STUDENT BEHAVIOUR SUPPORT POLICY
(Including Anti-bullying Provisions)

A document supporting pastoral care in our College

January 2010
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MISSION STATEMENT

Marymount College is a Catholic educational community committed to promoting 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.
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 embraces 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 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.

1.1 Vision for Pastoral Care at Marymount College


Two aspects of Pastoral Care at Marymount College are considered within this document: Student Behaviour Support and Anti-Bullying.

1.2 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.

Life outside the school gate inevitably affects and influences the individual responses for students within our schools. Figure 1, which is taken from the BCE document, is a conceptual framework for considering these influences and the relationships between external and internal community factors on behaviour.
Irrespective of individual family or neighbourhood characteristics, all students are valued members of our Marymount College community. We are committed to maximising opportunities to provide the most enabling environments for our students.

In order to achieve this goal Marymount College provides high-quality student support. Our vision for Student Behaviour Support is derived from the Mission Statement, where an emphasis on personal and spiritual growth is promoted within a supportive school environment.

In addition, this support is achieved through a well constructed and implemented Student Behaviour Support Policy, underpinned by Brisbane Catholic Education’s Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines.
2. Code of Expected Student Behaviour

School Expectations

As members of the Marymount College Community we commit to:

- Show care and concern for ourselves and others through enjoying relationships that are courteous, just and respectful
- Moving, working, learning and playing safely
- Actively learning and assisting others with their learning
- Communicating justly
- Respect our own and other’s property and the College environment

These expectations are contained in the College Record Book and all College publications that deal with this area.

An effective behaviour management programme was formulated after consultation with the Marymount College community. The programme or classroom discipline process must treat students who act inappropriately in a non-punitive and non-controlling manner, i.e. with understanding, respect and patience. With these as our guiding principles, considerable research was undertaken to formulate a whole-school approach to student behaviour management. After consideration of a range of options, it was decided to adopt and adapt the Responsible Thinking Process (RTP).

The RTP is a program devised by Ed Ford based on Perceptual Motor Theory. Through this process students are taught to monitor their own behaviour by taking responsibility for what they do. Rather than telling students what to do where the teacher does the thinking, why not ask the student what they are doing in relation to the rules or standards? That means teaching students how to think on their own and create their own effective plans rather than someone else doing the thinking for them. Everyone at Marymount College, that is Leadership Team, teachers and students, should be held accountable for respecting the rights of others. Students have to be taught this skill. Punishment and rewards do not teach people to think, they are only a method of control. This is how the Responsible Thinking Process works.

The RTP is the framework for student behaviour management and sits within the College’s Student Behaviour Support Policy.

The Responsible Thinking Process (RTP) has the basic rules of:

(a) Do the right thing
(b) Say the right thing
(c) Bring the right thing

In cases of inappropriate behaviour, the Responsible Thinking Process utilises a series of
questions where the student responds to and identifies his/her behaviour. It is important that teachers clearly articulate the eventual outcome of the process and that students ‘choose’ that outcome.

The College has decided to shorten the process for more serious offences. In the document and College literature, they are referred to as ‘automatics’. In these instances, we consider the inappropriate behaviour significant enough whereby the student is automatically sent to the Responsible Thinking Classroom (RTC).

Once a student has spent time at the RTC, a further significant element of the RTP is the requirement for student and teacher to conference and negotiate conditions for the student to return to class. The negotiation process is important where the student is able to acknowledge their inappropriate behaviour and the teacher can set expectations for the future.

Further reading on the RTP is available at http://www.responsiblethinking.com/index.htm. Resources are also available in the College Library and the Responsible Thinking Classroom.
3. **Expectations**

**Students**

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>STUDENT RIGHTS</th>
<th>STUDENT RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To care for yourself and others</td>
<td>• To be treated with courtesy and respect</td>
<td>• To treat others with courtesy and respect</td>
</tr>
<tr>
<td></td>
<td>• To be free from violence, intimidation, bullying and harassment from other</td>
<td>• To take care of themselves, by not engaging in at-risk behaviours e.g. use of alcohol,</td>
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<tr>
<td></td>
<td>members of the school community</td>
<td>tobacco or illegal drugs and by taking care of others</td>
</tr>
<tr>
<td></td>
<td>• To have legitimate problems listened to and acted upon justly</td>
<td>• To refrain from using violence of any sort (e.g. physical, verbal, psychological)</td>
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<tr>
<td></td>
<td>• To be treated with courtesy and respect</td>
<td>• To refrain from bullying, intimidating or harassing others in line with the College Anti-</td>
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<tr>
<td></td>
<td>• To be free from violence, intimidation, bullying and harassment from other</td>
<td>Bullying Policy</td>
</tr>
<tr>
<td></td>
<td>members of the school community</td>
<td>• Observe the College Uniform Code</td>
</tr>
<tr>
<td></td>
<td>• To have legitimate problems listened to and acted upon justly</td>
<td></td>
</tr>
<tr>
<td>To act safely</td>
<td>• To be provided with facilities and equipment that are safe and free from</td>
<td>• To listen to safety directions and follow them immediately</td>
</tr>
<tr>
<td></td>
<td>hazard</td>
<td>• To move around the school sensibly, quietly and in an orderly manner</td>
</tr>
<tr>
<td></td>
<td>• To be provided by parents, with safety equipment including hats, sunscreen</td>
<td>• To always wear safety equipment, including hats and sunscreen as per Uniform Code</td>
</tr>
<tr>
<td></td>
<td>and bike helmets</td>
<td>• To follow directions promptly and cooperate fully during evacuation and emergency</td>
</tr>
<tr>
<td></td>
<td>• To have safety rules clearly explained and carried out</td>
<td>procedures</td>
</tr>
<tr>
<td></td>
<td>• To be instructed in evacuation and emergency procedures</td>
<td>• To wear bike helmets whilst travelling to and from school</td>
</tr>
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<td></td>
<td>• Report incidents of bullying or serious inappropriate behaviour</td>
<td>• Obey out of bounds rules</td>
</tr>
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<td></td>
<td></td>
<td>• Have appropriate approval to leave the College grounds (from the Pastoral Coordinator or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administration)</td>
</tr>
<tr>
<td>COMMITMENT</td>
<td>STUDENT RIGHTS</td>
<td>STUDENT RESPONSIBILITIES</td>
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<tr>
<td>To actively learn</td>
<td>▪ To be provided with a variety of learning experiences and opportunities</td>
<td>▪ To participate fully in learning activities and experiences (curricula and extra-curricula)</td>
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<td></td>
<td>▪ To learn with minimal disruption in an environment conducive to learning</td>
<td>▪ To refrain from being disruptive</td>
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<td></td>
<td>▪ To have the opportunity to be listened to</td>
<td>▪ To listen attentively</td>
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<tr>
<td></td>
<td>▪ To be offered necessary assistance with learning</td>
<td>▪ To assist in creating an environment conducive to learning</td>
</tr>
<tr>
<td></td>
<td>▪ To learn at an appropriate level which meets your needs</td>
<td>▪ To make a genuine effort to learn in all classes</td>
</tr>
<tr>
<td></td>
<td>▪ To know that there is a clearly stated and consistently implemented College Student Behaviour Support Policy.</td>
<td>▪ To be prepared for all lessons</td>
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<td></td>
<td></td>
<td>▪ To be punctual and attend all lessons</td>
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<td></td>
<td></td>
<td>▪ To complete all assessment tasks on time and to the best of one’s ability</td>
</tr>
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<td></td>
<td></td>
<td>▪ To complete homework as required and on time and to the best of one’s ability</td>
</tr>
<tr>
<td>To communicate justly</td>
<td>▪ To be listened to</td>
<td>▪ To listen to others</td>
</tr>
<tr>
<td></td>
<td>▪ To have a chance to speak</td>
<td>▪ To refrain from interrupting while others are speaking</td>
</tr>
<tr>
<td></td>
<td>▪ To be spoken to with courtesy, justice and respect</td>
<td>▪ Record Book – up to date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ School correspondence to be taken home</td>
</tr>
<tr>
<td>To respect 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 own and others property and equipment</td>
</tr>
<tr>
<td></td>
<td>▪ To expect that their property and equipment will be well cared for</td>
<td>▪ To assist in maintaining a clean and tidy working, learning and playing environment</td>
</tr>
<tr>
<td></td>
<td>▪ To work, learn and play 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 report possession of this type of property or equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ To report vandalism of College or student property</td>
</tr>
</tbody>
</table>
### Staff Expectations

Staff rights and responsibilities in supporting student behaviour, and more broadly employee conduct, are stipulated in the BCE Code of Conduct October 2008. In particular, teachers have a responsibility to commit to the religious and social values of our Catholic tradition in supporting student behaviour.

Below are some examples of staff commitments to supporting student behaviour in our College’s context.

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>STAFF RIGHTS</th>
<th>STAFF RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To care for yourself and others</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</td>
<td>▪ To refrain from using violence of any sort (e.g. physical, verbal, psychological)</td>
</tr>
<tr>
<td></td>
<td>members of the school community</td>
<td>▪ To refrain from bullying, or harassing others</td>
</tr>
<tr>
<td></td>
<td>▪ To have legitimate problems listened to and acted upon justly</td>
<td>▪ To maintain professional boundaries and appropriate student interactions</td>
</tr>
<tr>
<td></td>
<td>▪ To be informed of issues affecting students after due consideration for</td>
<td>▪ Respect the characteristics and uniqueness of each student’s family background</td>
</tr>
<tr>
<td></td>
<td>privacy and confidentiality</td>
<td>▪ To respect privacy and confidentiality and to follow Child Protection procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ To dress appropriately for their professional role</td>
</tr>
<tr>
<td>COMMITMENT</td>
<td>STAFF RIGHTS</td>
<td>STAFF RESPONSIBILITIES</td>
</tr>
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</tr>
<tr>
<td>To promote safety</td>
<td>▪ To be provided with necessary safety equipment for students</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 opportunities to discuss and implement procedures for following WH&amp;S regulations and student safety</td>
<td>▪ To model the wearing of safety equipment e.g. caps, hair nets etc.</td>
</tr>
<tr>
<td></td>
<td>▪ To be provided with opportunities to discuss, set in place and practise evacuation and emergency procedures</td>
<td>▪ To ensure students wear safety equipment including caps when required.</td>
</tr>
<tr>
<td></td>
<td>▪ To have safety directions followed immediately and implicitly by students</td>
<td>▪ To follow WH&amp;S regulation and safety rules</td>
</tr>
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<td></td>
<td></td>
<td>▪ To have a clear understanding of what to do in an evacuation and emergency situation</td>
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<td></td>
<td>▪ To participate in discussions, as required, for deciding safety rules and procedures</td>
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<td></td>
<td></td>
<td>▪ To fulfill duty of care obligations by being on time to class and supervising actively</td>
</tr>
<tr>
<td>To lifelong and life-giving</td>
<td>▪ To be offered opportunities for professional development</td>
<td>▪ To initiate a variety of learning activities and opportunities</td>
</tr>
<tr>
<td>learning</td>
<td>▪ To promote classroom learning with minimal disruption</td>
<td>▪ To assist in creating an environment conducive to learning</td>
</tr>
<tr>
<td></td>
<td>▪ To be provided with opportunities to take part in the development and regular review of the College Student Behaviour Support Policy</td>
<td>▪ To keep up to date with current curriculum developments and behaviour management strategies</td>
</tr>
<tr>
<td></td>
<td>▪ To be given appropriate support with the behaviour management of disruptive students</td>
<td>▪ To actively seek assistance with the behaviour management of persistently disruptive students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ To provide, or organize the provision of necessary support with learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ To implement the College Student Behaviour Support Policy and the RTP</td>
</tr>
<tr>
<td>COMMITMENT</td>
<td>STAFF RIGHTS</td>
<td>STAFF RESPONSIBILITIES</td>
</tr>
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</tr>
<tr>
<td>To communicate justly</td>
<td>- To be listened to</td>
<td>- To develop effective partnerships with students and parents through the RTP process, Parent/Teacher interviews, Record books and other channels of communication</td>
</tr>
<tr>
<td></td>
<td>- To be spoken to respectfully</td>
<td>- To communicate rules, regulations and procedures that affect students and parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To negotiate constructively to achieve best outcomes</td>
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<td></td>
<td></td>
<td>- To respect student’s right of enquiry</td>
</tr>
<tr>
<td>To respect property</td>
<td>- To be provided with a safe and accessible place to store personal property and equipment e.g. locker</td>
<td>- To protect student and school property through requesting maintenance and following confiscation procedures.</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 students in maintaining a clean and tidy work environment</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>
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</tr>
</tbody>
</table>
# Parents/Caregivers Expectations

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>PARENT/CAREGIVER RIGHTS</th>
<th>PARENT/CAREGIVER RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To care for child and school</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 College related problems listened to and acted upon justly</td>
<td>▪ To acknowledge receipt of information when required; make contact with the school if necessary and support any actions taken</td>
</tr>
<tr>
<td></td>
<td>▪ To be informed of any serious breach of the College rules by their child.</td>
<td>▪ To support child in adhering to the College Uniform Code</td>
</tr>
<tr>
<td>To promote safety</td>
<td>▪ To be provided with facilities and equipment that are safe and free from hazard</td>
<td>▪ To support the school in expecting students to follow safety rules</td>
</tr>
<tr>
<td></td>
<td>▪ For their children to be provided with necessary safety equipment</td>
<td>▪ To provide children with appropriate safety equipment, including aprons, hats, sunscreen</td>
</tr>
<tr>
<td>COMMITMENT</td>
<td>PARENT/CAREGIVER RIGHTS</td>
<td>PARENT/CAREGIVER RESPONSIBILITIES</td>
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</tr>
<tr>
<td>To encourage and support</td>
<td>• To expect that the College will provide an environment conducive to learning</td>
<td>• To participate in learning opportunities provided by the College</td>
</tr>
<tr>
<td>learning</td>
<td>• To expect that their child will be offered necessary assistance with learning</td>
<td>• To support the College in the management of disruptive students</td>
</tr>
<tr>
<td></td>
<td>• To expect that their children will be offered learning opportunities appropriate to</td>
<td>• To support the College in the implementation of learning experiences generally and individual</td>
</tr>
<tr>
<td></td>
<td>their level of ability</td>
<td>programs specifically</td>
</tr>
<tr>
<td></td>
<td>• To expect that children who choose to be disruptive will be provided with opportunities</td>
<td>• To provide information about children or circumstances, that may impact on learning, to the</td>
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<tr>
<td></td>
<td>to change/grow</td>
<td>College</td>
</tr>
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<td></td>
<td>• To be offered opportunities to take part in the development and regular review of the</td>
<td>• To ensure their child attends school and is punctual and is equipped for class</td>
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<tr>
<td></td>
<td>College Student Behaviour Support Policy</td>
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</tr>
<tr>
<td></td>
<td>• To have curriculum and behaviour management initiatives clearly explained</td>
<td></td>
</tr>
<tr>
<td>To communicate justly</td>
<td>• To be listened to</td>
<td>• To consistently model appropriate communication procedures/conventions during interactions</td>
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<td></td>
<td>• To be spoken to respectfully</td>
<td>with students, other staff and parents/caregivers</td>
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<td></td>
<td>• To expect family privacy is respected and to treat information with appropriate level</td>
<td>• Open and honest communication of significant events that affect the child’s health, safety or</td>
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<tr>
<td></td>
<td>of confidentiality</td>
<td>capacity to learn.</td>
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<tr>
<td></td>
<td>• To acknowledge parents rights to enquiry, consultation and information in regards to</td>
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</tr>
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<td></td>
<td>their children</td>
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</tr>
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</table>

16   STUDENT BEHAVIOUR SUPPORT POLICY
<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>PARENT/CAREGIVER RIGHTS</th>
<th>PARENT/CAREGIVER RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>To respect property</td>
<td>▪ For their children to be provided with a safe and accessible place to store personal property and equipment</td>
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<tr>
<td></td>
<td>▪ To expect that their child’s property and equipment will be well cared for and won’t be damaged</td>
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<td></td>
<td>▪ To expect that their child learns in a clean and tidy environment</td>
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<td></td>
<td>▪ To expect that the College will provide materials/resources necessary to assist in maintaining the school environment in this way (e.g. bins, cleaning equipment)</td>
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<tr>
<td></td>
<td></td>
<td>▪ To ensure that their child takes care of their own and others property and equipment</td>
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<td></td>
<td></td>
<td>▪ To assist in maintaining a clean and tidy working, learning and playing environment</td>
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<tr>
<td></td>
<td></td>
<td>▪ To ensure that their child does not bring inappropriate/undesirable property or equipment to school</td>
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<td></td>
<td>▪ To report possession of this type of property or equipment</td>
</tr>
</tbody>
</table>
4. The Role of the Teacher in Supporting Student Behaviour

Behaviours to be Dealt with by Classroom/Duty Teacher

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| To care for yourself and others | - Interference with peaceful enjoyment of playground.  
- Interference with another person.  
- Interference with another’s property.  
- Disrupting by failing to follow teacher’s instruction.  
- Defiant or rude attitude.  
- Putting others down.  
- Calling out to others unnecessarily.  
- Moving around unnecessarily during class time.  
- Failure to have record book signed when exiting class.  
- Incorrect uniform | RTC Process  
Uniform detention |
<table>
<thead>
<tr>
<th>Commitment</th>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To act safely</td>
<td>▪ Failure to report to RTC.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Disruption in the RTC.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Talking/disrupting during Assembly/Liturgies etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Interruption of the RTP process with another student/s.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Situations, which staff judge, are ones in which students or others are at risk if they remain in the area.</td>
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<td></td>
<td>▪ Violence/fighting</td>
<td>Automatic Referral</td>
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<td></td>
<td>▪ Aggression to staff (including swearing)</td>
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<td></td>
<td>▪ Unsafe behaviour in areas with specific safety rules.</td>
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<td></td>
<td>▪ Leaving school property without permission of PC or Admin.</td>
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<td></td>
<td>▪ Deliberate absence from class.</td>
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<td></td>
<td>▪ Frequent absences from school without permission/explanation.</td>
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<td></td>
<td>▪ Smoking, alcohol, drugs.</td>
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<td></td>
<td>▪ Interference with another person</td>
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<td></td>
<td>▪ Major incident resulting in suspension</td>
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<td></td>
<td>▪ Food and water throwing.</td>
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<tr>
<td>To actively learn</td>
<td>▪ Constant talking, disrupting others from learning</td>
<td>RTC Process</td>
</tr>
<tr>
<td></td>
<td>▪ Homework not completed, classwork not completed, incorrect equipment</td>
<td>Work habits procedure</td>
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<tr>
<td>To communicate justly</td>
<td>▪ Failure to follow instructions of a teacher</td>
<td>Automatic Referral</td>
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<tr>
<td></td>
<td>▪ Obscene language directed at staff or students.</td>
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<tr>
<td>To respect property</td>
<td>▪ Theft within school environment (including excursions)</td>
<td>Automatic Referral</td>
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<td></td>
<td>▪ Interference with another’s property.</td>
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### Behaviours to be Dealt with by Pastoral Teacher

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Behaviour</th>
<th>Possible Consequence</th>
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</thead>
<tbody>
<tr>
<td>CARE</td>
<td>Incorrect uniform</td>
<td>Uniform detention&lt;br&gt;Discussion with student&lt;br&gt;Confiscation of non-uniform&lt;br&gt;items till end of day</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>No late note&lt;br&gt;No letters of absence&lt;br&gt;Lack of cleanliness</td>
<td>Infringement notices&lt;br&gt;Note in Record Book&lt;br&gt;Remove student from situation</td>
</tr>
<tr>
<td>PROPERTY</td>
<td>Misuse of record books</td>
<td>Referral to Pastoral Co-ordinator for repeated offences</td>
</tr>
<tr>
<td>LEARNING</td>
<td>Punctuality</td>
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### Behaviours to be Dealt with by Academic Coordinator

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<thead>
<tr>
<th>Commitment</th>
<th>Behaviour</th>
<th>Possible Consequence</th>
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</thead>
<tbody>
<tr>
<td>LEARNING</td>
<td>Persistent homework/classwork/equipment problems&lt;br&gt;Cheating in exams/assessment activities&lt;br&gt;Non attendance at Year 8-12 exams/assessment activities or completion of assessment&lt;br&gt;Repeated violation of subject safety or security procedures; eg. Computer Agreement, WH&amp;S Regulations Manual Arts, Sport, Home Economics, Vocational Education, etc.&lt;br&gt;Deliberate misuse of resources</td>
<td>Unsatisfactory progress letter to parents&lt;br&gt;Discuss situation with student&lt;br&gt;Discuss with Learning Support Teacher&lt;br&gt;Alternative assessment&lt;br&gt;Loss of use of resources for a period of time&lt;br&gt;Refer to Assistant Principals – Admin and Assistant Principal – Religious Education&lt;br&gt;Refer to Deputy Principal&lt;br&gt;Letters home&lt;br&gt;Automatic referral to RTC</td>
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<tr>
<td>COMMUNICATION</td>
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<td>SAFETY</td>
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<td>PROPERTY</td>
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<tr>
<td>CARE</td>
<td>Legitimate problems listened to</td>
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Behaviours to be Dealt with by Pastoral Coordinators

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Behaviour</th>
<th>Possible Consequence</th>
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</thead>
<tbody>
<tr>
<td>CARE</td>
<td>Correct uniform</td>
<td>Variation/Detention</td>
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<tr>
<td></td>
<td>Repeated / widespread misbehaviour</td>
<td>Discuss with student</td>
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<td></td>
<td>Absent from class without permission</td>
<td>Discuss with Pastoral Teacher</td>
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<td></td>
<td>Misuse of lockers</td>
<td>Discuss with learning Support Teacher / Counsellor</td>
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<td></td>
<td>Bullying / vindictive / harassing behaviour</td>
<td>Parent contact</td>
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<td></td>
<td>Physical fighting</td>
<td>Confiscation of illegal objects</td>
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<td></td>
<td>Vandalism</td>
<td>Referral to RTC</td>
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<td></td>
<td>Obscene language or abuse to a teacher or student</td>
<td>Referral to Deputy Principal</td>
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<td></td>
<td>Smoking or possession of cigarettes</td>
<td>Relevant APA - Pastoral</td>
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<td>Truanting from school</td>
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<td>Illegal objects at school</td>
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<td>Unsafe behaviour</td>
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<td>Refusal to obey the direction of a staff member</td>
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<td>Stealing</td>
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Behaviours to be Dealt with by Deputy Principal/A.P. – Admin

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<thead>
<tr>
<th>Commitment</th>
<th>Behaviour</th>
<th>Possible Consequence</th>
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</thead>
<tbody>
<tr>
<td>CARE</td>
<td>Alcohol / Drugs</td>
<td>Discuss with student</td>
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<td></td>
<td>Repeated obscene language or abuse to a teacher</td>
<td>Discuss with Counsellor</td>
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<td></td>
<td>Repeated fighting (physical)</td>
<td>Parent contact</td>
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<td></td>
<td>Repeated serious vandalism</td>
<td>Confiscation of illicit objects</td>
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<tr>
<td></td>
<td>Any serious matter referred by Subject Co-ordinator or Year Level Co-ordinator</td>
<td>In school suspension (after discussion with Principal)</td>
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<tr>
<td></td>
<td>Breaches of assessment/assignment policy</td>
<td>Letters to parents</td>
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<tr>
<td></td>
<td>Serious matters pertaining to safety</td>
<td>Parental contact/ interview</td>
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Behaviours to be Dealt with by Principal
Any matters referred by D.P./A.P. – Administration
5. Procedures


5.1 Work Habits Procedure (Year 8, 9 and 10)

Unsatisfactory Work Habits Procedures

- A stamp is used in a student’s record book when there is a concern with the student’s equipment, homework or classwork. Late assignment work will be addressed through the late assignment policy.
- Three strikes and the class teacher informs the AC who interviews the student and sends a letter of concern to the parents. Signed return slip to AC.
- Parental contact will be made by APA Junior Curriculum when a total of three letters have been sent. The APA Junior Curriculum will be alerted by SAO.

Key Support Features

- Student - the student is given the opportunity by their teacher to change and alert teachers to pastoral issues
- Parent - The parent can track concerns via the student record book, letters of concern, interviews and reports.
- Class Teacher – Is supported through intervention by the AC and APA Junior Curriculum
- AC - APA Junior Curriculum assist and intervene with the support of Learning Support and the Counselling Team.
Unsatisfactory Work Habits Flow Chart

- Class work or homework completed to minimum expectations
  - (See staff Handbook B14 – B15)

  - Issue noted in Teacher Chronicle & communicated to Parent via student record book

  - 3rd Occasion

  - YES - Teacher alerts AC
    - Teacher Referral to AC for student Interview

  - NO

  - Letter of Concern raised by AC through SAO & co-signed by AC, PC.
    - Emailed: class teacher, AC
    - Return slip to AC

  - 3rd Occasion in any subject

  - YES – SAO Alerts APA Junior Curriculum
    - a. Letter of Concern raised by APA through SAO & co-signed by APA Junior Curriculum & Principal. Return slip to APA Junior curriculum
    - b. Parental Interview
5.2 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’ (Brisbane Catholic Education’s Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines 2008)

At Marymount College, the primary ‘detention’ process is managed and implemented through the RTP system. When students are referred, or ‘choose’ by their actions to remove themselves from a situation, the Responsible Thinking Process is enacted and records are kept in the RTC.

When staff utilise the RTP or other appropriate and approved sanctions, it is important that the following principles are considered:

- It is an appropriate method of discipline for the behaviour concerned
- That the detention itself is age-appropriate and that the student is adequately supervised for the entire period of detention
- The student’s safety and welfare needs are being addressed. The student is given appropriate access to food, drink and 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.
- Appropriate information is recorded in students RTC file.

5.2.1 Guidelines – RTP

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.

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

YARD

Inappropriate Behaviour

Automatic referral to RTC
Student sent with note outlining behaviour

Inappropriate Behaviour

CLASSROOM

RTP Questions
Repeated disruptive behaviour
Student chooses to go to RTC
Student sent with note outlining behaviour

Automatic referral to RTC
Student sent with note outlining behaviour

PASTORAL COORDINATOR
- Deal with general behaviour

RTP Procedure
Offence recorded
Plan completed
Time spent

SUBJECT COORDINATOR
- Deal with subject specific classroom behaviour e.g. Failure to complete work.

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

FREQUENT REFERRAL TO RTC
Level 1 - Letter home
Level 2 - PC letter
Level 3 - Mini-intervention with PC & RTT
Level 4 - Letter to parent for interview with PC and counsellor
Level 5 - Full Intervention with DP/PC/RTT/Counsellor/LSC

SUPPORT SERVICES
- Learning support
- Counsellors
- Home/school liaison
- Careers
- Outside agency
5.2.2 Guidelines – Uniform Detention

1. **Student Infringement**
   - Any Teacher (PC or Class Teacher)

2. **Detention Slip**
   - Pastoral Coordinator

3. **Detention on that School Day - 12.55 – 1.15pm**
   - Variation Slip
   - Pastoral Teacher Informed
   - RTC 12.45 – 1.10 to write plan
   - Plan signed
   - Daily list to SAO
   - After 4 Uniform Detention slips –
     - Letter home
     - Call home
   - End

4. **Attendance**
   - Non Attendance

5. **Non Attendance**
   - Pastoral Teacher Informed
   - RTC 12.45 – 1.10 to write plan
   - Plan signed
   - Daily list to SAO
   - After 4 Uniform Detention slips –
     - Letter home
     - Call home
   - End
5.3 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 Principal after he/she has:
  - Ensured that appropriate and available student support strategies and discipline options have been applied and documented.
  - Ensured that 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.

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 face to face, is not sufficient in itself.

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 prior to re-entry.

• Parents/caregivers are referred to the school’s Student Behaviour Support Plan.

Student Information Database Entry:

The Principal will arrange for details of the suspension to be entered into Brisbane Catholic Education’s student information database. A copy of this may be sent to the Guidance Counsellor and the Area Supervisor.

5.4 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.

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

5.4.2 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.

5.4.3 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 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.

5.5 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.

5.6 Guidelines – Other Forms of Detention
No teacher is to set a private detention for a student or a group of students.
Appendix 1

Strategies to Restore Appropriate Behaviour
STRATEGIES TO RESTORE APPROPRIATE BEHAVIOUR

Our Best Practice Management Techniques
(from least intrusive to most intrusive)

1. Tactically Ignoring Behaviour
2. Waiting and Scanning
3. Proximity
4. Parallel Acknowledgment
5. After Class Chat
6. Descriptive Encouraging
7. Casual Statement or Question
8. Simple Directions
9. Rule Restatements and Reminders
10. Question and Feedback
11. Tuning-In
12. Deflection and Defusion
13. Blocking or Broken Record Technique
14. Assertive Messages
1. **Tactically Ignoring Behaviour**

   This strategy is used for low level behaviours that do not interfere with the learning of the whole class.

   It is an active strategy whereby we consciously and vigorously ignore off-task behaviour, while reinforcing all other on task behaviour. Rogers describes it thus:
   
   - "Yes, I’ll notice you, talk to you, help you, when you’re on task with your social behaviour and your learning. I will not simply accede to your pouting, sulking, clowning, tantrums, or baiting”.
   
   - "When you are off-task, I will firmly ignore you (my decisive choice) or I’ll give you a brief, clear, simple direction (I won’t argue, or procrastinate) or I may refer you to the class rules. You can’t make me argue with you”.

   The other choice we could have made was to:
   
   - stop the lesson
   - draw the attention to the inappropriate behaviour of one student thus giving them the reward for that inappropriate behaviour.
   - send a clear message to other students that this is the easy way to get attention.

2. **Waiting and Scanning**

   This strategy involves actively pausing, scanning and waiting for attention before continuing. It is used when a teacher is speaking during a learning activity and one or more students is/are inattentive.

3. **Proximity**

   Involves moving closer to students who are off task. This is undertaken in a non-threatening manner.

4. **Parallel Acknowledgment**

   A simple but effective strategy where a teacher acknowledges the positive behaviour of students who are in proximity of a classmate who is off task.

5. **After Class Chat**

   When a situation has needed to be defused or managed during a learning episode or if a teacher has ignored secondary behaviour which needs to be challenged, it may be helpful to speak to a student privately and individually at a break time. These occasions allow the teacher to address the behaviour in questions without disrupting learning or affording the student inappropriate attention.
6. **Descriptive Encouraging**
Describe exactly what you see or hear that you want to see or hear more frequently.

- Steven has started work
- This group is on task
- Miranda, you sat on your seat as soon as I asked.

Try to use a respectful rather than a flamboyant encouragement and not to replace with warm fuzzies (e.g. good, great or terrific ... these are add-ons and have limited effect.)

Also try to avoid giving conditional praise such as “Good, why don’t you do it like that all the time?”

It is most effective when used frequently and purposefully.

7. **Casual Statement or Question**
This strategy is used when a student is off task but not disruptive.

It is an unintrusive way of directing students back on task. Use a question or casual statement such as:

- How are you going?
- Let me see where you’re up to.
- Do you need a hand?

8. **Simple Direction**
Give a simple, clear, concise direction in a firm but calm voice. It is best to follow the statement with “thanks” rather than “please”.

This strategy is used with direct eye contact and open hand gestures but avoids express or implicit threats.

Younger students may need simple directions repeated.

With older students the directions can usually be accompanied by body language that anticipates compliance, i.e. moving away.

9. **Rule Restatements and Reminders**
Rule reminders don’t labour the point, but keep the interaction brief and non-personal. They focus attention on the behaviour.

Where a student starts to procrastinate the teacher may restate the rule once or twice, without getting into a debate.
10. **Question and Feedback**

This is a more decisive strategy than the previous one, in that it encourages students to acknowledge their behaviour and reminds them of their responsibility for that behaviour.

The question technique comes from Glasser who warns not to ask “Why” questions, as these incite excuses for behaviour.

“Why” questions should be used, as these focus on the behaviour itself.

For example, Jenny has left her seat to show a comic to her friend Sue.

Teacher: “Jenny, what are you doing?”
Jenny: “I’m just getting a pencil.”
Teacher: “You’re out of your seat reading a comic.”
Jenny: “I need a pencil”
Teacher: “What should you be doing?”
Jenny: “I should be in my seat”?
Teacher: “Right, would you get back to your seat now thanks”.

Sometimes during question and feedback the student may respond by teacher baiting.

Melissa (across the room) “Sir! Sir! Mr Rogers! Sir! Sir!
Teacher: “Excuse me, Melissa. What are you doing?”
Melissa: “Asking a question”.
Teacher: “You’re calling out across the room. What should you be doing?”
Melissa: “Putting my hand up like the other try hards I suppose”.
Teacher: “Do you have a question?”

Teacher baiting is a sure sign that students are after power. It is vitally important that teachers avoid the bait and calmly direct students back to the task.

The question and feedback strategy, by inviting students to acknowledge their behaviour, reminds them that they are responsible for their behaviour.

11. **Tune in**

Many students will make excuses for their behaviour, blaming others for starting something and justifying their actions. If we accept such excuses, we encourage students to disregard the impact that their behaviour has on others and focus solely on the satisfaction of their own needs.

One effective strategy to use with excuses is to acknowledge that the situation might have occurred but focus on the quality of the choice that the student has made:

* e.g Teacher: “James, what are you doing?”
  Student: “He took it off me first”
Teacher: “Maybe he did but what are you supposed to be doing?”
Student: “He took it off me first”
Teacher: “Maybe he did but what are you...?”
Student: “Sitting down.”
Teacher: “Alright sit down, thanks.”

If teachers consistently use this strategy, students won’t invest their time in trying to justify actions and spend more time getting on with making better choices.

12. Deflection and Defusion

Deflection and defusion are strategies that are used primarily for taking the heat out of a potential conflict. Where it is obvious that students are upset or angry the teacher may acknowledge this anger but deflect it. For example, if a student is obviously upset about something that has happened outside the classroom, a teacher might say: “David, I can see you’re upset. Cool off now and we’ll talk about it later, but I want you to start work”.

When the student has calmed down we are in a much better situation to help them solve their problem. When they are upset all the talk in the world can sometimes cause them further frustration.

13. Blocking or Broken Record Technique

This step is used where a student becomes argumentative or procrastinates. Blocking is a verbal strategy that reasserts the teacher’s direction by using the same words repeatedly. E.g:

Teacher (to a student listening to a tape): “Simone, off thanks”.
Simone: “I’m not doing anything wrong”.
Teacher: “You know the school rule, in your bag or in your pocket”.
Simone: “I can still work with ‘em on”.
Teacher: “You know the school rule, in your bag or in your pocket”.
Simone: “All the other classes can use them”.
Teacher: “You know the school rule, in your bag or in your pocket”.
Simone (complying): “Fine!”

Three ‘blocks’ are normally sufficient. Students who continue to procrastinate should be given a simple choice. Students need to learn that a simple direction is not an invitation to a debate and the blocking statement is a useful way of teaching this.
14. **Assertive Messages**

It may be appropriate with some behaviours for teachers to use an assertive message to explain to the student how they are feeling about their behaviour. This may, for example, be used for low-level disruptions like tapping loudly where tactical ignoring is not working. The teacher might say "Shaun, you can see I'm trying to teach, would you put the pencil down thanks", then look back to the whole class and continue.

Similarly, if the whole class is being disruptive by being noisy, teachers might call the class to attention and explain their feelings about the level of noise. An assertive message allows the teacher to demonstrate appropriate anger or frustration without purposefully belittling students. It is a method of reminding students that the teacher too has rights. It is accompanied by appropriate body language and voice tone. Such a message would see the teacher firmly and decisively outline their feelings with a raised voice level, and while eye sweeping the whole class.

For example,

"Excuse me! I'm really uptight with this noise level. You know our rules about working noise. I can't teach with this noise level. Let's stick to the rule thanks!"

There are degrees of assertion. For example, where one student abuses another. The teacher would move close to the students, break in, establish eye-contact and act with assertive anger, "Excuse me, you know our rule for respect, Jason! Keep that language out of our classroom!" Then move off, expecting no more outbursts. Later the teacher would keep both students back to discuss the fair treatment rule.

Assertive messages, like other ‘steps’, distinguish between the student and the behaviour.

For example,

"Michelle, I'm really uptight about that mess you’ve left”

is different from

"I'm sick and tired of your pig-sty of a desk!”

In the first case the message focuses on the mess rather than Michelle, while in the second the description of the desk as a pig-sty carried an implication about Michelle herself. When using assertive messages, put anger in the voice in a controlled, decisive way and choose to respond freely from your feelings. For example,

"I am angry”.

"I am upset”.

"I am really annoyed”.

Act on issues that count such as racism, sexism, unsafe behaviour and abuse, rather than normally low-level disruptions like pen-tapping, inappropriate uniform, no equipment or lateness.
CLASSROOM CONTROL

RELIABILITY

- STARTS BEFORE YOU ARRIVE
  - How you present yourself to the class.
  - Lateness to class (both students and teacher).
  - Have you prepared the room?
  - Do you have everything you need?
  - Rules of the class – taught to students, communicated to parents.
  - Classroom Agreement.
  - Relationship with students.

- ENTERING THE ROOM
  - “Teacher Talk”
  - Establishing a routine.
  - Is the room set up the way you want it?
  - Can the students sit anywhere?
  - Do the students have the necessary books?
  - Who goes in first?

- LESSON PLAN
  - Anticipatory set – focus attention to start.
  - Rationale/objectives – why are we doing this?
  - Input – what is new?
  - Variety – 2 to 3 activities per 40 minutes.
  - Modelling – verbal and visual.
  - Check for understanding – content and process.
  - Guided practice – whole group/small group.
  - Independent practice – one on one.
  - Revisit lesson objectives – questioning.
  - Awareness of different learning styles?

- HOMEWORK
  - When is it set?
  - When is it checked or corrected?
  - Signed by parent?
  - Written in diary?
  - Do you value it?
  - How does it relate to class work?

- DISMISSING THE CLASS
  - Is it haphazard?
  - Is there a definite ‘end’ to the lesson?
  - Next lesson topic?
  - Link to other subjects?
  - Is the room left tidy?
  - Black/white board cleaned?
  - Farewell greeting?

- CARE
  - Voice control – pitch.
  - Use of hands – gestures/mannerisms?
  - Body stance is important.
  - Where do you stand to teach?
  - Are you predictable?
  - Do you do all the talking in class?
  - Eye contact.
  - Sense of humour?
  - Are you consistent?
  - Are the rules of the class taught and practised?

- REFLECTION TIME
  - Was the lesson successful?
  - How could it have been improved?
Appendix 2

Anti - Bullying Policy

Updated June 2009
Marymount College

SCHOOL POLICY TO PROTECT THE FREEDOM AND DIGNITY OF EACH PERSON

Rationale
Each member of the Marymount Community, be it staff, student, or parent has the right to feel safe and free from any form of intimidation including physical, verbal, emotional or sexual.

Purposes
The school community will take every opportunity to reinforce the school ethos which promotes and respects the rights of each individual.
Each member will recognise that any behaviour which intimidates another person is unacceptable.
Each member of the community has the responsibility to protect his/her own as well as others’ rights against intimidation.
The school community will provide a safe, secure and supportive learning and social environment for all students.

A Definition of Bullying
Bullying is an act of aggression causing embarrassment, pain or discomfort to another:
- It can take a number of forms: physical, verbal, gesture, extortion and exclusion
- It can be an abuse of power
- It can be planned and organised or it may be unintentional
- Individuals or groups may be involved.

A person is bullied or victimised when he or she is exposed repeatedly, and over time, to negative action on the part of one or more other persons. (Olweus 1994).

Bullying involves:
- A desire to hurt
- A hurtful action (physical, psychological or social)
- A power imbalance
- (typically) repetition
- An unjust use of power
- Evident enjoyment by the aggressor and
- Sense of being oppressed on the part of the victim (Rigby 196)

Some examples of bullying include:
- Any form of physical violence such as hitting, pushing or spitting on others
- Interfering with another’s property by stealing, hiding, damaging or destroying it
- Using offensive names, teasing or spreading rumours about others or their families
- Using put-downs, belittling others’ abilities and achievements
- Writing offensive notes or graffiti about others
- Making degrading comments about another’s culture, religious or social background
- Hurtfully excluding others from a group
- Making suggestive comments or other forms of sexual abuse
- Ridiculing another’s appearance
- Forcing others to act against their will
- “Cyber-bullying” involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. (Beasley – www.bullying.org)

If we are bullied:
- We may feel frightened, unsafe, embarrassed, angry or unfairly treated
- Our work, sleep and ability to concentrate may suffer
- Our relationships with our family and friends may deteriorate
- We may feel confused and not know what to do about the problem

What do we do to prevent bullying at Marymount College

As a school community we will not allow cases of bullying to go unreported but will speak up, even at risk to ourselves.

(a) This requires staff to:
   (i) be role models in word and action at all times
   (ii) be observant of signs of distress or suspected incidents of bullying
   (iii) make efforts to remove occasions for bullying by active patrolling during supervision duty
   (iv) arrive at class on time and move promptly between lessons
   (v) take steps to help victims and remove sources of distress without placing the victim at further risk
   (vi) report suspected incidents to the appropriate staff member such as Pastoral Coordinator, AP - Pastoral Care or Deputy Principal

(b) This requires students to:
   (i) refuse to be involved in any bullying situations. If you are present when bullying occurs – if appropriate, take some form of preventative action and report the incident or suspected incident and help break down the code of secrecy.
   If the students who are being bullied have the courage to speak out, they may help to reduce pain for themselves and other potential victims.

(c) The College recommends that parents:
   (i) watch for signs of distress in their child e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
(ii) advise your child to tell a staff member about the incident. If possible allow them to report and deal with the problem themselves. They can gain much respect through taking the initiative and dealing with the problem without parental involvement.

(iii) inform the College if bullying is suspected.

(iv) keep a written record (who, what, when, where, why, how).

(v) do not encourage your child to retaliate.

(vi) communicate to your child that parental involvements, if necessary, will be appropriate for the situation.

**Brisbane Catholic Education’s Position on Bullying**

Brisbane Catholic Education believes everybody in our schools has the right to feel safe. Therefore bullying behaviour in BCE schools is unacceptable.

**PROCEDURE**

A student who feels they are being intimidated, be it of a physical, verbal, emotional or sexual nature, is encouraged to approach

(a) class teacher or yard teacher

(b) pastoral teacher

(c) pastoral coordinator

(d) counsellor

(e) member of administration

When an incident is reported, the teacher will investigate the complaint to the best of their ability at that time, determining whether it is a low level or high level case. In a low level case, the teacher speaks to the other students involved asking them to modify their behaviour. Pastoral coordinators will record the complaint and will proceed with the following steps:

**Step 1:**

Interview all parties involved. Determine the underlying problem and talk with the students about the consequences of their behaviour.

**Step 2:**

Further or more serious bullying will be addressed by the pastoral coordinator and counsellor. Parents are notified.

**Step 3:**

Further or more serious bullying will be referred to the AP - Patoral Care or Deputy Principal for interview with parents. Students may be required to participate in “Anti-bullying” programs.

**Step 4:**

Referral to the Principal

If the intimidation continues, the student needs to report this to their pastoral coordinator.

In a high level case, the bully needs to be referred to the Deputy Principal.
PRIMARY PREVENTION
Primary Prevention Programs would include programs that would engender resilience in students and assist with creating supportive school environments e.g.

- mentoring programs
- induction and transition programs
- communication skills training

EARLY INTERVENTION
Early intervention processes would include:

- identifying the extent of the problem through questionnaire administration and the mapping of trouble spots
- promoting anti-bullying strategies involving whole school community
- forming a working party of parents, teachers etc to sustain the program.
- Brainstorm productions, BIG FEET

INTERVENTION
Intervention procedures would include:

- clear reporting and referral procedures
- crisis intervention procedures
- monitoring and evaluation of the anti-bullying program

RESTORATION OF WELL-BEING

- Supporting both victim and perpetrator with therapeutic interventions that involves a no-blame approach.

CONSEQUENCES FOR STUDENTS WHO INTIMIDATE OR BULLY OTHERS

RTP: Students found to be bullying others will need to spend some time in the Responsible thinking Classroom writing plans on how they can change their behavior.

COUNSELLING: Students who are found to have difficulty with bullying will attend regular sessions with the student counselor to help develop more appropriate behavior.

ANTI-BULLYING PROGRAMS: These programs are designed to help students modify their behavior. People who bully others have difficulties and may benefit from participation in such programs.

CYBER-BULLYING: Students found to be using College technological equipment to bully at school will have this equipment confiscated until their parents have been contacted. They may face the following possible consequences:

- Reduced access to the College computer network
- Suspension from the College computer network
- Confiscation of mobile phones
Appendix 3

Uniform Code
## Marymount College Uniform Code

<table>
<thead>
<tr>
<th>GIRL’S UNIFORM</th>
<th>BOYS’ UNIFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blouse</strong></td>
<td></td>
</tr>
<tr>
<td>Yrs 8 – 10 - White &quot;Marymount” blouse</td>
<td>White shirt with &quot;Marymount” pocket</td>
</tr>
<tr>
<td>Yrs 11 – 12 – White &quot;Marymount “blouse with compulsory crossover tie</td>
<td></td>
</tr>
<tr>
<td><strong>Skirt</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;Marymount” tartan skirt, with no torso exposed. Should touch knee</td>
<td>College grey dress shorts (&quot;Yakka” polyester)</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td></td>
</tr>
<tr>
<td>Short plain white with navy trim (navy blue stockings only may be worn in winter)</td>
<td>College grey (&quot;Yakka”)</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td></td>
</tr>
<tr>
<td>Black, laced, traditional style with leather uppers</td>
<td>Plain black leather or synthetic leather</td>
</tr>
<tr>
<td><strong>Blazer</strong></td>
<td></td>
</tr>
<tr>
<td>Navy &quot;Marymount” blazer is optional</td>
<td>“Marymount” grey regulation worn up. Plain grey with long trousers</td>
</tr>
<tr>
<td><strong>Pullover</strong></td>
<td></td>
</tr>
<tr>
<td>V-Neck “Marymount” navy pullover with light blue trim</td>
<td>Black, laced, traditional style with leather uppers</td>
</tr>
<tr>
<td><strong>Pullover</strong></td>
<td></td>
</tr>
<tr>
<td>V-Neck “Marymount” navy pullover with light blue trim</td>
<td></td>
</tr>
<tr>
<td><strong>Blazer</strong></td>
<td></td>
</tr>
<tr>
<td>Navy “Marymount” blazer is optional</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GIRL’S SPORT UNIFORM</th>
<th>BOYS’ SPORT UNIFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shorts</strong></td>
<td>Shirt</td>
</tr>
<tr>
<td>Navy blue shorts</td>
<td>Light blue with navy trim</td>
</tr>
<tr>
<td><strong>Shirt</strong></td>
<td>Shorts</td>
</tr>
<tr>
<td>Light blue with navy trim</td>
<td>Navy sports shorts – Uniform shop</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>Socks</td>
</tr>
<tr>
<td>Short white sport socks/MMC anklets</td>
<td>Short white sports socks with blue bands</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>Shoes</td>
</tr>
<tr>
<td>Predominantly white joggers or sandshoes</td>
<td>Predominantly white joggers and sandshoes</td>
</tr>
<tr>
<td><strong>Swimmers</strong></td>
<td>Swimmers</td>
</tr>
<tr>
<td>Compulsory MMC one piece costume</td>
<td>Blue boardshorts</td>
</tr>
</tbody>
</table>

*Please note: All items except for shoes are available from the College Uniform Shop.*

Any variation to the uniform code requires a request from parents and approval from Administration. Requests for variation are to be made to the Pastoral Coordinator who will issue a uniform variation notice on approval.
Points to Note

Trousers
Boys in Years Eleven and Twelve may wear long trousers in the middle terms.

Shoes
Only black leather, lace-up traditional style are allowed. Black joggers sold as school shoes or shoes with pointed toes or buckles are not part of the uniform.
Slip-on style shoes not permitted.

Bags
The navy blue Marymount regulation bag is required and is sold through the bookshop.

Skirts
Skirts are not to be altered to shorten the length.

T-shirts
T-shirts with writing clearly visible are not to be worn under the white school shirt.

Hair
For all students, hair should be neat, clean and tidy. It should not be cut in an extreme fashion nor should it be coloured in an unusual or extreme way. For boys, it should be no longer than bottom of the collar. Girls’ hair should be tied back at the nape of the neck. When leaning forward the hair should not obscure the face. Boys are to be clean shaven. Beards, Goatees, moustaches or long sideburns are not permitted.

Jewellery and make-up
Students are not permitted to wear jewellery or make-up. The only exceptions are a wrist-watch or a plain cross can be worn with an appropriate chain. Girls may wear one plain stud or sleeper in each lower ear lobe. Lip, eyebrow and tongue piercings are not permitted. The full school uniform is to be worn whilst travelling to and from school (except on designated sports days) and at all College functions.
Appendix 4

Out of Bounds Areas and Playground Supervision Procedures

OUT OF BOUNDS AREAS
In the interest of student safety the following areas are out of bounds to students at all times:

- the Primary school playing ovals
- primary toilets and recreation area under the Doyle Centre
- behind the workshed and the Convent buildings
- the forest

Once they arrive at school, students are to remain within the precincts of the College buildings. This means that the car park near the pool and the one adjacent to the Primary school buildings are out of bounds. Students are not to enter or leave the College via the main entrance. The front drive and the grass areas at the front of the College are also out of bounds during school hours. At morning tea and lunch time, students are not to sit on the paths near the Doyle Centre. Only students involved in sporting activities are to be on the ovals during class time.
Dealing with the Intimidated Staff Member

DEALING WITH THE INTIMIDATED STAFF MEMBER

All teaching staff have the responsibility to manage students behaviour in accordance with the Student Behaviour Support Policy. The Student Behaviour Support Policy provides a wide range of strategies to deal with student behaviour, the process of which is outlined in the Marymount College Behaviour Management Flow Chart.

If a staff member perceives they have been subjected to intimidating behaviour by a student and is unable to address the matter satisfactorily through the strategies contained within the College’s Behaviour Support Policy, the staff member should immediately notify the Principal. The following process will be followed to address the issues raised by the staff member.

1. An initial investigation to determine the validity of the allegations of intimidation will be conducted.

2. If the allegations are substantiated, the student alleged to have exercised intimidation may, depending on the seriousness of the allegations, be suspended until a full investigation is carried out by the Principal (or delegate).

3. The staff member will be encouraged to discuss the facts of the incident/s with the Principal (or delegate) whilst being reassured that the information given will be dealt with in a sensitive manner.

4. Where appropriate the staff member should be involved in any decision making about the way the matter is to be dealt with.

5. If investigation finds that the student did exercise intimidating behaviour, an application may, depending on the seriousness of the behaviour, be made to the Executive Director of Brisbane Catholic Education for an Expulsion Order.

6. Support will be offered to the staff member by the Principal (or delegate) during the investigation process and where required, following the conclusion of the matter.