Trinity College

Student Behaviour Support Policy

Updated 2025

Contents

Vision and Mission Statements: 2021 – 2025

Vision
Trinity College is a faith-filled Catholic Community committed to inspiring students to be life-long learners who *know and love Jesus in the Marist way*

Mission
Trinity College, inspired by our motto *'In God we Trust'*, is a Catholic Learning Community whose Mission is to provide a compassionate, holistic, contemporary learning environment, promoted and nurtured through the Marial Virtues of *Humility*, *Simplicity* and *Modesty*.
The College seeks to do this:

- Through a lived experience of the *Presence of God* in the Catholic Christian tradition
- By the nurturing *Family Spirit* of the Marist Charism in catering to the individual and diverse pastoral needs of students
- By engendering a *love of work*, inspiring excellence, creating pathways and enriching learning through the teaching of 21st century skills, knowledge and attitudes required for successful lifelong learning.

Our School Context

Trinity College is a Catholic Co-educational Secondary College administered by Brisbane Catholic Education. The school population is about 920 students, with approximately 280 students across 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 as a 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, today, the staff's actions and the relationships among the Trinity community are in keeping with the charisms of these two significant 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 at the College have developed a better understanding of 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 College staff sought to improve our behaviour management processes, and much time was invested in examining our mission, vision, underlying philosophy, processes, relationships and practices. The Responsible Thinking Process (RTP) aligned well with our vision, mission and Marist heritage. Thus, in July 2001, RTP was introduced to the College to support students with their behavioural choices and learning outcomes.

In 2020 the College reviewed the RTP has adjusted aspects of it to align more with restorative justice practices. With this, our classroom and the process is now known as Restorative Teaching Classroom/Process.

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 that is responsive to students' needs in the academic, cultural and vocational fields, thus providing them with the essential life skills required in our contemporary society. So 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 for students to encourage 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 our world's social and environmental issues and develop a lifelong spirit of inquiry.

Trinity College is founded on the person of Jesus Christ and enlivened by the Gospel. We are committed to developing a school that 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:
- the practical expression of the Gospel message within and beyond our community
- 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 school is committed to the development of the whole person and the development of a Catholic school which:
- provides a loving, caring and secure environments
- recognises the individuality and dignity of each student
- fosters 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

- the promotion of 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.

Consultation and Review Process

At Trinity College, the Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can participate positively within our College community. The Student Behaviour Support Plan has been developed to clearly outline how Trinity College follows the Brisbane Catholic Education Student Behaviour Support Policy and Student Behaviour Support Guidelines, Regulations and Procedures. The Student Behaviour Support Plan has been developed in collaboration and consultation with staff and parent representatives of our school community. The Student Behaviour Support Plan will be reviewed yearly re- evaluated every two years as required by Brisbane Catholic Education.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

Pastoral Care at Trinity College aims to develop the social, emotional and well-being capabilities of all students. Implicit in Trinity College's approach to pastoral care is the nurturing of the whole person, including their spirituality, faith, and engagement in the school's religious life.

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 based on a professional understanding of child development and pedagogy. Our beliefs on learning are also informed by the Alice Springs (Mparntwe) Education Declaration.

This is evident through the teaching of the Australian Curriculum and QCAA senior syllabi, the use of high yield strategies, pedagogical frameworks and Brisbane Catholic Education's levels of teaching response strategy.

Our philosophy of inclusion is grounded in certain essential core beliefs about student learning for all students.
- 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.

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

What is Positive Behaviour for Learning?

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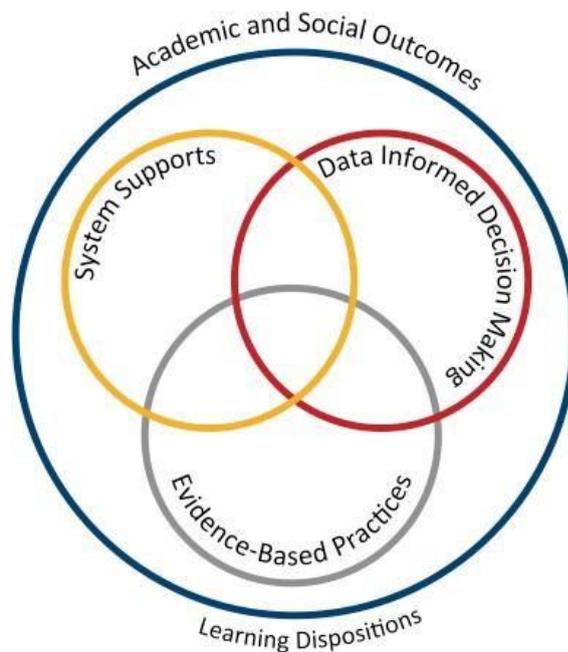

Figure 1 - Diagram 1: Adapted from School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative,
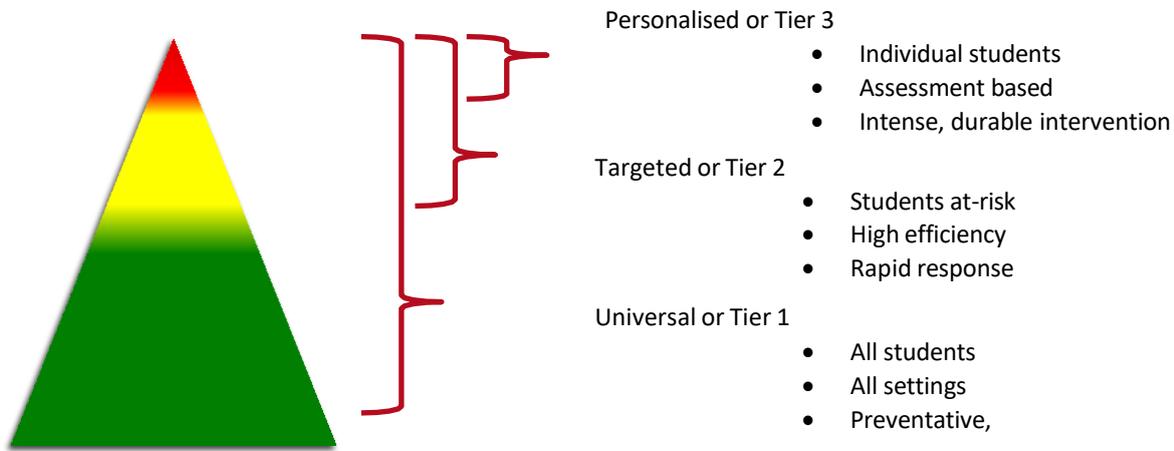
Figure 2 - Continuum of Student Supports

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

3. Student Behaviour Support Leadership & Professional Learning for School/College staff
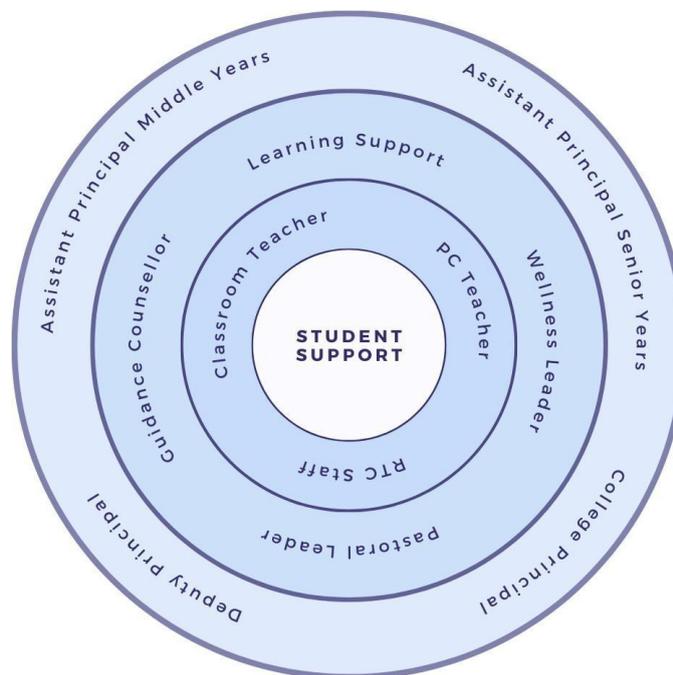
Figure 3 - Universal Support Team for all Students

The year level pastoral support team includes pastoral care teachers, associated teachers, the Pastoral Leader, and a Leadership team member. This team meets weekly to review attendance and behaviour data to identify students at risk. Through identification, students are targeted for intervention and support.

Support teams can include the student's PC teacher, Pastoral Leader, Learning Support, Guidance Counsellor and leadership member depending on the level of intervention needed.

The MY and SY wellbeing teams(pastoral leaders, wellbeing leader, counsellor, learning support leader and AP) meet twice a term. These teams use data to identify at-risk students, develop strategies and review current interventions.

Core class teachers also conduct core class meetings twice a term and, using data identify strengths and areas for improvement in academic and social and emotional learning.

Staff regularly engage throughout the year through staff meetings and twilights in professional development for student pastoral care and behaviour support.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations are:
- Care for yourself and others
- Act safely
- Actively learn
- Communicate justly
- Respect property

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

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

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

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long. In addition, direct teaching may be done using some or a combination of the following:
- Bridging course for Year 6 students
- Beginning of school year orientation day for all new students
- Year 7 welcome evening
- Pastoral care during Period 4 weekly throughout the year
- Peer support - Student leaders in Year 10 support younger peers in Year 7
- Student pastoral development days
- Student retreats
- Wellness week, notable days throughout the year – *Bullying No Way*, etc
- Year Level Assemblies followed by group practice in extended Pastoral Care class
- New student orientation offered to those with varying start dates.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:
Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term "feedback" for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with a way to move their learning forward and make progress in their learning.

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

The encouragement strategies in place for school and classroom include:
- Gotchas: random acts of positive behaviour are rewarded with a 'gotcha card' – a chance to go into a periodic draw to win a canteen voucher.
- Postcards – teachers are encouraged to send a postcard addressed to those students who have displayed positive learning behaviours or improvements in effort and attitude.
- attendance rewards
    - Those students achieving the system goal of 90% and above receive positive feedback emails that are also sent to parents/carers
    - Further, those with outstanding attendance (98% and above for the semester) receive a canteen voucher.
    - Those that achieve outstanding attendance over the school year go into the draw to win cash gift cards – two per year level per term.

Tier 2 Targeted Supports:
Targeted evidence-based interventions play a crucial role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

The evidence-based targeted supports currently available for students in the school include:
- Restorative Teaching Process: that focuses on the harm caused rather than the rules being broken. Refer to Appendix C.
- RTP is a process by which students are taught to monitor their behaviour by taking responsibility for what they do. It teaches students how to think independently and create their effective plans rather than someone else doing the thinking for them.
- Progress Cards – Students who are not displaying positive behaviours for learning are given a progress card to help them keep track of their behaviour and efforts during class.
- SMART Goal settings – review of previous semesters report/goals to set new SMART goals. This is initially done with all students with their Pastoral care class teacher. However, those students recognised as 'at-risk' then work further with the Pastoral Leader, Wellbeing Leader, and other support structures such as Learning Support and the Guidance Counsellor.
- Poor attendance – Conference around poor attendance starts at the PC teacher level with 'check-ins' with the student and families concerned. Ongoing attendance issues then progress to conference with the student/families and the Pastoral Leader/Wellbeing Leader, and an Attendance Plan is then put in place. This follows the BCE attendance policy.
- Exit cards – Are issued to students to help them self-regulate behaviour. It allows students to identify their emotions and have a short time out to regather and settle themselves, ready for learning.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance students' ability to interact with peers and adults. Social skill instruction may be part of the work done in universal

supports. This type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Tailored progress report cards - Individual Behaviour Support Plan that requires parents/carers and students to establish a SMART goal that addresses the behaviour/s in question. This is a collaborative approach between all of the student's teachers, parents/carers, PC teachers, PL. Guidance Councillors and Learning support (where needed).
- Guidance Counsellor support services
- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

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

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate and share creative strategies with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

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

De-escalation	Problem-solving	Restorative
• Supervised calm time in a safe space in the restorative classroom • Set limits • Individual crisis support and management plan • Exit cards – allow students to identify times/situations to self-refer and remove themselves before the behaviour becomes an issue	• Teacher-student conversation • Behaviour plan – teacher and student • Teacher – student-parent meeting • Teacher-student – leadership conversation	• Student apology • Student contributes back to the class or school community • Restorative conversation • Restorative conference

In addition, de-escalation crisis prevention and support strategies may include those strategies used to restore appropriate behaviour and reflect our best management techniques applied to the classroom environment as outlined in Appendix E.

5. BCE Formal Sanctions

At Trinity College, procedures and guidelines for dealing with unproductive behaviour are aligned with Brisbane Catholic Education.

Detention process

Detentions can be used to deter unproductive student behaviours by indicating to students the immediate consequences for such behaviours. During detention, the time should be used to:

- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- completion of classwork

Detentions are only used in consultation with a leadership member. The teacher requesting the detention must also contact the parent/carer to inform them of the detention.

Suspension process

The purpose of suspension is to:

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

Suspension may occur if decided by the Principal after they have:

- ensured that other appropriate and available student support strategies and response options have been applied and documented
- ensured that appropriate support personnel, both within the school and externally, are involved
- taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or family regarding the unproductive behaviour which led to the suspension
- recorded all action taken in the Engage Student Support System Suspension Register.

The Principal may suspend a student for:

- persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
- persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- breach of the school Student Behaviour Support Plan
- students who seriously break a school rule

Immediate Suspension

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 employees because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs. Principals may immediately suspend any student whose behaviour includes (but is not limited to):

- possession of alcohol or a suspected illegal drug: schools must be places that are free of illegal drugs. Suspension may occur immediately if the student alleges the substance to be an illegal drug or alcohol or is confirmed as illegal. The matter is to be referred to the police
- violence or threat of serious physical violence: any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with BCE's Student Protection Processes
- concerning or serious sexual behaviour: the matter is to be reported in accordance with Student Protection Processes
- possession of a weapon or knife: any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter must be reported to the police
- verbal abuse: Principals must take developmentally appropriate expectations into account concerning verbal abuse by a student.

Communicating Suspension Decisions

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

Notification to families for a day or more suspension

A student may not be sent out of school before the end of the school day without the family being notified, and, if necessary, an agreement reached about arrangements for collecting the student from school. The notification must be delivered by a safe method to ensure delivery. Notification can take place by phone to a member of the family, who must also be notified of the suspension, using the suspension letter generated in the Engage Student Support System, within a reasonable time.

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

In all cases, the written suspension notification will:

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

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

Return to school

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

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

The return to school meeting should be before the student's return to school date and will usually occur in the school, facilitated by the Principal. In circumstances where a family member cannot attend the school in person, a telephone conference is adequate. In instances where there has been a problematic relationship between the family and the school, the Principal may find it beneficial to call upon a third party such as the Senior Leader - School Progress and Performance or Guidance Counsellor to facilitate the meeting.

If families are unwilling to attend a return to school meeting despite the school's requests, the Principal should refer the matter to the Senior Leader - School Progress and Performa

Accountability requirements

The following matters should be considered:

- the environment that best provides for the student's learning, personal, social, emotional, and spiritual needs
- schools that provide an educational program suitable to the student's needs, abilities, and aspirations
- the process by which the change is to be negotiated
- the support required by the student and family to make the transition
- to document all considerations, determinations, and communications of the negotiated change of school.

Exclusion

When to use exclusion

Exclusion is the full-time withdrawal of a student's right to attend a school and school-related functions on the authority of the Learning Services Executive. The purpose of the exclusion is to:

- signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees
- remove the student from an established environment in which unproductive behaviour patterns have become entrenched
- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

Appeals Process

For appeals, the College aligns to BCE processes.

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 or recommended exclusion to:

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

• To respond to appeals, Principals may seek support from relevant personnel such as Senior Leader, Cluster Manager, Education Officers – Inclusive Education, Education Officers – Student Wellbeing.

• The Senior Leader – School Progress and Performance, for a suspension six (6) or more days.

• The Executive Director, for the exclusion of a student from a Brisbane Catholic Education School

In either case, the Principal or Senior Leader – School Progress and Performance:

• gathers any additional information to respond to the appeal and allows the student/family to consider this information and to provide a response

• confirms, varies, or sets aside the decision to suspend the student following consideration of the appeal.

The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:

(a) make the review decision within 5 business days after the application is made; and

(b) as soon as practicable after the decision is made give the person written notice of the decision.

Note: The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend or exclude the student. Appeals must be in writing, stating the grounds on which the appeal is being made. Access to the appropriate paperwork and assistance to complete the paperwork will be provided, if necessary. If the appeal is successful, the relevant parties will engage in respectful communication, identifying the strategies to re-instate the student's enrolment.

6. Bullying and Cyberbullying – information, prevention, and School/College responses

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

Definition

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

> *Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*
>
> *Bullying can happen in person or online via various digital platforms and devices, and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated or has the potential to be repeated over time (for example, through sharing of digital records).*
> *Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).*

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

Our school uses the PB4L framework and the Australian Education Authorities resource *Bullying No Way!* to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

As a school community, we will not allow cases of bullying to go unaddressed. In doing so, we commit to:

- Staff :
    - Be role models in word and action at all times
    - Be observant of signs of distress or suspected incidents of bullying
    - Make efforts to remove occasions for bullying by active patrolling during o supervision duty
    - Take steps to help victims and remove sources of distress without placing the victim at further risk
    - Report suspected incidents to the appropriate staff member such as Pastoral o Leader, AP – Middle Years / Senior Years or Deputy Principal
- Students:
    - 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.
- Parents:
    - 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.
    - 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 by taking the initiative and dealing with the problem without direct parental involvement.
    - Inform the College if bullying is suspected.
    - Keep a written record (who, what, when, where, why, how).
    - Do not encourage your child to retaliate.
    - Communicate to your child that parental involvement, if necessary, will be appropriate for the situation.
    - Encourage their child to continue to be positive in their relationship with others. o Supervise and monitor the use of social networking

2. Teaching about Bullying and
Harassment 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 the whole school community.
- Forming a working party of parents, teachers etc., to sustain the program.
- Brainstorm productions, BIG FEET, Sticks and Stones

3. Responding to Bullying and Harassment

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

- Class teacher or teacher on yard duty
- Pastoral teacher
- Pastoral Leader
- Counsellor
- Member of Leadership Team
- or use the portal bullying app (tile shown in Figure 4)

Figure 4 - Portal Bullying App

When an incident is reported, the teacher will refer the matter to the Pastoral Leader immediately. In a low-level case, the teacher speaks to the other students, asking them to modify their behaviour. Pastoral Leaders will record the complaint in Engage 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 Restorative Teaching Process.

Step 2:
The Pastoral Leader and counsellor will address continued or more serious bullying. Parents are notified.

Step 3:
Further or more serious bullying will be referred to the AP - Pastoral or Deputy Principal and will involve an 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 leader. In a high-level case, the bully needs to be referred to the Deputy Principal, who refers the situation to the Principal.

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
Students found to be bullying others will need to spend some time in the Restorative Teaching 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
It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Cyberbullying is treated at Trinity College with the same seriousness as direct bullying and using the same processes. When cyberbullying occurs, students are encouraged to:
- keep screenshots as evidence.
- block the offender from their account.
- report the bullying or harassment to the platform.
- Report the cyberbullying to their pastoral care teacher or pastoral leader.

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

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

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

Resources
Beyond Blue
24/7 mental health support service
1300 22 4636
headspace
Online support and counselling to young people aged 12 to 25
1800 650 890 (9am to 1am daily)
For webchat visit https://headspace.org.au/eheadspace
Kids Helpline
24/7 crisis support and suicide prevention services for children and young people aged 5 to 25
1800 551800
1800RESPECT
24/7 support for people impacted by sexual assault, domestic violence and abuse
1800 737 732
Lifeline
24/7 crisis support and suicide prevention
services 13 11 14
Suicide Call Back Service
24/7 crisis support and counselling service for people affected by suicide
1300 659 467

STEPS framework
Selecting an anti-bullying approach is an important decision.
The decision-making process is multifaceted, and it will require some time to gather all the necessary information.
The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

- Bullying NoWay
- Office of the eSafety Commissioner

Points of contact:
Student Growth and Wellbeing Team- sbeewellbeing@bne.catholic.edu.au
Staff member - Assistant Principal – Middle Years – Mrs Fiona Hicks
Staff member - Assistant Principal – Senior Years – Mr Craig Hirst

4. Preventing Bullying and Harassment

Trinity College strives for a safe, supportive and inclusive school to prevent bullying and harassment. For e.g.:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Give examples of communication methods and topics.
6. Explicit promotion of social and emotional competencies among students.
7. Whole school programs to prevent and address bullying, including links to the independent research-based evaluation, conducted to inform its selection (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

Section C: Our Student Behaviour Support Data

1. Data-Informed Decision Making

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

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

Trinity College uses behavioural data compiled on Engage and BI (Business Intelligence) Tool data on academic results and attendance records to make data-informed decisions about student supports. This data is discussed in team meetings such as:

- Pastoral Care class (consisting of student and PC teacher) every morning.
- Core class meetings (teacher of a particular core class, PL, and middle/senior years Assistant Principal), meet twice a term
- Pastoral Leader/Carer meetings (student and parents/carers) meet when students are deemed 'at-risk and ongoing.
- Pastoral team meetings (year level PL and teachers + one Leadership member) – once a week to identify students at risk.
- Universal team (consisting of all teachers and leadership) meet for a twilight meeting to analyse universal school data and resilience survey data to ensure. Pastoral care is in line with results to achieve positive outcomes for all grades.
- Targeted and personalised team (including Pastoral leaders, Heads of House, STIEs, GCs & leadership) meet every 3rd week to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

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Relevant Brisbane Catholic Education Policies
- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour
Definitions Minor Behaviours

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

Major Behaviours

Descriptor	Definition	Example
Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress, coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress, coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name-calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyberbullying may include a combination of behaviours such as pranking, calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. It can also include 'flaming' and online hate sites/bash boards.
Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel-capped shoes.
Vandalism/Property Damage	The student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Student leaves class/school without permission or stays out of class/school without permission
Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
Forgery/Plagiarism	The student has signed a person's name without that person's permission (forgery). Plagiarism is submitting	Using someone else's ideas or writing without acknowledging the source material. Signing another

Descriptor	Definition	Example
	someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or another original (not common knowledge) material without acknowledging its original source.	person's name such e.g. a parent or teacher on a document.
Technology Violation	Student engages in inappropriate (as defined by the school) use of school technology, including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's login details, inappropriate additions to Facebook (written and images)
Drug-use or Possession	The student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug-related equipment
Weapons **Use or possession**	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
Combustibles **Use or possession**	The student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
Concerning **Sexual Behaviour**	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phones and the internet, includes sexual images.
eCrimes/Cyber **exploitation**	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
Academic Disengagement	The student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

TRINITY COLLEGE COVENANTS
Student Responsibility

CARE FOR YOURSELF AND OTHERS

- To treat others with courtesy and respect in words and actions
- Follow rules and instructions
- To observe the uniform code

ACTIVELY LEARN
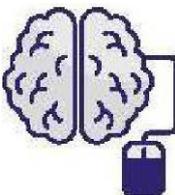
- Be efficient, effective and active learners
- To refrain from being disruptive
- Be punctual to all classes
- To ensure computer use supports learning

COMMUNICATE JUSTLY

- Tn li.sten to others
- To refrain from interrupting whil-e others are speaking
- Read all email communication
- Be respectful in all forms of communication
- Must refrain from having a visible mobile phone

ACT SAFELY

- To not engage in physical, emotional or cyber bullying
- To report and intervene to prevent physical, emotional or cyber bullying or serious inappropriate behaviour
- To listen to directions and follow them immediately
- Do not engage in risky behaviour
- To obey out of bounds rules
- To attend all lessons

RESPECT PROPERTY

- To take care of personal 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 or damage of College or student property, including computer equipment

Student Expectations

Commitment	Student Rights	Student Responsibilities
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 risky 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 AntiBullying 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 enforced 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 and train stations • To obey out of bounds rules • To have appropriate approval to leave the College grounds (from the Pastoral Leader or Leadership) • To drive safely and obey school driving rules and protocols • To report and intervene to prevent physical, emotional or cyberbullying or serious inappropriate behaviour
To actively learn	• 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 that meets your needs • To know that there is a clearly stated and consistently implemented College Assessment Policy	• 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 computer use supports learning and satisfies the conditions of use stated in the student computer use agreement form

To communicate justly	• To be listened to • To have a chance to speak • To be spoken to with courtesy	• To listen to others • To refrain from interrupting while others are speaking • To keep student planner up to date • To take home school correspondence • To demonstrate care and sensitivity in representing others in all forms of • communication
To respect property	• 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 personal and other's 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 the possession of this type of property or equipment • To report vandalism or damage of College or student property, including computer equipment

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. Teachers have a responsibility to commit to the religious and social values of our Catholic tradition in supporting student behaviour.

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

Commitment	Staff Rights	Staff Responsibilities
To care for yourself and others	• 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 legitimate problems listened to and acted upon justly • To be informed of issues affecting students after due consideration for privacy and confidentiality	• To treat others with courtesy, justice and respect • To refrain from using violence of any sort (e.g. physical, verbal, psychological) • To refrain from bullying or harassing students To maintain professional boundaries and appropriate student interactions • To respect the characteristics and uniqueness of each student's family • background • To respect privacy and • confidentiality and to follow Child • Protection procedures • To dress appropriately for their professional role
To Promote Safety	• To be provided with necessary safety equipment for students To be provided with opportunities to discuss and implement procedures for following WPH&S regulations and student safety To be provided with opportunities to discuss, set in place and practise evacuation and emergency procedures To have safety directions followed immediately by students	• To explain and consistently assist with the carrying out of safety rules and procedures • To model the wearing of safety equipment, e.g. caps, shoes etc. To ensure students wear safety equipment, including caps when required. • To follow WPH&S regulations and safety rules • To have a clear understanding of what to do in an evacuation and emergency situation • To participate in discussions, as required, for deciding safety rules and procedures • To fulfil the duty of care obligations by being on time to class and supervising actively
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 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 support strategies • To actively seek assistance with the behaviour support 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 be given appropriate support with the behaviour of disruptive students	
To communicate justly	• To be listened to • To be spoken to respectfully	• To develop effective partnerships with students and parents through the RTP, 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 the 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

Commitment	Parent/Caregiver Rights	Parent/Caregiver Responsibilities
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 their • child/children adhere 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 • support 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 attends school is punctual and is equipped for class
To communicate justly	• To be listened to • To be spoken to respectfully • To expect family privacy to be respected and that information is treated with an appropriate level of confidentiality • To acknowledge parents' rights to enquiry, consultation and information with regards to their children • To respond promptly to parent enquiries	• To consistently model appropriate communication procedures/conventions during interactions with students, other staff and parents/caregivers • To provide open and honest communication about significant events that affect the child's health, safety and capacity to learn

| 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 that 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 the possession of this type of property or equipment
• To report damaged school property promptly, e.g. computing devices |

Appendix C – Restorative Teaching Process (RTP)

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 Student Planner and all College publications that deal with this area. The RTP is an effective tool for student behaviour support and sits within the College's Student Behaviour Support Policy.

The Restorative Teaching Process (RTP) is based on 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 Restorative Teaching Process utilises a series of questions where the student responds, which identifies their behaviour. It is essential 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 to automatically send the student to the Restorative Teaching Classroom (RTC).

Once a student has spent time at the RTC, another 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 essential where the student can acknowledge their inappropriate behaviour, and the teacher can set expectations for the future.

RTC PROCESS

```
                    ┌─────────────────────────────────┐
                    │  Staff member implementing RTC  │
                    └─────────────────────────────────┘
                         │                    │
            ┌────────────────────┐   ┌────────────────────┐
            │   MAJOR breach of  │   │   MINOR breach of  │
            │     covenants      │   │     covenants      │
            └────────────────────┘   └────────────────────┘
                                              │
                                     ┌────────────────────┐
                                     │    First set of    │
                                     │    RTCquestions    │
                                     └────────────────────┘
            ┌────────────────────┐   ┌────────────────────┐
            │ Automatic referral │   │  Continued breach  │
            │       to RTC       │   │    of covenants    │
            └────────────────────┘   └────────────────────┘
                                     ┌────────────────────┐
                                     │      Referral      │
                                     │       to RTC       │
                                     └────────────────────┘
            ┌───────────────────────────────────────────────┐
            │                     RTC                        │
            │   Student plan and/or Incident report          │
            └───────────────────────────────────────────────┘
                    │                            │
            ┌────────────────────┐   ┌────────────────────┐
            │  Major or repeated │   │   Minor or one off │
            │       issues       │   │       issues       │
            └────────────────────┘   └────────────────────┘
            ┌────────────────────┐   ┌────────────────────┐
            │    *DP/*AP/*PL     │   │  Referring teacher │
            │    for sign off    │   │    for sign off    │
            └────────────────────┘   └────────────────────┘
```
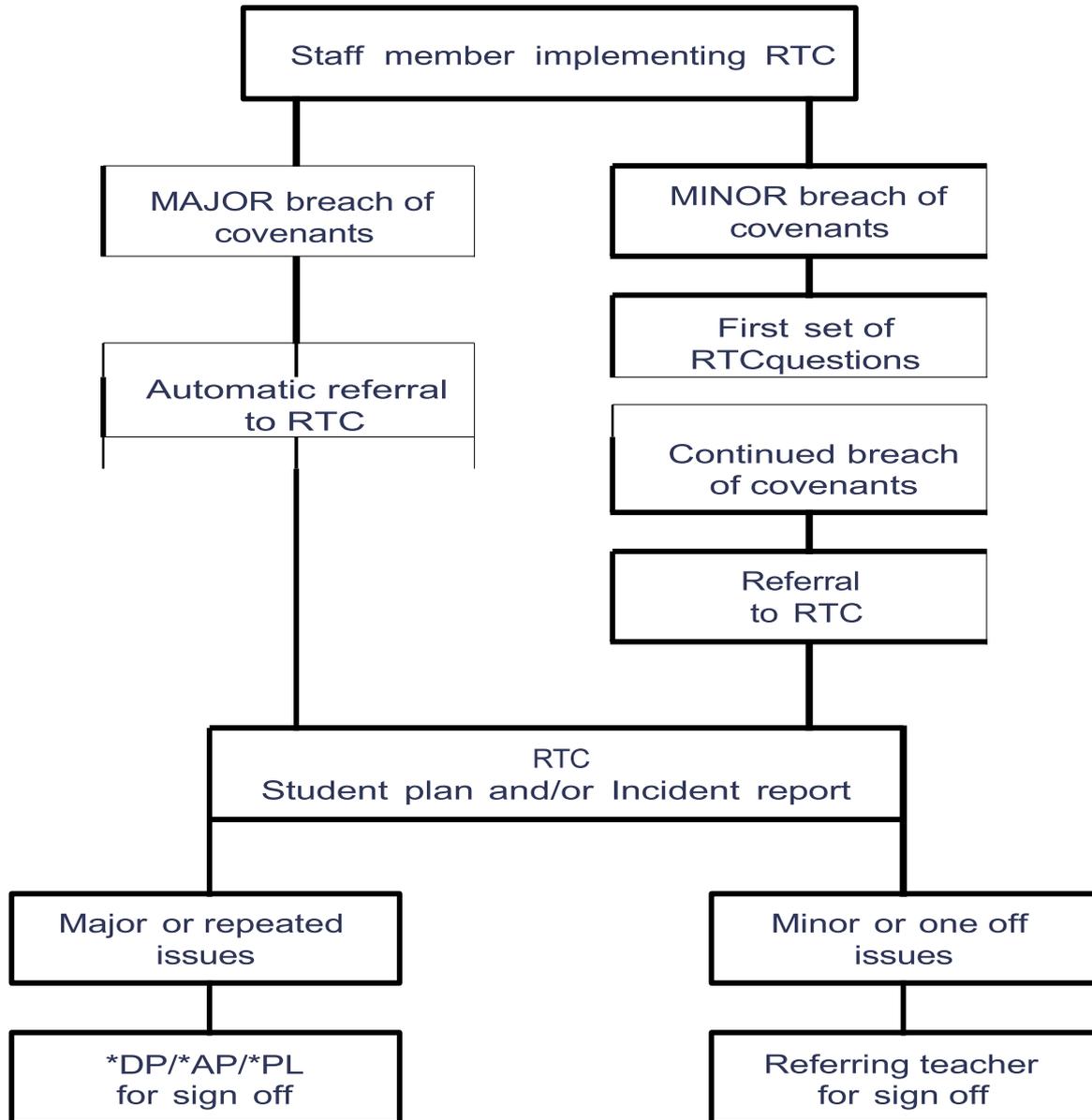
CONTINUED RTC REFERRALS

- Contact home by Pastoral Leader
- First RTC letter to home
- Meeting with Student, Parent, *Pastoral Leader and Student Well-being Leader
- Resend RTC letter

- Meeting with Student, Parent, Pastoral Leader and *Assistant Principal (plus extra support services as required)
- Continued monitoring structured support
- Meeting with Assistant Principal, *Deputy Principal and Principal

OLD PARADIGM - RETRIBUTIVE JUSTICE		NEW PARADIGM - RESTORATIVE JUSTICE
Misbehaviour defined as breaking school rules or letting the school down	1	Misbehaviour defined as harm (emotional/mental/physical) done to one person/group by another
Focus on establishing blame or guilt, on the past (what happened? did he/she do it?)	2	Focus on problem-solving by expressing feelings and needs and exploring how to meet them in the future
Adversarial relationship and process – an authority figure, with the power to decide on penalty, in conflict with wrongdoer	3	Dialogue and negotiation - everyone involved in communicating and cooperating with each other
Imposition of pain or unpleasantness to punish and deter/prevent	4	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices
Attention to rules, and adherence to due process – 'we must be consistent and observe the rules'	5	Attention to relationships and achievement of the mutually desired outcome
Conflict/wrongdoing represented as impersonal and abstract: individual versus school	6	Conflict/wrongdoing recognised as interpersonal conflicts with opportunity for learning
One social injury replaced by another	7	Focus on repair of social injury/damage
School community as spectators, represented by member of staff dealing with the situation; those affected not involved and feeling powerless	8	School community involved in facilitating restoration; those affected taken into consideration; empowerment
Accountability defined in terms of receiving punishment	9	Accountability defined as understanding impact of actions, taking responsibility for choices and suggesting ways to repair harm

Appendix D - Behaviours To Be Dealt With By
Classroom / Yard Duty Teacher

Commitment	Behaviour	Support Mechanism
To care for yourself and others	• Interference with the peaceful enjoyment of the playground. • Interference with another person • Interference with another's property Disrupting by failing to follow teacher's instruction Defiant or rude attitude • Putting others down • Calling out to others • Moving around during class time unnecessarily • Failure to have planner signed when exiting class • Incorrect uniform	• RTP • Returns to classroom
To act safely	• Disruption in the RTC. Talking/disrupting during Assembly/ Liturgies. • Interruption of the RTP 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 Leadership. • Deliberate absence from class. • Smoking, alcohol, drugs. • Inappropriate interference with another person • A major incident with another person • A major incident resulting in suspension • Food and water throwing	• RTP
To actively learn	• Constant talking, disrupting others from learning • Homework not completed, classwork not completed, incorrect equipment	• RTP • Contact parents • Tracking Card
To communicate justly	• Obscene language directed at staff or students.	• RTP
To respect property	• Theft within the school environment (including excursions) • Interference with another's property	• RTP

Pastoral (PC) Teacher

Commitment	Behaviour	Support Mechanism
Care **Communication** **Property** **Learning**	• Incorrect uniform • No late note • No letters of absence • Misuse of Student Diary • Punctuality	• Discussion with student • Provide loan of correct items if possible • RTP • Note in Diary • Parental Contact • Referral to Pastoral Leader

Curriculum Leader

Commitment	Behaviour	Support Mechanism
Learning **Communication** **Safety** **Property** **Care**	• Persistent homework/classwork • Equipment problems • Cheating in exams/assessment activities • Non-attendance at Year 8-12 exams/assessment activities or completion of assessment Repeated violation of subject safety or security procedures; e.g. • Computer Agreement, WPH&S • Regulations, Industrial Arts, Sport, Home Economics, Vocational Education, etc. • Deliberate misuse of resources	• Discussion with student • Discussion with Learning • Support Teacher • Referral to Academic Leader • Refer to Assistant Principal - Curriculum • Communication with parents • Referral to Guidance Counsellor • Referral to Deputy Principal

Pastoral Leaders

Commitment	Behaviour	Support Mechanism
Care **Safety** **Communication** **Property**	• Incorrect uniform • Repeated/widespread misbehaviour • Absent from class without permission • Misuse of lockers • Bullying/vindictive/harassing behaviour • Physical fighting • Vandalism • Obscene language or abuse of a teacher or student • Smoking or possession of cigarettes • Truanting from school • Illegal objects at school • Unsafe behaviour • Refusal to obey the direction of a staff member • Non-attendance during Year 11 and 12 Exam period	• Uniform Pass • Discuss with student • Discuss with Pastoral Teacher • Discuss with Learning Support Teacher/Counsellor • Parent contact • Confiscation of illegal objects • RTP • Referral to Deputy Principal • Relevant APA - Pastoral • Daily Report Card

Deputy Principal / A.P. – Middle/Senior Years

Commitment	Behaviour	Support Mechanism
Care **Property** **Learning** **Safety**	• Alcohol/Drugs • Repeated obscene language or abuse of a teacher • Repeated fighting (physical) • Repeated serious vandalism • Any serious matter referred by Academic Leader or Pastoral Leader • Breaches of assessment policy • Serious matters pertaining to safety	• Discuss with student • Discuss with Counsellor • Parent contact • Confiscation of illicit objects In-school suspension (after discussion with Principal) • RTP • Letters to parents • Parental contact/interview

Principal

Any matters referred by Deputy Principal or Assistant Principal – Pastoral

Appendix E - 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 whole class's learning.

It is an active strategy whereby we consciously and vigorously ignore off-task behaviour while reinforcing all other on-task behaviour. Bill 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".

2. Waiting and Scanning
This strategy involves actively pausing, scanning and waiting for attention before continuing. It is used when a teacher speaks 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 students' positive behaviour 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 inappropriate behaviour attention.

6. Descriptive Encouraging
Describe precisely what you see or hear that you want to see or hear more frequently. Such as:
- Steven has started work
- This group is on task
- Miranda, you sat on your seat as soon as I asked.

Try to use respectful rather than flamboyant encouragement and not replace it 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?" Encouragement 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. Instead, 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 powerful 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,

Teacher:	"Jenny, what are you doing?" - student out of their seat
Jenny:	"I'm just getting a pencil.
Teacher:	"Are you going to work with me?"
Jenny:	"Yes, I am."
Teacher:	"What were you doing?"
Jenny:	"I was out of my seat."
Teacher:	"Right, what are the rules around being out of your seat during class?".

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 student's choice.

For example,

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:	"All right, sit down, thanks."

If teachers consistently use this strategy, students won't invest their time 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 evident that students are upset or angry, the teacher may acknowledge this anger but deflect it. For example, if a student is 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. On the other hand, when they are upset, talking can 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.

For example,

Teacher	(to a student chatting with the student beside them): "Simon, no chatting. Attention back to your work, thanks. We are doing the task independently today".
Simon:	"I'm helping him".
Teacher:	"We are working on the task independently.".
Simon:	"I'm still working. He asked me a question.".
Teacher:	"We are working on the task independently.".
Simon:	"Tim was talking to Rick; why aren't you getting up him?".
Teacher:	"We are working on the task independently.".
Simon (complying):	"Fine!"

Three 'blocks' are generally sufficient. Students who continue to procrastinate should be given a simple choice and referred to RTP if necessary. Students need to learn that a simple direction is not an invitation to a debate and the blocking statement is a helpful way of teaching this.

14. Assertive Messages

It may be appropriate 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. For example, the teacher might say, "Shaun, you are disturbing the learning of others, put the pencil down thanks", then look back to the whole class and continue.

For example,
"Excuse me. This noise level is not appropriate. You know our rules about working noise. Let's be respectful of each other and keep the noise level down."

For example,
"Michelle, I'm concerned 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 concerned".
- "I am upset".
- "I am 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.

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

RESPECT

ENTERING THE ROOM

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

LESSON PLAN

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

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?

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?
- Whiteboard cleaned?
- Farewell greeting?

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?

REFLECTION TIME

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

Appendix F - Guidelines for Yard Duty

Yard Duty is an important aspect of pastoral care and, more specifically, supports our students' behaviour. In meeting this obligation, teachers need to be mindful of their legal responsibility, the duty of care, for the students they are supervising. Catholic Education Archdiocese of Brisbane's Code of Conduct clarifies and affirms the standards expected of staff in the workplace. Specifically, sections 2.03, 3.0 and 7.0 of the document are helpful in understanding employees' obligations in this regard.

The Employee Code of Conduct can be accessed via https://mybcecatholicedu.sharepoint.com/policies-and-procedures/SitePages/Code-of-conduct.aspx.

The guidelines below have been prepared in consultation with the teachers of Trinity College to outline the yard duty procedures and responsibilities of teachers at Trinity College. A yard duty roster is published and updated by the administration of the College. In addition, college staff have access to the duty roster via published copies of the Whole School Duty roster in staff areas and their individual teacher timetable published in the General Access computer program.

It is the responsibility of the Deputy Principal to construct and publish the Yard Duty Roster. Changes and swaps to the published roster are negotiated between the interested parties and approved by the Deputy Principal.

Out Of Bounds Areas
Students are not permitted to occupy the following areas:

1. Montagne Centre Car park and La Valla Driveways
2. Between Scott Street, Administration and Library blocks
3. College Oval at Recess and the first half of lunch
4. Between the Administration and Library buildings
5. In front of Block 2-Science block
6. Behind Blocks 5 and 6
7. The driveway between the Caretakers Cottage, Block 7 & Maintenance Shed

No Stopping Zones
No Stopping Zones are typically pathways that students can use to access other areas of the College before school, during breaks and after school, but are not permitted to sit in:

1. All verandahs, including the Montagne Centre and the bottom level of all blocks. Students are permitted to access their lockers at the start of breaks but then are required to leave these spaces
2. Pathways between Block 6, Block 5 leading to the Multipurpose Courts
3. The pathway adjacent to Block 7 near the Block 7 bubblers

Supervision Expectations
1. Teachers must be punctual
2. While on duty, it is anticipated that the duty teacher's interaction with students would be friendly and pastoral
3. The 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 resolving the problem
   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 and bathrooms)
4. 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, the teacher should generally remain at the one spot and survey the surrounds
5. At the end of the supervision period, supervisors are expected to ensure that all students in their duty area have commenced moving to their next class

6. To remain on duty until the relieving teacher arrives. The change over time is 11.15am at lunchtime. If there is a problem, then the duty teacher should either call reception or send a student to the College Office.

7. The two affected parties must resolve any yard duty supervision handover difficulties in the first instance. Then the Deputy Principal must be informed to ensure the protection, safety and conduct of all stakeholders. The contact between the two affected parties is vital. This process is part of the grievance policy. Any dispute resolution process must adhere to this process.

8. Students are expected to wear hats in the playground. Supervising teachers are expected to intervene when a student is found not to be wearing a hat. The student is to correct the matter, seek a uniform pass, or they are sent to the RTC for the duration of recess and lunch or until the student has found their hat. The College is mandated to have a Sun Safety Policy. Wearing hats in the playground and the support procedures for non-compliant students forms part of the supervising teacher's duty of care.

Yard Duty Areas And Codes

Code	Name and Duties
E	**Morning Duty- Block 1 2 6 M L (8.10-8.30)** • No students are permitted to be on veranda's, locker access only to deposit school bag/equipment • No students to be sitting in stairwells • Students without a hat need to move to the undercover canteen area • Litter, students must be asked to place litter in bins • No sitting on tables • At the end of the duty, teachers are responsible for ensuring that all students in their area are moving off to their next class. **Lockdown during duty** • Open *Chapel* and direct all students in and lock doors • Instruct students to remain on the floor and out of sight • Students are not permitted to use phones. • Wait for the stand down notification before dismissing students.
D	**Morning Duty - Blocks 4 5 7 C (8.10-8.30)** • No students are permitted to be on veranda's, locker access only to deposit school bag/equipment • No students to be sitting in stairwells • Block 5, back of hospitality, is a No Stopping Zone nor is sitting on the back steps permitted • Students without a hat need to move to the undercover canteen area • Litter; students must be asked to place litter in bins • No sitting on tables • At the end of the duty, teachers are responsible for ensuring that all students in their area are moving off to their next class. **Lockdown during duty** • Open *Auditorium* and direct all students in and lock doors • Instruct students to remain on the floor and out of sight • Students are not permitted to use phones. • Wait for the stand down notification before dismissing students.
A	**RTC- Lunch duty** • Oversee the RTP Classroom **Lockdown during duty** • Direct all students inside, including those nearby, and lock doors • Instruct students to remain on the floor and out of sight • Students are not permitted to use phones.

	• Wait for the stand down notification before dismissing students.
C	**St Marcellin Champagnat C'yard Lib. & AUD toilets**
	• No students are permitted to be on veranda's, locker access only to return personal/lunch items and equipment • No students to be sitting in stairwells • Ask students to place litter in bins • No sitting on tables • Front of Library is a No Stopping Zone • Library entrance area to be kept clear of loitering students • The Marcellin Champagnat Auditorium veranda is a no stopping zone. Students are allowed to access the toilets via the northern doors • Supervising teachers are required to monitor toilets • At the end of the break, teachers are responsible for ensuring that all students in their area are moving off to their next class. • Hats on, students without a hat need to locate their hat or a note about their hat, otherwise, record their name and grade and ask them to move to RTC. Pass this information onto the Pastoral Leader for their year level prior to the end of the day. **Lockdown during duty** • Open *Front door Auditorium* and direct all nearby students in and lock doors • Instruct students to remain on the floor and out of sight • Students are not permitted to use phones. • Wait for the stand down notification before dismissing students.
B	**Front HEC Blk, grassed area & Handball Courts**
	• No students are permitted to be on verandahs, locker access only to return personal/lunch items and equipment • No students to be sitting in stairwells • Litter, students must be asked to place litter in bins • No sitting on tables • At the end of the break, teachers are responsible for ensuring that all students in their area are moving off to class • The Marcellin Champagnat Auditorium veranda is a no stopping zone. Students are allowed to access the toilets via the northern doors • Hats on, students without a hat need to locate their hat or a note about their hat, otherwise, record their name and grade and ask them to move to RTC. Pass this information onto the Pastoral Leader for their year level prior to the end of the day. **Lockdown during duty** • Open *Textiles Room (5.4)* and direct all nearby students in and lock doors • Instruct students to remain on the floor and out of sight • Students are not permitted to use phones. • Wait for the stand down notification before dismissing students.
F	**Station- Canteen Block**
	• No ball games, running, rowdy play • No sitting on stairs that lead down to Block 1 • Shirts tucked in prior to entry to the canteen. • No sitting on stairs that lead to Canteen area • Litter, students must be asked to place litter in bins • At the end of the break, teachers are responsible for ensuring that all students in their area are moving off to their next class and that the tuckshops roller doors have commenced shutdown

Students should not be purchasing goods after the bell. In cooperation with the tuckshop convenor, the roller doors must be closed at the end of lunch.

- Hats on, students without a hat need to locate their hat or a note about their hat, otherwise, record their name and grade and ask them to move to RTC. Pass this information onto the Pastoral Leader for their year level prior to the end of the day.

Lockdown during duty
- Open *Room 1.4* and direct all nearby students in and lock doors
- Instruct students to remain on the floor and out of sight
- Students are not permitted to use phones.
- Wait for the stand down notification before dismissing students.

G	**Performance Courtyard & Surrounds**

- Students can sit in the Performance Courtyard but not on the verandahs
- No kicking, hitting or throwing balls in this area
- No handball on the verandahs
- Litter, students must be asked to place litter in bins
- No sitting on tables
- Enforce area behind Block 6 as a no stopping zone
- At the end of the break, teachers are responsible for ensuring that all students in their area are moving off to their next class.
- Hats on, students without a hat need to locate their hat or a note about their hat, otherwise, record their name and grade and ask them to move to RTC. Pass this information onto the Pastoral Leader for their year level prior to the end of the day.

Lockdown during duty
- Open *Drama Room* and direct all nearby students in and lock doors
- Instruct students to remain on the floor and out of sight
- Students are not permitted to use phones.
- Wait for the stand down notification before dismissing students.

H	**Montagne Centre tables & Between Blks 1&2**

- No students are permitted to be on verandahs, locker access only to return personal/lunch items and equipment. This includes the concrete and sandstone retaining walls
- Students are not permitted to sit on the La Valla Trade Training Centre side of the Montagne Centre.
- No students to be sitting in stairwells
- Students are allowed to access the toilets
- Block 2 Front is a No Stopping Zone
- Litter, students must be asked to place litter in bins
- No sitting on tables
- At the end of the break, teachers are responsible for ensuring that all students in their area are moving off to class.
- Students are not allowed to sit on the grass adjacent to Block 2 and the pedestrian ramp.
- Hats on, students without a hat need to locate their hat or a note about their hat, otherwise, record their name and grade and ask them to move to RTC. Pass this information onto the Pastoral Leader for their year level prior to the end of the day.

Lockdown during duty
- Open *Chapel* and direct all nearby students in and lock doors
- Instruct students to remain on the floor and out of sight
- Students are not permitted to use phones.
- Wait for the stand down notification before dismissing students.

I	**Multi-Purpose Courts**
	• Litter, students must be asked to place litter in bins • At the end of the break, teachers are responsible for ensuring that all students in their area are moving off to their next class • Teachers must ensure that students are engaging in safe play on the courts. If play is unsafe, the duty teacher must intervene and direct the students to stop the unsafe play. The RTP process could be used to support students understanding of safe play in the Multi-purpose courts. • Need to ensure that students are not sitting in the La Chaperie Courtyard but are allowed to access the drinking fountain • Hats must be with students but can remain to the side whilst the student is engaged in physical activity. Students without a hat need to locate their hat or a note about their hat, otherwise, record their name and grade and ask them to move to RTC. Pass this information onto the Pastoral Leader for their year level prior to the end of the day. **Lockdown during duty** • Open ***Drama Room*** and direct all nearby students in and lock doors • Instruct students to remain on the floor and out of sight • Students are not permitted to use phones. • Wait for the stand down notification before dismissing students.
K	**Ludovic**
	• No students are permitted to be between the Ludovic Classrooms, locker access only to return personal/lunch items and equipment. • No students to be sitting in stairwells or between the Ludovic Classrooms, except when the Wet Weather Plan is in operation. • Litter, students must be asked to place litter in bins • No sitting on tables or lockers • At the end of the break, teachers are responsible for ensuring that all students in their area are moving off to class • Hats on, students without a hat need to locate their hat or a note about their hat, otherwise, record their name and grade and ask them to move to RTC. Pass this information onto the Pastoral Leader for their year level prior to the end of the day. **Lockdown during duty** • Open ***Room L4*** and direct all nearby students in and lock doors • Instruct students to remain on the floor and out of sight • Students are not permitted to use phones. • Wait for the stand down notification before dismissing students.
L	**Netball Courts & surrounding grassed Banks**
	• No contact sports • Litter, students must be asked to place litter in bins • Teachers must ensure that students are engaging in safe play on the courts. If play is unsafe, the duty teacher must intervene and direct the students to stop the unsafe play. The RTP process could be used to support students understanding of safe play in the Netball courts. • At the end of the break, teachers are responsible for ensuring that all students in their area are moving off to their next class. Teachers should direct students to move a few minutes earlier than the bell to ensure they make it to their next class on time • Access to the Netball courts and the Oval is via the front of block 7, Multi-purpose Courts or the Performance Courtyard. • Hats must be with students but can remain to the side whilst the student is engaged in physical activity. Students without a hat need to locate their hat or a note about their hat, otherwise, record their name and grade and ask them to move to RTC. Pass this information onto the Pastoral Leader for their year level prior to the end of the day.

P	**Lockdown during duty** • Open *Rear Netball Court-Side Exit Door to Auditorium (use stairs)* and direct all nearby students in and lock doors • Instruct students to remain on the floor and out of sight • Students are not permitted to use phones. • Wait for the stand down notification before dismissing students.
O	**Block 7**
	• No students are permitted to be on veranda's, locker access only to return personal/lunch items and equipment • Access way to Counsellor and Learning Support Offices to be kept clear of students • No students to be sitting in stairwells • Litter, students must be asked to place litter in bins • No sitting on tables • At the end of the break, teachers are responsible for ensuring that all students in their area are moving off to their next class. • Students may access the oval and netball courts via the western driveway • Hats on, students without a hat need to locate their hat or a note about their hat, otherwise, record their name and grade and ask them to move to RTC. Pass this information onto the Pastoral Leader for their year level prior to the end of the day. **Lockdown during duty** • Open *Room 7.2* direct all nearby students in and lock doors • Instruct students to remain on the floor and out of sight • Students are not permitted to use phones. • Wait for the stand down notification before dismissing students.
Q	**Oval**
	• If the gate is locked or closed, the oval is closed due to maintenance. Do not open the gate. If this is due to rain or flooding, follow the We Weather Plan; otherwise, remain around the gated area to keep students away. • No students to be sitting on bridge way • No contact sports • Students are not permitted to eat on ovals, except for special events. • At the end of the break, teachers are responsible for ensuring that all students in their area are moving off to their next class. Teachers should direct students to move a few minutes earlier than the bell to ensure they make it to their next class on time • Hats must be with students but can remain to the side whilst the student is engaged in physical activity. Students without a hat need to locate their hat or a note about their hat, otherwise, record their name and grade and ask them to move to RTC. Pass this information onto the Pastoral Leader for their year level prior to the end of the day. **Lockdown during duty** • Open *Rear Netball Court-Side Exit Door to Auditorium (use stairs)* and direct all nearby students in and lock doors • Instruct students to remain on the floor and out of sight • Students are not permitted to use phones. • Wait for the stand down notification before dismissing students.
P	**Gym**

- Specialist supervision area – a full induction is required before staff may undertake this duty.

Lockdown during duty
- Direct all nearby students inside and lock doors
- Instruct students to remain on the floor and out of sight
- Students are not permitted to use phones.
- Wait for the stand down notification before dismissing students.

R	**Library Study/Tutorial Room**

- Managed by Curriculum Leaders and/or their delegate
- Open ML2 or ML4 classroom for quiet study or to undertake advertised tutorials.
- Support Library with any behaviour concerns that may arise.
- No eating or drinking within the room.
- No games, independent work assessment or classwork only.

Lockdown during duty
- Direct all nearby students inside and lock doors
- Instruct students to remain on the floor and out of sight
- Students are not permitted to use phones.
- Wait for the stand down notification before dismissing students.

M	**Bus Duty - Near Side**

- Teacher to load buses that are situated directly outside La Valla.
- Students waiting for buses should wait behind the footpath. The footpath must remain clear for pedestrian access.
- Teachers must remain on duty until the last bus has departed
- The duty teacher has an important role in ensuring that students are wearing their uniform correctly

Lockdown during duty
- Direct all nearby students inside the **LaValla Trade Training Centre** and lock doors
- If students are on buses, direct driver to close doors and leave
- Instruct students to remain on the floor and out of sight
- Students are not permitted to use phones.
- Wait for the stand down notification before dismissing students.

J	**Bus Duty Far Side**

- The corner of Bougainville St must be supervised for the first 10mins of the duty before moving to supervise the bus stop
- Teachers must remain on duty until the last bus has departed
- The duty teacher has an important role in ensuring that students are wearing their uniform correctly

Lockdown during duty
- Direct all nearby students to **St Patrick's Parish Church and assemble in the side carpark near the Parish office.**
- If students are on buses, direct driver to close doors and leave
- Instruct students to remain on the floor and out of sight
- Students are not permitted to use phones.
- Wait for the stand down notification before dismissing students.

N	**Ludovic drop off/pick up**

- Teachers must remain on duty until the end of the allocated time. Then, any students remaining, confirm that they are being picked up, or escort them to the College office to contact their parent/guardian.
- The duty teacher has an important role in ensuring that students are wearing their uniform correctly

Lockdown during duty
- Open *Room L4* and direct all nearby students in and lock doors
- Instruct students to remain on the floor and out of sight
- Students are not permitted to use phones.
- Wait for the stand down notification before dismissing students.
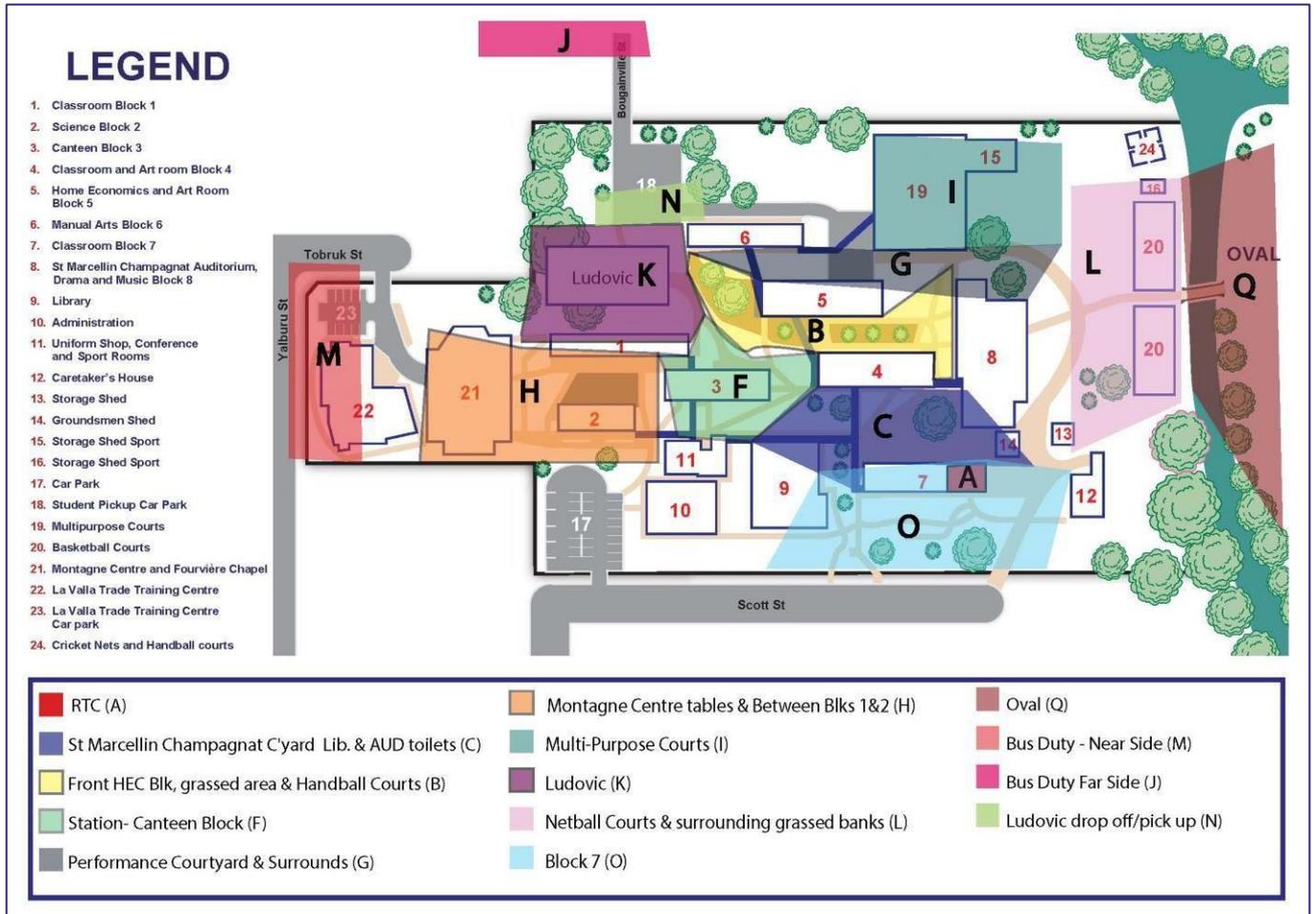
Wet Weather Plan
The Wet Weather plan is provided to ensure a high level of duty of care is maintained for all students and staff during periods of inclement weather.

1. **When will the Wet Weather Plan be actioned:**

   The College will implement the Wet Weather Plan when:
   a. It is raining or when there has been significant recent wet weather that affects playground conditions;
   b. When very bleak or severe weather anticipates impending rain or as a standalone event, e.g., electrical storm, high winds or hail; or
   c. When it can be foreseen that the students will be unable to go out from undercover areas for the whole of lunch or afternoon tea time.

2. **Wet Weather Procedure – when known prior to lunch or afternoon tea**
   - Wet Weather will be declared by a member of the College Leadership Team (CLT) to all staff via email.
   - Teachers are to make students aware during classes, where possible.
   - An announcement will be made prior to the beginning of each break, indicating to students the alternative "dry areas" available for them.
   - Yard duty protocols and procedures remain the same, with additional instruction or care required to remind students:
     - to minimise running around;
     - about being safe on slippery surfaces;
     - to keep College computers in a safe, dry location;
     - to avoid getting excessively wet; and
     - of potential hazards or puddles.
   - The following changes will be implemented to the rostered Yard Duty schedule:

Oval Duty	Move to the auditorium to support the CLT member to supervise the students. Move the bins from the lighting and sound storage room at the back of the auditorium for rubbish. Monitor rubbish. Students are not permitted behind the bleachers or the curtains near the Drama Rooms.
Performance Courtyard and Surrounds *(first half of lunch and afternoon tea)*	Move towards the library area to support library staff with supervision.
Multipurpose Courts	Monitor the Performance Courtyard Area. Monitor floor surfaces and conditions. If the surface becomes slippery, move students away and close the area. If the area is closed, roam and supervise the Performance Courtyard and surrounds.
Netball Courts	Monitor the Performance Courtyard Area. Monitor floor surfaces and conditions. If the surface becomes slippery, move students away and close the area. If the area is closed, roam and supervise the Performance Courtyard and surrounds.
Ludovic	Students are permitted into the centre of Ludovic block. Handball and other games are not permitted; however, students may sit and eat within the area.

   - All other Yard Duty areas and rosters will remain unchanged.

3. **Wet Weather Procedure – when sudden and/or occurring during a break**

   If the weather is mild, students are to be moved into the undercover areas until the rain passes. If the rain becomes heavier, the teacher assigned to duty on the oval and a member of the CLT will open the auditorium for students to move in to remain dry. The process in section 2 above will be implemented.

4. **Wet Weather Procedure – before and after school**

   Before school, students assemble in the undercover areas, and the auditorium is to be opened by a member of the CLT.

   After school - duty staff are to assist students from the school, avoiding potential hazards/puddles to the exit points on Kokoda St, Scott Street, and the drop-off zone at Boundary Street. Duty staff will provide necessary care for students, offering shelter and encourage them to safely move to their transport, where necessary.

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