behaviour Support Plan.
- Send a copy of the correspondence between the school and the parents/caregivers to the Guidance Counsellor and the Area Supervisor. The Principal may ask the Area Supervisor and/or Guidance Counsellor for assistance in re-entry procedures.

11.2.8 Suspension Re-entry

The re-entry conference will usually take place in the school and will be facilitated by the Principal. In instances where there has been a problematic relationship between a parents/caregivers and the school, the Principal may find it beneficial to call upon a third party such as the Area Supervisor or Guidance Counsellor, to facilitate the meeting.

If, despite the school's requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal should refer the matter to the Area Supervisor. Alternative options may need to be considered to facilitate the student's return to school. Alternatively, the Area Supervisor, in consultation with the Director-School Services, may consider commencing proceedings for exclusion.

Students attending special programs, such as school based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. This will be determined by the school, parents and the training provider. The determination should occur before the student is next due to attend the program.

11.2.9 Negotiated change of school

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety). Schools are advised to develop and document a procedure in relation to a negotiated change of school.

The Principal should provide the parents/caregivers with an opportunity to discuss the implications of the negotiated change of school, and provide information about why the change is being proposed.

The following matters should be considered:

- The environment that would best provide for the student's learning, personal, social, emotional and spiritual needs
- Which school would provide an educational program suitable to the student's needs, abilities, and aspirations
- The process by which the change is to be negotiated
- The support required by the student and parents to make the transition
- To include all considerations, determinations and communications in a documented record.

These and other relevant matters should be included in a documented record of Negotiated Change of School. If a negotiated change of school cannot be achieved, the student should remain enrolled at their current school, unless the circumstances require a recommendation to the Executive Director for exclusion.

11.3 Exclusion

In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director - School Services, 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 Director - School Services.
- In cases where recommending an exclusion from a Brisbane Catholic Education school is being considered, the gravity of the circumstance requires that particular emphasis be given to all aspects of procedural fairness.

11.3.1 Exclusion Definition

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. 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 all Brisbane Catholic Education schools.

11.3.2 Exclusion Purpose

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the safety and wellbeing of other students or staff
- Remove the student from an established environment in which inappropriate 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; and
- 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 be considered only as a last resort because of the serious long-term consequences for the student and the family. Students will not normally be excluded unless a clearly documented range of intervention strategies has been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example, through a Functional Behaviour Assessment. Schools need to be aware of the legal and equity issues applying to the exclusion of marginalised students and students in Care of the State.

Exclusion signals that the student's behaviour has continued to be inappropriate, despite the best efforts of the school. The Executive Director may approve a recommendation for exclusion where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans. The exception is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that immediate exclusion may be judged to be necessary.**44** Student Behaviour Support Guidelines, Regulations and Procedures

Where a serious breach of the school's Student Behaviour Support Plan has occurred, the Principal may provide parents and students with a range of available options. 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 of their right to withdraw the student from the school. Where a parents/caregivers exercises the right to move the student to a new school prior to the application of exclusion, the Principal or delegate is expected to facilitate the transition to the new school, if there is a request to do so.

The Principal will:

- Consult with the Area Supervisor.
- Brief as needed with the Parish Priest. "*In a Parish School the Parish Priest should be briefed in relation to recommendations to exclude a student*" from "*Collaborating for Mission: The Parish and the Catholic School*" 2013.
- Place the student on suspension for the maximum period of ten (10) 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/caregivers that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being considered, giving reasons for the proposed action and allowing seven (7) school days for the student, parents/caregivers to respond.
- Provide the parents/caregivers, or student (if the student is living independently) with a copy of all the documentation on which the proposal to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses). The Principal may exercise 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 proposal 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 formulating a recommendation to the Executive Director.
- Request a meeting with the student's parents/caregivers to outline the process and the reasons for the recommendation.
- Provide the parents/caregivers with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal.
- Forward the recommendation to the Director - School Services detailing the reasons, the action taken to moderate the students' behaviour (where appropriate), a copy of all required documentation and any response from the student, parents/care givers.
- A copy of all documentation is also forwarded to the Executive Director.

Suspension, as part of an application for exclusion, will be entered into the Student Behaviour Support Database or into the school data collection system. Documentation will be forwarded via the Area Supervisor to the Director - School Services for consideration and also forwarded to the Executive Director, for determination.

The Executive Director will consider the application for exclusion and may:

- Consult with the Principal, Area Supervisor and Director - School Services
- Provide an opportunity for the student and the student's parents/care givers to be supported 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. This process may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

12.0 Process for Appeals

Appeals by parents/caregivers, or students living independently, are made to:

- **The Principal of the school: in relation to a decision to suspend a student for less than three (3) days.** Parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal
- **The Area Supervisor: in relation to a decision to suspend a student for more than three (3) days** from a particular school
- **The Executive Director: in relation to a recommendation to exclude a student** from a Brisbane Catholic Education school.

The Principal of a school will ensure that:

- Appeals are made in writing, stating the grounds on which the appeal is being made.
- A parents/caregivers or independent student is given assistance, if required, to help with the appeal process. A support person could assist the parents and student to understand their right to, and the process of appeal.
- The school should also ensure that the parents and student have access to the appropriate paperwork and assistance to complete the paperwork, if necessary.
- Alternative options to respond will be considered.

Note: The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

In an appeal against suspension, the Area Supervisor will:

- Ensure, if possible, that the appeal is determined within two (2) school weeks of its being lodged.
- 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 and information have been made available to the student and parents/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, decide an appropriate resolution.

In the case of **exclusion,** the student will be suspended pending the decision to exclude and the Principal will make an application for exclusion to the Executive Director, through the Area Supervisor and the Director - School Services. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents/caregivers to notify them of the Executive Director's decision.

In an appeal against exclusion the Executive Director will appoint a suitable person or persons to review the decision. Such person/persons will

- Deal with the appeal within four (4) school weeks of its lodgement. (In cases where a parents/caregivers 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 and information 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 both re-instating the student's enrolment and the conditions on which re-enrolment might occur. This will be done through discussion involving the Principal, Area Supervisor and the parents/caregivers. As each situation is different, time frames for review and decision-making may differ.

It is understood that, in practice, Principals are in regular contact with Area Supervisors about suspension and potential exclusions and also seek their advice. In extenuating circumstances, any variation by a Principal to the above processes and procedures would need to be negotiated with the 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://www.responsiblethinking.com/index.htm The international home page of the Responsible Thinking Process (RTP), based on the work of Ed Ford using Perceptual Control Theory (PCT).

http://falcon.jmu.edu/~ramseyil/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.acer.edu.au/ The Australian Council for Educational Research (ACER) provides state-of-the-art educational research, products and services.

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://www.ncec.catholic.edu.au/pages/index.asp National Catholic Education Commission on challenges facing Catholic schools in the 21st century.

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://ies.ed.gov/ncee/wwc/ The What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).

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.ppbi.org.au/ Peacebuilders is a school and community-based violence-reduction/crime prevention program. Several schools in Queensland have implemented Peacebuilders as a wholeschool behaviour support program.

http://www.ncjrs.gov/pdffiles1/ojjdp/book1.pdf "Creating Schoolwide Prevention and Intervention Strategies" is an easy-to-read booklet published by the United States Department of Education in collaboration with Northwest Regional Educational Laboratory and Office of Juvenile Justice and Delinquency Prevention. The resource contains information on school safety and violence and offers links to other relevant web resources and materials.

http://www.nswtf.org.au/general/files/SECOND_REPORT.pdf "Indiscipline and Holistic Approaches to Changing the School Environment" is a summary of findings from schools in NSW, and links between research and the evidence from schools. Page 56, chapter 5.

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_cpdcd173505modd.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.

http://idea.uoregon.edu/~ncite/documents/techrep/tech25.html Handbook developed for US Department of Education entitled "Decision Making about Effective Behavioural Support: A Guide for Educators".

13.4 Supporting Social and Emotional Development

http://www.sydneysymposium.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_Youth_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

http://challengingbehavior.fmhi.usf.edu/text.pdf This provides visitors with a research synthesis on effective intervention procedures for students with challenging behaviour. Five specific intervention procedures are reviewed:
1. Positive Behaviour Support
2. Stimulant Medication Use
3. Applied Behaviour Analysis
4. Classroom Preventative Practices
5. Social and Emotional Learning Programs

http://www.aic.gov.au/publications/tandi2/tandi290.pdf This paper, based on a collaborative research project between the Australian Institute of Family Studies and Crime Prevention Victoria, analyses data from a large longitudinal study of Victorian children.

http://www.aifs.gov.au/atp/pubs/cpv/r3/report3-chapter5.pdf Australian research on the group of children who appeared to be low risk during childhood, but who nevertheless went on to engage in persistent antisocial behaviour during adolescence. Their across-time pathways, and the factors which may have contributed to a change in pathways, are investigated.

http://www.auseinet.com/journal/vol4iss3/cowling.pdf This paper describes an innovative response to increasing understanding and enhancing effective responses in school settings towards young people with disruptive behaviours.

http://www.futureofchildren.org/usr_doc/vol5no2ART7.pdf This article uses data from the a longitudinal study in the United States to spotlight the outcomes for students with social-emotional disorders, both while they were in secondary school and in the early years afterward.

http://www.k12.wa.us/SpecialEd/pubdocs/bestpractices.pdf This downloadable booklet is a summary of 'best practice' in teaching students with severe emotional and behavioural disorders. A background to the history of the disorder causes of misbehaviour, proactive interventions and practical teaching strategies.

13.5 Classroom Strategies and Interventions

http://rrtcpbs.fmhi.usf.edu/rrtcpbsweb/products.htm Downloadable resource of "The Facilitator's Guide on Positive Behavioural Support." It provides a step-by-step process to guide teams through assessment, planning, intervention, and evaluation.

http://challengingbehavior.fmhi.usf.edu/monitoring.htm#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.lblesd.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)

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14.0 Apendices

14.1 Appendix 1

Teacher checklist

To be completed after every lesson and put in Deputy Principal/Pastoral Coordinator's pigeonhole.

Teacher name: _____
Date: _____ Period:____

Classwork**
Worked well and completed ☐
Attempted but not completed ☐
Not completed ☐

Homework**
Worked well and completed ☐
Attempted but not 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
Appropriate tone or body language ☐
Courteous ☐
Respectful towards peers and teacher ☐
Considerate of others ☐
Following teacher direction ☐
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.**

14.2 Appendix 2

Behaviour Support Management Plan

Name: XXXXXX Year: 9 Start Date: Review Date:

Areas of Concern	Behaviour/s Targeted	Strategies to Minimize Behaviour/s	Consequences
Avoidance of the classroom	Does not remain in the classroom	• Encourage XXXXX is to go to the toilet BEFORE class.	• If XXXXX 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 XXXXX in one designated afternoon per week.
On-task time is limited	Failure to have necessary equipment	• Encourage XXXXX 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 XXXXX at all times, is to be used for regular contact between XXXXX's teachers and parents. • A notation will be made in XXXXX's diary if she has to go back to her locker to retrieve her books/equipment if she has not brought them with her to class.	• Discussion will be held with XXXXX regarding the impact of time away from the classroom on her learning.
	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 XXXXX doesn't understand her homework tasks, she is to seek assistance from her teachers. • XXXXX is to take home the correct books to ensure she is able to complete her homework as per her diary.	• If homework is completed XXXXX should be praised. • Pastoral Co-ordinator will contact parents re a pattern of incomplete homework.
Quality of work does not match XXXXX's	Work does not meet teacher	• XXXXX must attempt all set work in each class. • If XXXXX finds the work overwhelming, she can use her traffic lights 'time-out' option. • Time out is 5 minutes maximum.	• XXXXX is to complete unfinished class work at home under her parents' supervision.

capabilities	expectations		
	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, **OR** • (2) When XXXXX is not required to finish off set class work at home**, OR** • (2) 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: 3. ensuring she has the necessary books and equipment to complete classroom tasks 4. requiring XXXXX to complete set class work and homework 5. providing XXXXX with a time-out option to help her manage her emotions ***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

14.3 Appendix 3

Record of DETENTION

Date: _____

Student:_____

Reason for detention:

- ❑ Uniform infringement
- ❑ Lateness
- ❑ Incomplete work
- ❑ Unacceptable behavior
- ❑ Mobile Phone

Details of Detention:

Date:_____

Time:_____

Pc Co-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: _____

Date: _____

Pastoral Co-ordinator:_____

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***

14.4 Appendix 4

DATE

STUDENTS ADDRESS

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

Paula Goodwin
Principal

14.5 Appendix 5

DATE

PARENTS/CAREGIVERS ADDRESS

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

Paula Goodwin
Principal

14.6 Appendix 6

OUR LADY'S COLLEGE

CODES OF BEHAVIOUR – INTERSCHOOL SPORT

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.

14.7 Appendix 7

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.

Paula Goodwin
Principal

14.8 Appendix 8

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

14.9 Appendix 9

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.

14.10 Appendix 10

Our Lady's College
Safe and Supportive Environment Policy

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 without personal cost
- 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:

Include:

- 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

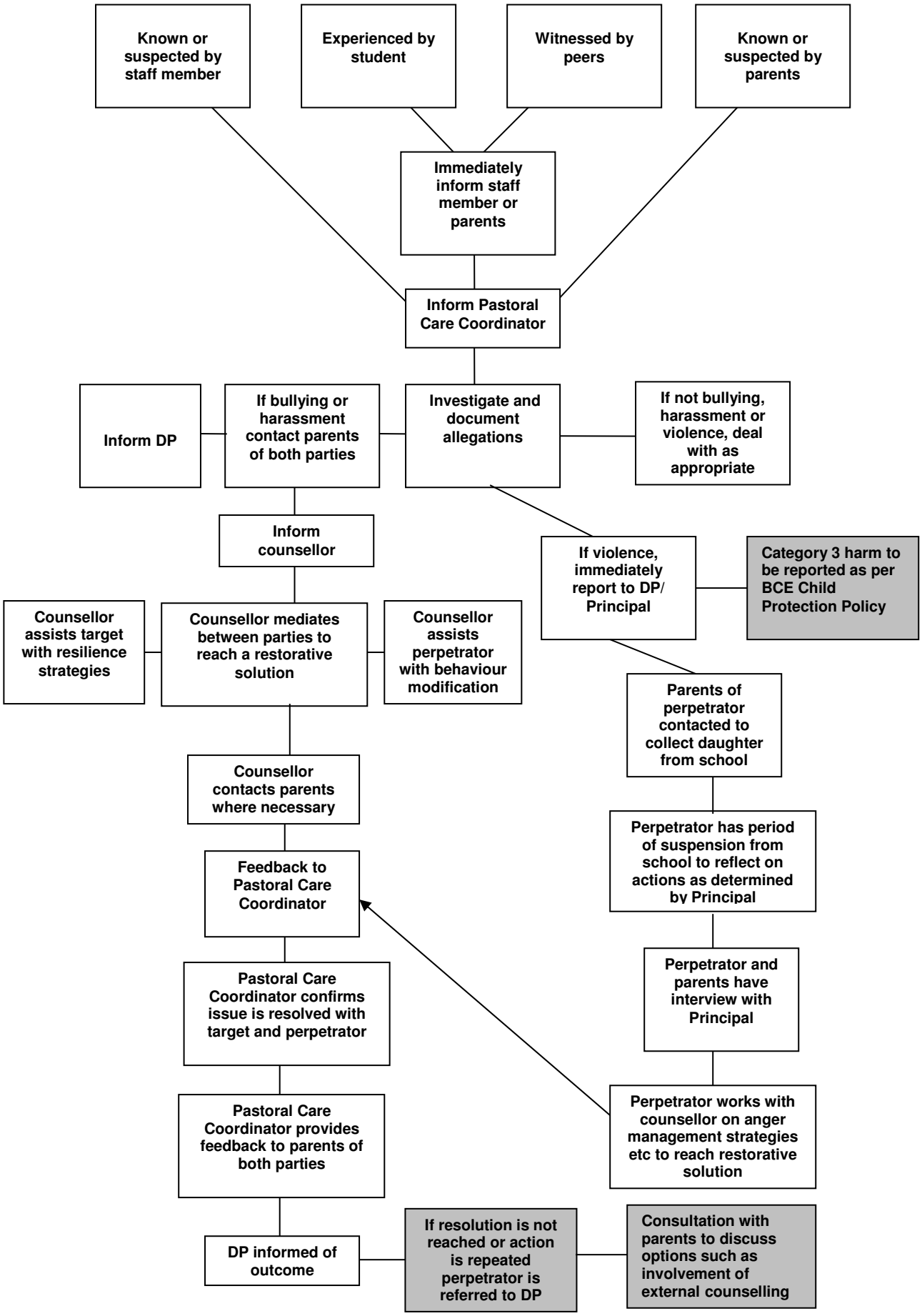
- includes hitting, slapping, pinching, biting, punching, hair pulling, thumping, Chinese burns, tripping, kicking, wrestling, throwing
- where such acts are repeated over time and there is a power imbalance between the perpetrator and the recipient this may also be defined as bullying

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