

st Columba's
College

Student Management Guidelines 2024

The College's Student Management Guidelines draw inspiration and direction from the Gospel values of love, compassion, care, mercy, forgiveness and justice. They embody the charism of Mary Aikenhead and the Sisters of Charity to 'build good relationships, to treat with respect and reverence all that God has created, and to always try to act with justice and truth'.

St Columba's exists to be a place where the "love of Christ is experienced.. where it is witnessed and experienced in all structures, relationships and actions... and where people are called through this witness to bring Christ's love to all they meet" (By This Everyone will Know). In this understanding the College community has expectations of its members to fulfill this and work in relationship to achieve this.

St Columba's acknowledges that a *positive sense of wellbeing supports a base for rich learning that enables young people to flourish. This holistic view recognises that the sacredness, dignity and giftedness of each person is grounded in the belief that each person is made in the image and likeness of God (Horizons of Hope)*. Therefore there is an inextricable link between engaging learning programs and positive classroom behaviours. As a community we are committed to planning and delivering engaging learning activities and programs

St Columba's College is committed to ensuring that the rights of all members of the school community are at the forefront of all practices. At St Columba's we aim to ensure all members of the community are welcomed and treated with dignity and can work in an environment that is safe, caring and which supports others to learn and teach.

Student management procedures at St Columba's seek to respect the innate dignity of each person; build inclusive, supportive and caring relationships; foster compassion and forgiveness; and set clear expectations regarding respectful behaviour, ***making God's presence known through words and actions.***

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Principles

The St Columba's 2023-2026 Directions Statement includes a pillar relating to Learning Teaching Wellbeing. Specifically, it states that *“Community members will be hopeful and have a positive outlook on life, and develop skills and characteristics and behaviours that enable them to be resilient, compassionate people with the capacity and desire to enact positive change in their world.”*

The College is committed to restorative student management practices that:

- Cultivate an emotionally and physically safe school environment where supportive teacher–student relationships and clearly defined expectations contribute to positive behaviours, higher levels of engagement and enhanced safety and wellbeing.
- Respect the inherent and unique value and dignity of each member of the community.
- Apply the principles of procedural fairness, equity and justice to all situations, giving opportunity for all voices to be heard with respect.
- Acknowledge students' rights and develop awareness of their responsibilities to themselves and others.
- Encourage the development of healthy and right relationships, self-respect, personal responsibility, and respect and care for others within and beyond the College community.
- Allow students to take an active part in setting and embedding standards of behaviour.
- Are clearly communicated to all members of the community through IONA, SEQTA and in the classrooms.
- Forbid the use of corporal punishment.

Expectations

Students are expected to comply with any reasonable given to them by staff members. Student who do not meet these reasonable expectations and who are defiant will receive consequences as per the guidelines outlines in this document.

Student Expectations

- Respect: Treat everyone with respect.
- Active Listening: Pay attention when others are speaking, and avoid interrupting.
- Punctuality: Arrive on time and be prepared with all necessary materials.
- Participation: Engage actively in discussions and activities.
- Inclusivity: Embrace diversity and be inclusive, recognise each other's strengths.
- Technology Use: Follow directions for the use of technology.

Staff Expectations

- Be fully aware of these guidelines and the principles they uphold.
- Develop and deliver engaging learning activities and programs including differentiation, as a key element of student management.
- Employ the principles of Restorative Practices in dealing with behavioural issues
- Be consistent, fair and accountable in managing student issues.
- Act in a professional manner and treat students and their parents/guardians with respect and courtesy when resolving student issues.
- Prominently display the school's student expectations.
- Explicitly teach positive behaviours and conflict resolution skills.
- Respond to high-frequency, low-intensity behaviours as part of regular practice.
- Modify teaching strategies, curriculum and the learning environment as required to support positive student engagement.

Student Behaviour Expectations

FLOURISHING

I am being the best learner I can be
I am following the college expectations
I am being a resilient, positive and respectful learner

STOP, THINK, CHANGE

I need to get back on track
I will ask for help if I need it

**If I choose to continue my behaviour,
I move to the next zone**

REMIND

I will follow my teacher's instructions
I will move away from distractions

**If I choose to continue my behaviour,
I move to the next zone**

REDIRECT

I have not changed my behaviour yet
I need a moment to make a good choice

**If I choose to continue my behaviour,
I move to the next zone**

RELOCATE

I have repeatedly refused to follow instructions
I am stopping the learning of myself and/or others

If I choose to continue my behaviour, I move to the next zone

RESET AND RESTORE

I need to acknowledge my choices and the impact it has on others
I have to commit to following the expectations and rules of the classroom before I re-enter

If I am not able to do this, I will be asked to move to Harold's Cross with assistance

Teacher Support Actions

FLOURISHING

I support students by providing quality teaching and learning opportunities that engage students in their diverse needs and allow them to flourish

STOP, THINK, CHANGE

I check in with students regularly to assess their progress and engagement

I remind students of the expectations and describe desired behaviour

REMIND

I affirm and praise students for meeting and exceeding expectations

I give specific reminders to students who are not meeting the expectations

REDIRECT

I use directed choice to support students decision making, when I observe they are making poor decisions for their learning

RELOCATE

I move students within the class to allow distance from distracting behaviour and to allow them to refocus on their work
If a student gets to this stage, record on SEQTA and communicate home

RESET AND RESTORE

I move a student to outside the classroom environment for no longer than 5 minutes to allow them to emotionally regulate and give myself an opportunity to speak to them 1:1 using restorative questioning
I re-enter students into the classroom environment with clear expectations of what behaviour needs to be displayed and what consequences are in place for continuing not to meet expectations
If students continue not to meet expectations, learning and teaching cannot occur or the behaviour is harmful or dangerous, staff will call student reception (9175) for assistance

If my behaviour is **harmful or dangerous** or I am **refusing to follow the process**

If a student's behaviour is **harmful or dangerous** or they are **refusing to follow the process**

Classroom Behaviours

Classroom behaviours are statements that identify acceptable and/or unacceptable behaviours in the classroom.

Expectations are the overarching values that communicate what you want from students Behaviours are more specific to what is expecting to be seen. Behaviours link directly to the expectations and clearly convey what is expected in specific settings.

For example: expectation is 'respect' and an aligning a behaviour could be 'we listen at the teacher's signal.' Behaviours are specific.

Student Engagement as Behaviour Management

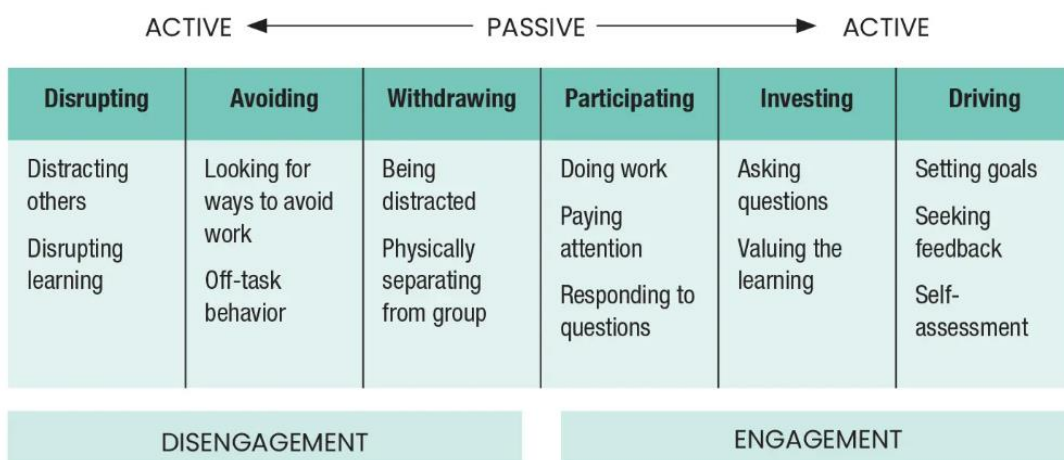
Engaging classes serve as a highly effective behavior management tool, as highlighted by Amy Berry's continuum of engagement.

Students' levels of engagement fall along a spectrum, ranging from compliance to commitment. When classes are designed to be captivating and interactive, students are more likely to move towards the higher end of this continuum, fostering a positive and focused learning environment.

By incorporating various instructional strategies, such as hands-on activities, group discussions, and multimedia presentations, teachers can capture students' interest and maintain their attention. This engagement not only enhances academic outcomes but also contributes to improved behavior management.

When students are actively involved and invested in their learning, they are less likely to exhibit disruptive behaviors, as their energy is directed toward meaningful and enjoyable educational experiences. Thus, fostering engagement in the classroom emerges as a powerful strategy for promoting positive behavior and creating a conducive learning atmosphere.

FIGURE 1. A Continuum of Engagement



Note: This figure is based on Amy Berry's research on teachers' perceptions of engagement (Berry, 2020).

Restorative Practices at St Columba's

St Columba's College incorporates Restorative Practices and the principles of Restorative Justice in everyday student management. Restorative Practice is a strategy that seeks to repair relationships that have been damaged by harmful behaviour. At St Columba's, Restorative Justice includes a consequence element for those that have caused harm, as part of rebuilding damaged relationships with the community.

Rationale

The rationale behind this approach is that Restorative Justice provides victims:

- an opportunity to tell the offender how they, and others, have been impacted by the behaviour
- a time to receive genuine requests for forgiveness from the offender, and
- an opportunity to participate in the consequence process, and see clear consequences are a feature of the pathway to restoring relationships.

Additionally, when offenders reflect upon their harm to victims through this process:

- they become remorseful and act restoratively
- the focus is on the unacceptable behaviour of offenders rather than their moral character
- this can lead to healthier interpersonal relations among members of the school community and more effective learning.

Application

Restorative Practices at St Columba's takes several forms, depending upon the behaviours being exhibited by students. These forms include:

1. Restorative Language and Affective Statements
2. Restorative Questions
3. Restorative meetings outside of class time
4. Peer Mediations
5. Formal Conferencing

NOTE: Please see *Appendix 1: Restorative Practices at St Columba's* for detailed information regarding each of the above.

Research has shown that Restorative Practices can produce excellent results, especially if its use is supported by the entire school community.

Student Management Process for Staff

It is the College's expectation that the reporting staff member resolves the issue in the first instance, as the issue is between that staff member and the student.

Refer to the SEQTA Student Support Levels Table on page 7 for a list of the Pastoral Care Support Levels.

Please note that Restrictions should correspond to the support level. These are automatically grouped in the restrictions section in the Student Information Panel (SIP).

When student behaviour is of concern, staff must ensure that they;

- Provide clear instruction and direction of what is being asked and use language of choice.
- Speak to the student, identifying the undesirable behaviour, what the acceptable behaviour is, what the consequences to this are.
- Put the consequence in place.
- Contact the students' parents/guardians.

Staff should seek support from House Leaders if the above measures do not resolve the issue.

Contacting Parents

When contacting home, it is important that staff focus on the incidents that have occurred and not the character of the students. Here are some questions to assist staff in preparing for the parent phone conversation:

- What is the issue in objective terms? Focus on the behaviour. Describe it using as many adjectives as you can. Avoid subjective terms such as non-compliant, defiant, immature, disrespectful, rude etc. Note the impact that the behaviour has on the student and/or on others.
- What is the frequency of the issue (what days, times, locations, etc.)?
- How would you like things to change?
- What would you like to see happen so the incident is resolved?

Whilst on the phone with the parent:

- Keep a focus on outcomes and support
- Support parents with skills and strategies
- Record any concerns the parents have raised in "follow up notes" on SEQTA to notify the House Teacher and House Leader

Following up:

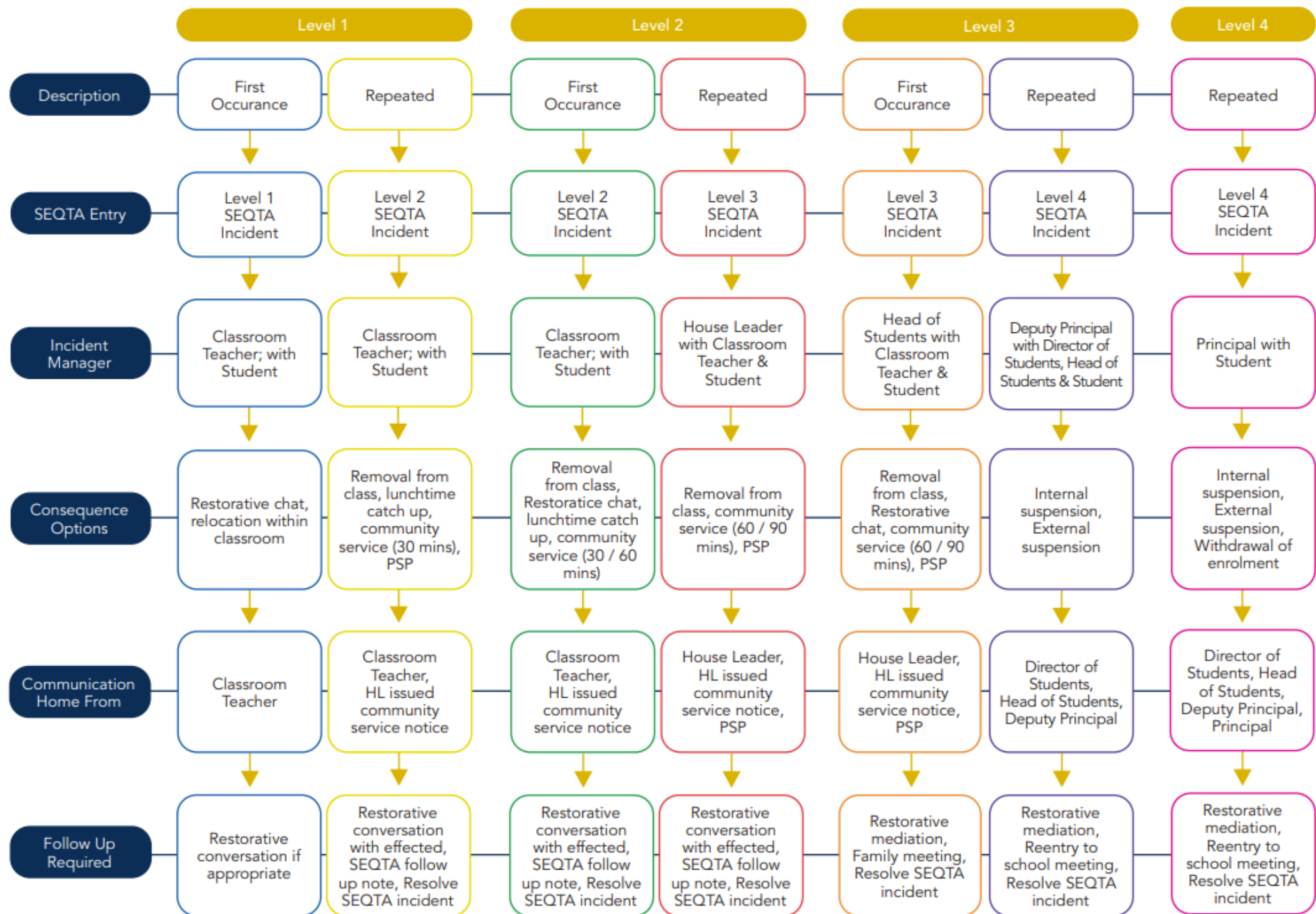
- Staff need to keep monitoring the students and provide feedback to their House Teacher and parent/ guardian regarding their progress. This can be done via SEQTA.

NOTE: In the instance of split families both parents must be contacted to ensure a similar message is delivered. Students who have custody or court orders will appear with a yellow diamond where the student's name is displayed. Students with split families will have this noted in the Student Information Panel.

Student Learning Matters

If an entry has been made in SEQTA in the **Learning** category, the **subject teacher** should:

1. Continue to monitor the progress of the student.
2. Provide feedback after 1 week (maximum) via a follow-up note on the original incident on SEQTA stating whether or not the situation has improved.
3. The parent/guardian should also be provided with this feedback via Direct Messages.
4. If the student shows limited or no improvement, staff are to escalate this to the House Leader and/or Instructional Leader.



NOTE: HL =House Leader PSP+Personal Support Plan

SEQTA Student Support Levels

Learning ([Interventions](#))

Level 1- Learning

Restriction Level: None Selected

- | | |
|--|---|
| <ul style="list-style-type: none">● Learning concerns < 50% on a Scored Assessed Task● Misuse of technology in the classroom● Not bringing technology/ equipment to class● Disrupting the learning environment | <ul style="list-style-type: none">● Non-completion of learning task● Non-submission of learning task● Unapproved absences in class > 3 lessons● Reschedule (7-10) |
|--|---|

Level 2-Learning

Restriction Level: None Selected

- | | |
|--|---|
| <ul style="list-style-type: none">● Limited academic progress or declines in standard● Breach of Academic Honesty Policy (Plagiarism)● Repeated misuse of technology in the classroom● Repeated disruption of the learning environment● Frequent non-completion learning tasks● Frequent non-submission of learning tasks | <ul style="list-style-type: none">● Unapproved absences in class > 4 lessons● Reschedule (Unit 1 - 4)● <50% on a VCE Scored Assessment● VCE, VET & VCAL Redemption● Use of Special Provisions |
|--|---|

Level 3- Learning

Restriction Level: Deputy Principal, Head of Learning and Teaching, Head of Students, Director of Students, House Leaders, Instructional Leader, Principal

- Referral for Academic Assessment (Notification/Restriction to Learning Diversity Leader)
- Truancy
- Referral to the VCE Leader- Special Provisions

Level 4- Learning

Restriction Level: Deputy Principal, Head of Learning and Teaching, Head of Students, Director of Students, House Leaders, Instructional Leader, Principal

- Academic progress meeting with parents
- Student Management Plan - Learning

Wellbeing (Interventions)

Level 1- Wellbeing

Restriction Level: None

- Changes in appearance or mood
- Wellbeing concerns
- Bereavement/illness in the family

- Absence due to family circumstances
- Frequent attendance to sick bay / student reception / bathroom during classes
- Student Update

Level 2 - Wellbeing

Restriction Level: Deputy Principal, Head of Students, Director of Students, House Leaders, Principal, Student Counsellor

- Mental Health Concerns
- Physical Health Concerns

- School avoidance
- Use of Exit Pass

Level 3 - Wellbeing

Restriction Level: Deputy Principal, Head of Students, Director of Students, House Leaders, Principal, Student Counsellor

- Self-harm
- School refusal
- Family Circumstances
- Wellbeing support meeting with parents

- Hospitalisation of student
- Bereavement
- Serious/confidential wellbeing concerns

Level 4 - Wellbeing

Restriction Level: Deputy Principal, Head of Students, Director of Students, Principal, Student Counsellor

- DFFH contact / report
- Suicide attempt
- Information Sharing Scheme- CISS/ FVISS
- Student Management Plan - Behaviour
- Student Management Plan- Attendance

Community (Interventions)

Level 1- Community

Restriction Level: None Selected

- | | |
|---|--|
| <ul style="list-style-type: none">● Uniform Infringement● Peer Conflict● Disrespectful towards fellow student● Littering● Student out of bounds | <ul style="list-style-type: none">● Eating in class● Chewing gum● Use of technology in the yard● Mobile phone confiscation● Parent Communication● Late to class |
|---|--|

Level 2- Community

Restriction Level: Deputy Principal, Head of Students, Director of Students, House Leaders, Principal, Student Counsellor

- | | |
|--|---|
| <ul style="list-style-type: none">● Ongoing Peer Conflict● Conflict between student & staff member● Interfering with another student's property● Graffiti/Vandalism | <ul style="list-style-type: none">● Offensive language and/or behaviour● Repeated Uniform Infringement● Uniform infringement (Excursion)● Repeatedly Late to class |
|--|---|

Level 3- Community

Restriction Level: Deputy Principal, Head of Students, Director of Students, House Leaders, Principal, Student Counsellor

- | | |
|--|---|
| <ul style="list-style-type: none">● Bullying and harassment● Physical altercation with another student● Public conduct bringing the College into disrepute● Defiance of staff instruction | <ul style="list-style-type: none">● Refusal to surrender mobile device● Possession of offensive material, in print or computer related● Serious breach of the digital citizenship expectations● Vaping |
|--|---|

Level 4 - Community

Restriction Level: Director of Students, Head of Students, Principal, Deputy Principal, Student Counsellor

- Behaviours that are offensive, dangerous, or illegal
- Behaviour that seriously impacts on others learning
- Behaviours that breach College values or damages reputation
- Sustained defiance of staff

Referral to the Senior Programs Team (10 - 12) **HOUSE LEADER ACCESS ONLY**

Referral to Middle Programs Team (7 - 9) **HOUSE LEADER ACCESS ONLY**

Restorative Workshop- **HOUSE LEADER ACCESS ONLY**

Internal and External Suspension- **HOUSE LEADER ACCESS ONLY**

Behaviour Management at St Columba's

Consequences form part of student management procedures at St Columba's, and are used in conjunction with Restorative Practices to educate students on appropriate behaviours within our community.

This section covers options as consequences that St Columba's may apply when students breach the behaviour expectations established by the school community.

St Columba's will address behaviours for incidents occurring:

- at school.
- at a school activity away from the school grounds.
- while travelling to and from school.
- while travelling to and from a school activity.
- any behaviours that have an impact on the relationships at the college.

It is important that teachers address the underlying issues that are causing behaviour problems.

Avoiding off-task and undesirable behaviours and promoting positive engaged students who are able to flourish is imperative to improved wellbeing and learning outcomes. As such the following should assist with working towards and attaining this goal;

- putting routines in place
- interacting with students
- moving around the classroom
- negotiating rules with students
- ensuring the rules are consistently and fairly carried out
- arranging classroom furniture.

See Appendix for Decreasing Behaviour

[See Glenn Pearsall's Student Engagement and Positive Behaviour Interventions](#)

Explicitly teaching behaviour that is appropriate in different environments is an essential part of supporting students' development. Within the classroom students may display undesirable behaviour that is not conducive to the learning environment such as talking during instruction, off task behaviour, not following teacher directions.

Consequences

In Class Consequences

Students may receive consequences in the classroom setting in line with the behaviour displayed. This may include being asked to move seats, restorative conversations with a reset of expectations, confiscating a device (earphones, laptop, phone ect). Ongoing concerns of this nature should be followed by contact home via phone recorded on SEQTA.

After Class Time (Recess, Lunch or After School)

Students who are late, disruptive or unproductive during class time may be asked to stay behind after the class has finished, or complete time with the staff member at recess or lunchtime. This additional time is in lieu of the time impacted during class. Should the behaviour take place during lesson 4, the student may be asked to stay behind after school finishes. On going concerns of this nature should be followed by contact home via phone recorded on SEQTA

Lunch Time Restorative Sessions for Uniform and Grooming (20 minutes)

Lunch Time restorative sessions are used to work with students on uniform and grooming infringements. This time is spent speaking and reflecting with students about the Uniform and Grooming policy and how they will need to correct this. After 3 Lunch time restorative session this is then escalated to after school restorative session. In the event a student does not attend, this automatically is escalated to an after school restorative.

Restorative Sessions (30, 60 or 90 minutes)

Restorative Sessions are seen as a time to further work 'with' the student in a restorative way. It is a time for the student to reflect on and work through their behaviour, which has harmed the relationship they have had with an individual or group within the community. It may also be a time for follow up discussion and mediation if this has not already occurred with the relevant staff member. Additionally, Restorative Sessions offer students the opportunity to work towards rebuilding their relationship by giving back to their community.

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a staff member to teach a class or where there is a possibility of harm to others, that student may be temporarily removed from the classroom for a specified period of time.

St Columba's will maintain the duty of care by ensuring that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and guardians will be informed of such withdrawals.

Removing a student from the class is only a temporary measure that allows other students to learn more effectively. Unless followed up with high quality restorative actions, this action is likely to have a negative impact on the teacher-student relationship for the student removed, and may impact future learning outcomes.

Students with ongoing behavioural issues will be placed on a Student Management Plan (Behaviour) and/or a Positive behaviour support plan developed by the House Leader.

Withdrawal from Class

Removing a student from class is only an option after exhausting all restorative options, or in extreme behavioural situations that place the learning and / or safety of others at risk.

Short Term Removal (5 minutes maximum):

1. Student will be asked to stand outside the classroom (for a maximum of 5 minutes), but must remain in teacher's sight at all times.
2. Classroom teacher will direct remaining students until an available break in teaching, whereupon they will speak directly with the student outside the room.
3. Classroom teacher should employ affective questions in conversation (Appendix ?)
4. Classroom teacher should reintegrate student into the classroom.

Removal for Remainder of Lesson:

If student's behaviour has not improved, or the behaviour places learning / safety at risk;

1. Classroom teacher is to direct remaining students to a safe place if appropriate (adjacent room).
2. Classroom teacher is to use the classroom phone to call Student Reception (9175), and request a House Leader /Director of Students/ member of the Leadership team to attend.
3. Attending staff member will accompany student to Student Reception, and begin stages of relationship restoration.
4. Classroom teacher is to meet with the student to begin restoration of relationship and reintegration to the class before the next scheduled lesson.

Following up:

1. Removal from lesson should follow Level 2 repeated or Level 3 or 4 behaviour procedures (See Behavioural Incident Process Flowchart).

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

In-school Withdrawal

Withdrawal from class/and or other school activities including recess and lunch, if judged necessary as a behaviour management strategy, will be done in-school rather than out-of-school, as this maintains a student's connection with the school and their peers. The processes for the withdrawal of the student from some aspect(s) of school will be structured positively to assist in the student's return to acceptable behaviours.

In an appropriate and supervised setting, a student will be given time and assistance to reflect upon her behaviours and attitudes, the impact of these on herself and others, and reasons for preferring acceptable behaviours. The student will find encouragement and assistance to achieve goals associated with acceptable behaviour. An allocated task in keeping with such purposes will be completed.

Withdrawal of Privileges

The College may withdraw student privileges as a consequence of breaching classroom or College behaviour standards. The specific privileges that are withdrawn will vary, however they may include things such as representing the college at inter-school sports or attendance at a College event.

When withdrawing privileges as a disciplinary measure, St Columba's will ensure that:

- The withdrawal is time-limited;

- The reasons for and period of the withdrawal is clearly communicated to the student and their parent/guardian;
- The student is made aware of the behaviour standards expected in order for the privileges to be reinstated;
- Consideration is given to the impact on the student's engagement (i.e. where the withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).

Serious Breaches and Major Consequences

A serious breach at St Columba's involves activities or behaviours which:

- fundamentally breach the values of the College or damage the College's reputation
- are offensive, or dangerous, to the physical or emotional health of any student or staff member
- consistently and deliberately interfere with the educational opportunities and endeavors of other students
- consistently and deliberately fail to comply with the reasonable directions of staff.

Some wrongful behaviours of a serious nature are by definition criminal offenses. These may include bullying (including cyber bullying), criminal damage of property, possession of a weapon, theft, assault, assault with weapons, possession or distribution of drugs, sexual assault. This list is indicative only and not all-inclusive. When the Principal determines that a serious offense of a criminal nature has occurred, the welfare needs of the offending student(s) is paramount. The incident will be reported to the police at the earliest opportunity.

In such instances, consequence options include:

- *suspension* – the temporary withdrawal of a student's permission to attend at the school
- *negotiated transfer* – a change of school either to another Catholic school or to a school in another sector
- *expulsion* – total withdrawal of a student's permission to attend the school.

Suspension

If out-of-school suspension is judged appropriate by the College, it will be for the shortest time necessary. The school will notify the student's parent(s)/guardian(s) about the dates of the suspension, by verbal communication initially and by confirmation in writing. The communication will include the reason for and purpose of the suspension. Parent(s)/guardian(s) will be offered the opportunity to participate in a meeting to consider these matters. ^[1]_{SEP}

Negotiated Transfer

In instances where previous behavioural strategies haven't resulted in long term change to positive behaviours, it may be necessary for the student to continue their studies at another college / institution. In this case, parents / guardians, the student and the college will work together to make transferring to a different college / institution as seamless as possible.

In considering a student's suspension, negotiated transfer or expulsion, the College will uphold the following principles and practices:

- A thorough investigation will always precede any action
- The Principal will be responsible for *procedural fairness* and appropriate support of the student and family members

- Parents and guardians will be actively involved in the process, unless the circumstances require urgent intervention
- The College will endeavour to adopt a graduated process of other disciplinary measures
- Counselling for the student will be offered
- The Principal shall confer with the College Leadership Team and/or the College Board, as the nature of the case demands.

NOTES:

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

Mobile Device Use at St Columba's

1. Students will only utilise their Mobile Device outside of school hours (8.35 am – 3.00 pm), unless directed by the teacher for educational purposes. Mobile Devices should be locked in a locker whilst at the college.
2. Mobile phones/devices being used in contravention of the student digital citizenship policy will be confiscated and returned as per the mobile device escalation chart.
3. Students will not engage in personal attacks, harass another person, bully others, or post private information about another person using SMS messages, phone calls or via any other means.
4. Students will not circulate any images that make reference and/or identify community members without their consent.
5. Students will not circulate or view explicit images. Children under the age of 18 are unable to give consent to these types of images.
6. Students are to use headphones only if invited by the staff member, otherwise they are to remain in their locker.
7. Students acknowledge that mobile phones/devices are brought to school at their owner's risk. The College does not hold insurance for personal property brought to school and will not pay for any loss or damage to such property. Phones should be identifiable and password protected.

Student Expectations 1-1 devices

- Students will use all technological resources provided by the College (including access to the internet, or that utilise the College's network/s, responsibly and for educational purposes only.
- Students will use the appropriate system when borrowing school laptops or iPads and return these items by the end of the school day on which they have been borrowed.
- Students will not use a VPN to bypass the school internet filtering system.
- Students must not encourage, participate or otherwise knowingly support others in prohibited use of College, or privately owned communication technologies, on the College site or at any College related activity.
- Students will, when handling ICT devices, use care and notify a teacher of any damage or attention required to College owned ICT equipment.

Please see the [Student Digital Citizenship Policy](#) or Student Laptop Agreement Form for more specific guidance.

Mobile Device Confiscation

Should a student be using their mobile phone, or have it on their person during school hours (8:35 am-3.00pm) the mobile phone will be confiscated and handed to the **front office**. The following procedure is to be followed:

1. Staff Member confiscating mobile phone will log the phone into the front office, completing the phone log document at the time. Students must turn their phone off before handing it to the staff member.
2. Staff Member will record on SEQTA the confiscation as a LEVEL 1, Community Incident
3. Return of Mobile Phone will follow the following steps:
 - a. 1st Offence: Mobile phone returned to student at 3.00pm
 - i. Student signs log to indicate phone has been returned
 - ii. Student must bring identification in order to collect phone
 - b. 2nd Offence: Mobile phone returned to student at 3:00 pm
Student signs log to indicate phone has been returned
 - i. Student must bring identification in order to collect phone
 - ii. Student issued with 30 minute community service
 - c. 3rd Offence: Mobile phone returned to parent / emergency contact
 - i. Parent to sign log to indicate phone has been returned
 - ii. 60 minute community service will be issued (House Leader to organise)
 - d. 4th Offence: Mobile phone returned to parent/emergency contact
 - i. Parent to sign log to indicate phone has been returned
 - ii. 90 minute community service will be issued (House Leader to organise)
 - e. 5th Offence: Mobile phone returned to parent/emergency contact
 - i. Parent to sign log to indicate phone has been returned
 - ii. Internal Suspension with a re-entry meeting with House Leader and Director of Students
 - f. 6th Offence: Mobile phone returned to parent/emergency contact
 - i. Parent to sign log to indicate phone has been returned
 - ii. External Suspension with a re-entry meeting with House Leader and Head of Students
 - g. 7th Offence and recurring Offences: Parental meeting organised to discuss further consequences and escalation as negotiated with Deputy Principal and/or Principal

NOTES

1 - The staff member who confiscates the phone should resolve the SEQTA pastoral note (by ticking the follow up box), once a restorative conversation has been conducted with the student.

2 - If a student is refusing to surrender their mobile device when requested, this should be treated as a Level 3 Incident. Please follow the Level 3 Incident process.

Uniform and Grooming Requirements 2024

Uniform Expectations

All items of the Academic uniform may be worn year-round. Students may select the combination of items in the Academic uniform which best suits their needs. The Academic uniform is the standard school uniform and is expected to be worn each day.

There can be no alterations to the uniform, with the exception of lowering the hem of a dress/skirt to meet hem length standards. Hem length (including for the skirt, shorts, and dress) should be at an appropriate level that allows for comfort and ease of movement. Hems that are excessively short and require tugging to keep in place, are not acceptable.

Academic Uniform

Compulsory items Year 7 only:

- College Blazer (outermost garment to be worn to and from school)
- College Jumper
- Short sleeved white shirt* or
- Long sleeved white shirt*
- College long pants*
- Plain black leather lace up shoes (no T-bars, ballet slippers, patterns or heels)
- St Columba's College Navy Backpack (with College emblem)

**These items are required for the Year 7 Performing Arts program. Students have the option of choosing the long or short sleeved shirt*

Compulsory items Years 8 -12:

- College Blazer (outermost garment to be worn to and from school)
- College Jumper
- Plain black leather lace up shoes (no T-bars, ballet slippers, patterns or heels)
- St Columba's College Navy Backpack (with College emblem)

Students may select a combination of the following to be worn with the compulsory items above:

- Dress
- Skirt
- Short sleeved white shirt
- Long sleeved white shirt
- College shorts
- College long pants
- College Vest
- Blue socks (anklet)
- Navy blue opaque tights or Noone blue tights
- College Scarf – navy with green stripe
- Beanie with College emblem (worn outside only)
- Year 12 Commemorative windcheater

Year 12 students are permitted to wear the commemorative windcheater every day. Students who breach any of the uniform expectations (as outlined) 3 or more times will have the windcheater confiscated for four school weeks.



Sports Uniform

Students who are representing the College in any sporting event must wear the full sports uniform. Students in Years 7–10 are permitted to wear the sports uniform to school when they have a PE or a Dance lesson. Year 11–12 students are required to change into the sports uniform at school for PE or Dance. Students in Years 7-10 are expected to wear their sports uniform including their House Polo t-shirt at the House Athletics and Swimming Carnivals.

Compulsory Items:

- Sports Soft shell jacket
- PE shorts (Navy with gold crest)
- House Polo T-shirt
- White athletics socks with no visible branding
- Runners (must be appropriate athletic shoes)
- College Hat (Terms 1 and 4)

Optional Items:

- College PE track pants (navy with gold crest) - cuffed or straight leg
- College leggings (may also be worn for drama). The leggings may not be purchased without the College PE track pants
- College rugby top
- College bathers (compulsory for students in the College Swim Team and other events)

The College track pants are designed to be worn in the form that they have been purchased. The College leggings are not to be worn as the outermost garment to and from school, but may be worn under their track pants.

In regards to sport shoes, leisure or street shoes are not considered appropriate for Health & PE classes, as they do not provide adequate support for physical activity.

Combinations of items from the Academic and Sports Uniforms are not permitted (for example, students are not permitted to wear school jumper with the PE tracksuit pants OR the PE rugby top with the skirt).



College Backpack

All students are required to use the College backpack as their school bag. The College backpack has been designed to support each student's physical health. We are mindful that on occasions the students have heavy bags to carry, hence our choice of design, which has chiropractic approval. Therefore, there will be no justification for students to carry the wrong bag. Year 7 students are required to purchase a haversack for use on excursions, camps and activities for the duration of their time at the College. The College provides all other students with an excursion bag as required for activities, where the current school bag is not suitable for a variety of reasons.

Performing Arts Uniform

As part of the Performing Arts Program in Year 7, it is a requirement for Year 7 students to purchase the College pants and either the College short sleeve or long sleeve shirt for their performances. For **any** students undertaking private music lessons or joining one of the College ensembles, it is a requirement that the Performance Uniform is worn to all Performing Arts events.

Grooming - Hair

Permitted

- Students may wear hair ties, scrunchies, headband, clip or ribbons (issued by the College) - they must be plain (without patterns) navy blue or the student's House colour
- Hair that is shoulder length or longer to be tied back and off the face
- Moderate cut, colour, style

Not Permitted

- Unnatural colours (pink, blue, purple, bright red etc)
- Shorter than a number 3 razor cut
- Extreme styles (dramatic contrasts, bright colour streaks over black hair, mohawks, fluorescent colours etc)

Grooming - False Eyelashes

- Unnaturally long or thick false eyelashes are not acceptable

Jewellery

Any religious necklaces (cross or medallion), worn in support of a student's faith, must be discreet and simple. It may be visible and no more than 2cms.

Permitted

- Up to 3 earrings in each ear sleepers or studs only
- One wrist watch
- One small plain nose stud
- Discreet and simple religious necklace (as above)

Not Permitted

- Necklaces, bracelets, large and/or decorative earrings (eg hoops)
- Facial jewellery (eyebrow, lip piercings, septum)
- Tongue rings
- Any other type of jewellery not listed as permitted (eg gauges, bars)

Make Up

Make up and nail polish are not permitted - students will have short, natural looking nails. Students will be asked to remove makeup or nail polish before entering the classroom.

Tattoos are strictly not permitted by the College, and those students who have tattoos must cover up the tattoo whilst wearing the College uniform.

Uniform Affirmations

Students who are wearing their uniform consistently to meet these uniform and grooming requirements may receive uniform affirmations. A student who receives a uniform affirmation slips will write their full name on it and place it in the box in Student Reception. At the end of the week, one name is drawn. This student will be the recipient of a \$10 voucher for the Hungry Souls Food Hub and will be entitled to move to the head of the queue to purchase their items.

Wearing Incorrect Uniform

Students who are out of uniform need to have a signed note from their parent/legal guardian explaining the reason why they are out of uniform. Students are required to go to their House Leader to collect a uniform pass. Students are asked to present the pass to teachers, if requested. A behavioural note will be entered on SEQTA regarding the issuing of the uniform pass.

Students wearing the uniform incorrectly will not be permitted to attend College excursions irrespective of a parent/legal guardian note.

The College is committed to having a proactive approach to uniform and communicates regularly with students, parents/legal guardians and staff regarding uniform expectations. We are committed to a restorative approach to resolving uniform issues with students. Standards on the College uniform are not negotiable and students will be required to fix their uniform within a reasonable time frame.

The process for escalation will be fair, reasonable and make the students accountable for meeting the uniform expectations of the College community.

Attendance Requirements

Please see link for [Attendance Procedures](#)

Classroom Teacher

The monitoring of student classroom attendance is ongoing throughout the year.

- Rolls are completed accurately and within the first 15 minutes of class.
- Late arrivals to class are followed up and are dealt with consistently.
- Rolls are amended when a student arrives late to class to reflect the arrival time.
- Evidence of student attendance less than 90% is recorded on SEQTA under Pastoral

Notes as per the Student Management Guidelines

Communication is made to House Teachers and House Leaders regarding the following:

- Student is regularly late to class.
- Student frequently asks to leave class during the lesson.
- Student attendance is at risk of falling or is below 90%.

Rolls for out-of-hours events are accurate and reflect the names provided to College Operations at the time of the events being booked.

- Rolls for offsite activities are marked on SEQTA.
- Changes to rolls are to be communicated to Student Reception as soon as possible.
- Students who are absent from class and are expected to attend must be followed up immediately. Raising concerns via email to the Student Receptionist is the best form of communication.
- Students should be allocated a class pass (Toilet/First Aid) if they need to leave class.

House Group Teacher

- Attendance data is analysed regularly for early identification of non- attending students.
- Absent notes are processed in SEQTA.
- Inform the House Leader if attendance patterns are emerging.
- Parents/carers and the school work in partnership to ensure immediate and apparent follow-up to student absence.
- The House Group Teacher is to monitor late arrivals and advises House Leader to issue a restorative session when a student has arrived late 3 times in a term.
- Follow up unexplained absences with students and parents.
- Record attendance concerns on the students SEQTA profile under Level 1 Attendance.

House Leader

- Attendance data is analysed regularly for early identification of non- attending students.
- There is positive support for students returning from absence, including the use of Return to School Plan.
- Process Restorative Workshops for students who have not met attendance requirements.
- Attendance meetings are held with parents/carers and students and involve identification of improvement strategies.
- Student support groups are established to enable multi-disciplinary support of individual students and their families.

Director of Students

Student Management Plan for attendance and return to school, if no improvement in two weeks escalates to HoS.

Head of Students

- Data is maintained accurately.
- Clear and achievable improvement strategies and targets are established.
- Attendance expectations are clearly stated in College documents.
- Staff recognise their role and responsibility in promoting and supporting good attendance.
- Parents/carers and students are regularly informed about school and community attendance expectations.
- There is positive support for students returning from absence, including the use of Return to School Plan.
- Appropriate protocols and procedures are established for outside referrals of students and their families.
- Attendance meetings are held with parents/carers and students and involve identification of improvement strategies.
- Inclusive practices are utilised, including the use of interpreters and provision of relevant documents translated into community languages.

Process for Parent Complaints

In the event a member of the community has a complaint, staff are advised to follow the [College Complaints Policy](#)

References

Cem.edu.au. (2018). *Procedures for Student Behaviour Management*. [online] Available at: <https://www.cem.edu.au/About-Us/Policies/Pastoral-Care-of-Students/Procedures-for-Student-Behaviour-Management.aspx> [Accessed 4 Dec. 2018].

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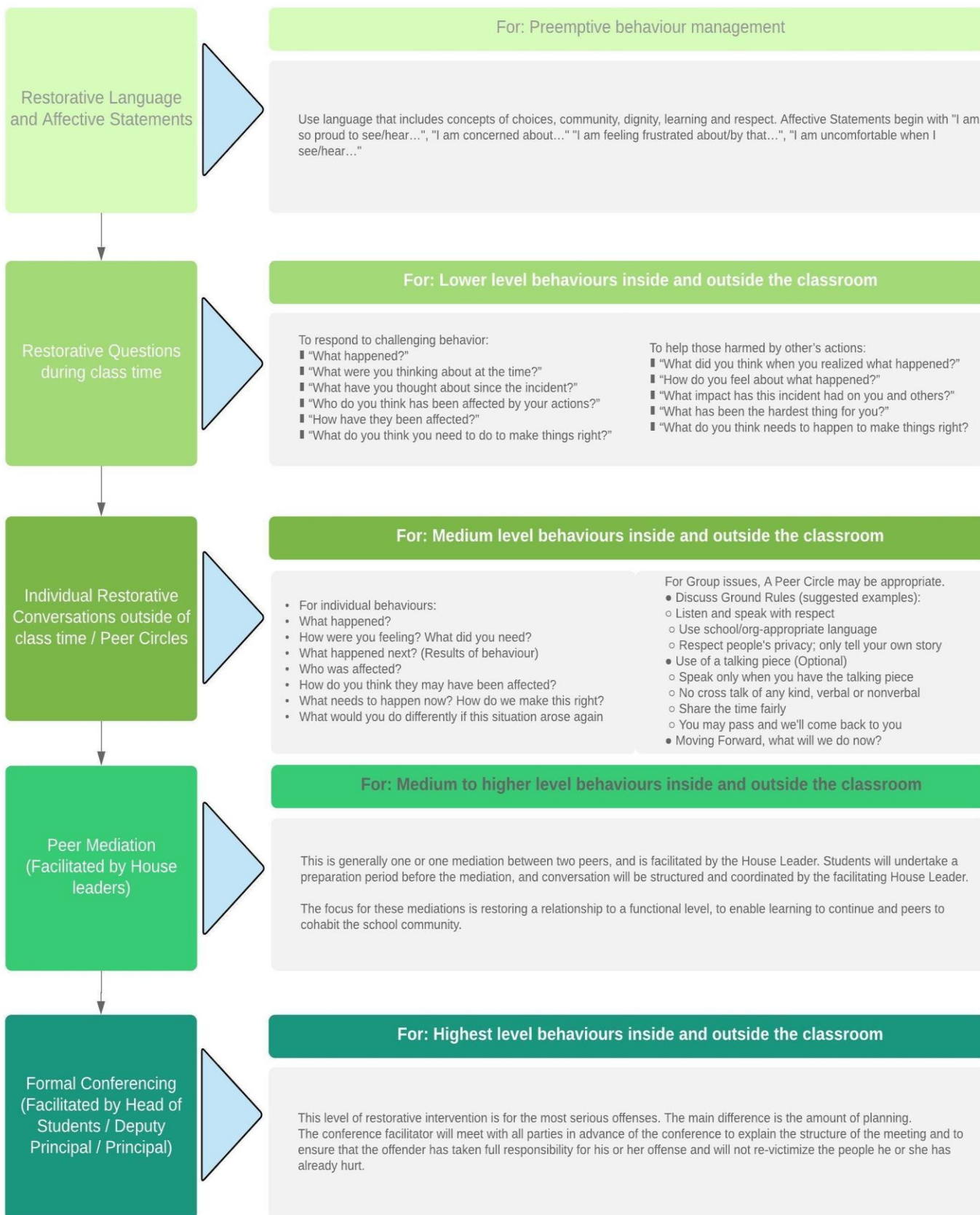
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Appendices

Restorative Practices at St Columba's
Increasing Appropriate Behaviour
Decreasing Inappropriate Behaviour

Restorative Practices at St Columba's



Increasing Appropriate Behaviour

Provide frequent reinforcement for appropriate behaviour and responses

Notice positive behaviour when it occurs and provide genuine praise.

Modify the Classroom Environment

Set up the classroom to head off problems in advance. Locations for each activity should be clearly defined for the students with visuals and obvious boundaries. Seating plans from the beginning of the year sets expectations of students, and creates a predictable environment.

Always tell students “what to do” rather than “what not to do”

Use simple language and pair it with a visual or role modelling, if needed.

Provide appropriate learning opportunities at the student’s developmental level

Students engage in appropriate behaviour when they’re provided with meaningful tasks and activities. Assess each student’s ability level to be sure the student has the prerequisite skills to meet expectations. Develop materials that are appropriate for each student’s level.

Allow students multiple opportunities for choice-making

- Allow the student to make choices of specific activities they would like to do and enable them to make choices during the activities as well.
- Offer choices during the activities that might include their preference for rewards, materials, time, and setting.

Use visuals to support appropriate student behaviour

Employ visuals that tell the student “what to do” in advance of the activity or expected behaviour. When providing reinforcement for appropriate behaviour, show the student the visual of the expected behaviour again.

Always end a direct instruction session on positive behaviour

If the student is engaged in a less preferable activity in which inappropriate behaviour usually occurs, try ending the activity when the student is exhibiting appropriate behaviour. Over time, extend the length of the session and the amount of appropriate behaviour the student needs to exhibit before the session ends.

Teach students skills that directly compete with inappropriate behaviour

Provide reinforcement for skills the student engages in that are incompatible with their inappropriate behaviour.

Decreasing Inappropriate Behaviour

Set clear expectations at the beginning of classes

Incorporate students into creating a shared set of expectations of a positive learning environment. Ensure you include your and the college's "non-negotiable" behaviours, as well as those of the students in the group. Consistently enforce these expectations throughout the year, to create a predictable environment for students.

Change the environment, setting or activity

Arrange the classroom environment/activities to decrease inappropriate behaviour and increase independence. For example: If the rolling chair in your classroom invites the student to climb on the chair and roll around the room, remove the chair from the room until he or she has learned to sit in a chair appropriately. These techniques reduce the need of continually needing to tell the student "no" and, instead, focuses instructional time on teaching the student new skills.

Incorporate affective questions, restorative conversations and restorative language as often as is appropriate.

Allow changes to appropriate behaviour by creating opportunities for small, positive steps towards desired behaviours

- Reinforce movement towards the desired behaviour
- Teach the student alternate behaviours
- Focus on teaching replacement behaviours and reinforcing desired behaviours.
- Ask yourself, "What do I want this student to do instead of this?"
- How can I positively reinforce the replacement behaviour?"

Preventing undesirable behaviours:

Avoiding off-task and undesirable behaviours and promoting positive engaged students who are able to flourish is imperative to improved wellbeing and learning outcomes. As such the following assist with working towards and attaining this goal;

- putting routines in place
- interacting with students
- negotiating rules with students
- ensuring the rules are consistently and fairly carried out
- arranging classroom furniture.

The following four aspects can support to achieve this;

1. Structure

Structure refers to organisational practices, routines, and procedures that form a platform for daily activities. Structure involves such concrete issues as how desks are arranged and influences such abstract concerns as group dynamics.

Effective structure evolves with time and needs to be flexible and responsive to learner's needs. Flexibility allows for changes that will improve the learning climate. Examples include establishing routines for all daily tasks and needs and orchestrating smooth transitions and continuity of momentum throughout the day.

2. Instruction

Instruction refers to the delivery of content using the knowledge of students, how they learn, the subject content and how to teach it. When students are engaged in their lessons, disruptions are minimal. Enthusiasm, knowledge of the curriculum and individuals and employing a variety of teaching methods increase student engagement. See Amy Berry's [Continuum of Engagement](#).

3. Discipline

Discipline refers to the approaches and strategies teachers use to guide and promote constructive student behaviour. Discipline is as immediate as correcting misbehaviour and as far-reaching as developing a trusting relationship.

Discipline involves more than simply reacting to misbehaviour and punishing recalcitrant students - discipline is proactive and educational.

Effective disciplinary practices teach students how to manage their feelings, behave appropriately, and respect other's rights. Examples include heightening the awareness of all actions and activities in the classroom using consistent, proactive disciplinary practices, and anticipating potential problems to limit disruptions and resolve minor disruptions before they become major problems.

Explicit Teaching of Social Skills

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/social-emotional-learning>) and Resilience (Refer to Resilience First Aid Training Modules) to further support engagement and learning.