Student Behaviour Support Policy

(Including anti-bullying provisions)

A document supporting Pastoral Care in our College

Updated 08 March 2012
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TRINITY COLLEGE VISION STATEMENT 2011 - 2015

Trinity College is a Catholic community committed to making Jesus known and loved in the Marist way. Our vision is to provide a caring, contemporary, learning environment which nurtures the spiritual, intellectual, social, cultural and physical potential of the young people in our care.

TRINITY COLLEGE MISSION STATEMENT 2011 - 2015

Trinity College, inspired by our motto ‘In God we Trust’, is a Catholic learning community where the values inherent in the Gospel of Jesus Christ are promoted and nurtured through the Marist traditions of simplicity, family, presence, love of work and in the way of Mary.

Trinity College:

- guides the spiritual growth and social development of students by encouraging prayer and worship, self-discipline and integrity.

- provides students with a diverse range of educational opportunities while instilling a love of effort that leads to self-fulfilment.

- promotes Christian values through religious, academic, sporting and cultural pursuits challenging students to demonstrate a lifelong concern for others and the environment.
1. OUR SCHOOL

Trinity College is a Catholic Co-educational Secondary College administered by Brisbane Catholic Education. The school population is about 870 students with approximately 165 students in each of Years 11 and 12. The College draws its students mainly from the regions of Beenleigh, Beaudesert, Loganholme, Kingston, Woodridge, Browns Plains, Jimboomba, Ormeau, Windaroo, Mt Warren Park and surrounding areas.

The College opened in 1982 and in the first six years of its life a group of Marist Brothers lived in community at the College and taught at the school. The Principal was a Marist Brother. The Sisters of St Joseph were also prominent in the early formative years of the College. Hopefully still today the actions of the staff and the relationships among the Trinity community are in keeping with the charisms of these two great religious orders.

Trinity College seeks to be a community of believers where Gospel values are experienced and developed. Recognising our Marist traditions, the College reflects the mission of the Catholic Church in which faith, culture and life are all brought into harmony within a mutually supportive environment. In recent years staff and students of the College have worked to develop a better understanding of and living the Marist Charisms: Presence, Simplicity, Family Spirit, Love of Work and In the Way of Mary. These underpin all the work we do in guiding and supporting our students. In 1999 and 2000 the staff of the College sought to improve our behaviour management processes and much time was spent in examining our mission, vision, underlying philosophy, processes, relationships and practices. The Responsible Thinking Process, RTP, seemed to mesh well with our vision, mission and Marist heritage. Thus in July 2001 RTP was introduced to the College.

Trinity College provides students with a foundation of lifelong growth in the spiritual, intellectual, physical, social and emotional areas. It is envisaged that this growth will result in a continuing personal commitment to Jesus Christ, His values, and active participation in parish life and the wider community.

Trinity College develops within students’ self-discipline, initiative, integrity and self-esteem. The College offers a broad based education which is responsive to the needs of students in the academic, cultural and vocational fields, thus providing them with the essential life skills required for our contemporary society. In order that they attain their potential, all students will be considered equitably and individually. RTP, Learning Support in the curriculum and the College Counselling services provide complementary support mechanisms to students to enable each young person to reach their potential.

Trinity College strives to spread Christian hope in today’s society through community participation and the celebration of Gospel values. Students will be challenged to show concern for both the social and environmental issues of our world, and to develop a lifelong spirit of enquiry.

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

We show this through:

- practical expression of the Gospel message within and beyond their communities
- our care for those within the school community, especially the most vulnerable
- the extent to which students experience school as a place of hope and promise for their future.
Our schools is committed to the development of the whole person and the development of Catholic schools which:

- provide loving, caring and secure environments
- recognise the individuality and dignity of each student
- foster life-giving relationships within the school community.

Trinity College reflects this in:

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

In each case, our support for students is grounded in a faith-centred environment which:

- honours the dignity and uniqueness of students and enhances their formation as disciples of Jesus Christ
- values the conscientious and collaborative efforts of students, parents and staff involved in the learning process in their school communities
- communicates our Catholic faith throughout the learning process, through prayer, reflection, connectedness and the celebration of the giftedness of the students and staff in our schools
- cares for the individuality and sacredness of human life
- promotes an inclusive community.

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

WE BELIEVE THAT:

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


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

1.2 Context Considerations

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

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

Figure 1: Influences on Behaviour in Schools Framework

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


Irrespective of individual family or neighbourhood characteristics, all students are valued members of our Trinity College community. We are committed to maximising opportunities to provide the most enabling environments for our students.

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

In addition, this support is achieved through a well-constructed and implemented Student Behaviour Support Policy, underpinned by Brisbane Catholic Education’s Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines.
2. **CODE OF EXPECTED STUDENT BEHAVIOUR**

As members of the Trinity College Community students commit to:

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

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

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

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

The RTP is the framework for student behaviour management and sits within the College’s

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

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

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

In this document and College literature some behaviours, are referred to as ‘automatics’. In these instances, we consider the inappropriate behaviour significant enough whereby the student is automatically sent to the Responsible Thinking Classroom (RTC).

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


Resources are also available in the College Library and the Responsible Thinking Classroom.
3. **EXPECTATIONS**

**STUDENTS COMMITMENT** | **STUDENT RIGHTS TO** | **STUDENT RESPONSIBILITIES TO**
---|---|---
To care for yourself and others | • To be treated with courtesy and respect  
• To be free from violence, discrimination, intimidation, bullying and harassment from other members of the school community, be it physical, emotional or cyber.  
• To have legitimate problems listened to and acted upon justly | • To treat others with courtesy and respect  
• To take care of themselves, by not engaging in at-risk behaviours e.g. use of alcohol, tobacco or illegal drugs and by taking care of others  
• To refrain from using violence of any sort (e.g. physical, verbal, psychological)  
• To refrain from bullying, intimidating or harassing others (including through media) in line with the College Anti-Bullying Policy  
• To observe the College Uniform Code  
• To respect the characteristics and uniqueness of each student’s family background and origins |
To act safely | • To be provided with facilities and equipment that are safe and free from hazard  
• To be provided by parents, with safety equipment including hats, sunscreen and bike helmets  
• To have safety rules clearly explained and carried out  
• To be instructed in evacuation and emergency procedures | • To listen to safety directions and follow them immediately  
• To move around the school sensibly, quietly and in an orderly manner  
• To follow directions promptly and cooperate fully during evacuation and emergency procedures  
• To wait safely at bus stops, train stations  
• To obey out of bounds rules  
• Have appropriate approval to leave the College grounds (from the Pastoral Co-ordinator or Leadership)  
• To drive safely and obey school driving rules and protocols  
• To report and intervene to prevent physical, emotional or cyber bullying or serious inappropriate behaviour |
<table>
<thead>
<tr>
<th><strong>To actively learn</strong></th>
<th><strong>To communicate justly</strong></th>
<th><strong>To respect property</strong></th>
</tr>
</thead>
</table>
| • To be provided with a variety of learning experiences and opportunities  
  • To learn with minimal disruption in an environment conducive to learning  
  • To have the opportunity to be listened to  
  • To be offered necessary assistance with learning  
  • To learn at an appropriate level which meets your needs  
  • To know that there is a clearly stated and consistently implemented College Assessment Policy | • To listen to others  
  • To refrain from interrupting while others are speaking  
  • To keep planner up to date  
  • To take home school correspondence  
  • To demonstrate care and sensitivity in representing others in all forms of communication | • To be provided with a safe and accessible place to store personal property and equipment e.g. locker  
  • To expect that your property and equipment will be well cared for  
  • To work, learn and play in a clean and tidy environment  
  • To be provided with materials/resources necessary to assist in maintaining the school environment in this way (e.g. bins, cleaning equipment)  
  • To take care of own and others property and equipment be it either physical, intellectual or digital  
  • To assist in maintaining a clean and tidy working, learning and playing environment  
  • To refrain from bringing inappropriate/undesirable property or equipment to school e.g. computer software  
  • To report possession of this type of property or equipment  
  • To report vandalism of College or student property  
  • To report damaged or vandalised student or school property including College computer equipment | • To participate fully in learning activities and experiences (curricular and extra-curricular)  
  • To refrain from being disruptive  
  • To listen attentively  
  • To assist in creating an environment conducive to learning  
  • To make a genuine effort to learn in all classes  
  • To be prepared for all lessons  
  • To be punctual and attend all lessons  
  • To complete all assessment tasks and homework on time and to the best of your ability  
  • To ensure that students use computers that supports learning and satisfies the conditions of use stated in the student computer use agreement form. |
STAFF EXPECTATIONS

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

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

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>STAFF RIGHTS</th>
<th>STAFF RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To care for yourself and others</td>
<td>• To be treated with courtesy and respect</td>
<td>• To treat others with courtesy, justice and respect</td>
</tr>
<tr>
<td></td>
<td>• To be free from violence, intimidation, bullying and harassment from other</td>
<td>• To refrain from using violence of any sort (e.g. physical, verbal, psychological)</td>
</tr>
<tr>
<td></td>
<td>members of the school community</td>
<td>• To refrain from bullying, or harassing students</td>
</tr>
<tr>
<td></td>
<td>• To have legitimate problems listened to and acted upon justly</td>
<td>• To maintain professional boundaries and appropriate student interactions</td>
</tr>
<tr>
<td></td>
<td>• To be informed of issues affecting students after due consideration for</td>
<td>• To respect the characteristics and uniqueness of each student’s family background</td>
</tr>
<tr>
<td></td>
<td>privacy and confidentiality</td>
<td>• To respect privacy and confidentiality and to follow Child Protection procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To dress appropriately for their professional role</td>
</tr>
<tr>
<td>To Promote Safety</td>
<td>• To be provided with necessary safety equipment for students</td>
<td>• To explain and consistently assist with the carrying out of safety rules and</td>
</tr>
<tr>
<td></td>
<td>• To be provided with opportunities to discuss and implement procedures for</td>
<td>procedures</td>
</tr>
<tr>
<td></td>
<td>following WH&amp;S regulations and student safety</td>
<td>• To model the wearing of safety equipment e.g. caps, shoes etc.</td>
</tr>
<tr>
<td></td>
<td>• To be provided with opportunities to discuss, set in place and practise</td>
<td>• To ensure students wear safety equipment including caps when required.</td>
</tr>
<tr>
<td></td>
<td>evacuation and emergency procedures</td>
<td>• To follow WH&amp;S regulation and safety rules.</td>
</tr>
<tr>
<td></td>
<td>• To have safety directions followed immediately by students</td>
<td>• To have a clear understanding of what to do in an evacuation and emergency situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To participate in discussions, as required, for deciding safety rules and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To fulfil duty of care obligations by being on time to class and supervising actively</td>
</tr>
</tbody>
</table>
| **To actively learn** | • To be offered opportunities for professional development  
• To conduct classroom learning with minimal disruption  
• To be provided with opportunities to take part in the development and regular review of the College Student Behaviour Support Policy  
• To be given appropriate support with the behaviour management of disruptive students | • To initiate a variety of learning activities and opportunities  
• To assist in creating an environment conducive to learning  
• To keep up to date with current curriculum developments and behaviour management strategies  
• To actively seek assistance with the behaviour management of persistently disruptive students  
• To provide or organise the provision of necessary support with learning  
• To implement the College Student Behaviour Support Policy and the RTP |
| | **To communicate justly** | • To be listened to  
• To be spoken to respectfully | • To develop effective partnerships with students and parents through the RTP process, Parent/Teacher interviews, Student Planner and other channels of communication  
• To communicate rules, regulations and procedures that affect students and parents  
• To negotiate constructively to achieve best outcomes  
• To respect students right of inquiry |
| **To respect property** | • To be provided with a safe and accessible place to store personal property and equipment e.g. cupboard, draw  
• To expect that their property and equipment will be well cared for and will not be damaged  
• To be provided with materials/resources necessary to assist in maintaining the school environment in this way (e.g. bins, cleaning equipment) | • To protect student and school property through requesting maintenance  
• To assist students in maintaining a clean and tidy work environment |
## Parent/Caregiver Expectations

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Parent/Caregiver Rights</th>
<th>Parent/Caregiver Responsibilities</th>
</tr>
</thead>
</table>
| To care for child and school | • To be treated with courtesy and respect.  
• To be free from violence, intimidation, bullying and harassment from other members of the school community.  
• To have College related problems listened to and acted upon justly.  
• To be informed of any serious breach of the College rules by their child. | • To treat others with courtesy, justice and respect  
• To refrain from using violence of any sort (e.g. physical, verbal, psychological)  
• To acknowledge receipt of information when required; make contact with the school if necessary and support any actions taken  
• To ensure that child adheres to the College uniform Code |
| To promote safety | • To be provided with facilities and equipment that are safe and free from hazard  
• For their children to be provided with necessary safety equipment | • To support the school in expecting students to follow safety rules  
• To provide children with appropriate safety equipment, including aprons, hats, sunscreen |
| To encourage and support learning | • To expect that the college will provide an environment conducive to learning  
• To expect that their child will be offered necessary assistance with learning  
• To expect that their children will be offered learning opportunities appropriate to their level of ability  
• To expect that children who choose to be disruptive will be provided with opportunities to change/grow  
• To have curriculum and behaviour management initiatives clearly explained | • To participate in learning opportunities provided by the College  
• To support the College in the management of disruptive students  
• To support the College in the implementation of learning experiences generally and individual programs specifically  
• To provide information about children or circumstances, that may impact on learning, to the College  
• To ensure their child attend school and is punctual and is equipped for class |
<table>
<thead>
<tr>
<th>To communicate justly</th>
<th>To respect property</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be listened to</td>
<td>• For their children to be provided with a safe and accessible place to store personal property and equipment</td>
</tr>
<tr>
<td>• To be spoken to respectfully</td>
<td>• To expect that their child’s property and equipment will be well cared for and won’t be damaged</td>
</tr>
<tr>
<td>• To expect family privacy is respected and that information is treated with an appropriate level of confidentiality</td>
<td>• To expect that their child learns in a clean and tidy environment</td>
</tr>
<tr>
<td>• To acknowledge parents’ rights to enquiry, consultation and information in regards to their children</td>
<td>• To expect the College will provide materials/resources necessary to assist in maintaining the school environment in this way (e.g. bins, cleaning equipment)</td>
</tr>
<tr>
<td>• To respond in a timely manner to parent enquiries</td>
<td>• To ensure that their child takes care of their own and others property and equipment</td>
</tr>
<tr>
<td></td>
<td>• To assist in maintaining a clean and tidy working, learning and playing environment</td>
</tr>
<tr>
<td></td>
<td>• To ensure that their child does not bring inappropriate/undesirable property or equipment to school</td>
</tr>
<tr>
<td></td>
<td>• To report possession of this type of property or equipment</td>
</tr>
<tr>
<td></td>
<td>• To report damaged school property in a timely manner e.g. 1:1 computing devices</td>
</tr>
</tbody>
</table>

- Open and honest communication of significant events that affect the child’s health, safety or capacity to learn.

- To consistently model appropriate communication procedures/conventions during interactions with students, other staff and parent/caregivers.

- To respect property

- For their children to be provided with a safe and accessible place to store personal property and equipment.

- To expect that their child’s property and equipment will be well cared for and won’t be damaged.

- To expect that their child learns in a clean and tidy environment.

- To expect the College will provide materials/resources necessary to assist in maintaining the school environment in this way (e.g. bins, cleaning equipment).

- To ensure that their child takes care of their own and others property and equipment.

- To assist in maintaining a clean and tidy working, learning and playing environment.

- To ensure that their child does not bring inappropriate/undesirable property or equipment to school.

- To report possession of this type of property or equipment.

- To report damaged school property in a timely manner e.g. 1:1 computing devices.
### 4. THE ROLE OF THE TEACHER IN SUPPORTING STUDENT BEHAVIOUR

**Behaviours to be dealt with by Classroom / Duty Teacher**

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>To care for yourself and others</td>
<td>• Interference with peaceful enjoyment of playground.</td>
<td>• RTP</td>
</tr>
<tr>
<td></td>
<td>• Interference with another person</td>
<td>• Returns to classroom</td>
</tr>
<tr>
<td></td>
<td>• Interference with another’s property</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Disrupting by failing to follow teacher’s instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Defiant or rude attitude</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Putting others down</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Calling out to others unnecessarily</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Moving around unnecessarily during class time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Failure to have planner signed when exiting class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Incorrect uniform</td>
<td></td>
</tr>
</tbody>
</table>
| To act safely                                                                 | • Disruption in the RTC.  
|                                                                               | • Talking/disrupting during Assembly/ Liturgies.  
|                                                                               | • Interruption of the RTP process with another student/s.  
|                                                                               | • Situations, which staff judge, are ones in which students or others are at risk if they remain in the area.  
|                                                                               | • Violence/fighting  
|                                                                               | • Aggression to staff (including swearing)  
|                                                                               | • Unsafe behaviour in areas with specific safety rules.  
|                                                                               | • Leaving school property without permission of PC or Admin.  
|                                                                               | • Deliberate absence from class.  
|                                                                               | • Smoking, alcohol, drugs.  
|                                                                               | • Interference with another person  
|                                                                               | • Major incident with another person  
|                                                                               | • Major incident resulting in suspension  
|                                                                               | • Food and water throwing |
| To actively learn                                                             | • Constant talking, disrupting others from learning  
|                                                                               | • Homework not completed, classwork not completed, incorrect equipment |
| To communicate justly                                                         | • Obscene language directed at staff or students. |
| To respect property                                                           | • Theft within school environment (including excursions)  
|                                                                               | • Interference with another’s property |

| RTP |
### Behaviour to be dealt with by Pastoral Teacher

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care</td>
<td>Incorrect uniform</td>
<td>Discussion with student</td>
</tr>
<tr>
<td>Communication</td>
<td>No late note</td>
<td>Provide loan of correct items if possible</td>
</tr>
<tr>
<td></td>
<td>No letters of absence</td>
<td>RTP</td>
</tr>
<tr>
<td>Property</td>
<td>Misuse of Student Diary</td>
<td>Note in Diary</td>
</tr>
<tr>
<td>Learning</td>
<td>Punctuality</td>
<td>Referral to Pastoral Co-ordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parental Contact</td>
</tr>
</tbody>
</table>
### Behaviour to be dealt with by Academic Co-ordinator

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Persistent homework/classwork.</td>
<td>Discussion with student</td>
</tr>
<tr>
<td>Communication</td>
<td>Equipment problems</td>
<td>Discussion with Learning Support Teacher</td>
</tr>
<tr>
<td></td>
<td>Cheating in exams/assessment activities</td>
<td>Referral to Academic Coordinator</td>
</tr>
<tr>
<td>Safety</td>
<td>Non-attendance at Year 8-12 exams/assessment activities or completion of assessment</td>
<td>Refer to Assistant Principal Administration</td>
</tr>
<tr>
<td></td>
<td>Repeated violation of subject safety or security procedures; e.g. Computer Agreement, WH&amp;S Regulations, Manual Arts, Sport, Home Economics, Vocational Education, etc.</td>
<td>Communication with parents</td>
</tr>
<tr>
<td>Property</td>
<td>Deliberate misuse of resources</td>
<td>Referral to Guidance Counsellor</td>
</tr>
<tr>
<td>Care</td>
<td>Legitimate problems listened to</td>
<td>Referral to Deputy Principal</td>
</tr>
</tbody>
</table>
### Behaviour to be dealt with by Pastoral Co-ordinators

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
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<tbody>
<tr>
<td>Care</td>
<td>• Incorrect uniform</td>
<td>• Uniform Pass</td>
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<td></td>
<td>• Repeated/widespread misbehaviour</td>
<td>• Discuss with student</td>
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<td></td>
<td>• Absent from class without permission</td>
<td>• Discuss with Pastoral Teacher</td>
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<td></td>
<td>• Misuse of lockers</td>
<td>• Discuss with Learning Support Teacher/Counsellor</td>
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<td></td>
<td>• Bullying/vindictive/harassing behaviour</td>
<td>• Parent contact</td>
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<td></td>
<td>• Physical fighting</td>
<td>• Confiscation of illegal objects</td>
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<td></td>
<td>• Vandalism</td>
<td>• RTP</td>
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<tr>
<td></td>
<td>• Obscene language or abuse to a teacher or student</td>
<td>• Referral to Deputy Principal</td>
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<td>• Smoking or possession of cigarettes</td>
<td>• Relevant APA - Pastoral</td>
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<td>• Truanting from school</td>
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<td>• Illegal objects at school</td>
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<td>• Unsafe behaviour</td>
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<td>• Refusal to obey the direction of a staff member</td>
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<td>• Non-attendance at Year 11 and 12 Exam period.</td>
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### Behaviours to be dealt with by Deputy Principal / A.P. – Pastoral Care

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<th>COMMITMENT</th>
<th>BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
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<tbody>
<tr>
<td>Care</td>
<td>• Alcohol/Drugs</td>
<td>• Discuss with student</td>
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<td></td>
<td>• Repeated obscene language or abuse to a teacher</td>
<td>• Discuss with Counsellor</td>
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<td>• Repeated fighting (physical)</td>
<td>• Parent contact</td>
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<td>• Repeated serious vandalism</td>
<td>• Confiscation of illicit objects</td>
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<td>• Any serious matter referred by Subject Co-ordinator or Year Level Co-ordinator</td>
<td>• In school suspension (after discussion with Principal)</td>
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<td>• Breaches of assessment/assignment policy</td>
<td>• RTP</td>
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<td>• Serious matters pertaining to safety</td>
<td>• Letters to parents</td>
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<td>• Parental contact/interview</td>
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### Behaviours to be dealt with by the Principal

Any matters referred by Deputy Principal or Assistant Principal – Pastoral Care
5. **PROCEDURES**


### 5.1 Detention

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

- Required to remain at school, or in a particular classroom, in the student’s “non-class” time (recess, lunchtime, recreation time, after school).

- Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out) e.g. time in the Responsible Thinking Classroom” (Brisbane Catholic Education’s Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines 2008)

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

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

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

#### 5.1.1 Guidelines – RTP

All members of the College teaching staff are invited to sign up for the RTP system at the start of the year. Almost all teachers do so. What follows refers to those who join RTP.

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

Classroom teacher implementing the RTP

YARD

Inappropriate Behaviour

Automatic referral to RTC
Student sent with referral
Outlining behaviour

RTP Questions
Repeated disruptive behaviour
Student chooses to go to RTC
Student sent with referral
Outlining behaviour

PASTORAL COORDINATOR
Deal with general behaviour

Inappropriate Behaviour

Automatic referral to RTC
Student sent with referral
Outlining behaviour

RTP Questions

RTP Procedure

Inappropriate Behaviour

Student sent with referral
Outlining behaviour

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

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

FREQUENT REFERRAL TO RTC

Level 1 – Letter home
Level 2 – PC letter
Level 3 – Mini-intervention with PC & RTT
Level 4 – Letter to parent for interview with
PC and counsellor
Level 5 – Full intervention with DP/PC/RTT/
Counsellor/LSD

Letter 1 - Outlines concerns about students’
referrals to RTC
Letter 2 - Pastoral Care Coordinator requests
interview with parents and teachers
- Intervention meeting
Letter 3 - Full intervention

SUPPORT SERVICE
- Learning Support
- Counsellors
- Home/school liaison
- Careers
- Outside agency
5.2 Suspension

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

- Any single suspension cannot exceed ten school days without being referred to the Deputy Executive Director
- Indefinite suspension, where a student is continually re-suspended for the maximum period will not occur
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspensions should not exceed more than ten school days
- By mutually-agreeable arrangements, a student’s enrolment may be suspended whilst the student attends an alternative education program.
- Suspension may occur if so decided by the Principal after he/she has:
  - Ensured that appropriate and available student support strategies and discipline options have been applied and documented
  - Ensured that appropriate support personnel available, within the school system and externally, have been involved
  - Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension

Suspension documentation for a full day or longer:

As soon as practicable after a day or longer suspension takes place, the Principal will ensure a full report is written on the background and reasons for suspension, with the period of suspension clearly specified. A copy of the Principal’s letter to the parents/caregivers should be attached to the report. Copies of the report and attached letter should be placed on the school file and placed on the student’s file. For a suspension of one or two days, reporting remains in the school. For a suspension of longer than two days, Principals should notify the Area Supervisor.

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

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

- A student will not be sent out of school before the end of the school day without notification being made to parents/caregivers and if necessary, agreement reached about arrangements for the collection of the student from school.
- Though interviews may take place by phone, notification of suspension must be made to parents/caregivers in writing. An oral communication, even face to face, is not sufficient in itself.

In all cases, the notification will

- Indicate the reasons for the suspension.
- Advise the length of the suspension, the expected return date, the conditions to be met to enable return and the re-entry support process.
- Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension.
- Request a parental meeting at the school prior to re-entry.
- Parents/caregivers are referred to the school’s Student Behaviour Support Plan.

Student information database entry:

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

5.3 Exclusion

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

5.4.1 A Principal may not exclude a student on his or her own authority.
5.4.2 A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Deputy Executive Director.
5.4.3 In cases where consideration is being given to recommending an exclusion from a Brisbane Catholic Education school, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

The Principal will:

- Consult with the Area Supervisor.
- Consult as needed with the Parish Priest.
- Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service.
- Notify the student and the parents/caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student, parents or caregivers to respond.
- Provide to the student and/or parent/caregivers a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future.
- Recorded all actions taken in appropriate school files and BCE’s database when available.
5.4 Appeals

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

The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made.

5.5 Guidelines – Other Forms of Detention

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

Strategies to Restore Appropriate Behaviour
STRATEGIES TO RESTORE APPROPRIATE BEHAVIOUR

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

1. Tactically Ignoring Behaviour
2. Waiting and Scanning
3. Proximity
4. Parallel Acknowledgment
5. After Class Chat
6. Descriptive Encouraging
7. Casual Statement or Question
8. Simple Directions
9. Rule Restatements and Reminders
10. Question and Feedback
11. Tuning-In
12. Deflection and De-fusion
13. Blocking or Broken Record Technique
14. Assertive Messages
1. **Tactically Ignoring Behaviour**
   This strategy is used for low level behaviours that do not interfere with the learning of the whole class.

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

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

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

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

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

5. **After Class Chat**
   When a situation has needed to be defused or managed during a learning episode or if a teacher has ignored secondary behaviour which needs to be challenged, it may be helpful to speak to a student privately and individually at a break time. These occasions allow the teacher to address the behaviour in questions without disrupting learning or affording the student inappropriate attention.

6. **Descriptive Encouraging**
   Describe exactly what you see or hear that you want to see or hear more frequently.
   e.g. • Steven has started work
       • This group is on task
       • Miranda, you sat on your seat as soon as I asked.

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

   Also try to avoid giving conditional praise such as “Good, why don’t you do it like that all the time?” It is most effective when used frequently and purposefully.
7. Casual Statement or Question
   This strategy is used when a student is off task but not disruptive.
   It is an un-intrusive way of directing students back on task. Use a question or casual statement such as:
   - How are you going?
   - Let me see where you’re up to.
   - Do you need a hand?

8. Simple Direction
   Give a simple, clear, concise direction in a firm but calm voice. It is best to follow the statement with “thanks” rather than “please”.
   This strategy is used with direct eye contact and open hand gestures but avoids express or implicit threats.
   Younger students may need simple directions repeated.
   With older students the directions can usually be accompanied by body language that anticipates compliance, i.e. moving away.

9. Rule Restatements and Reminders
   Rule reminders don’t labour the point, but keep the interaction brief and non-personal. They focus attention on the behaviour.
   Where a student starts to procrastinate the teacher may restate the rule once or twice, without getting into a debate.
   This is a more decisive strategy than the previous one, in that it encourages students to acknowledge their behaviour and reminds them of their responsibility for that behaviour.

10. Questions and Feedback
    The question technique comes from Glasser who warns not to ask “Why” questions, as these incite excuses for behaviour. “What” questions should be used, as these focus on the behaviour itself.
    For example, Jenny has left her seat to show a comic to her friend Sue.
    Teacher: “Jenny, what are you doing?”
    Jenny: “I’m just getting a pencil.”
    Teacher: “You’re out of your seat reading a comic”.
    Jenny: “I need a pencil”
    Teacher: “What should you be doing?”
    Jenny: “I should be in my seat”?
    Teacher: “Right, would you get back to your seat now thanks”.
    Sometimes during question and feedback the student may respond by teacher baiting.
    Melissa (across the room): “Sir! Sir! Mr Rogers! Sir! Sir!”
    Teacher: “Excuse me, Melissa. What are you doing?”
    Melissa: “Asking a question”.
    Teacher: “You’re calling out across the room. What should you be doing?”
    Melissa: “Putting my hand up like the other try hards I suppose”.
    Teacher: “Do you have a question?”
    Teacher baiting is a sure sign that students are after power. It is vitally important that teachers avoid the bait and calmly direct students back to the task.
    The question and feedback strategy, by inviting students to acknowledge their behaviour, reminds them that they are responsible for their behaviour.
11. Tune In

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

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

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

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

12. Deflection and De-fusion

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

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

13. Blocking or Broken Record Technique

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

Teacher (to a student listening to a tape): “Simone, off thanks”.

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

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

14. Assertive Messages

It may be appropriate with some behaviour for teachers to use an assertive message to explain to the student how they are feeling about their behaviour. This may, for example, be used for low-level disruptions like tapping loudly where tactical ignoring is not working. The teacher might say “Shaun, you can see I’m trying to teach, would you put the pencil down thanks”, then look back to the whole class and continue.
Similarly if the whole class is being disruptive by being noisy, teachers might call the class to attention and explain their feelings about the level of noise. An assertive message allows the teacher to demonstrate appropriate anger or frustration without purposefully belittling students. It is a method of reminding students that the teacher too has rights. It is accompanied by appropriate body language and voice tone. Such a message would see the teacher firmly and decisively outline their feelings with a raised voice level, and while eye sweeping the whole class.

For example,
“Excuse me! I’m really uptight with this noise level. You know our rules about working noise. I can’t teach with this noise level. Let’s stick to the rule thanks!”

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

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

For example,
“Michelle, I’m really uptight about that mess you’ve left”
is different from
“I’m sick and tired of your pig-sty of a desk!”

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

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

RELIABILITY

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

AWARENESS

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

INTEREST

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

FAIRNESS

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

RESPECT

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

CARE

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

REFLECTION TIME

- Was the lesson successful?
- How could it have been improved?
APPENDIX 2

Anti - Bullying Policy

Updated January 2012
Trinity College

SCHOOL POLICY TO PROTECT THE FREEDOM AND DIGNITY OF EACH PERSON

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

Purposes
The school community will take every opportunity to reinforce the school ethos which promotes and respects the rights of each individual.

Each member will recognise that any behaviour which intimidates another person is unacceptable.

Each member of the community has the responsibility to protect his/her own as well as others’ rights against intimidation.

The school community will provide a safe, secure and supportive learning and social environment for all students.

A Definition of Bullying
Bullying is an act of aggression causing embarrassment, pain or discomfort to another:

- It can take a number of forms: physical, verbal, gesture, extortion and exclusion
- It can be an abuse of power
- It can be planned and organised or it may be unintentional
- Individuals or groups may be involved.

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

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

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

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

What do we do to prevent bullying at Trinity College
As a school community we will not allow cases of bullying to go unaddressed. In doing so we commit to:
(a) Staff:
   (i) Be role models in word and action at all times
   (ii) Be observant of signs of distress or suspected incidents of bullying
   (iii) Make efforts to remove occasions for bullying by active patrolling during Supervision duty
   (iv) Arrive at class on time and move promptly between lessons
   (v) Take steps to help victims and remove sources of distress without placing the victim at further risk
   (vi) Report suspected incidents to the appropriate staff member such as Pastoral Coordinator, AP - Pastoral Care or Deputy Principal

(b) Students:
   (i) Refuse to be involved in any bullying situations. If you are present when bullying occurs – if appropriate, take some form of preventative action and report the incident or suspected incident and help break down the code of secrecy.

(c) Parents:
   (i) Watch for signs of distress in their child e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
   (ii) Advise your child to tell a staff member about the incident. If possible allow them to report and deal with the problem themselves. They can be empowered through taking the initiative and dealing with the problem without direct parental involvement.
   (iii) Inform the College if bullying is suspected.
   (iv) Keep a written record (who, what, when, where, why, how).
   (v) Do not encourage your child to retaliate.
   (vi) Communicate to your child that parental involvements, if necessary, will be appropriate for the situation.
   (vii) Encourage their child to continue to be positive in their relationship with others.
   (viii) Supervise and monitor the use of social networking

Brisbane Catholic Education’s Position on Bullying
Brisbane Catholic Education believes everybody in our school environment has the right to feel safe. Therefore bullying behaviour in BCE schools is unacceptable.
PROCEDURE

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

(a) Class teacher or yard teacher  
(b) Pastoral teacher  
(c) Pastoral coordinator  
(d) Counsellor  
(e) Member of administration

When an incident is reported, the teacher will refer the matter to the Pastoral Coordinator immediately. In a low level case, the teacher speaks to the other students involved asking them to modify their behaviour. Pastoral coordinators will record the complaint and will proceed with the following steps:

**Step 1:**

Interview all parties involved. Determine the underlying problem and talk with the students about the consequences of their behaviour. Students develop plans to reorganise their thinking and behaviour as part of the Responsible Thinking Process.

**Step 2:**

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

**Step 3:**

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

**Step 4:**

Referral to the Principal.  
If the intimidation continues, the student needs to report this to their pastoral coordinator.  
In a high level case, the bully needs to be referred to the Deputy Principal.
PRIMARY PREVENTION

Primary Prevention Programs would include programs that would engender resilience in students and assist with creating supportive school environments e.g.

- Mentoring programs.
- Induction and transition programs.
- Communication skills training.
- Personal development programs

EARLY INTERVENTION

Early intervention processes would include:

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

INTERVENTION

Intervention procedures would include:

- Clear reporting and referral procedures.
- Crisis intervention procedures.
- Monitoring and evaluation of the anti-bullying program.

RESTORATION OF WELL-BEING

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

CONSEQUENCES FOR STUDENTS WHO INTIMIDATE OR BULLY OTHERS

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

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

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

CYBERBULLYING: Students found to be using College technological equipment to bully at school may have this equipment confiscated until their parents have been contacted. They may face the following possible sanctions as a means of aiding the student to reorganise their thinking:

- Loss or restriction of access to technology resources
- Formal disciplinary action for breach of the school disciplinary policy
- Cases of serious, deliberate, and or criminal breach will be referred to external authorities and may result in civil or criminal proceedings.
APPENDIX 3

Uniform Code
TRINITY COLLEGE UNIFORM REGULATIONS

COMPULSORY UNIFORM (As stated in Application for Enrolment - Trinity College)
Students will wear full school uniform (as specified in the Prospectus) at all times in attendance at school, while travelling to and from school, and on special occasions. All items should be clearly marked with the owner’s name. Neatness, tidiness and cleanliness of uniform are essential, and no variations will be tolerated. T-shirts or singlets worn under either the day or sports uniform must not be visible.

Girls:
Make-up, nail polish and jewellery are not part of the school uniform and must not be worn. A wristlet watch, signet ring and one pair of plain sleepers/studs (when ears have been pierced) are the only items of jewellery permitted.

Boys:
Boys are permitted to wear a wristlet watch but are NOT permitted to wear earrings or rings.

Both:
In addition, it is permissible to wear a small plain discreet silver or gold cross on a fine chain around the neck. Any other religious item of jewellery is not to be seen. Observable body piercing is totally banned. Students are not allowed to wear nose studs, tongue studs, eyebrow studs, or earrings (apart from one set of sleepers or studs for girls mentioned above). Students are not allowed to cover any pierced objects with band-aids, nor are plugs or retainers acceptable.

Students’ hairstyles are to be conservative. Excessiveness in styles, colour, gel, or cut which the College deems as extreme, will not be tolerated.

Girls with shoulder length hair or longer are to have their hair tied back, hair ties should be in one of the school colours.

Prescribed footwear should be worn at all times. That is: black lace-up school shoes for day uniform and supportive lace-up sports shoes (canvas or slip on shoes are not allowed) for sports days or physical education classes.

Sports uniform is to be worn on set sports days. On days when students have timetabled PE lessons, they will change into their PE uniform at the start of the lesson, and change back into full school uniform at the end of the lesson.

The Blue College cap must be worn for all outdoor activities.

The School Bag with the College Logo is the only school bag permissible.

PLEASE NOTE THE FOLLOWING
(All uniform items are available from the Uniform Shop at the College with the exception of shoes and stockings.)

SHOES:
DAY UNIFORM
The only acceptable shoes with the Day Uniform are Black Leather Lace-up shoes (Velcro and zip up shoes are not acceptable) with regulation heel; for example, Clarkes, Bata or something similar. Sneakers or sport shoes are unacceptable.

SPORTS UNIFORM
Sports shoes are to be supportive, lace-up sports shoes. Canvas, slip on, or Velcro tab shoes are not acceptable.

HAIR
Boys: Hair should not extend beyond the collar nor cover eyes. It should not be dirty or untidy nor extreme in style, gel, cut or colour. Boys are to be clean shaven at all times.

Girls: Hair should be clean and tidy. Girls are not permitted to wear either irregular colour or multi-coloured hair. Excessiveness in styles, colour, gel, or cut which the College deems as extreme, will not be tolerated. Girls with shoulder length hair or longer are to have their hair tied back.
WEARING THE COLLEGE UNIFORM

Boys’ day uniform shirts must be tucked in at all times; Pants/skirts are not to be worn so low as to show underwear or bare skin; the top button on boys’ shirts must be done up and the tie drawn up correctly.

Senior Students: (Years 11 and 12)
Blazers are compulsory every day, during terms two and three (except Thursday for sports day). These must be worn to and from school, to school assemblies and all official College functions. The sleeves of the blazer are not to be worn pulled up. The College polycotton knit jumpers can be worn under the blazer but never should be worn instead of the blazer.

Senior Girls are to wear plain charcoal or ebony stockings. Knee-high stockings or similar are not acceptable.

Senior Boys must wear long trousers with grey socks for day uniform.

Junior Students (Years 8 and 9)
Students are permitted to wear the polycotton jumper.
Boys in Terms 2 and 3 wear the College tie with the top button of the shirt done up.
Boys may wear long grey trousers if it is cold.
Girls have the option to wear plain, charcoal or ebony stockings during Terms 2 and 3. Knee-high stockings or similar are not acceptable.

Year 10 Students
Students in Year 10 have the option in Terms 2 and 3 of wearing the blazer or the College jumper since it is a transitional year. They are required to purchase a blazer at the end of Year 10 in preparation for Years 11 and 12.

Sports Uniform Mix and Match combinations:
Girls:
Any combination of Sports shirt/Jumper/Culottes/ Basketball Shorts/ Netball Skirts/ Taslon Track Pants.
Year 12 students may wear the Senior Jersey.

Boys:
Year 12 students may wear the Senior Jersey.
## Trinity College Uniform

### GIRLS ALL
- **Skirt**: Long Skirt - Pleated - Royal Blue Fabric (Length: Below knee level)
- **Blouse**: White with uniform collar, back yoke and pleat, school logo on pocket, band on bottom
- **Shoes**: Black leather lace-up shoes with regulation heel e.g. Clark’s or similar (not sneakers or sports shoes).
- **Jumper**: Poly cotton - blue knit
- **Badge**: Trinity College School Badge (for tie)
- **Bag**: School bag with logo.
- **Hat**: Royal formal hat from 2013.

### JUNIORS
- **Tie**: Short College Tie
- **Socks**: Sockettes with College logo. Girls have the option to wear plain, charcoal or ebony stockings during Terms 2 and 3
- **Hat**: Royal formal hat from 2012 for Year 8 students.

### SENIORS
- **Tie**: Long College Tie
- **Socks/**: Sockettes with College logo (Terms 1 & 4) Charcoal or Ebony Pantihose (Terms 2 and 3).
- **Blazer**: Royal Blue College Blazer with College Logo worn for Terms 2 and 3 as well as all formal occasions.

### BOYS ALL
- **Shirt**: Blue Shirt with College Logo
- **Belt**: Grey Leather
- **Jumper**: Poly cotton blue knit
- **Socks**: Long (knee high) grey with blue and red stripes on band (worn with shorts) Short Grey Socks (worn with long trousers)
- **Garters**: To be worn under bands of socks
- **Shoes**: Black leather lace-up shoes with regulation heel e.g. Clark’s, Bata or similar (not sneakers or sports shoes).
- **Badge**: Trinity College School Badge
- **Bag**: School Bag with logo
- **Hat**: Grey formal hat from 2013.

### JUNIORS
- **Shorts**: College grey walk shorts
- **Trousers**: Long College grey trousers (may be worn in winter)
- **Tie**: College tie to be worn Terms 2 and 3.
- **Hat**: Grey formal hat from 2012 for Year 8 students.

### SENIORS
- **Blazer**: Royal Blue College Blazer.
- **Trousers Long**: College grey trousers
- **Socks**: Short Grey socks under trousers
- **Tie**: College tie

### SPORT - ALL
- **Polo Shirt**: Red, White and Blue with collar, raglan sleeves with Logo
- **House Shirt**: T-Shirt in the colour of your sports house.
- **Tracksuit Pants**: To be worn for Sports Days ONLY
- **Shoes**: Supportive, lace-up sports shoes. Canvas, slip-on, or velcro tabs are not acceptable.
- **Cap/Hat**: College cap or bucket hat

### GIRLS
- **Skirt**: Culottes or Netball Skirt or Basketball Skirt/Shorts - College Blue
- **Sockets**: White Sockette with logo

### BOYS
- **Shorts (2 types)**: Royal Blue with white and red stripes OR Basketball Shorts
- **Socks**: White Trinity College sports socks with Logo
Points to Note

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

Slip-on style shoes are not permitted.

Bags
The navy blue Trinity regulation bag is required and is sold through the Uniform Shop.

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

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

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

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

Hats
The College hat is to be worn to and from school, and during both school breaks.
Guidelines for Yard Duty

1. Teachers need to arrive punctually at the designated area.

2. While on duty, it is anticipated that the duty teacher’s approach to the students would be friendly and pastoral.

3. A responsibility of the duty teacher is to ensure that the area of duty is clear of litter. This involves:
   a. Attempting to detect students who litter, and deal with them accordingly;
   b. Politely asking the students in the area to pick up rubbish and place it in the bins whether they were responsible for the litter or not.
   c. Attempting to detect students vandalising school property (especially picnic tables).

4. If a teacher requires support whilst on duty, either they are to contact the office by mobile phone or have a student send a message to the College office seeking the support of the leadership team.

5. There are two types of duty designations: Areas and Stations:
   a. For AREAS, the duty teacher is required to move around the area;
   b. For STATIONS, teacher should generally remain at the one spot and survey the surrounds.
APPENDIX 5

Dealing with the Intimidated Staff Member

DEALING WITH THE INTIMIDATED STAFF MEMBER

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

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

1. An initial investigation to determine the validity of the allegations of intimidation will be conducted.
2. If the allegations are substantiated, the student alleged to have exercised intimidation may, depending on the seriousness of the allegations, be suspended until a full investigation is carried out by the Principal (or delegate).
3. The staff member will be encouraged to discuss the facts of the incident/s with the Principal (or delegate) whilst being reassured that the information given will be dealt with in a sensitive manner.
4. Where appropriate the staff member should be involved in any decision making about the way the matter is to be dealt with.
5. If investigation finds that the student did exercise intimidating behaviour, an application may, depending on the seriousness of the behaviour, be made to the Executive Director of Brisbane Catholic Education for an Expulsion Order.
6. Support will be offered to the staff member by the Principal (or delegate) during the investigation process and where required, following the conclusion of the matter.
Code of Expected Student Behaviour
TRINITY COLLEGE, BEENLEIGH

As members of the Trinity College Community students commit to:

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

Students who attend Trinity College are supported by the Student Behaviour Support mechanism, through the implementation of the Responsible Thinking Process.

The Responsible Thinking Process (RTP) is a means of ensuring that right for those who want to learn. Some students, however, engage in disruptive or offensive behaviour, which may prevent other students from learning or being safe in the school environment. The Responsible Thinking Classroom (RTC) is the place where students go to reflect upon and reorganise their behaviour.

At times where a student is unable to reorganise their behaviour, it may be necessary for parents to acknowledge and support their commitment by:

- Responding positively to correspondence about their child
- Preparing for and attending re-entry meetings
- Collecting their child from school should the need arise

I/We accept all aspects of the Code of Expected Behaviour of Trinity College.

Signature of student’s parent or guardian: ___________________________ Date: __________

Signature of Student applying for Enrolment: ___________________________ Date: __________
APPENDIX 7

School Socials’ Policy and Expectations

Trinity College is a College built on co-operation, friendliness and integrity where all concerned take an active part and work together to provide the best possible education.

The extra-curricular activities are a necessary part of the College program. Students are encouraged and expected to take part in sport, retreats, camps, music, excursions and similar activities such as College socials.

As part of their social development, the College offers students opportunities to attend dances in a pastorally caring environment where they feel at ease to mix with each other and grow in confidence in dealing with members of the opposite sex.

In light of this Policy the following expectations are listed.

1. The College accepts responsibility for students attending the social as from the time they enter or line up to enter the social venue until the scheduled finishing time.

2. The social begins at 6:00 pm and concludes at 9:30 pm SHARP. Students from Years 8 through to Year 12 are invited to the Socials. Parents are asked to personally ensure their child enters the College grounds at the Bougainville Street entrance. Students will not be admitted after 7pm without prior arrangements with the Deputy Principal.

3. Once students enter the auditorium they will not be permitted to leave the building until the scheduled finishing time of the social (9:30pm) or accompanied by a parent. Toilets and canteen facilities are inside the building.

4. Bags are not permitted into the Auditorium for the Social. Students who need to bring bags or school ports will be required to leave them in an adjacent classroom (4.4) during the evening. Access to the bags will only be allowed at the end of the social on the way out.

5. The usual College rules concerning smoking, drinking and use of other drugs will be strictly enforced. Students suspected of violating these rules either before, during or after the Social will be interviewed by members of staff and, if appropriate, parental contact made requiring immediate student pick-up.

6. Appropriate modest, smart casual dress is expected. Shoes are to be worn at all times throughout the social.

7. During the social, dances will be of a nature that will not cause disturbance or concerns for the health or safety of other students or staff on the dance floor.

8. Outside students, that is, students who do not currently attend the College, WILL NOT be admitted to the social.

9. For drop-off and pick-up, parents are requested to drive into the College grounds via the gate at Bougainville Street. Traffic conditions are altered to assist this operation.
APPENDIX 8

Casual Clothes Day Policy

Below are some questions that may act as a useful guide when making decisions as to what to wear on Casual Clothes day.

Is what you are going to wear suitably modest for the school environment?

Modesty in the school environment is important, revealing tops e.g. singlet tops, backless or strappy tops for both girls and boys are not appropriate in the school setting, nor are very short shorts and miniskirts and should not be worn. Girls are also reminded that there should be no midriff showing.

Students who are not deemed to be dressed in a suitably modest fashion for the school environment will be given appropriate attire to wear. Eg. Sports T-shirt or basketball shorts, or may be required to go home to change.

Will your clothing choice offer good sun protection? Sun safety should always be a consideration in our environment.

Is my footwear closed in? Closed in footwear should be worn for safety reasons.

The wearing of multiple body piercings is not appropriate, as per the usual dress requirement at the College.

Are any words, pictures or other images displayed on my clothing appropriate to the school environment? (E.g. Bad language, offensive pictures are not suitable.)
Dear Parents

If your son/daughter is intending to drive to school, there are some regulations which must be adhered to in relation to this.

1. Permission forms from drivers’ parents must be lodged with the Year 12 Co-ordinator.

2. Permission form regarding passengers (family members only) must also be lodged with the Principal.

3. A copy of Car Registration Certificate and a photocopy of the Driver’s Licence must be lodged with the Year 12 Co-ordinator. Car drivers will be required to attend an interview with me where the serious responsibility of driving to school will be discussed.

4. CARS ARE NOT ACCESSIBLE during school time at all. They are not be used as an alternative locker.

5. Cars are not to be taken to sporting venues.

6. No pooling of cars is allowed.

7. APPROPRIATE DRIVER SAFETY behaviour while arriving and departing from school is to be observed at all times.

As we take the matter of students driving to school very seriously, we ask you as parents for support and co-operation in ensuring the safety of all students at all times.

Yours faithfully

MRS CATHERINE THOMPSON
PRINCIPAL

MR. MATTHEW MACKLE
YEAR 12 CO-ORDINATOR
MEMO TO ALL YEAR 12 DRIVERS

Below are a number of important points for car drivers to heed:

1. Care must be taken in entering and departing from College car park.
2. Consideration must be given for neighbours and general noise and safety levels when driving up Scott Street i.e. no double clutching, no blaring stereos.
3. No access to cars at any time during school hours as safety rule will apply.
4. Only immediate family members i.e. brothers and sisters, have permission to travel with you.
5. No skidding in area of car park.
6. No driving to venues for school events without Year Level Coordinator’s express permission.

YEAR 12 CO-ORDINATOR
PERMISSION FORM

CAR DRIVERS

Dear Principal

I ________________________________ (please print parent/guardian’s name)

hereby give permission for my son/daughter ________________________________ to drive to school.

I understand and agree with Trinity College’s rules regarding parking, the carrying of unauthorised passengers, and access to cars during school hours.

I also give permission for my son/daughter ________________________________ to carry the following brothers and sisters:

_________________________________________
_________________________________________
_________________________________________

as passengers, and NO OTHERS

I enclose details of the make and model of my son/daughter’s vehicle and copies of the Registration Certificate and the Driver’s Licence.

MAKE: __________________________________________

COLOUR: _________________________________________

REGISTRATION NUMBER: __________________________

Thank you

Parent/Guardian Signature: __________________________ Date: __________
Students who wish to carry a mobile phone to school must abide by the following conditions (see below).

The permission form below is to be read in full by the student and parent/s and signed by both if they are willing to agree to the conditions set out below:

I agree to the terms and conditions below, which permit the student to carry a mobile phone on the College premises.

**TERMS AND CONDITIONS**

This permission form is to be completed and signed by the parent/s.

This form will be kept in the student’s file as permission.

1. The student understands that he/she will not use the phone in any way during class time.
2. Mobile phones are not to be used in such a way that they may annoy, offend or invade the privacy of others.
3. Mobile phones are the sole responsibility of the student.
4. If the above conditions are broken, the student’s parents may be contacted and the student’s permission to carry a mobile phone at school may be revoked.

Signature of Student: ________________________________ Date: ________________

Signature of Parent/Guardian: __________________________ Date: ________________

Signature of Parent/Guardian: __________________________ Date: ________________
Acceptable Use of Computer and Internet Resources

Computer and Internet resources have become of critical importance to schools in facilitating and supporting learning and teaching. **Technology resources are provided to students for educational purposes only.**

**Trinity College, Beenleigh** have established significant computing and communication resources to support these activities. This includes technology provided on school grounds and school owned notebooks/computer that may be taken off the school grounds with permission from the school. **Trinity College, Beenleigh** has specific guidelines relating to the use of notebooks/computers. This document has been developed to inform users of their rights, responsibilities and obligations when using Computer and Internet resources, consistent with Brisbane Catholic Education’s requirements that all such resources are used in an ethical, legal and responsible manner.

The requirements and rules set out below apply to all **Trinity College, Beenleigh** technology resources whether they are accessed through computers owned by the school or through privately owned devices (for example, accessing school internet through a personal notebook or telephone). Please read this document carefully. Each student and his/her Parent/Legal Guardian must sign the acknowledgment to confirm that they understand the requirements of acceptable use and the potential consequences of a breach of this policy.

**Responsibilities of Users**

1. Students must comply with the rules for accessing technology resources in this document.  
   **Permitted use of technology resources**

2. Students must only access **Trinity College, Beenleigh** technology resources for schoolwork.  
   **Students must not:**
   a. buy or sell items or services over the internet;
   b. access or enter chat rooms;
   c. access, post or send inappropriate internet or email content, especially content that is illegal, dangerous, obscene or offensive;
   d. amend documents created by another student without that student's consent;
   e. download, install or use unauthorised computer programs;
   f. deliberately install computer viruses or other malicious programs;
   g. gain unauthorised access to any system by any means;
   h. use technology resources to attack or compromise another system or network;
   i. access or intercept emails sent to other persons.
   **Confidentiality and cyber safety**

3. Students should be aware that material they post on Internet sites (including Facebook and other social media sites) is **public**. The content of public posts may have personal implications for students if, for example, potential employers access that material. The content of posts also reflects on our educational institution and community as a whole. Once information is on the internet it may not be possible to remove it.
4. Students should not display personal information about themselves or others in a way which is public. For example, students should not post their own or anyone else's address, telephone number or other personal details on the Internet or communicate these details in emails. Students should not distribute someone else's personal information without their permission.

5. Where disclosure of personal information is made through authorised avenues (e.g. by the use of email or an official website), users should be aware that invasions of privacy may sometimes occur and it is outside Trinity College, Beenleigh's control to prevent such instances from occurring.

6. Students should be aware that persons on the Internet might not be who they say they are. Students must not arrange to meet persons who they have met on the Internet.

7. The operation and maintenance of technology resources often requires the backup and caching of data, the logging of activity and the monitoring of general usage patterns and as such, complete confidentiality and privacy cannot be guaranteed. Trinity College, Beenleigh may also be required to inspect or provide copies of electronic communications where required to by law, or where the investigation of possible misuses of technology resources is required.

     Cyber bullying and defamation

8. Students must not use email or the Internet to say mean, rude or unkind things about other people or send threatening, harassing or offensive messages. Improper use of technology resources could amount to defamation.

     Security

9. Students must perform a virus check on all attachments received by email and on all storage devices (e.g. USB, Discs, music devices, etc.) before opening. Students must ask for assistance if they are unsure as to how to perform a virus check or the virus check identifies a problem with the attachment/disk.

10. Students must select a secure password and keep their username and password information private. The password should be changed regularly and should be difficult for other people to guess. Students must log off at the end of their computer session.

11. Students must not use another person's name and password to access resources.

12. Students must report a suspected breach of security to a teacher.

     Copyright

13. Just because something is on the Internet it is not freely available - copying or downloading material from the Internet may be a breach of copyright or other intellectual property rights. Students must not use Trinity College, Beenleigh technology resources to copy, download, store or transmit any such material that may include music files, movies, videos or any other form of media.

     Consequences following a breach of this policy

14. A breach of this policy will be taken seriously and may result in disciplinary action.

15. Examples of possible consequences range from loss or restriction of access to technology resources, to formal disciplinary action for breach of the School Discipline policy. Students and Parents/Legal Guardians may be financially liable for damage caused to resources.

16. Cases of serious, deliberate, and/or criminal breach will be referred to external authorities and may result in civil or criminal proceedings.