St Stephen's Catholic College

Whole School Behaviour Support Plan

EFFECTIVE DATE:	May, 2024
FULL REVIEW DATE:	August, 2025

Purpose

St Stephen's Catholic College is committed to providing a safe, inclusive, and respectful learning environment for all students, staff, parents, and visitors.

This Whole School Behaviour Support Plan describes the staff responsibilities and processes we use in our school to promote an effective research-based approach to developing and maintaining positive student behaviour.

The purpose of this plan is to facilitate high levels of student engagement across the school, ensuring that successful learning outcomes are maximised and that our students are enabled to participate fully and experience success.

School Mission and Vision

Mission Statement

St Stephen's Catholic College is a community which strives to create a sense of family.
The College fosters a harmonious, safe and nurturing learning environment that supports students in developing respect, responsibility and confidence.
Students are encouraged to become independent, life-long learners capable of adapting to a rapidly changing and increasingly technological world.
We seek to develop compassionate, whole people who are morally autonomous and have an awareness of God's presence.
Students are encouraged to build successful relationships, communicate effectively, and achieve their personal best.
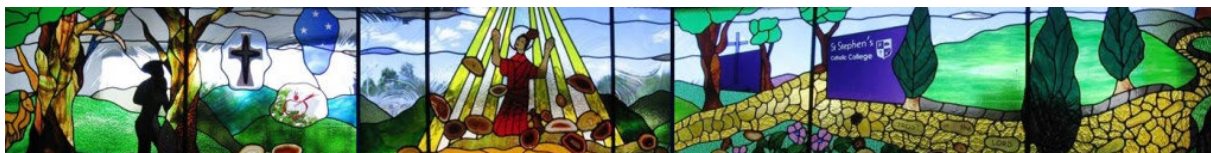
Strategic Directions 2022 – 2025 Purpose

To provide inclusive, faith-based quality education to produce compassionate people who can make the world a better place.

Encounter Framework at SSCC

"Here we stand to serve the many in the faith we're called towards…"

The College Patron, St Stephen, offers us a guide to following in Christ's footsteps. Inspired by Stephen's actions and witness, we aspire to live out the values of **faith**, **service,** and **courage** in all that we do.

FAITH

Having faith means having complete trust and confidence in something. Having faith in others requires us to trust that each person is inherently good and made in the image and likeness of God. We embrace each person's individual gifts, talents, wisdom and capabilities rt and challenge each other to meet our full human potential.

Our shared faith calls us to have an awareness of God's presence and give ourselves to the fullness of life. It is the strength we need to overcome uncertainty, indifference, or desire for control.
St Stephen showed great faith in God even to the point of his death. His witness shows us that having faith doesn't mean that you will have no worries or won't make mistakes, but we can surrender our anxieties to God and to each other.

In our aspiration to live with faith, we ask ourselves:
- *Who do I find it difficult to see the good in?*
- *What unhelpful worries am I holding on to?*

SERVICE

St Stephen was appointed as the first deacon to serve his community by helping those in need. We are also called to be people of service in demonstrating generosity, working for social justice and being stewards of our environment.

Pitching in to work when people need a hand is St Stephen's way. We do this by saying our service mantra, "How can I help?" to show support within our college community. It helps us to become more like St Stephen as when we say it, and we are offering our time and energy to serve others without any expectation of reward.

In our aspiration to be people of service, we ask ourselves:
- *Do I offer my assistance to others with no expectation of reward?*
- *Am I generous with my time and energy?*

COURAGE

St Stephen's courage in the face of danger reminds us that we will be called upon to do hard things on occasion. Living courageously requires us to use our voice and agency to stand up for what is right and persevere in times of hardship. We also aspire to be true to ourselves and our values, take risks, give our best and bravely ask for help we need it. Sometimes we fail and are embarrassed or hurt but following St Stephen means we give our best the next time too.

In our aspiration to live courageously, we ask ourselves:
- *Whose voices are not heard in our school?*
- *How am I letting myself be held back by fear?*

Our School Context

St Stephen's is a co-educational Catholic College offering quality and inclusive catholic education for students in years 7 to 12 from across the Atherton Tablelands and to Mossman in the north.

St Stephen's approach to learning is student centred and encourages students to be responsible for their learning to achieve their personal best in a supportive environment with high expectations.

St Stephen's teaching staff provide excellent opportunities for students to use twenty-first century learning practices in conjunction with the laptop program. Our extensive curriculum offerings cover both academic and vocational courses of study on-site. In years 11 and 12, St Stephen's offers learning opportunities that suit the individual student, whether they be vocational school-based apprenticeships and traineeships, academic subjects for university entry or a mixture of both. The College caters to a wide range of student learners and broad interests to ensure quality post-school options.

St Stephen's uses Restorative Practices as a way of developing relationships and dealing with behaviour management. Our aim is to create a strong school culture, build effective relationships, resolve conflict, and improve student behaviour.

The College's extra-curricular program offers to learn beyond the classroom to complement classroom-based learning with programs and opportunities in sports, camps, retreats, and cultural pursuits such as school band, choir, instrumental music, and drama.

Consultation and Review Process

St Stephen's Catholic College has a consultative process with the school community. Consultation occurred through meetings of staff, with the Parent Advisory Group, our College Board, the College Pastoral Team, and the Curriculum Team. St Stephen's Catholic College will distribute the draft plan for comment and review as required.

SECTION A: Our Student Behaviour Support Systems

Student Code of Behaviour

At St Stephen's Catholic College, students embrace the culture by:

❖ Respecting the religious ethos of St Stephen's Catholic College and the College's Mission Statement

❖ Respecting all members of St Stephen's College community – staff, students, and visitors

❖ Engaging actively in learning and all school activities

❖ Being stewards of our environment.

Our Beliefs About Student Behaviour

Teaching, learning, and student behaviour centre around supporting and responding to students by reinforcing the core values of relationships, responsibility, accountability, and community.

At St Stephen's Catholic College, we believe:
1. The College follows the footsteps of the Patron, St Stephen, as a guide to following Christ's path. *Faith*, *Service*, and *Courage* underpin everything we do.
2. Behaviour is a learning process where positive learning behaviours are taught as part of the curriculum.
3. There must be a harmonious, safe, consistent, and nurturing classroom environment where students and teachers help develop and grow respectful, positive relationships.
4. The College has high standards for each student, who is expected to achieve their personal best given the right time and the right support.
5. The College has high standards for each teacher, who is expected to lead by example with a growth mindset to model expected behaviour. Teachers will teach and facilitate student learning and behaviour by building and strengthening relationships.
6. The College endorses a restorative approach to helping young people grow and develop, which includes effective positive relationships, conflict resolution, and improved student behaviour outcomes.

Every member of the community is important and contributes greatly. Each person's actions affect the health of the community.

Our Whole-School Approach: Restorative Practices approach works together with a Multi-tiered System of Support (MTSS)

What is a Multi-tiered System of Support?

MTSS is a framework (Diagram 1) for schools that use a systematic approach to positive behaviour support for all students. Implementing the framework around the Restorative Practices principles aims to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is the explicit teaching of behaviours that assist students in accessing 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.

Continuum of Support and Key Features

An important component of the Restorative Practice approach with MTSS along a continuum of behavioural supports (Diagram 2). Like academic instruction, this continuum acknowledges that students will need differing behavioural interventions and supports to succeed at the College. Within the continuum, there are three levels of support.
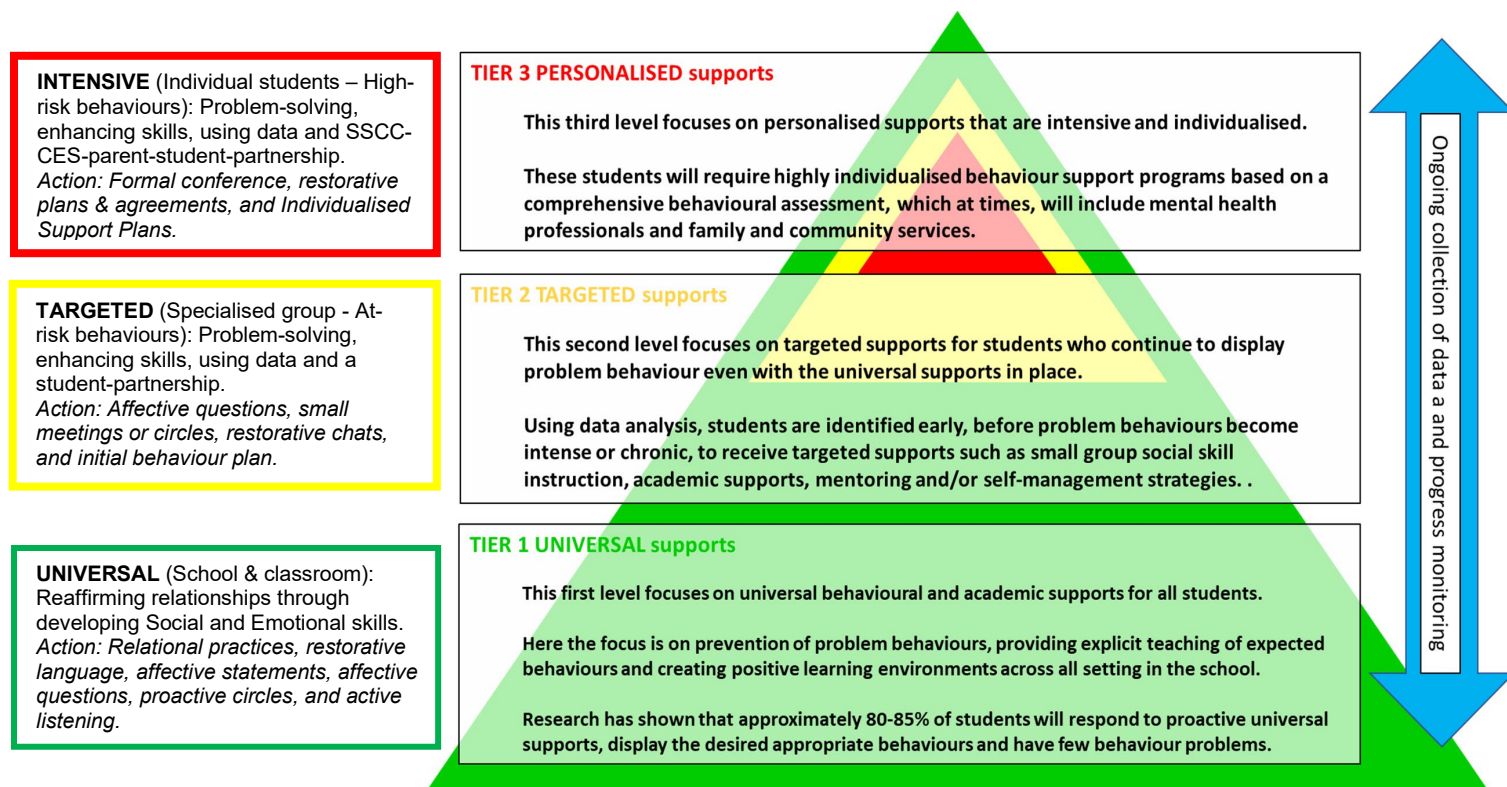
INTENSIVE (Individual students – High-risk behaviours): Problem-solving, enhancing skills, using data and SSCC-CES-parent-student-partnership.
Action: Formal conference, restorative plans & agreements, and Individualised Support Plans.

TARGETED (Specialised group - At-risk behaviours): Problem-solving, enhancing skills, using data and a student-partnership.
Action: Affective questions, small meetings or circles, restorative chats, and initial behaviour plan.

UNIVERSAL (School & classroom): Reaffirming relationships through developing Social and Emotional skills.
Action: Relational practices, restorative language, affective statements, affective questions, proactive circles, and active listening.

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.

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. .

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 setting 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.

Ongoing collection of data a and progress monitoring

Diagram 2: Multi-Tiered Systems of Support (MTSS)

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

1. Student Behaviour Support Leadership & Professional Learning for School Staff

St Stephen's Catholic College operates Pastoral and Curriculum teams that work collaboratively to support student engagement and learning.

Curriculum Team
Deputy Principal
Middle Leaders Curriculum, Student Diversity Middle Leader, Case Managers. Each curriculum area has a middle leader and collaborates with the subject teachers.

Pastoral Team
Assistant Principal Students
Middle Leader Pastoral - House. There are four Heads of House (MLP-H), and each one pastorally cares for all students of one pastoral house (Augustine, Deacon, McAuley and Muluridji).
College Guidance Counsellors, Home Form Teachers

Student Diversity
Middle Leader Student Diversity, Guidance Counsellors, Case Managers, Learning Support Officers, and the Indigenous Liaison Officer work across both Pastoral and Curriculum teams.
  St Stephen's Catholic College staff work within each level of Support.

Note: On occasions, staff may be required to assist across the different levels of support.

Curriculum Team

Deputy Principal
The Middle Leaders Curriculum includes Middle Leader Curriculum - Student Diversity.

Each curriculum area has a middle leader and collaborates with the subject teachers and the pastoral team as required.

Pastoral Team

Assistant Principal Students
Middle Leader Pastoral - House. There are four Heads of House (MLP-H)

Each MLP-H pastorally cares for all students of one pastoral house (Augustine, Deacon, McAuley and Muluridji) and Home Form Teachers.

Student Diversity and Guidance Counsellors

Middle Leader Curriculum - Student Diversity (works with both Curriculum and Pastoral), Guidance Counsellors, Case Managers, Diverse Learning Team, and the Indigenous Liaison Officer, and School Officers.

Professional learning

At St Stephen's Catholic College, staff will engage in regular professional learning with the Middle Leader Pastoral–House and Middle Leader Curriculum during professional learning time. External providers will provide professional development during the whole staff professional learning sessions.

SECTION B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations for all staff and students are based on our College values of Faith, Service and Courage and grow out of our Mission Statement. Students are expected to develop successful relationships, effective communication skills, respect, responsibility, confidence, compassion, and awareness of God's presence. This is evident in our Student Engagement Plan as teachers work up and down the continuum as needed and by following the operating domains.

Operating Domains
Or the Social Discipline Window

	Low ← FAIR → High	
High (FIRM)	**TO** Punitive Authoritarian Stigmatising	**WITH** Relational Authoritative Respectful
Low	**NOT** Neglectful Indifferent Passive	**FOR** Permissive Protective Easy/undemanding

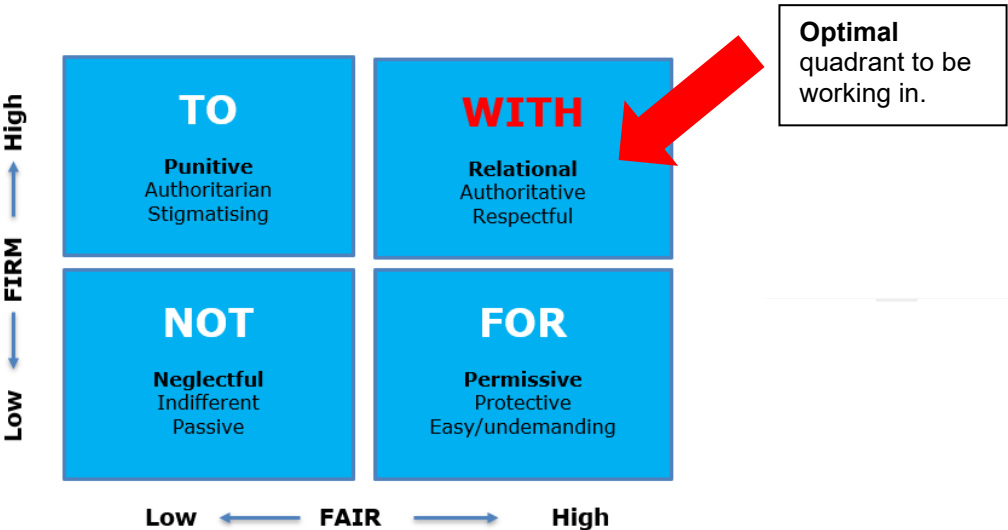Optimal quadrant to be working in.

Figure 1

(Voigt, 2020)

Restorative practice is about reflecting adequately and "is a philosophy, accompanied by a set of practices, that endeavours to develop a balance between discipline that encompasses clear expectations, limits the need for punitive consequences but supports and nurtures the student" (Harney, 2005, p.15).

The above diagram is used as part of this approach to support teachers in reflecting on the best method for dealing with student behaviour. The simple quadrant (see Figure 1), called the Operating Domain (also known as the Social Discipline Window), assists the teacher in reflecting on being both firm and fair. Figure 1 is designed to balance a high level of control with a high level of support and encouragement. Restorative Practice is effective relationships, resolving conflicts, and improving student behaviour are the central focus of restorative practice.

"Goal is to establish a high-level balance between the firm and fair axes of the model without compromising one for the other" (Voigt, 2020, p.1)

SECTION B.1: Our Student Behaviour Support Practices

1. Focus: Teaching Expected Behaviour

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

2. Feedback: Encouraging Productive Behaviours for Learning

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 a way to move their learning forward and make progress in their learning and managing behaviour.

Our school encourages and motivates students as they are learning the expected behaviours and then to maintain those skills and dispositions as they become more fluent with their use. 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:
- the use of affective language and building student empathy,
- embedded the basic Restorative tenants,
- focus on RELATIONSHIPS & HARM in response to all conflict and tension.

The subject teacher and home form teacher manage classroom practices. School practices that encourage expected behaviours are managed by the Middle Leaders both in Pastoral and Curriculum areas with support from Senior Leadership. In 2023, Social and Emotional Learning lessons will target the needs of each cohort and be managed and delivered by the Middle Leader Pastoral – House in years 7 – 9.

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
College Culture includes standard practices. Following the pillars of St Stephen's Students' Code of Behaviour by embracing St Stephen's College culture by • respecting the religious ethos of St Stephen's Catholic College and the College's Mission Statement, • respect all members of St Stephen's College community – staff, students, and visitors, • actively engage in learning and all school activities, • being stewards of our environments	Teachers and students embrace the St Stephen's College culture. Build strong & authentic relationships. Provide clear and consistent expectations. Be professional in practice in a fair and consistent manner. Standard arrival and dismissal at class: • Line up outside the classroom away from the wall with uniform and equipment • Forward in the room in an orderly manner • Stand behind a desk for morning/afternoon greeting • Teacher indicates time to pack up • Standard dismissal from class

Multi-tiered System of Support

Tier 1: Universal Supports

These are the core academic and behaviour instruction with supports and authentic relationships that are designed and differentiated for all students in all settings. Clear and explicit Instructions are the key components of universal support. Students receive high-quality, evidence-based instruction. Academic and behavioural instruction and support are designed and differentiated for all students. The delivery of high-quality instruction to all students with the expectation of meeting grade-level standards and preparing them for the future.

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

Social skilling through Guidance Counsellor intervention and support from the Middle Leader Pastoral–House on a regular basis, working individually regarding the 'Zones of Regulation' program and other techniques. Particular programs are arranged to support targeted groups with students who require additional practice and feedback on their behaviour and facilitated by the teacher or Guidance Counsellor as required (e.g 'Rock and Water').

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 Restorative Practices within the MTSS-E.
Personalised supports currently on offer at the school include:
- Diverse Learning Team case management – planning and implementation of individualised support plans and monitoring data
- Guidance Counsellor and School Counsellor support services
- Individual Behaviour Support Plan
- Safety and Support Plan
  Partnerships with outside support agencies and specialists, including medical specialists and CES practitioners.

TIER 1 – UNIVERSAL (School & Classroom)

Teacher-led responses (before ML involvement)

Type of student behaviour: Not meeting college/classroom expectations, not seriously harming others, briefly interrupting learning, and requiring redirection or correction (e.g. removal from an activity for a short period).

Recommended Steps from 1 to 4 before involving the MLs
1. **Speak with the student:** Discuss the behaviour and reiterate college/classroom expectations.
2. **Implement a classroom strategy:** Discuss with the student ways to prevent recurrence.
3. **Apply a teacher-led consequence:** Clearly explain a fair and reasonable consequence (e.g. 5-minute classroom clean-up or litter duty at recess).
4. **Contact home:** Inform parents of the behaviour and how it has been managed. *(Upload the conversation to ENGAGE.)*
5. **Check for curriculum-related issues:** Consult with MLP-H / MLC or SD / Case Manager to work out if the behaviour may be curriculum-related.
6. **Log the incident on ENGAGE:** Record what happened and the actions taken. Use the tag: #MLP support required or #No MLP support required in the outline

Teacher and ML respond

Type of student behaviour: A clear pattern of behaviour is evident. Previous steps have been taken, but the student is not responding. The behaviour impacts the teacher's ability to continue instruction.

Recommended Steps #2
1. **Log the incident on ENGAGE:** Record what happened, and the actions taken. Use the tag: #MLP support required.
2. **Teacher and relevant ML meeting:** Discuss strategies and consequences to be implemented.
3. **MLP-H apply the consequence:** May include SSG at recess 2, removal from recess (1 and/or 2), or community service at recess.
4. **Meet with the student and ML:** Discuss improvements and implement new strategies.
5. **Contact home:** Inform parents of the situation and next steps. *(Upload the conversation to ENGAGE.)*
6. **Log follow-up on ENGAGE:** Ensure the incident and actions taken are clearly documented.

TIER 2 – TARGETED (Specialised Group – At-Risk Behaviours)

ML & SL respond with Teacher involvement.

Type of student behaviour: The behaviour significantly disrupts instruction and/or puts the student, peers, or staff at risk. Requires additional follow-up or intervention by another staff member.

Recommended Steps
1. **ML meet with the relevant teacher/staff member:** Discuss the incident.
2. **Contact parent:** ML/SL contact home. *(Upload the conversation to ENGAGE.)*
3. **Hold a care-team meeting:** Refer the student to the Diverse Learning Team or Guidance Counsellor.
4. **Implement strategies:** Student engages with strategies developed by the care team.
   o *Note: May include MLP-H/GC check-ins and/or an initial Behaviour Plan.*
5. **ML or SL meet with the student:** Discuss improvements and implement strategies.
6. **Contact home:** Inform parents of actions taken and next steps. *(Upload the conversation to ENGAGE.)*

Note: Tiered consequences may be applied if behaviour continues (e.g. privilege removal, parent meetings, withdrawal).

TIER 3 – INTENSIVE (Individual Students – High-Risk Behaviours)

SL respond with ML and CES Consultant involvement.

Type of student behaviour: The behaviour severely disrupts instruction and/or poses a risk of harm to self or others. May involve illegal actions or serious violations of others' rights. Requires senior leadership and CES consultant involvement.

Recommended Steps
1. **Review student profile:** ML/SL reviews data to inform next steps.
2. **Hold a care-team meeting:** Begin developing an Individual Behaviour Support Plan or Safety Plan with College staff. (Involve MLP-H, MLSD, GC, APS/DPC.)
3. **Contact home:** Inform parents of the situation and arrange a care-team meeting. *(Upload the conversation to ENGAGE.)*
4. **Implement initial strategies:** The student begins engaging with the support plan.
   Note: MLP-H & SL conduct initial weekly check-ins.
5. **Engage CEDC supports:** Discuss strategies and IBSP with the CEDC consultant.
6. **Develop an individualised plan:** All stakeholders contribute to the plan.
7. **Hold parent and care-team meeting:** Review and sign the individualised plan.
8. **Conduct student check-ins with SL:**
   o *10–15 minute weekly reflective meetings*
   o *Review recent behaviours and set clear goals*
   o *Apply tiered consequences as needed*
   o *Provide positive reinforcement where appropriate*
   o *Share regular updates with parents/carers*
9. **Review the individualised plan:** Conduct follow-up meetings to assess progress and adjust as needed.

3. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, students' unpredictable behaviour will still occur. Some students do not know how to execute expected behaviour or do not know appropriate behaviour well enough to use it at the suitable times. For some students, their behaviours appear to meet their needs. When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

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

Teachers respond to minor behaviours using best practices that consider: Affective language, consistency, least intrusive strategy, specific yet brief, quiet, respectful interaction with the student, and refocus class. The positive support strategies for responding to unproductive behaviours are classified under four evidence-based approaches:

Least Intrusive	**INDIRECT Instructional strategies**	Selective attending to the behaviour (ESCM 7): strategically choosing not to intervene immediately Proximity (ESCM 5): strategic placement or movement by the teacher to encourage positive behaviour. Non-verbal cue (ESCM 5): techniques include eye contact, hand gestures, and picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary. Cueing with a parallel acknowledgement (ESCM 4): uses the power of specific positive feedback (see also ESCM 6). This involves praising a student behaving student appropriately who is nearby to a student behaving inappropriately. Praise the student after the behaviour has been corrected.
	DIRECT Instructional strategies	Affective language with verbal redirection - interaction should ideally match the response to the frequency and severity of the behaviour. Redirect to the learning (use the learning task to refocus behaviour - ESCM 8)
Most Intrusive	**DIRECT strategies are used after INDIRECT strategies have been used**	Questioning to redirect A reminder of College Culture Revise behavioural expectations. Provide choice (ESCM 9) (provide a statement of two alternatives, e.g. If you are willing to engage in the lesson properly, you may return to your seat, or if you are not willing to engage in the lesson, you will go to the Student Room, and I will follow-up with you later. Removal from class (ESCM 10) – supervised time-out of the classroom in the STUDENT ROOM at Student Services, logical consequence applied. Student completes reflection & set work. MLP-H (or APS) speaks with the student and then the teacher. The teacher can be relieved by MLP-H (or APS) to have a discussion with the student during that lesson or the next lesson. The student leaves SS when the period is completed. Teacher records on ENGAGE as a MAJOR with a brief summary in OUTLINE + #consequence required or #no consequence required (S.S.G consequence recorded and administered by MLP-H). Restorative steps are outlined below
	Problem-solving	A restorative conversation with the teacher & student (& MLP-H/APS can assist with support if required) Teacher & Student work out the plan together Teacher contacts parent Serious breaches will require the following: Teacher, student & leadership conversation Teacher, student& parent meeting
	Restorative	Student apology with action Restitution/repair Restorative conversation using affective language
	De-Escalation	Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom at Student Services Serious breaches will require the following Behaviour monitoring card or Individual IBSP to manage the escalated behaviour

N.B. *Further elaboration on the examples provided above can be found in the appendix.*

4. Disciplinary Consequences / Sanctions

Major behaviours or behaviours that have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will consider the students' circumstances (as outlined on page 5).

These additional sanctions comprise:
- Recess detention.
- After-school detention
  More severe sanctions comprise:
- Suspension
- Exclusion

Suspension

A suspension is an enforced period of absence from attending St Stephens College, typically only used by the Principal when other options have been exhausted, or the student's behaviour is considered a risk to the safety or well-being of the school community
There are three types of suspension. The duration will vary according to the individual circumstances of each incident:

1 to 2 school days
3 – 10 school days
11 or more school days.

In all cases, the student and their family will be informed of the grounds on which the decision to suspend has been made. The Principal may authorise a delegate (e.g. Deputy or Assistant Principal) to communicate the Principal's decision to suspend. Notification may take place by phone to a member of the family, who will also be notified of the suspension in writing (notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful).

While a student is suspended from St Stephen's College, families have responsibility for their child and their child may not attend the College. Prior to the student's return to St Stephen's, a re-entry meeting will be organised to facilitate the student's re-engagement. Although it is not mandatory for the student or their parents to attend this re-entry meeting, it is offered as a support for the student to assist in their successful re-engagement at St Stephen's following suspension.

Exclusion

Exclusion is typically an option of last resort or in response to behaviour that severely impacts on or poses a severe risk to the safety and well-being of other students or staff.
Exclusion is the full-time withdrawal of a student's right to attend St Stephen's College and College-related functions.

A recommendation to exclude a student from the College is enacted by the Principal and submitted for approval by the CEDC Executive Director. The student and their family will be notified by letter that there will be an initial period of suspension for ten (10) school days, and that exclusion from St Stephen's College is being recommended. This letter will also outline the reasons for the proposed action.

Student Safety

The safety and wellbeing of all students is at the forefront of any decision-making. Where necessary, our school will implement strategies to ensure the College community's overall safety and wellbeing. Strategies include:

- The considered use of restrictive practices (e,g., physical interventions or environmental restrictions) when staff perceive that a student is likely to cause harm to themselves or others.
- The implementation of Lockdown procedures or otherwise removing students from situations likely to pose a safety risk.
- Debriefing opportunities to both students and staff, including but not limited to, the support provided by our School Counsellors.

PROCESS: DETENTION

1. DEFINITION

Detention is a formal sanction involving a student remaining in a specified school location during 'non-class' time (such as recess, after school or during the weekend), in order to provide an additional opportunity to be re-taught or rehearse more acceptable behaviour, or make up missed work because of ongoing unacceptable behaviour, that has not sufficiently responded to previous strategies.

2. RESPONSIBILITIES

General requirements
The school's *Whole School Behaviour Support Plan* must explain the school's contextualised detention process and reference this procedure.
Complaints must be managed under the Grievance procedure.

Roles and Responsibilities

Role	Responsibilities
Principal	Ensure the school's student detention processes are documented in the school's *Whole School Behaviour Support Plan.* Ensure the school's *Whole School Behaviour Support Plan* is available on the school website and linked to the parent portal. Regularly review detention data to inform decision-making about the effectiveness and accurate use of the detention process.
Staff	• Ensure that the use of detention is consistent with the school's detention process as detailed in the school's *Whole School Behaviour Support Plan.*

3. PROCEDURE

When to use detention
A detention is a formal sanction that Catholic Education Diocese of Cairns schools may use to address problem student behaviour. It is typically implemented when:
- the student has not modified or ceased problem behaviour despite previous strategies being utilised, or
- as a least restrictive formal sanction (i.e. not reaching the threshold for a suspension)

Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Principals make a decision about what happens in their school in consultation with their school community, and if detentions are to be part of the disciplinary consequences used in the school then this must be clearly outlined in the *Whole School Behaviour Support Plan.*

A detention will be constructive, age and developmentally appropriate. As such, it is an opportunity to either re-teach or provide instruction regarding appropriate behaviour or focus on logical consequences for the problem behaviour that led to the detention. Examples include:
- Planning and rehearsing with the student the use of expected behaviour.

- Completing/undertaking work that was missed as a logical consequence to disruptive/off-task Classroom behaviour.

Duty of care

- Schools will consider their duty of care to the student, including ensuring that families are informed of the detention that was given during the day or given adequate notice of an upcoming detention.
- If an after-school detention compromises a student's safe transport home, the detention will be postponed until alternative arrangements can be negotiated with the student's family.

Appropriate use of detention

Schools will meet the following requirements:

- Detention may be nominated by school staff teaching or member of the leadership team.

The *Whole School Behaviour Support Plan* will include details of when detentions will occur; the maximum length of detention dependent on age of student; food and toilet breaks; and which teachers are authorised by the principal to implement a detention.

The *Whole School Behaviour Support Plan* will also include the following for detentions issued for *outside of school hours*, including Saturday:

- A minimum of 24 hours' notice to parents.
- A risk assessment has been completed and a risk management plan developed.
- Parents will be notified of the proposed detention details (duration, location, reasons for detention), and their responsibility to arrange travel/supervision to and from the detention, where appropriate.
- A detention must be recorded in Engage as a *response* to the behaviour incident to inform future decision-making.
- The location of the detention is to be appropriate, with the student supervised at all times by a member of the staff.
- The student's safety and well-being needs are addressed, and the student is given appropriate access to food, drink and toileting facilities.
- The period for a detention needs to reflect the student's age and developmental stage and is proportionate to the relative severity and impact of the problem behaviour.
- If a student fails to attend a detention, this may be considered non-compliance and the principal makes a decision about the appropriate course of action (taking into account the individual circumstances of each case)
- Schools must monitor detention data and students receiving multiple detentions are to be reviewed for behaviour supports. Additionally, detention data should be collected and analysed by the school to inform decision-making about the effectiveness and accurate use of the detention process.

PROCESS: SUSPENSION

1. DEFINITION

A suspension is an enforced period of absence from attending a Catholic Education school in the Diocese of Cairns, applied by the Principal as a consequence to address inappropriate student behaviour. The use of a suspension is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is considered a risk to the safety or well-being of the school community.

2. RESPONSIBILITIES

General requirements

The school Whole School Behaviour Support Plan will outline the school's suspension processes as part of their continuum of responses and consequences for problem behaviour.

The Whole School Behaviour Support Plan will also outline:

- The positive and preventative measures and practices that exist alongside this continuum of responses and consequences, including information on the explicit teaching of expected behaviours, and opportunities for students to learn, practise and receive feedback on their learning regarding expected behaviour.
- How a student's individual circumstances are taken into account when responding to problem behaviour, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment.

Decisions about the use of a suspension for an enrolled student can only be made by a Principal (or delegate), under the Education (General Provisions) Act 2006 (Qld).

Roles and responsibilities

Role	Responsibilities
Principal (or delegate)	Ensure the school's suspension and re-entry processes are documented in the school Whole School Behaviour Support Plan.
	Ensure information on the school's approach to and use of suspension for students is made available to students, parents and guardians.
	Act as the key decision maker regarding implementing suspensions for students enrolled at the school.
	Inform the Director School Effectiveness regarding decisions to implement a suspension between 3-10 days.
	Consult with the Director School Effectiveness regarding decisions to implement a suspension of more than 10 days.
	Communicate the decision-making for the suspension and process with the student and student's Parents/Guardian when implementing suspension.
	Manage complaints about student suspensions under the Grievance Procedure.
	Ensure all suspensions are recorded in the ENGAGE Suspensions Register.
	Ensure a re-entry meeting on return to school after a suspension occurs. Re-entry meetings must be documented.
Director School Effectiveness	Provide advice to Principals regarding decisions to implement a student suspension for more than 10 days.
	Monitor frequency of suspensions to ensure compliance with the procedure and prompt a review if a student's cumulative suspension period exceeds 20 school days in a single school year.
	Assesses and responds to parent/carer appeals for suspensions between 3-10 days.

3. PROCEDURE

When to use suspension.

A suspension is an enforced period of absence from attending the Catholic Education Diocese of Cairns (CEDC) school that the student is enrolled in, applied by the Principal as a consequence to address inappropriate student behaviour. There are three types of suspension:
- 1 to 2 school days
- 3 – 10 school days
- 11 or more school days.

The use of a suspension is a very serious decision. It is typically only used by the Principal when other options have been exhausted, there are serious impacts to the good order and management of the school or the student's behaviour is so unsafe that continued attendance at the school is considered a risk to the safety and/ or wellbeing of the school community.

The purpose of a suspension is to:
- Signal that the student's behaviour poses a risk to the safety and wellbeing of themselves, other students or staff or seriously impacts on the good order and management of the school.
- Allow time to revise an existing plan or develop a plan for assisting the student to demonstrate expected behaviours on their re-entry to the school.
- Suspension cannot to be used as a disciplinary response to poor attendance.

Prior to making a decision about a suspension, the Principal should:
- Assess a student's behaviour and the level of risk it presents.
- Take into account the student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.
- Take into account the support strategies and responses (including appropriate support personnel) that have been implemented to manage the student's behaviour.

Grounds for suspending a student

A Principal may use suspension in response to behaviour that constitutes one or more of the following grounds from section .282 of the Education (General Provisions) Act 2006 (Qld):

- Disobedience
- Misbehaviour
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school.
- The student's attendance poses an unacceptable risk to the safety or wellbeing of other students or staff.
- The student is charged with a serious offence.
- The student is charged with an offence other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school whilst the charge is pending.

This entails that suspension may be utilised as an immediate option to ensure the safety and wellbeing of the student, other students, staff and other school community members, including, but not limited to, for behaviours that involve:

- Possession of alcohol or illicit substances
- Violence or threat of serious physical violence
- Concerning sexual behaviour (with the matter reported in accordance with Student Protection Processes)
- Possession of a weapon or knife
- Verbal abuse (Principals must take in account developmentally appropriate expectations).

If a student's behaviour results in a criminal charge, suspension may continue until the charge is dealt with or the Principal decides that the student may attend school. If the Principal decides that the suspension will continue until the charge is dealt with, then the school may work with the student and his or her parents/caregivers to arrange an alternative educational program.

Accountability requirements

A suspension record is to be completed in the ENGAGE Suspension Register. This includes suspensions of:
- 1 – 2 days
- 3 to 10 days
- More than 10 days.
  For a suspension of between 3 to 10 days, the Principal must:
- Inform the school's Director School Effectiveness (DSE).

For a suspension of over 10 days, the Principal must:
- Seek approval from the school's Director School Effectiveness (DSE)
- Provide appropriate access to schoolwork for the duration of the suspension.

Communicating suspension decisions

The Principal must ensure the student and their family are informed of the grounds on which the decision to suspend has been made. The Principal can authorise a Deputy or Assistant Principal to communicate the Principal's decision to suspend.

The conditions relating to the suspension should be discussed with the student and their parent/carer, and their responses taken into consideration prior to making any disciplinary decision.

Notification can take place by phone to a member of the family, who must also be notified of the suspension using the approved form (suspension letter) generated in ENGAGE. 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 using the approved form/suspension letter generated in ENGAGE, within a reasonable time.

In all cases, the written suspension notification must:
- Indicate the reasons for the suspension.
- Advise of the length of the suspension, the start date and time, and the return date.
- Request a discussion with the student and their family.
- Include details of the right to appeal of the student and family.

A student may not be sent out of school before the end of the school day without the family being notified, or, if necessary, agreement reached about arrangements for collecting the student from school. While a student is suspended from school, families have responsibility for their child and their child may not attend school. Students attending special programs, such as school-based apprenticeships or training, are *not* automatically precluded from attending their program if they are suspended.

ENGAGE

All suspensions must be documented by the Principal in the ENGAGE Suspension Register, outlining:
- The reasons for the suspension (grounds for the suspension and specific behaviours)
- Details of the re-entry meeting.
- Any additional information, attachments and notifications.

Re-entry process

Prior to the student returning to school, the Principal or authorised delegate will organise a re-entry with the student and/or the family. The main purpose of this meeting is:
- To welcome the student, with their parent/s, back to the school.
- It is not a time to review the student's behaviour or the decision to suspend, as the student has already

received a consequence through their disciplinary absence from school.

- For school staff to set the student up for future success, by discussing the return to school plan, identified goals, and follow-up evaluation.

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student.

This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. Consultation with school support staff, such as School Counsellors or First Nations Liaison Officers and CES support staff, such as Consultant Inclusive Education, Consultant Student Engagement, Occupational Therapist, Speech Language Pathologist and Psychologist may also offer important advice to ensure a successful outcome to the re-entry meeting.

A record of the meeting is saved in ENGAGE, under the Contact tab, including any notes or discussions occurring during the meeting. In circumstances where a family member is unable to attend the school in person, a telephone conference is adequate.

Although it is not mandatory for the student or their parents to attend a re-entry meeting, it is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Appeals
As part of the suspension procedure the family has the right to respond to or appeal a suspension. Any response or appeal must be submitted in writing. Appeals for suspensions that are more than 3 days should be directed to the Director School Effectiveness.

The Principal or Director School Effectiveness:
- Gathers any additional information to respond to the appeal and allows the student/family to consider this information and to provide a response within two (2) school days.
- Confirms, varies, or sets aside the original decision to suspend the student following consideration of the appeal.
- Securely retains relevant documentation as a confidential record in accordance with CEDC Retention and Disposal Schedule.

Complaints

Complaints about student suspension, including school decisions and processes, must be managed by the school under the Grievance policy and procedures.

4. REFERENCES
- Disability Discrimination Act 1992
- Education (General Provisions) Act 2006 (Qld)
- Anti-Discrimination Act 1991 (Qld)
- Student Behaviour Support policy
- Inclusive Practices policy
- Student Protection policy and processes

FLOWCHART: SUSPENSION

CONSIDER	• Principal considers whether the student's behaviour constitutes grounds for suspension.
DOCUMENT	• If the principal decides the behaviour meets the grounds for suspension, they ensure documentation in ENGAGE is completed to explain how they believe the student's behaviour meets the ground/s. • E.g. explain how the behaviour constitutes misbehaviour in line with the school's WSBSP.
DISCUSS	• Principal ensures that the student and the parent/carer are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.
DECIDE	• Principal makes the disciplinary decision to progress or suspend the suspension process, including the start and end date of suspension if relevant. • Principal informs DSE for any suspension that is between 3-10 days. • Principal consults with DSE prior to disciplinary decision making for any suspension greater than 10 days.
NOTIFY	• Principal or delegate informs the student and parent/carer of the decision to suspend, the reasons for the suspension, the date on which it will commence and if the suspension is internal or external to the school and the appeal process for suspensions or 3 or more days. • The suspension must be completed in the current school year.
ARRANGE	• Principal takes reasonable steps to ensure that parents/carers have made appropriate supervision arrangements prior to the student leaving the school grounds.
APPOINT	• Principal ensures a school staff member is appointed as the contact for the student and parent/carer while suspension is in effect and ensures the student and parent/carer are provided the contact information for this person.
ENGAGE	• Principal ensures a record for 1-10 day suspension is created in the ENGAGE Suspension Register and that the ENGAGE generated suspension letter is given to the parent/carer as soon as practicable. • Principal ensures all communications and doucmentation relating to the suspension are uploaded in the suspension register in ENGAGE.
ACCESS	• Where a suspension is 10 days or longer, the Principal ensures the student is provided appropriate access to schoolwork for the duration of the suspension.
PLAN	• In preparation for re-entry, the Principal consults with school staff and CES support staff to establish if individual support plans (including safety plan) for the student are required and/or establish timelines to review exsiting plans with the student and parent/carer.
RE-ENTRY	• Principal arranges a re-entry meeting with the student, parent/carer and relevant school staff for morning of return from suspension.

PROCESS: EXCLUSION

1. DEFINITION

Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions approved by the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Catholic Education Diocese of Cairns (CEDC) school, unless the Executive Director has specifically prohibited the student from attending all CEDC schools.

2. RESPONSIBILITIES

General requirements
The school's *Whole School Behaviour Support Plan* must detail the school's exclusion processes. Because of the serious long-term consequences for the student and the family, exclusion will be considered only as a last resort.

Schools need to be aware of and consider the legal and equity issues applying to the exclusion of students with a disability, marginalised students, and students in out-of-home care, and consult with the appropriate employees, including the Director School Effectiveness and Director Engagement Wellbeing and Learning.

The school must demonstrate that it has made efforts to identify and address the cause of the behaviour and documented range of intervention strategies that have been tried.

Families have a right to know of the processes involved in exclusion, as well as of their right to cancel the student's enrolment at the school. Where a family exercises the right to move the student to a new school prior to a decision being made in relation to the recommendation to exclude the student, the Principal (or delegate) must provide all relevant information to the new school, if there is a request to do so.

Roles and Responsibilities

Role	Responsibilities
Principal (or delegate)	Ensures the school's student exclusion processes are documented in the school's Whole School Behaviour Support Plan Ensures information on the school's approach to and use of exclusion for students is made available to students, parents and guardians e.g., parent portal or website Manage complaints about student exclusion under the Grievance policy and Grievance procedure. Consults with Director School Effectiveness and submits recommendation for exclusion to Executive Director via Director School Effectiveness.
Director School Effectiveness	Consults with the Principal Ensures they are available to meet with parent/carer if required Forwards Principal's recommendation for exclusion and their own recommendation to the Executive Director.
Executive Director	Consults with the Principal and Director School Effectiveness and Director Engagement Wellbeing and Learning (if required) Considers all information and decides if the student is to be excluded. Responds to parent/carer appeals against exclusion.

3. PROCEDURE

When to use exclusion

The purpose of exclusion is to:
1. Signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and/or well-being of other students and/or employees.
2. Remove the student from an established environment in which unacceptable behaviour patterns have become entrenched.

Accountability requirements

The Principal does not have delegated authority to exclude a student from a school. A decision to exclude from a school can only be made by the Executive Director on recommendation from the Principal, through the Director School Effectiveness.

Additionally, if a student commits a serious illegal act or a serious breach of the *Whole School Behaviour Support Plan*, the Principal may impose an immediate suspension and consult with their Director School Effectiveness to determine a recommendation for exclusion. In such a situation, the suspension will continue until such time (up to 10 days) as a decision is made in respect of the recommendation to exclude.

In cases where recommending an exclusion from a school is being considered, the gravity of the circumstance requires that emphasis be given to all aspects of procedural fairness.

Required processes

The Principal:
1. Will consult with the Director School Effectiveness throughout each step.
2. Brief the Parish Priest as needed. In a Parish School the Parish Priest should be briefed in relation to recommendations to exclude a student.
3. Place the student on suspension for a maximum period of ten (10) school days pending the outcome of the decision to exclude. This action is to be taken irrespective of any action by another agency, including the police.
4. Notify the student and the family via proposed exclusion letter that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being recommended, giving reasons for the proposed action, and allowing seven (7) school days for the student and parent/guardian to respond.
5. As part of the application for exclusion, record the student suspension in the ENGAGE suspension register and ensure all documentation and communication is recorded in ENGAGE.
6. Provide the parent/carer and student (if the student is living independently) with a copy of all the documentation on which the recommendation to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses). The Principal must remove the names or other identifying information of complainants or witnesses, while providing enough information to enable the student or parent/guardian to respond to the proposal to exclude. This consideration will be unique in each case and guidance is to be sought from the Director School Effectiveness, who will then consult with relevant personnel (e.g., Professional Standards Unit.)
7. Request a meeting with the student's parent/carer to outline the process and the reasons for the recommendation to exclude.
8. Provide the parent/carer with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present.
9. Consider any response from the student and their parent/guardian before formulating a recommendation to exclude to the Director School Effectiveness.
10. Forward the Recommendation for Exclusion form to the Executive Director via the Director School Effectiveness, detailing the reasons, the action taken to moderate the students' behaviour (where appropriate), a copy of all required documentation and any response from the student and/or family.

The Director School Effectiveness:

1. Will consult with the Principal.
2. Make themselves available for a meeting with the parent/carer, if required.
3. Consider all information provided and forward the recommendation for exclusion, together with their own recommendation and the provided documentation, to the Executive Director for determination.

The Executive Director:

1. Will consider the recommendation for exclusion and may consult with the Principal, Director School Effectiveness.
2. Provides an opportunity for the student and the student's family to meet with the Executive Director.
3. After consideration of all the information provided, makes the decision as to whether to exclude the student.

A decision for an exclusion will be made as soon as practicable following the submission reaching the Executive Director. This process may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

ENGAGE

Suspension, as part of an application for exclusion, must be recorded into the ENGAGE suspension register.

Appeals against an exclusion

An appeal against an exclusion must be submitted in writing to the Executive Director within fourteen (14) days of the decision being communicated to the student and/or the student's family.

The Executive Director refers the appeal to the Director School Effectiveness (or other delegate) to conduct the review. As part of the review process, the Director School Effectiveness gathers any additional information required to address the points raised in the appeal and if considered necessary, provides an opportunity for the family and/or student as well as the school to respond to or clarify any additional information provided in the appeal request.

Following the review of the decision to exclude, the Director School Effectiveness provides the Executive Director with relevant documents, and a recommendation as to whether the exclusion should be confirmed, amended, or set aside.

The Executive Director or delegate will then decide to either confirm, amend or set aside the decision to exclude the student.

5. **REFERENCES**
   - Education (General Provisions) Act 2006 Qld
   - *Student Behaviour Support* policy
   - *Inclusive Practices* policy
   - Student Protection Processes
   - *Restrictive Practices* Policy and Procedure
   - Disability Discrimination Act 1992
   - Anti-Discrimination Act 1991 Qld
   - Disability Standards for Education 2005
   - *Grievance* policy and procedure

FLOWCHART: EXCLUSION

CONSIDER	• Principal considers whether the students's behaviour constitutes grounds for exclusion.
RECORD	• Principal considers use of the Risk assessment_behaviour, safety and wellbeing plan prior to identifying an appropriate disciplinary response or intervention and retains a copy of the completed risk assessment in ENGAGE.
DOCUMENT	• Principal ensures documentation of how the behaviour meets grounds for exclusion in uploaded into ENGAGE, e.g. explaining how the behaviour adversely affects the good order and management of the school.
DISCUSS	• Principal ensures that the student and the parent/carer are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.
DECIDE	• Principal consults with Director School Effectiveness to make the disciplinary decision to progress or cease the proposed exclusion. • If **not satisfied** there is a ground for exclusion, the Principal may consider suspension and continue with the suspension process. • If **satisfied** there is ground for exclusion, the Principal will initiate a 10 day suspension and continue with the exclusion process.
NOTIFY	• Principal or delegate informs the students and parent/carer of the decision to propose exclusion to the Executive Director, the reasons for the proposed exclusion, the date on which the suspension will commence, the 7 day period which the student and parent/carer have to respond to the proposed exclusion, and that a final decision about the exclusion will be made by the Executive Director no later than 20 school days from the date of suspension. • Principal ensures the above is communicated in writing to the parent/carer.
ARRANGE	• Principal takes reasonable steps to ensure that parents/carers have made appropriate supervision arrangements prior to the student leaving the school grounds.
APPOINT	• Principal ensures a school staff member is appointed as the contact for the student and parent/carer while suspension is in effect and ensures the student and parent/carer are provided the contact inofrmation for this person.
ACCESS	• Principal ensures student is provided appropriate access to schoolwork for the duration of the suspension, pending a decision by the Executive Director regarding exclusion.
ENGAGE	• Principal ensures a record for 1-10 day suspension is created in the ENGAGE Suspension Register and that all communications and documentation relating to the proposed exclusion are uploaded in ENGAGE.
REFER	• Principal completes Recommenation for Exclusion Form and forwards this with supporting documents to Executive Director via Director School Effectiveness.
DETERMINE	• Executive Director considers all of the information available and determines if exclusion will progress. Executive Director informs Principal of decision no later than 20 days from date of suspension. • If the decision **is not** to exclude, the Principal ensures a re-entry meeting with the student and parent/carer occurs on the morning of return from suspension. • If the decision **is** to exclude, the Principal continues with the exclusion process.
NOTICE	• Principal informs student and parent/carer of the exclusion decision, the reasons for the exclusion and the process to appeal the decision if they choose to do so. • Principal ensures the above is communicated in writing to the parent/carer.

Bullying and Cyberbullying – Information, Prevention, and School/ College Responses

St Stephen's Catholic College uses a restorative approach to help promote positive relationships and the well-being of all students, staff, and community members.

Students who feel safe and secure are more likely to participate actively in their learning and achieve better physical, emotional, social, and educational outcomes.

Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community.

Parents who are positively engaged with their child's education to improve student's self-esteem, attendance, and behaviour at school.

Defining bullying behaviours

The agreed national definition for Australian schools describes bullying as 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.
- Involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- Happening 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).
- Having immediate, medium, and long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation, or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At St Stephen's Catholic College, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents using a restorative approach.

The following flowchart explains St Stephen's teachers' actions when they receive a report about student bullying. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

The following flowchart explains the actions St Stephen's teachers will take when they receive a report about student bullying, including bullying that may have occurred online or outside the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers

Step 1 Staff Member	- Provide a safe, quiet space to talk. - Reassure the student that you will listen to them. - Let them share their experience and feelings without interruption using the P3, P3, and F3 restorative interviewing format. - Ask the student for examples they have of the alleged bullying (e.g., notes or screenshots) - Check back with the student to ensure you have the facts correct. - Record the communication with the student on ENGAGE. - Advise the MLP– H of how the situation has been managed. - If you hold immediate concerns for the student's safety, let the student know how you will address these. [Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.] Advise the MLP-H of the IMMEDIATE concerns. The MLP-H will seek advice from the Guidance Counsellor, APS, or leadership team member.
Step 2 Staff Member and/or MLP-H	- Notify the home form teacher and MLP-H that the issue of concern is being investigated. - Using the P3, P3, and F3, gather additional information from other students and/or staff to begin the restorative approach. NOTE: if the initial incident appears to be resolved, notify parents. An example letter is below. *Dear Mr and Mrs* *There was a social misstep, and XXX was able to meet the other person and have a good restorative conversation about how to repair the harm in the relationship. XXX showed maturity and was able to be open and honest about their involvement.* *XXX demonstrated a developing understanding of the importance of working through conflict. XXX was able to use restorative practices to sort out the issue and put it to rest.* *Kind regards*
Step 3 MLP-H	If the initial report is not resolved. - The MLP-H will gather additional information from other students, staff, or family. - Review any previous reports or records for students involved. - Make sure the information contains the following aspects: *who, what, where, when, and how* - Clarify information with the student and check on their wellbeing
Step 4 APS and MLP-H	- The Assistant Principal Student will evaluate the information to determine the bullying accusation has occurred or if another matter is the issue. - Make a time to meet with the student to discuss and discuss the option of creating a Safety Support Plan - Ask the student what they believe will help address the situation. - Engage the student as part of the solution. - A Safety Plan is required. - APS meets with the student to create a S.S.P. - APS uses the CES S.S.P. template. - Finished S.S.P is checked by the student. - Provide the student and parent with information about the Safety Support Plan (via email) - Agree to the plan of action and timeline for the student, parent and yourself (signatures are required by the student, parents and Principal/APS) - Record on ENGAGE and completed documentation is uploaded. - MLP-H to monitor the student and check in regularly on their wellbeing. - As required, seek assistance from Senior Leadership Team and/or CES personnel - Relevant staff are informed. - Guidance Counsellors are informed.
Step 5 MLP-H or APS	- Check in with the student who has been bullied to review the situation. - Guidance Counsellors continue with check-ins as required. - Record notes of follow-up meetings on ENGAGE. - Discuss what has changed, improved or worsened. - Explore other options for strengthening student well-being or safety.
Follow-up MLP-H	- Continue to check in with the student who has been bullied as required or until concerns have been mitigated or as required. - Record notes of follow-up meetings on ENGAGE. - Refer the matter to specialist staff if required. - Look for opportunities to improve school well-being for all students

Note: Cyberbullying is another form of bullying. Cyberbullying that occurs outside of school hours should be reported to the police, eSafety Commissioner and the school. The Senior Leadership Team will determine the College's response in consultation with the CES Student Protection Services, Police, the student and the family involved.

Student Intervention and Support Services

St Stephen's Catholic College recognises the need to support all students involved in bullying incidents.

Students who have been subjected or witnessed to bullying have access to a range of internal support staff, including the Middle Leader Pastoral-House, Guidance Counsellor, and Student Protection contact.

Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. St Stephen's Catholic College is familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a Safety and Support Plan may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them in using more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, and referral to mental health services. As noted above, school disciplinary measures may be used to respond to the seriousness of all bullying incidents. These measures may include withdrawal from recess, College events, celebrations, suspension or exclusion.

SECTION C: Our Student Behaviour Support Data

Data-Informed Decision Making

The CES ENGAGE Student Support System is the database all CES schools are required to use to collect behavioural data for analysis and decision-making. The ENGAGE Student Support System has the capacity to record minor and major behavioural incidents so that schools can make data-informed decisions about student support. It also has the capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data. The Pastoral Team uses a reflection process on this data, Curriculum Team and Senior Leadership Team. A weekly summary of recorded minor and major behavioural incidents from ENGAGE is collated and stored on the school portal in the Pastoral folder to allow an analysis of the data, and targeted support is determined to improve student behaviour. Data is also collated and analysed from the Student Room.

- *Student removal may require targeted support for both student and teacher.*

ENGAGE is used to store conversations and other student to student, student to teacher or teacher to parent communication.

Relevant Cairns Catholic Education Policies

- CES Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Suspension Policy
- Exclusion Policy
- Inclusion Policy
- Student Behaviour Support policy

Relevant Legislation that informs CCE Policies

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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St Stephen's Catholic College

Whole School Behaviour Support Plan

APPENDIX

Appendix A - Student Code of Behaviour

Student Code of Behaviour

St Stephen's Catholic College's expectations for all staff and students are based on our College values of Faith, Service and Courage and grow out of our Mission Statement.

Students are expected to:

✧ build successful relationships,

✧ develop effective communication skills,

✧ show respect, responsibility, confidence, compassion and awareness of God's presence.

For further details, visit our website at www.sscc.qld.edu.au

At St Stephen's Catholic College, students embrace the culture by:

Respecting the religious ethos of St Stephen's Catholic College
and the College's Mission Statement.

❖

Respecting all members of St Stephen's College community
– staff, students, and visitors.

❖

Engaging actively in learning and all school activities.

❖

Being stewards of our environment.

Daily Routine

The College day operates from 8:35 am to 2:55 pm. If there is a variation to this routine, parents will be given advance warning through our regular communication channels. Formal supervision will commence at 8:15 am and conclude at 3:20 pm.

Appendix B - College Expectations #1

Student Code of Behaviour

When Absent

Your parents are asked to report your absence by 8:30 am through the MyCE Parent app. Leave from school is generally discouraged, however sometimes such leave is unavoidable or necessary. As a courtesy, parents are asked to contact the Principal to discuss the proposed leave.

General points to note:

- ✧ Year 11 and 12 students must have any leave that impacts their assessment dates approved by the Principal. Unapproved leave that impacts submission of senior assessment may result in loss of QCE points, ATAR eligibility, and/or traineeship/TAFE completion.
- ✧ Exams are to be completed upon return.
- ✧ Assignments are to be submitted by the due date as per normal procedures—may be electronic or in advance.
- ✧ It is the student's responsibility to complete their work via the online learning management system CANVAS.
- ✧ It is the student's responsibility to catch up on their return.

Camps, Excursions, Community Days and Celebration Days

Absences for official College functions, sports days and the last day of term are viewed seriously. These days are part of the educational experience of students and are important community building days, not just optional extras. Non-attendance at school events, may impact future leadership positions. Poor behaviour may impact student eligibility in representations at College events.

Chewing Gum

Chewing Gum is completely PROHIBITED on College property. It is also forbidden at any school-related activity or while students are wearing the College uniform.

Lateness

If students are going to arrive late, parents must contact the College prior to arrival. On arrival, present to Student Services with student ID card and sign in using ALLE, the digital device. Continuous lateness will incur a consequence and parents will be notified.

Library

The library caters for all students. Students are actively encouraged to borrow fiction and non-fiction books over a borrowing period of two weeks. Students will be unable to borrow until overdue books are returned to the library. Parents will be responsible for the cost of lost or damaged books.

Mobile Phones

Mobile phones are to be stored in lockers and switched off. The College will contact parents, on a student's behalf, if a call needs to be made during the school day. Similarly, messages for students may be left at Student Services. Mobile phones will be confiscated and returned to the student at the end of the school day if found being used or carried at school. Mobile phones or smart wearables are not to be connected to cellular technology until out of the school grounds and travelling home. Consequences will apply when breaches occur.

Note: Please see the Whole School Behaviour Support Plan on the College website for further details.

Appendix C - College Expectations #2

At Stephen's Catholic College, students are expected to ……….

General Expectations
- Demonstrate **FAITH, SERVICE, and COURAGE** (e.g., "How can I help?").
- Be in visible areas of the College.
- Always be respectful, especially during school events and assemblies.
- Use manners.
- Lock lockers always.
- Respect painted school areas (including inside and outside walls).
- Keep our grounds clean and tidy from rubbish.
- St Stephen's is a gum-free school! No gum.
- Leave class one at a time under the direction of the teacher and with SRB.
- SRB free from graffiti.
- Phone can only be used whilst in transit.

Eating and Breaks
- Eat during recess breaks.
- Food is to be eaten in designated eating areas (pastoral house area, not at the outdoor gym, on handball and basketball courts, ovals or in class).

Movement and Safety
- Use the pathways for walking.
- Move to your lockers and prepare for class after the **1st warning bell** and before the 2nd bell
- Try to avoid using the toilet during learning time, where possible.
- Use the bathrooms closest to your classroom.
- Cross McIver Road at the crossing (Chapel end of the College).
- Walk bicycles on college grounds.
- Leave the school grounds at the centre of the College (when walking and on your bike).

Classroom and Learning
- Follow the classroom expectations (be prepared for class, line up in two straight lines, enter in an orderly manner, and wait for the teacher's instructions at the start and end of the lesson).
- Stay in your seats at the end of the lesson until the teacher dismisses the class. Do not gather at the door.
- Access lockers during class time and between lessons should be limited
- Access to lockers during class time with the teacher's permission.
- Use correction tape and not liquid paper.
- Bring a water bottle to class.

Digital Citizenship
- Follow the Digital Citizenship Agreement with the laptop (includes laptop backgrounds, laptop lids to be free from graffiti and stickers, charged laptop at the start of every day, and laptop storage).
- Laptops are only used during recess in the library or a supervised classroom.
- Headphones are used for learning activities.
- Listening to music in class is under the direction of staff and for independent work only.
- Headphones or earbuds must not be used while walking around the College grounds.

Sports and Equipment
- Use sports equipment in the sporting areas.
- Return sports equipment at the end of recess to the dedicated containers.

Uniform and Grooming
- Comply with uniform and grooming expectations.
- Uniform and self (body) are to be free from graffiti or permanent markings.

Appendix D - Playground Duty Expectations

Supervisory staff will:
- Take reasonable care for the safety of students under their supervision.
- Contact the Middle Leader Logistics if unable to fulfil playground duty obligations.
- If a swap is arranged, inform the Middle Leader Logistics to document the change.
- Consider factors such as:
    - Student's age, experience, and capabilities.
    - Physical and intellectual impairments. Normal school practices.
    - Administrative directions and regulations.
    - Special susceptibility of some students (e.g., haemophilia, asthma, heart conditions). Special care is required if these conditions are known or should be known.

Staff on duty:
- Actively supervise the area (continual movement around the designated area)
- Address issues using affective language (Expect and Reinforce interactions should match the response to the frequency and severity of the behaviour)
- Carry a mobile phone on duty (used for emergencies)
- Wear a hat or sun protection item (e.g. umbrella)
- Remain in the duty area for the changeover staff before departure

Students in All Areas (1 – 6)
- Hats are always worn outside. (No hat – send the student to Student Services to borrow a hat)
- Classrooms are only used under direct supervision.
- Stewardship to the environment (clean up after yourself)
- Hands and feet to yourself
- Non-contact games only
- Shoes must remain on
- Sports equipment used only in sporting areas – ovals and courts.
- Return sporting equipment to storage areas
- Sit on chairs, not tabletops.
- Laptop access during recess is only in the library.
- Mobile phones remain in the locker.
- Smartwatches must not be connected to cellular technology.
- Must remain in a visible (no hiding behind buildings or lockers)

Areas 1 & 2
- Students must remain in visible (no hiding behind buildings or lockers)
- No ball games

Area 3
- Safe and responsible games
- Return all sporting equipment after use

Area 4 + Under Covered Area (UCA)
- Access to UCA at **Recess**
- Free from food and drinks (except water) in the **Undercover Area**
- Free from "grabbing" or "hanging" off basketball hoops
- Non-contact games only
- Return all sports equipment after use
- Kicking of sports equipment – for approved training sessions (Futsal training – only)
- Grandstands are for sports events only
Tuckshop: three students at a time in the tuckshop counter line

Area 5 rules of use

- Non-contact games only
- No food or drink (except water) on the oval or court, or nets
- Students are not to be on or behind the bunker.
- Free from "grabbing" or "hanging" off basketball hoops
- Return all sports equipment after use
- Responsible use of cricket equipment in the cricket net
- Return cricket equipment to the green wheely-bin
- Responsible use of outdoor gym equipment
- Oval access is under teacher supervision only
- No access to the grandstands

Area 6 rules of use

- Oval accessible at Recess 1
- Non-contact games only
- No food or drink (except water) on the oval or court, or nets
- Return all sports equipment after use
- No access to the grandstands
- Far oval is out of bounds

Before and After school duty

- No hat, students are instructed to go to Student Services (before school duty)
- Address uniform and grooming matters using affective language (Expect and Reinforce interactions should match the response to the frequency and severity of the behaviour)
- Encourage safe and responsible behaviour
- Students must cross the road at designated areas

Holy Spirit Centre - HSC

- Access to HSC under direct staff supervision
- Access to HSC toilets under the direction of staff
- Feet remain off the furniture
- No food or drink (except water)

Appendix E – Digital Citizenship Policy

St Stephen's Catholic College

DIGITAL CITIZENSHIP AGREEMENT 2025

	Responsibility	Further information
I will show respect for myself and the college through my actions		
Respecting property	• I will take all reasonable care to protect the device and the bag from damage. • I will report any accidental damage immediately. • I acknowledge that warranty claims are subject to assessment, and any damage which is deemed negligent or wilful will not be covered resulting in out-of-pocket expense for repair.	Via the college website, requests for repair: • student 1 to 1 support request. Via Canvas Tech Support page: • Laptop request support
Respecting others	• I will not use electronic mediums to defame, bully or harass others. • I will show respect for other people in my choice of websites and showing online information. • I will not visit sites which are inappropriate.	You are required to report any inappropriate materials to your teacher.
Respecting yourself	• I will use my school email and my name when required to sign on to online activities. • I will consider the images, language used and information I post online.	
Responsible use in the classroom for learning	• I will use the device according to teacher instruction. • I will not engage in gaming or chat/social media forums during lessons. • I will ensure I understand the requirements of a task requiring the use of the device including online submission of work.	See Canvas course "Tech Support" for assistance with troubleshooting such as printing.
Modifications and additions	• I will not install any apps, program or addons without approval. • I will not modify the look/design of the device. • The use of VPNs and apps which bypass security features are prohibited and will result in serious consequences	Any additional programs, apps or addons if deemed educational in use may be installed after permission has been granted by seeking approval from Mrs Vaughan.
I acknowledge that if I breach any of the above conditions, consequences will be applied accordingly including but not limited to the confiscation of the device, reimaging and financial implications for repairs. I also acknowledge that currently, I do not own this device, it is under a lease agreement, therefore remains the property of the college until a change of ownership agreement occurs.		
Student full name:		Home form:
Signature:		Date:

Appendix F – Behaviour Definitions *(aligns with ENGAGE)*

	MINOR BEHAVIOURS (Tier 1 & 2 behaviours)		
	Descriptor	**Definition**	**Examples** (not exclusive)
1	Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language	**Calling someone an "idiot" and swearing if they kick their toe.** *Explanation: It is important to know that swearing isn't only not appropriate in school but also inappropriate in many workplaces. In the real world, people judge others by their language. The way you present yourselves makes a big difference. We are a community of peace. Please use appropriate words.*
2	Physical contact	A 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, "Do I really have to do that?" "I really don't want to do that." "I am disappointed that you are **chewing gum**. Please put it in the bin".
4	Disruption	Student engages in low-intensity, but inappropriate disruption.	Constant **calling out and talking** to peers in class.
5	Uniform Violation – Minor	Students wear clothing that is near but not within the school's dress code	**Wrong socks, no tie, no hat, jewellery.** *Explanation: A school uniform teaches you to dress smartly and take pride in your appearance. Uniforms help you to prepare for when you leave school and may have to dress smartly or wear a work uniform. You don't have to worry about peer pressure when it comes to your clothes. When everyone is dressed the same, worrying about what you look like isn't so important. There is no competition about being dressed in the latest trend; it's hard to make fun of what someone is wearing when you're dressed exactly the same.*
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	Carrying **their phone in their pocket**, laptop bag, or pencil case (initial instance) Participating in online shopping or computer game during class. *Explanation: When you play games, you are not able to focus on what is being taught. Playing games is also disruptive to the others in our class.*
7	Property Misuse	A student engages in low-intensity misuse of property.	Using equipment contrary to its design or purpose, e.g. **outdoor chess pieces as a cricket bat** or science gloves as a water balloon.
8	Late	The student arrives late to class.	Tardy or **late to class** or school .*Explanation: If there is not a legitimate reason for the lateness, talk to the student about how it is important to be responsible for their time, explain how their lateness disrupts others, explicitly state your expectations.*
9	Out of Bounds	A student is in an area within the school grounds that has been designated "off limits" at that particular time.	Walking around the back of the M-block building near the side fenc or on the far oval without permission.
10	Lying/Cheating	A 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 minor misfortune in class. Continuing with a class joke after being instructed to stop.
12	Sexual Behaviour	Sexual behaviours that are normal, age appropriate, spontaneous, curious, mutual, light hearted and easily diverted experimentation provide opportunities to talk, explain and support.	Greenlight behaviours. Hugging their partner goodbye on the school ground. Holding hands during recess. Use of low-level sexual language.
13	Incomplete Tasks	Non submission of homework, drafts or assessment items (with a clearly defined due date)	Difficulty starting the learning task, continuing to be off task or not completing learning or homework tasks

	MAJOR BEHAVIOUR (Tier 2 & 3 behaviours)		
	Descriptor	**Definition**	**Example** (not exclusive)
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner and which intends to harm, distress, coerce or cause fear.	Direct swearing face to face with another person in an **aggressive** and forceful manner, language directed to hurt.
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 in an **aggressive** manner toward another person.
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 act or an 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, or any form of violence; Verbal: name-calling, spreading rumours, persistent teasing, intimidation; *Emotional*: tormenting, ridiculing, humiliating, intimidating; *Racial*: taunts, graffiti, gestures, intimidation; *Sexual*: unwanted physical contact, abusive comments, intimidation. *Cyberbullying* may include a combination of behaviours such as prank calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns on social networking sites. It can also include 'flaming' and online hate sites/bash boards.
4	Defiance/ Non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	The repeated refusal o f a reasonable request from a teacher or supervisor, talking back in an angry and/or rude manner by using inappropriate words, deliberately ignoring, or running away.
5	Disruption	Persistent behaviour causing an interruption in a class or during an activity.	Repeated and constant sustained loud talking, yelling, or screaming inappropriately; and/or sustained and repeated out-of-seat behaviour after ESCM has been given, and being disrespectful whilst behaving in this way..
6	Dress Code Violation	The wearing of clothing that does not fit within the dress code of the school.	"Gang" undershirts, offensive T-shirts, steel-capped shoes.
7	Vandalism/Property Damage	Vandalism is an action involving deliberate destruction of, or damage to, public or private property.	Throwing laptop (own or someone else), graffiti on school buildings, arson, damaging school property, wilful damage to toilets or soap dispensers, or irrigation system.
8	Truancy	Regular or persistent unexplained absences from school or from a class, or absences where the reason given is considered unsatisfactory.	A student leaves class/school without permission or stays out of class/school without permission.
9	Theft	Theft is dishonestly appropriating property belonging to another with the intention of permanently depriving the other of it.	Stealing school or the property of another person
10	Forgery/Plagiarism	Plagiarism is the act of stating or implying that another person's work is your own. Forgery is signing a person's name without that person's permission.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name, such e.g., as a parent or teacher, on a document.
11	Technology Violation	The inappropriate or unauthorised use of school technology.	Accessing inappropriate websites, using someone else's login details, and making inappropriate additions to Facebook (written and images). Making a mobile phone call without permission.
12	Drug-use or Possession	A drug is any substance which produces a psychoactive effect. A drug related incident is any occasion involving alcohol, tobacco, and/or other illicit or unsanctioned drug use and/or possession, distribution or supply of a drug or drug-related equipment (except for legal medical use).	Cigarettes, cannabis, alcohol, vapes, prescription or other chemical drugs, and drug-related equipment.
13	Weapons use or Possession.	A weapon is any object, device or instrument designed as a weapon or through its use, is capable of threatening or producing bodily harm or which may be used to inflict injury. A Concern Object record form must be completed.	Knife, toy gun, gun
14	Combustible Use or Possession	A 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

15	Bomb Threat/ False Alarm	Using a false message of possible explosive materials being on school site, near school site, and/or pending explosion with the intent of disrupting the school.	The intent of a "prank" is to disrupt the school day and/or Emergency Services. This may include pulling a fire alarm or a written or verbal bomb threat.
16	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 or harmful, forceful, secretive, compulsive, coercive or degrading.	Explicit and persistent sexual talk or interaction, persistent nudity, repeated exposing of private parts to others and/or in public. Forcing others to be involved in sexual activity, using a mobile phone and the internet, which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of the internet or mobile phone techology; using internet or mobile phone technologies to take advantage of another.	Stealing someone's identity and impersonating them online, sending sexually explicit images.

Appendix G - Affective Language (examples)

Getting playful with our language is a great way to build our own emotional vocabulary. We can use that emotional vocabulary to build relationships and create a positive outcome.

Default Statement	Affective Statement
Are you wearing three earrings today?	I love the earrings, but please take out one of the pairs, and that will be even better!
Why are you late?	Thanks to nearly everyone being on time. I am disappointed you were not here at the start of the lesson. I missed you, where have you been? So glad you are here. Can I help?
Why is your skirt that short? Grooming is not correct	I'd love it if you could unroll the top of your skirt, <insert name here>!. Thank you. I care about your appearance, and I would love you to take pride in it and fix your hair. How can I support you with this?
In a bad mood again!!!	Are you ok? Is everything ok? Is there anything I can do for you?
Why is no one contributing to the group discussion?	I know you've all got great things to say - I'd love to hear them!
Is that food you're eating (in the library!)?	I'd love it if you could pop out and eat your food. How can I support you with eating at recess? If you like, you can put your food in the container, place it near my desk, and pick it up at the end of the lesson!
Why is your work late again?	I would really appreciate it if you could submit your work on time. Is there any way I can help you meet the due date?
Stop that	How about we do this? <insert the expectation>.
Hello, anyone there?	I love your responses <insert name>. What are your thoughts?
Stop talking	Thank you to those who are listening. I would appreciate everyone's attention.
Pay attention	It's so great when you listen to what I am saying.
Inappropriate word use	I am disappointed to hear you use those words. <insert name> Do you have any other words you could use? I have two other words you could use instead <insert the other words>.

Writing Behaviour Incidents – A Brief Guide on ENGAGE

Incident Outline
- An incident report is not about 'why' the behaviour is occurring.
- The 'why' is for the second phase, when there is a record about what actually occurred.
- Our priority is recording WHAT happened and getting a snapshot of what occurred.
- The discussions that occurs after *may* identify the WHY. However, it can be tricky if there is not a good understanding of the WHAT to begin with.

- It's important to note that a behaviour incident report is not for recording how you may have felt about the incident emotionally or psychologically.
- All behaviour is learned and is either adaptive or maladaptive - not 'good' or 'bad'. (Maladaptive means that it is not appropriate for that setting.)

For example, a student may have learned that calling out is the only way to get an adult's attention. Of course, this is definitely *not* what we want them to do in our classrooms, but it may well be how they compete for attention in other contexts (i.e. at home).

MINOR and MAJOR INCIDENTS

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

Minor problem behaviour is handled by staff members at the time it happens**.**
- The general exception here is when students demonstrate an ongoing pattern of Minor behaviour (despite staff intervention), which typically prompts them to seek advice and problem-solve with support staff.

Minor behaviours are those that:
- do not seriously harm others or cause you to suspect that the student may be harmed
- interrupt learning for a short time and therefore not violate the rights of others in any other serious way (i.e. brief disruption which does not impinge on the rights of other students to learn)
- After re-direction/correction, minor problem behaviours may result in teacher-delivered consequences logically connected to the problem behaviour, such as removal from an activity or event for a specified period of time, partial removal (time out in class), individual meeting with the student, apology, restitution or detention for work completion.

Major problem behaviour is managed by staff, but with a view to either:
- Referring to another staff member (typically school leadership or those who provide additional behaviour support) for additional follow-up and intervention *after the event*
- Referring *immediately* to such personnel in view of the severity/intensity of the behaviour (i.e. impact of the behaviour on the learning environment or the safety/welfare of the student/staff/others)
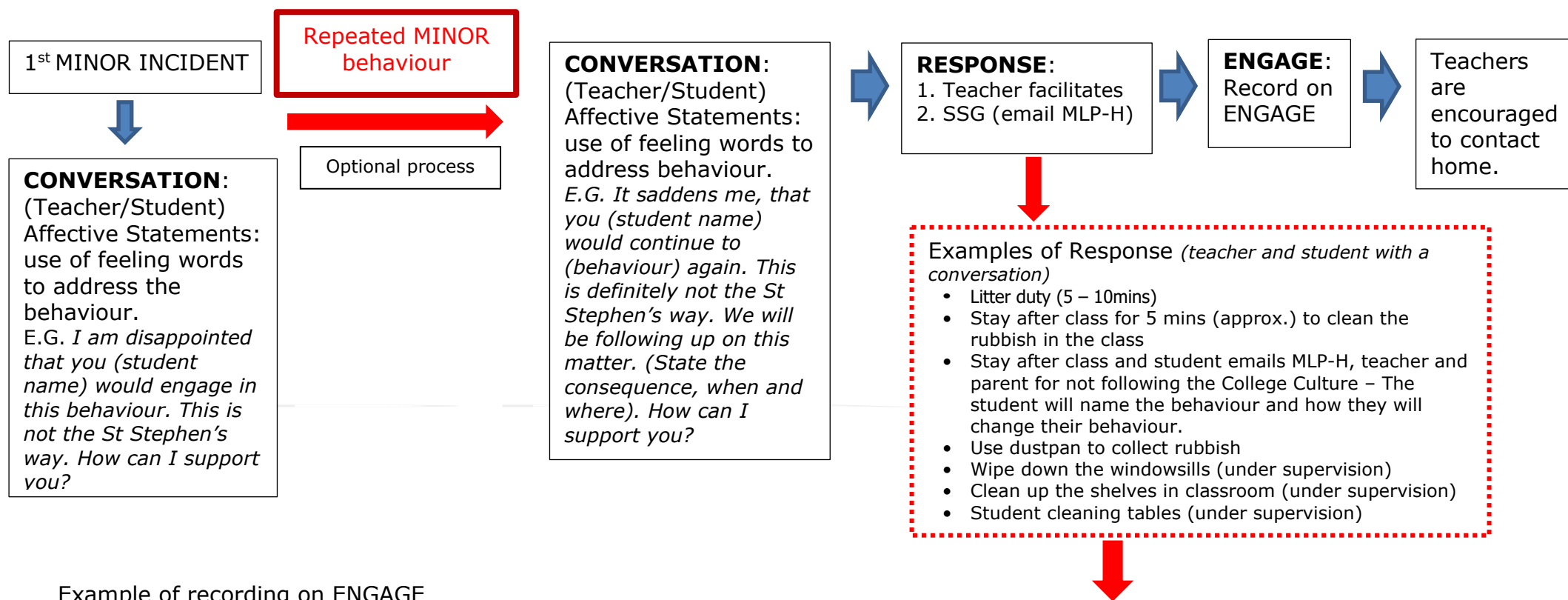
Major behaviours are those that:
- Have a significant impact on the teachers' ability to continue providing instruction
- Put the student, other students, other staff or self at risk of harm
- Are illegal acts (i.e. possession of illicit substances)
- Require the involvement of support staff in view of the severity and impact of the behaviour (including, but not limited to, illegal actions and those that significantly violates the rights of others)
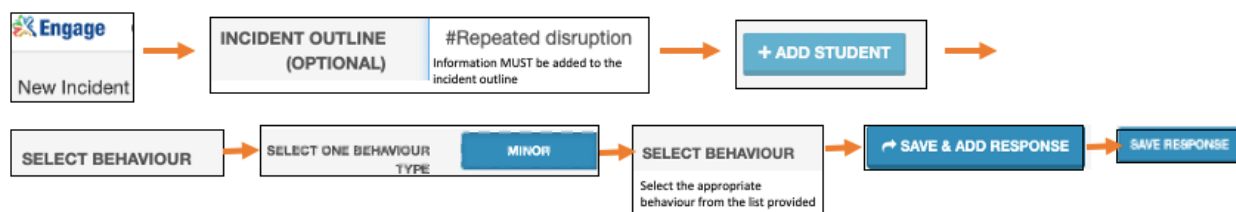
Broad continuum
- **Minor** – Staff managed (no referral)
- **Minor** (Ongoing) – Staff managed & referred to MLP and/or MLC to problem-solve
- **Major** – Requires follow-up support from MLP and/or MLC
- **Major** (**Critical**) – Requires **immediate** assistance ML's / Leadership

Appendix H - Minor Behaviour Action Plan flowchart (guide)

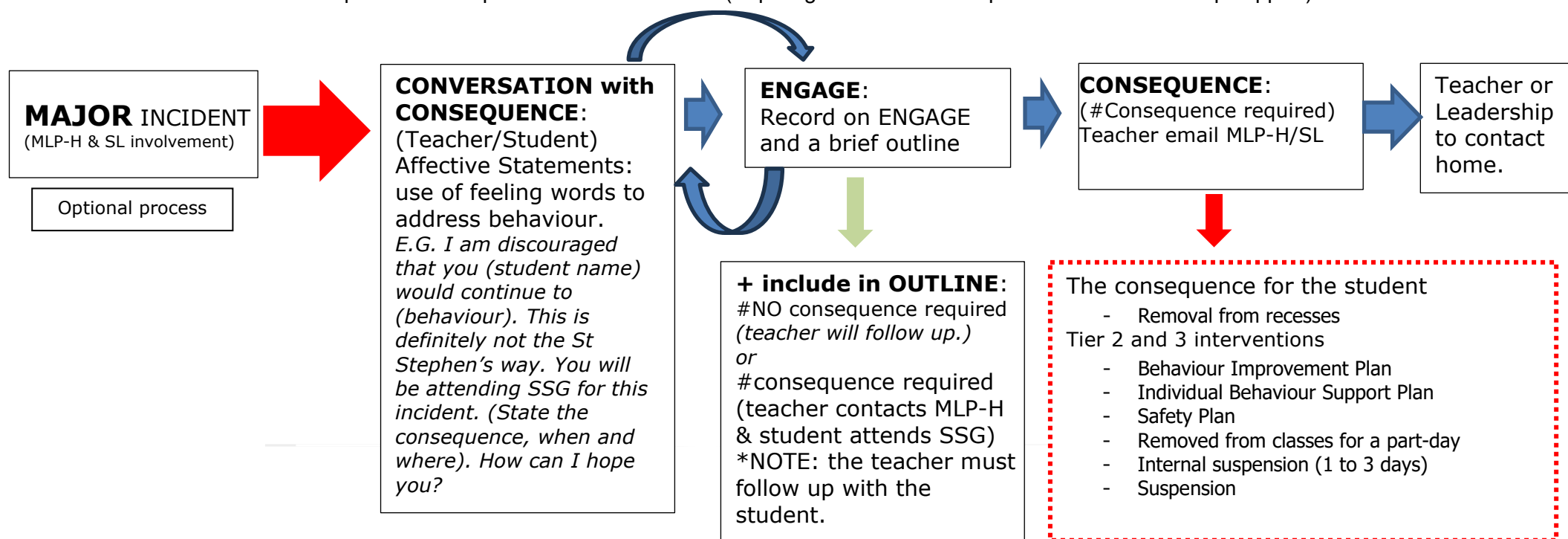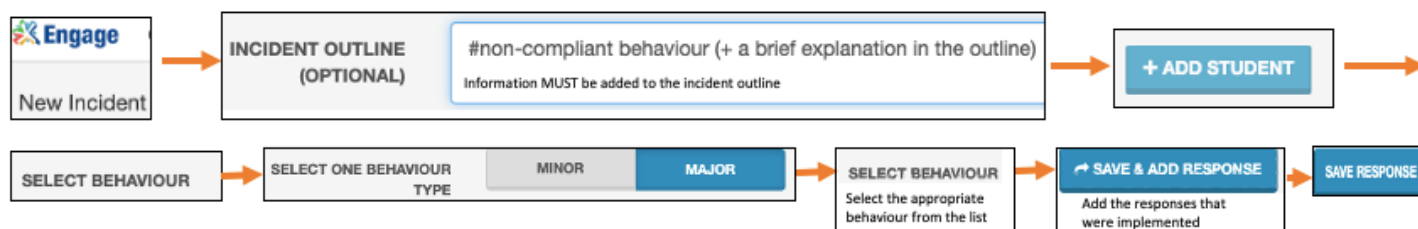**TIER 1 BEHAVIOURS:** Low Level – High-Frequency Behaviours

1st MINOR INCIDENT

Repeated MINOR behaviour

Optional process

CONVERSATION: (Teacher/Student) Affective Statements: use of feeling words to address the behaviour.
E.G. *I am disappointed that you (student name) would engage in this behaviour. This is not the St Stephen's way. How can I support you?*

CONVERSATION: (Teacher/Student) Affective Statements: use of feeling words to address behaviour.
E.G. It saddens me, that you (student name) would continue to (behaviour) again. This is definitely not the St Stephen's way. We will be following up on this matter. (State the consequence, when and where). How can I support you?

RESPONSE:
1. Teacher facilitates
2. SSG (email MLP-H)

ENGAGE: Record on ENGAGE

Teachers are encouraged to contact home.

Examples of Response *(teacher and student with a conversation)*
- Litter duty (5 – 10mins)
- Stay after class for 5 mins (approx.) to clean the rubbish in the class
- Stay after class and student emails MLP-H, teacher and parent for not following the College Culture – The student will name the behaviour and how they will change their behaviour.
- Use dustpan to collect rubbish
- Wipe down the windowsills (under supervision)
- Clean up the shelves in classroom (under supervision)
- Student cleaning tables (under supervision)

Example of recording on ENGAGE

The consequence for the student
- MLP-H will add student to SSG register on the portal
- Student will attend SSG at recess 2 (1 – 3 recesses)
- MLP-H will have a conversation with student and actions created with the student on how to engage with St Stephen's culture.
- Teacher must follow-up with the student.

Appendix I - Major Behaviour Action Plan flowchart (guide)

TIER 2 BEHAVIOURS: Subsequent non-compliant MAJOR behaviour (requiring Middle Leadership and Senior Leadership support)

MAJOR INCIDENT
(MLP-H & SL involvement)

Optional process

→

CONVERSATION with CONSEQUENCE:
(Teacher/Student)
Affective Statements: use of feeling words to address behaviour.
E.G. I am discouraged that you (student name) would continue to (behaviour). This is definitely not the St Stephen's way. You will be attending SSG for this incident. (State the consequence, when and where). How can I hope you?

→

ENGAGE:
Record on ENGAGE and a brief outline

→

CONSEQUENCE:
(#Consequence required)
Teacher email MLP-H/SL

→

Teacher or Leadership to contact home.

+ include in OUTLINE:
#NO consequence required *(teacher will follow up.)*
or
#consequence required (teacher contacts MLP-H & student attends SSG)
*NOTE: the teacher must follow up with the student.

The consequence for the student
- Removal from recesses

Tier 2 and 3 interventions
- Behaviour Improvement Plan
- Individual Behaviour Support Plan
- Safety Plan
- Removed from classes for a part-day
- Internal suspension (1 to 3 days)
- Suspension

Example of recording on ENGAGE

Engage — New Incident
→ INCIDENT OUTLINE (OPTIONAL) — #non-compliant behaviour (+ a brief explanation in the outline) — Information MUST be added to the incident outline
→ + ADD STUDENT →

SELECT BEHAVIOUR → SELECT ONE BEHAVIOUR TYPE — MINOR | MAJOR → SELECT BEHAVIOUR — Select the appropriate behaviour from the list → SAVE & ADD RESPONSE — Add the responses that were implemented → SAVE RESPONSE

Appendix J – Held Items PORTAL Flowchart (PHONE)

Student	Staff	Student Services	Parent	MLP&Referring Teacher
Student possesses unapproved item	Staff confiscates item. Hands to Student Services	Student Services process item (Shift+Ctrl+Click to go to flow)	Parent receives notification by email.	MLP & Teacher Notified by email
Item returned to student		Mobile phone & smartwearable — No → Item held for 5 school days		
Phone returned same day at 3pm		Yes		
Student receives consequence				

Appendix K - Removal from class to Student Room

The 'STUDENT ROOM' is where students can sit, calm down, reflect on their choices, and reflect on how to make more responsible choices. The Student Room is a place where the student is treated with respect and not demeaned in any way a strict environment but a fair and respectful place. The student must feel that the *student room* is a place where they can calm down and receive some individual help to have a chance to succeed. Nothing builds success like success.

Steps

- Teacher completes 'YELLOW SLIP' and PHONES Student Services – 62521

- Administration staff enter students' details into the register, and the below alert is sent to MLP-H, MLC, APS and the referring teacher.

- The student completes the reflection document, which administration staff upload to the portal (if necessary).
- A copy of the REFLECTION is emailed to MLP-H, MLC, APS and the referring teacher as the below example.

Appendix L - Student Room Flow Chart

MAJOR – Removal from class
(1 to 2 periods)
After all, ESCM has been exhausted or a safety breach.

A quick chat with student. **Choice is given** *(see example).*
1) If you are willing to engage in the lesson properly, you can return to your seat (NO ORANGE SLIP REQUIRED)
Or
2) if you are not willing to engage in the lesson, you can go to the Student Room, and I will follow-up with you and your parents later)

2 – follow steps below

Teacher completes yellow slip

Teacher **phones Student Services (62521)**

Student arrives at Student Services

Student completes **removal** reflection & set work.

MLP-H (if unavailable - APS) speaks with student and then teacher.
Teacher can be relieved by MLP-H (if unavailable - APS) to have a restorative conversation with student during that lesson or the next lesson.

Student leaves SS when the lesson is completed.

Teacher records on **ENGAGE** as a MAJOR.
Includes a brief summary in OUTLINE + *#SSG consequence or #consequence given by teacher*. (MLP-H will add the student to S.S.G for the consequence)

Teacher MUST contact parent within 24hrs.
Upload conversations to Engage.
Include MLP-H and MLC in parent contact.

The teacher email MLP-H to add the student to SSG register for a consequence.

EXAMPLE EMAIL to HoH
Hi
In my XXX class today I removed XXX. Please see the engage incident. I would like them to have # (1-3) SSG detentions for their behaviour.
Our next class is xxx period xx. I am available for a restorative conversation on at the following times: (provide 3 meeting options)
XXX, XXX, XXX
Please let me know when a good time to get together is.
Thanks

A restorative meeting with teacher & student. Teacher organises a suitable time within 48hrs (& MLP-H can assist for support if required or if unavailable - APS)

Student returns to the next class after a successful restorative meeting.

Appendix M - Student Room PORTAL Flowchart

Student Room Process

Student

- Student with inappropriate behaviour
- Classroom teacher fills out a yellow slip - Student Room Referral form and calls **Student Services**
- Student with form sent to Student Services
- Student completes timeout and submits any written work to Student Services
- Student return to class or Recess

Staff

- School rep enters into Student Room portal register (adds MLC)
- School rep scans and emails to relevant staff

SharePoint

Power Automate Flow

- Student Room: **New item** - Update year level & send an email

Outcome

- SharePoint sends automatic email to relevant staff

Appendix N - Past > Present > Future Prompts

A resource designed to make your life easier when things go wrong. P3, P3, F3 interview questions (3 = 3 minutes)

Past
Keep it short and sharp

- What happened?
- What were you thinking about at the time?
- What's going on there?
- I want to hear your story.
- Tell me a little about the incident.
- What was that all about?
- Can you please describe what happened? I want to hear it in your words.
- You look pretty angry. Do you want to let me know what just went down?
- So, what just happened?
- Please explain. I'm interested to hear about it.
- I'm curious to hear a little bit about what happened.
- Any chance you can tell me what happened in 2-3 minutes? I just need a snapshot/gist.
- Why are we here?
- What's gone on with you 2? (or 3 or 4)
- Can you each tell me, in your own words, what happened?
- Tell me about today, what went on?

Present
This is the feelings stuff…who has been affected

- What are you thinking now? Try and use your feelings words to help me understand.
- Who has been affected by what you have done?
- Gee, that's no good. I'm interested to hear how you are feeling.
- Let's make a list together of the people who has been affected.
- What impact has this situation had on you?
- How do you reckon he/she will be feeling?
- How are you feeling about the situation?
- It looks like you are pretty frustrated/angry/annoyed. Am I right? Tell me about it.
- How are you feeling at the moment?
- Now that we know what happened. Can you tell me how you are feeling?
- Can you use your words to tell me how you feel inside?
- Can you describe the feelings in your heart? In your belly?
- I can see you have some tears, tell me what that is about.

Future
Remember….' I' statements to make things right

- What do you think needs to happen to make things right?
- How are we going to clean this mess up together?
- What needs to happen to make things right?
- How do we fix this problem?
- What can we do so this problem doesn't happen again?
- This is a tricky situation, what does the next few days look like?
- Imagine we are sitting here in a week from now. What would need to happen to make sure we are feeling better about this situation?
- What do you reckon the next steps could look like?
- If we are going to repair this relationship, what do we need to do?
- What can you do to make this right with x?
- How can we make this right through our actions and words?
- What do you need to do to make this right?
- What would this relationship look like when it is fixed?
- How will we get to the next step? What do you need to do?
- Let's get back together in a couple of days and see how the relationship is going.

Appendix O - Student Driving to School Policy

<u>SENIOR STUDENTS DRIVING PRIVATE VEHICLES</u>

Dear student, parents and guardians,

St Stephen's Catholic College is responsible for maintaining appropriate care of students. In providing this duty of care, the College closely monitors the use of private vehicles. All students must have College permission *before* driving to and from school. Students driving themselves to and from school in private transport are expected to complete a college permission form *via parent slip*. A copy will be forwarded to the Head of House Middle Leader and Student Services to be kept on file. Siblings being transported in the private vehicle must also be listed.

Students represent the College when driving to and from school. Careful and courteous driving brings credit to the student, parents, and the College. Respectable driving is expected, and unacceptable driving and dangerous behaviour may be referred to the local Police.

<u>STUDENT DRIVING POLICY</u>

<u>Use of vehicles during school hours</u>
Vehicles are not to be used during school time. If a permission note is given from parents for this to occur, the vehicle used depends on permission granted by the driver's Head of House. In a school excursion or activity, students are expected to use the transport provided by the school to and from school activities.

<u>Parking of cars</u>
Students have a designated parking area within the College reserved for student vehicles. *This area is out of bounds during the school day, including recess/lunchtimes.*

<u>Car keys</u>
Upon arrival at school, students are required to leave their car keys at Student Services and may collect keys at the completion of the school day.

<u>Insurance</u>
Students who park on the college grounds and drive to and from school must have third-party property insurance.

<u>During block examination week</u>
Students may drive to and from school during examination week. The College expects that students arriving for an examination come directly to and from home. *Driving to and from school is a privilege – not a right.* Any student who cannot meet the college expectations may forfeit this privilege.

ONLY SIBLINGS ARE ALLOWED TO TRAVEL WITH THE STUDENT DRIVER TO AND FROM SCHOOL. TRANSPORTING PASSENGERS OTHER THAN SIBLINGS WILL RESULT IN THE STUDENT FORFEITING THEIR PRIVILEGE TO DRIVE TO SCHOOL.

Kind regards,

_____

PERMISSION FORM - SENIOR STUDENTS DRIVING PRIVATE VEHICLES

(Please return to Student Services or via Parent Slip)

STUDENT DECLARATION

I _____, have read the St Stephen's Catholic College policy "**SENIOR STUDENTS DRIVING PRIVATE VEHICLES.**"

1. I agree to meet all College expectations regarding driving to and from school.
2. I understand that driving to and from school is a privilege. I understand that any failure to meet College expectations may result in my forfeiting this privilege.

Signature:_____Date:_____

PARENT / GUARDIAN CONSENT

I/We, _____,
have read the St Stephen's Catholic College policy "**SENIOR STUDENTS DRIVING PRIVATE VEHICLES.**"

1. I/We understand that it is our son/daughter's responsibility to meet all College expectations regarding driving to and from school.

2. I/We understand that driving to and from school is a privilege. I/We understand that any failure by our son/daughter to meet College expectations may result in the forfeiting of this privilege.

Signature:_____Date:_____

SIBLING (AS PASSENGER) **INFORMATION:** please list siblings that may be travelling in the private vehicle.

1. _____

2. _____

3. _____

Vehicle and Licence Details

Licence Number: _____

Vehicle Registration: _____

Vehicle Description: _____

Insurance Details

Policy Type (please circle): *Comprehensive*   *Third Party*

Insurance Company:
_____

Policy Number: _____

Appendix P - Parent letter/email (examples)

An altercation with another student

Dear Mr and Mrs XXX

I wanted to let you know that XXX was able to make a positive change today. There was a bit of a social misstep, and XXX met with the other student today and had a productive restorative conversation about how to repair the harm in the relationship. XXX showed maturity and was open and honest about XXX involvement.

XXX demonstrated a developing understanding of the importance of working through conflict rather than letting it grow!   XXX was able to use the restorative practice process to sort out the issue and put it to rest.

Have a great evening.

Kind regards
XXX

Classroom behaviour

Dear Mr and Mrs XXX

I hope you are doing well.

Unfortunately, this email is just to let you know that XXX behaved disrespectfully and disruptively (for the cover teacher today) in period 6. I have had several restorative conversations with your child about the expected in class and how to repair the harm. To XXX's credit, they have tried to change their disruptive and disrespectful behaviour. However, despite the numerous conversations and consequences, this unacceptable classroom behaviour is continuing.

Please speak with XXX about behaving in the right way and that disrupting the learning of others is not acceptable. I will be following through with the consequences tomorrow.

If you have any questions, please do not hesitate to contact me.

Have a great evening.

Kind regards
XXX

Hair parent letter

Dear Mr and Mrs XXX

I hope this email finds you well.

My name is XXX, and I am XXX home form teacher/teacher/Middle Leader at St. Stephen's. It has been noted that an aspect of (insert name) is not in line with St Stephen's school culture.

The current hairstyle of (insert name) is non-compliant with college expectations and St Stephen's school culture. As stated in the Student Diary, p.9, *"Boy's hair must be above the collar, tidy and worn off the face; hair ties/restraints are not permitted. Undercuts are not to be visible. Students are not permitted to have shorter than a 'number 2' clip…..."*   It has been requested that this be rectified by ** morning (insert date). Please advise me if this is not possible, and another date can be discussed.

I wanted to let you know that XXX was able to engage in a positive conversation about how he/she will endeavour to make the expected change. XXX demonstrated an understanding of the importance of engaging in our St Stephen's way. XXX showed maturity and was open and honest about this matter.

Please do not hesitate to contact me if there are circumstances or current issues we need to consider.

Have a great evening.

Kind regards

Make-up parent letter

Dear Mr and Mrs XXX

I hope this email finds you well.

My name is XXX, and I am XXX home form teacher/teacher/Middle Leader at St. Stephen's.
It has been noted that an aspect of (insert name) is not in line with St Stephen's school culture.

I appreciate your support in ensuring the uniform is always worn correctly and ask that this (insert the make-up issue) is rectified by **(date)**. I also wanted to let you know that XXX was able to engage in a positive conversation and how he/she will endeavour to make the expected change. He/She demonstrated an understanding of the importance of engaging in our St Stephen's way. XXX showed maturity and was open and honest about this matter.

Please do not hesitate to contact me if there are circumstances or current issues we need to consider.

Have a great evening.

Kind regards
XXX

Uniform infringement

Dear Mr and Mrs XXX

I hope this email finds you well.

My name is XXX, and I am XXX home form teacher/teacher/Middle Leader at St. Stephen's.

It has been brought to my attention that once again, your child (insert name) has not arrived at school in their full uniform. I have previously raised this with your child, and yet there has been no improvement.

I appreciate your support in ensuring the uniform is always worn correctly and on the allocated sports uniform day. The sports uniform day for your child is *****. I also wanted to let you know that when I spoke with your child about this infringement, we could engage in a positive conversation and how he/she will endeavour to make the expected change. Unfortunately, ****, despite the right words being said, no change has transpired.

Please do not hesitate to contact me if there are circumstances or current issues we need to consider.

Have a great day.

Kind regards
XXX

Hat

Dear XXX,

It has come to our attention that XXX has been repeatedly borrowing hats from Student Services but has not returned the borrowed one. Can I ask that you get him/her to check at home to see if the hat might have been misplaced there.

Alternatively, if the hat cannot be found, we offer the option to purchase a new one from the school for $15. Not only does this ensure XXX has the necessary sun protection, but it also supports our efforts in maintaining our uniform policy which requires all students to wear a hat.

Additionally, if you haven't already done so, I encourage you to write XXX's name in his/her hat. This simple measure significantly increases the chances of lost items finding their way back to their rightful owner.

Your cooperation in resolving this matter is greatly appreciated. If you have any questions or concerns, please don't hesitate to reach out to us.

Thank you for your attention to this matter.

Gum

Dear Mr and Mrs XXX

I hope this email finds you well.

My name is XXX, and I am XXX home form teacher/teacher/Middle Leader at St. Stephen's.

The reason for this letter is that once again, your child (insert name) has been caught with chewing gum. I have previously raised this with your child, and yet there has been no improvement.

I appreciate your support in reminding your child of the expectation here at St Stephen's and we will continue to do the same at the College.

Please see page 7 of the Student Record Book (SRB) for future reference. Below is the snippet from the SRB.

Chewing Gum

Chewing Gum is completely PROHIBITED on college property. It is also forbidden at any school-related activity or while students are wearing the college uniform.

I also wanted to let you know that when I spoke with your child about this infringement, we engaged in a positive conversation and how he/she will endeavour to make the expected change.

Please do not hesitate to contact me if you have any questions.

Have a great day.

Kind regards
XXX

Inappropriate language

Dear Mr & Mrs XXX

I hope you are doing well.

As a school community, we take great pride in fostering an environment that is respectful, inclusive, and conducive to learning for all students. Inappropriate language not only goes against the values we uphold but also has the potential to create a negative and uncomfortable atmosphere for our students, teachers, and staff. It is crucial that we work together to ensure that all students understand the importance of using respectful language at all times.

I would appreciate your support in discussing this matter with your child at home. It is essential for them to understand the impact of their words on others and the importance of treating everyone with kindness and respect.
Consequences were put in place for recess two.
Please contact XXX or me if you have any questions or concerns.

Kind regards
XXX

LATE TO SCHOOL – EMAIL example

Dear Mr and Mrs XXX

It has come to my attention that your child has arrived late to school on several occasions this week. Punctuality is important and being at school for home form assists your child to be settled and prepared for each subject and maximises their learning opportunities. Punctuality helps create a smooth, less stressful start to one's day.

I also wanted to let you know that XXX was able to engage in a positive conversation and how he/she will endeavour to make the expected changes. He/She demonstrated an understanding the importance of engaging with our St Stephen's way. XXX showed maturity and was open and honest about this matter, and we were able to develop some strategies to assist with getting to school on time. I have encouraged XXX to share these strategies with you.

Please let me know if I can help in this process.

Cairn Catholic Education Diocese has developed the **Late to School** Policy which aims to:
- Promote punctuality as a worthwhile and valuable personal trait.
- Maximise learning opportunities by minimising late arrivals and disruptions to lessons.

Have a great evening.

Kind regards
XXX

Appendix Q – SRB pages

At St Stephen's Catholic College, students embrace the culture by

Respecting the religious ethos of St Stephen's Catholic College and the
College's Mission Statement

❖

Respecting all members of St Stephen's College community – staff,
students, and visitors

❖

Engaging actively in learning and all school activities

❖

Being stewards of our environment.

BELL TIMES

Home Form:	8:40 am	(10 minutes)
Lesson 1:	8:50 am	(50 minutes)
Lesson 2:	9:40 am	(50 minutes)
Recess 1:	10:30 am	(25 minutes)
Lesson 3:	10:55 am	(50 minutes)
Lesson 4:	11:45 am	(50 minutes)
Recess 2:	12:35 pm	(40 minutes)
Lesson 5:	1:15 pm	(50 minutes)
Lesson 6:	2:05 pm	(50 minutes)
Bell:	2:55 pm	

Uniform and Grooming

Uniform and Grooming

St Stephen's Catholic College is a conservative school. The expectation is that the uniform and grooming of all students reflects the College's conservative ethos.

The College formal and pastoral uniforms are to be worn with pride by students of St Stephen's Catholic College. The uniform has been chosen to be practical and attractive in order to enhance the dignity of each individual. This uniform is a sign that a student is a member of the St Stephen's community, and the wearing of the uniform, as required, demonstrates pride in our College, respect for self and respect for others.

All aspects of the uniform (except shoes) are to be purchased from the retail store holding our uniform.

Formal Uniform: GIRLS (Years 7 to 9)	Formal Uniform: BOYS (Years 7 to 9)
Blouse: Light beige tailored cut with deep hem and points at front with piping on sleeves and collar. **Skirt:** Tartan knee length skirt with inverted single pleat on both front and back. Skirt hem line must be covering the knee. As students grow, the hem line must be adjusted to ensure the appropriate length. **Shorts:** Navy blue knee-length dress shorts. Short length must be just above the knee (<5cm above the knee). The hem length must be adjusted to ensure the appropriate length. **Socks:** Beige, standard school-length short socks worn with skirt and shorts. Navy-blue short socks with long trousers. **Shoes:** Black, polished, lace-up, leather, low cut school shoes. No colouring or buckles. Heel height including sole should be between 2-3 centimetres. **Jumper:** Royal blue College jumper. **Trousers:** Navy blue dress trousers to the ankle with navy socks. The hem length must be adjusted to ensure the appropriate length. **Hat:** Navy blue with College name. *Optional Term 2 and 3 only: Plain black stockings (60* denier).	**Shirt:** Light beige, polyester-cotton, out-style junior shirt with piping on cuff. **Shorts:** Navy blue dress shorts. **Socks:** Navy blue, standard school-length short socks. **Shoes:** Black, polished, lace-up, leather, low cut school shoes. No colouring or buckles. Heel height including sole should be between 2–3 centimetres. **Jumper:** Royal blue College jumper. **Hat:** Navy blue with College name. * Optional Term 2 and 3 only: Navy blue dress trousers to the ankle. The hem length must be adjusted to ensure the appropriate length.

Formal Uniform: GIRLS (Years 10 to 12)

Blouse: Light beige tailored cut with deep hem and points at front with piping on sleeves and collar with formal girls navy tie.

Skirt: Tartan knee length skirt with inverted single pleat on both front and back. Skirt hem line must be covering the knee. As students grow, the hem line must be adjusted to ensure the appropriate length.

Shorts: Navy blue knee-length dress shorts. Short length must be just above the knee (<5cm above the knee). The hem length must be adjusted to ensure the appropriate length.

Socks: Beige, standard school-length short socks worn with skirt and shorts. Navy-blue short socks with long trousers.

Shoes: Black, polished, lace-up, leather, low cut school shoes. No colouring or buckles. Heel height including sole should be between 2-3 centimetres.

Jumper: Royal blue College jumper.

Hat: Navy blue with College name.

Trousers: Navy blue dress trousers to the ankle with navy socks. The hem length must be adjusted to ensure the appropriate length.

Formal events: Tartan knee-length skirt or navy-blue long trousers or as instructed by senior leadership.

*Optional Term 2 and 3 only: Plain black stockings (60⁺ denier).

Formal Uniform: BOYS (Years 10 to 12)

Shirt: Light beige, polyester-cotton senior shirt (piping on cuff) worn tucked in with navy blue dress shorts or dress trousers and a navy blue or black belt.

Shorts: Navy blue dress shorts worn with a navy or black belt.

Trousers: Navy blue dress trousers to the ankle worn with navy blue, standard school-length short socks.

Tie: Worn in terms two and three and for formal events.

Socks: Long navy blue socks with two beige stripes or navy blue standard school-length short socks must be worn with navy blue dress shorts.

Shoes: Black, polished, lace-up, leather, low cut school shoes. No colouring or buckles. Heel height including sole should be between 2–3 centimetres.

Jumper: Royal blue College jumper.

Hat: Navy blue with College name.

Formal events: Long trousers are mandatory at College events for boys in year 12 who have a leadership position. Year 10 to 11 students in leadership positions have the option to wear long navy blue socks with two beige stripes with navy blue dress shorts.

Pastoral Uniform: The school pastoral uniform for both boys and girls is purchased through the retail store holding our uniform. The pastoral uniform contains the College crest and colouring and is also embedded with the respective house colours.

Uniform and Grooming

Matching pastoral coloured hair-ties or ribbons can be worn by the girls when in pastoral uniform. The length of the sport shorts must be mid-thigh. Not to be rolled.

Students are required to wear the school sports socks purchased through the retail store holding our uniform and any low-cut sports jogger.

Year 12 students can only wear the school-approved senior shirt and senior jersey with sports shorts on a set day, as decided by the College. Senior jerseys can only be worn with pastoral uniforms unless instructed by senior leadership. Breaches of this will incur a consequence.

School Bag: Students are expected to have the St Stephen's school bag, purchased through the retail store holding our uniform.

Hat Policy: Students are expected to wear the navy-blue hat to and from school each day. The hat must be worn during morning tea and lunch breaks. Hats must be clearly labelled on the inside with the student's name.

SHOES

✅ YES	❌ NO
For both formal and sports shoes	Ballet-style shoes Limited coverage of foot
Leather Lace-up Heel approx. 1-2 cm (Shoelaces to be laced at all times)	Has heel, but incorrect style
	Flat bottom Insufficient support for formal and sports shoes

Uniform Policy Statement: The College uniform reflects the conservative nature of the school. Hair and jewellery fashion change regularly, our standards DO NOT. The uniform and grooming policy is expected to be met in spirit and specifics.

Hair: Students are expected to have a natural colour or shade. Hairstyles are to be compatible with the uniform. Undercuts are not to be visible. Students are not permitted to have shorter than a 'number 2' clip. Hair is to be kept neat and tidy. Girls with hair that touches the collar must have their hair tied back using white, beige, or navy-blue hair restraints. Long hair is to be restrained and not to fall across the face.

Boys' hair must be a conservative cut, above the collar, tidy and not to fall across the face; hair ties/restraints are not permitted.

Boys must be clean-shaven. Final decision regarding appropriate hairstyles is at the Principal's discretion.

Jewellery: Students may wear up to two small silver, gold, pearl or gemstone-coloured earrings **(<5mm in diameter)** or gold or silver round earrings **(<10mm in diameter)** in each ear.

A plain fine metal neck chain with a Christian religious medal or crucifix attached is permissible. A watch and a medic alert are also allowable.

No other visible body jewellery is accepted, including piercings covered by band aids. No visible tattoos are permissible.

Other Uniform Aspects:

Any form of make-up including eyelash extensions, artificial nails and/or nail polish are not permitted.

In extenuating circumstances, if there is any alteration to the standard school uniform the student must provide a written explanation from a parent/carer to the home form teacher or head of house.

Continuous infringements will incur consequences.

Aerosol cans are not permitted at College, however, to maintain hygiene the use of roll-on deodorant is permitted.
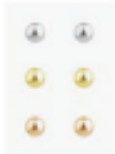
All watch types are permitted. Watches must not be connected to cellular technology or Wi-Fi during school time.

Smartwatches must be removed during exams.

JEWELLERY

✔ YES	✘ NO
Small, gold, silver or gem stone stud (<5mm in diameter)	No bracelet or bangle
Plain, round earrings (<10mm in diameter)	NO Rings
Watch (must not connect to cellular transmission or Wi-Fi during school hours)	

Further information relating to uniform and grooming expectations and policies can be found on the College website.

Uniform Supplier:

Tina's Fashion, 209 Byrnes St, Mareeba. **Phone:** 0456 867 777.

UNIFORM AND GROOMING

Formal Uniform: Boys (Years 10 to 12)

Formal Uniform: Girls (Years 10 to 12)

Formal Uniform: Boys and Girls (Years 7 to 9)

AUGUSTINE

This pastoral house was chosen because of the influence and presence of the Augustinian Order of priests in the Mareeba Parish. In keeping with the teachings of St Augustine, love for God is experienced as love for one another.

This Augustinian spirituality focuses on love as the very centre of Christian existence. Therefore, our students are encouraged to foster positive relationships with others, and in so doing, they are demonstrating their love for God.

DEACON

Named after St Stephen who was commissioned by the apostles to preach to and care for the poorer members of the community, Deacon house represents the servant heart of our College community.

Not only was St Stephen, a man of great faith who was subsequently stoned to death for his beliefs, but as a charismatic and influential speaker, he brought the word of God to many. Therefore the charism of Deacon house encourages our students to be of service to others.

MCAULEY

In recognition of the tremendous contribution by the Sisters of Mercy to education in the Tableland area, this pastoral house, represented by the mercy cross, was named after its founder Catherine McAuley.

Originally established to educate poor girls in Ireland, the Sisters of Mercy schools played a significant educational role in Australia. The namesake of McAuley house (Catherine McAuley) reminds us of the importance of education for all students, even the marginalised, in our community.

MULURIDJI

This pastoral house has a special significance for our College community as Muluridji is the name of the traditional inhabitants of the land upon which our College is built.

On the College crest, this house is represented as the Southern Cross. The meaning of this house is a reminder we need to honour the past and also to maintain stewardship of our College's resources.

Appendix R – Service slip (part a)

Service Slip

Student:

_____
__

Time of duty: _____   Length of duty:
_____

Area: _____ Please turn over for map.
Teacher on duty: _____
Teacher issuing duty: _____

Dear teacher on duty,

Please accept this student for service duty. When complete, please check the performance below and sign. The student is to return the form to me. Thank you for your assistance.

☐ Satisfactory   ☐
Unsatisfactory

Signature:

_____

Service Slip

Student:

_____
__

Time of duty: _____   Length of duty:
_____

Area: _____ Please turn over for map.
Teacher on duty: _____
Teacher issuing duty: _____

Dear teacher on duty,

Please accept this student for service duty. When complete, please check the performance below and sign. The student is to return the form to me. Thank you for your assistance.

☐ Satisfactory   ☐
Unsatisfactory

Signature:

_____

Service Slip

Student:

_____
__

Time of duty: _____   Length of duty:
_____

Area: _____ Please turn over for map.
Teacher on duty: _____
Teacher issuing duty: _____

Dear teacher on duty,

Please accept this student for service duty. When complete, please check the performance below and sign. The student is to return the form to me. Thank you for your assistance.

☐ Satisfactory   ☐
Unsatisfactory

Signature:

_____

Service Slip

Student:

_____
__

Time of duty: _____   Length of duty:
_____

Area: _____ Please turn over for map.
Teacher on duty: _____
Teacher issuing duty: _____

Dear teacher on duty,

Please accept this student for service duty. When complete, please check the performance below and sign. The student is to return the form to me. Thank you for your assistance.

☐ Satisfactory   ☐
Unsatisfactory

Signature:

_____

Appendix R – Service slip (part B)

Appendix S Catholic Education Policies and Procedures

[Students Procedures](#)

[Student Attendance Procedure - School Template - (Secondary, P-12).docx](#)

[Student Behaviour Support Policy](#)

Appendix T - Procedure for Borrowing and Returning Missing Uniform Items

Purpose
To ensure that students who do not have the appropriate uniform items can borrow them from the school and to outline the steps for borrowing and returning these items.

Scope
This procedure applies to all students who need to borrow uniform items due to missing or damaged pieces.

Communication
The Pastoral Team can communicate this new procedure at a College Assembly. The AP - Pastoral can inform families via the College Newsletter. An automated notice can be placed on Daily Notices at the start of each term to remind students.

Responsibilities
- **Admin Staff**: Responsible for recording the borrowing, updating the Student Support Group (SSG) register, and sending notification emails to parents/guardians, students and HoH & HFT.
- **Pastoral Team**: Responsible for monitoring the situation and providing additional support if needed.

Procedure
- **Identification**
    - If a student is missing a uniform item, they should approach Student Services before the start of the school day.
- **Borrowing Process**
    - Admin Staff will provide the necessary uniform item from the school's stock.
    - Admin Staff will record the student's name, year level, and the borrowed item in the Uniform Borrowing Log.
- **Return of Item**
    - The student must return the borrowed item to the Admin Office by the end of Recess 2.
    - Admin Staff will update the Uniform Borrowing Log once the item is returned.
- **Repeat Borrowers**
    - Admin Staff will use the Uniform Borrowing Log to identify students who borrow uniform items three times in one week.
    - Admin Staff will send an email (see TEMPLATE 1 below) to the student's parents/guardians to inform them of repeated missing uniform items and the consequences being issued. The relevant MLP and HFT will be CC'd in this email.
    - Admin Staff will update the Student Support Group (SSG) with student details.
- **Follow-Up for Unreturned Items**
    - DAY OF:If the item is not returned by the end of the day, Admin Staff will place a reminder on Daily Notices for the following day.
    - NEXT DAY: Daily Notices read in HF. Should a student not return an item, a reminder email will be sent to the parents/guardians, with the relevant MLP and HFT CC'd(see TEMPLATE 2 below), and students will be placed on SSG by Admin.
    - A record will be kept of returned items and failure to return. Persistent issues with uniform borrowing will be escalated to the MLP for further support and intervention.

TEMPLATE 1: Email Template for Repeat Borrowed Item

Subject: Missing Uniform Item

Dear [Parent/Guardian's Name],

[Student's Name] in Year [Year Level] has borrowed a [Uniform Item] three times from Student Services this week. As a result, they have been allocated to the Student Support Group for 20 minutes of Recess 2 and asked to search for their missing item. Please support their efforts in this search at home.

Alternatively, if the XXX cannot be found, a new one can be purchased from the College. This ensures that students support our efforts to maintain our uniform policy. Additionally, if you have not already done so, I encourage you to write your child's name on the item. This simple measure increases the chances of lost items returning to their rightful owner.

Thank you for your cooperation in helping us to maintain our uniform policy and uphold high standards.

Kind regards,
[Your Position]

TEMPLATE 2: Email for Unreturned Item

Dear [Parent/Guardian's Name],

This email is a reminder that [Student's Name] in Year [Year Level] has not yet returned the borrowed [Uniform Item] to the school. They were reminded to return it the following morning, and having not done so, have been allocated to the Student Support Group to discuss this matter with a member of the Pastoral Team.

Please ensure this item is returned to Student Services as soon as possible.If the XXX cannot be found, a new one can be purchased from either the College or Tina's Fashions, and returned accordingly. This ensures that students support our efforts to maintain our uniform policy. Additionally, if you have not already done so, I encourage you to write your child's name on their own items. This simple measure increases the chances of lost items returning to their rightful owner.

Thank you for your cooperation in helping us to maintain our uniform policy and uphold high standards.

Kind regards,
[Your Name]
[Your Position]