St Stephen's Catholic College

Whole School Behaviour Support Plan

EFFECTIVE DATE: 11 February 2026

REVIEW DATE: December, 2026

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.

Contents

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 2026 – 2028 Vision Statement

To offer every student in every school a world-class education enriched by their lived encounter with the Catholic faith.

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.

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.

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.

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.

Consultation and Review Process
St Stephen's Catholic College consults with all stakeholder for changes to policy.

Student Behaviour Support Systems

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.

Student Code of Behaviour
At St Stephen's Catholic College, students embrace the culture of the College by following the Behaviour Matrix

- 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.

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

Our Whole-School Approach: The restorative practices approach works together with a Multi-tiered System of Support (MTSS)

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.
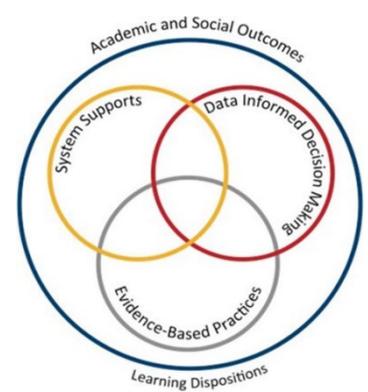
Continuum of Support and Key Features

An important component of the Restorative Practice approach with MTSS is 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.
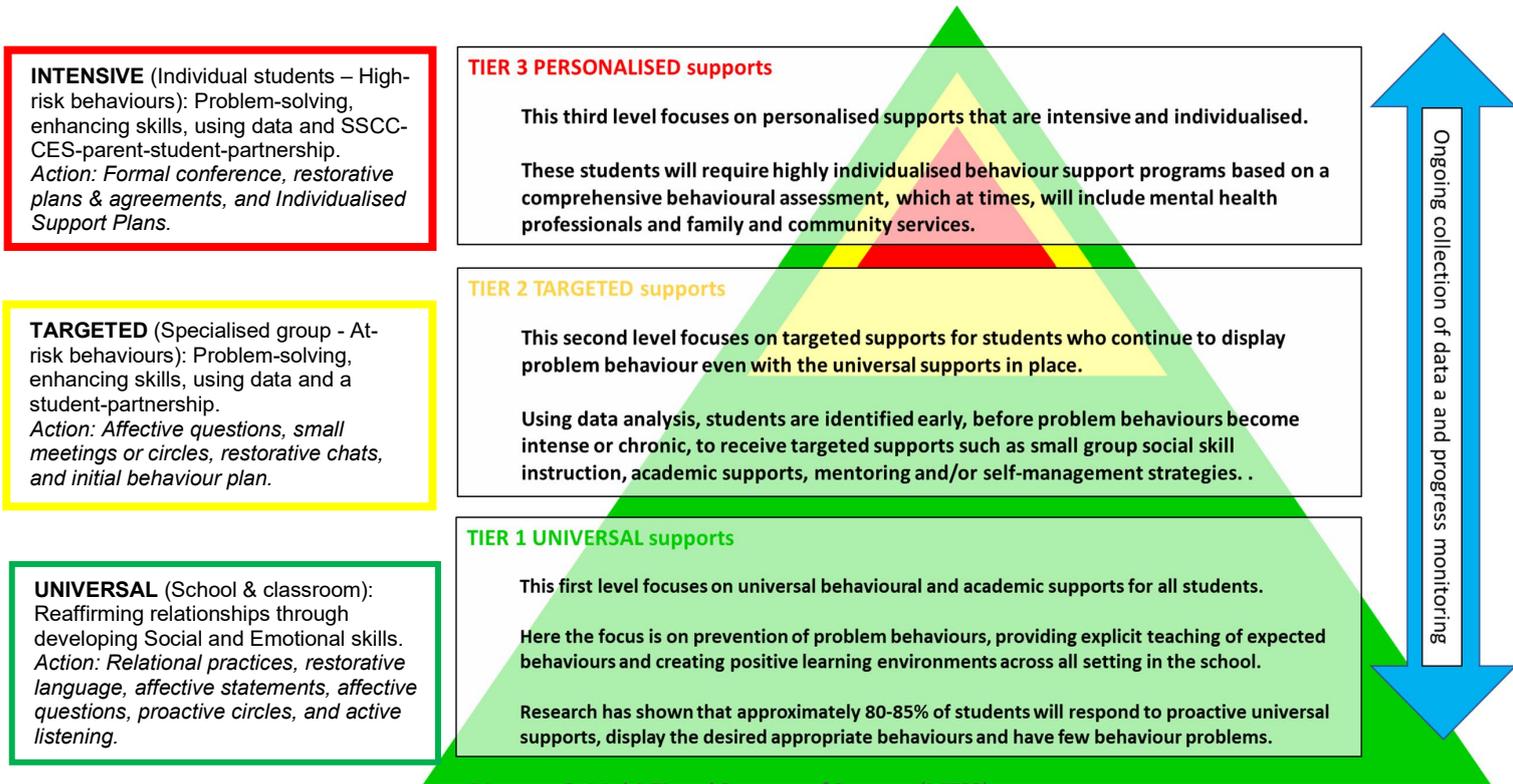
INTENSIVE (Individual students – High-risk behaviours): Problem-solving, enhancing skills, using data and SSCC-CES-parent-student-partnership.
Action: Formal conference, restorative plans & agreements, and Individualised Support Plans.

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.

Student Behaviour Support Flow Chart for managing student behaviour

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 pastorally cares for all students in one pastoral house (Augustine, Deacon, McAuley, and Muluridji).
College Guidance Counsellors, Home Form Teachers

Student Diversity
Middle Leader Student Diversity, Guidance Counsellors, Case Managers/Inclusion Teachers, Learning Support Officers, and the Indigenous Liaison Officer work across both Pastoral and Curriculum teams.

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.

Student Behaviour Support Practices

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.

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)

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.

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

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	• Notify the home form teacher and MLP-H that the issue of concern is being investigated.

Staff Member and/or MLP-H	- 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.

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').
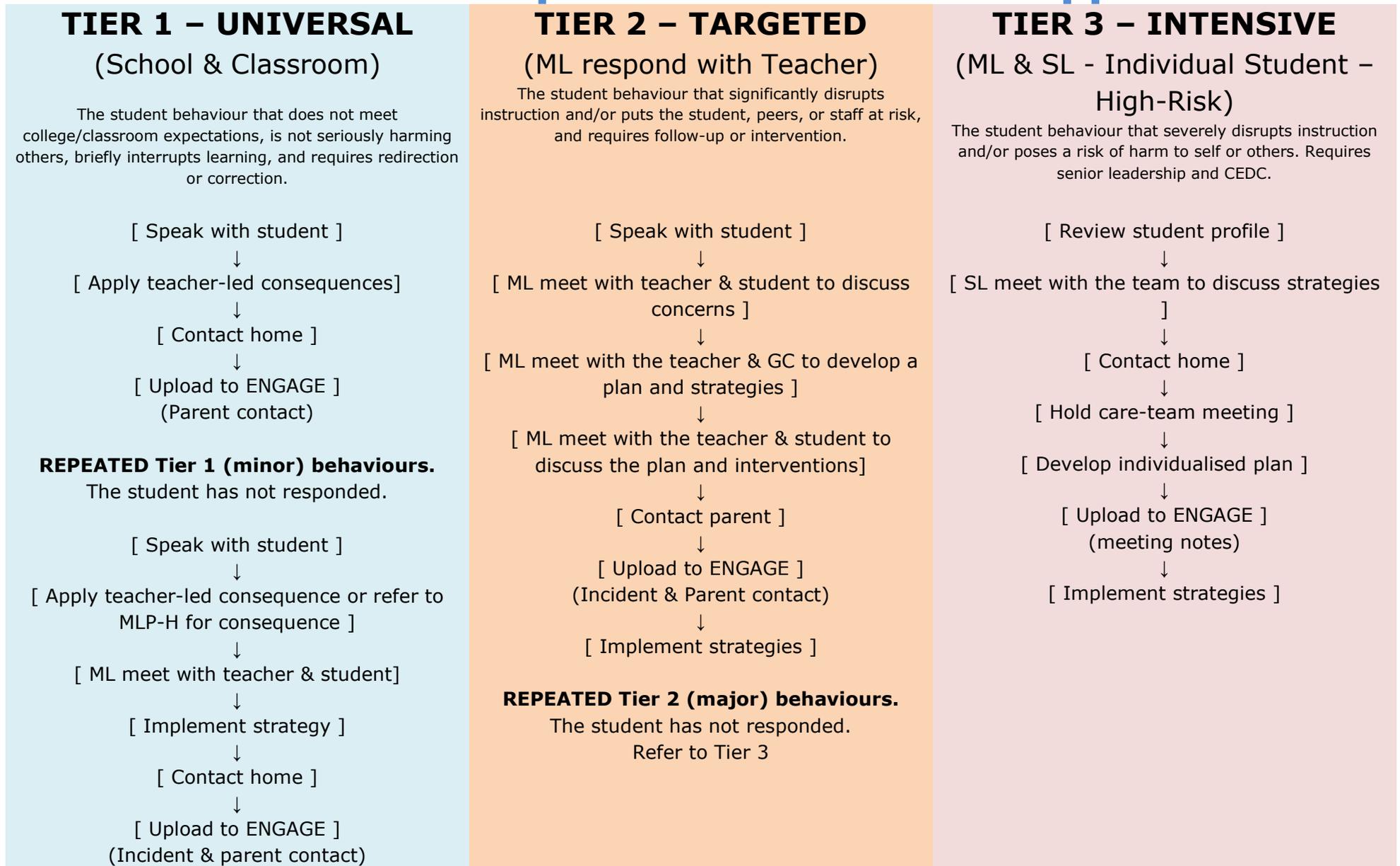
Tier 3: Personalised Supports

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.

Behaviour Response Flow – Tiered Supports

TIER 1 – UNIVERSAL
(School & Classroom)

The student behaviour that does not meet college/classroom expectations, is not seriously harming others, briefly interrupts learning, and requires redirection or correction.

[Speak with student]
↓
[Apply teacher-led consequences]
↓
[Contact home]
↓
[Upload to ENGAGE]
(Parent contact)

REPEATED Tier 1 (minor) behaviours.
The student has not responded.

[Speak with student]
↓
[Apply teacher-led consequence or refer to MLP-H for consequence]
↓
[ML meet with teacher & student]
↓
[Implement strategy]
↓
[Contact home]
↓
[Upload to ENGAGE]
(Incident & parent contact)

TIER 2 – TARGETED
(ML respond with Teacher)

The student behaviour that significantly disrupts instruction and/or puts the student, peers, or staff at risk, and requires follow-up or intervention.

[Speak with student]
↓
[ML meet with teacher & student to discuss concerns]
↓
[ML meet with the teacher & GC to develop a plan and strategies]
↓
[ML meet with the teacher & student to discuss the plan and interventions]
↓
[Contact parent]
↓
[Upload to ENGAGE]
(Incident & Parent contact)
↓
[Implement strategies]

REPEATED Tier 2 (major) behaviours.
The student has not responded.
Refer to Tier 3

TIER 3 – INTENSIVE
(ML & SL - Individual Student – High-Risk)

The student behaviour that severely disrupts instruction and/or poses a risk of harm to self or others. Requires senior leadership and CEDC.

[Review student profile]
↓
[SL meet with the team to discuss strategies]
↓
[Contact home]
↓
[Hold care-team meeting]
↓
[Develop individualised plan]
↓
[Upload to ENGAGE]
(meeting notes)
↓
[Implement strategies]

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

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.

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

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.

When Absent

Your parents are asked to report your absence by 8:30 am through the MyCE Parent app. If a student is absent from school without explanation, a text message (SMS) will be sent to the parent/carer.

Lateness

If students are going to arrive late, parents must contact the College prior to arrival. If a student is late without explanation, a text message (SMS) will be sent to the parent/carer. 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.

Extended Leave

Leave from school is generally discouraged, however sometimes such leave is unavoidable or necessary. All requests for leave must be submitted to the principal before the required date. The leave request form and further details can be found on the College website.

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. Consequences will apply when breaches occur.

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, in transit 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.

College Expectations

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 to 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, a 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.

DIGITAL CITIZENSHIP AGREEMENT

St Stephen's Catholic College

Trust in the Lord

	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.

Name:	HF:
Signature:	Date:

Student Driving to School Policy

SENIOR STUDENTS DRIVING PRIVATE VEHICLES

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.

STUDENT DRIVING POLICY

Use of vehicles during school hours
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.

Parking of cars
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.*

Car keys
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.

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

During block examination week
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: _____