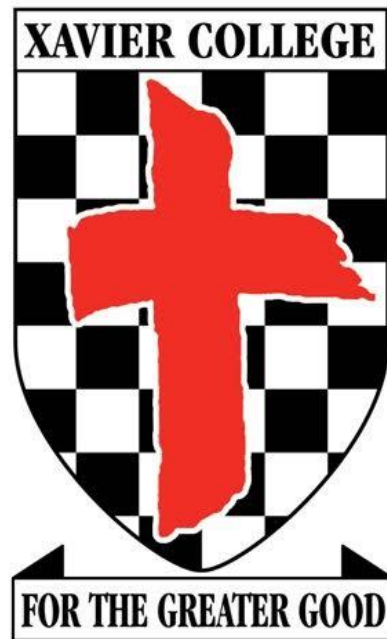


# Xavier College



## Student Management Policy

# Student Management

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## 4.1 Introduction

The Xavier College community seeks to be a Catholic, caring learning community, walking together with Jesus on a journey of connection and revelation; As we seek to do this, we focus on creating a cooperative learning environment. We strive to be respectful and inclusive.

We take personal responsibility for our choices and actions. It is in this context that we work together to develop and sustain life-enhancing relationships.

Learning is the core of our day-to-day activity. For effective learning to take place, we need to have the appropriate learning environment. There will be consequences for those members of the community who through their choices interrupt this learning. Equally, each member of the community has a right to feel safe. Behaviour that threatens this safety will not be tolerated.

At Xavier College, we believe that each of us has the capacity to learn. Effective learning takes place when the individual makes appropriate choices. The right choices lead to positive consequences. Inappropriate choices lead to negative consequences.

The value of consequences lies in their consistent, expected, fair and followed-through nature. Where possible, the teacher with whom the student has transgressed should apply the consequence.

*It is important to build up structures, which are:*

*More human*

*More just*

*More respectful of the rights of the person*

*Less oppressive*

*Less enslaving*

*The best structures, the most idealised systems soon become inhuman if the human inclinations of the heart are not healed*

*Those who live in these structures or who rule them must be prepared to undergo a conversion of the heart and of outlook. Pope Paul VI*

At Xavier College we are committed to the development of the whole person for all our students. This commitment is firmly grounded in the principles of justice, self-discipline and reconciliation and it acknowledges that any consequence, which lowers the dignity of the person, is totally inappropriate.

**At all times students are to be treated fairly and without bias when an incident is being investigated and consequences issued.** All procedures included in this policy document support **Procedural Fairness Principles** and the students right to an unbiased decision as supported by Parramatta Diocesan Policy.

Procedural fairness requires us to act justly in resolving discipline and pastoral issues. *“Processes will be conducted with procedural fairness ensuring fair practice and equity” (Maintaining Right Relations, 2003).*

Students should:

- Be afforded the opportunity to give their version of events (the right to be heard – Hearing rule)
- Know why the proposed action is happening, how the issues will be determined, what the allegations are and how any matters related to these will be taken into consideration.
- Be given a timeline in which steps will be taken. They should also be given an opportunity to respond.
- Be asked if they would like to have a support person present when the allegations are serious.
- Be afforded the right to seek and receive advice.
- Be advised of their right of appeal.

Procedural fairness requires impartiality of the decision maker.

Corporal punishment is never to be used by anyone as a consequence for misbehaviour at Xavier College. This is a child protection issue and is supported by Parramatta Diocesan Policy.

**Please Note:** As legislated under the **Children and Young Persons Care and Protection Act**, all teachers are mandated to report to the Principal any suspicion, evidence or notification of corporal punishment being used in the home.

## 4.2 Rights and Responsibilities

### 4.2.1 Staff Rights and Responsibilities

Staff Rights	Staff Responsibilities
To be treated with respect by all members of the school community	To show respect for all members of the school community through compassion, forgiveness and love
To work in an atmosphere which is healthy and safe and conducive to effective teaching and learning	To contribute to the development of an atmosphere which is healthy, safe and conducive to learning
To have access to resources and professional development which enhances teaching skills and skills in caring for students	To use resources and professional development which enhances teaching skills and skills in caring for students
To be supported in an appropriate way in dealing with student issues	To implement school policies and procedures and to respond in an appropriate way in dealing with student issues
To be part of a caring, learning environment which encourages the development of catholic values	To foster a caring and learning environment which caters for individual student's needs and encourages the development of catholic values

### 4.2.2 Parent Rights and Responsibilities

Parent Rights	Parent Responsibilities
To know that their children will be treated justly and be valued as individuals	To work in partnership with the staff to ensure the best possible education for their child
To be kept informed of events happening in the school	To inform the school of any matters which may impact on their child's welfare
To be consulted via appropriate forums on relevant matters concerning their children and their education	To support the school in appropriate ways in the programs which it offers
To be heard and have their opinions valued and respected in matters relating to their children's education, welfare and spiritual development	To work with the school in the implementation of rules and regulations
	To meet their obligations in relation to all matters relating to their child's education


### 4.2.3 Student Rights and Responsibilities

Rights		Responsibilities
1.	To learn and to participate fully in all classes.	<ul style="list-style-type: none"> <li>● To try my best</li> <li>● To pay attention in class</li> <li>● To be involved in school activities</li> <li>● To develop my skills with the help of my teachers.</li> <li>● Never to miss school or any lesson without permission.</li> <li>● To be on time to class and all other activities.</li> <li>● To be always in the right place at the right time.</li> <li>● To complete all set work.</li> <li>● Not to disturb the work of others.</li> </ul>
2.	To enjoy a clean, attractive environment.	<ul style="list-style-type: none"> <li>● To look after school furniture and property.</li> <li>● To put rubbish in bins.</li> <li>● To keep the classrooms clean and tidy.</li> <li>● To take good care of text and library books.</li> <li>● To keep desks and walls free of graffiti.</li> <li>● Not eat in the classrooms.</li> <li>● Not chew gum at school.</li> </ul>
3.	To have a good time at school.	<ul style="list-style-type: none"> <li>● To wear my uniform with pride.</li> <li>● To be well behaved at all times.</li> <li>● To show respect to visitors.</li> <li>● To display good sportsmanship.</li> <li>● To represent the school well.</li> </ul>
4.	<p>To be in a safe, well ordered environment.</p> <p>To be in a safe, well ordered environment.</p>	<ul style="list-style-type: none"> <li>● To have my learning planner with me at all times.</li> <li>● To move in a quiet, orderly manner keeping to the left on stairways and walkways.</li> <li>● To get on and off public transport safely.</li> <li>● To listen for bells and move when I should.</li> <li>● To stay away from out of bounds areas.</li> <li>● To bring absent and late notes to the Tutor Group Teacher.</li> <li>● To return all borrowed equipment.</li> <li>● To observe the “hands off policy”.</li> <li>● Report any vandalism and graffiti immediately</li> </ul>
5.	To be treated with understanding, respect and courtesy.	<ul style="list-style-type: none"> <li>● To be supportive of others.</li> </ul>

		<ul style="list-style-type: none"> <li>• To be friendly and helpful.</li> <li>• To treat other people with respect.</li> <li>• To express different opinions politely.</li> <li>• To listen to the other point of view.</li> <li>• To co-operate with the teacher by helping when asked.</li> </ul>
6.	To have my property respected.	<ul style="list-style-type: none"> <li>• To take care of my own possessions.</li> <li>• To take care of other people's books, bags etc.</li> <li>• To ask before borrowing and return borrowed items.</li> <li>• To leave other people's property alone.</li> <li>• To not write on other people's belongings.</li> </ul>
7.	To share a just and honest environment.	<ul style="list-style-type: none"> <li>• Don't steal</li> <li>• Don't lie</li> <li>• Don't cheat</li> <li>• Don't accept lying, stealing and cheating from others.</li> <li>• Don't use offensive language.</li> <li>• Don't participate in illegal activities.</li> </ul>

These can be summarized into three basic rules:

- **BE READY**
- **RESPECT YOURSELF AND OTHERS**
- **BE SAFE**



Xavier students seek faith, love and peace as lifelong learners who strive For The Greater Good. (2Tim:2)

Ready	Respectful	Safe
I am ready to learn by the choices I make	I am respectful to all by the choices I make	I am safe with the choices I make
<ul style="list-style-type: none"> <li>• I am in the right place at the right time</li> <li>• I am organised for the day of learning</li> <li>• I am engaged and participate in my learning</li> <li>• I am striving for personal excellence</li> </ul>	<ul style="list-style-type: none"> <li>• I treat others with understanding, respect and courtesy</li> <li>• I listen when others speak</li> <li>• I take pride in my relationships</li> <li>• I am respectful of all people</li> </ul>	<ul style="list-style-type: none"> <li>• My choices are safe</li> <li>• My choices respect personal boundaries</li> <li>• My choices enhance peace at school and in the wider community</li> <li>• My choices ensure others are safe</li> </ul>

## **4.3 Student Expectations**

### **4.3.1 Xavier College Code of Conduct**

Teachers at Xavier College have the authority and responsibility to lead, guide and encourage students to examine their behaviour and take ownership of it.

Teachers use their authority in such a way as to promote students' self-discipline, self-esteem and respect for each other's rights and reverence for the God present among them.

### **Learning**

The learning rules are ways of showing respect for the right to teach and learn.

- Students will be prepared for class, bring necessary equipment and complete homework as requested
- Students will be on time
- Students will not hinder the right to teach and learn
- Students will show effort at all times

### **Image and Presentation**

The image and appearance rules are ways of showing we uphold our school community's standard of dress and behaviour.

- Students will adhere to dress and grooming requirements
- Students will not bring the school's name into disrepute by their actions or words

### **Movement**

The movement rules are ways of showing we respect other's rights to move around the school safely and efficiently.

- Students will walk, not run inside the buildings and in areas such as verandahs, corridors and walkways and in other places where it could be dangerous
- Students will not be "out of bounds"
- Students will behave sensibly and responsibly when travelling to and from school and at school functions

### **Communication**

The communication rules are a way of showing respect for each other by the way we speak and act.

- Students will speak at appropriate times, speak respectfully, and respond to those in positions of authority



- Students will use positive language. This means that swearing; put-downs and aggressive behaviour will not be tolerated
- Students will minimise disruptive noise both in class, around the school and on transport
- Students will show reverence during times of prayer and in sacred places
- Students will display good manners at all times

## **Safety and Health**

The safety and health rules are ways of showing we are responsible for our own well being and that of others.

- Students will not have in their possession or use cigarettes, alcohol or other illegal drugs at school, whilst travelling to or from school, at school functions or when wearing school uniform
- Students will not have in their possession or use weapons or other dangerous items
- Students will not engage in dangerous behaviour (e.g. rock throwing, spitting, climbing, tackling, brandings)
- Students will observe the safety rules specific to each subject area

## **Care for Property and Surrounding Areas**

These rules are ways of showing our respect for the school environment and the property of others. It is everyone's responsibility to assist in making Xavier a pleasant place.

- Students will keep the school neat and tidy
- Students will not damage, misuse or steal school property, or that of others
- Students will show care for furniture and property by not chewing gum, not engaging in graffiti, not engaging in other acts of vandalism
- Students will look after the school's garden, animals and surrounding bushland
- Students will only use electronic or similar equipment in the classrooms when they are required for the lesson

### **4.3.2 In the Classroom**

#### **Students will:**

- Respond respectfully to all teachers
- Treat each other with respect using positive language. This means no swearing, put-downs, or other aggressive behaviour
- Display good manners at all times
- Avoid anything that disrupts learning

### **4.3.3 Classroom Procedures**

#### **Students will:**

- Move quickly to the classroom
- Line up in an orderly way
- Be neat and tidy before entering the classroom
- Move into the room in an orderly way
- Obtain a signed note from the Student Administration office in the event of their lateness to school
- Obtain a signed note from a staff member in the event of their lateness to class
- Respond to the teacher's greeting, then be seated and unpack quietly
- Have the necessary equipment for all classes including their learning planner, which is to be kept in good condition. If lost or damaged the student is responsible for the purchase of a new school learning planner
- Leave their seat only when a teacher directs them to do so
- Not eat or drink in class
- Pack up when the teacher directs them to do so and wait to be dismissed
- Leave the room clean and tidy for the next class

### **4.3.4 Leaving the Classroom**

#### **Students should not need to leave class:**

- If a student needs to go to the toilet they are required to sign out of the classroom using the QR code
- Students are not to be sent to the Reception or Student Administration offices for photocopies, bus passes, assessment tasks, phone calls etc.
- Students are able to follow these up with office staff during recess and lunch

# 4.4 Teacher Expectations

## GENERAL GUIDELINES FOR EFFECTIVE CLASSROOM MANAGEMENT

### STAGE ONE – THE CLASSROOM TEACHER

To be an effective classroom teacher at Xavier College the following management practices must be consistently implemented in every classroom.

Management Practices	General Guidelines
<b>Know your students</b>	<ul style="list-style-type: none"> <li>● know all the names of your students</li> <li>● know their interests and background</li> <li>● speak to them outside the classroom</li> <li>● greet the students in the playground</li> <li>● show the students that you value their presence</li> <li>● get involved in extra-curricular activities, sport, debating etc.</li> </ul>
<b>Be prepared</b>	<ul style="list-style-type: none"> <li>● always plan your lessons</li> <li>● use a variety of activities and teaching strategies</li> <li>● set realistic and achievable goals</li> <li>● plan written work at the beginning of the lesson - particularly in classes that don't settle down readily</li> </ul>
<b>Be consistent</b>	<ul style="list-style-type: none"> <li>● be punctual and demand this from your students</li> <li>● be assertive and set clear limits of acceptable behaviour</li> <li>● be firm but fair (students respect teachers with good classroom management skills)</li> <li>● model what you want from your students: respect, attentiveness, calmness, diligence, interest in the work</li> <li>● listen to your students and learn from them,</li> </ul>
<b>Develop management and learning routines</b> <i>(refer to College Whole School Practices)</i>	<ul style="list-style-type: none"> <li>● have a formal start to your lessons; students stand, greeting/prayer, students sit when you direct</li> <li>● do not commence your lesson while the room is messy or furniture is not arranged</li> <li>● start and finish with a clean board</li> <li>● ensure students are properly attired before starting; shirts/blouses tucked in, caps off, ties done up, etc</li> <li>● make a seating plan in the first lesson; require students to sit in the same place each lesson</li> <li>● always expect the students to sit towards the front of the room</li> </ul>

<b>Be assertive</b>	<ul style="list-style-type: none"> <li>● set the tone in the first five minutes of your lesson, this time should be formal and structured</li> <li>● do not instruct while a student is talking</li> <li>● insist students look at you</li> <li>● students should require permission to leave their seats</li> <li>● structure your board work or projections and demand the same standard from your students</li> <li>● dismiss the students formally, the bell is an indication to you, not the class</li> <li>● insist that the students speak to you and each other politely</li> </ul>
<b>Be “Positive”</b>	<ul style="list-style-type: none"> <li>● Use the College award system</li> <li>● Acknowledge good behaviour</li> <li>● Reaffirm good work</li> <li>● Make example of good work and behaviour.</li> </ul>

**“If you believe it you will see it”**

**Guiding Principles in dealing with misbehaviour**

- **It is the teacher most immediately concerned who should discipline the student. The classroom teacher should normally deal with a classroom problem. Other avenues should be seen as complementary, not replacements.**
- Action should best take place 'on the spot'.
- Discipline should always be fair, firm and friendly
- The consequence should fit the misbehaviour, and should always be appropriate, eg extra work for Homework not done; payment for damaged or stolen goods
- All staff have a responsibility to insist that students meet all College expectations at all times. To ignore a problem is to condone it. Staff should always take action where the uniform is being worn incorrectly, when students are in the wrong place, and other regulations are being ignored.
- Teachers should look for ways to acknowledge and reward good conduct, attitude and work habits frequently – possibly many times each lesson. These should heavily outweigh actions taken to deal with misbehaviour (use the Student Awards Scheme)
- In dealing with difficult issues in the classroom teachers are encouraged to consult a DOS, LOL or Assistant Principal.

## What to do if there is a problem?

Problem	Action
<b>In class - misbehaviour</b>	<ul style="list-style-type: none"> <li>● non verbal cues, eye contact, gesture, clicking fingers</li> <li>● judicious use of silence</li> <li>● simple mention of student's name</li> <li>● discuss the problem with the student after class</li> <li>● strong reprimand after class</li> <li>● set additional work, to be handed in the next day</li> <li>● Teacher Detention, for part of Lunch</li> <li>● Bag Duties (<b>1 bag per lesson</b>)</li> <li>● change of seating position in class</li> <li>● use of contracts</li> <li>● remove the student from your class when consistently disruptive ( 5 minutes within view)</li> <li>● contact the parent/guardian via learning planner and/or phone call</li> <li>● consult the LOL in solving the problem</li> <li>● seek advice from colleagues or the AP on classroom management techniques</li> </ul>
<b>Out of class - misbehaviour</b>	<ul style="list-style-type: none"> <li>● simple signal or gesture to stop</li> <li>● short verbal reprimand</li> <li>● direct the student to pick-up papers e.g. (fill a bag)</li> <li>● direct the student to clean up a particular area</li> <li>● confine the student to a particular area</li> <li>● serious misbehaviour and/or persistent misbehaviour should be brought to the attention of the DOS</li> </ul>

## Things to Avoid

- |  |
|--|
| <ul style="list-style-type: none"> <li>● shouting, speaking over the top of noise</li> <li>● sarcasm, comments which embarrass, humiliate, or put the student down</li> <li>● taking a student on in front of the class, thus putting your authority at risk of public challenge</li> <li>● having students congregate at the front desk (go to them)</li> <li>● teaching while sitting behind a desk. Move around the room</li> <li>● detaining a whole class</li> <li>● publicly embarrassing a student in front of the class or their peers</li> <li>● backing a student into a corner</li> <li>● not following up on consequences</li> </ul> |
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# SPECIFIC GUIDELINES:

When a specific problem occurs refer to the systematic guidelines documented in Stages 2, 3 and 4

## STAGE TWO

*The classroom teacher or the teacher “on the spot” is in charge of the situation and manages any behaviour with the DOS or the LOL being kept informed or involved as appropriate.*

CONDUCT	CONSEQUENCE
<p><b>Lateness to class/Tutor group without a note.</b></p>	<ul style="list-style-type: none"> <li>● Bag Duty.</li> <li>● Class teacher to keep a record of attendance on Compass.</li> <li>● DOS to be involved when lateness is persistent.</li> <li>● H.S.C. Students are subject to NESA requirements.</li> <li>● Tutor group teacher to contact parents if constantly late to tutor group.</li> </ul>
<p><b>Non attendance for Extension or non-timetabled classes</b></p>	<p><b>Class teacher to keep a record of attendance on Compass</b></p> <ul style="list-style-type: none"> <li>● LOL to be informed &amp; contact parents</li> <li>● SUP warning letter sent home (10)</li> <li>● BOS Warning letter (11-12)</li> <li>● Truancy Letter sent home</li> <li>● Thursday Morning Behaviour Reflection</li> <li>● DOS to make parental/guardian contact.</li> <li>● HSC Students are subject to HSC requirements.</li> </ul>
<p><b>Lateness to school with Parental consent.</b></p>	<p><b>Student to show note to Administration Staff and to sign in electronically at Student Reception.</b></p> <ul style="list-style-type: none"> <li>● Student to show late to class note to the teacher before entering class.</li> <li>● Student to give Administration Staff parent note and it is placed in the Tutor group pigeon hole/pouch.</li> <li>● Tutor group teacher alerts DOS if lateness is a persistent problem.</li> <li>● DOS to make parental contact.</li> </ul>
<p><b>Lateness to school without Parental consent.</b></p>	<p><b>Student to see Administration Staff and to sign in electronically at Student Reception.</b></p> <ul style="list-style-type: none"> <li>● Student reports to the DOS to be issued a lunch time detention immediately. <ul style="list-style-type: none"> <li>● Student to show late to class note to their teacher before entering class.</li> <li>● Lunchtime Detention to be completed on that day.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● If persistent problem DOS to make parental contact and after school detention to be issued.</li> </ul>
<b>Lack of equipment and books for class.</b>	<ul style="list-style-type: none"> <li>● <b>Teacher warning and note in College Learning Planner to be signed by parents.</b></li> <li>● Parental contact by subject teacher/LOL. Record of interview placed on Compass.</li> <li>● Students required to use their own time to catch up with work – Thursday Morning Behaviour Reflection.</li> </ul>
<b>Incomplete Learning Preparation or Learning Preparation not completed.</b>	<ul style="list-style-type: none"> <li>● See Learning Preparation expectations in the College Learning Planner.</li> </ul> <p>See Learning Preparation Policy</p> <ul style="list-style-type: none"> <li>● Note placed on Compass</li> </ul>
<b>Being in buildings or other areas designated as “out of bounds”.</b>	<ul style="list-style-type: none"> <li>● <b>Every teachers' responsibility</b></li> <li>● <b>Removal from area</b></li> <li>● Playground clean up duties or Lunch Detention as appropriate.</li> </ul>
<b>Eating/drinking in class or buildings.</b>	<ul style="list-style-type: none"> <li>● <b>Every teachers' responsibility</b></li> <li>● <b>Bag Duty / Note placed on Compass</b></li> <li>● Removal/confiscation of items.</li> <li>● Repeated offence – Thursday Morning Behaviour Reflection.</li> </ul>
<b>Banned items - Possession of lazer pens, aerosol cans, “white out”, textas and steel rulers.</b>	<ul style="list-style-type: none"> <li>● Confiscation of items and given to DOS who will give a Lunch Detention. <b>Note placed on Compass</b></li> <li>● Parent contacted to pick up banned item.</li> </ul>
<b>Chewing gum.</b>	<ul style="list-style-type: none"> <li>● <b>Confiscation – throw in bin.</b></li> <li>● Student will be given an Thursday Morning Behaviour Reflection by DOS and a letter outlining the fine.</li> <li>● <b>Fine of \$20 (money to Project Compassion)</b></li> </ul>
<b>Use of devices, Mobile Phones, Games and similar technologies that are not part of the lesson or are being used in an inappropriate way.</b>	<ul style="list-style-type: none"> <li>● Tell student to stop using the item.</li> <li>● If they refuse or use it again then treat as defiance.</li> </ul>
<b>Littering, spitting and water fights.</b>	<ul style="list-style-type: none"> <li>● <b>Bag Duty: littering, spitting</b></li> <li>● Lunch Detention: Water fights</li> <li>● Thursday Morning Behaviour Reflection as appropriate, issued by DOS.</li> </ul>
<b>Using skateboards, bikes, scooter etc in school grounds.</b>	<ul style="list-style-type: none"> <li>● Thursday Morning Behaviour Reflection as appropriate, issued by DOS.</li> </ul>
<b>Wearing incorrect uniform.</b>	<ul style="list-style-type: none"> <li>● Notification of Lunchtime Detention recorded on Compass</li> <li>● After 3 times a Parent Interview is required.</li> </ul>

	<ul style="list-style-type: none"> <li>● In extreme cases student to be isolated and sent home.</li> <li>● Failure by student to attend lunch detention = Thursday Morning Behaviour Reflection</li> </ul>
<b>Failure to bring College Learning Planner.</b>	<ul style="list-style-type: none"> <li>● <b>Send to DOS/Note on Compass</b></li> <li>● College Learning Planner replacement slip issued with Lunch detention.</li> <li>● Thursday Morning Behaviour Reflection to be issued by DOS after 3 times.</li> </ul>
<b>Defacing College Learning Planner with Graffiti.</b>	<ul style="list-style-type: none"> <li>● <b>Send to DOS.</b></li> <li>● New <b>College Learning Planner</b> to be purchased by student at a cost of \$25</li> <li>● <b>College Learning Planner</b> remains the property of the College.</li> </ul>
<b>Altering a Teacher note in College Learning Planner</b>	<ul style="list-style-type: none"> <li>● <b>Send student to DOS.</b></li> <li>● Parental Contact.</li> <li>● Thursday Morning Behaviour Reflection.</li> </ul>
<b>Forging of Parental or Teacher Signature.</b>	<ul style="list-style-type: none"> <li>● <b>Send student to DOS.</b></li> <li>● Parental Contact.</li> <li>● Thursday Morning Behaviour Reflection.</li> </ul>
<b>Not turning up to a detention issued by a teacher.</b>	<ul style="list-style-type: none"> <li>● <b>Parental contact to be made by phone by class teacher.</b></li> <li>● Inform DOS and LOL</li> <li>● Thursday Morning Behaviour Reflection may be issued.</li> </ul>
<b>Waiting for teachers between lessons.</b>	<ul style="list-style-type: none"> <li>● <b>Students are to line up outside classrooms quietly.</b></li> <li>● Teacher to give Bag Duty to students who fail to do what is expected.</li> </ul>
<b>Computer offences</b>	<ul style="list-style-type: none"> <li>● <b>Director of Innovation &amp; E-Learning informed.</b></li> <li>● Withdrawal of access to computers for appropriate period of time.</li> <li>● Parental Contact made by DOS.</li> <li>● Compensation as appropriate.</li> <li>● Thursday Morning Behaviour Reflection issued by DOS.</li> <li>● Suspension issued if appropriate by Assistant Principal.</li> </ul>
<b>Unsafe driving</b>	<ul style="list-style-type: none"> <li>● <b>DOS to be informed.</b></li> <li>● Parents informed</li> <li>● Thursday Morning Behaviour Reflection issued by Assistant Principal</li> </ul>



<p><b>Minor contact between student (shouldering, pushing, flicking, poking,) NOT PART OF BULLYING.</b></p>	<ul style="list-style-type: none"> <li>● Dealt with by teacher.</li> <li>● Bag duty.</li> <li>● Record incident on Compass.</li> </ul>
<p><b>Minor inappropriate use of technology (inoffensive air dropping, playing games, texting, sending messages, connecting to projector without teacher consent).</b></p>	<ul style="list-style-type: none"> <li>● Dealt with by teacher.</li> <li>● Bag duty.</li> <li>● Record incident on Compass.</li> </ul>
<p><b>Accidental minor damage to another person's property.</b></p>	<ul style="list-style-type: none"> <li>● Parental contact.</li> <li>● Repair and recompense as appropriate.</li> <li>● Lunch duty.</li> </ul>
<p><b>Food delivered to school without school consent.</b></p>	<ul style="list-style-type: none"> <li>● Parental contact.</li> </ul>
<p><b>Inappropriate remarks made about another's student/parent(s)/guardians – NOT PART OF AN ONGOING BULLYING ISSUE.</b></p>	<ul style="list-style-type: none"> <li>● Warning given by teacher.</li> </ul>

# STAGE THREE

*The classroom teacher or the teacher "on the spot" handles the situation with the involvement of the Homeroom teacher, the relevant DOS, the LOL or the Assistant Principal as appropriate.*

CONDUCT	CONSEQUENCE
<p><b>Disruption of the learning environment:</b></p> <ul style="list-style-type: none"> <li>- kicking furniture in the classroom</li> <li>- directed verbal abuse</li> <li>- aggressive behavior to student/teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Student to be removed from class and sent to the DOS.</li> <li>● LOL to be informed.</li> <li>● The student is to be sent with another student to accompany him/her to the DOS if appropriate.</li> <li>● The accompanying student is to have a note of explanation from the classroom teacher in their Learning Planner.</li> <li>● Parental Contact to be made immediately by the DOS. The student will stay in XC for a maximum of 24 hours.</li> <li>● Parental interview to take place with DOS, LOL Teacher and parents.</li> </ul>
<p><b>Repeated classroom misbehaviour.</b></p>	<ul style="list-style-type: none"> <li>● Teacher to issue 3 warnings (recorded on Compass) stating possible consequences.</li> <li>● Student to be removed from class and sent to the DOS.</li> <li>● Parental Contact to be made immediately by the DOS.</li> <li>● <b>Parental interview to take place with DOS, LOL, teacher and parents.</b></li> <li>● The student is to be sent with another student to accompany him/her to the DOS.</li> <li>● The accompanying student is to have a note of explanation from the classroom teacher.</li> <li>● The classroom teacher is to meet with the DOS/LOL (with documentation) to discuss the situation and to plan appropriate strategies.</li> <li>● If persistent problem. Meeting of DOS, LOL relevant teacher and student to determine such things as: <ul style="list-style-type: none"> <li>● Parental contact.</li> <li>● Conduct/Behaviour Card.</li> <li>● Counselling.</li> <li>● Parent/Student Contract.</li> <li>● Assistant Principal to be informed if all else fails.</li> <li>● In-school suspension.</li> <li>● Out of school suspension as appropriate.</li> <li>● Restorative Conference</li> </ul> </li> </ul>
<p><b>Disruption of the learning environment.</b></p>	<ul style="list-style-type: none"> <li>● <b>Teacher to issue 3 warnings (recorded on Compass) stating possible consequences.</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Student to be removed from class and sent to the DOS</li> <li>● LOL to be informed</li> <li>● The student is to be sent with another student to accompany him/her to the DOS.</li> <li>● The accompanying student is to have a note of explanation from the classroom teacher in their Learning Planner.</li> <li>● Parental Contact to be made immediately by the DOS. The student will stay in XC for a maximum of 24 hours</li> <li>● Parental interview to take place with DOS, LOL Teacher and parents.</li> </ul>
<b>Reported by a Visiting Teacher for the 1<sup>st</sup> time.</b>	<ul style="list-style-type: none"> <li>● Assistant Principal - interview.</li> <li>● Lunchtime Detention issued by DOS</li> </ul>
<b>Reported by a Visiting Teacher for the 2<sup>nd</sup> time.</b>	<ul style="list-style-type: none"> <li>● Assistant Principal - interview.</li> <li>● Assistant Principal - informs parents by phone.</li> <li>● Thursday Morning Behaviour Reflection arranged by DOS</li> </ul>
<b>Reported by a Visiting Teacher for the 3<sup>rd</sup> time.</b>	<ul style="list-style-type: none"> <li>● Assistant Principal - interview.</li> <li>● Student sent to the DOS</li> <li>● Telephones parents.</li> <li>● Parental Interview arranged by DOS with visiting teacher if possible.</li> </ul>
<b>Reported by a Visiting Teacher for the 4<sup>th</sup> time.</b>	<ul style="list-style-type: none"> <li>● Assistant Principal - interview.</li> <li>● Suspension</li> <li>● Assistant Principal - conducts parental interview accompanied by DOS/LOL.</li> </ul>
<b>Defiance</b>	<ul style="list-style-type: none"> <li>● <b>The student is sent to DOS with another student to accompany them. The accompanying student is to have a note of explanation from the classroom teacher.</b></li> <li>● LOL to be informed by teacher</li> <li>● Parental contact to be made by the DOS ASAP. Student withdrawn from class for a maximum of 24 hours</li> <li>● Student will complete literacy/numeracy booklets in the XC</li> <li>● Interview with DOS, LOL, teacher and Parents.</li> <li>● Apology made by student before returning to class.</li> </ul>
<b>Refusal to produce ID or giving a false name/ID when requested by Staff.</b>	<ul style="list-style-type: none"> <li>● As Defiance</li> </ul>

<p><b>Bullying/Harassment (any verbal or physical conduct which is unsolicited, unwelcomed, threatening or repeated and regarded as offensive). This includes Cyber Bullying (see Bullying Policy)</b></p> <p>‘Possible consequences - Thursday Morning Behaviour Reflection, withdrawn from class (suspended, internally/externally), the matter referred to the local police, as per the Student Management Policy. <u>ALL</u> cyber bullying will be <b>REPORTED</b> directly to the local police’</p>	<p><b>First incident:</b></p> <ul style="list-style-type: none"> <li>● Responsibility of all teachers to notify the relevant DOS.</li> <li>● Blue form to be completed by DOS and student.</li> <li>● Yellow form to be completed by the Bully</li> <li>● <b>BULLY MAY BE SUSPENDED FOR 3 DAYS (internal/external), Thursday Morning Behaviour Reflection, and Notification to local police.</b></li> <li>● Follow up interview by DOS within two weeks</li> <li>● Bully to be interviewed by DOS</li> <li>● Parent contact to be made by DOS</li> <li>● LOW to meet with bully over the two week period to monitor behaviour (progress report to be completed)</li> <li>● Kept on student file</li> <li>● <b>Parental Interview and restorative conference conducted by Assistant Principal and DOS.</b></li> <li>● Agreement and <u>apology</u> as appropriate.</li> <li>● Record to be made and kept on student file.</li> <li>● Counselling to be offered to all students.</li> </ul>
<p><b>Racism</b></p>	<ul style="list-style-type: none"> <li>● <b>An automatic 3 days suspension for ANY student who uses racist language or racist jokes.</b></li> <li>● <b>Restorative Conference</b></li> </ul>
<p><b>Truancy.</b></p> <p>a) Leaving class without permission or diary note.</p> <p>b) Not attending individual classes.</p> <p>c) Leaving premises without permission.</p> <p>d) Unexplained absences.</p>	<ul style="list-style-type: none"> <li>● DOS/LOL to be notified.</li> <li>● Parental Contact.</li> <li>● Thursday Morning Behaviour Reflection to be issued.</li> <li>● DOS/LOL to be notified.</li> <li>● Parental Contact.</li> <li>● Thursday Morning Behaviour Reflection to be issued by LOW</li> <li>● H.S.C. Students subject to NESAs requirements. (<i>DOLP – Learning MUST be informed</i>)</li> <li>● DOS to be notified.</li> <li>● Parental Contact</li> <li>● Thursday Morning Behaviour Reflection to be issued.</li> <li>● DOS to make parental contact.</li> <li>● Counselling and referrals.</li> <li>● Attendance to make up time with Thursday Morning Behaviour Reflections.</li> </ul>
<p><b>Defamatory remarks made about another’s</b></p>	<ul style="list-style-type: none"> <li>● <b>DOS to be informed.</b></li> </ul>

<p><b>parent(s)/guardians and/or teachers.</b></p>	<ul style="list-style-type: none"> <li>● Parental Interview.</li> <li>● Student to repeat offensive comment to victims/parents.</li> <li>● Apology and agreement as appropriate.</li> <li>● Thursday Morning Behaviour Reflection, Saturday detention or Suspension after discussion with AP</li> <li>● <b>Restorative Conference</b></li> </ul>
<p><b>Smoking</b></p>	<ul style="list-style-type: none"> <li>● <b>Dealt with by DOS.</b></li> <li>● <b>Assistant Principal to be informed.</b></li> <li>● Parental contact.</li> <li>● Thursday Morning Behaviour Reflection/Suspension.</li> <li>● QUITLINE offered to student.</li> <li>● Student needs to complete online smoking/vaping course. <a href="https://teen.smokefree.gov/quit-plan">https://teen.smokefree.gov/quit-plan</a></li> </ul>
<p><b>Vandalism. Destruction of property/equipment through reckless behaviour or deliberate actions (such as graffiti, tampering or misusing specialised equipment).</b></p>	<ul style="list-style-type: none"> <li>● <b>DOS informed.</b></li> <li>● Parental contact.</li> <li>● Repair or recompense for damage as appropriate.</li> <li>● In-school suspension/ suspension issued.</li> <li>● AP notified.</li> <li>● AP notifies Principal</li> <li>● <b>Restorative conference</b></li> </ul>
<p><b>Theft.</b></p>	<ul style="list-style-type: none"> <li>● <b>DOS to be informed and investigate.</b></li> <li>● <b>Assistant Principal to be notified.</b></li> <li>● Parental Contact / Police notified</li> <li>● <b>Suspension.</b></li> <li>● <b>Restorative conference</b></li> </ul>
<p><b>Sexual comment/gesture to or abuse of staff or visitor to the college.</b></p>	<ul style="list-style-type: none"> <li>● <b>Assistant Principal to be notified.</b></li> <li>● Parental Contact by Assistant Principal.</li> <li>● <b>Suspension.</b> (Internal suspension for name calling ie: idiot External for racist remarks)</li> <li>● Written apology.</li> <li>● Public apology if abuse was public.</li> <li>● Counselling, reconciliation process and <b>Restorative conference.</b></li> </ul>
<p><b>Possession of explicit material of a sexual nature.</b></p>	<ul style="list-style-type: none"> <li>● <b>DOS to be informed</b></li> <li>● <b>Principal to be notified.</b></li> <li>● Parental Contact.</li> <li>● Contact Police</li> <li>● <b>Withdrawal until Police advise course of action</b></li> <li>● FaCs report</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Suspension if Police advise to do so</b></li> </ul>
Throwing Rocks, food, any dangerous items eg pens, rulers etc	<ul style="list-style-type: none"> <li>● <b>DOS to be informed and investigate.</b></li> <li>● <b>Assistant Principal to be notified.</b></li> <li>● Parental Contact.</li> <li>● <b>Suspension.</b></li> <li>● <b>Restorative conference</b></li> </ul>
Taking unauthorized photos/video of another person	<ul style="list-style-type: none"> <li>● <b>DOS to be informed and investigate.</b></li> <li>● <b>Assistant Principal to be notified.</b></li> <li>● Parental Contact.</li> <li>● <b>Suspension.</b></li> <li>● <b>Restorative conference</b></li> </ul>
Injuring (or attempting to injure) an animal.	<ul style="list-style-type: none"> <li>● <b>DOS to be informed and investigate.</b></li> <li>● <b>Assistant Principal to be notified.</b></li> <li>● Parental Contact.</li> <li>● <b>Suspension.</b></li> <li>● <b>Restorative conference</b></li> </ul>
Failure to attend a Saturday Detention	<ul style="list-style-type: none"> <li>● <b>DOS to send student to XC</b></li> <li>● <b>Assistant Principal to be notified.</b></li> <li>● Parental Contact.</li> <li>● <b>Suspension.</b></li> <li>● <b>Restorative conference</b></li> </ul>
Failure to attend Thursday Morning Behaviour Reflection	<ul style="list-style-type: none"> <li>● <b>DOS to be informed and investigate.</b></li> <li>● <b>Assistant Principal to be notified.</b></li> <li>● Parental Contact.</li> <li>● <b>Internal suspension/external suspension.</b></li> <li>● <b>Restorative conference</b></li> </ul>
Dangerous Behaviour eg. Planking, climbing onto buildings, using a lighter, matches,	<ul style="list-style-type: none"> <li>● <b>DOS to send student to XC</b></li> <li>● <b>Assistant Principal to be notified.</b></li> <li>● Parental Contact.</li> <li>● <b>Suspension.</b></li> <li>● <b>Restorative conference</b></li> </ul>
Driving dangerously, exceeding the speed limit in the College grounds.	<ul style="list-style-type: none"> <li>● <b>Report student to the DOS</b></li> <li>● <b>Assistant Principal to be notified.</b></li> <li>● Parental Contact.</li> <li>● <b>Thursday Morning Behaviour Reflection/ internal suspension.</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Restorative conference</li> </ul>
Playing with sticks, throwing sticks, using sticks as a weapon or sporting implement.	<ul style="list-style-type: none"> <li>● Report student to the DOS</li> <li>● Assistant Principal to be notified.</li> <li>● Parental Contact.</li> <li>● Suspension.</li> <li>● Restorative conference</li> </ul>
Theft of College keys and property	<ul style="list-style-type: none"> <li>● Report student to the DOS</li> <li>● Assistant Principal to be notified.</li> <li>● Parental Contact.</li> <li>● Notification to Police</li> <li>● Suspension.</li> <li>● Restorative conference</li> </ul>
Gestures of a sexual nature towards another student eg exposing oneself, written notes, diagrams, threats, etc.,	<ul style="list-style-type: none"> <li>● Report student to the DOS</li> <li>● Principal to be notified.</li> <li>● Parental Contact.</li> <li>● Notification to FaCs</li> <li>● Police notified</li> <li>● <i>Withdrawal until Police advise course of action</i></li> <li>● Suspension</li> <li>● Restorative conference</li> </ul>
Boys and girls going into, hiding in or looking into toilets of the opposite sex.	<ul style="list-style-type: none"> <li>● Report student to the DOS</li> <li>● Principal to be notified.</li> <li>● Parental Contact.</li> <li>● Possible notification to FaCs and/or Police</li> <li>● <i>Withdrawal until Police advise course of action</i></li> <li>● Suspension</li> <li>● Restorative conference</li> </ul>
Loitering in the surrounding bush land as defined by the School Plan as 'Out of Bounds'.	<ul style="list-style-type: none"> <li>● Report student to the DOS</li> <li>● Assistant Principal to be notified</li> <li>● Internal/external suspension</li> <li>● Restorative conference</li> </ul>
Students who willfully damage the bush land or surrounding property. Eg. lighting fires, damaging trees, fences, gates, etc	<ul style="list-style-type: none"> <li>● Suspension</li> <li>● Police notified</li> <li>● Assistant Principal to be notified</li> <li>● Parental Contact</li> <li>● Restorative conference</li> </ul>
Swearing at a member of staff	<ul style="list-style-type: none"> <li>● Student sent to the DOS</li> </ul>

	<ul style="list-style-type: none"> <li>● DOS will take student directly to the member of staff (<i>with their class if necessary</i>)</li> <li>● Student will make a public apology to the member of staff and for disrupting the class</li> <li>● Student will be sent to the XC</li> <li>● DOS will contact parent for an interview</li> <li>● <b>Assistant Principal</b> to be notified</li> <li>● <b>Suspension</b></li> </ul>
<p><b>Misbehaviour, defiance and being uncooperative during a Internal Suspension</b></p>	<ul style="list-style-type: none"> <li>● <b>Interview with parent when they arrive to collect their son/daughter</b></li> <li>● Student to apologize to LOL/DOS for gross disrespect</li> <li>● Assistant Principal to be notified</li> <li>● <b>Suspension</b></li> <li>● <b>Restorative conference</b></li> </ul>
<p><b>Misbehaviour, defiance and being uncooperative during an Thursday Morning Behaviour Reflection</b></p>	<ul style="list-style-type: none"> <li>● <b>DOS to be notified by Thursday Morning Behaviour Reflection Supervisor</b></li> <li>● DOS to contact parents</li> <li>● Student to apologize the Thursday Morning Behaviour Reflection Supervisor</li> <li>● Assistant Principal to be notified</li> <li>● Student is issued with a <b>Internal Suspension</b></li> <li>● <b>Restorative conference</b></li> </ul>



# STAGE FOUR

*The Assistant Principal and the Principal will be involved where a serious incident posing danger or threat occurs.*

CONDUCT	CONSEQUENCE
<p><b>Distribution, acquisition, possession or use of controlled or illegal substances (including alcohol, drugs, vapes, e-cigarettes etc)</b></p>	<ul style="list-style-type: none"> <li>● Confiscation and secured with Assistant Principal or Principal.</li> <li>● Removal of student from situation.</li> <li>● Immediate referral to Assistant Principal.</li> <li>● Principal informed by Assistant Principal</li> <li>● DOSP informed by Principal.</li> <li>● Parental Contact.</li> <li>● Police informed as appropriate.</li> <li>● Suspension followed by Parental Interview and or Conditional Enrolment.</li> <li>● The offence may lead to negotiated transfer or the exclusion process.</li> <li>● Counselling.</li> <li>● Students complete Quit Plan <a href="https://teen.smokefree.gov/quit-plan">https://teen.smokefree.gov/quit-plan</a></li> <li>● <b>Restorative conference</b></li> </ul> <p><b>Possession and/or use of vapes: immediate 3 day external suspension</b></p> <p><b>Selling and distribution of vapes: immediate 5 day external suspension</b></p>
<p><b>Violent behaviour (including fighting, assaults and other reckless aggressive behaviour) and serious sexual harassment or misconduct.</b></p>	<ul style="list-style-type: none"> <li>● Immediate isolation of students.</li> <li>● Assistant Principal informed</li> <li>● Principal informed by Assistant Principal.</li> <li>● Parental Contact.</li> <li>● Suspension followed by Parental Interview.</li> <li>● The offence may lead to negotiated withdrawal, transfer or the exclusion process for repeated offences.</li> <li>● Counselling.</li> <li>● <b>Restorative conference</b></li> </ul>
<p><b>Other illegal activities (including carrying knives, weapons, dangerous goods eg. flares).</b></p>	<ul style="list-style-type: none"> <li>● Confiscation and secured with Assistant Principal or Principal.</li> <li>● Immediate referral to Assistant Principal</li> <li>● Principal informed by Assistant Principal.</li> <li>● Police informed as required by law.</li> <li>● Parental Contact.</li> <li>● Suspension followed by Parental interview and conditional enrolment signed.</li> <li>● The offence may lead to the expulsion process.</li> </ul>

	<ul style="list-style-type: none"> <li>● Counselling and referral.</li> <li>● <b>Restorative conference</b></li> </ul>
<p><b>Major theft.</b></p>	<ul style="list-style-type: none"> <li>● Assistant Principal informed.</li> <li>● Principal informed by Assistant Principal.</li> <li>● Police involved as required by law.</li> <li>● Parental Contact.</li> <li>● Suspension followed by Parental Interview.</li> <li>● Replacement of items.</li> <li>● <b>Restorative conference</b></li> </ul>
<p><b>During a pandemic (COVID-19)</b>  <b>The deliberate act of</b></p> <ul style="list-style-type: none"> <li>· <b>Coughing</b></li> <li>· <b>Spitting</b></li> <li>· <b>Sneezing</b></li> </ul> <p><b>On a staff member, equipment belonging to a staff member, college property including but not limited to furniture, technology, books, etc</b></p> <p><b>This matter is treated seriously and the excuse of 'I was joking' will NOT be accepted or tolerated at any stage.</b></p>	<ul style="list-style-type: none"> <li>● Report student to the Assistant Principal</li> <li>● Principal to be notified.</li> <li>● Parental Contact.</li> <li>● Notification to Police by teacher</li> <li>● Notification to Community (staff)</li> <li>● CEDP to be notified</li> <li>● Complete COVID-19 Training module</li> <li>● Mediation and Apology</li> <li>● <b>Restorative Conference</b></li> <li>· <b>Suspension minimum of 5 days</b></li> </ul>
<p><b>During a pandemic (COVID-19)</b>  <b>The deliberate act of</b></p> <ul style="list-style-type: none"> <li>· <b>Coughing</b></li> <li>· <b>Spitting</b></li> <li>· <b>Sneezing</b></li> </ul> <p><b>On a student, equipment belonging to a student college property including but not limited to furniture, technology, books, etc</b></p> <p><b>This matter is treated seriously and the excuse of 'I was joking' will NOT be accepted or tolerated at any stage.</b></p>	<ul style="list-style-type: none"> <li>● Report student to the Assistant Principal</li> <li>● Principal to be notified.</li> <li>● Parental Contact.</li> <li>● Notification to Police by parent</li> <li>● CEDP to be notified</li> <li>● Complete COVID-19 Training module</li> <li>● Mediation and Apology</li> <li>● <b>Restorative Conference</b></li> <li>● <b>Suspension minimum of 5 days</b></li> </ul>

## 4.5 Further Clarification of Procedures

### 4.5.1 Uniform and College Learning Planner

A student who is out of uniform will be issued a lunchtime detention by their Tutor Group teacher using the COMPASS chronicle. These detentions occur on Monday, Wednesday and Friday. A student who does not have their diary with them on any day must be sent during tutor group to the DOS. The DOS will issue a lunchtime detention.. College Learning Planner Replacement Slips will be issued to a student without a diary and must be shown to any teacher on request and should be carried with the student at all times. The issued lunch detention on the College Diary Replacement Slip MUST be signed by the DOS.

### 4.5.2 Confiscation of Student Property

A student will **not** have their property **confiscated** unless it is a banned item; chewing gum or we are required to do so by law (eg. weapon). All banned items are to be taken to Student Reception by a teacher ONLY.

### 4.5.3 Students sent from the classroom

Students sent from the classroom may remain outside the room in full view of the teacher for an immediate "cooling off" period of no more than five minutes (this is a "duty of care" issue). If the confrontation needs to be defused, and the student needs to be out of class longer, the student can be sent to the DOS with an accompanying student who will give the DOS a learning planner entry stating the problem.

### 4.5.4 Student Learning Contract

Students will be placed on a Student Learning Contract when several teachers, LOL or DOS have observed consistent poor behaviour, attitude or application. The report is to be filled in every lesson by the subject teacher and is to be signed by the Parents each night and given to the DOS each morning.

If a teacher issues a "poor" grade for any area whilst the student is being monitored an appropriate consequence is issued. If conduct does not improve the Assistant Principal and parents will be called in to discuss solutions.

### 4.5.5 Parental Contact

By telephone – teachers are to make contact by telephone with parents in relation to the students in their care. Teachers are to inform DOS that they are contacting parents, in case there is further information about the student that the teacher is not aware of.

Teachers MUST log calls onto the Student Data base on (*Compass*), indicating (i) time/date of call, (ii) reason for the call (iii) resolutions and (iv) follow up to be undertaken by teacher.

For interviews – once again teachers are to conduct interviews with parents if necessary. On these occasions it is suggested:

- that the interview takes place in the interview room.
- that a LOL/DOS is present.
- that the interview takes place with the parents first, explaining the situation. When there has been a sufficient sharing of ideas the student should be brought in and dealt with in an appropriate manner.

## ATTENDANCE PROTOCOLS

### ***Following up Absences***

- Tutor Group teacher marks the roll as per instructions How to mark the roll at Xavier College. This will be the official record and needs to be done accurately. All notes explaining absences and lateness are to be sent to the office via Tutor Group pouches to be recorded. This is a legal requirement.
- The day the student returns to school, a note explaining the absence must be given to the Tutor Group teacher. ***Extended absences i.e.: two days or more must be verified by a phone call to parents/guardians on the third day of absence.*** (see **Step 1** from ***Steps for responding to Habitual Unexplained Non attendance at school***)
- Tutor Group teachers are asked to supply details to the office on a weekly basis. Any unjustified absences must have a note.
- Collects explanation notes from parents and adjusts class roll accordingly. Received notes are to be signed by the Tutor Group teacher as well as noting the date, Tutor Group and name of student.
- Tutor Group teacher each day reminds students to supply absence notes. After three days of reminding, the DOS is to be informed and parents contacted.
- Sends rolls and notes to the office each day. Absentee notes are filed alphabetically in Students' Records by office staff.
- Any student arriving after the commencement of Tutor Group administration is to go to the Student Reception.
- Any student who has to leave the school early must bring a note, which is written and signed by a parent and gives an explanation for the leave. The note must be signed by the Tutor Group teacher and then presented to the office before leaving.
- The DOS checks the roll regularly to look for patterns of absenteeism.
- Teachers are to see the office staff for any clarification for student absences.

### ***Steps for responding to Habitual Unexplained Non-attendance at school of children and young people in the Catholic Education Diocese of Parramatta***

#### **Step 1**

**After 3 days unexplained absent –**

- (i) contact by Tutor Group teacher (part of Whole School Practice)
- (ii) advise Leader of Welfare (by email) that a call has been made to the parents/guardians

#### **Step 2**

**After 7 days absent –**

- (i) Phone call or SMS to parents (if required)

- (ii) Follow up with letter to parents (**send letter 1**) – arrange meeting with parents to discuss
- (iii) Referral to School Counsellor.

### Step 3

#### After 12 days absent –

- (i) Daily phone call or SMS to parents if required
- (ii) Registered letter to parents re: attendance (3 day response time) (**send letter 2**)
- (iii) Continued engagement with School Counsellor/ consider referral to other support agencies.
- (iv) Meeting with school stakeholders
- (v) DOSP to be informed.

*Note – have all service options within system been explored – e.g. IBIS or Adolescent Team, Transition Team, Lighthouse etc.*

### Step 4

#### After 20 days absent -

- (i) Inform DOSP of lack of parent response
- (ii) Daily phone call/SMS to parents.
- (iii) Meeting with school stakeholders and DOSP (Action Plan/undertakings by parents and student agreed on and review date set)
- (iv) Registered letter to parents (**send letter 3**)

*Note – have all service options within system been explored – e.g. IBIS or Adolescent Team, Transition Team, Lighthouse etc.*

### Step 5

#### After 25 days absent –

- (i) Registered letter to parents (**send letter 4**)
- (ii) Daily phone call/SMS to parents.
- (iii) DOSP informs Executive Director – Further action plan which could include meetings/conferences/undertakings – all parties participate in planning – advise parents that the next step will be court action by the Department of Education and Community
- (iv) Possible report to Department of Family and Community Services.

### Step 6

#### Above 30 days absent –

- (i) Referral from the Department of Education and Community Services to legal services for court action (**send letter 5**)
- (ii) Complete Referral form to Department of Education and Community – legal services (Principal)
- (iii) Complete brief of evidence for Department of Education and Community – legal services (Principal)
- (iv) Referral to Department of Family and Community Services (Principal)

\* All letters are available on OSCAR

## 4.5.6 Teacher Detentions

Any teacher can use a lunchtime detention. Details of the detention should be recorded in the student's diary the teacher should also make a note on Compass. The teacher placing a student on a teacher's detention is responsible for the supervision of the student and the task that the student must carry out during the detention.

Students on lunchtime detention should have a minimum of **20 minutes** for lunch and the opportunity to go to the toilet. **There is to be no detention at Recess**

Examples of duties for a teacher's lunchtime detention.

- Extra work
- Litter bags to be filled
- Tidying up the block
- Removal of graffiti/gum from desks

#### 4.5.7 Lunch Detention

If a student receives a Lunch Detention they must complete it on the day it is issued. If it is not completed they will be placed on a Thursday Morning Behaviour Reflection. The DOS will contact the parents. The student will be placed in the XC. The student will NOT be in the XC for **longer than 24 hours**. If a student is held back by a class teacher and unable to make the detention they must provide a note from the class teacher explaining this. In extenuating circumstances when a parent may not be able to attend the interview the matter is to be referred to the Assistant Principal.

If a student is given two or more lunch detentions on ANY given day, they will be given an automatic Thursday Morning Behaviour Reflection.

**\* If a class teacher gives a student a lunchtime detention where they also have a XC lunchtime detention they will be given an automatic Thursday Morning Behaviour Reflection by the DOS.**

Lunch Detention can only be given by a DOS for the following reasons:

- o *Out of uniform*
- o *No College Diary (Diary)*
- o *Late to school without note*
- o *Out of Bounds*
- o *Water fights*
- o *Banned items*
- o *Not meeting tutor group requirements – Exception to rule.*

#### 4.5.8 Bags (Yard Duty)

Any teacher can issue a bag per lesson to be filled with rubbish during recess or lunchtime. **It is the issuing teacher's responsibility to check that this bag duty has been completed.**

If a student consistently fails to meet teacher's expectations within the classroom, the teacher calls for the College Learning Planner to be placed on the teacher's desk. The teacher then records a bag to be completed and places their signature next to the record. *Eg. Homework not completed and teacher name printed neatly.*

The student then presents to any teacher on playground duty and hands over their College Learning Planner. The teacher issues the appropriate number of bags and designates the area to be cleaned up. Staff **MUST** carry bags while on duty.

When students have filled the bags they return to the teacher with the filled bags and ask for their College Learning Planner to be signed. The student then tips the rubbish in the nearest bin and then places the bag in the bin after disposing of the rubbish. The teacher should then sign and date the Learning Planner.

**Please note: (Regarding Yards)**

- No teacher is to issue more than **1 bag per student per lesson**.
- Teacher issuing bag is responsible to follow this up.
- Tutor Group teachers and checkers are to monitor the number of bags a student is issued and should immediately alert the DOS if the number **exceeds 10 for a week**.
- The DOS will then:
  - Interview the student: Monitor behaviour: Parental contact: Issue a Thursday Morning Behaviour Reflection.

**4.5.9 Hands off Policy**

To ensure that Xavier College provides a school environment, which is safe and secure while students are on school premises a “hands off policy”, exists.

**No student is to:**

- have physical contact with another student i.e. fighting; kissing, hugging, pushing, shoving or rumbling.
- handle or deface any other student’s property or school property i.e. theft, vandalism and graffiti.

If a student is found to be in breach of this policy the teacher should take immediate action. If the breach of this policy is minor, the DOS will issue students with a lunch/Thursday Morning Behaviour Reflection. In the event the breach of the policy is serious students will either be internally or externally suspended from school and the parents will attend an interview with an Assistant Principal and/or Principal.

The Assistant Principal in consultation with the DOS concerned will determine the serious nature of the “hands off policy”.

**4.5.10 Sport Student Management**

Students who misbehave while at sport or travelling to and from sport should be reported to the DOS (Director of Sport)

Sport detentions will be issued for the first and second offence.

The DOS (Director of Sport) will generate a Sport Detention list for staff on a weekly basis.

Recurrent offenders will involve the DOS, Sport Coordinator and the Parents/Guardian of the students involved.

#### 4.5.11 Thursday Morning Behaviour Reflection

The DOS or the LOL as a consequence of a student continuing to disregard the Student Management Policy will impose a Thursday Morning Behaviour Reflection. Thursday Morning Behaviour Reflections will operate on **Thursday morning during Learning Session 1 (sport time)**.

Students who have attended three Thursday Morning Behaviour Reflections will be removed from classes and a parental interview will be arranged with the Assistant Principal.

#### 4.5.12 Saturday Detentions

Saturday Detentions can only be given in consultation with the Assistant Principal who will make the final decision. The DOS will contact the parent and a letter will be forwarded home outlining the reasons for the detention, date and time.

#### 4.5.13 XC arrangements by DOS

If a problem arises with a group of students, this should be referred to the DOS. The DOS as part of their management strategy may arrange for these students to meet in the XC in order to give them space to stop a situation escalating into a major incident. The DOS will initiate and monitor this process. Due to the fact that each student will have different needs the reasons for being sent to the XC will be communicated to the teacher (s).

#### 4.5.14 Internal School Suspension – From All Classes

The Assistant Principal, as a consequence of anti-social and offensive behavior/ failing to attend a detention, will impose **Internal School Suspension** upon the student from all classes. The Assistant Principal will send a letter to parents informing them of the reasons for the Internal Suspension from all classes. The DOS will organise work for the student during the period of Internal Suspension. The DOS's will supervise the student during this time. Students will return to classes pending an interview with the parents and the Assistant Principal.

#### 4.5.15 External Suspension, Expulsion, Transfer of Students

The Principal, following the Catholic Education Policy Statement, 2005, will impose external Suspensions, Expulsion and transfer of students.

The student will complete a student suspension resource booklet during the time of his/her suspension.

The DOS will prepare a summary report of the students past record at the College for the Assistant Principal /Principal.

Students returning to school after the suspension are required to attend a re-entry interview with the Principal.



The DOS will organise a re-entry plan for the student before returning to class.

#### **4.5.16 Defiance**

Any student who says NO or refuses a reasonable request such as

- Refusing to give a teacher their student planner
- Refusing to move after being asked to do so in class
- Refusing to pick up litter when requested etc.

A responsible member of the class reports to the office and a member of the CLT/DOS/ LOL team will attend the class and remove the student. Parents will be contacted immediately for an interview. These students will be in the XC for a maximum of 24 hours. Teachers are requested to keep a written record of this event. (Refer to Stage 3 information).

**DEFIANCE WILL NEVER BE TOLERATED AT XAVIER COLLEGE**

## 4.6 Management of Serious Student Incidents (see next page)

# 4.6 Management of Serious Student Incidents

At all times the dignity of all involved is guaranteed.

The guiding principles enacted in all management issues are Procedural fairness, the Hearing Rule and impartial decision making.

Incident reported by staff member to AP.  
Student/s involved identified.  
Staff report completed.

Student/s identified told of report by AP  
and offer of support for student made before  
interview begins.

AP listens to student/s version of events  
Student Report completed outlining details and witnesses

Witnesses identified by student/s are  
interviewed and reports completed.

Student/s involved informed of  
results of witness interviews.  
Student/s informed that all  
details of incident and interviews will  
now be passed onto the Principal for  
consideration.

AP reports all details to Principal for  
consideration

Principal makes final decision regarding consequences

Parents of student/s involved informed of  
consequences and interview arranged ASAP.

## 4.7 Student Representation

### Rationale:

Xavier College strives for equity and excellence in teaching and learning. In doing so we respond to the needs of all our students, encouraging and celebrating this contribution to the school and wider community. We promote action in a spirit of generous service.

### Aim:

- To provide equal opportunity for involvement of students across a broad range of activities
- To ensure activities enhance, rather than impede, teaching and learning

### Implementation:

#### **School Planning**

- The assistant principal leads school planning processes to ensure an appropriate range and frequency of activities.
- Requests for out-of-class activities are to be approved by the assistant principal.

#### **Decisions about out of class activities will be made with reference to timing** (exception being dates that are predetermined by outside agencies)

- Curricular requirements (assessments take priority over other activities)
- Pastoral concerns
- Staffing issues
- Student involvement with other activities
- Financial considerations

#### **Student Selection:**

**Students are to be actively encouraged to share their interests, gifts and talents through participation in out of class activities. Wherever possible teachers will provide opportunities for all students to participate in co-curricular and extracurricular activities.**

- School representation is contingent upon student's adherence to school policies and expectations.
- Stage coordinators and T&L coordinators will approve students' selection for representation.
- Staff responsible for any student representative groups, are responsible for seeking approval from stage coordinators for all students in the group.
- The stage coordinator will compile a list of students ineligible for school representation. This list will be distributed to staff involved with sporting teams. All other teachers involved with representative groups (eg: debating, public speaking, Social Justice, musical groups, drama performances, school musical etc.) are to check student eligibility with the stage coordinator.

## 4.8 Student Code of Conduct - Bullying

### BULLYING

At Xavier College, we believe that all students have the right to learn in a safe environment. We commit our students to act justly by expecting them “to recognise and celebrate the dignity and worth of each person and by fostering respectful relationships”. (*School Mission Statement*)

#### 4.8.1 School Responsibilities

It is the responsibility of all staff of the school to ensure the anti-bullying policy and procedures are implemented so that a culture of care is developed and maintained and that there is zero tolerance towards bullying.

Our commitment towards duty of care requires us to take all reasonable measures to ensure that the school is a safe place for students and staff. This means we have a responsibility to ensure that our school offers a safe learning environment for all our students, free from victimization, harassment, abuse, vilification and unlawful discrimination.

#### 4.8.2 What Is Bullying?

*“Bullying may be defined as a student being exposed, repeatedly and over time to intentional injury or discomfort inflicted by one or more students.” (Olweus, 1993)*

Bullying behaviours include:

- direct physical attacks (eg: hitting, tripping, pushing, throwing objects etc.)
- name calling, mocking, insulting or belittling someone
- making insulting racist or sexist comments or comments about sexual orientation
- trying to damage someone’s reputation, spreading rumours
- using verbal or non-verbal put-downs
- playing nasty practical jokes
- physical intimidation
- social exclusion
- cyber bullying (via e-mail, chat rooms, text messages, social networking etc.)

#### Consequences of Bullying

Students who are victims of bullying behaviour may experience effects that range from low levels of psychological wellbeing and social adjustments, to high levels of psychological distress and adverse physical health symptoms.

### 4.8.3 Preventative Strategies:

#### School Curriculum:

The school curriculum will be used to:

- raise awareness about bullying behaviour
- increase understanding about bullies and victims of bullying
- help build an anti-bullying ethos in the school
- explore ways for students to build resilience

Opportunities to raise awareness about bullying should occur:

- in classrooms
- at school and year assemblies
- at SRC meetings
- in RAP program for Year 8 students
- in the Peer Support program for Year 7

Opportunities to build a positive culture in the school could include:

- award ceremonies
- merit award system
- quality teaching and learning
- presentation ceremonies
- leadership programmes

### 4.8.4 Six Step Procedure for Addressing Incidents of Bullying

It is essential that any student who is being bullied or witnesses incidents of bullying feels that he/she will be listened to and supported and appropriate measures will be taken to ensure his/her physical and emotional well being.

Disclosure should involve an adult(s) and can be open or anonymous. All students need to be challenged to promote a culture of responsible reporting.

#### **STEP ONE:**

“Report of bullying behaviour” is to be completed. This response must include details of:

- the nature of the complaint
- who made the complaint
- date / time / location
- to whom the complaint was made OR what the staff member witnessed

#### **STEP TWO:**

The report is referred to the stage coordinator. In the case of bullying of a serious nature the stage coordinator will refer the matter directly to the assistant principal.

#### **STEP THREE: Interview to complete Incident Report**

The student being bullied may bring a support person (parent or friend) to the interview. (In compiling the report from the victim, confidentiality and procedural fairness must be considered.)

**STEP FOUR: Interview the bully**

(Support person can be parent or friend)

Complete the bullying report after consultation with relevant staff and the school counsellor.

**STEP FIVE: Determination / Intervention**

- consequence issued
- restorative conference (if requested or advised)
- parents of victim and bully contacted
- follow-up plan for victim

**STEP SIX Monitoring Follow Up Plan****4.8.5 School Documentation**

Documentation gathered in the school's response to specific instances of bullying should indicate:

- What was allegedly said and done to the victim
- Time and place where the incident occurred
- Names of witnesses to the incident
- Reactions of the victim
- Notes relating to a bullying complaint should be kept in the student file

**4.8.6 Bullying of a More Serious Nature**

In an event where the nature of the bullying warrants further action:

- When bullying behaviour involves a crime, such as common assault, a report to the police may be made
- The school may request a police warning or prosecution of the perpetrator where the bullying is of a serious nature
- Serious incidents of bullying are those that interfere with the safety and well being of other students, and that constitute aggressive behaviour, including abuse by technological means

**What Students can do:**

Students should:

- remember that all students have a right to feel safe and not be bullied
- not feel ashamed if they are bullied
- report bullying when it occurs. Doing nothing can lend support to bullies
- tell someone if you are being bullied
- ask parents, teachers, school counsellor for help and advice. A friend can help and support a student to report bullying

**What Parents can do:**

We acknowledge our partnership with parents/caregivers and value their support in our endeavour to make our school an environment free of bullying.

**Parents / Caregivers should:**

- watch for signs of bullying
- listen, and take seriously, comments that their son/daughter make about bullying
- reassure their child that reporting bullying is the right thing to do
- encourage their child to talk to someone he/she trusts at school
- work with the school to develop strategies that will support their child at school