

ENGAGING MINDS

IGNITING HEARTS

SERVING OTHERS



MARY
MACKILLOP
CATHOLIC
COLLEGE

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Wellbeing Framework

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Student Behaviour Support Plan

Purpose

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

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

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

Shared values and expectations

At Mary MacKillop Catholic College

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

Learning and Behaviour Statement

At Mary MacKillop Catholic College we believe that

- Behaviour is internally motivated
- We are responsible for our own behaviour
- Every action has a consequence
- Behaviour is educative and needs to be taught
- Relationships are an integral component
- All members of the College community are responsible for implementing the framework

Our College is a complex organisation; with students from the ages of 5 to 18. As a small yet growing community, many of our families will know teachers from a social setting, or in other settings outside of school. For the sake of clarity, it is expected that all stakeholders, regardless of them being parents, staff or students, **prioritise** the expectations and goals of this framework above any preferences or prejudices that may have been formed. It is an important principle in managing a medium-large size school that the Principal can delegate behaviour and wellbeing issues to **any** member of staff deemed suitable and do so regardless of any perspective that may have formed outside of the College.

College Beliefs/Rights and Responsibilities

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with dignity and respect. At Mary MacKillop Catholic College all members of the College community are expected to:

Students are expected to:

- With support, participate fully in the school's educational program and to attend regularly
- Behave in a respectful, responsible and safe manner that recognises the rights of others
- Take responsibility for their own behaviour and learning
- Display respect for themselves and their belongings and other members of the College community and the environment
- Behave in a way that respects the rights of others to learn and participate
- Cooperate with all members of the College community

Parents are expected to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress
- Support the College in maintaining a safe and respectful learning environment for all students, staff and other families
- Cooperate with the College in the pursuit of positive outcomes for their child
- Develop and maintain constructive and appropriate communication and relationships with College staff where their child is concerned
- Contribute positively in the development and implementation of support plans concerning their child

College staff are expected to:

- Staff at Mary MacKillop College are responsible for providing an educational environment that ensures all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success
- Provide inclusive and engaging curriculum and teaching and learning practices
- Develop and maintain constructive and appropriate communication and relationships with students and other members of the College community
- Promote the skills of responsible self-management

College leaders are expected to:

- Lead the community in implementing these standards and procedures
- Ensure consistency and fairness in implementing the standards and procedures
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness and impact of these standards and procedures
- Provide support to staff in ensuring compliance with the standards and procedures and facilitate professional development to improve skills of staff in managing and developing responsible and appropriate behaviour.

Role Statements

Role of Staff

1. Explicitly teach and revise the contents of the Student Well Being Framework
2. Establish class rules that support the policy
3. Explicitly teach and positively reinforce classroom rules
4. Enhance and maintain self-esteem, self-discipline and self-regulation
5. Promote, reinforce and encourage acceptable behaviour by being a positive role model
6. Praise and reward positive behaviour displayed by students
7. Provide a stimulating learning environment that caters for individual differences
8. Acknowledge and be aware of individual student's backgrounds and provide support as necessary
9. Maximise a student's choice for behaviour
10. Be consistent with follow through of behaviour
11. Utilise support available- peers, administration, parents, College counsellor, external TCSO support
12. Accept responsibility for maintain whole College discipline by supporting and assisting colleagues in relation to student behaviour and management

Role of Leadership (including the above and)

1. Provide an induction program to staff new to the College
2. Provide support through the PLC model
3. Provide an induction program for experienced teachers who are new to the College
4. Be sensitive to, and respect teacher requests for help
5. Mediate when required
6. Provide leadership and direction within the College
7. Provide opportunities for the professional development of staff
8. Liaise with the TCSO, staff and the wider community
9. Provide a safe work environment for staff and students
10. Make regular reference to rules in the newsletter
11. Provide scaffolding for a weekly behaviour focus for all students in the College

Role of Students

1. Follow the College Welfare framework and rules implemented
2. Be responsible for individual behaviour and know the College rules
3. Be fully involved in your learning, and allow others to do the same
4. Be co-operative and courteous

Role of Parents / Guardians

1. Support, accept and follow the Behaviour Management Plan including recommendations upon return from suspension
2. Demonstrate a positive attitude towards the College
3. Encourage self-discipline
4. Encourage acceptable community behaviour of their children
5. Notify the College of the absence of their child in a timely manner
6. Act in a courteous and polite manner towards College staff
7. Support the systems that teachers have in place in the classroom
8. Present your child, ready and prepared for the College day
9. Keep up to date with College information and news

Setting High Expectations for our College

The Student Wellbeing Framework is designed to facilitate high standards of behaviour, so that the learning and teaching in our College can be effective and students can participate positively within our College community. Our College community has identified the following College expectations to teach and promote our high standards of responsible behaviour:

- Be safe
- Be a learner
- Be respectful

Continuum of Support & Key Features

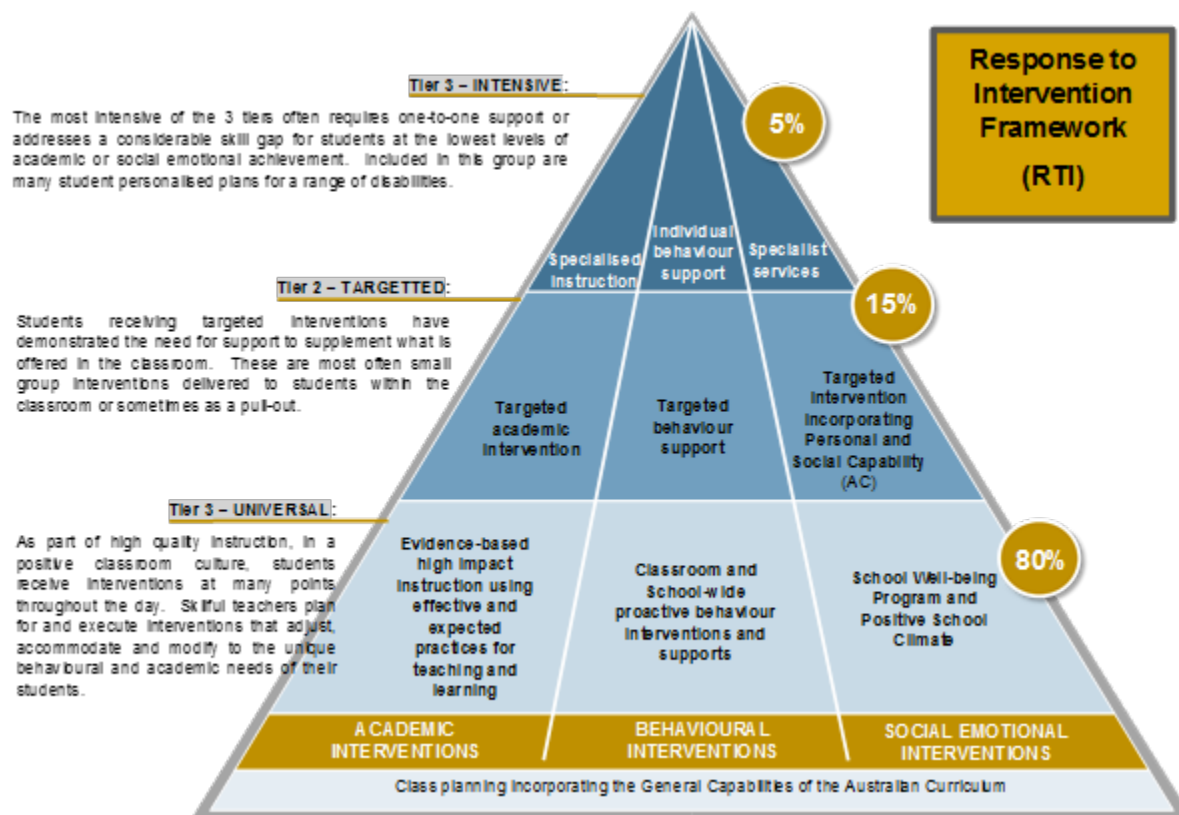
An important component of the College framework is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that students will need differing levels of behaviour interventions and supports to be successful at College. Within the continuum there are three levels of support.

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

The second level focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data, students are identified early, before problem

behaviours become intense or chronic, and receive Targeted supports such as small group social skill instruction, academic supports and self-management strategies (Sailor et al., 2013)

Finally, the tertiary level of support is intensive or individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include support from external services.



Proactive Strategies for Promoting Better Behaviour

Mary MacKillop Catholic College has positive strategies for promoting better behaviour. These strategies include:

Universal Support (Tier 1)

Students are reminded of their expectations regularly to allow them to fully participate within the community

Junior Expectations

| Head | Heart | Hands |
|---|--|--|
| I am organised for my learning. | I treat people with kindness. | I keep my hands, feet and objects to myself. |
| I persist to be the best person and learner I can be. | I understand that God made us all different. I participate fully in mass and prayer celebrations. | I walk on all walkways and concrete areas. I look after our College by taking care of my own things and College property. |

Senior Expectations

| Head | Heart | Hands |
|---|---|--|
| I know the College rules and adhere to them | I accept, appreciate, and respect everyone in the community | I involve myself in rituals, retreats and class activities which contribute to the values of the College |
| I use IT devices appropriately during class and study time and not during breaks. | I respect others' right to learn | I am committed to participate in extra-curricular activities |
| I attend College and engage in all of my lessons | I foster positive relationships | I am respectful of College property and equipment |
| I line up outside the classroom before entering and be prepared for the lesson | I always use acceptable language | I leave classrooms clean at the end of each lesson |
| I am punctual to class | I communicate respectfully at all times | I work collaboratively with teachers and students to reach my potential |
| I strive to achieve to my potential and will not be satisfied with mediocrity | I demonstrate pride in the College | |
| | I am respectful and reverent during mass and liturgies | |

Positive Learning Behaviours

All students are taught Positive Learning Behaviours, through the head, heart and hands model. The process is:

- Each week a Positive Learning Behaviour is explicitly taught at the junior assembly, in classrooms and in the general school environment. Each class teachers identifies success criteria for each behaviour focus.

Merit Awards

Our merit system is aligned to values in our Credo – and we reward students for engaging minds, igniting hearts and serving others. Teaching staff will award Joey Points in the junior school and Mary Mac Points in the senior school when a student has shown one or more of the positive learning behaviours: clearly linked to teaching and learning. They will award House Points when students show these qualities outside the classroom. The method of handing out these points and collating data varies across year levels.

Please see the document 'Whole College Merit System'.

10 Essential Skills for Classroom Management

Teachers at MMCC are provided with training in the 10 essential skills. These being:

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Student Tracking – Be You Mental Health Continuum

Each student to be tracked in accordance with the framework.

Behaviour

Emotions

Thoughts

Learning

Social Relationships

MMCC House Points System

Under the direction of the Middle Leaders Wellbeing, PC teachers and classroom teachers, students are encouraged to become involved in all aspects of College life. Belonging to a House provides many avenues for students to interact on a social level, to support each other, to learn from each other's strengths and weaknesses, to develop leadership skills and to actively serve the College and wider community.

Organised activities that will be included in this points system include but are not limited to Carnivals, Outreach and Spiritual opportunities, Cultural activities, Sporting achievements, Academic effort and success, assisting at College Events; all of which aim to support a sense of belonging and pride in the community.

The overall aim is to encourage all students to be involved in as much as they possibly can. Everything they do can be attached to the points system so they feel they can contribute no matter what their strengths are.

College Counsellor Model

This includes but is not exclusive to:

- Student programs
- Staff programs
- Parental engagement sessions
- In class program delivery and support
- Lunch time engagement tasks

Universal Support Tier 2- Targeted Support

- Behaviour Support Room
- College Counsellor
- Teacher/student individualised plan
- PC teacher plan
- Behaviour support- personalised intervention

Universal Support Tier 3- Intensive Support

Intensive support is required to support students who continually demonstrate chronic/and or sever and challenging behaviour. That is, behaviour of a high frequencies and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

Behaviour Plan

For these students, the development of a Behaviour Plan in the DLP is implemented through a collaborative process including the class teacher, student (if deemed beneficial), parent's/care givers and other College personnel (Learning support, Assistant Principals, Principal, Counsellor, Middle Leader Wellbeing)

This process of developing a plan expects:

- Positive relationship building
- Shared responsibility of the plan
- Understanding and communication of key issues and concerns
- Agreed goals for the student

Behaviour Support Room

The behaviour support room is used for those students who do not respond to the steps put in place in the classroom/playground. A student can be referred to the behaviour support room at level 4 of the Consequences for Unacceptable Behaviour (classroom and/or playground). Students can also be automatically referred to the behaviour support room for behaviours that are of an unsafe nature (swearing, physical violence, unsafe play, repeated disturbing others/themselves from learning). A behaviour support room referral form needs to accompany a referral. Acceptance of the referral is at the discretion of a member of the leadership team/middle leader. Students will spend a minimum of one morning tea in the behaviour support room. During this time the incident will be fully investigated by the teacher in charge. A restorative conversation and procedure will occur before a student is re-entered into the learning/playground environment. A student who has repeated visits to the behaviour support room will be referred to the principal for follow up.

Parents will be contacted if a student is referred to the behaviour support room by the referring teacher.

Early Intervention

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

- Defining and teaching whole school expectations. These are linked to the Positive Learning Behaviours (Appendix a)
- Establishing consistent whole-school consequences for inappropriate behaviour
- Establishing whole-school procedures for early identification of students experiencing academic and/or behaviour difficulty
- Providing whole-school procedures for ongoing collection and use of data for decision making
- Assessing the student early and comprehensively to enable appropriate choice of early intervention strategies
- Utilising evidence-based interventions, which are then monitored and regularly reviewed for those students who face difficulty with learning and/or behaviour
- Maintaining a flexible approach and considering the functions or reasons for the student's behaviour

Minor/Major Incidents

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to Step 7 of the Consequences for Unacceptable Behaviour

Minor behaviours are those that

- Are minor breaches of the College rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours, and
- Do not required involvement of specialist support staff or the College Leadership Team

Minor problem behaviours may result in the following consequences

- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity of event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A **re-direction** procedures. The staff member takes the student aside and
 1. Names the behaviour the student is displaying
 2. Asks the student to name the expected school behaviour
 3. States and explains expected school behaviour if necessary, and
 4. Gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that

- Significantly violate the rights of others
- Put others/self at risk of harm, and
- Require the involvement of the College Leadership Team

Minor Incidents: begin at step one of consequences

Including but not limited to:

| Playground | Classroom | Other |
|---|--|--|
| <ul style="list-style-type: none"> • Out of bounds • No hat • Littering • Running repeatedly on concrete • Playing in toilets or bubblers • Deliberate disobediences • Name calling • Playing with sticks inappropriately • Unsafe play on fixed equipment, tennis nets • Boss/controlling behaviour • Wrestling games | <ul style="list-style-type: none"> • Disruptive (talking not paying attention) • Off task- not working • Interrupting teaching and learning • Calling out • Moving around room without permission • Transitioning between activities in appropriately • Mocking peers- inappropriate comments, name calling etc. • Carrying mobile phones, ipads | <ul style="list-style-type: none"> • Minor physical contact • Inappropriate use of personal technology devices or social networking sites • Minor bullying/victimisation/harassment • Mobile phone switched on in any part of the school at any time without authorisation |

Major Inappropriate Behaviour- begin at step four or seven of consequences

| Playground | Classroom | Other |
|--|---|---|
| <ul style="list-style-type: none"> • Deliberate damage of College or another person's property • Stealing • Insolence to staff members • Dangerous play • Physical aggression • Racism • Bad language • Rough play/fighting • Excluding others repeatedly | <ul style="list-style-type: none"> • Repeated minor behaviours • Major disruption to class • Repeatedly defiant • Defacing College property • Rudeness and profanity towards staff or students • Verbal and physical confrontation • Excessive non-compliance • Dangerous behaviour • Yelling/swearing at others • Biting • Refusing to obey instructions • Using repeated "put downs" • Intimidation of others • Repeated major behaviours | <ul style="list-style-type: none"> • Serious or continued inappropriate use of personal technology devices or social network sites • Leaving class without permission (out of sight) • Leaving school without permission • Major dishonesty that has a negative impact on others • Major bullying/victimisation/harassment |

Other Behaviour- begin at step seven of consequences

- Physical abuse
- Physical confrontation
- Inappropriate I.T. use
- Sexual harassment
- Racism

Targeted Student Support

Early targeted support strategies include

- The teaching and/or building of appropriate behaviours
- The involvement of classroom teachers
- Partnerships involving and supporting parents/carers
- The formation of a support team (wrap around) where appropriate
- Building networks to access support outside of the school for families and students

Individual Behaviour Support Plans

Where intensive individual support is required, Mary MacKillop Catholic College will develop a plan, regarding both future behaviour of the student and the management of such behaviour. The positive and formative purpose of Individual behaviour support plans will be recognised and support the student to achieve the desired behaviour outcome.

Use of Consequences and Sanctions

At the College, consequences for inappropriate behaviour may be determined by individual need and situation. The 'Consequences for Unacceptable Behaviour' process is to be followed.

Processes and Procedures

Consequences for Unacceptable Behaviour (classroom and/or playground)

| Strategies | Follow Up | Recording Information | Action |
|--|---|------------------------------|---|
| <p>1. INITIAL STRATEGIES <u>Application of ESCM</u> (10 essential skills)</p> <ul style="list-style-type: none"> Establishing expectations Giving instructions Waiting and scanning Cueing with parallel acknowledgement Body language encouraging Descriptive encouraging Selective attending <p><u>Tactical Ignoring</u> <u>Simple Redirection</u> <u>Curriculum Redirection</u> <u>Question and Feedback</u> <u>Rule reminder</u></p> <ul style="list-style-type: none"> What am I doing? What should I be doing? Can I do it? What support do I need? <p>Child is given opportunity to demonstrate better choice of behaviour</p> | <p>Improved behaviour</p> <p>→ Specific praise/feedback is given</p> | <p>Teacher notes/records</p> | |
| BEHAVIOUR CONTINUES | | | |
| <p>2. REDIRECTION/VERBAL WARNING Individual chat with student Reiterate questions again</p> <ul style="list-style-type: none"> Student informed of possible consequences of continued poor choice/behaviour | <p>→ Student returns to seat</p> <p>→ Student returns to playground</p> | <p>Teacher notes/records</p> | <p>If student rectifies behaviour, behaviour system is reset back to step one</p> |

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> • Student asked to return to work and display appropriate behaviour • Teacher ensures work is appropriate and understood by the student • Student may be relocated in classroom at this point <p>Application of ESCM</p> <ul style="list-style-type: none"> • Redirection to the learning • Giving a choice • Follow through <p>Years 7-12 When working individually with the student use questions to allow the student to reflect on their behaviour and their impact on others- What are you doing? What should you be doing? What will happen if this behaviour continues?</p> | | | |
| BEHAVIOUR CONTINUES | | | |
| <p>3. STUDENT IS RELOCATED TO BUDDY CLASSROOM OR AN AGREED SPACE</p> <p>Years P-6 Buddy classes are set at the beginning of each year.</p> <ul style="list-style-type: none"> • Student completes work • Teacher records removal from class • Walks with teacher or sits in designated area in the playground • Playground teacher to communicate with classroom teacher of on-going concerns through email • If a student has 3 buddy visits in 1 week, it becomes a behaviour support referral. <p>Years 7-12 Buddy classes to be set up for each of your classes</p> <p>If a student is removed to a buddy classroom and/or is formally redirected and asked the questions 2 times in class, this results in a behaviour support referral.</p> | <p>→ Student goes to buddy classroom</p> <p>→ Student walks with playground teacher</p> <p>→ Student sits in visible spot in playground</p> | <p>Teacher completes online behaviour recording and contacts home through a phone call</p> <p>There is an automated SMS sent to Years 7-12 parents once referred to behaviour support room</p> | |

BEHAVIOUR CONTINUES

4. STUDENT IS REFERRED TO BEHAVIOUR SUPPORT ROOM

Years P-6

Behaviour support teacher has a debrief with the students and has them complete a reflection/re-entry. Restorative practices implemented.

-If this is the third visit for a term, or over a short period of time, the student is referred to step 5.

Years 7-12

Students attend behaviour support at First Break the day of the incident if before First Break or the next day to complete a reflection task and work with behaviour support teacher.

→ Student attends behaviour support

→ Years 7-12
Teacher and Student conference to occur. Students to negotiate plan with referring teacher before the next lesson if practical. If the negotiation has not occurred the student can be accepted into the class on 'probation' or relocated to a buddy classroom until the negotiation occurs.

→ Years 7-12
teachers to complete a negotiation with student as soon as practical.

Teacher completes online behaviour referral.

Referring teacher advises parents of behaviour support room visit through a telephone call/ automates SMS in senior school.

If a student has not completed negotiation and is out of the classroom for more than 2 lessons the teacher needs to inform Assistant Principal.

BEHAVIOUR CONTINUES

| | | | |
|---|---|---|---|
| <p>5. SUPPORT BEYOND THE CLASSROOM Years P-6 after 3 behaviour support visits Years 7-12 after 5 behaviour support visits</p> <p>A stake holder meeting is held to</p> <ul style="list-style-type: none"> Identify support required for the classroom teacher/student create a plan for observations Identify if student may be withdrawn from play or redirected to supervised play Discuss involvement in excursions, incursions, Inter College sport, camps Exclusion is at the discretion of the Principal. | | | <p>P-6 Assistant Principal and/or delegate involved with behaviour plan.</p> <p>Years 7 – 12 Assistant Principal and/or delegate involved with behaviour plan and ensures it is distributed to relevant staff and monitors the progress of the plan and support required.</p> |
| BEHAVIOUR CONTINUES | | | |
| <p>6. STUDENT’S CASE REFERRED TO LEADERSHIP</p> <ul style="list-style-type: none"> Parents/guardians to be contacted by Leadership Assessment made by any/all contributing parties Alternate programs/support discussed Formal behaviour management plan written Family access to support agencies explored and encouraged | <p>Improved behaviour → return to learning environment</p> | <p>Behaviour management plan is written and recorded on the DLP (P-10). It is recorded on student file.</p> | |
| BEHAVIOUR CONTINUES | | | |
| <p>7. ALL PROCESSES AND PROCEDURES ARE FOLLOWED BUT STUDENT SHOWS CONTINUING REFUSAL TO TAKE RESPONSIBILITY FOR ACTIONS</p> <ul style="list-style-type: none"> Suspension recommended Support sought from TCSO | | | |
| <p>8. SUSPENSION PROCEDURES This is implemented in line with the TCSO Behaviour Support Plan</p> | | | |

| | | | |
|---|--|--|--|
| | | | |
| <p>9. RE-ENTRY PROCEDURE</p> <ul style="list-style-type: none"> • Student is re-entered into College following a suspension through the College office. A meeting with the parents/student will be held to reiterate expectations • Classroom/ PC teacher in consultation with leadership, meets to address needs of student. (This may occur before/after College or during break time). • Classroom teacher/specialist teacher explicitly reteaches behaviour expectations related to suspension. | | | |
| <p>10. RECOMMENDATION FOR EXCLUSION</p> <p>This is implemented in line with the TCSO Exclusion Policy/Procedures</p> | | | |

Notes

- Any student refusing to engage with the framework will be immediately escalated to step 6.
- Movement through the above stages is at the discretion of the Principal/Deputy Principal/Assistant Principals.
- Up to step 6 in 7-12 the movement is monitored by a Middle Leader for Wellbeing.

Use of Time Out

'Time out' definition

Time out is defined as giving a student time away from their regular program/routine in a separate area within the classroom or in another supervised room or setting.

'Time out' purposes

Time out is only one or a range of behaviour management options. The use of 'time out' must be planned and purposeful. It is a method that allows the student time away from the situation to reflect and regain composure' the outcome of 'time out' should be a reduction in the behaviour.

When 'time out' is used, all staff, students and parents will be made aware of its intended purpose and procedures.

The regular use of 'time out' for a particular student will be documented and analysed, with a view to reducing the frequency of its use and to determine the reason for the behaviour.

Formal Sanctions

Formal sanctions include the following

- Detention
- Suspension
- Negotiated change of school
- Exclusion

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment or other members of the school community. The TCS Formal Behaviour Sanctions must be followed by all TCS schools and is included in our school's Student Behaviour Support Plan.

Bullying

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

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

Bullying may be related to

- Race, religion or culture
- Disability
- Appearance of health conditions
- Sexual orientation
- Sexist or sexual language
- Children acting as carers
- Children in care

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

Our College is committed to promoting responsible and positive use of social media sites.

No student will face disciplinary action for simply having an account on a social media site.

It is unacceptable for students to bully, harass or victimise another person whether within the school grounds or while online.

Bullying is defined at Mary MacKillop Catholic College as:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious or hidden.

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

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

Bullying can happen:

- face-to-face (e.g. pushing, tripping, name-calling)
- at a distance (e.g. spreading rumours, excluding someone)
- Through information and communications technologies (e.g. use of SMS, email, chat rooms).

Identifying bullying can sometimes be difficult. Bullying is often conducted out of sight of teachers and children may be reluctant to report bullying.

Cyberbullying

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

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

Online bullying can include:

- sending insulting or threatening messages
- posting unkind messages or inappropriate images on social networking sites
- excluding others from online chats or other communication
- inappropriate image tagging

- sharing someone's personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites
- sharing unflattering or private images, including naked or sexual images
- assuming the identity of the another person online and representing them in a negative manner or manner that may damage their relationship with others
- Repeatedly, and for no strategic reason, attacking players in online gaming.

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

Cyber bullying is everyone's business and the best response is a proactive or preventative one. To be proactive students can:

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

Action

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

- Tell an adult you trust/Report the issue. This can be a teacher, student protection officer, parent, older sibling or grandparent - someone who can help you to do something about it
- Leave the area or stop the activity.
- Block the sender's messages. If you are being bullied through e-mail or instant messaging, block the sender's messages.
- Never reply to harassing messages.
- Keep a record. Save any harassing messages and record the time and date that you received them.

(source: Bullying No Way! Website)

Handling complaints of bullying

It is expected that all staff:

- have identified and articulated means for students to report bullying
- regularly reinforce these procedures with their students
- treat all complaints of bullying seriously
- actively investigate complaints
- communicate proactively with parents
- in serious cases, refer bullying instances to the Principal
- keep good records in relation to bullying

Each year during the 'National Day of Action against Bullying and Violence' the students are introduced to the 'High 5 Strategy Response to Bullying'.

The High 5 Response to Bullying

The High 5 is a whole College approach to teach students effective strategies to respond to bullying situations. It is a 5-step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

How to Implement the Strategy:

- Introduce each strategy individually through the use of a Y chart followed up with role play. This will enable age appropriate responses and actions.
- Use the High 5 chart for teaching and modelling problem-solving strategies.
- Be consistent using the language in the classroom and playground for all students.

Understanding each Strategy

| Strategy | Response |
|---------------|--|
| Ignore | <ul style="list-style-type: none"> • Pretend you didn't hear it • Avoid eye contact • Maintain positive body posture (calm, confident) • Think positive self-esteem statements • Count to five in your head slowly • Take deep breaths |
| Talk Friendly | <ul style="list-style-type: none"> • Use a calm voice • Maintain eye contact • Confident body language • Maintain relatively close body proximity • Use "I" statements |
| Walk Away | <ul style="list-style-type: none"> • Stand tall, head up high • Mouth closed • Look confident • Avoid eye contact • Walk somewhere, preferably towards a congested area or to a safe space (teacher) |
| Talk Firmly | <ul style="list-style-type: none"> • Use an assertive voice, slightly raised • Tell them to stop it • Re-state your "I" statement. E.g. I said... |
| Report | <ul style="list-style-type: none"> • Walk away and tell a member of staff • Go to a safe space • Bystanders- support and report • Report, report, report until somebody listens |

Reporting vs Dobbing

- Children need to know the difference between reporting and dobbing.
- **Reporting** is helping/getting yourself out of trouble
- **Dobbing** is trying to get someone in trouble

Reporting Straight Away

- Students need to be made aware that if the issue involves health or safety they should report straight away to a teacher. This is not a time to problem solve.

The Role of the Teacher

- Investigate and discuss the incident with the child
- Refer to class teacher/behaviour support (most relevant)
- Serious issues to be referred immediately to administration

Student Behaviour Sanctions Procedure

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

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

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

The processes associated with formal sanctions assume that:

- Students, parents/caregivers and teachers have been fully informed about the College's Behaviour Learning Plan and College rules.
- Parents/caregivers have been informed that a serious problem exists as soon as it is identified
- Adequate consultation has occurred with all stakeholders to best support the student.

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

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

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

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

Purpose

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

To whom it applies

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

Related policies

Student behaviour support policy

Definitions

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

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

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

Procedures

Detention procedure

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

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

Suspension procedure

Purpose of suspension

The purpose of suspension is to:

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

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

Delegations to suspend

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

Reasons for suspension

4. Suspension may occur, if so decided by the College principal or delegate, after he/she has:
 - a. ensured that other appropriate and available student behaviour support strategies and discipline options have been applied and documented
 - b. ensured that other appropriate support personnel available, both within the College system and externally, have been involved
 - c. taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/carers regarding specific misbehaviour that the College finds inappropriate and which may lead to suspension
 - d. recorded all action that have been taken
5. Principals may suspend, consistent with these procedures, where behaviour includes the following:
 - a. persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
 - b. persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
 - c. breach of College's Student behaviour support procedures: students who seriously breach the College's published rules and regulations
6. Suspension is not to be used as response to poor attendance.

Length of suspension

7. Suspension can be part-time, in which event the student is not permitted to attend College for certain times of the day or certain days of the College week. Part-time suspension should not span more than ten (10) College days in total.
8. Any single suspension cannot exceed ten (10) College days without being referred to the Director: Teaching and Learning.

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

Communicating with parents/carers re suspension

10. Notification can take place by phone in the first instance; this must be followed by a written notification within a reasonable time period.
11. In all cases, the notification is to indicate:
 - a. the reasons for the suspension
 - b. advise the length of the suspension, the expected return date and the conditions to be met to enable return
 - c. outline the responsibility of parents/carers for the care and safety of the student who is under suspension
 - d. indicate the importance of parents working cooperatively with the College in resolving the matter
 - e. request a parental conference at the College
 - f. Refer parents/carers to the College's published Student Behaviour Support Plan.
12. A student may not be sent out of College before the end of the College day without a parents/carers being notified, and, if necessary, agreement reached about arrangements for collecting the student from College.
13. The student and parents/carers are to be given the opportunity to respond.
14. In discussing the conditions relating to the suspension with the parents/carers, their responses are to be taken into consideration.
15. Some situations may require discussions about continued access for the suspended student to attend College-based activities, such as apprenticeships or traineeships. Students attending special programs, such as College based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. This will be determined by the College, parents and the training provider. The determination should occur before the student is next due to attend the program.
16. A College is not obliged to provide a student with College work during suspension; however, principals may provide such work if they consider it appropriate to do so.
17. Principals are to reinforce with parents/carers that during the suspension they have responsibility for their children and are required to provide appropriate supervision. Therefore, their child may not attend College or College-related functions.
18. In a situation where parents/carers refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to College), the principal should inform the Senior Education Leader.
19. During the suspension, a re-entry conference to determine the re-entry procedure for the student is to take place in the College and is to be facilitated by the principal.
20. The principal is to discuss re-entry procedures with the class teacher/s.

21. In instances where there has been a problematic relationship between a parents/carers and the College, the principal may find it beneficial to call upon a third party such as the Senior Education Leader or College counsellor, to facilitate the meeting.
22. If, despite the College's requests, parents/carers are unwilling to attend a re-entry meeting, the principal should refer the matter to the Senior Education Leader. Alternative options are then to be considered to facilitate the student's return to College or the Senior Education Leader, in consultation with the Director: Teaching and Learning, may consider commencing proceedings for exclusion.

Immediate suspension

23. Principals may suspend immediately any student whose behaviour includes the following, but is not exclusive to:
 - a. Possession of alcohol or a suspected illegal drug; the matter should also be reported to the police.
 - b. violence or threat of serious physical violence against another student or member of the College community, or themselves; this should also be reported in accordance with Student Protection processes and guidelines
 - c. concerning or serious sexual behaviour: this should also be reported in accordance with Student Protection processes and guidelines
 - d. possession of a weapon or knife; the matter should also be reported to the police
 - e. Verbal abuse: principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student.
24. If an immediate suspension is determined, the principal must notify the parents/carers following steps 11-13 of the Suspension procedure and maintain records as described in steps 25-29 of the Suspension procedure.

Record keeping

25. As soon as is practical after a suspension takes place, the principal is to ensure that a full report is written on the background and reasons for suspension, with the period of suspension clearly specified.
26. A copy of the principal's letter to the parents/carers or record of the conversation between the principal and the parents/carers should be attached to the report.
27. Copies of the report and attached letter/record of conversation should be placed on the College file and placed in the student's file.
28. For a suspension of one or two days, reporting remains in the College.
29. For a suspension of longer than two days, principals should notify the Senior Education Leader. A copy of all correspondence between the principal and parents/carers is to be provided to Senior Education Leader.

Exclusion Procedure

Purpose of exclusion

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

Delegation to exclude

2. A principal may, in consultation with the Senior Education Leader make a submission to the Director: Teaching and Learning, recommending the exclusion of a student from a Toowoomba Catholic College.
3. The Director: Teaching and Learning, will, in turn, forward this submission with his/her own recommendation to the Executive Director: Catholic Colleges for decision.

Reasons for exclusion

4. The Executive Director: Catholic Colleges may approve a recommendation for exclusion where there is evidence that the College has, over an extended period, consistently applied and reviewed appropriate individual behaviour support and/or intervention plans.
5. The exception is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that immediate exclusion may be judged to be necessary.

Exclusion procedure

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

- f. consider any response from the student and parents/carers before formulating a recommendation to the Director: Teaching and Learning
 - g. request a meeting with the student's parents/carers to outline the next steps in the decision to exclude and the reasons for the recommendation
 - h. provide the parents/carers with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal
 - i. reports and documentation re a suspension, as part of an application for exclusion need to be maintained in the Colleges and provided to the Senior Education Leader
 - j. Forward the recommendation and documentation to the Senior Education Leader.
7. The Senior Education Leader is to forward the recommendation and documentation to the Director: Teaching and Learning for consideration.
 8. The Director: Teaching and Learning is to forward their recommendation to the Executive Director: Catholic Colleges, for determination.
 9. The Executive Director: Catholic Colleges is to consider the application for exclusion and may
 - a. consult with the principal, Senior Education Leader and Director: Teaching and Learning
 - b. Provide an opportunity for the student and the student's parents/carers to be supported by a designated person/s.
 10. While consideration of exclusion from a Toowoomba Catholic Colleges College is being made, the student will remain on suspension.
 11. A decision will be made as soon as practicable following the submission reaching the Executive Director: Catholic Colleges.
 12. This procedure may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

Negotiated change of College procedure

1. In some circumstances, a change of College to another Catholic College, to a College in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs.
2. Negotiated change of College for a student may also be an appropriate method to protect the wellbeing of a College community (for example, when a student's continuing presence poses a danger to that community's safety).
3. Colleges are to document any discussions in relation to a negotiated change of College.
4. The principal should provide the parents/carers with an opportunity to discuss the implications of the negotiated change of College, and provide the parents/carers with information about why the change is being proposed.
5. The following matters should be considered:
 - a. the environment that would best provide for the student's learning, personal, social, emotional and spiritual needs

- b. which College would provide an educational program suitable to the student's needs, abilities, and aspirations
 - c. the process by which the change is to be negotiated
 - d. the support required by the student and parents to make the transition
 - e. To include all considerations, determinations and communications in a documented record.
6. If a negotiated change of College cannot be achieved, the student should remain enrolled at their current College, unless the circumstances require a recommendation to the Executive Director: Catholic Colleges for exclusion.

Appeals procedure – suspension and exclusion only

Against suspension

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

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

2. The principal of the College is to request the appeal in writing, and ask that it include the grounds on which the appeal is being made.
3. A parent/carer or independent student is to be given assistance, if required, to help with the appeal. A support person could assist the parent/carer to understand their right to, the procedure for lodging an appeal.
4. The College should ensure that parents/carers and students have access to appropriate paperwork and assistance to complete the paperwork, if necessary.
5. Alternative options to respond must be considered.
6. In both instances, the principal or SEL is to:
 - a. ensure, if possible, that the appeal is determined within two (2) College weeks of it being lodged
 - b. ensure that communication lines are maintained with the person or persons making the appeal and that they are informed of progress
 - c. review all relevant material
 - d. ensure that appropriate material and information is made available to the parent/carer or student
 - e. discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
 - f. advise in writing all the parties of the decision and the specific reasons for the decision
 - g. Where an appeal against a suspension is upheld, decide an appropriate resolution.

Against exclusion

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

2. The Executive Director: Catholic Colleges is to appoint a suitable person or persons to review the decision.
3. The person or persons is to:
 - a. ensure, if possible, that the appeal is determined within four (4) weeks of it being lodged
 - b. ensure that communication lines are maintained with the person or persons making the appeal and that they are informed of progress
 - c. review all relevant material
 - d. ensure that appropriate material and information is made available to the parent/carer or student
 - e. Advise in writing all the parties of the decision and the specific reasons for the decision.
4. If the appeal is successful, the Executive Director: Catholic Colleges consideration is to be giving to re-instating the student's enrolment and the conditions of this enrolment; this is to be done in discussion with the parents/carers, student and principal.

Authority

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

Expectations for Students Driving Cars at Mary MacKillop Catholic College

Any student that holds a valid Driver's licence who intends to drive to school, either on a regular basis or occasionally, must comply with the College expectations and is required to complete the Parent Permission and Student Agreement Form.

College Expectations for Student Drivers and Passengers in cars

1. Students are only to use their car for travelling to and from school. Students are not permitted to drive from the College grounds during the day.
2. Student licence and car details must be recorded with the school.
3. Students may only park in the designated student carpark.
4. Students are required to display the College parking permit on their dashboard when parked at the College.
5. Students are not permitted to carry other students as passengers (siblings excluded) to and from the College without the written permission of their parent/guardian and the passenger's parent/guardian.
6. Once parked in the College carpark, students must not access the car during the school day unless you have permission from the College Leadership Team.
7. Any student needing to leave the College before the end of the school day, must have a signed note from parents/guardian. This note needs to be signed by a member of the College Leadership Team at the beginning of the day. The student can then show this signed note at student reception when signing out.

8. On arrival at the College, students are to secure their vehicle and move into College grounds in a timely manner. The Student Carpark is not to be considered a gathering place.
9. Speed limit into and exiting from the carpark should not exceed 10km/h. Students are reminded that the maximum external speed limit around the College is 40km/h from 7:00am until 4:00pm.
10. Driver and/or passengers should not at any time be calling out or making undue noise or actions to attract attention.
11. Objects must not be thrown from a vehicle. This is considered a serious safety breach.
12. Driving recklessly, causing undue noise, or school/public concern is considered a very serious safety breach.
13. Any change to the description of the vehicle must be registered with the College immediately.

Appropriate sanctions will apply where students fail to meet these expectations. Any unsafe driving behaviour or breaches of road rules will be reported to the police.



**Student Driver and Passenger
Parent Permission and
Student Agreement Form**

75 Highfields Road, Highfields Q 4352

P 4698 7777 **E** highfields@twb.catholic.edu.au

| | |
|------------------------------|--|
| Student Name | |
| Driver License Number | |
| Car Make/Model | |
| Colour | |
| Registrations Number | |
| Second Car Details | |
| Car Make/Model | |
| Colour | |
| Registrations Number | |

Note: If the student intends to drive any car other than the one registered on this form, it must also be registered with the College.

Parent Permission:

I give permission for _____ to drive to school and take the passenger indicated on this form. I am aware of the College expectations regarding students driving to and from the College.

Signature of Parent/Guardian: _____ **Date:** _____

Parent/Guardian of Passenger

| | |
|---|--|
| Passenger Name | |
| Passenger Age | |
| Reason for travelling with Driver: | |
| | |

I give permission for _____ to be driven to and from the College by _____. I am aware of the College's expectations regarding students driving to and from the College.

Signature of Parent/Guardian: _____ **Date:** _____

Student Driver / Passenger

I agree to adhere to the College expectations regarding students driving and or being a passenger in a car to and from the College.

Signature of Student: _____ **Date:** _____

STUDENT PARKING PERMIT



**MARY
MACKILLOP
CATHOLIC
COLLEGE**

75 Highfields Road, Highfields Q 4352

P 4698 7777 **E** highfields@twb.catholic.edu.au

| | | |
|---|-------------------|----------------------|
| Student Name | | |
| Car Details | Colour: | Make: |
| | Model: | Registration: |
| Assistant Principal Wellbeing Senior | Signature: | |

References:

[Bullying: No way!](#)

[National Safe Colleges Framework](#)

[PBIS \(Positive Behavioural Intervention and Support\) Website](#)

Queensland Department of Education and Training Behaviour Resources