



A Catholic co-educational College in the Lasallian and Presentation tradition.

Guidelines for Managing Student Wellbeing issues



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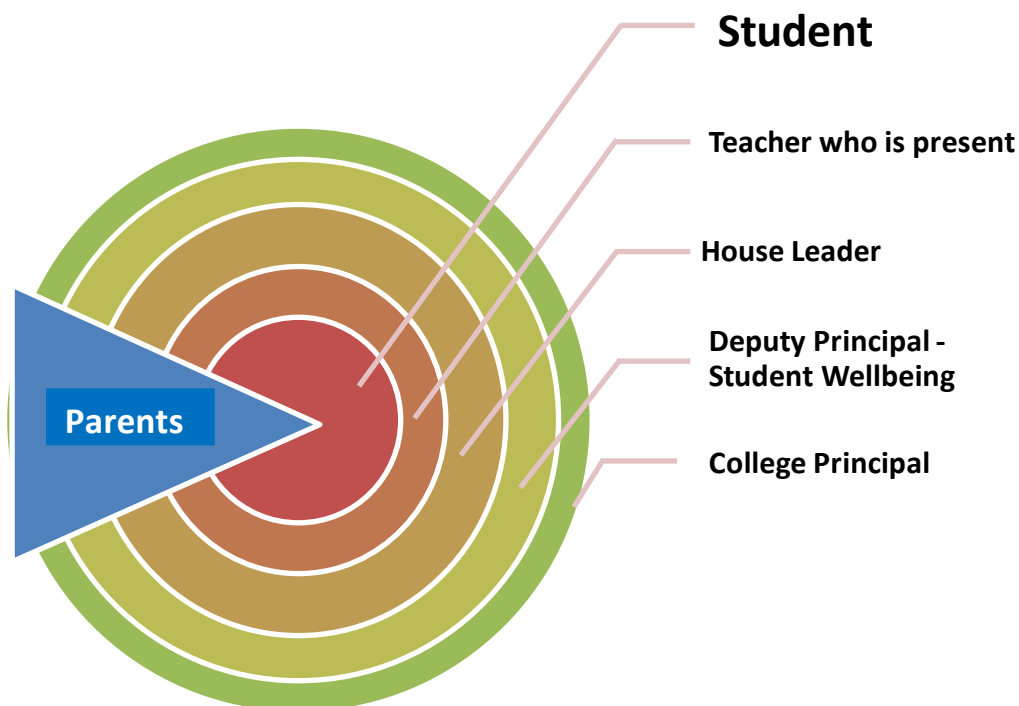
The person primarily responsible for managing student behaviours – decisions, choices and actions – is the student.

We have high expectations of our students; expectations which are clearly established and regularly reinforced. Students are accountable for meeting these expectations and acknowledged and affirmed when they do.

However, when students do not meet these expectations, College staff become involved. The chart below illustrates the levels of responsibility for College staff when students do not meet College expectations.

For most situations, the teacher who is present manages the response when expectations are not met. If the situation warrants it, the teacher who is present refers the matter to the relevant House Leader, who manages the response until such time as the matter is referred to the Deputy Principal – Student Wellbeing and/or the Principal.

Parents and guardians have an important role to play in the management of student wellbeing issues, including College responses to student behaviours. This may mean teachers communicating their concerns to parents, or the College actively involving parents in our response.



The 3-way relationship between Student/Parent/Teacher is integral to how we manage student wellbeing issues. It is therefore appropriate to establish the ***Rights, Responsibilities and Expectations*** of each member of this partnership in managing student wellbeing.

Students' Rights, Responsibilities and Expectations

Students' Rights

1. To be treated with respect, courtesy and justice in an environment where I feel safe, comfortable and confident, and that is open to learning.
2. To expect that my person and property be safe.
3. To receive an education that is current with best practice in learning and teaching, is rewarding and engaging, and that reflects the Catholic ethos.
4. To receive respectful, just and relevant discipline, characterised by logical and appropriate consequences
5. To have my sense of self-worth fostered and encouraged.
6. To be recognised as a member of the College community

Students' Responsibilities

1. To treat others with respect, courtesy and fairness.
2. To participate fully in and contribute to *all* College activities
3. To be sensitive to, and respect, the needs and feelings of others.
4. To commit to meet all behaviour, uniform and learning requirements.
5. To strive to be my best and to aim for excellence.
6. To be a positive ambassador for the College in the wider community.
7. To take care of my own property and the property of others.

Students' Expectations – As a student, I am expected to:

1. Behave in ways that respect, enhance and promote the rights of individuals to enjoy a rewarding, productive and positive experience at the College.
2. Work with teachers, parents and peers in fully completing all learning tasks to the best of my ability, and participate fully in all learning opportunities provided by the College.
3. Abide by all College rules and expectations, and accept consequences when I do not.
4. Uphold the image and good name of the College in the wider community.
5. Respect the property of others.

Parents' Rights, Responsibilities and Expectations

Parents' Rights

1. To be treated with respect, courtesy and justice.
2. To be recognised and respected as the prime educator of my child.
3. To expect that my child will be given the opportunity to reach her/his full potential.
4. To be involved in discussions about my child's progress.
5. To expect that my child will be in a safe physical and emotional environment.
6. To be a contributing member of a partnership between the College and the family.

Parents' Responsibilities

1. To treat others with respect, courtesy and fairness.
2. To be open to the professional advice of teachers, and leaders of the College
3. To respect my child's individuality.
4. To acknowledge my child's responsibility as a member of our community.
5. To provide relevant information and to keep the channels of communication open.
6. To support the ethos and the policies of the College.

Parents' Expectations – As a parent, I am expected to:

1. Support the Catholic ethos of the College.
2. Work with teachers to develop strategies that will help my child have a productive, rewarding and positive experience at the College.
3. Encourage my child to participate fully in all curricular and co-curricular activities.
4. Be available for discussions regarding my child's performance.
5. Support College policy regarding behaviour, homework and uniform.
6. Attend information sessions, Parent/Student/Teacher meetings and support College activities as far as possible.

Teachers' Rights, Responsibilities and Expectations

Teachers' Rights

1. To be treated with respect, courtesy and justice.
2. To be recognised, respected and supported as a professional educator.
3. To teach in a safe environment that is open to learning
4. To expect support from all members of the college community when managing student wellbeing and pastoral care procedures.
5. To have access to resources and professional development activities.
6. To expect that my person and my property are safe at all times.

Teachers' Responsibilities

1. To treat others with respect, courtesy and fairness.
2. **Corporal Punishment is not permitted under any circumstances.**
3. To develop student management strategies and techniques which reflect College expectations and values, and contemporary practice.
4. To apply consistent, relevant and just student management practices, which are in line with the College Guidelines.
5. To work in partnership with colleagues in managing student wellbeing and pastoral care.
6. To work in partnership with parents and to promote College/family partnership.
7. To ensure that all reasonable care is taken with regard to personal safety and security of all property.

Teachers' Expectations – As a teacher, I am expected to:

1. Practice Gospel values and support the Catholic ethos of the College.
2. Behave in ways that respect, enhance and promote the rights of individuals to a rewarding, productive and positive experience at the College.
3. Consistently use appropriate student management skills and apply College rules in a fair and just manner to all students. Seek to provide an environment where students feel safe, comfortable and confident to achieve their best.
4. Keep students, parents and relevant staff informed regarding students' progress.
5. Actively supervise students at all time in an endeavour to maintain a safe environment for students and property.

Practices which build positive learning relationships.

The learning relationship between student and teacher is of primary importance. Positive learning relationships contribute to developing positive and effective learning environments. Teachers seek to establish and build positive learning relationships, employing approaches such as these:

- Have a clear understanding and practice of the rights, responsibilities and expectations of each member of the learning partnership.
These are aligned with the ***Respect: Rights and Responsibilities*** agreement which all students and families sign and commit to each year.
- Offer positive feedback and comments. Affirm all students when they are on track.
 - Teach positive behaviour.
 - Model positive behaviour.
 - Maximize positive behaviour with frequent encouragement and reinforcement.
- Try to make the first contact of each lesson a positive one.
Develop strategies to focus on positives in different situations.
- Establish fair, positive, enforceable class rules owned by discussion and clarification with students. Publish these.
- Emphasise that behaviour is a choice and is owned by the student. Choices have consequences.
- Avoid power plays and arguments.
- Act in a way to intentionally minimize embarrassment, undue confrontation and hostility.
- Discern between the behaviour and the person.
- Talk, don't yell.
- Be consistent and calm; fair and firm.
- Incorporate student management as part of your lesson plan.
- Anticipate problems and rehearse your response.
- Be a good listener. Give students your individual attention, and especially seek to engage students who are not meeting expectations

College Responses and Consequences

Responses to behavior which does not meet College expectations should be related to our values in affirming our expectations, affirming our students, teaching our students ownership and responsibility for their behavior, and keeping their self esteem intact.

While this document will stipulate College responses for serious incidents and issues, in most situations, the teacher who is present and observes the behavior will respond in line with College expectations.

The teacher's response will be guided by the following:

- As well as applying a logical and relevant consequence where required, teacher responses will be restorative in nature. That is, they will seek to support restoration of relationships. St John's Regional College is a Restorative Practices School
- Any consequences which are applied need to be related and reasonable to the behaviour (ie. **logical**), eg:
 - i. A student wastes time in class and does not work effectively.
The teacher responds by arranging for student to make-up the wasted learning opportunity at lunchtime, and records a SEQT entry (**keeping parents informed**).
 - ii. A student shows low-level disrespect to a teacher or other student.
The teacher responds by reminding student of the College expectation that everyone in our community has the right "to be treated with respect, courtesy and justice", directs the student to apologise, and, if appropriate, records a SEQTA entry (**keeping parents informed**)
- Consequences are best applied with certainty by the teacher who witnessed and experienced the behaviour. Certain situations will require that the matter be immediately referred to the House Leader
- Consequences can be applied on the spot or deferred to a manageable time (depending on the best time for both parties to deal with it).
- Consequences should not be confused with punishment. Consequences can teach students about their own behaviour and how to be responsible. Consequences can affirm a student's self-esteem. Punishment will devalue a person's self-esteem, and damage the relationship between student and teacher.
- Depending on the type of incidence, often a teacher and student can negotiate a logical and just consequence that will repair and rebuild. Some consequences can be mapped out in advance ("if these behaviours are exhibited, this consequence will be applied").
- The key to success in the application of consequences is **Collegial Support**. House Leaders and College Leadership, as well as recognised procedures, are available to assist teachers when required.

Levels of Responsibility

At the College there levels of responsibility in managing student behaviour and student wellbeing issues.

What follows seeks to establish what situations and behaviours belong to which level of responsibility.

Most situations in the day-to-day life of the College will be covered by the **Level 1** and **Level 2 Behaviours and Activities** described below. The individuals responsible for the attaining and maintaining of College expectations at Level 1 and Level 2 are the **students** and **the teacher who is present**.

Level 1 Behaviours and Activities

Level 1 Behaviours and Activities refer to those which normally occur within the classroom/laboratory/workshop (**learning and teaching spaces**) during a formal teaching situation. Therefore, the person who has primary responsibility for the management of those behaviours/activities is the subject teacher scheduled to be with the class at that time.

The College expects every class group to work in a productive learning environment, an environment which is:

- orderly (i.e. class rules/procedures are clearly established and known by students and the group does not create difficulties for other adjoining classes)
- purposeful (i.e. clearly focussed on learning outcomes agreed by the Learning Area)
- respectful of individual differences.

The College also expects that every teacher will seek to communicate with students' parents, both to convey concerns and to affirm positive achievement.

Writing in planners, SEQTA, email, telephone calls, reports, PST conferences are all appropriate modes of communication with parents.

Level 2 Behaviours and Activities

Level 2 Behaviours and Activities refer to those behaviours/activities which represent a disregard for basic College rules that allow for the proper functioning of the College as a community. Such behaviours cause inconvenience and additional work for others, or show disregard for standards which the College has set for students.

The College expects that every member of staff exercise a supervisory role in responding to Level 2 behaviours. This may be drawing to the attention of students any Level 2 behaviours and requiring that such behaviour ceases immediately, or it may be in applying logical consequences. In instances such as students breaching uniform codes or chewing gum, there is an established response.

- Students practicing their understanding of their responsibilities as outlined in this document and the ***Respect: Rights and Responsibilities*** agreement
- Student Organisation – failure to use either Student Planner or SEQTA/Technology options for organising schoolwork and homework
- Books/Stationery/Technology – failure to bring required items to class
- Eating in buildings/classrooms – failure to observe requirements that no eating/drinking take place in buildings, unless authorized (classrooms, library, laboratories, corridors)
- Make-up/Jewellery – failure to observe the rule regarding make-up/jewellery. (Staff are to enter a Uniform Infringement on SEQTA and issue a Uniform Infringement Letter)
- Out of Bounds – being out of bounds during scheduled school time, including being in the building at recess and lunchtime, without permission
- Uniform requirements – failure to wear the College uniform as required including the uniform requirements for specific classes (Staff are directed to enter a Uniform Infringement on SEQTA and issue a Uniform Infringement Letter)
- Punctuality – being late to school or class. Arrival at any time after the homeroom bell constitutes lateness to school. Arrival any time after the teacher has closed the door constitutes lateness to class
- Littering – failure to dispose of unwanted food, papers and other refuse responsibly
- Homework – failure to complete home study and tasks set by the subject teacher

LEVEL 2 RESPONSE

1. Teacher highlights behaviour for student attention. Immediate action to correct the behaviour. Teacher applied consequence: logical, measured, appropriate, and just
2. Continued/consistent Level 2 behaviours should be reported to the House Leader. House Leader may apply a consequence, eg. Student Free Day detention (SFD) signed

Agreement, deliver an informal warning, or issue a formal warning, communicate with parents.

Level 3 Response

The College response to Level 3 Behaviours and Activities is managed by the House Leader.

While the list of behaviours and activities covered by Levels 3-5 below is extensive, it is not exhaustive. These responses outlined below, give guidance to responding to undocumented but comparable behaviours.

The House Leader exercises professional discretion to apply the response, outlined in the guidelines, as best suits the student and the situation, informed by their knowledge of the student and the situation.

The House Leader will, at their own discretion, seek counsel of Deputy Principals and/or Principal.

The House Leader is directed and encouraged to give priority to responses which are **Pastoral**, **Restorative** and **Relationship building**. This does not preclude consequences where appropriately applied.

Wherever possible, relevant and logical, this should also include a restorative meeting. Wherever possible, relevant and logical, this should also include an acknowledgement by the student of their personal responsibility for the behavior, and an appropriately directed apology.

Apologies should always be countersigned by the student's parent.

College staff report a Level 3 Incident by communicating as soon as possible with the House Leader.

1. Once satisfied that a Level 3 offence has occurred, the House Leader will notify, by telephone or email, the parent/guardian of the student's misbehaviour and the College response.
2. Make arrangements for College response to be applied, and communicate response to relevant staff.
3. Repeat incidences of any Level 3 offence necessitates a conference via the telephone or in person with the parent/guardian and student which will cover:
 - Nature of misbehaviour.
 - Consequences of repeated incidences.
 - Offer/requirement to undergo counselling, or other support options
 - Signing of an Agreement, committing student to abiding by Code of Student Conduct, and other specified behaviours
 - Use of Behaviour/Academic Monitoring Booklets (at House Leader's discretion)
4. A third incidence will require a meeting between parents and/or Deputy Principal – Students Wellbeing. This elevates the College response to **Level 4** or **Level 5** (depending upon situation)
5. Incident and response to be recorded on the SEQTA.

LEVEL 3 BEHAVIOURS/ACTIVITIES

**numbers under each incidence indicate multiple responses. These are usually all applied, rather than selected as options*

3.1 Consistent failure to observe College Rules

Failure to observe College rules after the issue of a warning from the House Leader.

1st incidence - Level 3 Response

Consequences:

1. Either detention after school or SFD

2nd incidence

Consequences:

1. Detention, after school or SFD
2. Formal letter to parents from the House Leader, countersigned the Deputy Principal – Student Wellbeing

Repeat incidences

Consequences:

1. Suspension from classes for one (1) day.

(1 day suspension means 1 full day, commencing the day after the incident, although the student may be sent home, or in internal suspension on the day)

3.2 Theft - The taking of property not belonging to a student.

The House Leader reserves the right to search a student's property and/or locker (in the presence of another House Leader or the Deputy Principal – Student Wellbeing) in the event of suspected theft.

1st incidence – Level 3 Response

Consequences:

1. Return of property taken or just recompense
2. Apology and commitment not to repeat behaviour
3. Either detention, afternoon or SFD

Repeat incidences

Consequences:

1. Return of property taken or just recompense
2. Suspension from classes for one (1) day, or detention SFD
Depending on severity of incident, possible involvement of Police. See 4.7

3.3 The destruction or defacement of property belonging to the College, and member of the College community, neighbours, visitors or venues visited by College students.

1st incidence - Level 3 Response

Consequences:

1. Payment of any costs incurred as a result of destruction or defacement or damage
2. Suspension from classes for one (1) day or SFD detention.

Repeat incidences

Consequences:

1. Payment of any costs incurred as a result of destruction or defacement or damage
2. Suspension from classes for one (1) day or detention SFD
3. Agreement
4. College community service

3.4 The possession and/or use of tobacco in any form (including matches and lighters) by students on College property and/or locker, travelling to and from College, or at any College event.

In the event of suspected possession of tobacco, the House Leader reserves the right to search the student's property (in the presence of another House Leader or the Deputy Principal – Student Wellbeing). Any tobacco products found will be confiscated.

1st Incidence - Level 3 Response

Consequences:

1. SFD detention during which tobacco-related issues are researched

2nd Incidence

Consequences:

1. Suspension from classes for one (1) day or SFD detention

3rd Incidence

Consequences:

1. Suspension from classes for up to two (2) days
2. Undertake rehabilitation/education course or complete anti-smoking assignment
3. Enter into a non-smoking agreement

4th Incidence

Consequences:

1. Immediate suspension from school whilst continuing enrolment is negotiated

3.5 Fighting

Students who engage in physical contact for the purpose of inflicting harm on another person(s).

1st Incidence - Level 3 Response

Consequences:

1. Automatic suspension for one (1) day
2. SFD detention
3. Mediation and restorative practices meeting, culminating in a apology to other parties (including those innocently caught up in incident) in appropriate setting and commitment to harmonious coexistence

Repeat incidences

Consequences:

1. Automatic suspension from classes for two (2) days
2. SFD detention
3. Mediation and restorative practices meeting, culminating in a apology to other parties

(including those innocently caught up in incident) in appropriate setting and commitment to harmonious coexistence

4. Parent meeting and Agreement signed

3.6 Refusal to comply with reasonable request by College personnel

1st Incidence - Level 3 Response

Consequences:

1. Verbal apology to staff member concerned in private
2. Detention after school at the discretion of the House Leader.

Repeat incidences

Consequences:

1. Verbal apology to staff member concerned in private
2. Detention SFD.

Any further repeated incidences necessitate a Parent meeting and Agreement (Deputy Principal – Student Wellbeing)

3.7 Disorderly conduct and behaviour which is disruptive of the orderly educational procedures of the College

In Extreme Cases student to be sent to House Leader or Deputy Principal - Student Wellbeing, accompanied by another student. In cases of a student refusing to exit, a student is sent for a House Leader or Deputy Principal – Student Wellbeing for assistance.

Student's behaviour must be documented on SEQTA and appropriate follow up as required.

Students may only return to that teacher's next class **after** an apology has been made.

1st Incidence Level 3 Response

Consequences:

1. Verbal and written apology to the teacher/class group affected by the conduct.
2. After school detention.

2nd Incidence

Consequences:

1. Verbal and written apology to the teacher/class group affected by the conduct
2. SFD Detention
3. Caution to parents of the consequences of a 3rd incidence

3rd Incidence

Consequences:

1. Suspension for one (1) school day
2. Verbal apology to the teacher and/or class group
3. Interview with parent and student to be arranged with the Deputy Principal – Student Wellbeing, and Agreement signed
4. Detention SFD

3.8 Unexcused absence (Truancy)

Parents/guardians are required to notify the College by telephone of the absence, or intended absence, of their son/daughter from school. This notice should be given no later than 9.30 a.m. on the day of the absence.

An unexcused absence (truancy) occurs when a student misses school for reasons deemed unacceptable by the House Leader.

1st Incidence - Level 3 Response

Consequences:

1. Catching up with all class work/home work missed within three (3) days of the absence.
2. Detention, SFD

Repeat incidences

Consequences:

1. Catching up will all class work/home work missed within three (3) days of the absence.
2. Detention SFDs (x 2).

3.9 Possession, Use, Distribution and/or Publication of offensive material.

Any material deemed to be offensive by House Leader.

1st Incidence - Level 3 Response

Consequences:

1. Confiscation and/or deletion of material.
2. Detention, afternoon.
3. Written apology to those offended.

2nd Incidence

Consequences:

1. Confiscation of material.
2. Detention SFD.
3. Apology to those offended.

3rd Incidence

Consequences:

1. Confiscation of material.
2. Detention SFD.
3. Apology to those offended.
4. Interview with parents/student (Deputy Principal – Student Wellbeing).

3.10 Use of offensive language

This includes language which reflects poorly on gender, race, colour or religion of the person spoken to or about

1st Incidence - Level 3 Response

Consequences:

1. Verbal apology to the person affected
2. Detention, afternoon

Repeat incidences

1. Verbal apology to the person affected
2. Detention SFD

3.11 Failure to co-operate with any enquiry into disciplinary matters

1st Incidence Level 3 Response

Consequences:

1. Lunchtime detention for three (3) days

Repeat incidences

Consequences:

1. Detention after school

3.12 Failure to observe rules and acceptable use of ICT Policy

1st Incidence Level 3 Response

Consequences:

1. Financial restitution for any damage caused
2. Withdrawal of access to College network for specified period and/or iPad confiscated
Access renegotiated in meeting with parents
3. Detention after school

2nd Incidence

Consequences:

1. Financial restitution for any damage caused
2. Withdrawal of access to College network for specified period and/or iPad confiscated
Access renegotiated in meeting with parents
3. Detention SFD

3.13 Failure to attend a scheduled detention

1st Incidence Level 3 Response

Consequences:

1. Make up detentions (x 2)

2nd Incidence (or if missed detention was SFD)

Consequences:

1. SFD detention (x 2)

3rd Incidence

Consequences:

1. Suspension from school for two (2) days

3.14 Inappropriate public display of affection (kissing, cuddling, etc.) in College uniform

1st Incidence: *Conversation with students about inappropriateness of behaviours and expectations of College*

2nd Incidence - Level 3 Response

Consequences:

1. Written undertaking that there will not be repetition

3rd Incidence

Consequences:

1. Detention after school

3.15 Verbal harassment (non-sexual) and Cyber harassment.

See College Anti-Bullying, Anti-Harassment Policy and Acceptable use of ICT Policy

3.16 Unauthorised absence from scheduled class/activity

1st Incidence Level 3 Response

Consequences:

1. Detention SFD
2. Catch up on work missed within three (3) days

Repeat incidences

Consequences:

1. SFD detention/s (x2)
2. Catch up on work missed within three (3) days

3.17 Chewing gum

See existing College policy and practice

3.18 Breach of subject safety protocols, eg. technology, science, food, physical education, sport, etc.

1st Incidence - Level 3 Response

Consequences:

1. Detention at lunchtime or after school. Possible withdrawal from activity after teacher discussion with House Leader.

2nd Incidence

Consequences:

1. SFD detention. Possible withdrawal from activity after teacher discussion with House Leader.

3rd Incidence

Consequences:

1. SFD detention and/or continued enrolment in the subject to be negotiated. Possible withdrawal from activity at teacher discretion.
2. Parent meeting and Agreement

3.19 Improper use of mobile phone at school

Mobile phones are not to be used during normal school hours and are to be switched off and locked in lockers (The College accepts no responsibility for the security of mobile phones unless they are left at the Student Services or with a House Leader). Where a student is judged to be using a mobile phone or distracted by it during normal school hours,

Each incidence - Level 3 Response

Consequences:

Phone will be confiscated and left at Student Services.

SFD detention will be incurred.

Phone can be collected at the end of the day.

Level 4 Response

1. Once satisfied that a Level 4 offence has occurred, the House Leader will notify by telephone the parent(s)/guardian(s) of the immediate suspension from the College by their son/daughter.

College staff report a Level 4 Incident using SEQTA.

Student wellbeing situations at this level are managed in concert by the House Leader and the Deputy Principal – Student Wellbeing. The guidelines will inform the College response, however the House Leader and Deputy Principal – Student Wellbeing will apply them using their professional discretion.

2. A letter signed by the House Leader confirming dates of suspension and other penalties to be applied and requesting a conference with parent/guardian.
3. The Conference between the House Leader and/or Deputy Principal – Student Wellbeing, and Parent/Guardian and Student will cover the following matters:
 - Nature of misbehaviours.
 - Consequences of any repeat incidence.
 - Signed Agreement to prevent further occurrence. Any further offence will result in an enrolment review by the Principal.
 - Referral to Counsellor or other support Agency, if required.
 - Referral to appropriate authorities, if appropriate.
 - Consequences to be applied.
4. Make arrangements to implement stated consequences.
5. The misbehaviour will be recorded by the House Leader on SEQTA.

Level 4 Behaviours and Activities

4.1 Extortion or Threat to Inflict Harm

Extortion is the solicitation of money, regardless of the amount, or something of value, from another student in return for protection or in connection with a threat to inflict harm.

1st Incidence - Level 4 Response

Consequences:

1. Return of monies paid or valuables traded or repayment of monies equivalent to the value of the goods.
2. Immediate suspension from classes for up to two (2) days.

Repeat Incidences

Consequences:

1. Immediate suspension
2. Referral to Behaviour Management Support Group (CEM Behaviour Management Guidelines)

4.2 Physical Assault

Physical attack by one person, or a group of people, upon another who does not wish to engage in the conflict and who has not provoked the attack. A person who finds himself/herself the victim of an assault has the right to defend himself/herself against the attack in such a manner as to safeguard himself/herself.

1st Incidence - Level 4 Response

Consequences:

1. Payment of medical costs resulting from physical assault.
2. Suspension from classes for up to four (4) days.

Repeat Incidences

Consequences:

1. Immediate suspension.
2. Referral to Behaviour Management Support Group

4.3 Tampering or altering or altering the College Information and Communication Systems (including the Security Cameras)

1st Incidence - Level 4 Response

Consequences:

1. If related to the College Computer Network/System, denial of access to the College Computer Network for a period of time.
2. Payment of repairs/service costs incurred by the College as a result of action.
3. Suspension from classes for up to four (4) days.

Repeat Incidences

Consequences:

1. Immediate suspension.

2. Referral to Behaviour Management Support Group

4.4 Any Behaviour which is Severely Disruptive and/or Aggressive and/or Violent, whether in Class, on College Grounds, Travelling To or From the College, or to any College-related Activity by a Student Identified as a Member of the College Community

1st Incidence Level 4 Response

Consequences:

1. Immediate suspension from classes for up to three (3) days.
2. Payment of costs, if any, caused by behaviour.
3. Apology to aggrieved party/parties.

Repeat Incidences

Consequences:

1. Immediate suspension.
2. Referral to Behaviour Management Support Group

4.5 Physical/Sexual Harassment

****Refer to the College Anti-Bullying, Anti-Harassment Policy documents***

1st Incidence - Level 4 Response

Consequences:

1. Immediate suspension from classes for up to five (5) days.
2. Compulsory attendance in counselling.
3. Verbal apology in appropriate setting.

Repeat Incidences, or egregious examples

Consequences:

1. Immediate suspension.
2. Referral to Behaviour Management Support Group

4.6 False Fire Alarm

Falsely alerting, by any means, the Fire Brigade or School to a non-existent fire.

1st Incidence - Level 4 Response

Consequences:

1. Payment of any costs involved in the false alarm
2. Immediate suspension from classes up to three (3) days

Repeat Incidences

Consequences:

1. Immediate suspension
2. Referral to Behaviour Management Support Group

4.7 Major incident involving property

The taking of property not belonging to a student.

Deliberate/negligent/wilful interference to the property/school work of another (including property belonging to the College or the community).

The House Leader and Deputy Principal – Student Wellbeing will assess the incident as being “major” on the basis of the value of the property involved and/or the level of inconvenience caused by the property offence.

1st Incidence - Level 4 Response

Consequences

1. Return of property taken and/or just recompense.
2. Apology to the aggrieved party/parties.
3. Immediate suspension from classes for up to three (3) days.

Repeat Incidences

Consequences:

1. Return of property taken and/or just recompense.
2. Apology to the aggrieved party/ies.
3. Immediate suspension from classes for up to five (5) days and compulsory attendance in counselling or referral to Behaviour Management Support Group

Level 5 Serious Offences

These are behaviours which:

1. Seriously undermine the ethos of the Catholic School, or
2. Consistently and deliberately fail to comply with any lawful order of the Principal, Deputy Principal – Student Wellbeing, House Leader or Teacher,
3. Are offensive or dangerous to the physical or emotional health of any staff member or any student, or
4. Consistently and deliberately interfere with the educational opportunities of other students.

Incidences of such behaviours are to be immediately reported in person to the Deputy Principal – Student Wellbeing or House Leader, and are to be managed by Deputy Principal – Student Wellbeing, in consultation with the Principal.

The guidelines will inform the College response, however the Principal and Deputy Principal – Student Wellbeing will apply them using their professional discretion.

Level 5 Response

1. Once satisfied that a Level 5 offence has occurred, the House Leader or Deputy Principal – Student Wellbeing will notify by telephone the parent(s)/guardian(s) of the immediate and indefinite suspension from the College by their son/daughter and outline the Behaviour Management Group process following the CEM Behaviour Management Guidelines. This notification will take place after consultation with the Principal.
2. An appointment will be made requesting an urgent interview with parent(s)/guardian(s) and the Behaviour Management Support Group meeting will be held.
3. At the interview, the College actions will be outlined and the student's future discussed and recommendations made to the Principal.
4. Implement stated consequences.

Some of these so-called serious offences include the activities/behaviours listed below:

5.1 Arson or Attempted Arson

Starting or attempting to start a fire within the College Buildings or on College Grounds, or on any other premises where the College is conducting a program for any purpose that may result in destruction of property or disruption. Such action will be referred to the Police.

1st Incidence - Level 5 Response

Consequences:

1. Immediate suspension from classes.
2. Referral to Behaviour Management Support Group

5.2 Possession or Use of Dangerous and/or Hazardous Goods, e.g. fireworks, explosives, etc.

Students using, or having in their possession, any dangerous and/or hazardous goods. In the event of suspected possession, the House Leader/Deputy Principal - Students reserves the right to search student's property in the presence of a staff member designated by the Principal.

1st Incidence - Level 5 Response

Consequences:

1. Immediate suspension from classes.
2. Referral to Behaviour Management Support Group

5.3 Bomb Threat

Making a false threat that a bomb has been placed, or is about to explode.

Consequences:

1. Immediate suspension from classes.
2. Referral to Behaviour Management Support Group

5.4 Use, Possession, Selling or Being Under the Influence of Alcoholic Beverages, Other Illegal Substances, or any "Mind Altering" substances

Alcoholic beverages include any beverage with alcoholic content. Illegal substances include drugs not prescribed specifically for the student by a physician – narcotics marijuana, barbiturates, amphetamines and any other substances that have a harmful or mind-altering effect on the person using them. Possession includes items found in or on the student's clothing or other personal possessions, assigned school locker.

In the event of suspected possession, the House Leader reserves the right to search the student's property in the presence of a delegate of the Principal. Any goods/substances found will be confiscated and, where appropriate, handed over and the incident reported to the Police.

1st Incidence for Use/Possession -Level 5 Response

Consequences:

1. Immediate suspension from classes.
2. Conference between Student, Parents and Principal.
3. Referral to counselling and/or an appropriate service provider.
4. Contract of future adherence to College Rules in the matter.

2nd Incidence for Use/Possession

Consequences:

1. Immediate suspension from classes.
2. Referral to Behaviour Management Support Group

1st Incidence for Selling/Provision Level 5 Response

Consequences:

1. Immediate suspension from classes.
2. Referral to Behaviour Management Support Group

5.5 Aggressive Misbehaviour Towards any School Employee

Physical contact or threat of physical contact, including harassment, intimidation with the intent of doing harm, or generating fear and/or anxiety. Also covered would be attempts to damage personal/professional reputation by making defamatory statements.

1st Incidence - Level 5 Response

Consequences:

1. Immediate suspension from classes.
2. Referral to Behaviour Management Support Group

5.6 Intimidation of Witness

Any physical or verbal intimidation of any witness to any incidence of College Rules or Regulations, or any person who may be called upon to provide evidence.

1st Incidence - Level 5 Response

Consequences:

1. Immediate suspension
2. Referral to Behaviour Management Support Group

5.7 Possession and/or Use of Weapons

The possession of any instrument such as a knife, club, gun, chain or any instrument that can be used to inflict bodily injury to another person.

In the event of suspected possession, the House Leader reserves the right

to search the student's property in the presence of a delegate of the Principal. Any instrument found will be confiscated, and where appropriate handed over to the Police.

1st Incidence - Level 5 Response

Consequences:

1. Immediate suspension from classes
2. Referral to Behaviour Management Support Group

5.8 Repeated Disregard of College Rules *(as referred by House Leader)*

The College views the consistent and deliberate incidence of College Rules, Uniform Requirements and other commitments as an indicator of a negative attitude towards discipline on the rights of others in the College Community.

Any student who exceeds 6 incidences (except for 3.19) will be given a formal warning by the Deputy Principal – Student Wellbeing. The student will be reminded of the consequence of reaching 12 incidences (not including 3.19). A letter will be sent home advising parents of the formal warning.

Any student who exceeds an aggregate of 12 incidences (except for 3.19) will automatically undergo a referral to Behaviour Management Support Group Meeting.

***The aggregate numbers of repeated transgressions noted above are suggestions... a final decision requires further discussion.*