

EMMAUS COLLEGE – Jimboomba

Calm Connected Classrooms

Behaviour Support for Learning Plan

January 2018



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Foreword

Our Vision: "Excellence in learning within a contemporary Christian community"

It is our aim to provide a learning environment that nurtures young people's gifts and abilities and enables them to reach their potential. The staff of Emmaus College is privileged to share with students and parents, as partners, in education.

Our College is owned and administered by the Archdiocese of Brisbane Catholic Education and forms part of a system of almost 150 schools and colleges. At the local level we are in equal partnership with the Anglican, Catholic, Lutheran and Uniting churches. These four participating churches and the College community have been involved in the development of our Vision and Mission Statements, the *Visioning the Future* document and our College logo.

The central theme of our College, as depicted in the Emmaus story and represented in our logo, is *journey*. Aspects of our Christian story – faith, hope, love, forgiveness, justice, compassion and freedom – are represented by our motto, *Walking with Christ*. The people in the logo represent us, the Emmaus College community – the students, parents, staff and members of our broader community. The road represents the journey of life, our journey, and the path we choose to follow.

Emmaus College is committed to positive, proactive practices in the support of student behaviour. This is based on the belief that young people at our college are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity. The goal of formation of right behaviour and respectful relationships at our college is that it will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

Our Student Behaviour Support Plan offers guidelines to support this journey, to enhance our positive college ethos and promote effective learning by outlining:

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour support strategies
- Processes which recognise, teach, reward and celebrate positive behaviour, and
- Processes, rules and sanctions to deal with unacceptable behaviour.

We trust that as partners in the education process we will be able to journey with each other and to grow in wisdom as we walk together and share life as a community, so that we may be able to achieve our vision of *Excellence in learning within a contemporary Christian community*.

KEVIN SCHWEDE

Principal





Emmaus College Mission Statement

Emmaus College is a school...






where partnerships

-  *with parents, students, staff, churches, families and community*





operate in a Christian Education Community

-  *in its faith*
-  *in its worship*
-  *in its way of life*
-  *in its care, concern and compassion*







which is Faith centred

-  *in its view of God – creator, mystery, trinity*
-  *in its understanding of Jesus and his teaching*
-  *in its concept of Church*
-  *in its knowledge of the Bible*
-  *in its preparation of students for their life journey*

and welcoming

-  *where the Gospel values are espoused and practised in an ecumenical context*
-  *where students live, learn and celebrate a holistic education experience*
-  *where staff are committed to the Ecumenical ethos of the school*
-  *where self-discipline is taught, practised and reflected in relevant policies*

and

-  *welcomes with sincerity and hospitality*
-  *gives children secure beliefs in times of rapid change*
-  *supports families in their lives as family*
-  *teaches the value of relationships and enhances skills in this area*
-  *is united and also respectful of the diversity of faith worship and practice*
-  *is a model for excellence in education*

and where those entrusted with the education of the students teach them how to join the discoveries of human wisdom with the truth of the Gospel, so that they will be able to develop a healthy spirituality and lead faith filled lives.

Student Behaviour Support for Learning Plan

1. Introduction

This *Emmaus College Student Behaviour Support for Learning Plan* is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can participate positively within our college community.

The *Emmaus College Student Behaviour Support Plan for Learning* has been developed to clearly outline the way in which Emmaus College follows the published Brisbane Catholic Education *Student Behaviour Support Policy* and *Student Behaviour Support Regulations and Guidelines*.

The *Emmaus College Student Behaviour Support for Learning Plan* has been developed in collaboration and consultation with staff, parent and student representatives of our school community. College-wide school renewal processes and a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2007-2011 informed the development process.

The *Emmaus College Student Behaviour Support for Learning Plan* has been endorsed by the Pastoral School Board, the Parents and Friends Executive, the principal of Emmaus College and the Area Supervisor (South) – Brisbane Catholic Education, and will be reviewed yearly or as required by Brisbane Catholic Education and/or Queensland Government legislation.

2. A Vision for Student Behaviour Support

Our Vision - Excellence in learning within a contemporary Christian community

Emmaus College is founded on the person of Jesus Christ and enlivened by the Gospel. As a community, we are committed to embrace the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness, justice, compassion, and freedom.

Emmaus College aims to provide all students with opportunities to develop positive behaviours and self-discipline in the supportive environment of a dynamic, Christ-centred community, where mutually respectful relationships are defining features.

Our focus as educators is to implement effective learning and teaching strategies that are based on a professional understanding of child development and pedagogy. Our philosophy of inclusion is grounded in certain essential core beliefs about learning for all students attending Emmaus College.

We believe that:

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

3. Rationale

Our motto - Walking with Christ

Emmaus College is committed to whole school and classroom practice that aims to maximise student access to life-giving learning. Student behaviour support is considered an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience a sense of belonging and feel valued and safe.

It is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, Emmaus College seeks to develop throughout our P-12 community right behaviours and respectful relationships that are infused with gospel values of faith, hope, love, forgiveness, justice, compassion and freedom.

Emmaus College is committed to positive, proactive practices in the support of student behaviour that enhances access to learning. This is based on the belief that young people at our college are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity.

The goal of formation of right behaviour and respectful relationships at our college is that it will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

The following features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students.

Quality relationships and partnerships

In the college's daily and routine life, the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and wellbeing. The fostering of high-quality interpersonal relationships among teachers, students, parents and support staff is a responsibility shared by everyone.

Staff at Emmaus College set the tone and priority of student support by their witness and example. Our staff aim to be known as caring, compassionate adults who take an interest in the lives of their students and who set appropriate boundaries within those relationships.

Staff are also mindful that when relating to students, the use of any kind of negative coercion or humiliation is unacceptable.

Formation in self-discipline and responsibility

Student support at Emmaus College is vitally concerned with the fostering of students' self-discipline.

It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. Student support should also help students to recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

The Emmaus College Student Behaviour Support Plan, which includes a code of expected student conduct and sanctions for problem behaviour are intended to promote the good order of the school community, and as such they are positive concepts. The plan aids in the fostering of self-discipline and responsibility, so that students progressively grow in their capacity to exercise moral judgement, democratic values and a concern for the common good.

Effective networks of care across the community

Student behaviour support is the responsibility of every member of the school community. A partnership and shared responsibility among staff, students, and family members is an integral feature of pastoral care. There are many resources within Emmaus College and the wider community for student support in schools, including parents, teachers, support staff, Pastoral Leaders, Guidance Counsellors, student services' personnel, Campus Minister, church groups, family support services, and respite care, interagency health services and alternative education settings.

Organisational structures

The effectiveness of student behaviour support at Emmaus College is directly related to structural and organisational arrangements. In Years P-6, the class teacher takes the primary responsibility for the daily care of the students. In Years 7-12, this role is shared more broadly amongst pastoral care teachers, class teachers and pastoral care leaders. Timetabling and administration can significantly enhance the climate and experience of student support, particularly when such arrangements are flexible and responsive, as is the case at Emmaus College.

Commitment to justice and service

Social justice is the process of ensuring that educational outcomes for all students are maximised, taking full account of factors such as religion, cultural background, gender, sexual orientation, sexual identity, socioeconomic circumstances, and levels of ability.

Social justice involves identifying and eliminating barriers that hinder students' participation and achievement. Curriculum, interpersonal relationships and school organisational practices at Emmaus College aim to accommodate the diverse characteristics and experiences of students.

Emmaus College challenges the notion of inequity by:

- Providing a safe and supportive environment through pastorally caring practices
- Fostering non-aggressive, non-coercive and non-discriminatory language and behaviour
- Setting realistic expectations for all students
- Ensuring that the school's policies and practices respect the dignity, rights and fundamental freedoms of individual students

- Providing learning opportunities for individual students, which are responsive to their unique needs for growth and fulfilment.

4. Context Considerations

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

Supportive School-Family Relationships – *Positive and Pastoral*

For the majority of students, the family unit and the school are among the most formative influences in their lives. It is therefore essential that relationships of trust, cooperation and partnership be developed between the school and family members, and that school personnel always respect and are sensitive to, diverse cultural values and family structures.

Parents are recognised as having the primary role in the education of their children. The home and the school have distinct and overlapping roles in relation to the education of children.

While student support initiatives must respect the privacy of students' lives, many students and their families actively seek the school's support in times of crisis and instability. Within the limits of its resources and expertise, Emmaus College endeavours to provide this intensified support.

The relationship between in-school behaviour, social support and members of the school community is clearly substantial. This supportive school environment, in turn, is linked to learning and teaching practices and outcomes.

At Emmaus College we endeavour to ensure that:

- School practices reflect gospel values and in particular all members of the school community are valued and treated with dignity and respect
- All members of the school community feel safe
- Spiritual, emotional, social, physical and academic learning outcomes are maximised for all through quality practices in the areas of religious experiences, pastoral care, curriculum, interpersonal relationships and the ethos of the school
- Pastorally caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community
- Fair consequences are applied for infringement of the student code of conduct ranging from least intrusive sanctions (re-teaching appropriate behaviour, time-out, formal sanctions including detention and suspension) to the most stringent step of exclusion. Exclusion procedures are considered only when all other approaches have been exhausted or rejected.

At Emmaus College, consequences for the infringement of the *Code of Expected Student Behaviour* including disciplinary measures and formal sanctions are not approached as punitive actions. These consequential actions are concerted attempts to foster responsibility for actions and to change and heal destructive behaviours and to maintain the good order and management of the college as prescribed under section 285 of the *Education (General Provisions) Act 2006*.

5. Beliefs about Behaviour and Learning

Emmaus College Vision for Learning

Learning is...creating, inquiring, reflecting

Learners are...interactive, persistent, hope-filled

At Emmaus College, we believe that learning behaviour is promoted through teaching and as such student behaviour support is considered an integral part of all learning and teaching experiences. Securing effective learning behaviour is supported by whole college and classroom learning and teaching practice involving;

- a focus on the whole student – spiritual, personal, social and intellectual
- a pastoral approach to learning and teaching
- positive behaviour and relationships promoted through classroom curriculum and college activities
- internal school-based intervention programs involving support and specialist staff
- external support interventions, family education, specialised services and alternate pathways of care

All areas of Emmaus College are learning and teaching environments. We consider student behaviour support to be an opportunity to focus on the set of social skills and self-understanding all students require for the purpose of learning.

Student behaviour is inextricably linked to the quality of the learning experience facilitated by the teacher and as such, positive, trusting and respectful relationships, particularly between student and teacher, are critical for maximizing appropriate behaviour and achieving educational outcomes.

This Student Behaviour Support Plan summarises our processes for assisting students to achieve educational outcomes. The plan provides a framework for promoting positive behaviours and outlines procedures for responding to problem behaviour, inappropriate or unacceptable behaviour and behaviours of concern.

Shared expectations for student behaviour assists Emmaus College to create and maintain a positive, productive and quality learning and teaching environment, where ALL college community members have clear and consistent expectations and understandings of their role in the educational process.

6. Promoting Positive Behaviour

Emmaus College uses five strategies, supported by current research, as effective approaches to promote positive behaviour and reduce challenging behaviour;

- Social skills training – direct teaching of personal and interpersonal skills required for *right relationships*
- Academic and curricular restructuring – adapting curriculum experiences to meet student need
- Proactive management – clearly explaining the behavioural expectations students need to participate in the learning activity
- Individual behaviour interventions – to assist students who struggle (from time to time) in being able to easily adapt to behavioural expectations
- Providing information to parents/carers about how to access positive parenting education and support

7. Code of Expected Student Behaviour

Our P-12 college community has identified the following expectations to teach and promote the goal of formation of *right behaviour and respectful relationships*:

As learners we show:

- responsibility and respect for self
- responsibility and respect for others
- responsibility and respect for Emmaus and community.

At Emmaus College, we emphasise the importance of our pastoral approach to learning and teaching by directly teaching and modelling to students the behaviours we expect at school. Our expectations, as outlined in the Code of Expected Student Behaviour, identify the shared values and expectations of a Christ-centred school. The goal of formation of right behaviour and respectful relationships at our college is that it will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

The Code of Expected Student Behaviour is directed towards **all** students and is designed to promote positive behaviour and outlines procedures for responding to problem, inappropriate or unacceptable behaviour and behaviours of concern.

Expectations are communicated to students and the wider college community via a number of ways, including:

- explanation of the College logo and explicit teaching linking the symbols in the logo with our story of *journey* and the formation of right and respectful relationships
- presentation of the Code of Expected Student Behaviour in college publications, at enrolment, in newsletters, on the college website, in student diaries, displayed in classrooms and at parent information events
- class covenants, designed by students which identify and promote positive behaviours aligned with the Code of Expected Student Behaviour
- reinforcement of learning from behaviour discussions on school assemblies and during learning activities facilitated by staff during classroom and non-classroom activities
- discussions regarding behaviour via the *Responsibility and Respect Process* conducted by classroom teachers and other staff when responding to problem, inappropriate, unacceptable behaviour or behaviours of concern
- direct teaching of appropriate behaviours that enhance learning in the classroom.

Appropriate behaviour is acknowledged and celebrated in a number of ways, including:

- class reward and encouragement systems

- awarding of House/Colour Points which culminate each term in P-12 House/Colour free dress days for the winning house
- 'good' notes home to parents via the student diary by class teachers, pastoral coordinators, members of the senior leadership team
- public acknowledgement of achievements at sub-school, P-6/7-12 or whole college assemblies
- verbal praise
- celebrations of learning (awarding of certificates, stickers for positive behaviour, *Gold Star Award* – SRC initiative, the presentation of the Emmaus Award and class Emmaus Award medals)

A set of examples has been attached to each of our expectations. They provide an insight into the type of expected behaviour that is taught and reinforced at the college, but are not an exhaustive list.

Refer [Code of Expected Student Behaviour](#) Appendix 1

When responding to inappropriate student behaviours, staff members attempt to manage issues at the lowest level possible while maintaining the dignity of all through using appropriate strategies to ensure that students understand the relationship of the inappropriate behaviour to expected behaviour.

One strategy that staff members use when responding to inappropriate behaviour is to have students:

- explain how their behaviour differs from expected appropriate behaviour – *what are you doing?*
- articulate the relevant expected behaviour and identify what they will do to change their behaviour in line with expected behaviour – *what should you be doing?*
- describe the likely consequences if the inappropriate behaviour continues – *what will happen if you continue this inappropriate behaviour?*

Should inappropriate behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their inappropriate behaviour.

Refer [Guide to Responding to Behaviours of Concern](#) Appendix 2

8. Procedures for Responding to Problem Behaviour

Emmaus College strives to create learning environments which are supportive of all individuals and where all members of the community experience a sense of belonging and feel valued and safe.

Every school has some students whose ability to respond appropriately to school expectations requires serious school action. These behaviours may be characterised as persistently disruptive to the learning and teaching program, chronically disrespectful of college rules and codes of expected behaviour, or harmful to the wellbeing and security of its members.

At Emmaus College, consequences for the infringement of the *Code of Expected Student Behaviour* including disciplinary measures and formal sanctions are not approached as punitive actions. These consequential actions are concerted attempts to foster responsibility for actions and to change and heal destructive behaviours and to maintain the good order and management of the college as prescribed under section 285 of the *Education (General Provisions) Act 2006*.

8.1 Formal Sanctions

The formal sanctions applied at Emmaus College:

- are just and reasonable and convey a sense of forgiveness
- encompass a range of options that are related to the misdemeanour
- are supportive and enforceable
- contribute to the development of justice in the school
- foster responsibility for actions
- focus on restorative practices.

The formal sanctions applied at Emmaus College intend to achieve the following objectives:

- 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 unacceptable disruption
- to safeguard the right of other students to learn without unacceptable disruption.

It is an expectation that formal sanctions are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action should appropriately balance the best interests of the student and the security and safety of other members of the school community – risk management.

Formal sanctions available to Emmaus College through the **Brisbane Catholic Education's Student Behaviour Support Policy** are:

- Time-Out
- Detention
- Suspension
- Negotiated change of school
- Exclusion

8.1.1 Detention

The principal of a school, if satisfied that a student has behaved in an unacceptable manner, may impose a detention on that student. This authority may also be delegated to teaching staff, as is the case at Emmaus College.

What is detention?

A 'detention' is any relatively short period when a student is:

- required to remain at school, or in a particular classroom, in student's 'non-class' time (recess, lunchtime, recreation time, after school) or
- excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out).

While the word 'detention' is used, the form of detention that is used at Emmaus College is not related to formal detention centres / systems. The opportunity exists during a detention to use that time to:

- repair relationships
- use restorative practices
- make plans for appropriate behaviour, and
- rehearse alternative behaviours.

The processes associated with detention are also used in this document to refer to other legitimate school practices such as the *Responsibility and Respect Process* so that they have a consequential rather than punitive nature. The P-12 *Responsibility and Respect Process* utilised at Emmaus College is outlined in Appendix 2.

A detention should be constructive and age-appropriate. It can signal to a student that their inappropriate behaviour will be met with an immediate consequence. Detentions can be a deterrent to problem behaviour.

A student could be delayed from enjoying pleasant recreational activities (recess, lunchtime, recreation time or after school) or from participating in normal classes – referral to the *Responsibility & Respect Room* (Years 7-12) referral to another classroom or a member of the senior leadership team (Years P-6).

At a more serious level, 'time-out' from the classroom may be a form of 'in school suspension' in another classroom or under the supervision of a member of the senior leadership team or delegated staff member.

What are the guidelines associated with detention?

Brisbane Catholic Education *Student Behaviour Support Regulations and Guidelines* outline the following expectations for schools using detention as a method of managing student behaviour:

- that the detention itself is age-appropriate and that the student is adequately supervised by a member of the teaching staff or school leadership team for the entire period of detention (what is adequate will depend on the student's age, stage of development, and any special needs)
- the student's safety and welfare needs are being addressed - the student is given appropriate access to food, access to drink facilities and access to toileting facilities
- a detention room should not be regarded as a punitive environment
- the student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way
- time-out will not be effective if the student does not want to return to class or views time-out as an escape from an undesirable situation. The purpose of time-out may also be to relieve the teacher and other students
- interaction between a student and the supervising teacher should be emotionally neutral; the aim should be for the student to devise a plan that negotiates readmission to class.
- where it is intended to detain the student after normal school hours, notification is given to the parents/caregivers of the student, and the school is informed of the arrangements in place for the student's travel from school to home. If detention

will jeopardise a student's safe transport home, it is appropriate to postpone the detention until alternative arrangements can be negotiated with the student's parents/caregivers.

8.1.2 Suspension

The principal of a Brisbane Catholic Education school may suspend full-time or part-time a student from that school **for a period up to 10 school days** or part thereof, if satisfied that a student has behaved in an unacceptable manner, or whose attendance the principal believes poses an unacceptable risk to members of the school community.

In the absence of the principal from the school, the Acting Principal has the same authority to suspend. The principal may also delegate the authority to suspend to members of the college's senior leadership team such as the, Assistant Principal – Student Wellbeing (APSW P-6 and APSW 7-12), Head Years P-6 and Head Years 7-12, etc. At Emmaus College, the APSW has been delegated the responsibility to make day to day decisions to support our calm connected classroom philosophy – this includes the decision to suspend a student.

A suspension could take place in school or out of school.

What is suspension?

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

- Any single suspension cannot exceed ten school days without being referred to the Director, School Services
- Indefinite suspension, where the student is continually re-suspended for the maximum period, should not occur
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspension should not exceed more than ten school days
- By mutually agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education program.

Suspension may occur if so decided by the school Principal after he/she has:

- Ensured that all appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that all appropriate support personnel available, within the school system and externally, have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances, has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension and considered the response of the student and/or parent/caregivers
- As far as practical, provided to the student and/or parent/caregivers a formal written behaviour notification detailing these behaviours, as well as clear expectations of what is required of the student in future
- Recorded all actions taken in appropriate school files or BCE database.

Why would a student be suspended?

Principals may suspend where behaviour includes:

- **Persistent noncompliance** - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended
- **Persistent disruption** - Students who persistently disrupt and prevent the learning and teaching of others may be suspended
- **Breach of school's Code of Expected Student Behaviour** - Students who seriously breach the school's published rules and regulations may be suspended.
- Suspension is not to be used as punishment for poor attendance.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence (including threats made using telecommunications e.g. social media), or the presence of weapons or illegal drugs.

Principals may suspend immediately any student whose behaviour includes the following:

- **Possession of alcohol or a suspected illegal drug** - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. In cases where the substance is being represented by the student as an illegal drug, the matter should be referred to the police.
- **Violence or threat of serious physical violence** - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter should also be reported through BCE Student Protection in accordance with their Guidelines.

- **Possession of a weapon** - Any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.

What is the purpose of *suspension*?

Suspension is imposed as a disciplinary measure and for no other reason. The purpose is to:

- Signal that the student's present behaviour is not acceptable
- Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources and set in motion a plan for assisting the student to demonstrate appropriate behaviour. For students with high support needs, action is taken to review the implementation and efficiency of educational adjustments and behavioural plans and advice is sought from case managers
- Establish a negotiation process for the student's re-entry to the college, based on the student's achieving some explicit goals related to improved behaviour
- Ensure that the student's parents/caregivers are aware of the seriousness of the student's unacceptable behaviour and are involved in the process of negotiation for re-entry
- Protect the right of staff to work in a safe and professional environment and the right of other students to learn without being unduly disrupted or put at risk.

Will the school provide schoolwork for a student to complete during *suspension*?

A school is not obliged to provide a student with schoolwork during suspension, however a principal may provide such work if they consider it appropriate to do so.

What is the role of the parent/caregiver during a student's *suspension*?

- Parents/caregivers have responsibility for their children while they are under suspension
- Parents/caregivers have a responsibility to provide appropriate supervision as students on suspension may not attend school and school-related functions. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (by, for example, continuing to send the child to school or allowing the student to enter the college grounds for any reason during the period of suspension) the Principal should inform the Area Supervisor
- Parents/caregivers are required to attend a re-entry interview with a member of the college senior leadership team. Students will be required to attend this interview with their parents/caregiver before their re-admission to the college community.

What are the procedures associated with *suspension*?

The procedures associated with suspension at Emmaus College conform to the Brisbane Catholic Education *Student Behaviour Support Regulations and Guidelines*.

When the decision to suspend a student has been made the following procedures are followed:

Initial notification of the suspension:

- initial notification of suspension may take place by telephone and as soon as practical, notification of suspension will be made to parents/caregivers in writing
- an agreement is reached about arrangements for the collection of the student from the college

Written notification of the suspension will:

- indicate the reasons for the suspension
- advise the length of the suspension, the expected return date, and the conditions to be met to enable the student to return
- outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension
- inform parents/caregivers that as a usual part of the return of a student from suspension that an appointment must be made to meet with a member of the college senior leadership team to discuss the student's return to school. It is expected that a parent/caregiver will attend this appointment, with the student and that the meeting will occur before the student is readmitted to the college
- refer parents/caregivers to the college's *Student Behaviour Support for Learning Plan*.

Documentation of the suspension

- As soon as practical after a day or longer suspension takes place, the Principal will ensure a report is written on the background and reasons for suspension, with the period of suspension clearly specified.
- A copy of the letter, notifying the parent/caregiver of the decision to suspend, should be attached to the report. Copies of the report and letter should be placed on the school file and placed in the student's file.
- For less than one full day suspension, a note should be made in the student's file.

- For a suspension of one or two days, reporting remains in the school. For a suspension of longer than two full days, Principals should notify the Area Supervisor.

Suspension Re-entry

As part of the re-entry process, a member of the college senior leadership team will convene a meeting with the student and the parent/caregivers to discuss the basis of maximising successful reintegration into the college before the student's return to the college.

Usually the re-entry meeting will take place at the college. In extenuating circumstances and at the discretion of the Principal, this meeting may take place over the phone.

Sometimes, in instances where there has been a problematic relationship between a parent/caregiver and the college, the Principal may ask a third person such as the Area Supervisor, a peer Principal, or Guidance Counsellor to facilitate the meeting.

The aims of the meeting with the parent/caregiver and the student are to:

- Ensure that the parents and the student understand the seriousness of the student's unacceptable behaviour and the need for disciplinary action
- Encourage a mutually-supportive position between the college, the student and the student's parents for the action that the school is taking, and
- Devise a mutually-acceptable plan, conditions and follow-up evaluation for the student's re-entry to the college.

If, despite the college's requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal should refer the matter to the Area Supervisor. Alternative steps may need to be taken to facilitate the student's return to school or the Area Supervisor in consultation with the Director, School Services may consider commencing proceedings for exclusion.

Brisbane Catholic Education *Student Behaviour Support Regulations and Guidelines* make clear that, in every case where formal disciplinary sanction is under consideration, the impact on the student's education and wellbeing must be carefully assessed. The more serious the sanction under consideration, the more carefully must the school assess whether all other reasonable steps to deal with the situation have been taken and whether the proposed action is in fact in the best interests of the student and the school.

8.1.3 Exclusion

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

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

What is exclusion?

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related-functions, on the authority of the Executive Director (or nominee). Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending any Brisbane Catholic Education school.

What is the purpose of exclusion?

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the long-term safety and wellbeing of other students and staff
- Remove the student from an established environment in which severely unacceptable behaviour patterns have become entrenched
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's rehabilitation needs
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

When would *exclusion* be considered?

Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family. Students will not normally be excluded without a clearly-documented range of intervention strategies having been tried, and the root cause of the behaviour having been sought to be identified and addressed. Schools need to be aware of the equity issues applying to the exclusion of marginalised students.

Exclusion signals that the student's behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort. The Executive Director (or nominee) will not normally approve a recommendation for exclusion unless there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate intervention plans. The exception to this is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary.

Where a serious breach of the student code of expected behaviour has occurred, the Principal may give parents and students an understanding of a range of options open to them. Students can be excluded from a particular school only through the procedures outlined below. The procedures apply both to students of compulsory school age and to those beyond it.

Parents/caregivers have a right to know the processes involved in exclusion as well as be acquainted with their right to withdraw their student from the school. Where a parent/ caregiver exercises the right to move their student to a new school prior to the application of exclusion, then it is expected that the Principal or delegate will facilitate the transition to the new school.

What are the procedures associated with *exclusion*?

The procedures associated with exclusion are aligned with the Brisbane Catholic Education *Student Behaviour Support Regulations and Guidelines*.

The Principal will:

- Consult with the Area Supervisor
- Consult as needed with the Pastors of participating traditions in formal partnership with Emmaus College and noted as partnerships with the family at enrolment
- Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
- Notify the student and the parents/caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student and parents/caregivers to respond
- Provide the parents or caregivers, or student where the student is living independently, with a copy of all the documentation on which the recommendation to exclude is based (taking account of the need to protect the anonymity and privacy of possible complainants and/or witnesses). The principal is entitled to use 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/caregiver to respond to the recommendation to exclude. This consideration will be unique in each case and guidance should be sought from the Area Supervisor
- Consider any response from the student and parents/caregivers before proceeding further
- Request a meeting with the student's parents/caregivers to discuss the process and the reasons for the recommendation
- Provide the parents/caregivers with information on the implications of this action, their right to appeal, and the appropriate procedures for submitting an appeal
- Forward a submission to the Director, School Services detailing the reasons, the action taken to moderate the student's behaviour (where appropriate), a copy of all required documentation and any response from the student, parents/caregivers.

The Executive Director (or nominee) will consider the application for exclusion and may:

- Consult with the Principal and Area Supervisor
- Provide an opportunity for the student and the student's parents/caregivers to be consulted, by a designated person/s.

While consideration of exclusion from a Brisbane Catholic Education school 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. Where an application for exclusion by the Principal has been agreed to by the Executive Director, the Principal will write to parents to notify them.

8.1.4 Appeals

When can an *appeal* against a suspension or exclusion be made?

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

The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance.

Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals' process. Alternative options to respond will be considered.

Appeals are made to:

- The Principal of the school about a decision to suspend a student for less than three days,
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school; or
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school.

In practice, Principals of BCE schools are in regular contact with Area Supervisors about suspensions and potential exclusions and seek their advice.

8.2 Appropriate Staff Student Contact

Brisbane Catholic Education policy expressly prohibits the use of corporal punishment in all schools.

Emmaus College, is committed to non-violent management of student behaviour.

Actions that involve the deliberate application of force to cause harm to a student are unacceptable and must not be employed. Any such use of force would represent a breach of *Brisbane Catholic Education's Student Protection Policy (2005)* and the *Catholic Education Archdiocese of Brisbane Employee Code of Conduct (2008)* and may constitute a criminal offence of assault by the person administering the force.

There are instances where physical contact is a necessary part of the learning and teaching process.

Brisbane Catholic Education employees must exercise caution to ensure that this contact is appropriate and acceptable for the duty being performed. Whether or not an action is acceptable will depend on the age, maturity, health and other characteristics of the student. Employees should always be aware of any behaviour management or individual plans in place for a student.

Instances where physical contact may be seen as necessary and appropriate include:

- Where such actions are necessary for first aid administration
- Comforting a distressed student in a non-intrusive manner, such as a pat on the shoulder
- Guiding the student in a non-threatening manner, e.g. in the case of sporting instruction
- Tapping a student on the shoulder to gain their attention, where verbal requests have been unsuccessful
- Protecting a student from imminent danger to self or others.

The following practices are unacceptable:

- Using an object, such as a ruler, book, duster, chalk or whiteboard marker, etc., to gain a student's attention
- Restraining a student for any purpose other than to prevent a student causing imminent harm to self or others (such practices should be a last resort and only after risks have been assessed- refer to the *Catholic Education Archdiocese of Brisbane Employee Code of Conduct (2008)*)
- Hitting or kicking a student
- Pushing, pulling, shoving, grabbing, pinching, shaking or poking a student

The principles of the *Brisbane Catholic Education Student Protection Reporting Processes (2004)* state that:

- All adults have a responsibility to care for children/students, to positively promote their wellbeing and to protect them from any kind of harm
- Every child/student has a right to protection from harm
- The welfare and best interest of the child/student are paramount
- Sexual, physical, psychological or emotional harm to children/students by persons in positions of trust and authority is a serious matter.

The Brisbane Catholic Education *Student Behaviour Support Regulations and Guidelines* describe emotional and/or psychological abuse as behaviour that can destroy the confidence of a child or young person resulting in significant emotional harm or trauma. Consideration should also be given to children or young people's physical state.

9. Professional Development Opportunities

All staff at Emmaus College participate in Student Behaviour Support professional development in terms of familiarisation with college policy, processes and procedures, skill development within these processes and the philosophical approach of the college to behaviour support.

Professional development opportunities include but are not limited to:

- Mission of Emmaus College
- Catholic Education Archdiocese of Brisbane Employee Code of Conduct
- The Role of the Teacher
- Brisbane Catholic Education's Student Protection Policy and Reporting Processes
- Regular designated staff meetings that focus on pastoral approaches to learning and teaching
- Emmaus College Student Behaviour Support – *Responsibility and Respect Process*
- Student Services Professional Development
- Strategic Renewal Processes

At Emmaus College staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the college.

Students also receive instruction and guidelines about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

10. Related Legislation, Policies, Guidelines and Resources

Related Legislation

- Education (General Provisions) Act 2006(QLD)
- Education (General Provisions) Regulation 2006 (QLD)
- Disability Discrimination Act 1992 (Commonwealth of Australia)
- Anti-Discrimination Act 1991 (QLD)
- Child Protection Act 1999 (QLD)
- Commission for Children and Young People and Child Guardian Act 2000 (QLD)
- Freedom of Information Act 1992 (QLD)
- Criminal Code Act 1899 (QLD)

Related Policies and Guidelines

- Brisbane Catholic Education Student Behaviour Support Regulations and Guidelines (2011)
- Brisbane Catholic Education Parent Partnership and Participation Policy (2005)
- Brisbane Catholic Education Justice Education Policy (2002)
- Catholic Education Archdiocese of Brisbane Employee Code of Conduct (2008)
- Brisbane Catholic Education Student Protection Policy (2005)
- Brisbane Catholic Education Student Protection Reporting Processes (2012)
- Brisbane Catholic Education Administration of Medication to Students & Guidelines and Dealing with Drug Related Matters
- Visioning the future...Vision and Mission at Emmaus College, Jimboomba (2006)

Related resources

- Bullying. No Way
- Cyber Smart Website - ACMA
- School Wide Positive Behaviour Support
- Code of Conduct for QLD School Students Travelling on Buses

Our P-12 college community has identified the following expectations to teach and promote the goal of formation of *right behaviour and respectful relationships*:

As learners:	We show responsibility and respect for self when we demonstrate these behaviours...	We show responsibility and respect for others when we demonstrate these behaviours...	We show responsibility and respect for Emmaus and community when we demonstrate these behaviours...
1. In classrooms/learning spaces	<ul style="list-style-type: none"> ∞ Be on time for class ∞ Move in an orderly and safe manner ∞ Have all necessary equipment for class (e.g. diary) ∞ Follow classroom procedures ∞ Follow directions ∞ Complete homework & assessment items ∞ Use technology as directed (e.g. laptops) ∞ Leave mobile phones/ipods in locked in lockers ∞ Work to the best of your ability 	<ul style="list-style-type: none"> ∞ Let others get to class on time ∞ When arriving after class has started – knock on the door and wait to be asked to enter ∞ Follow teacher instructions ∞ Stay on task ∞ Listen when others speak ∞ Speak politely (e.g. <i>speak to please not to tease</i>) ∞ Respect others' point of view ∞ Hand work in on due dates ∞ Thank your teacher for the lesson 	<ul style="list-style-type: none"> ∞ Use resources wisely and appropriately ∞ Report any damages/problems with facilities or equipment to the teacher ∞ Return borrowed equipment/resources to the appropriate area ∞ Ensure that the classroom/learning space is kept clean & tidy ∞ Respect the built environment ∞ Report any harassment or bullying behaviour
2. In the grounds	<ul style="list-style-type: none"> ∞ Take responsibility for litter – put rubbish in the bin ∞ Move in an orderly and safe manner ∞ Observe sun-safe procedures ∞ Remain 'in bounds' ∞ Use bag racks/ lockers appropriately ∞ Use toilets at break times 	<ul style="list-style-type: none"> ∞ Eat in designated areas ∞ Keep areas and facilities tidy – put rubbish in the bin ∞ Keep lockers tidy and locked ∞ Look after younger students ∞ Treat others' property with respect ∞ Return borrowed equipment (e.g. sports gear) ∞ Behave in socially acceptable ways (e.g. respect privacy, acknowledge teachers, show visitors the way to the office) ∞ Maintain hygiene standards 	<ul style="list-style-type: none"> ∞ Keep noise levels appropriate to the space ∞ Walk on the paths ∞ Keep areas tidy - place all rubbish in the bin ∞ Respect all flora, fauna & the built environment ∞ Report any damages/problems with facilities to the nearest teacher or Student Reception ∞ Report any harassment or bullying behaviour
3. Oval/Courts	<ul style="list-style-type: none"> ∞ Use area with permission ∞ Keep food & drink off the playing area ∞ Develop your skills ∞ Play only if you are uninjured ∞ Play safely and within the rules ∞ Follow the sporting code of conduct 	<ul style="list-style-type: none"> ∞ Use area with permission ∞ Keep food & drink off the playing area ∞ Play cooperatively (e.g. take turns, share the space) ∞ Play safely and within the rules ∞ Follow the sporting code of conduct ∞ Stop play for injuries ∞ Return borrowed equipment ∞ Follow teacher directions 	<ul style="list-style-type: none"> ∞ Play within the boundaries of the space ∞ Keep areas clean ∞ Keep playing surfaces safe & free of obstacles (e.g. hat) ∞ Stop play if facilities/equipment are damaged ∞ Report all damages/problems with facilities to the nearest teacher or Student Reception ∞ Report any harassment or bullying behaviour
4. Breaks/Tuckshop	<ul style="list-style-type: none"> ∞ Ensure you eat and drink ∞ Place orders for Tuckshop in the appropriate way ∞ Use the toilet at the appropriate times 	<ul style="list-style-type: none"> ∞ Wait in line and wait patiently for your turn ∞ Follow staff directions ∞ Have your own money ready ∞ Use manners (e.g. please, thank you) 	<ul style="list-style-type: none"> ∞ Respect the Tuckshop facilities ∞ Eat in designated areas ∞ Keep areas tidy - place all rubbish in the bin
5. Assembly/Liturgy	<ul style="list-style-type: none"> ∞ Sit where directed ∞ Enter into the spirit of the occasion ∞ Sit appropriately and listen ∞ Wear the appropriate uniform 	<ul style="list-style-type: none"> ∞ Move quietly and quickly to the designated area ∞ Follow teacher/staff instructions ∞ Listen to speakers ∞ Participate with dignity ∞ Applaud when invited and as appropriate (e.g. unless invited to by the presider, it is not appropriate to applaud during liturgy) 	<ul style="list-style-type: none"> ∞ Respect the formal nature of assembly/liturgy ∞ Keep food and drink in bags ∞ Enter the sacred space with dignity ∞ Carry yourself with pride when receiving awards ∞ Take care when moving around equipment and sacred symbols ∞ Move equipment carefully (e.g. chairs)
6. Student Reception Areas	<ul style="list-style-type: none"> ∞ Update personal details ASAP ∞ Enter the area calmly ∞ Use break times to see teachers/college staff 	<ul style="list-style-type: none"> ∞ Follow all directions ∞ Be courteous and respectful ∞ Speak softly 	<ul style="list-style-type: none"> ∞ Leave food and drink outside ∞ Sit quietly in designated area
7. Excursions & Activities	<ul style="list-style-type: none"> ∞ Take information letters home to parents ∞ Return permission forms/pay money on time ∞ Wear appropriate uniform ∞ Follow teacher/staff instructions ∞ Complete tasks and participate ∞ Abide by the code of expected student behaviour 	<ul style="list-style-type: none"> ∞ Follow all safety guidelines ∞ Follow all directions from staff/facilitators ∞ Abide by all public transport rules/laws ∞ Participate enthusiastically in activities ∞ Thank those who have organised/facilitated the activity 	<ul style="list-style-type: none"> ∞ Act in a safe and responsible manner according to the environment and activity ∞ Follow all directions from staff/facilitators ∞ Abide by all public transport rules/law ∞ Participate enthusiastically in activities ∞ Thank those who have organised/facilitated the activity
8. Entering or Leaving School	<ul style="list-style-type: none"> ∞ Wear uniform correctly ∞ Travel safely on buses by following QLD Code of Transport ∞ Ride with care and wear safety equipment (e.g. helmet) ∞ Drive with care and park in designated areas ∞ Observe sign-in procedures if arriving late ∞ Observe sign-out procedures if leaving early 	<ul style="list-style-type: none"> ∞ Travel safely on buses by following QLD Code of Transport ∞ Ride/Drive with care and park in designated areas ∞ Walk bicycles and scooters in college grounds and through gates ∞ Wait in the designated pick-up/drop-off zones ∞ Go home as directed by parents/caregivers 	<ul style="list-style-type: none"> ∞ Walk on the paths provided ∞ Travel safely on buses by following QLD Code of Transport ∞ Look after younger students on the bus ∞ Ride/Drive with care and park in designated areas ∞ Walk bicycles and scooters in college grounds and through gates ∞ Wait in the designated pick-up/drop-off zones ∞ Wear uniform correctly

At Emmaus College, we emphasise the importance of our pastoral approach to learning and teaching. It is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. Our expectations, as outlined in the Code of Expected Student Behaviour, identify the shared values and expectations of a Christ-centred school. The goal of formation of right behaviour and respectful relationships at our college is that it will occur in a supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation. The following guide outlines procedures for responding to student behaviours of concern.

<p>Classroom Teacher P-6 Pastoral Care Teacher 7-12</p>	<p>Behaviours of concern that should be managed at this level include:</p> <ul style="list-style-type: none"> Uniform infringements – up to 3 infringements Late arrival to school or early leaving (sign note in student diary) Contacts from parents (non-critical) Minor inappropriate classroom behaviour (talking, off task behaviours) <p>Suggested responses</p> <ul style="list-style-type: none"> → Contact parent/phone call home → Responsibility & Respect Process ○ P-6 behaviour Steps 1-4: Step 1/2 re-teach, Step 3 Time-out & re-teach, Step 4 Responsible Thinking Sheet in buddy classroom ○ 7-12 behaviour Responsibility & Respect process/referral 		<p>Behaviours of concern that should be managed at this level include:</p> <ul style="list-style-type: none"> Uncompleted homework and assessment Uniform infringements Minor inappropriate classroom behaviour (talking, off task behaviour) <p>Suggested responses</p> <ul style="list-style-type: none"> → Homework: contact parent/note in diary – up to 3 infringements → Detention at first break to complete work (up to 20 minutes) → Assessment: letter home to parent (draft & final due date) → Referral to Academic Coordinator (7-12) → Referral to Pastoral Coordinator or Counsellor → P-6 behaviour: Responsibility & Respect process – to Step 4 → 7-12 behaviour: Responsibility & Respect process/referral 	<p>Classroom Teacher P-12</p>
<p>Pastoral Leader</p>	<p>Behaviours of concern that should be managed at this level by the Pastoral Leader include:</p> <ul style="list-style-type: none"> Student welfare issues R & R referrals (Year 7-12) two negative reports in a day or at the 5th negative report over time Harrasment or Bullying – initial report Absence from lunchtime commitments Significant classroom/lunchtime disruptions (7-12) <p>Suggested responses</p> <ul style="list-style-type: none"> → Escalation to APSW or referral to Counsellor → Contact parents (7-12) <ul style="list-style-type: none"> ○ phone @ 5th negative report ○ letter @ 10th negative report → Daily monitoring @ 10th negative report (Level1/2 Check in-Check out) → Community Service or Detention – lunchtime/after school → Chair round-table Student Success Team meeting 		<p>Behaviours of concern that should be managed at this level (Years 7-12) by the Learning and Teaching Leader include:</p> <ul style="list-style-type: none"> Non-submission or incomplete assessment Unsafe uniforms for practical classes Cheating or plagiarism Questions about assessment or course validity Career counselling (with the Counsellor/VET Coordinator) <p>Suggested responses</p> <ul style="list-style-type: none"> → Contact parents – phone call → Responsibility & Respect process/referral → Referral to Pastoral Leader → Escalation to AP Curriculum and Teaching or HOS 	<p>Learning and Teaching Leader 7-12</p>
<p>AP Student Welfare APRE P-6 HOS</p>	<p>Behaviours of concern that should be managed at this level by the Assistant Principal or HOS include:</p> <ul style="list-style-type: none"> Escalated student welfare issues – including truancy Consistent R & R referrals (7-12) /Step 5 (P-6) Escalated incidents of Harrasment and Bullying Automatic referrals for significant/major disruptions to classroom learning Inappropriate behaviour in public (Bus travel, excursions, sporting events) Physical violence/property damage/theft Disrespect towards staff including; threats, verbal or physical abuse <p>Suggested responses</p> <ul style="list-style-type: none"> → Notify parents via letter & daily monitoring with AP/HOS (R & R/Step 5) → Community Service (after school) → Suspension (up to 2 days) and referral to counsellor → Escalation to Principal 		<p>Behaviours of concern that should be managed at this level by the Assistant Principal - Curriculum or HOS include:</p> <ul style="list-style-type: none"> Counselling about subjects/learning pathway Change of subjects Special Consideration including assessment due date extensions Non-submission or incomplete assessment Escalated incidents of cheating or plagiarism <p>Suggested responses</p> <ul style="list-style-type: none"> → Contact parents → Referral to VET Coordinator/Counsellor → Responsibility & Respect process/referral → Escalation to Principal 	<p>Assistant Principal Curriculum & Teaching HOS</p>
<p>Principal or SLT (APSW) as delegated by the Principal</p>	<p>Behaviours of concern that should be managed at this level include:</p> <ul style="list-style-type: none"> Child protection issues Substance abuse Critical incidents – including threats with weapons <p>Suggested responses</p> <ul style="list-style-type: none"> → De-escalation or Suspension (3-10 days) → Escalation to Police or BCE → Exclusion (immediate 10 day suspension & application for Exclusion) 		<p>Behaviours of concern that should be managed at this level include:</p> <ul style="list-style-type: none"> Child protection issues Critical incidents <p>Suggested responses</p> <ul style="list-style-type: none"> → De-escalation or Suspension (3-10 days) → Escalation to Police or BCE → Exclusion (immediate 10 day suspension & application for Exclusion) 	<p>Principal or SLT (APSW) as delegated by the Principal</p>

Notes

Purpose

Emmaus College strives to create positive, predictable environments for all students at all times of the day.

The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student behaviour support procedures
- enhancing learning achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for harassment or bullying at Emmaus College.

Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our college community's goals and efforts for supporting all students.

Harrassing and bullying behaviours will not be tolerated at Emmaus College.

These behaviours include 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.

At Emmaus College there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour.

When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the college community.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Emmaus College are an addition to our already research-based and validated college wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Targeted education about bullying and how to prevent and respond to it, is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our college wide student behaviour support practices will be maintained at all times. This will ensure that:

- Our student behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the code of expected student behaviour in all aspects of college life
- All students have been or are being taught the specific routines for conducting themselves in accordance with the code of expected student behaviours
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff all areas of the college
- A high level of quality active supervision is a permanent staff routine. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the school.

The anti-bullying process consists of targeted age-appropriate responses which can be taught by all teachers in all classrooms to a college wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the ACT process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming.

The anti-bullying process at Emmaus College takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Emmaus College uses behavioural data for decision-making. This data is entered into our database on a regular basis and can be recalled as summary reports at any time. This facility allows the college to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Action

A comprehensive strategy is used at Emmaus College to address all reported incidents of harassment and bullying. All repeated incidents of harassment are reported to the Assistant Principal Student Welfare P-12. Once reported, incidents of harassment are investigated, aligned with evidenced-based practices that support all parties involved in the incident. The college's student protection and student behaviour support for learning processes will be enacted.