



# ASSUMPTION COLLEGE WARWICK

## Student behaviour support plan

### Purpose

Catholic schools in the Diocese of Toowoomba provide all students with opportunities to develop positive behaviours and self-discipline within a supportive and vibrant Christ-centred community.

Assumption College is committed to providing a caring and safe environment, recognising the individuality and dignity of each student and member of the community. We provide students with experiences of hope and promise, give practical expression to the Gospel message and foster life-giving relationships.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour, promoting inclusive practices, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### Shared values and expectations

At Assumption College:

- Gospel values are lived and all members of the school community are valued and treated with dignity and **respect**
- all members of the school community feel **safe**, supported and respected
- students are encouraged and supported to take greater **responsibility** for their own learning and participation as members of the whole school community, developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals
- pastorally-caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community, and
- formal sanctions including detention, suspension, negotiated change of school and exclusion are considered only when all other approaches have been exhausted, or rejected.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour

- Ensure my behaviours and attitudes are **respectful** towards myself, other students, staff and property
- Place **safe** behaviours at the heart of all we do
- Come to the learning environment **on time, prepared and ready to work**

### Rights and responsibilities

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

#### School (principals, teachers and school staff)

- Staff at Assumption College are responsible for providing an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success.



# ASSUMPTION COLLEGE WARWICK

## Parents/carers

- Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress.
- Parents/carers are also expected to support the school in maintaining a safe and respectful learning environment for all students, staff and other families.

## Students

- Students will, with support, be expected to participate fully in the school's educational program and to attend regularly.
- Students will also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

## Proactive strategies for promoting better behaviour

Assumption College has positive strategies for promoting better behaviour.

These strategies include:

- Engaging programs for students – SBA/T, work experience/placement
- Positive behaviour rewards/cards
- A pastoral system built on rapport and relationships
- A house structure with small student numbers and a supportive pastoral leader

## Early intervention

Assumption College utilises a range of preventative and early intervention strategies to support positive student behaviours. These include

- defining and teaching whole school expectations
- establishing consistent whole-school consequences for inappropriate behaviour
- establishing whole-school procedures for early identification of students experiencing academic and/or behavioural difficulty
- providing whole-school procedures for ongoing collection and use of data for decision-making
- assessing the student early and comprehensively to enable appropriate choice of early intervention strategies
- utilising evidence-based interventions, which are then monitored and regularly reviewed for those students who face difficulty with learning and/or behaviour
- maintaining a flexible approach and considering the functions or reasons for the student's behaviour.

Some of the programs that support early intervention include:

- ✓ Positive behaviour cards and a reward system
- ✓ Pastoral merit awards
- ✓ House points
- ✓ PC teachers/ Pastoral Leaders



# ASSUMPTION COLLEGE WARWICK

## Minor and major behaviours

### Minor Incidents:

Including but not limited to

- Deliberate disobediences
- Name calling
- Unsafe play on oval
- Disruptive (talking not paying attention)
- Off task- not working
- Interrupting teaching and learning
- Calling out
- Moving around room without permission
- Mocking peers- inappropriate comments, name calling etc.
- Carrying mobile phones

### Major Inappropriate Behaviour

- Repeated minor behaviours
- Repeatedly defiant
- Defacing College property
- Rudeness and profanity towards staff or students
- Verbal and physical confrontation
- Excessive non-compliance
- Dangerous behaviour
- Yelling/swearing at others
- Refusing to obey instructions
- Using repeated "put downs"
- Intimidation of others
- Repeated major behaviours
- Deliberate damage of College or another person's property
- Stealing
- Insolence to staff members
- Dangerous play
- Physical aggression
- Racism
- Bad language
- Rough play/fighting
- Excluding others repeatedly



# ASSUMPTION COLLEGE WARWICK

## **Bullying (inclusive of cyberbullying)**

Bullying in any of its forms has no place at Assumption College. All members of our school community should be able to enjoy a safe and supporting environment, free from fear or harassment. Bullying in any form is totally unacceptable. Research shows that bullying occurs in all schools; however, this can be reduced with a whole school approach, including an active anti-bullying procedure.

Bullying is defined at Assumption College as: the misuse of power, position and privilege. It is done to intimidate, coerce, engender fear or to control. There are three main parameters of bullying; it is repeated (prolonged over time), it involves an imbalance of power; and it may be verbal, physical, social or psychological. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online and it can be obvious or hidden.

Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Some conflicts between adolescents are a normal part of growing up and are to be expected. Single incidents and conflicts or fights between equals, whether in person or online, are not considered bullying, even though they may be upsetting and need to be resolved.

There is no place for bullying in any school. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated includes name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

### **Bullying behaviour includes:**

**Physical:** hitting, kicking, punching, pushing, tripping, spitting or throwing objects. Hiding, damaging or destroying property belonging to someone else. Making someone give money, food or other property against their will.

**Non-Physical:** threatening any of the above. Name calling, using offensive language, making comments the other person finds offensive. Ridiculing or teasing in a nasty way. Putting others down, spreading rumours (via internet, chat rooms or word of mouth). Making faces or rude gestures and sending offensive SMS messages. Ignoring or Excluding, (this is not a definitive list).

Bullying may be related to

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- children acting as carers, or
- children in care.



# ASSUMPTION COLLEGE WARWICK

Cyberbullying is defined as 'the aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself'.

- ✓ Our school is committed to promoting responsible and positive use of social media sites.
- ✓ No student will face disciplinary action for simply having an account on a social media site.
- ✓ It is unacceptable for students to bully, harass or victimise another person whether within the school grounds or while online.

## CYBER – BULLYING

Online bullying is bullying carried out through the internet or mobile devices. Online bullying is also sometimes called cyber-bullying.

It can happen to anyone, anytime and can leave you feeling unsafe and distressed. Online bullying can be offensive and upsetting.

### Online bullying can include:

- Sending insulting or threatening messages
- Posting unkind messages or inappropriate images on social networking sites
- Excluding others from online chats or other communication
- Inappropriate image tagging/editing
- Sharing someone's personal or embarrassing information online
- Creating hate sites or starting social exclusion, campaigns or social networking sites
- Sharing unflattering or private messages, including naked or sexual images
- Assuming the identity of another person online and representing them in a negative manner or manner that may damage their relationship with others
- Repeatedly, and for not strategic reason, attacking players in online gaming

For it to be called bullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline). Single incidents or random inappropriate actions are not bullying.

The best response to cyber-bullying is to be proactive and preventative. To be proactive students can:

- Guard contact information
- Take a stand against cyber-bullying.
- Speak out whenever you see someone being mean to another person online.

### Cyber-Bullying action for students

If you are being harassed online, take the following actions immediately:

- Tell a teacher, your parents or someone you trust/ report the issue.
- Leave the area or stop the activity
- Block the sender's messages
- Never reply to harassing messages



# ASSUMPTION COLLEGE WARWICK

- Keep a record. Save any harassing messages and record the time and date that you received them

The processes involved in formal procedures intend to achieve the following:

- To protect the rights of the students, staff and learning community.
- To help find ways to negotiate, with the student, a plan for change to acceptable patterns of behaviour.
- To keep the parents/caregivers of the student informed and, if possible, engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student.
- To safeguard the right of teachers to be able to teach without inappropriate disruption.
- To safeguard the right of other students to learn without in appropriate disruption
- To ensure that sufficient and accurate documentation is made and kept
- To indicate sources of assistance for Colleges

The processes associated with formal sanctions assume that:

- Students, parents/caregivers and teachers have been

fully informed about the College's Behaviour Learning Plan and College rules.

- Parents/caregivers have been informed that a serious problem exists as soon as it is identified
- Adequate consultation has occurred with all stakeholders to best support the student.

The rules and sanctions within our Student Welfare Policy recognise caring for the student as a distinctive feature. They:

- Are consultatively formulated, positive in orientation and purposeful
- Are just and reasonable and convey a sense of forgiveness
- Encompass a range of options that are related to the disruptive behaviour
- Are supported and enforceable
- Contribute to the development of justice in the class/College
- Foster responsibility for actions

In formulating these rules and sanctions we have considered the following:

- The age and stage of development of the students and their developmental needs.



# ASSUMPTION COLLEGE WARWICK

- The capacity of students to understand what is required of them and why.
- The particular life circumstances the student is currently experiencing.
- The need for adequate supervision of students and the health and safety of staff and students.
- The implication for various options for the physical and psychological wellbeing of students.
- The implication for various options for the physical and psychological wellbeing of staff.

## **Bullying Procedures:**

### **Purpose:**

- To ensure prompt and professional resolution of complaints made in relation to bullying between students
- To ensure Assumption College meets its obligations in providing a safe and supportive environment for students
- To use information gathered about bullying to drive continuous improvements of Assumption College policies, systems and staff skills

### **Process:**

1. Receiving information about alleged bullying
  - The school may receive information about alleged bullying from a range of sources, for example, the complainant, other students, staff, family or members of the public.
  - Information received about alleged bullying must be referred to the appropriate person within the school community
  - The matter may be managed by this person or may be referred to the appropriate person with the school community.
  - The matter may be managed by this person or may be referred to another member of the Pastoral team or the College Leadership Team.
2. Gathering information about the alleged bullying
  - In investigating the matter, the appropriate person will gather information about the alleged incident from the complainant/student, the student alleged to be responsible for the bullying behaviour and any other persons considered appropriate
  - When meeting with the complainant/student, the appropriate person must:
  - Record the details of the bullying incident or incidents
  - Advise the complainant/student of the anti-bullying policy a) personally deal with b) informal warning c) formal warning
  - Outline and discuss options available to the complainant/student
  - Inform the complainant/student about how the matter will be dealt with and give time frames
  - Inform the complainant that, at any appoint during the complaint process, they may invite an individual of his/her choice to support and advocate on his/her behalf
  - It is the responsibility of the appropriate person to make an assessment about the seriousness of the alleged bullying behaviour and take necessary steps to ensure the safety of the complainant/student



# ASSUMPTION COLLEGE WARWICK

- If the appropriate person has concerns about the complainant's safety, this matter should be referred to the Deputy Principal or Principal immediately

### 3. Options available to the complainant/student

- The appropriate person must outline and discuss options available to the complainant and support the complainant in selecting the most appropriate option for the resolution of this matter.
- Options available to the complainant/student may include, but are not limited to the following:-
  - Self help options; this is where the complainant and appropriate person plan a strategy to assist the complainant resolved the matter directly with the student alleged responsible for the bullying behaviour.
  - No further action; this is where the complainant/students decides to take no further action (this is not recommended if the appropriate person believes the complainant is too scared to proceed with the complaint, or if there are any concerns about the complainant's safety).
  - Official informal warning issued – interview alleged bully (complainant)
  - Lodge a formal complaint through the school's anti-bullying policy – may include suspensions, re-entry interview with parents, assignments and worksheets to be completed on bullying, counselling and eventually forfeiting the rights of a students to stay at the College.
  - Lodge a complaint with an external body eg: Anti-discrimination Commission, Queensland Police Service and Ombudsman.
  - Ask for a referral to a school counsellor or an external counsellor

### 4. Lodging a formal complaint through the school's anti-bullying policy

#### 4.1 when a complaint becomes formal, the appropriate person must be a CLT, Pastoral Leader or School Counsellor

If the complainant decides to lodge a formal complaint, the appropriate person must assist the complainant: -

- Complete the appropriate paperwork
- Inform the complainant that he/she may seek resolution with an external body e.g – Queensland Police Service etc
- The complainant/student must be informed about how the matter will be dealt with, feedback procedures and time frames.
- Inform the complainant that at any point during the complaint process, he/she may invite an individual of their choice to support and advocate on their behalf.

4.2 The complainant and the alleged bully are to be interviewed by an appropriate person. The appropriate person needs to consider if a joint interview is appropriate, given the possibility that the complaint may find it too intimidating to discuss the issue directly with the alleged bully. The complaint must be consulted about the proposed interview process and must consent to the proposed process.

4.3 When meeting with the student allegedly responsible for the bullying behaviours the appropriate person must:-

- Present the details of the complaint
- Give the alleged bully opportunity to present his account of the incident/s
- Where appropriate, challenge any comments that seek to minimise the unacceptable behaviours





# ASSUMPTION COLLEGE WARWICK

- Record the alleged bully's response including the details of other people who may have witnessed the incident/s
  - Discuss the school's anti-bullying policy
- 4.4 When the school is unable to substantiate/confirm that bullying has occurred the appropriate person must: contact the student's parents/guardians by email or phone or in person and outline the course of action taken by the school to address the matter.

- The appropriate person will encourage the complainant to return if at any time in the future the bullying reoccurs
- Offer the complainant and the alleged bully assistance with arranging counselling with the school counsellor or an external counsellor

4.5 When the school is satisfied that bullying has occurred, the appropriate person must:

- Consult with the Deputy Principal who is responsible for situations at the level of seriousness of the matter and decide on the most appropriate consequence for the person responsible for the bullying. This may include suspension from school or certain classes or activities for a period determined to be suitable.
- Contact parents/guardians by phone or email or in person and formally explain to them that a complainant of bullying has been made and substantiate the course of action taken by the school to address the matter and the consequences that will be put in place.
- Pastoral Leaders are to continue to keep abreast of any further complaints made regarding this alleged bully. If this occurs the next step of the bullying process is to proceed.
- Use an educative process.
- Facilitate a mediation sessions, if the complaint agrees to participate on the process.
- Offer the complainant and the alleged bully assistance with arranging counselling with the school counsellor or an external counsellor.

## 5. Lodging a complaint with an external body

- The complainant must be informed of their rights to seek redress through external bodies such as:
  - The Commission for Children and Young People and Guardian
  - The Ombudsman
  - The Anti-Discrimination Commission
  - Queensland Police Service

## 6. Student Re-offending

- If the bully has ceased – no further penalty will be applied
- If at any time in this process the bullying is found to continue despite action being taken, then the next stage in the bullying procedure will occur which may include the school having no option but to suspend the bully. Their presence in the school will only cause distress to others who have a right to an educational experience free from harassment.
- A re-entry interview will then be conducted with the alleged bully and his parents. All work is to be completed and a re-entry plan is to be decided upon prior to the student returning to school.
- A re-offence may lead to forfeiting of a student's enrolment

## 7. Filing all Bullying Complaints



# ASSUMPTION COLLEGE WARWICK

- Paperwork in files is to be completed for each bullying complaint by the relevant staff member who completed these undertakings
- This paperwork will be contained in files and on the College database.

## 8. Further Instances of Bullying

- Further instances of bullying may lead to the bully forfeiting his right to stay at the school.
- A complainant/student can at any stage, decide to take the matter to the police to press charges.
- Abuse refers to harm caused to a child or youth that has detrimental effect of a significant nature on the child or youth's physical, psychological or emotional wellbeing. Matters where the child or youth are at risk of experiencing harm are then dealt with under the TCSO Student Protection Policy and the matters should be referred directly to the Student Protection Officers.

## The Role of the Student

### WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

- Report it – remember that bullying will probably continue if those responsible think that they can get away with their behaviour. If the bullying continues, report it again-the bullying can be stopped.
- Try not to show that you are upset. Bullies feel great if they have upset you.
- Try to be assertive when you find yourself in a difficult position – look and sound confident.
- Walk quickly and confidently even if you don't feel that way inside – appearing confident is helpful
- If students have been calling you names or teasing you etc, reassure yourself that you're ok and that those students are the ones with the problem.
- Talk to a friend/friends about it.
- Avoid risky situations where possible or stay close to adults or friends.
- Consider whether you have been bullying yourself eg – have you been calling, annoying, threatening, showing off etc? If you have, change what you are doing.
- If bullying continues after reporting it, report it again.
- If you feel or think that you are different in a way, be proud of it – individuality and diversity, within rules are important.
- Consider talking with a counsellor who can help you develop skills which can be useful in a bullying situation.

### WHAT YOU CAN DO IF YOU KNOW SOMEONE ELSE IS BEING BULLIED:

- If you know of bullying report it. The person being bullied may be too scared or upset to tell anyone.
- Show the bully that you and your friends strongly disapprove of the actions.
- Seek help. Remember no one deserves to be bullied.
- Befriend the person being bullied and encourage them to speak with someone who can help; you might even go with them as a support person.
- Be careful about teasing people or making personal remarks. If you think that students might not find your comments funny, don't say them.



# ASSUMPTION COLLEGE WARWICK

## The Role of the Parent

### IDEAS FOR PARENTS IF YOUR CHILD IS BEING BULLIED

- Watch for signs that your child might be being bullied or having difficulties for another reason. Some of the following may indicate bullying:
  - Wanting to miss school
  - A pattern of headaches or stomach aches
  - Becoming withdrawn
  - Nightmares
  - Tension or unhappiness
  - Taking it out on others at home
  - Bruising
  - The disappearance of property
  - Damaged clothes etc.
- If you think that your child is being bullied, inform the school immediately and ask for an interview with a staff member who can help. With staff, devise strategies that will help support your child inside and outside the school.
- Listen to your child but don't be swayed by your child's please not to interfere because of their fear of retribution. For the student's sake bullying needs to be addressed and this will be most effective with the school and family working together.
- Discuss the situation with your child going through the advice in this framework.
- Encourage your child to develop friendships. A student who has friends is less likely to be bullied.
- Support your child in developing their talents, participating in sports or other activities that will build confidence in a safe, supervised environment.
- Work on improving your child's self-esteem.

### IDEAS FOR PARENTS IF YOUR CHILD IS BULLYING OTHER STUDENTS

- Work with school staff to help your child and prevent more bullying
- Make it clear to your child that you take the bullying seriously and that bullying is unacceptable
- It is important not to use aggressive tactics. The use of physical or verbal aggression only reinforces the idea that this is alright.
- Talk about the fact that we all have a right to be and feel safe. Point out that bullying or teasing breaks that right.
- Using a sensitive approach, ensure that the child knows the effect that his behaviour is having on the bullied student.
- Pinpoint your child's strengths and skills. Encourage the child to identify these in others.
- Problem solve with your child.
- Think about why the child is bullying: consider whether he/she is being bullied at home or elsewhere, whether the child is bullying to compensate for some feelings of inadequacy, whether there is some factor causing anger, etc.
- Try to find ways to reward appropriate behaviour or accomplishments.
- Talk with a counsellor, at the school or externally. Consider parenting courses or family discussion with the counsellor.



# ASSUMPTION COLLEGE WARWICK

## The Role of the Teacher

It is a responsibility of teachers within our school environment to act on reports of bullying. Some ideas are:

- Act as a role model for students. Set a good example by using conflict resolution techniques.
- Be alert and observant during and between classes; bullying can occur at these times. Punctuality at classes and other activities minimise the opportunity for bullying to occur.
- Be vigilant during playground supervision. Bullying is more likely to occur in the following areas: courtyards, tuckshop line, near lockers, toilets, oval, eating areas and at bus stops.
- Reinforce the anti-bullying processes and procedures in all curriculum areas. Aspects of interpersonal behaviour such as prejudice, discrimination and violence can be examined as basic skills underlying the practice of positive social behaviour.

### IDEAS FOR TEACHERS ON HOW TO DEAL WITH BULLYING INCIDENTS:

- Take the incident seriously.
- Take action as quickly as possible.
- Be seen to act; this is as important as taking action. Silence and secrecy help bullying to continue. However, when a report is made confidentially, deal with it carefully to prevent the bullying becoming worse.
- Avoid making the bullied student feel inadequate or foolish. Listen sympathetically. Offer concrete help and support.
- Remain calm – by reacting emotionally, you may add to the bully's satisfaction and give the bully control of the situation.
- Refrain from using the word 'victim' – students become labelled.
- Be careful not to act aggressively towards the bully. Bullying is about power and we need to avoid giving the message that the bullying is okay if you have the power.
- In talking with the bully, it is recommended that the 'no blame approach' is used.
- With the bully on his/her own, encourage consideration of the implications of his/her actions and of the bullied student's point of view.
- Much bullying is done by groups which are more difficult to handle. Each bully will probably be spoken to individually.
- The issue of retaliation should be addressed openly with all parties. Ensure that the bullied student knows they should inform the teacher immediately if the bullying continues or reoccurs after action is taken.
- If possible, be seen to document the incident.
- Some form of counselling or discussion with the student involved should occur and is much preferred before sanctions are considered. Depending on the nature and seriousness of the bullying, changes in relationships between the students involved in bullying can often be affected without the use of intensive interrogation, blaming and punishment.
- Refer the incident to the Pastoral Leader and/or Deputy Principal.
- Seek school advice and counselling so that the student may become more assertive and resilient and hence reduce the likelihood of being bullied.
- If bullying involves severe physical abuse, you may wish to consider to police action.



# ASSUMPTION COLLEGE WARWICK

## Targeted student support

At Assumption College, early targeted support strategies include

- the teaching and/or building of appropriate behaviours
- the involvement of the classroom teacher/s
- partnerships involving and supporting parents/carers
- the formation of a support team ('wrap around') where appropriate
- building networks to access support outside of the school for families and students.

## Individual behaviour support plans

### 1. Student Identified

- Teacher/College Counsellor or parent referral to teacher, P.C teacher or pastoral leader
- Student has reached four relocations a term
- Identification by pastoral leader due to consistent referral from classroom or playground

### 2. Data Gathering

- Background information and data is collected including:
  - Family information
  - History and pattern of problem behaviours at College
  - College behaviour history
  - Academic information
  - Students strengths, areas for development and growth
  - Health and medical information
  - Protective/risk factors identified
- Current behaviour/academic performances in class is gathered by the PL

### 3. Development of Behaviour Plan by Student Support Committee

- Students may be monitored by a behaviour card issued by the Pastoral Leader, Deputy Principal, Assistant Principal – Curriculum, Program Leaders (for academic concerns)

### 4. Intervention Implementation and Review

The Behaviour Plan is implemented, and timelines are put in place to:

- Monitor outcomes
- Collect data on outcomes
- Modify where necessary

### 5. Involvement of more intensive support

- If a student is still exhibiting severe and challenging behaviour, the College may engage the support of personnel from TCSO.

### 6. Monitoring and Reviewing

- The stakeholders will carefully monitor and regularly check to ensure that modifications to the plan are made when necessary.



# ASSUMPTION COLLEGE WARWICK

## Use of consequences and sanctions

### Procedures

#### Detention procedure

The use of detention as a method of managing student behaviour is at the discretion of each College, however, if detention is to be used, the following procedure must be applied.

1. The principal of a College, if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student.
2. This authority may also be delegated to teaching staff in accordance with each College's Student Behaviour Support Plan.
3. The student must be adequately supervised for the entire period of detention (what is adequate will depend on the student's age, stage of development and any special needs).
4. The student's safety and wellbeing needs must be addressed, and the student must be given appropriate access to food, drink facilities and toileting facilities.
5. If the detention is to occur after normal College hours, the parents/carers of the student are to be given adequate notice and the College is to be informed of the arrangements in place for the student's travel from College to home. If detention will jeopardise a student's safe transport home, the detention should be postponed until alternative arrangements can be negotiated with the student's parents/carers.
6. During a detention, the time must be used to complete College work and positively to repair relationships, use restorative practices, make plans for appropriate behaviour and/or rehearse alternative behaviours.
7. The staff member supervising detention must have received training to enable them to fulfil the requirements of 6.
8. The place in which the detention takes place is not to be so public that it makes an example of the student (such as outside the principal's office) and the student must be readily observable and supervised by an appropriate member of the College staff.
9. The student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way.
10. Interaction between a student and the supervising staff member should be emotionally neutral: the aim should be for the student to devise a plan that negotiates re-admission to class.

### Use of Time out

#### 'Time out' purposes

Time out is a method that allows students time away from the situation to reflect and regain composure, the outcome of time out should be a reduction in the behaviour. When time out is used all staff, students and parents will be made aware of its intended purpose and procedures.



# ASSUMPTION COLLEGE WARWICK

## Formal Sanctions

It is an expectation that formal procedures (detention/suspension/exclusion) are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action appropriately balances the best interests of the student and the safety and the right to learn of all members in the College community. Assumption College follows the Toowoomba Catholic Colleges Office processes that outlines the rationale for using a suspension in its context, details about the process, including parent notification and re-entry processes. Students who have been suspended or who are at risk of suspension would be candidates for a referral to the College counsellor. This may include a comprehensive functional behaviour assessment to inform an individualised behaviour plan.

## Purpose

This procedure includes and describes the formal student behaviour sanctions that can be applied in Toowoomba Catholic Colleges.

## To whom it applies

All Colleges and the Toowoomba Catholic Colleges Office are to follow this procedure.

## Related policies

Student behaviour support policy

## Definitions

**Detention:** A detention is any period when a student is required to remain at College or in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, recreation time, after College, or non-College days.

**Suspension:** Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend College and/or College related functions for a defined period.

**Exclusion:** Exclusion is the full-time withdrawal of a student's right to attend a particular College and College related functions, on the authority of the Executive Director: Catholic Colleges. Exclusion from one College does not prohibit the enrolment of the student in another Toowoomba Catholic College, unless the student has been specifically prohibited by the Executive Director: Catholic Colleges from attending all Toowoomba Catholic Colleges.

## Suspension procedure

### Purpose of suspension

The purpose of suspension is to:

- signal that the student's present behaviour is not acceptable
- allow a cooling-off period and time to muster College and/or Toowoomba Catholic Colleges resources, and also set in motion a plan for assisting the student to demonstrate appropriate behaviour
- establish a negotiation process for the student's re-entry to the College, based on the student achieving some explicit goals related to improved behaviour
- ensure that the student's parents/carers are aware of the seriousness of the student's behaviour and are involved in the process of negotiation for re-entry



# ASSUMPTION COLLEGE WARWICK

- protect the right of staff and students to establish environments that promote a positive learning environment for all

## Delegations to suspend

1. The principal of Assumption College may suspend, full-time or part-time, a student from a College for a period up to ten (10) College days or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the principal believes that the student's attendance poses an inappropriate risk to members of the College community.
2. In the absence of the principal of the College, the principal may delegate this authority to other members of the College's leadership team.
3. Any single suspension cannot exceed ten (10) College days without being referred to the Director: Teaching and Learning.

## Reasons for suspension

Suspension may occur, if so decided by the College principal or delegate, after he/she has:

- a. ensured that other appropriate and available student behaviour support strategies and discipline options have been applied and documented
- b. ensured that other appropriate support personnel available, both within the College system and externally, have been involved
- c. taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/carers regarding specific misbehaviour that the College finds inappropriate and which may lead to suspension
- d. recorded all action that have been taken

Principals may suspend, consistent with these procedures, where behaviour includes the following:

- a. persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
- b. persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- c. breach of College's Student behaviour support procedures: students who seriously breach the College's published rules and regulations

Please note that suspension is not to be used as response to poor attendance.

## Length of suspension

Suspension can be part-time, in which event the student is not permitted to attend College for certain times of the day or certain days of the College week. Part-time suspension should not span more than ten (10) College days in total.

Any single suspension cannot exceed ten (10) College days without being referred to the Director: Teaching and Learning.

Indefinite suspension, where the student is continually re-suspended is not acceptable.





# ASSUMPTION COLLEGE WARWICK

## **Communicating with parents/carer's re suspension**

Notification can take place by phone in the first instance; this must be followed by a written notification within a reasonable time period.

In all cases, the notification is to indicate:

- a. the reasons for the suspension
- b. advise the length of the suspension, the expected return date and the conditions to be met to enable return
- c. outline the responsibility of parents/carers for the care and safety of the student who is under suspension
- d. indicate the importance of parents working cooperatively with the College in resolving the matter
- e. request a parental conference at the College
- f. Refer parents/carers to the College's published Student Behaviour Support Plan.

A student may not be sent out of College before the end of the College day without a parents/carers being notified, and, if necessary, agreement reached about arrangements for collecting the student from College.

The student and parents/carers are to be given the opportunity to respond.

In discussing the conditions relating to the suspension with the parents/carers, their responses are to be taken into consideration.

Some situations may require discussions about continued access for the suspended student to attend College-based activities, such as apprenticeships or traineeships. Students attending special programs, such as College based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. This will be determined by the College, parents and the training provider.

The determination should occur before the student is next due to attend the program.

The College is not obliged to provide a student with work during suspension; however, principals may provide such work if they consider it appropriate to do so.

The Principal is to reinforce with parents/carers that during the suspension they have responsibility for their children and are required to provide appropriate supervision. Therefore, their child may not attend College or College-related functions.

In a situation where parents/carers refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to College), the principal should inform the Senior Education Leader at Toowoomba Catholic Schools Office.

During the suspension, a re-entry conference to determine the re-entry procedure for the student is to take place in the College and is to be facilitated by the principal.

The principal is to discuss re-entry procedures with the pastoral leader of the student.

In instances where there has been a problematic relationship between a parents/carers and the College, the principal may find it beneficial to call upon a third party such as the Senior Education Leader or College counsellor, to facilitate the meeting.



# ASSUMPTION COLLEGE WARWICK

If, despite the College's requests, parents/carers are unwilling to attend a re-entry meeting, the principal should refer the matter to the Senior Education Leader at TCSO. Alternative options are then to be considered to facilitate the student's return to College or the Senior Education Leader, in consultation with the Director: Teaching and Learning, may consider commencing proceedings for exclusion.

## **Immediate suspension**

The principal may suspend immediately any student whose behaviour includes the following, but is not exclusive to:

- a. Possession of alcohol or a suspected illegal drug; the matter should also be reported to the police.
- b. violence or threat of serious physical violence against another student or member of the College community, or themselves; this should also be reported in accordance with Student Protection processes and guidelines
- c. concerning or serious sexual behaviour: this should also be reported in accordance with Student Protection processes and guidelines
- d. possession of a weapon or knife; the matter should also be reported to the police
- e. Verbal abuse: principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student.

If an immediate suspension is determined, the principal must notify the parents/carers following steps 11-13 of the Suspension procedure and maintain records as described in steps 25-29 of the Suspension procedure.

## **Record keeping**

As soon as is practical after a suspension takes place, the principal is to ensure that a full report is written on the background and reasons for suspension, with the period of suspension clearly specified.

A copy of the principal's letter to the parents/carers or record of the conversation between the principal and the parents/carers should be attached to the report.

Copies of the report and attached letter/record of conversation should be placed on the College file, and placed in the student's file.

For a suspension of one or two days, reporting remains in the College.

For a suspension of longer than two days, principals should notify the Senior Education Leader. A copy of all correspondence between the principal and parents/carers is to be provided to Senior Education Leader, TCSO.



# ASSUMPTION COLLEGE WARWICK

## Exclusion Procedure

### Purpose of exclusion

The purpose of exclusion is to:

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

### Delegation to exclude

The principal may, in consultation with the Senior Education Leader make a submission to the Director: Teaching and Learning, recommending the exclusion of a student from Assumption College.

The Director: Teaching and Learning, will, in turn, forward this submission with his/her own recommendation to the Executive Director: Catholic Colleges for decision.

### Reasons for exclusion

The Executive Director: Catholic Colleges may approve a recommendation for exclusion where there is evidence that the College has, over an extended period, consistently applied and reviewed appropriate individual behaviour support and/or intervention plans.

The exception is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that immediate exclusion may be judged to be necessary.

### Exclusion procedure

When considering the exclusion of a student, the principal must:

- a. consult with the Senior Education Leader
- b. Place the student on suspension for the maximum period of ten (10) College days pending the outcome of the decision to exclude. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
- c. notify the student and the parents/carers that the initial period of suspension will be for ten (10) College days, but that exclusion from the College is being considered, giving reasons for the proposed action and allowing seven (7) days for the student, parents/carers to respond
- d. provide the parents/carers, or student (if the student is living independently) with a copy of all the documentation on which the proposal to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses)
- e. the principal may exercise discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent to respond to the proposal to exclude; this consideration will be unique in each case and guidance should be sought from the Senior Education Leader
- f. consider any response from the student and parents/carers before formulating a recommendation to the Director: Teaching and Learning
- g. request a meeting with the student's parents/carers to outline the next steps in the decision to exclude and the reasons for the recommendation



# ASSUMPTION COLLEGE WARWICK

- h. provide the parents/carers with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal
- i. reports and documentation regarding a suspension, as part of an application for exclusion need to be maintained in the College and provided to the Senior Education Leader
- j. Forward the recommendation and documentation to the Senior Education Leader.

The Senior Education Leader is to forward the recommendation and documentation to the Director: Teaching and Learning for consideration.

The Director: Teaching and Learning is to forward their recommendation to the Executive Director: Catholic Colleges, for determination.

The Executive Director: Catholic Colleges is to consider the application for exclusion and may:

- a. consult with the principal, Senior Education Leader and Director: Teaching and Learning
- b. Provide an opportunity for the student and the student's parents/carers to be supported
- c. While consideration of exclusion from Assumption College is being made, the student will remain on suspension.

A decision will be made as soon as practicable following the submission reaching the Executive Director: Catholic Colleges.

This procedure may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

## **Negotiated change of College procedure**

In some circumstances, a change of College to another Catholic College, to a College in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs.

Negotiated change of College for a student may also be an appropriate method to protect the wellbeing of a College community (for example, when a student's continuing presence poses a danger to that community's safety).

Colleges are to document any discussions in relation to a negotiated change of College.

The principal should provide the parents/carers with an opportunity to discuss the implications of the negotiated change of College, and provide the parents/carers with information about why the change is being proposed.

The following matters should be considered:

- a. the environment that would best provide for the student's learning, personal, social, emotional and spiritual needs
- b. which College would provide an educational program suitable to the student's needs, abilities, and aspirations
- c. the process by which the change is to be negotiated
- d. the support required by the student and parents to make the transition
- e. To include all considerations, determinations and communications in a documented record.



# ASSUMPTION COLLEGE WARWICK

If a negotiated change of College cannot be achieved, the student should remain enrolled at their current College, unless the circumstances require a recommendation to the Executive Director: Catholic Colleges for exclusion.

## **Appeals procedure – suspension and exclusion only Against suspension**

Appeals by parents/carers, or students living independently, are to be made to the principal of the College in relation to a decision to suspend a student for less than three (3) days; appeals against suspensions of more than three (3) days are to be made to the Senior Education Leader, TCSO, through the principal.

**Please note:** An appeal does not suspend the operation of the suspension.

The principal of the College is to request the appeal in writing, and ask that it include the grounds on which the appeal is being made.

A parent/carer or independent student is to be given assistance, if required, to help with the appeal. A support person could assist the parent/carer to understand their right to, the procedure for lodging an appeal.

The College should ensure that parents/carers and students have access to appropriate paperwork and assistance to complete the paperwork, if necessary.

Alternative options to respond must be considered.

In both instances, the principal or SEL is to:

- a. ensure, if possible, that the appeal is determined within two (2) College weeks of it being lodged
- b. ensure that communication lines are maintained with the person or persons making the appeal and that they are informed of progress
- c. review all relevant material
- d. ensure that appropriate material and information is made available to the parent/carer or student
- e. discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
- f. advise in writing all the parties of the decision and the specific reasons for the decision
- g. Where an appeal against a suspension is upheld, decide an appropriate resolution.

## **Against exclusion**

Appeals by parents/carers, or students living independently, against an exclusion are to be made to the Executive Director: Catholic Colleges.

The Executive Director: Catholic Colleges is to appoint a suitable person or persons to review the decision.

The person or persons is to:

- a. ensure, if possible, that the appeal is determined within four (4) weeks of it being lodged
- b. ensure that communication lines are maintained with the person or persons making the appeal and that they are informed of progress
- c. review all relevant material
- d. ensure that appropriate material and information is made available to the parent/carer or student



# ASSUMPTION COLLEGE WARWICK

e. Advise in writing all the parties of the decision and the specific reasons for the decision.

If the appeal is successful, the Executive Director: Catholic Colleges consideration is to be giving to re-instating the student's enrolment and the conditions of this enrolment; this is to be done in discussion with the parents/carers, student and principal.

## **Authority**

The Formal student behaviour sanctions procedure is the responsibility of the Director: Teaching and Learning. Any changes to this procedure can only be made with approval of the Director: Teaching and Learning or the Executive Director: Catholic Colleges.

## **Child Abuse:**

This framework does not deal with the issue of abuse. Abuse refers to harm caused to a child or youth that has detrimental effect of a significant nature on the child or youth's physical, psychological or emotional harm should be referred directly to the Student Protection Officers at the College or the Deputy Principal and/or Principal. This is dealt with under the process outlined in the TCSO Student Protection policy which can be accessed through this link:

<https://www.twb.catholic.edu.au/media/3035/student-protection-policy-2018.pdf> and the processes and guidelines which can be accessed through this link:  
[https://www.twb.catholic.edu.au/media/2366/tcs\\_student\\_protection\\_processes\\_and\\_guidelines.pdf](https://www.twb.catholic.edu.au/media/2366/tcs_student_protection_processes_and_guidelines.pdf).