Marymount College

SCHOOL BEHAVIOUR
MANAGEMENT POLICY

March 2009
# TABLE OF CONTENTS

2. School Mission Statement ...........................................................................................................3

3. Vision for Student Behaviour Support .......................................................................................3
  3.1 Our School ............................................................................................................................3
  3.2 Context Considerations .........................................................................................................4

4. Implementation ............................................................................................................................6

5. Code of Expected Student Behaviour ......................................................................................7

6. Rules, Rights and Responsibilities ...........................................................................................8

8. Three-Dimensional Approach to Prevention ..............................................................................11
   Teaching Through a Whole School Approach ..........................................................................11
   Dimension 1 – Whole School Approach – For All ..................................................................12
   Dimension 2 – Small Groups – For Some ..............................................................................13
   Dimension 3 – For the Individual ............................................................................................14

9. School Procedures ....................................................................................................................15
   Behaviours to be Dealt with by Classroom/Duty Teacher .......................................................16
   Behaviours to be Dealt with by Pastoral Teacher ....................................................................16
   Behaviours to be Dealt with by Academic Coordinator .........................................................16
   Behaviours to be Dealt with by Pastoral Coordinators ..........................................................17
   Behaviours to be Dealt with by Deputy Principal/A.P. - Admin ...........................................17
   Behaviours to be Dealt with by Principal ...............................................................................17

10. Regulations ..............................................................................................................................17
   10.1 Detention ..........................................................................................................................17
       Detention Guidelines ............................................................................................................18
   10.2 Suspension ........................................................................................................................18
   10.3 Exclusion ............................................................................................................................19

11. Marymount College Detention Guidelines ............................................................................22
   11.1 Guidelines – RTP ...............................................................................................................22
   11.2 Guidelines – Uniform Detention ......................................................................................22
   11.3 Guidelines – Other Forms of Detention ............................................................................23
2. School Mission Statement
Marymount College is a Catholic educational community committed to promoting/embracing lifelong and life-giving learning for students within a supportive school environment. We embrace the person and vision of Jesus Christ by ensuring gospel values are reflected in all aspects of College life.

3. Vision for Student Behaviour Support
We believe that we are called to: Teach Challenge 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 marginalized.

(Vision Statement for Catholic Education in the Archdiocese of Brisbane, 2004)

3.1 Our School
Marymount College is founded on the person of Jesus Christ and enlivened by the Gospel. We are committed to the development of schools which embrace the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness, justice, compassion and freedom.

We show this through:
- Practical expression of the Gospel message within and beyond their communities
- Their care for those within the school community, especially those experiencing disadvantage
- The extent to which students experience school as a place of hope and promise for their future

Our community of schools is committed to the development of the whole person and the development of Catholic schools which:
- Provide loving, caring and secure environments
- Recognise the individuality and dignity of each student
- Foster life-giving relationships within the school community

Marymount College reflects this in:
- The way in which we foster the dignity, self-esteem and integrity of each person
- The quality of relationships within the school and the pastoral care of each person
- The recognition given to the variety of learning styles of students
- Promoting inclusive practices related to race, socio-economic circumstances, culture, gender, religion, physical and cognitive abilities and mental health.

In each case, our support for students is grounded in a faith-centred environment which:
- Honours the dignity and uniqueness of students and enhances their formation as disciples of Jesus Christ
- Values the conscientious and collaborative efforts of students, parents and staff involved in the learning process in their school communities
Communicates our Catholic faith throughout the learning process, through prayer, reflection, connectedness and the celebration of the giftedness of the students and staff in our schools

- Cares for the individuality and sacredness of human life
- Promotes an inclusive community.

Each day we welcome students into Marymount College to witness to Jesus’ call to stewardship. Our focus as educators is to implement effective learning and teaching strategies that are based on a professional understanding of child development and pedagogy. Our philosophy of inclusion is grounded in certain essential core beliefs about student learning for all students. We believe that:

- All students should have an opportunity to learn to live and to contribute as responsible members of a society
- All students have a right to opportunities for learning and growth appropriate to their needs and gifts
- Students who have exceptional needs are more like other students than they are different
- An attitude of welcome acceptance and celebration of individual differences and unique gifts is to be encouraged and supported among students, parents and staff
- All students have the right to be treated with dignity.

### 3.2 Context Considerations

While support for students has always been the focus of Catholic schools, rapid and complex social changes are resulting in substantial uncertainty, insecurity and stress for families, in the community at large and among students at school.

The Australian Institute of Health and Welfare report *A Picture of Australia’s Children* published in 2005, is a national statistical report produced on the health, development and wellbeing of Australia’s children aged 0 – 14 years. It describes the profile of Australia in relation to the individual, family and societal factors that influence the health and wellbeing of children. Information is also provided on homelessness, literacy and numeracy, children as victims of violence, neighbourhood safety and parental health and disability. These quick facts offer an insight some of the communities our students come from:

- The percentage of children in the total population has been declining: in 1923, children made up over 30% of the total population; in 2006 the child population made up of approximately 19% of the total population and is projected to be 18% by 2011.
- Aboriginal and Torres Strait Islander children comprise 4.5% of the total child population.
- Overseas-born children constitute 5.8% of all Australian children aged 0 – 14 year.
- 14% of children aged 4 – 14 years have mental health problems.
- The majority of students (88% boys and 92% girls) met the national benchmarks for reading, writing and numeracy in 2001.
- The literacy and numeracy rates for years 3 and 5 Aboriginal and Torres Strait Island students were consistently lower than the national rates.
- The detention rate for young people aged 10 – 14 years in juvenile justice detention centres declined from 9.5 per 100000 in 1990 to 6.2 per 1000000 in 2003.
- Boys were five times more likely than girls to be detained in detention centres.
During the period from 2000 to 2002 Aboriginal and Torres Strait Islander children between 10 and 14 years of age were detained at about 30 times the rate of other Australian children.

In 2003, 72% of Australian children lived in intact families and nearly 20% of children lived in lone parent families. A further 5% were in blended families and 3% in step-families. A small proportion of children (less than 1%) lived with grandparents.

In 2002-03, 22% of children aged 0 – 14 years lived in low income households.

The rate of children who are placed in out-of-home care rose from three per 1000 children in 1997 to five per 1000 in 2004.

17% of children aged 0 – 14 lived with a parent who had a disability. Of these children living with a parent with a disability, approximately 90% lived with a parent whose main disabling condition was a physical condition and about 11% with a parent whose main condition was mental or behavioural disorder.

Most Australian children are growing up in families who felt safe in their neighbourhood.

Most families with young children in Australia had good family and social support networks and were able to get support in time of crisis, could ask for small favours and have regular contact with family and friends.

Life outside the school gate inevitably affects and influences the individual responses for students within our schools. Figure 1 is a conceptual framework for considering these influences and the relationships between external and internal community factors on behaviour.

---

**Figure 1: Influences on Behaviour in Schools Framework**

A systematic review of how theories explain learning behaviour in school contexts.

Irrespective of individual family or neighbourhood characteristics, all students are valued members of our Marymount College communities. We are committed to maximizing opportunities to provide the most enabling environments for our students. Priorities 1, 2, 3, 4 and 5 of the *Brisbane Catholic Education Strategic Renewal Framework 2007 – 2011*, commit us as partners in Catholic education to address the diverse needs of students.

In order to achieve this goal Marymount College must provide high-quality student support. A well implemented Student Behaviour Support Plan, supported by *Brisbane Catholic Education’s Student Behaviour Support Policy* and *Student Behaviour Support Regulations and Guidelines*, is an important factor in gaining students’ and parents’ confidence in a school and in attracting and retaining quality, motivating staff.

4. **Implementation**

1. **Administration**

   Development of College Policy – Student Behaviour Support Policy, Marymount College by Principal, Deputy Principal and Assistant Principal – Pastoral in consultation with Assistant Principal – Religious Education and Assistant Principal – Junior Curriculum and Assistant Principal – Senior Curriculum.

2. **Staff Consultation**

   Policy presented to College teaching staff.
   - Teaching staff working groups review policy
   - Concerns/issues/suggestions considered
   - Amendments made if viable and in accordance with BCE policy documents

3. **P & F and Advisory Committee Consultation Period**

   Policy presented to P & F
   - Steps as above

4. **Parent Feedback**

   - As above – presented to selected parental group
   - Feedback as above

5. **Final Consultation and Amendments**

   - College Administration Team

6. **Delivery Phase**

   - to College staff
   - to parents and community
   - to student body

7. **Full Implementation**
5. Code of Expected Student Behaviour

School Expectations (Rules)
As members of the Marymount College Community we:
 Treat ourselves and others with courtesy, justice and respect and have pride in our personal appearance
 Move, work, learn and play safely
 Are constantly learning and assisting others with their learning
 Use manners and listen when communicating
 Take care of our own and other’s equipment, property and the College environment

An effective behaviour management program or classroom discipline process must treat students who act as disturbances in a non-punitive and non-controlling atmosphere, with understanding, respect and patience. This is how the Responsible Thinking Process (RTP) works. The RTP is a process that teaches respect for others by fostering responsible thinking.

The framework for our Behaviour Management Plan (BMP) is the Responsible Thinking Process (RTP) and this process has the basic rules of:
   (a) Do the right thing
   (b) Say the right thing
   (c) Bring the right thing
6. Rules, Rights and Responsibilities

**Students**

<table>
<thead>
<tr>
<th>RULE</th>
<th>STUDENT RIGHTS</th>
<th>STUDENT RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| **TREATMENT** | • To be treated with courtesy and respect  
• To be free from violence, intimidation, bullying and harassment from other members of the school community  
• To have legitimate problems listened to and acted upon justly | • To treat with courtesy and respect  
• To treat care of themselves, by not engaging in at-risk behaviours e.g. use of alcohol, tobacco or illegal drugs and by taking care of others  
• To refrain from using violence of any sort (e.g. physical, verbal, psychological)  
• To refrain from bullying, intimidating or harassing others in line with the College Bullying Policy  
• Observe the College Uniform Code |
| **SAFETY** | • To be provided with facilities and equipment that are safe and free from hazard  
• To be provided by parents, with safety equipment including hats, sunscreen and bike helmets  
• To have safety rules clearly explained and carried out  
• To be instructed in evacuation and emergency procedures | • To listen to safety directions and follow them immediately  
• To move around the school sensibly, quietly and in an orderly manner  
• To always wear safety equipment, including hats and sunscreen as per Uniform Code  
• To follow directions promptly and cooperate fully during evacuation and emergency procedures  
• To wear bike helmets whilst traveling to and from school  
• Observe out of bounds rules  
• Have appropriate approval to leave the College grounds (from the Pastoral Coordinator or Administration) |
| **LEARNING** | • To be provided with a variety of learning experiences and opportunities  
• To learn with minimal disruption in an environment conducive to learning  
• To have the opportunity to be listened to  
• To be offered necessary assistance with learning  
• To learn at an appropriate level which meets your needs  
• To know that there is a clearly stated and consistently implemented College Behaviour Management Plan, the process followed is the Responsible Thinking Process | • To participate fully in learning activities and experiences (curricula and excurricula)  
• To refrain from being disruptive  
• To listen attentively  
• To assist in creating an environment conducive to learning  
• To make a genuine effort to learn in all classes  
• To be prepared for all lessons  
• To be punctual and attend all lessons  
• To complete all assessment tasks on time and to the best of one’s ability  
• To complete homework as required and on time and to the best on one’s ability |
| **COMMUNICATION** | • To be listened to  
• To have a chance to speak  
• To be spoken to with courtesy, justice and respect | • To listen to others  
• To refrain from interrupting while others are speaking |
| **PROPERTY** | • To be provided with a safe and accessible place to store personal property and equipment e.g. locker  
• To expect that their property and equipment will be well cared for  
• To work, learn and play in a clean and tidy environment  
• To be provided with materials/resources necessary to assist in maintaining the school environment in this way (e.g. bins, cleaning equipment) | • To take care of own and others property and equipment  
• To assist in maintaining a clean and tidy working, learning and playing environment  
• To refrain from bringing inappropriate/undesirable property or equipment to school  
• To report possession of this type of property or equipment  
• To report vandalism of College or student property |
<table>
<thead>
<tr>
<th>RULE</th>
<th>STAFF RIGHTS</th>
<th>STAFF RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TREATMENT</td>
<td>• To be treated with courtesy and respect</td>
<td>• To treat others with courtesy, justice and respect</td>
</tr>
<tr>
<td></td>
<td>• To be free from violence, intimidation, bullying and harassment from other members of the school community</td>
<td>• To refrain from using violence of any sort (e.g. physical, verbal, psychological)</td>
</tr>
<tr>
<td></td>
<td>• To have legitimate problems listened to and acted upon justly</td>
<td>• To refrain from bullying, or harassing others</td>
</tr>
<tr>
<td>SAFETY</td>
<td>• To be provided with facilities and equipment that are safe and free from hazard</td>
<td>• To explain and consistently assist with the carrying out of safety rules and procedures</td>
</tr>
<tr>
<td></td>
<td>• To be provided with necessary safety equipment as per relevant awards</td>
<td>• To give safety directions clearly and calmly</td>
</tr>
<tr>
<td></td>
<td>• To be provided with opportunities to discuss and set in procedures for following WH&amp;S regulations and safety rules</td>
<td>• To model the wearing of safety equipment e.g. caps, hair nets etc.</td>
</tr>
<tr>
<td></td>
<td>• To have safety directions followed immediately and implicitly by students</td>
<td>• To ensure students wear safety equipment including caps when required.</td>
</tr>
<tr>
<td></td>
<td>• To be provided with opportunities to discuss, set in place and practice evacuation and emergency procedures</td>
<td>• To follow agree upon WH&amp;S regulation and safety rules</td>
</tr>
<tr>
<td></td>
<td>• To have safety directions followed immediately and implicitly by students</td>
<td>• To have a clear understanding of what to do in a evacuation and emergency situation</td>
</tr>
<tr>
<td>LEARNING</td>
<td>• To be offered opportunities for professional development</td>
<td>• To participate in discussions, as required, for deciding safety rules and procedures</td>
</tr>
<tr>
<td></td>
<td>• To promote classroom learning with minimal student disruption by following procedures laid down the RTP</td>
<td>• To have a clear understanding of what to do in an evacuation and emergency situation</td>
</tr>
<tr>
<td></td>
<td>• To be provided with opportunities to take part in the development and regular review of the College BMP</td>
<td>• To participate in discussions, as required, for deciding safety rules and procedures</td>
</tr>
<tr>
<td></td>
<td>• To be given appropriate assistance with the behaviour management of disruptive students</td>
<td>• To fulfill duty of care obligations</td>
</tr>
<tr>
<td></td>
<td>• To initiate a variety of learning activities and opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To assist in creating an environment conducive to learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To keep up to date with current curriculum developments and behaviour management strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To actively seek assistance with the behaviour management of persistently disruptive students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To provide, or organize the provision of, necessary assistance with learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To consistently implement the College BMP and the RTP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To consistently model appropriate communication procedures/conventions during interactions with students, other staff and parents/caregivers</td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>• To be listened to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be spoken to respectfully</td>
<td></td>
</tr>
<tr>
<td>PROPERTY</td>
<td>• To be provided with a safe and accessible place to store personal property and equipment e.g. locker</td>
<td>• To take care of their own and others property and equipment</td>
</tr>
<tr>
<td></td>
<td>• To expect that their property and equipment will be well cared for and won’t be damaged</td>
<td>• To assist in maintaining a clean and tidy work environment</td>
</tr>
<tr>
<td></td>
<td>• To work and learn in a clean and tidy environment</td>
<td>• To refrain from bringing inappropriate/undesirable property or equipment to school</td>
</tr>
<tr>
<td></td>
<td>• To be provided with materials/resources necessary to assist in maintaining the school environment in this way (e.g. bins, cleaning equipment)</td>
<td>• To contact the designated staff member when requesting to borrow college equipment.</td>
</tr>
</tbody>
</table>
### Parents/Caregivers

<table>
<thead>
<tr>
<th>RULE</th>
<th>PARENT/CAREGIVER RIGHTS</th>
<th>PARENT/CAREGIVER RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| TREATMENT| - To be treated with courtesy and respect  
- To be free from violence, intimidation, bullying and harassment from other members of the school community  
- To have College related problems listened to and acted upon justly  
- To be informed of any serious breach of the College rules by their child.                                                                                       | - To treat others with courtesy, justice and respect  
- To refrain from using violence of any sort (e.g. physical, verbal, psychological)  
- To acknowledge receipt of information when required; make contact with the school if necessary and support any actions taken |}

| SAFETY   | - To be provided with facilities and equipment that are safe and free from hazard  
- For their children to be provided with necessary safety equipment                                                                                                                                                        | - To support the school in expecting students to follow safety rules  
- To provide children with appropriate safety equipment, including aprons, hats, sunscreen                                                                                                                                 |}

| LEARNING | - To expect that the College will provide an environment conducive to learning  
- To expect that their child will be offered necessary assistance with learning  
- To expect that their children will be offered learning opportunities appropriate to their level of ability  
- To expect that children who choose to be disruptive will be managed appropriately  
- To be offered opportunities to take part in the development and regular review of the College BMP  
- To have curriculum and behaviour management initiatives clearly explained                                                                                                                                                  | - To participate in learning opportunities provided by the College  
- To support the College in the management of disruptive students  
- To support the College in the implementation of learning experiences generally and individual programs specifically  
- To provide information about children or circumstances, that may impact on learning, to the College |}

| COMMUNICATION | - To be listened to  
- To be spoken to respectfully                                                                                                                                                                                                 | - To consistently model appropriate communication procedures/conventions during interactions with students, other staff and parents/caregivers |}

| PROPERTY  | - For their children to be provided with a safe and accessible place to store personal property and equipment  
- To expect that their child’s property and equipment will be well cared for and won’t be damaged  
- To expect that their child learns in a clean and tidy environment  
- To expect that the College will be provided with materials/resources necessary to assist in maintaining the school environment in this way (e.g. bins, cleaning equipment)                                                                 | - To ensure that their child takes care of their own and others property and equipment  
- To assist in maintaining a clean and tidy working, learning and playing environment  
- To ensure that their child does not bring inappropriate/undesirable property or equipment to school  
- To report possession of this type of property or equipment |}
8. Three-Dimensional Approach to Prevention

Effective Student Management is dependant on a number of inter-related features. These features range from a whole-school philosophy on Teaching and Learning, Student Management and Pastoral Relationships.

This whole-school approach gives rise to smaller groups or subsets within the College, whether it be a year group, particular class or pastoral group or any selected group of students and teachers.

Finally, effective student behaviour is dependent on specific responses to individual students’ needs.

This progressively narrowing focus facilitates student access to life-giving learning.

*Teaching Through a Whole School Approach*
### Dimension 1 – Whole School Approach – For All

| Strategies                                      | Whole School Philosophy  |
|                                               | Engaging students in learning  |
|                                               | Positive interactions  |
|                                               | Quality of relationships  |
|                                               | Pastoral relationships  |
|                                               | Building a sense of community  |
|                                               | Social skills training  |
|                                               | School policies and programs for all students  |
|                                               | Teaching emotional resilience and development of control  |

| Who                                           | School Administration  |
|                                               | Support staff – GC, Campus Minister, STIE  |
|                                               | Year coordinators  |
|                                               | Pastoral care teachers  |
|                                               | Teachers  |
|                                               | Ancillary staff  |
|                                               | Parents  |
|                                               | Students  |

| Feedback, monitoring and evaluation           | Mediation, conflict resolution’  |
| Individual and group student support         | Restorative practices  |
| Staff-student interactions                    | Anti-bullying policy  |
| School Behaviour plan                         | Community building activities  |
### Dimension 2 – Small Groups – For Some

<table>
<thead>
<tr>
<th>THROUGH RESPONSIVE/SMALL GROUP OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 2</td>
</tr>
<tr>
<td>Strategies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Who</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>How</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Figure 3: A Model of Student Behaviour Support in Brisbane Catholic Education Schools
**Dimension 3 – For the Individual**

<table>
<thead>
<tr>
<th>REACTIVE INDIVIDUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
</tr>
<tr>
<td>▪ Individualised behaviour interventions</td>
</tr>
<tr>
<td>▪ Functional behaviour assessment</td>
</tr>
<tr>
<td>▪ Target environment, teacher and student</td>
</tr>
<tr>
<td><strong>Who</strong></td>
</tr>
<tr>
<td>▪ Case management – allocation of specific roles</td>
</tr>
<tr>
<td><strong>How</strong></td>
</tr>
<tr>
<td>▪ Specialist groups (??)</td>
</tr>
<tr>
<td>▪ Extra-curricular activities tailored to specific concerns</td>
</tr>
<tr>
<td>▪ Wrap around meetings</td>
</tr>
<tr>
<td>▪ Behaviour plans</td>
</tr>
</tbody>
</table>
9. School Procedures

Classroom Teacher implementing the whole of school approach to teaching outlined on page , including RTP and Anti bullying

RTP Procedure

Classroom

YARD

Unsafe behaviour
Automatic referral to RTC
Plan signed by PC and/or Admin

Subject Coordinator
- Deal with subject specific classroom behaviour e.g. Failure to complete work.

Admin Assistant
Principal - Curriculum

SEVERE INAPPROPRIATE BEHAVIOUR
- PC/DP Referral
- Principal
- Suspension
- Recommended Exclusion

SUPPORT SERVICES
- Learning support
- Counsellors
- Home/school liaison
- Careers
- Outside agency

CLASSROOM

Disruptive behaviour
RTP Questions
Repeated disruptive behaviour
Student chooses to go to RTC
Students makes plan for RTC

Appropriate Behaviour

FREQUENT REFERRAL TO RTC
Level 4 - Letter home
Level 6 - PC letter
Level 8 - Mini-intervention with PC & RTT
Level 10 - Letter to parent for interview with PC and counsellor
Level 12 - Full Intervention with DP/ PC/ RTT/ Counsellor/ LSC
### Behaviours to be Dealt with by Classroom/Duty Teacher

<table>
<thead>
<tr>
<th><strong>Automatics</strong></th>
<th><strong>Disruptions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Failure to report to RTC.</td>
<td>- Constant talking, disrupting others from learning.</td>
</tr>
<tr>
<td>- Disruption in the RTC.</td>
<td>- Interference with peaceful enjoyment of playground.</td>
</tr>
<tr>
<td>- Talking/disrupting during Assembly/Liturgies etc.</td>
<td>- Interference with another person.</td>
</tr>
<tr>
<td>- Situations, which staff judges, are ones in which students or others are at risk if they remain in the area.</td>
<td>- Interference with another’s property.</td>
</tr>
<tr>
<td>- Violence/fighting</td>
<td>- Disrupting by failing to follow teacher’s instruction.</td>
</tr>
<tr>
<td>- Aggression to staff (including swearing)</td>
<td>- Defiant or rude attitude.</td>
</tr>
<tr>
<td>- Unsafe behaviour in areas with specific safety rules.</td>
<td>- Putting others down.</td>
</tr>
<tr>
<td>- Obscene language directed at staff or students.</td>
<td>- Calling out to others unnecessarily.</td>
</tr>
<tr>
<td>- Leaving school property without permission of PC or Admin.</td>
<td>- Moving around unnecessarily during class time.</td>
</tr>
<tr>
<td>- Deliberate absence from class.</td>
<td>- Failure to have red slip.</td>
</tr>
<tr>
<td>- Frequent absences from school without permission/explanation.</td>
<td>- Vandalism or graffiti on personal or school property.</td>
</tr>
<tr>
<td>- Smoking, alcohol, drugs.</td>
<td>- Littering</td>
</tr>
<tr>
<td>- Theft within school environment (including excursions)</td>
<td>- Out of bounds (including toilets) – eating in these areas.</td>
</tr>
<tr>
<td>- Interruption of the RTP process with another student/s.</td>
<td>- Failure to follow instructions of a teacher in the yard.</td>
</tr>
<tr>
<td>- Major incident resulting in suspension.</td>
<td>- Late for class after prior warning.</td>
</tr>
<tr>
<td>- Food and water throwing.</td>
<td></td>
</tr>
<tr>
<td>- If student commits an automatic infringement, they choose to go to RTC immediately.</td>
<td>- Ask RTP question.</td>
</tr>
<tr>
<td></td>
<td>- 2. Repeated disruption, the student chooses to go to RTC</td>
</tr>
</tbody>
</table>

### Behaviours to be Dealt with by Pastoral Teacher

<table>
<thead>
<tr>
<th><strong>Misbehaviour</strong></th>
<th><strong>Possible Consequences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Uniform</strong></td>
<td>Discussion with student</td>
</tr>
<tr>
<td><strong>No late note</strong></td>
<td>Infringement notices</td>
</tr>
<tr>
<td><strong>No letters of absence</strong></td>
<td>Note in Record Book</td>
</tr>
<tr>
<td><strong>Lack of cleanliness</strong></td>
<td>Remove student from situation</td>
</tr>
<tr>
<td><strong>Misuse of record books</strong></td>
<td>Confiscation of non-uniform items till end of day</td>
</tr>
<tr>
<td><strong>Punctuality</strong></td>
<td>Referral to Pastoral Co-ordinator for repeated or serious offences</td>
</tr>
</tbody>
</table>

### Behaviours to be Dealt with by Academic Coordinator

<table>
<thead>
<tr>
<th><strong>Misbehaviour</strong></th>
<th><strong>Possible Consequences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cheating in exams/assessment activities</td>
<td>Discuss situation with student</td>
</tr>
<tr>
<td>- Non attendance at Year 8-12 exams/assessment activities or completion of assessment</td>
<td>Discuss with Learning Support Teacher</td>
</tr>
<tr>
<td>- Persistent homework problems</td>
<td>Alternative assessment</td>
</tr>
<tr>
<td>- Repeated violation of subject safety or security procedures; eg. Computer Agreement, WH&amp;S Regulations Manual Arts, Sport, Home Economics, Vocational Education, etc.</td>
<td>Loss of use of resources for a period of time</td>
</tr>
<tr>
<td>- Deliberate misuse of resources</td>
<td>Refer to Assistant Principals – Admin and Assistant Principal – Religious Education</td>
</tr>
<tr>
<td></td>
<td>Refer to Deputy Principal</td>
</tr>
<tr>
<td></td>
<td>Letters home</td>
</tr>
<tr>
<td></td>
<td>Automatic referral to RTC</td>
</tr>
</tbody>
</table>
Behaviours to be Dealt with by Pastoral Coordinators

<table>
<thead>
<tr>
<th>Misbehaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated / widespread misbehaviour</td>
<td>Discuss with student</td>
</tr>
<tr>
<td>Absent from class without permission</td>
<td>Discuss with Pastoral Teacher</td>
</tr>
<tr>
<td>Misuse of lockers</td>
<td>Discuss with learning Support Teacher/Counsellor</td>
</tr>
<tr>
<td>Breaches of safety</td>
<td>Parent contact</td>
</tr>
<tr>
<td>Bullying / vindictive / harassing behaviour</td>
<td>Confiscation of illegal objects</td>
</tr>
<tr>
<td>Physical fighting</td>
<td>Referral to Deputy Principal</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Referral to RTC</td>
</tr>
<tr>
<td>Obscene language or abuse to a teacher or student</td>
<td></td>
</tr>
<tr>
<td>Illegal objects at college</td>
<td></td>
</tr>
<tr>
<td>Refusal to obey the direction of a staff member</td>
<td></td>
</tr>
<tr>
<td>Truanting from school</td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
</tr>
<tr>
<td>Smoking or possession of cigarettes</td>
<td></td>
</tr>
</tbody>
</table>

Behaviours to be Dealt with by Deputy Principal/A.P. - Admin

<table>
<thead>
<tr>
<th>Misbehaviour</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol / Drugs</td>
<td>Discuss with student</td>
</tr>
<tr>
<td>Repeated obscene language or abuse to a teacher</td>
<td>Discuss with Counsellor</td>
</tr>
<tr>
<td>Repeated fighting (physical)</td>
<td>Parent contact</td>
</tr>
<tr>
<td>Repeated serious vandalism</td>
<td>Confiscation of illicit objects</td>
</tr>
<tr>
<td>Any serious matter referred by Subject Co-ordinator or Year Level Co-ordinator</td>
<td>In school suspension (after discussion with Principal)</td>
</tr>
<tr>
<td></td>
<td>Referral to Principal</td>
</tr>
</tbody>
</table>

Behaviours to be Dealt with by Principal

Any matters referred by D.P./A.P. – Administration

10. Regulations

Brisbane Catholic Education regulations in relation to student behaviour.

10.1 Detention

A “detention” is any relatively short period when a student is:

- Required to remain at school, or in a particular classroom, in student’s “non-class” time (recess, lunchtime, recreation time, after school) or
- Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out) e.g. time in the Responsible Thinking Classroom.

The Principal of a school, if satisfied that a student has behaved in an unacceptable manner, may impose a detention on that student. This authority may also be delegated to teaching staff. The use of detention as a method of managing student behaviour shall be at the discretion of each school. The guidelines for detentions should be explicit in the school’s Student Behaviour Support Plan. In the event a school employs detention as a sanction, it will ensure the following:

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

**Detention Guidelines**

A member of the teaching staff or school leadership team must supervise detentions. Where students are detained at school before or after school hours, it is necessary to notify parents/caregivers and give adequate notice. If detention will jeopardize a student’s safe transport home, it is appropriate to postpone the detention until alternative arrangements can be negotiated with the student’s parents/caregivers. The guidelines for detentions should be explicit in the school’s Student Behaviour Support Plan. Where detention involves out-of-class time, the following should be noted:

- Detention should be one stage in an explicit support plan involving fair warning systems that all students and their parents/caregivers understand. The procedure and the organization of the procedure should be well thought out beforehand.
- The detention place or room should be reasonably comfortable and appropriate to the activity planned. It should not be so public that it calls attention to the student (such as outside the principal’s office).
- A detention room should not be regarded as a punitive environment.
- The student should be readily observable and supervised by a member of the teaching staff or school leadership team.
- The student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way.
- Time-out will not be effective if the student does not want to return to class or views time-out as an escape from an undesirable situation. The purpose may also be to relieve the teacher and other students.
- Interaction between a student and the supervising teacher should be emotionally neutral; the aim should be for the student to devise a plan that negotiates readmission to class.

**10.2 Suspension**

The principal of a Brisbane Catholic Education school may suspend full-time or part-time, a student from that school for a period of up to ten school days or part thereof. A suspension could be in school or out of school.

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

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

- Ensured that all appropriate and available student support strategies and discipline options have been applied and documented.
Ensured that all appropriate support personnel available, within the school system and externally, have been involved

Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension

**Suspension documentation for a full day or longer:**
As soon as practicable after a day or longer suspension takes place, the Principal will ensure 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 should be attached to the report. Copies of the report and attached letter should be placed on the school file and placed on 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.

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

**10.3 Exclusion**
In extreme circumstances, a principal may, in consultation with the Area Supervisor, make a submission to the Deputy Executive Director, recommending the exclusion of a student from a Brisbane Catholic Education school. The Deputy Executive Director will in turn forward this submission with his/her own recommendation to the Executive Director for decision.

10.3.1 A Principal may not exclude a student on his or her own authority.

10.3.2 A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Deputy Executive Director.

10.3.3 In cases where consideration is being given to recommending an exclusion from a Brisbane Catholic Education school, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

The Principal will:

- Consult with the Area Supervisor.
- Consult as needed with the Parish Priest.
- Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service.
- Notify the student and the parents/caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for
the possible action and allowing seven school days for the student, parents or caregivers
to respond.

- Provide the parents/caregivers, or students where the student is living.
- Provided to the student and/or parent/caregivers a formal written caution detailing these
  behaviours, as well as clear expectations of what is required of the student in future.
- Recorded all actions taken in appropriate school files and BCE’s database when
  available.

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

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

Notification to Parents/Caregivers for a day or more suspension

- A student will not be sent out of school before the end of the school day without
  notification being made to parents/caregivers and if necessary, agreement reached
  about arrangements for the collection of the student from school.
- Though interviews may take place by phone, notification of suspension must be made to
  parents/caregivers in writing. An oral communication, even fact to face, is not sufficient
  in itself. This letter must be delivered by some safe method; the onus of proof of
  delivery rests with the Principal.

In all cases, the notification will

- Indicate the reasons for the suspension.
- Advise the length of the suspension, the expected return date, the conditions to be met
  to enable return and the re-entry support process.
- Outline the responsibility of parents/caregivers for the care and safety of the student
  who is under suspension.
- Request a parental meeting at the school (the school’s Student Behaviour Support Plan
  should make it clear that a parental meeting is a normal part of the procedure for
  suspension and re-entry and that is expected parents/caregivers will attend.
- Parents/caregivers should be referred to the school’s published Student Behaviour
  Support Plan.
Suspension procedure – the processes associated with suspension are often subject to close scrutiny. It is important therefore that all processes be carried out in a way that conforms to *The Student Behaviour Support Regulation and Guidelines*, with accuracy and attention to all aspects of the process.

**10.4 Appeals**

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

The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made.
11. Marymount College Detention Guidelines
All members of the College teaching staff are invited to sign up for the RTP system at the start of the year. Almost all teachers do so. What follows refers to those who join RTP.

11.1 Guidelines – RTP
1. Any teacher who belongs to RTP may ask a student the RTP questions and then refer a student to the RTC.
2. Students report to RTC Room Manager to receive return to class plan for completion.
3. Student remains in RTC for that class period.
4. Plan is approved by teacher, negotiated and signed at 1pm at SAO.
5. If plan isn’t signed for any reason, student returns to RTC for that teacher’s next period with that class.

11.2 Guidelines – Uniform Detention
11.3 Guidelines – Other Forms of Detention

1. No teacher is set a private detention for a student or a group of students.