Student Behaviour Support Framework, Policy and Guidelines

Updated March 2017
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Rationale

In Catholic schools, students behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe.

We believe that we are called to: Teach Challenge Transform – we educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and marginalised.

Vision Statement for Catholic Education in the Archdiocese of Brisbane, 2004

This vision statement underpins and guides the development and implementation of the Brisbane Catholic Education Student Behaviour Support Policy and Siena’s implementation of this.

In Catholic schools, it is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, Catholic schools seek to develop throughout the school community right behaviours and respectful relationships that are infused with gospel values.

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

- **Quality relationships and partnerships** – the fostering of respectful interpersonal relationships among and between all community members.
- **A commitment to justice and service** - identifying and eliminating barriers that hinder students’ participation and achievement.
- **Diversity is respected and valued** - welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties.
- **Social and emotional learning** - developing students’ social/emotional skills, qualities of self-discipline, reciprocal responsibility, responsible decision making and a social conscience.
- **Effective networks of care across the community** - partnerships with parents, the wider community, church groups, support services, respite care and health services.
- **Supportive Organisational structures** - the establishment of specific whole school approaches and structures, processes and arrangements to support student formation and redirection, grievances and appeals, reconciliation and restoration.
College Profile

Our aim is for Siena to be a truly authentic school – large “C” Catholic in that we are true and loyal to our mission as catechists – and evangelists – of the Catholic faith and traditions, but small “c” catholic, with the dictionary meanings of universal, all-embracing and broadminded.

Since its establishment in 1997, Siena has developed a reputation for the depth and breadth of its formal curriculum and co-curricular programs. Excellence is strived for at all times and in line with the mission of a Catholic school, a strong emphasis on inclusive education has evolved with subjects catering for a wide variety of student interests and abilities. Students are offered a myriad of co-curricular opportunities in both the visual and performing arts and other cultural activities, sporting teams and access to programs that offer service to the local and wider community.

Student welfare is a high priority at Siena with a well-developed student support program in place as well as structures to ensure that the individual student is known and understood as a person.

This is all due to a very professional and skilled staff who are very generous with their time as they see students as their focus and learning not being limited to the four walls of a classroom. Parent and community involvement in many areas of school life is also very much valued.
Siena Framework

Our Student Behaviour Support Framework is student-centered and has at its core a philosophy of support for students in their journey through secondary school. We have a strong emphasis on quality relationships, which are engendered in the classroom and in the many extra-curricular activities offered to our students and supported by our wonderful staff.

When a student finds themselves outside clearly published and reinforced expectations, this quality relationship allows low level interventions to be aimed at the individual and re-direction to more positive actions to occur. When students require additional support our Pastoral team, spearheaded by our Pastoral Leaders, use restorative practices to ensure the student is offered appropriate support in reflecting on their situation and choosing alternate actions in the future.

The comprehensive pastoral structures at Siena are framed in our Student Behaviour Support Policy and Pastoral programs.

Student Behaviour Support policy and processes

- Re-establishes the link between student learning and student behaviour.
- Takes into account the different places that students find themselves from one day to the next.
- Is centered on allowing meaningful access to the curriculum for all learners.
- Considers root and systemic causes for disengagement.
- Addresses the needs for prevention and intervention.
- Acknowledges the fact that the vast majority of students are consistently living up to our high expectations.
- Addresses the need for individualised intervention for up to 15%* at any given time, by having clear and transparent processes which are designed to be life affirming and allow the opportunity for positive growth by participating in them.
- Identifies the requirement for specialised intervention and support programs, both in school and wider community initiatives, for up to 5%* of our student community with high needs and diminished capacity to engage with the expectations of our community, in a restorative and inclusive way.
- Offers support to staff in their endeavours to get the learners in their care to engage meaningfully with the curriculum.
- Relies on staff to Model, teach and celebrate positive behaviours.

* Coyne et al 2004 Pyramid of intervention
High Expectations/High Level of Support

Central to our Catholic school community are high expectations for our community members to strive for.

High Expectations

Staff
As a professional in a student-centred community it is incumbent upon us to:

- Foster and develop quality relationships with the learner(s).
- Prepare extensively for the learner(s).
- Be reflective and accountable to the learner(s).

Parent/Carer
As a parent/carer in a student-centred community it is incumbent upon us to:

- Play an active role in supporting the student in their learning.
- Encourage and support students to play a part in all aspects of the school community's daily life.
- Gain knowledge and understanding of the processes that exist in the school community.

Student
As student members of a student-centred community it is incumbent upon us to:

- Actively engage in the learning activities open to us each day.
- Reflect on personal practices and the alternatives available which are life- affirming.
- Consider the impact of decisions on the wider community of students, parent/carers and staff.
- Provide thoughtful and quality feedback on the processes that exist in the school community, in formal and informal ways.

Critical to the ability of members of our community to aspire to our high expectations are high levels of support.
High Level of Support

Staff
An adult professional member of the Siena community, has the entitlement to:

- Quality relationships – support in personal and professional life situations.
- PD opportunities for curriculum initiatives.
- PD opportunities for learning activity initiatives.
- Professional learning community fostering and celebrating the pursuit of excellence in our profession.
- A culture of recognition and acknowledgement.
- A support service which gives the opportunity for reflection of professional practices in the classroom by individuals and groups.

Parent/Carer
A parent/carer member of the Siena community, has the entitlement to:

- Access to the whole raft of services of support, both in-school and wider community initiatives.
- Opportunities for development of skills by relevant professionals.
- Full and open communication channels to allow the sharing of pertinent information which can support both parents and staff.

Students
A student member of the Siena community, has the entitlement to:

- Quality relationships – recognising each student’s inherent value.
- Offering engaging learning experiences in a range of contexts.
- Offering opportunities to make, and learn from, mistakes.
- Having robust support structures both in-school and in the wider community to assist with age or situational specific difficulties.
Student Behaviour Support Framework

Prayer, Care, Learning

Pedagogy

PREVENTION
Positive Relationships
Positive Reinforcement

Positive Intent
Preparedness
Participation

EXPECTATIONS

INTERVENTION
Transparent Processes
Informal
Formal

Student Behaviour Support
Expectations

At Siena Catholic College it is recognised that effective and committed student behaviour is grounded in our Catholic faith in which stewardship and advocacy are key values. This behaviour is evident when positive relationships are developed between students, teachers and parents. Students at Siena are nurtured and supported in a safe and welcoming environment where spiritual, emotional, social, physical and academic learning outcomes are maximized. Student behaviour is inextricably linked to the quality of the learning experiences and teachers and students strive for classroom engagement and embrace the concept that fundamental freedoms and rights are reciprocated by responsibilities.

The expectations at Siena revolve around the three key principles of **preparedness**, **participation** and **positive intent**. These three areas allow students the greatest opportunity to engage meaningfully in learning and in the community.

**Preparedness** involves students setting themselves up to be able to engage successfully in the activities of each day. Personal presentation, correct equipment for classes, home studies completed are examples of preparedness.

**Participation** refers to the spirit of engaging fully in each activity of the day, in class and outside of class,

**Positive intent** refers to the manner in which each person approaches the situations of the day and the people that they interact with. It signifies that Siena spirit of enthusiasm and consideration, making a positive difference in the world we live in.

The expectations listed below are not exhaustive but can act as a general guide to what students are to adhere to.

**Classroom Expectations**

- Respect for self, teacher and other learners
- Arrive, demonstrating punctuality
- Interact positively and appropriately upon arrival and upon entering
- Prepare for learning by arranging personal belongings: books/laptops
- Consideration of fellow learners
- Actively engage in learning activities
- Effort to contribute
- Awareness and adherence to safety rules
- Encourage and celebrate the learning and achievement of others
- Effectively collaborative behaviour in terms of group work
- Actively listen to others
- Clarify areas of uncertainty
- Responsible use of technology
- Recording homework (diary/laptop)
- Movement around the room in a way that does not distract others
- Appropriate and respectful physical interaction
- Respectful words
- If leaving the room follow the negotiated plan
- Talk is task orientated and timely
Playground Expectations

Playground-Litter/hat/activity
- Remaining in designated area
- Behaving in a way that supports the safety of others and self
- Respecting school property (natural and building) and the property of others
- Respond to staff request promptly and respectfully
- Be a powerful bystander
- Include others
- Do not go into out of bounds areas
- Report incidents to duty staff member
- Seek assistance from a senior student or staff member
- Move to class promptly when the bell signals breaks are over
- Use appropriate spaces for activities which involve balls/running
- Appropriate physical interaction
- Take pride and ownership of the area you frequent
- Hats must be worn when sitting or playing in the sun or not in full block shade
- Appropriate movement in high traffic areas
- Use appropriate language (be aware of those around you)
- Responsible use of technology in response to the College’s phone and computer policy

Extra-curricular & Co-curricular Activities/Sport/Excursions/Trips/Camps Expectations
- Be a good ambassador for Siena in the wider community
- Adhere to school rules when travelling on public transport
- Normal school protocols apply in all extra curricula activities:
  - Use of technology at school events must follow regular school protocol
  - Behaviour on public transport
  - Respectful physical interaction
- Respectful to members of other school communities/wider community
- Be a powerful bystander
- Report inappropriate and dangerous behaviour

![Image of students]
Prevention

At Siena Catholic College staff strive to have a detailed knowledge and understanding of the specific needs of students in their care including: special needs, learning difficulties, interests, strengths, giftedness and matters arising within a student’s background that may impact on their learning and well-being. This awareness provides an integral platform for teachers when planning units of work, learning activities and wider community involvement; allowing for all students to be engaged in the learning process.

Siena Catholic College supports student behavior in order to maximise their access to life giving learning. This is promoted through the development of effective:

1. Pedagogy
2. Case Management
3. Positive Relationships
4. Positive Reinforcement

Pedagogy

At Siena we value and respect diversity and embrace the uniqueness of each individual through inclusive curriculum.

Siena fosters non-aggressive, non-coercive and non-discriminatory language and behaviour.

The College sets realistic expectations for all students.

Pastoral and Inclusive programs at Siena represent a specific and planned means of helping students to value themselves, to experience wellbeing and acceptance.

Siena provides a comprehensive and inclusive curriculum which is inextricably linked to quality student support.

Two of the general capabilities identified by ACARA are Personal and Social capabilities. These refer to those elements of the affective domain which underpin the ability for a person to participate meaningfully in their world.

The four key elements are Self Awareness, Self-Management, Situation Awareness and Situation Management

In the classroom staff endeavor to provide a safe and supportive environment which consider these elements in every day practices as well as through targeted programs such as Worthy Siena Men (WSM), Beautiful Siena Women (BSW) and Personal Social Development Education (PSDE).
Pastoral Programs at Siena
- Promoting a positive self-image, personal development and social relationships
- Moral development
- Vocational awareness
- Gender and Sexuality
- Anti-bullying and harassment
- Health and personal safety
- Drug and alcohol use prevention programs
- Truancy prevention and lateness to class
- Dealing with grief and loss
- Management of critical incidents including drug related incidents and police investigations
- Restorative Practices/Restoring Relationships
- Specific programs including: Worthy Siena Men (WSM), Beautiful Siena Women (BSW) and Personal Social Development Education (PSDE)

Siena provides a safe and supportive environment through pastorally caring practices.

Inclusive Programs at Siena
- Teachers develop a knowledge and understanding of verified students through individual education plans (IEP’s).
- Teachers are engaged in differentiation in the classroom to ensure students are effectively supported in the learning.
Case Management

Most students require minimal support and instruction to demonstrate high standards of socially appropriate behaviour, while others may require greater levels of support to achieve desired behavioural outcomes.

Individual case management draws upon the expertise of relevant classroom teachers, pastoral leaders, counselors, campus minister and administration to provide positive support. These also access wider community agencies such as, CYMHS, BCE and other relevant agencies.

Positive Relationships

At Siena we foster an encourage students to be engaged in positive staff and peer relationships. Positive relationships are developed between staff and student’s’ through affirmation interactions within the classroom and extra-curricular activities.

Positive peer relationships are encourage through Christian virtues including kindness, respect and understanding. These gospel values are explicitly taught and reinforced through anti-bullying education and through specific programs that endorse affirming qualities in students necessary for positive relationships.

Staff reward and affirm student behaviours through the following:

1. Positive diary entries.
2. Vertical pastoral care groups- establish and maintained to provide a supportive Catholic school environment.
3. Staff morning meetings provide opportunities for students’ wellbeing to be considered and taken into account in partnership with their learning needs.
4. Staffs are heavily and actively involved in extra and co-curricular activities to provide positive role modeling. Teachers set the tone and priority of student support by their witness and example.
5. Student Behaviour Support Plans, which include a code of expected student conduct and sanctions, are intended to promote the good order and the relationships within the school community.

Positive Reinforcement

Positive reinforcement is actively endorsed in all classroom and extra-curricular activities. At Siena Catholic College we believe that praising and modelling positive behaviours in students. The positive reinforcement of these behaviours significantly reduces the need for punitive behaviour management for negative conduct.

At Siena, positive reinforcement is demonstrated through the following;

1. Positive diary entries
2. ACE awards
3. RAPS
4. Sharing of kids doing good things
5. Assemblies

Pastoral Care Leaders provide students an opportunity to reflect upon their behaviour and implications upon the school and wide community. This allows students to improve and grow mentally to exercise moral judgements, democratic values and concern for the common good.

Siena aims to develop persons who are responsible, inner directed and capable of choosing freely in accordance with their good conscience.
**Intervention**

The role of staff in a Catholic school must also be to model and promote Catholic Christian tradition and community and gospel values. The fundamental role of any classroom teacher is primarily to have the student engage with the whole curriculum. Therefore, any interventions in the Catholic school, whether formal or informal, should be based on reengaging the student as well as promoting Gospel values.

College Behaviour Support practices and procedures are designed to:

- Establish, maintain and repair relationships;
- Maintain a productive teaching and learning environment;
- Maintain a safe and healthy learning community.

A student centered philosophy and mutual accountability between staff, parents and students are supported by self-reflecting practices which are integral in all interventions.

The purpose of formal interventions is to reduce the number of detentions, withdrawals, suspensions, and exclusions; to reduce the frequency of adverse behavior and to build positive relationships. It is our belief at Siena that these formal interventions are only imposed when all other reasonable steps (i.e. informal interventions) to deal with the situation have been taken. The desired outcomes will assist in achieving a balance between the best interests of the student, and the security and safety of the other members of the school community.

**Informal Interventions**

Informal interventions involve the first phase of behaviour support and focus on preventing negative behaviours and the promotion of positive behaviours. These interventions aim to make students aware that their actions are not conducive to a productive, safe and caring learning environment and consequently reduce the need for more formal measures.

Interventions such as parallel cueing and redirection to enable positive engagement may also promote positive behaviour. It is essential that this form of intervention continues to promote positive teacher/student relationships as these are critical for maximizing appropriate behaviour and achieving best learning outcomes.

Teachers draw on their own experience and strengths and develop their own tool box of informal intervention strategies to create engaging and worthwhile pedagogy. The effectiveness of these strategies is directly related to positive teacher/student relationship.

- Clear code of classroom expectations
- Transparent boundaries
- Seating plan
- Buddy system
- Mediation with ‘school support personnel’
- External support systems
- Negotiated alternate activity
- Behaviour contracts
- Parent/ Guardian contact
- Mentor
- A quiet conversation to re-direct behaviour
- Targeting individual behaviour
- Auditory cue: verbal reminder to redirect behaviour
Visual cues: name on board as a warning, then stroke next to name as direct consequence
Kinesthetic cue: standing behind chair
Emphasising and drawing attention to positive behaviour choices as a ‘model’ to other students
Praise/positive reinforcement
Positive diary entry
Student conversations with Pastoral Leaders

Formal Interventions

If students have not taken cues from informal interventions, formal student support practices and procedures exist. It is essential that this form of intervention continues to promote positive teacher/student relationships as these are critical for maximizing appropriate behaviour and achieving best learning outcomes. In most cases, external support is required; however, unless there is a risk of further damage to working relationships or the College administration deem unnecessary, the classroom teacher be included in the intervention process. Formal interventions must be consistent across the school and follow documented procedures and guidelines.

- After school detention
- Diary Entries
- Withdrawal
- Suspension
- Exclusion
- Study room detention (B1 for non-submission/completion of work)
- Lunch time detention (B2 for uniform, non-compliant behaviour)
Positive Relations and Shared Responsibility

The ‘Positive Relations and Shared Responsibility Process’ at Siena is an approach designed to effectively deal with relational difficulties between student members of our community. It revolves around the principle of the students involved in an altercation/dispute sharing the responsibility to ensure a positive outcome. The levels of intervention are outlined below.

Level 1

A Level 1 intervention involves a conversation between relevant parties in relational difficulties. This can be, but is not restricted to, situations where a complaint of bullying has taken place.

This first level of intervention consists of a discussion, mediated by a Pastoral Leader, where the level of awareness is raised regarding certain actions/words/behaviours with the person(s) identified as acting outside of appropriate expectations. If one of the parties is identified as being the predominant initiator of these inappropriate actions, they will be given clear strategies on how to move this interaction to a positive outcome. Additionally, if it is identified that one of the parties involved is predominantly the recipient of these inappropriate actions, this student will be given clear strategies on how to move this interaction towards a positive outcome. There is no sanction, but the conversation is recorded by Pastoral Leader.

Level 2

If a person has been involved in a Level 1 intervention regarding similar behaviours and continues to act in this inappropriate way, we move to a Level 2 intervention. This level of intervention results in an interview with the student and Pastoral Leader (the Counsellor may be involved), clarifying what has taken place and how this behaviour continues to be outside of the expectations of positive interaction at Siena. At this level, communication is made to the parents/caregivers in the form of a letter, which outlines the concerns that have been raised and the result of the interview with the student. The parent is invited to contact the Pastoral Leader for clarification if required. At this level there may be some form of school sanction, such as some time out of the yard, dependent on the individual circumstances of this incident. This letter is placed on the student’s file.

Level 3

In the unlikely event that this student continues to act in the manner identified as inappropriate, a Level 3 intervention will take place which requires a formal interview with the Assistant Principal Students, the student and the student’s parents/caregivers. Other people involved in this interview process could include the Pastoral Leader and /or Counsellor. In this interview, it is made clear to the student and their parents/caregivers that the student faces suspension and a re-entry interview with the Principal if this behaviour continues.

Level 4

The student and their parents/caregivers have a formal interview with the Principal to show cause regarding their enrolment at Siena.
Uniform/Presentation

Good appearance is a requirement for many services, businesses and organisations. It is a sign of pride in oneself and respect for others. It is a clearly stated expectation of Siena students be well presented and comply with our uniform regulations.

It is the expectation that students will maintain the highest standard of presentation for the entire day including travelling to and from school.

Body Decorations

Piercings
The only piercings permitted are one small hole in the lower earlobe to allow either:

- small studs of no more than 5mm diameter, or
- small sleepers of no more than 12mm diameter.

*Note:* no other piercings, inserts or spacers are allowed.

Jewellery

- one small ring is permitted
- no bangles or wrist bands permitted
- only one chain/necklace with a small cross is permitted

Tattoos

All tattoos are banned.

Make-up and Nail Polish

There is no need for make-up at school. Sun protection products are available that do not include foundation. Many boys and girls have skin blemishes or freckles, this is not sufficient reason to wear makeup.

Nail polish and eye make-up of any kind is not allowed at any time.

Hair

Hair fashion changes constantly. The basis of the policy on hairstyles revolves around the fact that styles must be neat, tidy and discreet; curly hair cannot be too voluminous. Any hairstyle that is deemed to draw undue attention to the wearer is not acceptable. It must be cut so that it is kept well clear of the face and eyes at all times (above the eyebrows). Hair must be cut so that it *CANNOT* fall/move onto the face.

There are to be no tracks or shaved parts of the head and hair cannot be combed or ‘slicked’ back. Girls must have hair out of their face at all times and hair that is longer than shoulder length must be tied back. Year 12 boys may negotiate hair being pulled back into a ponytail.

Hats

A school hat must be worn when not in solid shade, unless playing on the oval during breaks where an appropriate cap is permitted. These must be neat, clean and in good repair.
Shirts and Ties

These must be of an adequate size to allow them to be tucked in effectively. They must be tucked in at all times, a black belt is compulsory to assist with this. The Senior shirt is white and boys in Year 11 and 12 are required to wear this. All Junior boys wear the grey shirt.

A tie is worn by boys in Terms 2 and 3. Girls wear a tie with their dresses at all times. Year 11 and 12 girls are required to wear the Senior tie.

Dress

The girls’ formal dress is a drop waist style (i.e. sitting on the hip) and length is to cover the knee.

Shoes

**Formal shoes**

Must be black, lace up shoes with a sole and a distinct heel.

They are the “traditional school shoe” - black lace up runners are not acceptable nor are the moulded wave soles that have no defined heel.

There must not be any buckles or straps or high heels. If unsure, please ask for clarification before purchasing.

**Sports shoes**

Sports shoes must be well-constructed “runners” or trainers which offer good support during activity. Students are allowed to wear runners that incorporate muted tones of the school colours – blue, black, white, grey/silver ONLY. No other colour ANYWHERE on the shoe is acceptable.

Under no circumstances is there to be any fluorescent colour or swipes on the shoes or laces. “Dunlop Volleys” and other lightweight canvas styles are not acceptable nor are ‘Vans’ or other types of street or skate shoe.
Sports Uniform

There are allocated days for the wearing of the sports uniform to school Wednesday for Years 8-12 and Thursday for Year 7. Students who have Physical Education practical classes in P1 and P2 on a given day may wear their sports uniform to school but will need to change into their formal uniform at the completion of the lesson.

The complete sports uniform must be worn at all times: correct shirt, shorts, socks and shoes.

Mobile Phone Considerations

Mobile phones are allowed at Siena Catholic College as a privilege. This privilege exists in acknowledgement of the fact that mobile phones allow easy and convenient contact between students and their parents in break times and after school to organise pickups and to inform each other of any changes in previously made plans.

The following conditions for possession of mobile phone at Siena are now in place:

- All mobile phones that are brought to Siena are to be switched off during all lesson times.
- It is strongly recommended that phones are locked into students’ lockers to protect them from damage or loss.
- The use of a mobile phone (or any device) to video or take a photo at Siena is strictly regulated in order to protect the members of our community from harm (refer to Use of devices for taking Photos below).
- The owner of the phone is responsible for any content that is stored on the phone.

Any phone that is seen or heard during class time will be confiscated.

The first time that a phone is confiscated, the student may pick up their phone after school finishes for the day at Student Access. If a student’s phone is confiscated for a second time, the phone will be returned to a parent/guardian of the student at Student Access, after discussion with the appropriate Pastoral Leader.

Our primary concern is for the safety of each person at Siena. Mobile phones are culturally entrenched in our society, although the level of responsibility regarding their use varies greatly from user to user. The expectations outlined are designed to assist our students in the ‘Learning’ component of our motto, both in the classroom and in their role as community members.

Use of devices for taking Photos

There is an acknowledgment that there will be times of school community and celebration which students will wish to capture with the intention of remembering and promoting positive aspects of their life. As such the policy for photographing at school using mobile devices such as phones, is as follows.

Students may take a photo at school or at a school event if they have asked and satisfied the following components:

- It does not contravene any existing rules about phone use ie. in class etc.
- Permission – Does every person in the photo give permission for the photo to be taken?
- Impact – Is there anything in the photo that could be considered in any way offensive or embarrassing to any person or to the school’s reputation?
- Going where? – If this photo is going to be shared or uploaded to social media, all people in the photo must be aware and give permission for this to occur.
Appropriate Interactions between Students

With over 900 teenage students, there is an awareness of the attraction that can occur between students at school. As a community which fosters respect, there are expectations of appropriate interaction between students when this attraction leads to a ‘relationship’.

In terms of these relationships, and in a spirit of support and open communication, discussions with the relevant students and their parents/caregivers will take place when:

1. There is occurrence of physical expressions of affection at school between the two students. The reason for this is that there needs to be a very clear line between appropriate and inappropriate actions for this school setting. Physical expressions of this affection can blur these lines and as such are considered inappropriate in the setting of a school yard and environs.

2. Where there is an age discrepancy between the students, especially where there is a senior student and a junior student involved in a relationship. The reason for this is that where an obvious age discrepancy exists, there is an increased possibility of a power imbalance between the two students, which can compromise one or both students’ ability to make their best decisions. As part of our duty of care, we consider it incumbent upon us to discuss this with the relevant students and their parents/caregivers to ensure that everyone is aware of the situation that exists.
Student Behaviour Support System Overview

SBSS stands for Student Behaviour Support System. It is a database which allows staff to record student actions and the follow up to these actions in one central location.

Reflection Room (B2) Lunchtime Process

Student behaving outside expectations and has not responded to a range of redirections

Teacher writes 'Reflection Room' into student's diary on the day they are to attend B2

Teacher enters student into SBSS as B2 Reflection Room with other details in drop down menus

Student shows up to B2

Yes

B2 Supervisor sets them to work on their Reflection Sheet (student takes sheet with them at the end of the session)

Student has conversation with Pastoral Leader and hands in Reflection Sheet

End

No

B2 Supervisor emails Pastoral Leader, Assistant Principal - Students of students non-attendance and notifies the Student Secretary

Students name read out in House Group as not attended B2 and must report to Assistant Principal - Students

Student reports to Assistant Principal - Students and spends Morning Tea and Lunch in B2 Reflection Room
Assessment Workroom (B1) for Non-Submission of Assessment Process

Student arrives at class without work to submit on due date

Teacher writes 4 Diary Entries into the student's diary and informs them they must go to B1 at 12.50pm

Teacher enters student into SBSS as B1 Non Assessment

Student shows up to B1?

Yes

B1 Supervisor notes the student's attendance and sets them to work on their Assessment

Student hands in assessment?

Yes

Teacher crosses off the remaining diary entries in students diary. Student attends B1 at 12.50pm with diary and is removed from list

No

Student returns to B1 at Lunch to work on required assessment

No

B1 Supervisor emails Pastoral Leader, Assistant Principal - Students of students non-attendance and notifies the Student Secretary

What happens next?

Yes

Student reports to Assistant Principal - Students and spends Morning Tea and Lunch in B2 Reflection Room

No

End
Withdrawal

The Withdrawal System is to be used for major breaches of classroom protocols as displayed by inappropriate behaviours.

Aims:
1. To allow teaching learning process to continue.
2. To make parents aware of the situation.
3. To alert students to their inappropriate behaviour.
4. To make appropriate student support staff aware of incidents.
5. To provide opportunities for teachers to model conflict resolution strategies.
6. To provide opportunities for students to participate in a conflict resolution process.
7. To allow the classroom teacher to manage the process.

Behaviour that is dangerous, unsafe or extremely disruptive may require immediate withdrawal. In less serious cases it is expected that before withdrawing a student, the teacher will have used a variety of classroom behaviour management techniques including making his/her classroom behaviour expectations clear to the student, identified specific behaviours that are disruptive to the learning environment, and given the student an opportunity to choose to change his/her behaviour before withdrawing him/her from the classroom. Should a student continue to disrupt the learning environment, the teacher has a responsibility to withdraw him/her.

Withdrawal from the yard for unacceptable behaviour should also be used, though not formally as above. Removal to another place, by themselves is sufficient and an Incident Report completed if necessary.

Diary Entries are not to be used for inappropriate behaviour in class: The Diary Entry system is used for minor breaches of classroom or school routines and procedures eg. not having the correct equipment/uniform, out of bounds, non-return of notes/books/money, non-completion of homework, late to class, no reading book.

The Pastoral Leader will track Withdrawals and deal with students who are repeatedly withdrawn from class.
Withdrawal Process

1. **Students behaviour is inappropriate**
   - Student is asked to choose to modify his/her behaviour or the Withdrawal System will be used.
   - If behaviour is not modified...

2. **Student's behaviour is dangerous, unsafe or extremely disruptive**
   - Student is withdrawn from the classroom and sent to Student Access (teacher informs Student Access by phone).
   - The Withdrawal Form is given to the student who fills in their name and then has the opportunity to read through the form. The student remains in Student Access until the end of the lesson. The Withdrawal Form is returned to the Student Secretary in Student Access.

3. **Class teacher completes the first page of the form and returns it to the student at the next break**

4. **Student completes form in their own time (as outlined on the form) and takes completed form home for parent comment and signature**

**NOTES**

- **Student is sent to Student Access** (student is not to sit outside of classroom). Teacher rings Student Access to advise that student is coming.
- **Student Secretary records student’s name in the Withdrawal Register.**
- **Student remains in the Reflection room at Student Access until the end of the period.**
- **Teacher collects the Withdrawal Form from Student Access to complete the front page.**
- **Teacher needs to be specific when writing the incident (and lead-up) on the Withdrawal Form.**
- **The student sees the teacher at the next break to collect the form.**
- **The student is to complete the form in his/her own time.**
- **Once completed by the teacher and the student, the form is taken home for the student’s parent/s to comment and signature.**
Withdrawal Process (cont....)

The student approaches the teacher, with their completed form, at a suitable time before the next class and negotiates re-entry. This is not to be immediately before the next time the teacher has that class, but should be before school or at a break so that the student has to go out of his/her way to see the teacher.

If this negotiation is successful, i.e., the form is properly filled out including parent signature and the teacher is satisfied that the student will make a genuine effort to modify behaviour, the student returns to class.

If negotiation is not successful – e.g., form not completed, no parent signature, the student is not willing to change, etc., then the student returns to the Office for that class period. If negotiation is not complete after three missed class periods, the student is withdrawn from all classes and the Pastoral Leader contacts the parents.

**Note** - A class withdrawal automatically results in a student being required to attend a Thursday afternoon detention.

The Withdrawal form is kept in the student's file.
Suspension

The aim of suspension is to withdraw a student from all aspects of school life because of a major breach of school rules. This has a two-fold purpose:

1. To indicate to the student that the offending behaviour is unacceptable to the College community.
2. To indicate to other students that the College will not tolerate such behaviour.

The decision to suspend a student is made by the Assistant Principal Students in consultation with the Principal. Suspension can be **INTERNAL** or **EXTERNAL**.

As to whether a student is internally or externally suspended is dependent on the nature of the offending behaviour.

Internal

Students are kept at Student Access and are encouraged to do what school work they can. Parents are contacted with regard to the situation but no formal interview is required for re-entry. This will be negotiated through the Pastoral Leader/Assistant Principal – Students.

Suspended students will be given appropriate breaks but not at the same time as other students.

External

Parents are contacted and requested to collect the student as soon as possible. The student remains at Student Access until collected by a parent. In keeping with our duty of care for students’ physical and emotional wellbeing, a student who has been externally suspended is not permitted to catch public transport home.

An appointment must be made with the Principal, the Assistant Principal Students and relevant Pastoral Leader to renegotiate re-entry into the school. It is desirable that this be held as soon as possible but will depend upon availability of all parties. The student remains on external suspension until this occurs.

There is no requirement of teachers to give work to suspended students.

Negotiated Change of School / Exclusion

In extreme circumstances, a Principal may, in consultation with their Brisbane Catholic Education (BCE) Area Supervisor, make a submission to the Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school.

The purpose of exclusion is to

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

Mission Documents

**Siena**

**Mission Statement**

In the tradition of Saint Catherine of Siena, we are committed to:

Promoting and celebrating a love of God, self and others

Recognizing and enhancing the talents and uniqueness of each person through the Siena ethos of **Prayer**, **Care** and **Learning**.

**Prayer**

We nurture and grow our relationship with God as members of a faith community.

**Care**

We foster recognition of difference, compassion for others and the strength to act on our beliefs.

**Learning**

We develop the knowledge, attitudes & skills essential to reaching our full potential as life-long learners.
Student Learning and Wellbeing Framework

### BELIEFS
- Wellbeing is central to learning
- Learning contributes to wellbeing
- Student wellbeing affects most aspects of a learner's functioning at school
- Students are active partners in the development and achievement of their own wellbeing
- Wellbeing is nurtured in the context of family and community
- Students can learn and schools can teach knowledge and skills that support wellbeing
- Fostering and supporting the wellbeing of students is integral to being a good teacher
- Catholic schools seek to positively influence student wellbeing
- Wellbeing can be monitored for effectiveness
- A wellbeing curriculum is culturally sensitive and brings to life the principles and values enshrined in the religious life of the school

### VALUES IN ACTION
- Nurturing the self
- Giving to others
- Developing mutuality in relationships
- Acting ethically
- Respecting human dignity
- Building and celebrating community
- Being just to all
- Nurturing Faith