

Student Behaviour Support Plan

Clairvaux MacKillop College



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SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

At Clairvaux MacKillop College we nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith and embraces the example of Jesus and the teaching of the Gospel. As educators we implement effective learning and teaching strategies that value and respect the diverse needs, abilities and dignity of each person. Respectful relationships form the foundation of our learning community.

Clairvaux MacKillop College aims:

- To be welcoming, open to, and supportive of each other.
- To encourage students to relate to one another and to others locally, nationally and internationally with justice, respect, compassion, forgiveness and patience.
- To educate today's youth spiritually, intellectually, physically, socially, emotionally and morally.
- To offer curriculum that is suited to the needs, abilities and interests of the students.
- To provide encouragement and opportunity for each student to reach excellence as an individual.
- To foster in students the development of self-discipline, self-motivation, responsibility and accountability.
- To develop attitudes and skills in students that will assist them to contribute positively to society.

Our School Context

Clairvaux MacKillop College is a co-educational Catholic Secondary College that seeks to develop a unique identity of faith, hope and love, based on the vision and person of Jesus Christ. Situated in Upper Mount Gravatt, the College takes its place responsibly in the local urban setting with a strong sense of identity reflecting the best ideals of Australian society while holding to a vision of Christian faith in the Catholic tradition. While programs are governed by the educational requirements of various secular authorities, they are founded on principles articulated in Church teaching and Archdiocesan Guidelines. The College has effective structures for planning, implementing, resourcing, evaluating and reporting on programs and provides opportunities for communication. Policy is determined in consultation with staff and parents, is anchored in Mission, supported by documented procedures and processes, and kept relevant by review.

Our Mission Statement anchors practice, focusing our ethos on authentic relationships within the College community and outwards with a view of contributing to the coming of the reign of God: A better future under God's care. Operating within Brisbane Catholic Education, our mission is to work actively as a contemporary Christian Learning Community. We educate the whole human being in each of our students, physical, mental, social and spiritual, by integrating all academic and vocational programs with sound principles based on Gospel values. In particular, the mission statement implies that people have a capacity to learn, grow, heal and change, impact on one another in society, exert an influence for the common good, and accept people as they are. A welcoming and inclusive community recognizes the importance of shared values, including our catholic faith, mutual respect and recognition that everyone has a valuable contribution to make.

Consultation and Review Process

This policy will be reviewed annually, with a detailed review every 2 years or as:

- New developments/research occurs
- Legislation updates occur
- Brisbane Catholic Education requirements change

By this process, Clairvaux MacKillop College can ensure the best practice for its students, staff and parents.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

The distinctive nature of learning and teaching at Clairvaux MacKillop College emphasises the development of the whole person: spiritually, intellectually and socially through a commitment to quality teaching and an expectation that all students will learn successfully. The community promotes students respect for, and a deep understanding of, themselves, others and their environment. We are a learning-centred community focused on creative engagement, high expectations and life-enhancing relationships amongst all learners in the community.

To achieve “Lifelong Learning Through Effort and Faith” requires the alignment of six key factors:

- *Faith* – We educate our community to live a life of faith that actively seeks a sustainable, future-orientated expression of the values, traditions and ethical imperatives inherent in both the secular and Catholic Christian dimensions of our curriculum.
- *Teaching at CMC* – We engage in highly effective teaching practices that create an educational environment in which students are engaged, challenged, provided with opportunities to excel and supported to experience success.
- *Professional Learning Community* – We foster a professional learning community that is safe, tolerant and inclusive and one which promotes intellectual rigour and effort.
- *Excellence and Equity* – We strive to nurture and build every student’s intellectual and imaginative capacity and enable all students to explore and develop their gifts and talents.
- *Active Citizenship* – We focus on connecting the students with the world beyond the classroom through a commitment to responsible stewardship.
- *Learning at CMC* – We facilitate student learning through the use of the Gradual Release of Responsibility Model of Instruction to enable students to become active, responsible participants in their own learning.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

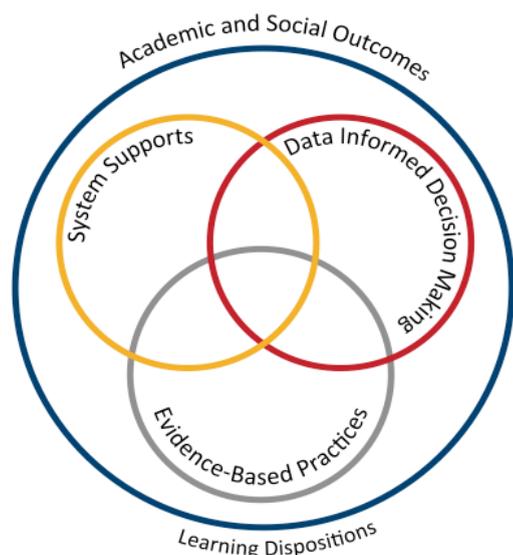


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

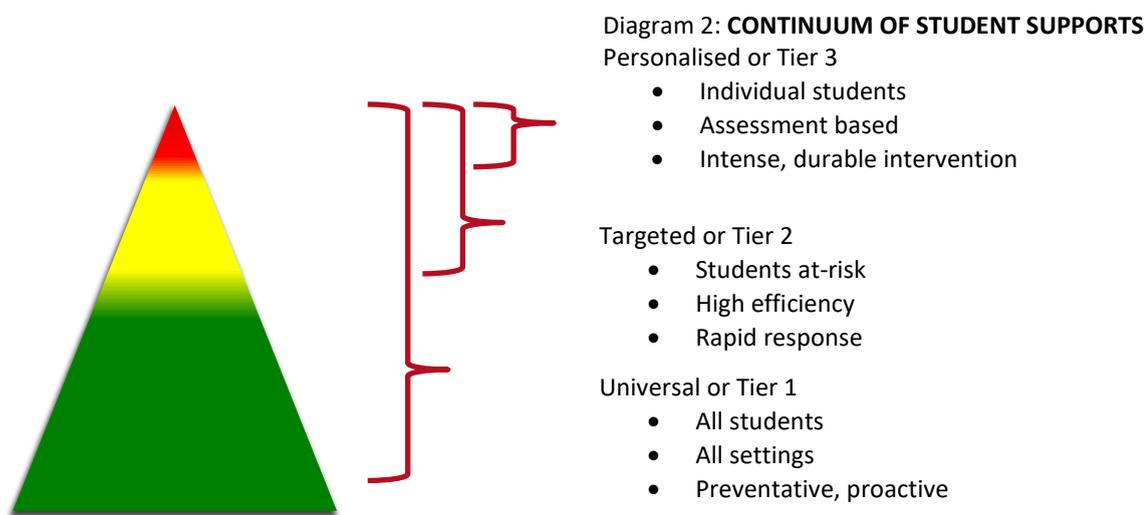
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

3. Student Behaviour Support Leadership & Professional Learning for School/College staff

There are various PB4L teams across the College.

The Engagement Team is our Tier 2/Targeted Team and consists of: Assistant Principal Student Wellbeing, Assistant Principal Curriculum Middle Years, Assistant Principal Curriculum Senior Years, Tier 5 Program Leader Teaching and Learning, Guidance Counsellors, Speech Pathologist, Program Leader Learning Enhancement, relevant Pastoral and Curriculum Leaders as required. The Engagement Team meets fortnightly to review and action Requests for Support made by teachers. The team works from prepared agendas and accesses and analyses data from a variety of sources before making decisions about support for a learner.

At times, the Engagement Team acts as the Individual Support Team as key stakeholders are present; however, additional meetings take place to discuss individual support for a student

and these meetings typically include members of the Leadership Team, the Pastoral Leader and a Guidance Counsellor.

The TIER 3/Personalised Support Team meet once every three weeks or as needed, and respond to referrals from the Engagement Team. This Team then consults the necessary support personnel to develop, establish and implement personalised support for these students.

Teachers and staff engage in professional learning about PB4L in twilights and staff meetings. In 2026, teachers will continue to build their capacity in the implementation of PB4L.

To further support this framework in our everyday practices we also engage in Restorative practices which includes the use of Affective language.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- We are respectful
- We are Responsible
- We are a Learner

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

Please refer to our Behaviour Matrix.

Clairvaux MacKillop College Behaviour Matrix – Our Expectations

As a community, we believe each person has rights and responsibilities that will enable learning and relationships to flourish. This is captured in our College Behaviour Matrix.



Clairvaux MacKillop College Behaviour Matrix

	In the Classroom	When we Gather	Outside the Classroom	In the Community	When Online
We are Respectful	<ul style="list-style-type: none"> We listen to each other We speak positively and politely We value others We follow teacher instructions 	<ul style="list-style-type: none"> We honour the significance of the occasion We are calm and patient We watch and listen We participate as directed 	<ul style="list-style-type: none"> We honour and respect the environment by picking up our rubbish We show care and respect for others. We follow the College's hands-off policy We use respectful language We wear our uniform correctly at all times 	<ul style="list-style-type: none"> We show care and courtesy to others through appropriate language and actions We show awareness and care of the environment/ space 	<ul style="list-style-type: none"> We protect the privacy of ourselves and others We communicate in a polite and respectful manner We obtain student, parent and College consent before we share student or staff images online
We are Responsible	<ul style="list-style-type: none"> We follow classroom expectations We are on time with the correct equipment and uniform We are accountable for our words and actions We take care of personal and school equipment, especially our laptop and textbooks 	<ul style="list-style-type: none"> We demonstrate a 'sense of formality' We behave honourably We are self-disciplined We wear our uniform with pride 	<ul style="list-style-type: none"> We follow teacher directions, move quickly between class and remain inside the permitted boundaries We ensure that we look after College property at all times We are inclusive and mindful of those around us and ensure their safety 	<ul style="list-style-type: none"> We wear correct uniform and represent the College with pride We follow the rules and laws of the location to ensure safety 	<ul style="list-style-type: none"> We use technology appropriately. We report inappropriate posts especially that involve bullying and intimidation of another student or staff member We are accountable for our actions online We act to promote a positive image of ourselves and our College community We store mobile phones in our lockers during school hours
We are Learners	<ul style="list-style-type: none"> We participate, collaborate and relate We persevere to complete learning activities and assessment We complete assigned work We strive to reach our potential 	<ul style="list-style-type: none"> We recognise formal gatherings as important occasions. We are welcoming We participate positively We show commitment & school spirit 	<ul style="list-style-type: none"> We embrace opportunities to include others in all activities We learn from our mistakes and engage in restorative practices We are proactive in helping others and supporting teachers in following directions 	<ul style="list-style-type: none"> We are open to the learning opportunities that different spaces can offer We engage positively with different people, places and new experiences 	<ul style="list-style-type: none"> We use technology for learning and organisation We use technology as a gateway to understand the world We use school laptops for school purposes only We store our laptops in our laptop cases

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- In classrooms every day and through the curriculum.
- In conversations and interactions.
- During orientation days at the start of the year.
- In WAM classes.

- During year level and College assemblies.
- In the notices read during homeroom.
- Expectations are clarified in the newsletter.
- Prior to and during camps and excursions.
- In College handbooks and documents.
- Presence of College Behaviour Matrix posters around the school.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Service and effort awards	Class encouragers
Praise and recognition	Spirit and participation awards

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours

using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix B and C includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom where the student can be seen Refer to Penola (if part of plan) Set limits Behaviour Support Plan Individual Crisis support and management plan Safety plan	Teacher – student conversation Teacher – student – parent meeting Teacher – student – CL meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

In addition, de-escalation crisis prevention and support strategies may include request for support (Engage), Support from the pedagogy team around pedagogy, behaviour and learning needs, Tier 3 meeting with various stakeholders, Counsellor and STIE support.



Staff Responses to Unproductive Behaviour

EVERY CLASSROOM:

Ensure the dignity of each student as a child of God

PB4L Effective Classroom Practices and Responses:

1. Plan using the Approved Curriculum.
2. Differentiate learning for students to be successful.
3. State, teach & reinforce classroom expectations.
4. Use College procedures and routines.
5. Actively supervise learning and give students feedback about productive behaviours.
6. Provide multiple opportunities to respond.
7. Have positive, supportive strategies to respond to productive behaviours for learning.
8. Have positive, supportive strategies to respond to unproductive behaviours for learning.

Unproductive Behaviour

BEHAVIOUR DATA

The teacher determines if the behaviour is minor or major and records the incident on the BCE Engage Student Support System.

Minor - teacher responses

- Cueing with parallel acknowledgement, descriptions of reality, selective attending, close proximity.
- Redirection to the learning
- Teach or re-teach the expected behaviour (link to Behaviour Matrix/established expectations)
- Supportive check in - reassuring conversation
- Calm down time in safe space/chill card/drink break
- Move student in the room
- Miss out on a privilege/turn/reward
- Individual close talk
- Communicate in student's diary

Repeated Minor - teacher responses

- Re-set expectations & re-teach expected behaviour
- Contact parent/carer
- Be direct, calm and provide a clear choice (win-win)
- Problem solving conversation
- Re-configure seating plan
- Keep student back after class. Follow through on established consequences
- Community service/make it right action
- Parent, student, teacher meeting
- Restorative practices

Major - teacher + leadership responses

- Re-set expectations & re-teach expected behaviour
- Contact parent/carer
- Student(s), teacher, leadership problem solving conversation
- Student(s), teacher, leadership restorative practices conversation
- Student, teacher, leadership, parent meeting
- Crisis Management flowchart / Behaviour Plan
- Other actions determined in response to the situation
- Formal sanction – detention or suspension

Additional Student Supports

Request for Support (Engage) Refer to Student Support Graphic
Classroom observations/profiling
Tier 2 & Tier 3 supports

5. BCE Formal Sanctions

Clairvaux MacKillop College Student Behaviour Support Plan is underpinned by Brisbane Catholic Education's Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines

Detention

A detention is an approved school-based consequence that involves a student being supervised and required to undertake an allocated activity during non-class time. Class based detentions may be issued and held by a teacher for behaviours that are not in alignment with the behaviour matrix, and where other Tier 1 strategies have not made an impact. Formal detentions are only issued by the Pastoral team or CLT for uniform non-compliance and other matters that require this level of consequence.

The detention means that the student is required to

- attend a specified supervised location or activity, during non-class time (e.g. recess, lunchtime, after school, or on a non-school day as approved).
- temporarily removed from a class or activity as part of a supervised, time-limited 'time-out' or reset, with agreed supports and conditions for re-entry.

When staff utilise detention or other appropriate and approved sanctions, the following principles are considered:

- It is an appropriate method of responding to the behaviour.
- The student's safety and welfare needs are being addressed. The student is given appropriate access to food, drink and toileting facilities.
- Appropriate information is recorded in the Student Behaviour Support System (ENGAGE)

Detention process

- A student will be informed by a teacher, Pastoral Leader, Member of CLT that they have been issued a detention for a particular behaviour.
- The teacher, Pastoral Leader, Member of CLT advises when and where the detention will occur.
- The teacher will record attendance at the detention and follow up should the student not attend the detention issued. This will also happen with Formal detentions.
- The detention response and surrounding information must be recorded into ENGAGE

Community Service (alternative to detention)

'Community Service' is a period of time in which the student is required to complete tasks that address behaviours that have impacted upon the community. For a student to receive 'Community Service' there must be alignment with the behaviour that they demonstrated, such as damage to school or another student's property, and the consequence. This implies that the student, and the parents if applicable, are involved in the process of determining what constitutes as suitable 'Community Service' task.

Note: Only members of the College Leadership or Pastoral Team can allocate Community Service.

Suspension

A suspension is the temporary, full-time or part-time withdrawal of a student's right to attend the College and/or school related functions for a defined period of time. It is our hope that the College staff and parents/caregivers will work together, with the aim of assisting a suspended student to re-join the College community as quickly as possible.

The decision to enact a suspension can only be made by the College Principal or their delegate and where the situation is serious, or demands an immediate response. The College, the student and their parents/caregivers will use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

The Principal or their delegate may suspend full-time or part-time, a student from the College for a period of up to ten (10) school days.

A suspension could be in school (internal) or out of school (external). The College will determine if a suspension is internal or external.

The Principal or their delegate may suspend a student, where behaviour includes the following:

- persistent non-compliance: students, who in their relationships with employees and/or others in the community, are persistently disobedient, disrespectful, or engage in verbal, physical or online harassment and abuse
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of other students
- serious breach of the school Student Behaviour Support Plan
- possession of alcohol or a suspected illegal drug (or drug implement)
- violence or threat of serious physical violence
- concerning or serious sexual behaviour
- possession of a weapon or knife
- verbal abuse

Immediate Suspension

In some circumstances, the Principal or their delegate may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs. Principals may immediately suspend any student whose behaviour includes (but is not limited to):

- possession of alcohol or a suspected illegal drug: schools must be places that are free of illegal drugs. Suspension may occur immediately if the student alleges the substance to be an illegal drug or alcohol or it is confirmed as illegal. The matter is to be referred to the police.
- violence or threat of serious physical violence: any student intentionally causing injury

or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with BCE's Student Protection Processes.

- concerning or serious sexual behaviour: the matter is to be reported in accordance with Student Protection Processes
- possession of a weapon or knife: any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter is to be reported to the police.
- verbal abuse: Principals or their delegate are to take developmentally appropriate expectations into account in relation to verbal abuse by a student.

The Purpose of Suspension:

- signal that the student's unproductive behaviour is not acceptable
- allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- allow time to negotiate some goals that the student will work towards, with support, on their return to school
- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Suspension process

Guidelines for a Suspension:

- A student shall be suspended for the shortest time that the College deems necessary
- 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 (10) school days
- By mutually-agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education program
- A suspension may occur if the Principal or their delegate 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.

Communication

Suspension decision

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

Notification to families for a day or more suspension options

2. A student may not be sent out of school before the end of the school day without the family being notified and, if necessary, agreement reached about arrangements for collecting the student from school. The notification must be delivered by a safe method to ensure delivery.

Notification can take place by phone to a member of the family, who must also be notified of the suspension, using the suspension letter generated in the Engage Student Support System, within a reasonable time; Notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful. The family must also be notified of the suspension letter generated in the Engage Student Support System, within a reasonable time.

In all cases, the written suspension notification must:

- indicate the reasons for the suspension
- advise the length of the suspension, the start date and time, the expected return date
- outline the responsibility of the family for the care and safety of the student who is under suspension, and the expectation that the student will continue with their own studies while suspended and away from the school
- indicate the importance of the family working cooperatively with the school in resolving the matter
- request a discussion with the student and their family
- refer families to the school's published Student Behaviour Support Plan
- include details of the right to appeal of the student and family as outlined below.

Other Points Regarding Suspension:

- While a student is suspended from school (out-of-school suspension), families have responsibility for their child
- Families need to know that their child may not attend school or school-related functions.
- Families have a responsibility to provide appropriate supervision
- In a situation where families refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal is to inform the Senior Leader – School Performance

- The student may not attend the College or school-related functions unless otherwise arranged by the Principal or their delegate
- Students attending special programs, such as school based apprenticeships or training, are not automatically precluded from attending their program if they are suspended.

Accountability Requirements

Processes associated with suspension are often subject to scrutiny. It is therefore important that all processes are carried out in a way that conforms, with accuracy and attention to the following:

- a suspension record is to be completed in the Engage Student Support System Suspension Register for each student who has been suspended
- in the Engage Student Support System there are different types of suspensions recorded: 1 to 2 day suspensions and 3 to 10-day suspensions. Where it is a suspension of less than 1 day, a note in the Engage Student Support System will suffice
- suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or certain days of the school week. Part-time suspension should not span more than ten (10) school days in total
- by mutually agreeable arrangements, a student who is suspended may attend an alternative education program
- indefinite suspension, where the student is continually re-suspended is not acceptable.

'Return to School' Interview or Suspension Re-entry

As part of the return to school process, the Principal or authorised delegate will organise a conversation with the student and/or the family to discuss the basis of maximising successful reintegration into the school, before the student returns to school.

The aims of this conversation are to:

- ensure that the student and the family understand the student's unproductive behaviour and the need for the formal sanction
- encourage a mutually supportive position between the school, the student, and the student's family for the response that the school is taking
- outline the return to school plan, goals, and follow-up evaluation for the student's return to school.

It is recommended that the return to school meeting should be before the student's return to school date, and will usually take place in the school, facilitated by the Principal or their delegate. In circumstances where a family member is unable to attend the school in person, a telephone conference is adequate. In instances where there has been a problematic relationship between the family and the school, the Principal or their delegate may find it beneficial to call upon a third party such as the Senior Leader – School Performance or Guidance Counsellor, to facilitate the meeting.

If, despite the school's requests, families are unwilling to attend a return to school meeting, the Principal should refer the matter to the Senior Leader-School Performance. Alternative options may need to be considered to facilitate the student's return to school.

Alternatively, the Principal, together with the Senior Leader – School Performance, and in consultation with the Director - School Services, may consider further options.

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

Exclusion

Exclusion is the full-time withdrawal of a student’s right to attend Clairvaux MacKillop College and related functions, on the authority of the Executive Director. Exclusion from the College does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

Exclusion for serious non-compliant behaviours will be considered only as a last resort because of the serious long-term consequences for the student and the family. Students will not normally be excluded unless a clearly documented range of intervention strategies have been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example, through a Functional Behaviour Assessment. The College is aware of the legal and equity issues applying to the exclusion of marginalised students and students in Care of the State.

The Executive Director may approve a recommendation for exclusion where there is evidence that the College has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans. The exception is when the student’s behaviour has been so extreme, such as the committing of a serious illegal act, that immediate exclusion may be judged to be necessary.

The purpose of exclusion is to:

- Signal that the student’s behaviour is not accepted because it seriously interferes with the safety and wellbeing of other students or staff.
- Remove the student from an established environment in which inappropriate behaviour patterns have become entrenched.
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student’s needs; and
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: (a) make the review decision within 5 business days after the

	application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

6. Bullying and Cyberbullying – information, prevention, and school/college responses

As a Catholic College imbued in the charisms of Saint Mary of the Cross MacKillop and Blessed Edmund Rice, we are called to provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community. This is in line with the National Safe Schools Framework (2013) that has the following overarching vision:

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing. ... In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing. (NSSF, 2013)

The prevention and management of bullying and harassment within the community is a concern for all. This document focuses the work of our community to ensure that Clairvaux MacKillop College is a safe and supportive school.

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates.)

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

Staff and teachers engage in professional learning about bullying, harassment and cyberbullying as part of our Positive Behaviour for Learning framework. Additionally, professional learning available to teachers through the eSafety Commissioner, Bullying No Way and Be You is promoted to teachers and staff as a way for them to understand the latest research and evidence-based practices in preventing and responding to bullying. Time is also taken to unpack our Anti Bullying Policy with staff to ensure they understand relevant definitions, our College processes, preventative approaches and responses.

2. Teaching about Bullying and Harassment

At Clairvaux MacKillop College, we use the Australian Curriculum, including the personal and social capabilities, and the BCE Religious Education Curriculum, to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

Our *Ways and Means Program* engages learners in sequential, age-appropriate education about bullying, cyberbullying, harassment, how to report incidents of bullying, effective communication styles, conflict resolution skills, mental health and resilience. The Ways and Means Program makes use of a range of resources to inform planning, learning and teaching including guest speakers/workshops, resources from Bullying No Way and the Office of the eSafety Commissioner.

3. Responding to Bullying and Harassment

For Staff, students and parents, the following flow charts indicate the steps to be taken to respond to any concerns about bullying.

If you are being bullied, you are encouraged to do the RITE thing:

R = RECOGNISE

you have the right to feel safe and to operate in an environment free of bullying.

I = INFORM

the bullies that you want them to stop. Do this in a polite but firm way.

T = TELL

a responsible adult about the bullying.

E = EVALUATE

If the situation. If it does not improve, seek further help.

Student wellbeing: a student's level of satisfaction with the quality of their life at school. Optimal wellbeing is characterised by positive feelings and attitudes, positive relationships with other students and teachers, resilience, and satisfaction with self and learning experiences at school.

Resilience: the ability to return to (almost) the same level of wellbeing and to continue to thrive despite encountering negative events, difficult situations, challenges or adversity.

Harassment: Behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin

- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability

It offends, humiliates, intimidates or creates a hostile environment. It may be ongoing or a single, random act, as well as intentional or unintentional. This may lead to harm.

Harm: Any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing (section 9 of the Child Protection Act 1999). For harm to be significant, the detrimental effect on a child's wellbeing must be substantial or serious, more than transitory and must be demonstrable in the child's presentation, functioning or behaviour. (Department of Communities, Child Safety and Disability Services, 2015).

Aggression: words or actions (overt and covert) that are directed towards another and intended to harm, distress, coerce or cause fear.

Violence: the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases, death.

Students can exhibit aggressive and violent behaviours that do not necessarily constitute bullying.

What bullying is not?

The incidents on this list are NOT considered bullying:

- Not liking someone
- Isolated incidents where a student is excluded
- Accidentally bumping into someone
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation or meanness



Staff

RECOGNISE	Educate staff, students and parents about bullying policy and procedures	<ul style="list-style-type: none"> • Inform about the location of the policy and procedures • Advise at meetings and information evenings
	If a student approaches you to speak about a situation/incident or if you witness an incident or notice a change in a student's Behaviour. ↓	
INFORM	Listen carefully and calmly, and document what the student tells you	<ul style="list-style-type: none"> • Ensure a private place to talk • Do not dismiss their concerns • Clarify if there are immediate safety risks
	Collect additional information	<ul style="list-style-type: none"> • Ask for any evidence from the student • Speak with all students involved, including bystanders • Keep records
	Discuss a plan of action with the students ↓	<ul style="list-style-type: none"> • Invite suggestions from students as appropriate • Inform all students involved of your intention to inform their parents/guardians
TELL	Inform the students what you intend to do	<ul style="list-style-type: none"> • Also inform them about when you are planning to follow up with them after implementing the plan
	Provide suggestions about what to do if the bullying occurs again	<ul style="list-style-type: none"> • Refer to the counsellor if appropriate • Offer strategies for future dealings
	Record the incident in school's data management system	<ul style="list-style-type: none"> • All conversations and correspondence are recorded in ENGAGE
	Notify appropriate personnel ↓	<ul style="list-style-type: none"> • Refer the matter to the appropriate person: Home, Home Room Teacher, Pastoral Leader, Assistant Principal – Student Wellbeing, School Counsellor
EVALUATE	Set a date for follow up review/s	<ul style="list-style-type: none"> • Bullying can require a sustained effort to prevent
	Contact the parent/guardian about the incident and the plan of action	<ul style="list-style-type: none"> • Initially contact the parent by phone and follow-up with an email. The relevant Pastoral Leader should be included. (Check all outgoing emails with Assistant Principal – Student Wellbeing)
	Follow up with students over the next several weeks and months	<ul style="list-style-type: none"> • Be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear' in another form sometime later.



Students

This flow chart indicates the steps to take where a bullying incident/behaviour is being reported in written form i.e.: online. Students will need to identify themselves when reporting bullying online.

RECOGNISE	<p>Self-awareness:</p> <ul style="list-style-type: none"> • Are my friends treating me how I should be treated? • Am I treating others how they deserve to be treated? • How safe am I feeling? <p>Other-awareness:</p> <ul style="list-style-type: none"> • What behaviours am I noticing that are causing me concern? • How might others be feeling? • Am I feeling worried about another person?
INFORM	<p style="text-align: center;">↓</p> <ul style="list-style-type: none"> • If you wish to report an incident online, go to (Pastoral < Anti-Bullying Policy) • Provide factual information about the incident you are reporting which will be addressed by the following questions: <ul style="list-style-type: none"> ○ Who was involved? Who has tried to help? ○ What specifically happened? What factors led to this? What strategies have you tried to solve this? ○ When did it start? When did it happen? ○ Where is it occurring? How often is it occurring? How is it making you feel? <p>After you submit this document, it will be assessed by your Pastoral Leader. Your Pastoral Leader will make contact with you if any further details are required.</p>
TELL	<p>The Tell and Elevate phases will be completed as required by the relevant Pastoral Leader dealing with the reported incident.</p> <p>The Tell and Elevate phases will compliment those indicated in the flow chart where a report has been made verbally. These responses will be tailored to suit the situation after investigation by the relevant Pastoral Leader.</p>

All staff must take all reports of bullying and harassment seriously and respond with a school team process.

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete

the bullying record in the Engage Student Support System in a timely manner.

- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

At Clairvaux MacKillop College, we plan for a safe, supportive and inclusive school to prevent bullying and harassment. This includes:

1. **Student assemblies:** Student bullying and expectations about student behaviour are discussed and information presented to promote a positive school culture where bullying is not accepted.
2. **Staff communication and professional learning:** Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. **School staff** have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
4. **New and casual staff** will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through professional learning, access to school documents and during induction sessions.
5. **Communication with parents:** Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour (e.g. information nights for parents, newsletters, social media)
6. Explicit promotion of social and emotional competencies among students (e.g., particularly taught in WAM)
7. Whole school programs to prevent and address bullying

Key contacts for students and parents to report bullying

Principal – Mr Wayne Chapman
Deputy Principal – Ms Angela Thomas
Assistant Principal Student Wellbeing – Ms Amanda Jameson
College Counsellors – Mr Seng Tan; Ms Rachel Bride; Ms Tania Hayes
The Pastoral Leader for each year level

Cyberbullying

Cyberbullying is treated at Clairvaux MacKillop College with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Responses and consequences

Antibullying strategies that have been proven to work include:

- A universal whole-school approach over a long duration that takes a multi-faceted approach
- An increased awareness of bullying in the school community through assemblies, WAM lessons and student-owned plans and activities
- A whole-school detailed policy that addresses bullying
- Effective classroom management and classroom rules
- The promotion of a positive school environment that provides safety, security

- Consistent, non-hostile and non-punitive behaviour management methods in accordance with Positive Behavior for Learning.
- Encouraging students to respond negatively to bullying behaviour and support students who are bullied.

Strategies that have been proven less effective include:

- 'get tough' suspensions and exclusions
- Rigid control of student behaviour
- Belief that students must receive punitive and negative consequences in all cases.
- Increased security measures
- Unfair and inconsistent use of discipline

Resources/Links

1. eCybersafety <https://www.esafety.gov.au/>
2. eSafety Commission <https://www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying>
3. Bullying, NO WAY! (Safe Australian Schools Together) <https://bullyingnoway.gov.au/>

References and Resources

Education Accreditation of Non-State Schools) Regulations 2017 (Qld)
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2. National School Climate Center (NSCC). (2010). Retrieved from BullyBust: Promoting a community of upstanders: <http://www.bullybust.org/>
3. [Office of the eSafety Commissioner](#)
4. Rigby, K. and Johnson, K. (2016). The Prevalence and Effectiveness of Anti-Bullying Strategies Employed in Australian Schools. University of South Australia: School of Education.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

Flow of Data Informed Decisions:

The Engagement Team is our Tier 2/Targeted Team and consists of: Assistant Principal Student Wellbeing, Assistant Principal Curriculum Middle Years, Tier 5 Program Leader Teaching and Learning, Guidance Counsellors, Speech Pathologist, Program Leader Learning Enhancement, relevant Pastoral and Curriculum Leaders as required. The Engagement Team meets fortnightly to review and action Requests for Support made by teachers through Engage or other source. The team works from prepared agendas and accesses and analyses data from a variety of sources before making decisions about support for a learner. This data collection is used to inform decisions regarding the style and selection range of support.

At times, the Engagement Team acts as the Individual Support Team as key stakeholders are present; however, additional meetings take place to discuss individual support for a student and these meetings typically include members of the Leadership Team, the Pastoral Leader and a Guidance Counsellor.

The TIER 3/Personalised Support Team meet once a fortnight and respond to referrals from the Engagement Team. This Team then consults the necessary support personnel, refers to available data as reference point to develop, establish and implement personalised support for these students.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial	Throwing a computer, graffiti of school buildings, arson

	Descriptor	Definition	Example
		destruction or disfigurement of property	
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
14	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
15	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
16	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
17	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		or harmful, forceful, secretive, compulsive, coercive or degrading	Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
18	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
19	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B - Dimensions of Supportive Classroom Environments

Major Behaviours

	Skill	Explanation	Example
Expect	Establishing Expectations	<p>Teachers establish expectations for both curriculum and behaviour, and they teach the rules explicitly.</p> <p>Expectations are referred to regularly and re-taught. Proactive and reactive rule referrals remind students of expected behaviour.</p> <p>Each class has three to five rules or expectations that are short, specific and easy to remember.</p> <p>Consequences for positive and negative behaviour are developed.</p>	<p>Expectations describe what is expected of students; for example, <i>be on time</i> rather than <i>don't be late</i>.</p> <p>A proactive rule reminder would include the teacher putting their head in the air to remind students to put their hands up before answering.</p> <p>Positive consequences could include: sticker, positive contact home, game, praise, fun and safe learning environment.</p>
	Instruction giving	<p>Teachers gain student attention multiple times in a lesson. These are opportunities to reinforce expectations and catch students doing the right thing.</p> <p>Establish a routine to gain student attention with a non-</p>	<p>"Stop and look to the front, thanks." "Stop, look and listen."</p> <p>"Eyes are on me in 3, 2, 1."</p> <p>Non-verbal prompts could include: clapping, use of a bell or whistle</p>

		<p>verbal or verbal instruction. Wait and scan then reinforce the students who are doing what you asked with an instruction encourager.</p> <p>Clear, short instructions help students understand what they are expected to do. Instructions are given in a firm, calm and measured voice.</p>	<p>Instructions are delivered in a firm, calm and measured voice:</p> <p>"Move quietly to your group." "Open your books at page 17, year eight."</p>
	Waiting and scanning	<p>Waiting and scanning takes place once a teacher has gained students' attention. It should take a few seconds and has three purposes:</p> <p>Allows take up time for the instruction</p> <p>Provides processing time for correct action</p> <p>Teacher responds to reduce possible inappropriate behaviours (e.g. an instruction encourager)</p>	<p>Teacher gains attention, "Eyes are on me in 3, 2, 1."</p> <p>Teacher waits and scans the room, observing what is happening.</p> <p>Instruction encouragers usually follow a wait and scan to reinforce the direction/appropriate behaviour.</p>
Reinforce	Instruction encouragers	<p>Follows an instruction and focuses on appropriate behaviour and positive classroom language.</p> <p>Instruction encouragers promote routine and catches students doing the right thing.</p>	<p>Teacher directs students to "Stop, look and listen." Teacher scans the room and says, "I appreciate that most people have listened and are looking this way."</p>
	Cueing	<p>A verbal or non-verbal cue to prompt students' appropriate behaviour.</p>	<p>Jenny is off-task during a writing activity while sitting near Mark. Teacher says, "I can see Mark working quietly on his writing."</p>
	Descriptions of reality	<p>Reinforces appropriate student actions by describing observable behaviour.</p> <p>Uses positive classroom language.</p>	<p>"This group is on-task." "Most students have moved to the correct place."</p>
	Redirections to the learning	<p>Using the curriculum to redirect behaviour.</p> <p>Focus is on the language of curriculum, not behaviour. This skill uses positive classroom</p>	<p>Two girls are off-task and talking. The teacher asks, "Girls, which question are you up to? I'll come and help you in one minute."</p>

		language.	
	Positive Feedback	<p>Catch students doing the right thing and reinforce it verbally or non-verbally.</p> <p>Where possible, make feedback specific and individualised.</p> <p>Praise individually, groups or the whole class.</p>	<p>"Great answer, Matt."</p> <p>"This group is collaborating and listening to each other's ideas."</p> <p>Some non-verbal examples include: smiling, thumbs up, giving a sticker.</p>
Redirect	Non-verbal redirections to learning	When a student is off-task, a teacher redirects the student to learning using their body language, proximity to the student/s or pausing in their talk/instructions.	<p>Two boys are off task. The teacher moves towards them and stands in close proximity.</p> <p>The teacher notices a student hasn't started work. When the teacher makes eye contact, she touches the board which has the instructions for the learning.</p>
	Verbal redirections	<p>To respectfully prompt the student who is off-task or disrupting others.</p> <p>Oral redirections can include: questioning to re-direct a student, use of humour to manage behaviour or calling a student's name.</p>	<p>The teacher notices Sarah talking to a friend and says, "Sarah, listening thanks."</p> <p>A teacher asks a student who is disrupting others, "what are you supposed to be doing now?"</p> <p>"Get back on task, thanks Mark."</p>
	Giving a choice	Giving a choice provides the student, or group, with information about the teacher's expectations and possible consequences of the choice. It puts the responsibility onto the student.	<p>"Steven, the choices are you will be here with me at morning tea or you start your work now."</p> <p>"Mia, your choices are to put that on my desk or in your locker."</p>
Follow through	Follow through	Following through is resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is disturbing the learning environment. This skills models assertive teacher behaviour and establishes that the teacher is serious about their expectations and the possible consequences of inappropriate behaviour.	Examples include: moving a student in the room, sitting out of an activity/missing a turn/losing a privilege, speaking with a student/sat the end of the lesson, keeping a student in during a break time, contacting parents/carers Sending A Student From the Classroom Process

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to unproductive behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based approaches.

Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and, at times, be part of the solution. Even though responses for inappropriate behaviour are intended to be educational, they may also be aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations. For Major behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. Most major behaviours will typically result in actions taken by the Pastoral Team or College Leadership Team that may include more intensive teaching, restitution activities, and strategies to help the student handle future situations or parent/carer meetings.



Appendix C - Skills to reinforce behaviour

Teachers encourage and motivate students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use.

Skills to reinforce behaviour	Explanation	Example
Instruction encourages	Follows an instruction and focuses on appropriate behaviour and positive classroom language. Instruction encourages promote routine and catches students doing the right thing.	Teacher directs students to "Stop, look and listen." Teacher scans the room and says, "I appreciate that most people have listened and are looking this way."

Cueing	A verbal or non-verbal cue to prompt students' appropriate behaviour.	Jenny is off-task during a writing activity while sitting near Mark. Teacher says, "I can see Mark working quietly on his writing."
Descriptions of reality	Reinforces appropriate student actions by describing observable behaviour. Uses positive classroom language.	"This group is on-task." "Most students have moved to the correct place."
Redirections to the learning	Using the curriculum to redirect behaviour. Focus is on the language of curriculum, not behaviour. This skill uses positive classroom language.	Two girls are off-task and talking. The teachers asks, "Girls, which question are you up to? I'll come and help you in one minute."
Positive feedback	Catch students doing the right thing and reinforce it verbally or non-verbally. Where possible, make feedback specific and individualised. Praise individually, groups or the whole class.	"Great answer, Matt." "This group is collaborating and listening to each other's ideas." Some non-verbal examples include: smiling, thumbs up, giving a sticker.



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Positive feedback	Catch students doing the right thing and reinforce it verbally or non-verbally. Where possible, make feedback specific and individualised. Praise individually, groups or the whole class.	"Great answer, Matt." "This group is collaborating and listening to each other's ideas." Some non-verbal examples include: smiling, thumbs up, giving a sticker.

These skills enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

Redirections of Behaviour

Redirections occur when a student/s is choosing inappropriate classroom behaviours. Redirections provide a learning or behaviour focused prompt for students to resume on-task

activity, reducing the need for further correction. It puts the responsibility onto the student and reinforces the importance of appropriate or expected behaviour. Redirections fall on a continuum of least. (E.g. non- verbal redirection) to most intrusive.

Skills to redirect behaviour	Explanation	Example
Non-verbal redirections to learning	When a student is off-task, a teacher redirects the student to learning using their body language, proximity to the student/s or pausing in their talk/instructions.	Two boys are off task. The teacher moves towards them and stands in close proximity. The teacher notices a student hasn't started work. When the teacher makes eye contact, she touches the board which has the instructions for the learning.
Oral redirections	To respectfully prompt the student who is off-task or disrupting others. Oral redirections can include: questioning to re-direct a student, use of humour to manage behaviour or calling a student's name.	The teacher notices Sarah talking to a friend and says, "Sarah, listening thanks." A teacher asks a student who is disrupting others, "what are you supposed to be doing now?" "Get back on task, thanks Mark."
Giving a choice	Giving a choice provides the student, or group, with information about the teacher's expectations and possible consequences of the choice. It puts the responsibility onto the student.	"Steven, the choices are: move over here near the window and you will be able to join us, or stay there on your own. Make your choice now." "Mia, continue with your work or you will have to see me at the end of the lesson."

Follow Through – Certainty, Severity, Celerity

Following through is resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is disturbing the learning environment. This skill models assertive teacher behaviour and establishes that the teacher is serious about their expectations and the possible consequences of inappropriate behaviour.

The certainty of follow through is what matters most. Celerity refers to the immediacy of the follow through. The severity of the follow through is dependent on the behaviour. Follow through is determined in alignment with the teacher's established classroom expectations and possible consequences, the College's Code of Conduct and the Student Behaviour Support Plan.

Examples of follow through include:

- Moving a student in the room
- Sitting out an activity/missing a turn/losing a privilege
- Speaking with a student/s at the end of the lesson
- Contacting parents/carers
- Keeping a student back after class*
- Time in a buddy classroom (pre-organised through a Pastoral Leader)**
- Detention*
- Arranging a meeting with parents and or the student
- Sending a Student From the Classroom Process (must be followed)
- Referring a student to the Curriculum Leader or Pastoral Leader

Least intrusive



Most intrusive

*It is important to note that Clairvaux MacKillop College distinguishes between keeping a student back after class as a consequence and a formal detention. Teachers who have established class rules and consequences may keep a student behind after class at morning tea or lunch as a consequence if they need to speak with the student or if the student has work to finish that they chose not to complete during class time.

Keeping a student back at morning tea or lunch is different to a formal detention. A formal detention is issued by a Pastoral Leader or member of the College Leadership Team in response to unproductive behaviours. A reflective conversation will occur with the student about their behaviour and why they are receiving detention/s as a consequence.

When a teacher keeps a student back at morning tea or lunch, the following principles must be considered:

- The student's welfare needs are addressed. For example, the student is given appropriate time within that break to access food, drink and toileting facilities;
- The response is a logical consequence for the behaviour of that student (e.g. the student chose not to complete work during class and was given a warning/choice and staying back at lunch is an established consequence);
- The response is recorded on Engage

**Time in a buddy classroom is an example of a consequence or follow through that gives the teacher, other students, and the student engaging in unproductive behaviours time away from the class. It is hoped that by spending some time in a different class, the student

engaging in unproductive behaviour is able to reflect on their behaviour and the impact they have on the learning of others. The teacher will engage the student in reflective, re-entry questions before returning to class, and make clear the classroom expectations (this could include re-stating or re-teaching appropriate behaviours).

Time in a buddy classroom must be arranged through a Pastoral Leader who will establish:

- an appropriate and suitable alternative classroom giving thought to subject area, class size, the classroom management style of the teacher, and the year level of the alternative class;
- communication with teachers about the arrangement;

Tier 1 Universal Supports: Consistent Expectations in Every CMC Learning Space

When students are given clear routines and guidelines, they are more likely to display appropriate behaviour (Horner, et al., 2005). Therefore, classrooms should be built on ensuring predictability and structure (Harlacher, 2015, p.11).

Effective classroom management begins before students enter the classroom. As a College, we believe that consistent practices for the entry and exit of students, and during the lesson, contributes to familiarity of expectations.

These expectations must be consistent across our College. These expectations are applied in every learning context, forming productive and consistent learning and teaching practice for students and teachers. We do recognise that some classes or learning spaces will be different (e.g. a practical HPE lesson).

Classroom Entry Expectations:

1. Students line up outside the classroom
2. Students enter the classroom on teacher instruction and stand behind their desk
3. Greeting by the teacher (e.g. "Good Afternoon, Year 8")
4. The teacher communicates a prepared learning intention and success criteria

During the Lesson:

1. Students who are late to class knock, wait and are greeted positively by the teacher. Follow up conversation about why the student is late should occur at some point
2. The teacher will sign a student's diary to approve them leaving the classroom (Note: only one student should be sent to the bathroom/for a drink at a time)
3. Students are encouraged to bring a water bottle to class. No other food or drink is permitted.

Classroom Exit Expectations:

1. On teacher instruction, students push their chair in, rubbish is cleaned and the board is cleared
2. The teacher addresses students/the class with a parting formality
3. The teacher dismisses students when the bell chimes, not before
4. Students leave room under teacher instruction in an orderly manner

Appendix D: Process and Definitions of Very Unsafe or Abusive Behaviour

There are occasions where the behaviour of a student/s necessitates immediate intervention. On the rare occasion where a student displays or engages in very unsafe or abusive behaviour, the process for *Sending a Student from the Classroom* can be enacted.

Very Unsafe Behaviour

Very unsafe behaviour jeopardises or violates the safety of the individual student, other student/s or the teacher. It is typically alarming and concerning behaviour that requires immediate intervention to ensure the safety of others or the student engaging in the unsafe behaviour.

Very Unsafe Behaviour*	Unsafe Behaviour To Be Managed by Teacher**
Throwing a chair across the room or at others	A student pulls a chair out from someone as they sit down
Dangerous and inappropriate use of chemicals	Flicking water
Purposefully igniting a fire	Playing with matches
Threatening to use or using equipment on others in a serious manner e.g. knife, chisel	Inappropriate use of equipment e.g. digging/scratching a chisel into a bench
Complete disregard for the established safety expectations that poses a threat to the safety of others e.g., throwing a javelin in the direction of a group of people	Removal of safety equipment (e.g. glasses)

Abusive Behaviour

Abuse is any action or behaviour that intentionally harms or injures another person and requires immediate intervention to avoid further abuse or escalation. It can include verbal abuse (e.g., yelling, name-calling, offensive language), emotional abuse (e.g. threats) and physical abuse (e.g., pushing, shoving, hitting).

Abusive Behaviour*	Behaviour To Be Managed by Teacher**
Aggressive or hostile swearing at a teacher or student/s	Argumentative behaviour

Aggressive body language e.g., a student squaring up/wanting to fight another student	Defiance or disrespect
Yelling e.g., offensive language, threats, inappropriate remarks	Swearing under breath about a situation or indistinguishable swearing/comments

*The examples provided are not exhaustive but serve as a guide to understanding the nature of unsafe or abusive behaviour that would warrant a student leaving the classroom.

**The examples provided would still require follow up and intervention by the Classroom Teacher.

Expectations when sending a student from the classroom:

1. The classroom teacher enters the incident on Engage at the earliest possible moment (e.g. the next break). A detailed and objective (non emotive) incident note is included - Record of Incident (ROI)
2. A student cannot be sent from the classroom without a Pastoral Leader, AP Student Wellbeing, DP or Office being informed (Note: The Office is the final option when phoning).
3. **If** a restorative meeting is required, the teacher works collaboratively with the Pastoral Leader or AP Student Wellbeing to ensure the meeting occurs in a timely, calm and professional manner, when and if the student can engage in this process effectively. For example if the parties are still heightened the success of the meeting is jeopardised.

Sending a Student from the Classroom for Very Unsafe or Abusive Behaviour

In situations where a student is aggressive or angry – whether that is directed at another student, the teacher or themselves – it is important to keep the following principles in mind.

Be Unshockable

Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response, so it is predictable, calm and empathetic (Dix, 2017, p. 141)

When working with teenagers who struggle to follow the rules it is really important that you become unshockable. Your alarm in response to their behaviour tells them things that you probably don't want to communicate: that you're anxious, that they control your emotions, that you're judging them.

Even if the conversation or behaviour is confronting, practice stoicism. Listen, control your face and work out your next move. Exaggerated emotional responses by the teacher must be subdued. You will have little success of calming the angry/wall-punching/swearing student if you are yelling or expressing anger yourself.

Angry children follow people first, then they follow rules (Dix, 2017, pp.143-147).

Avoid Power plays

For a small percentage of adolescents, a full-on confrontation is an adrenaline fuelled challenge that excites, empowers and builds reputation. It is something to be sought out, provoked and initiated, often through starting a power play. A power play is a simple argument that has a predictable pattern.

“Do this...”
“No”
“Do it now”
“NO!”
“DOOO ITTTTTT!”

Escalation

If you are alert to the power play it is easy to divert, avoid or redirect (Dix, 2017, p. 143).

Six ways to redirect a power play:

- I understand...(that you are angry/upset/frustrated)
- I need you to...(come with me so that we can resolve this)
- Maybe you are right...(I might need to speak with him/her as well)
- Be that as it may...(I still need you to...)
- I hear you...(it's not easy but I know that you can re-focus on your work)

I'll deal with that (student/behaviour/issue) when I'm ready.

Ignore the Secondary Behaviour

Students engage in secondary behaviours to push your buttons and get a response, preferably a heightened or emotional response from the teacher. It might look like a student slamming the door after he/she is directed to leave the room, mimicking the teacher, or making an offensive personal comment directed at you.

Resist the temptation to address the secondary behaviour in the moment. Follow up will be required, but after the student has de-escalated and can reflect on the situation. Your calm and considered response will be noticed by the rest of the class.

After the student has left the classroom, you could address the class:

“Peter's behaviour today was unsafe/abusive and disruptive to our learning. That kind of behaviour is unacceptable. I will follow up with him later. We can now continue with our learning. I need you to (take out your books/write the learning intention...)”

Use a Scripted Intervention

Predictable, consistent, scripted interventions allow everyone to work through difficult moments while retaining dignity (Dix, 2017, p.142). Microscripts are a good start, but experienced teachers know that beyond the craft of selecting the right words lies skilfulness in tone, physical approach and inflection.

- Position yourself at the student's eye level (not looking down on them), preferably next to them rather than in front.
- Deliver sanctions privately and calmly. The strategy or Essential Skill that you're

aiming for is individual close talk.

- Repeat the instruction if necessary.
- After the instruction is provided, walk away and allow 10 seconds of take up time.

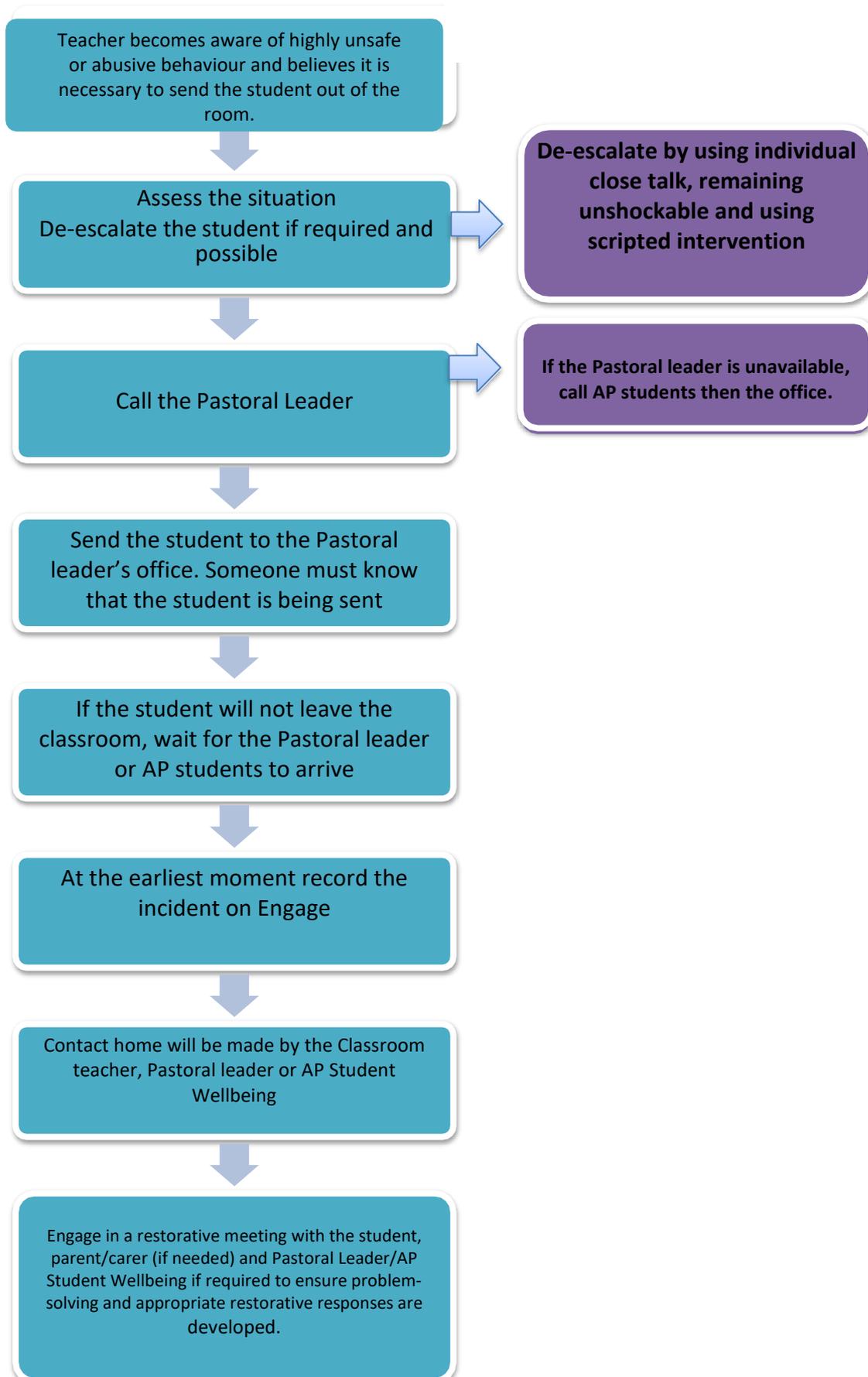
"Student, it's not like you to...(kick others/abuse a teacher/threaten). Your behaviour is disruptive and dangerous/abusive. I need you to leave the classroom now and move to Mr/Mrs/Ms Pastoral Leader's Office. Thanks." Walk away and allow take up time.

"Bruce, I need to talk with you outside now, thanks... I like you but I don't like your behaviour today. It is disruptive and unsafe/abusive. You need to collect your equipment and move to your Pastoral Leader's Office. We can speak about your behaviour once you have had time to calm. Head off now, thanks."

A microscript isn't a magic bullet but it does allow you to stay more in control in an escalated situation.



Process for Sending a Student from the Classroom for Very Unsafe or Abusive behaviour



Appendix D – Hands Off Rule

Every student has the right to feel safe at school. Students also need their personal space respected by others so that healthy and right relationships can form. Therefore, the College adopts a 'hands off' rule that is emphasised and reinforced regularly to students.

The 'hands off' rule refers to deliberate physical contact between students and staff members. Students are not permitted to touch each other or members of staff.

The physical contact may be playful, encouraged or aggressive and unwanted; however, all forms of deliberate physical contact are not allowed to ensure everyone's right to feel safe is maintained at this College. Minor physical contact between students (such as play fighting) can quickly escalate and become problematic for a range of reasons.

Games or play that support physical contact (e.g. tackle football) are unsafe and consequently are not permitted.

We are mindful that a few exceptions apply to this rule. These include:

- a) A student requiring medical attention or support from another student or member of staff;
- b) Engagement in contact sport under the supervision of a teacher in supervised conditions;
- c) Welcomed or invited forms of appropriate praise or encouragement from others (e.g. a high five)



Appendix E –Uniform Policy

Clairvaux MacKillop College has a uniform code and expects all students to wear their College uniform with pride. Our expectations are:

1. The full and correct uniform is to be worn between home and school at all times.
2. Uniforms are to be clean, pressed and in good condition.
3. All items of uniform should be clearly and permanently marked with the student's name.
4. School shoes should be clean and polished.
5. Students who would like to request adjustments for cultural or religious reasons, are welcome to do so with prior approval of the principal.

If there is a genuine reason for a student not wearing the full and correct school uniform this should be noted by a parent/guardian in the diary and contact made with the relevant Homeroom Teacher or Pastoral Leader.

Hats

The College formal hat must be worn to and from school, and during the day when moving around the College and during breaks.

The College sport hat or cap is to be worn when students are playing sport or during HPE lessons.

Hair

- Hair is to be of conservative style
- Hair is to be clean, neatly styled and not on the student's face
- Hair beyond the collar should be tied back -0 half up half down is acceptable
- Hair is to be of a natural colour
- Extremes of hairstyle are not permitted, including rats tails and mullets
- Closely shaved hair (blade one or two) is not permitted
- Hair ribbons are to be in the College colours (maroon and white); other hair fasteners are to be unobtrusive.

Facial Hair

Students are to be cleanly shaven and not present to school or College events with facial hair.

College Bag

A College bag is to be used.

Make-Up

Sun safety is important in Australia. Students are encouraged to wear traditional sunscreen for sun safety. A fine and natural coverage of tinted moisturizer/sunscreen or a mineral foundation with high SPF is permitted.

Students are not to wear any other type of makeup including: eyelash extensions, mascara, eyeliner, eyeshadow, blush, lipstick or highlighter.

Jewellery

The following jewellery items are permitted:

- A Christian religious symbol on a chain – both symbol and chain are to be conservative.
- Students may wear one pair of earrings in the earlobe only. Plain sleepers or small studs less than 5 millimetres in diameter that are safety compliant and in gold or silver are permitted.
- Clear retainer/studs may be worn

The following items are **NOT** permitted to be worn:

- All other jewellery or fashion accessories
- Nail polish, shellac and coloured acrylic nails
- Facial piercings
- Eyelash extensions
- Stick-on lashes
- Tattoos

Formal Uniform

Girls	Boys
<ul style="list-style-type: none"> • College maroon skirt/long pants • College blouse with College tie and College badge • College socks or maroon stockings • Traditional formal black, lace-up leather shoes. Shoes are to be kept clean and polished. Lifestyle shoes are not to be worn. • College formal hat • College Blazer 	<ul style="list-style-type: none"> • College grey shorts or long pants • College shirts with College tie and College badge • Black leather belt with a conservative buckle • College socks • Traditional formal black, lace-up leather shoes. Shoes are to be kept clean and polished. Lifestyle shoes are not to be worn. • College formal hat • College Blazer

Winter Uniform Items

Girls	Boys
<p>During cooler weather, when girls wear the formal uniform, they have the option to wear the following items:</p> <ul style="list-style-type: none"> • College maroon stockings • College scarf • College blazer • College jumper by itself: only acceptable after home room 	<p>During cooler weather, when boys wear the formal uniform, they have the option to wear the following items:</p> <ul style="list-style-type: none"> • College trousers • College scarf • College blazer • College jumper by itself: only acceptable after home room

Wearing of the Winter Uniform

College Blazers are an expected part of our winter uniform. All students are expected to wear their blazer to school in the winter terms, Terms 2 and 3.

- All students will be expected to be in their blazers for:
 - Homeroom uniform checking (Term 2-3 only)
 - All full College assemblies – 3 per term (Term 2-3 only)
 - All school excursions with formal uniform (Term 2-3 only)
 - Any awards ceremonies where formal uniform is required (**Term 2-4 only**)
- After homeroom, students may **choose** to continue to wear the blazer or the College approved jumper or both.

Additional points of information:

Uniform Variations

Some students are eligible to wear variations on the above uniform schedule. This occurs only with the prior formal approval of the College.

Sports Uniform

Girls	Boys
<ul style="list-style-type: none">• College sports shorts or skorts• College sports shirt• College sports socks• College sports hat• Lace-up jogger style sports shoe	<ul style="list-style-type: none">• College maroon sports shorts• College sports shirt• College sports socks• College sports hat• Lace-up jogger style sports shoe
<ul style="list-style-type: none">• Other sport team kits are not acceptable	<ul style="list-style-type: none">• Other sport team kits are not acceptable

Wearing of the Sports Uniform

Students are permitted to wear their sports uniform each Thursday throughout the year. If Health and Physical Education lessons are timetabled on a day other than Thursday, students are to wear the formal uniform. Students are to change into their sport uniform prior to the lesson then at the end of the lesson, change into their formal uniform.

Winter Sport Uniform Options

Tracksuit

The College tracksuit is optional to wear as a sports uniform item. Tracksuit items cannot be worn with the formal uniform.

College Sports Jackets

Students only may wear the College sports jacket with their sport uniform. Sport Team Jackets can only be worn with the College Sport Uniform.



Boys Uniform Years 7-8 Girls Uniform Years 7-8



Boys Uniform Years 9-10 Girls Uniform Years 9-10



Boys Uniform Senior Girls Uniform Senior



Sports Uniform options with hat