

Student Behaviour Guide

Caroline Chisholm Catholic College

Contents

1. Student Behaviour Guide	Page 3
2. College Profile and DNA	Page 4
3. Our College Interactions	Page 5
4. Student Code of Belonging	Page 6
5. Classroom Routines	Page 7
6. Behaviour Support Staircase	Page 8
7. The 4R's Process	Page 9
8. Addressing The 4R's Process	Page 10
9. Restorative Justice and Practice	Page 11
10. Restorative Chats and Conferences	Page 12
11. Affective Questions and the Restorative Chat	Page 13
12. Policies and Processes	Page 14
13. Attendance Process	Page 15
14. Late to Class Process	Page 16
15. Late to School Process	Page 17
16. Process for Monitoring Uniform	Page 18
17. Uniform Policy	Page 19
18. Uniform Policy	Page 20
19. Uniform Policy	Page 21
20. Uniform Policy	Page 22
21. Student Use of Mobile Phones	Page 23
22. Student Use of Mobile Phones	Page 24
23. Confiscation Process	Page 25
24. 7 – 10 Academic Intervention Process	Page 26
25. VCE Academic Intervention Process	Page 27

APPENDIX

- ✓ The following Appendix provides instructions on how a Restorative Session works and how to log it (Chronicle Entries) Pages 28 & 29
- ✓ There is an additional restorative resource, 'Model of Influence' that can be used in conjunction with the affective questions. Page 30
- ✓ Levels of Responsible Student Behaviour and Strategies for Managing Inappropriate Student Behaviour. Pages 31 & 32

Student Behaviour Guide

The *Student Behaviour Guide* is designed to support staff in promoting positive student behaviour throughout the school day. It provides a clear, step-by-step approach for responding to a range of behavioural situations, including guidance on where to seek support and how to document.

At the heart of our work is a commitment to student engagement in learning—so that each young person can fulfil their potential, flourish as a learner, and become the person they are called to be.

This document is to be used in alignment with the *Melbourne Archdiocese Catholic Schools (MACS) 2030 Strategic Plan: Forming Lives to Enrich the World* and should be used alongside the *Vision for Instruction* and *Vision for Engagement*.

Vision for Instruction

The *Vision for Instruction* focuses on delivering evidence-based, best-practice teaching and curriculum design to ensure high expectations and strong student outcomes across all MACS schools. It identifies the most effective teaching strategies, supported by research, that have a proven impact on student achievement.

Vision for Engagement

The *Vision for Engagement* is an evidence-informed and authentically Catholic commitment to nurturing calm, respectful, and inclusive classrooms—spaces where every student can thrive academically, socially, emotionally, and spiritually. Put simply, it answers an essential question: *What kind of learning environments do our students need to flourish?*

Our *Vision for Engagement* practices include:

- Teaching respectful behaviours
- Fostering a sense of belonging
- Supporting regular attendance
- Promoting mental health and wellbeing
- Encouraging intrinsic motivation
- Addressing individual learning needs

Alignment of Vision for Engagement and Vision for Instruction

Student academic, behavioural, and wellbeing needs are deeply interconnected and mutually reinforcing. The *Vision for Engagement* complements the *Vision for Instruction* by focusing on the conditions that make effective teaching and learning possible.

While the *Vision for Instruction* addresses **what** we teach and **how** we teach it, the *Vision for Engagement* ensures that students are ready and able to learn by fostering the right environment.

Together, these vision statements reflect our belief that every child is made in the image and likeness of God, deserving dignity, respect, and the opportunity to flourish in all aspects of life.

College Profile

Caroline Chisholm Catholic College serves the inner-west community, providing co-educational learning for students from Years 7 to 12. With a student population of approximately 1,600 across three campuses, the College offers a diverse range of educational programs.

We are committed to holistic education, placing strong emphasis on the personal, academic, social, physical, and spiritual growth of every young person in our care. As a faith-based community, we are called to live out the ministry of Christ through our actions, inspired by the example of our namesake, Caroline Chisholm—whose dedication to serving God through love for the underprivileged, particularly women and children, continues to guide us.

Our college motto, *Many Minds, One Heart*, reflects our mission to nurture and educate students within a Catholic ethos, empowering them to grow with purpose and achieve great things.

Our DNA

OUR MISSION

To educate and prepare our students to be the best they are called to be in a faith-filled and inclusive community.

OUR VISION

To be the leader in learning excellence in our community.

OUR VALUES

At Caroline Chisholm Catholic College we achieve our vision and mission by valuing:



Faith

We live faith-filled lives and give thanks daily.



Acceptance

We respect and embrace the community.



Compassion

We care and do what is right and just.



Excellence

We strive for and celebrate every success.

The following pages outline a range of College processes that relate to student behaviour and academic performance. These processes cover:

- Our College Interactions
- Student Code of Belonging
- Classroom Routines
- Behaviour Support Staircase
- 4 Rs Process

*At Caroline Chisholm Catholic College,
all our interactions must be:*

RESPECTFUL

ENGAGING

SAFE

Student Code of Belonging



Student Name: **ID No:**

Leaner Mentor: **LMG:**

STUDENT AGREEMENT

I, (insert name) wish to be the best I am called to be at Caroline Chisholm Catholic College. In doing so, I choose to make the following commitments to our community:

- I will endeavour always, to make a positive contribution to Caroline Chisholm Catholic College in all aspects of College life: religious, moral, scholastic, sporting, social and extra-curricular activity.
- I will attend all College activities, Catholic formation/retreat activities and extra-curricular activities designated as compulsory.
- I will strive to achieve personal excellence in all of my learning endeavours, subject work and examinations.
- I will make my studies a priority by carefully balancing them with any work, sporting or other commitments.
- I will maintain a home learning timetable, set appropriate learning goals and meet the expectations of home learning hours recommended for my year level.
- I will always seek to abide by the rules and expectations of the College.
- I will abide by the College Attendance Policy and follow the correct procedures when entering and leaving the College.
- I will wear the full and correct uniform of the College with pride while representing the College in any capacity, including whilst travelling to and from school.
- I understand that while I am wearing the College uniform to and from school, I am representing the College and will act as such.
- As a member of the College Community, I will consciously and consistently model appropriate behaviour to all members of the College Community and assist them in any way I am able.
- I will always be respectful of the rights and dignity of others and their property. In particular, I will not partake in any behaviour which causes others to feel harassed or bullied.
- I will use social media appropriately and not in any way to harm others.
- I understand that my words and actions have impact on other people and that the school expects that I act to build community through forming positive relationships and to act restoratively if relationships are broken.

Student Signature: **Date:**

Parent/Carer Witness: **Date:**

PARENT/CARER STATEMENT

In accepting enrolment for (insert name) as a student at Caroline Chisholm Catholic College, I/we hereby confirm that I/we are prepared to actively support the aims and objectives of the College as outlined above in the Student Code of Belonging.

Parent/Carer Name:

Signature: **Date:**

Last updated November 2024

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At the beginning of the school year, student revisit and resign the Student Code of Belonging as a commitment to actively support the aims and commitments as outlined in the agreement.

Classroom Routines

at Caroline Chisholm Catholic College



READY FOR MY LESSON

- I will line up outside of my classroom
- I will enter my classroom quietly when welcomed by my teacher and stand behind my chair until my teacher greets me
- I will come to class with all required materials and will only access my locker before school, during recess or during lunch (not between classes)



DURING MY LESSON

- I will sit in my allocated seat
- I will keep my laptop closed until asked to open it by my teacher



AFTER MY LESSON

- I will pack up my belongings when instructed to by my teacher
- I will stand behind my chair and wait for my teacher to dismiss me after the bell
- If I have another class in the same classroom, I will exit my classroom and wait for my next teacher

Routines are predictable and consistent procedures that streamline daily classroom activities. The benefits include: a positive classroom culture, increased efficiency, enhanced independence, reduced distraction and reduce stress. At Caroline Chisholm Catholic College we have classroom routines that include Ready for my lesson, During my lesson and After my lesson.

Behaviour Support Staircase

STAFF
EDITION

Caroline Chisholm Catholic College's behavioural support staircase is based on restorative conversations, communication with parent/carer and logging on Compass. Year Level Coordinators and Directors of Campus will include a record of parent contact.

TIER 1 STUDENT BEHAVIOUR Extraordinary, above and beyond what: <ul style="list-style-type: none"> Punctuality Uniform Classroom engagement Consistent student work Respectful and pleasant Represents the College with pride Exceptional use of technology Cooperation and Collaboration Industrious, timely and authentic student work Participates in co-curricular programs POSSIBLE OUTCOMES All students ensure they are participating and receiving: <ul style="list-style-type: none"> Waa Points FACE Award Letter of Achievement Recognition Student of the Term Award Student Leadership and College Ambassador opportunities Positive Post Cards STAFF RESPONSIBLE <ul style="list-style-type: none"> Learner Mentors Classroom/Yard Duty Teachers and Other Staff TEACHER STRATEGIES <ul style="list-style-type: none"> Nominating students for Waa points Recognition in different awards Recommended for leadership and/or ambassador role 	TIER 2 STUDENT BEHAVIOUR Student Controlled: <ul style="list-style-type: none"> Good use of technology Consistent, showing effort and meeting criteria in school work Respectful and a good example Co-curricular activities POSSIBLE OUTCOMES <ul style="list-style-type: none"> Waa Points FACE Award Letter of Achievement Recognition Student Leadership and College Ambassador opportunities STAFF RESPONSIBLE <ul style="list-style-type: none"> Learner Mentors Classroom/Yard Duty Teachers and Other Staff TEACHER STRATEGIES <ul style="list-style-type: none"> Same as Tier 1 Nomination for Spirit Award Highlighting good behaviour on Compass 	TIER 3 STUDENT BEHAVIOUR Concerns with: <ul style="list-style-type: none"> Low output, non-submissions and plagiarisms with student work Poor use of technology Poor language in College events and in public POSSIBLE OUTCOMES <ul style="list-style-type: none"> Confiscation of device Removal from activities, excursions or events Learning task reflection Restorative Session STAFF RESPONSIBLE <ul style="list-style-type: none"> Subject Teacher Learner Mentor College Staff TEACHER STRATEGIES <ul style="list-style-type: none"> School wide approaches Restorative practices Referral to student wellbeing 4 R's RES Interactions 	TIER 4 STUDENT BEHAVIOUR Concerns with: <ul style="list-style-type: none"> Significant poor use of technology Plagiarism, multiple overdue tasks and non-submissions of student work Abusive language and behaviour Misconduct in College events and in public POSSIBLE OUTCOMES <ul style="list-style-type: none"> Lunchtime Restorative Session Internal suspension (remove) Confiscation of device Payment for damaged property Removal from activities, excursions or events STAFF RESPONSIBLE <ul style="list-style-type: none"> Year Level Coordinator Intervention TEACHER STRATEGIES <ul style="list-style-type: none"> Parent Meetings Positive Behaviour Support Plan At risk/ Progress Meetings Safety Support Plan Referral to student wellbeing Year Level Coordinator Plan Referral to the Director of Campus MACS reporting 4 R's RES Interactions 	TIER 5 STUDENT BEHAVIOUR Concerns with: <ul style="list-style-type: none"> Truancy Consumption of illegal substances Repeatedly failing to attend Restorative Session POSSIBLE OUTCOMES <ul style="list-style-type: none"> Compass Entry - Level 2 Arrange for collection for school Academic intervention policy step 3 STAFF RESPONSIBLE <ul style="list-style-type: none"> Director of Campus Intervention TEACHER STRATEGIES <ul style="list-style-type: none"> Parent Meetings Positive Behaviour Support Plan MACS reporting Pathways Support Directors Plan 4 R's RES Interactions 	TIER 6 STUDENT BEHAVIOUR Concerns with: <ul style="list-style-type: none"> Possession and distribution of illegal substances Sexual misconduct Racial Discrimination Violence Inviting outsiders into the College Distribution of private images Inappropriate parent behaviour POSSIBLE OUTCOMES <ul style="list-style-type: none"> Compass Entry - Level 3 Arrange for collection for school Academic intervention policy step 3 STAFF RESPONSIBLE <ul style="list-style-type: none"> Deputy Principal Student Wellbeing Directors of Campus Intervention TEACHER STRATEGIES <ul style="list-style-type: none"> Parent Meetings Positive Behaviour Support Plan Emergency Management Plan MACS reporting Pathways support MACS Reporting Deputy Principal Plan Liaising with VCPOL, MACS, DFH 	TIER 7 STUDENT BEHAVIOUR Concerns with: <ul style="list-style-type: none"> Possession and distribution of illegal substances Sexual misconduct Racial discrimination Violence Possession of a weapon Possession of child pornography POSSIBLE OUTCOMES <ul style="list-style-type: none"> External suspension Nequrn to school meeting Negotiate transfer Referral to police STAFF RESPONSIBLE <ul style="list-style-type: none"> Principal Intervention TEACHER STRATEGIES <ul style="list-style-type: none"> Parent Meetings Emergency Management Plan Pathways support MACS Reporting Liaising with VCPOL, MACS, DFH
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The Behaviour Support Staircase guides staff through various levels of behaviour, starting at Tier 1 where behaviours are above and beyond, through to Tier 7 where behaviours may be extreme. It is modelled on restorative conversations, communication with parents/carers, and documenting. Below is the teacher version which includes teacher strategies.

The 4Rs Process



1

REMINDER

2

REDIRECTION

3

RELOCATION

4

REFLECTION

Addressing Tier 3 and onwards behaviours using the 4R Process

1 REMINDER

In the first instance **remind** the student of the behaviour that they are doing that is not appropriate at the time.

‘Lucy, please close your notebook’.

2 REDIRECTION

If Lucy continues to focus on her notebook, **redirect** her.

‘Lucy, please close your notebook, and get your novel open ready to start’.

3 RELOCATION

If Lucy continues to focus on her notebook and does not get her novel out ready to start the lesson, ask her to **relocate** herself or bring her notebook to the front.

‘Lucy, can you please move to this seat, and get your novel open ready to start’.

4 REFLECTION

If the timing is right during the class, or at the end of the lesson, **reflect** with Lucy on what occurred at the beginning of class.

‘Lucy, I noticed you were distracted at the beginning of class. What is our beginning of class routine?’

‘Is there any reason why today you were not able to do this?’

Restorative Justice and Practice

Restorative Justice Definition

Restorative Justice is a range of processes that advocates that the people most effective at finding a solution to a problem are the people who are most directly impacted by the problem, creating opportunities, for those involved in a conflict to work together to understand, clarify and resolve the incident and work together towards repairing the harm caused.

Restorative Practice Philosophy

It is considered that human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority resolve issues or complications with them, rather than for them or by issuing consequences without the capacity to reflect and learn from the experience. We maintain that the punitive and authoritarian mode (what we do to them) and the permissive and rescuing mode (what we do for them) are not as effective as the restorative, participatory, engaging “with” mode.

Principles Of Restorative Justice

- Wrongdoing hurts victims, communities and wrongdoers.
- All parties should be part of the response to the wrongdoing, including the wrongdoer, the community and the victim if they wish.
- The victim is central in deciding how to repair the harm.
- Wrongdoing is seen as an act against another person or the community. It is the wrongdoer who must make things right with the victim and the community.
- Restoration or repairing of harm replaces punitive punishment for its own sake. Resolution is the rule not the exception.
- Results are measured by how much repair has been done, not by how many or type of consequences has been issued.
- Wrongdoers are accountable for their individual choices, but communities are also accountable for the conditions which may exist that contribute to the wrongdoing.
- Consequences are an outcome from the interaction and learning, not the goal in solving the matter.

Restorative Chats and Conferences

Restorative chats and conferences provide an opportunity to:

- Demonstrate the capacity to set limits while supporting and caring
- Clearly articulate norms for the whole community
- Reinforce a sense of mutual responsibility and accountability
- Practice a new form of democracy and community problem solving that is not punitive but educational.

The Restorative Chat

How does it work?

- It is used by the Subject Teacher or Learning Advisor to respond to low level breaches of student behaviour.
- It allows for the Subject Teacher and student to discuss the problem away from the classroom environment.
- It enables the Subject Teacher and student to set goals and develop a plan for future lesson/s.

What are the potential outcomes?

- Acknowledgement of any wrongdoing.
- A proposal to repair any harm that was caused.
- A plan for the Subject Teacher and student to move forward and enable the behaviour to stop.

The Restorative Conference

How does it work?

- It is used to respond to breaches of student behaviour.
- It involves arranging and holding a meeting attended by all affected: the student, key teachers/staff, and others affected by the behaviour. Who attends depends on the type of behaviour.
- Discusses the problem and relevant background factors.
- Develops a plan to repair harm and for the student's future.

What are the potential outcomes?

- Acknowledgement of any wrongdoing.
- A proposal to repair any harm that was caused.
- A plan for the educational development of the student
- A plan for any other needed services or support for the young person, their family and others affected by the harm that was caused.

Affective Questions and The Restorative Chat

What happened?
What events led to this happening?
How did you act in this situation?
Who do you think was affected? How were they affected?
How were you affected?
What do you think needs to happen to make things right?
If the same thing was to happen again, how would you act differently?

Questions for the wrongdoer:

What happened?
Who else was there/around when it happened? What were you thinking at the time?
What led you to act that way?
Was it the right/wrong thing to do?
Who has been affected/upset/harmed by your actions? In what ways?
How has this affected you?
What do you need to do to make things better? How can you fix this?

Questions for the victim:

What did you think when it happened? What have you thought about since?
How has it impact/hurt/harmed you?
How are you feeling now?
What is needed to make it right/to make you feel better? Is that okay/do you agree?
Is that fair?

Questions for both:

How can we make sure this doesn't happen again? Is there anything I can do to help?
Is there anything else you would like to say?

Formally record agreement and congratulate them for working it out. Arrange time to follow-up/meet again to see how things are going.

A modified script for playground issues:

1. What happened?
2. Who was involved?
3. What harm has been done?
4. What can you do to make this better?

Policies and Processes

The following pages outline a range of college processes and policies related to student behaviour and academic performance. They include the procedures to follow in the event of a breach. These processes cover:

- Attendance Process
- Late to Class Process
- Late to School Process
- Process for Monitoring Uniform
- Uniform Policy
- Student Use of Mobile Phone and Confiscation Process
- Year 7 – 10 Academic Intervention Process
- VCE Academic Intervention Process

Staff are expected to follow the outlined steps in each process as the first course of action. These procedures are aligned with the Behaviour Support Staircase.

If you require assistance in implementing any of these processes, please consult the relevant Year Level Coordinator for support and guidance.

Attendance Process

Students are expected to attend school as required by the College timetable. Where students are absent from school, the Learner Mentor will assume primary responsibility for monitoring and responding to the issue.

Where a pattern of behaviour regarding attendance is observed a range of restorative and reflective measures can be employed to assist and insist that students establish an acceptable attendance record.

The aim of action should be to work with students and families to have students attend school, ready to participate in the learning program.

PROCEDURE: WHEN ABSENT

A parent or carer is to contact the College to inform of a student's absence. If a student is travelling for a period of time, a letter is requested in advance. Students who are absent from school will need to provide a note and/or medical certificate on the first day they return back to school.

In the event of unexplained absences, an SMS will be sent to student's primary contact/s requesting explanation. If no response received, Student Services will follow up with a call.

PROCESS STEPS

1	Learner Mentor discussion.	<p>After the first instance of unexplained absence in a term:</p> <ul style="list-style-type: none"> • If absence was without parent knowledge (truancy), consequence will be issued. • Learner Mentor discussion with student regarding the need for parent notification as stated in the College attendance expectations. • Learner Mentor issue warning and logs on Compass. • Any issues arising are to be discussed with the Year Level Coordinator. • Parent will be informed via text message and follow up call.
2	Parent phone call.	<p>After the second instance of unexplained absence in a term:</p> <ul style="list-style-type: none"> • Learner Mentor discussion with student regarding College attendance expectations. • Parent will be informed of attendance breach by the Learner Mentor and College expectations will be explained to parents via a follow up call.
3	Learner Mentor Restorative Session and parent phone call.	<p>On the third instance of unexplained absence in a term:</p> <ul style="list-style-type: none"> • Learner Mentor phone call to parent/carers inquiring about any extenuating circumstances and asking for their assistance to resolve the attendance concern. • Any issues arising will be recorded and a plan developed by the Year Level Coordinator. • Where there are pastoral concerns, the student will be referred to a College counsellor or Family Partnerships team to discuss any underlying issues which need to be worked through regarding the observed behaviour. • On the third occasion a Learner Mentor Restorative Session is issued.
4	Parent meeting with Year Level Coordinator and Learner Mentor.	<p>Upon the fourth instance of unexplained absence in a term:</p> <p>The Learner Mentor will arrange a meeting with parents and Year Level Coordinator. At the meeting, the College expectations will be reviewed with the parents and the Year Level Coordinator will place the student on an <i>Attendance Support Plan - YLC</i> with agreed restorative put in place.</p> <ul style="list-style-type: none"> • Strategies are discussed with the student and parent/carers to find a way to resolve the issues. • Student privileges may be curtailed for a period of time as part of the Plan.
5	Parent meeting with Director of Campus and Learner Mentor.	<p>Any further instances of unexplained absences in a term:</p> <p>Further instances will result in a meeting with parents and the Director of Campus. At the discretion of the Director of Campus the student may be placed on an <i>Attendance Support Plan - DOC</i>.</p> <p>Ongoing pattern of absences:</p> <p>Parent and student meeting with Director of Campus and Deputy Principal - Student Wellbeing</p> <p>The student's willingness to meet the College expectations and family support of College expectations will be considered. Further restoratives and parent meetings will follow as this may affect a student's promotion.</p>

Last updated June 2025

Lateness to Class Process

Students are expected to attend classes as per the College timetable. Where students are late to class, the classroom teacher will assume primary responsibility for monitoring and responding to the issue. Classroom teachers should be responsible to engage with student regarding their reasons or restorative in the first instance.

Where a pattern of behaviour regarding lateness is observed a range of restorative and reflective measures can be employed to assist and insist that students establish an acceptable attendance record.

The aim of action should be to work with students and families to have students attend class on time, ready to participate in the learning program.

PROCEDURE: ARRIVAL TO CLASS

Students who arrive late to class will provide the teacher with a reason and Compass pass. The teacher will acknowledge, record in Compass if appropriate, and set student to work.

PROCESS STEPS

Late to class	Valid Explanation	Initial instance of lateness to class: <ul style="list-style-type: none"> Student provides teacher with a valid reason for lateness to class. Teacher acknowledges reason but should not engage in discussion with the student. This is recorded on Compass. Teacher to set student to work.
Late to class	Non Valid Explanation	Initial instance of lateness to class: <ul style="list-style-type: none"> Student provides teacher with a non valid reason for lateness to class. Teacher acknowledges reason but should not engage in discussion with the student. This is recorded on Compass. Student may be excluded from class if required, for no more than 2 to 3 minutes. Restorative Sessions may be issued by the teacher to the student. Learner Mentor or Year Level Coordinator to be informed.

Lateness to class - Pattern emerges

1	Year Level Coordinator involvement.	Pattern of lateness - In first instance Once a pattern of lateness is recorded and identified, the Year Level Coordinator will intervene and set appropriate restorative session.
2	Year Level Coordinator involvement.	Pattern of lateness - No change Once a pattern of lateness is recorded and identified, and no change in behaviour has been made, a parent and student meeting will be made with the Year Level Coordinator to discuss. Student may be placed on an Attendance Card or Support Plan.

Lateness to School Process



Students are expected to attend school as required by the College timetable. Where students are late to school, the Learner Mentor will assume primary responsibility for monitoring and responding to the issue.

Where a pattern of behaviour regarding lateness is observed a range of restorative and reflective measures can be employed to assist and insist that students establish an acceptable attendance record.

The aim of action should be to work with students and families to have students attend school on time, ready to participate in the learning program.

PROCEDURE: SIGNING IN

Students who arrive late to school will report to the relevant College reception, where they will sign in on Compass *(except where a member of the Wellbeing team has directed students to go directly to class)*.

PROCESS STEPS

1	Learner Mentor discussion.	<p>After the first two instances of unexplained lateness in a term:</p> <ul style="list-style-type: none"> • Learner Mentor discussion with student regarding College lateness expectations. • Learner Mentor issues warning and logs on Compass. • Any issues arising are to be discussed with the Year Level Coordinator.
2	Parent phone call.	<p>After the third instance of unexplained lateness in a term:</p> <ul style="list-style-type: none"> • Learner Mentor phone call to parent/carer inquiring about any extenuating circumstances and asking for their assistance to resolve the lateness concern. • Student issued with consequence. • Where there are pastoral concerns, the student will be referred to a College counsellor or Family Partnerships team to discuss any underlying issues which need to be worked through regarding the observed behaviour. • A meeting should be arranged with the student and Year Level Coordinator to discuss the issues causing the lateness.
3	Parent meeting with Year Level Coordinator and Learner Mentor.	<p>Further instances of unexplained lateness in a term, will result in the Year Level Coordinator arranging a meeting with parents.</p> <p>At the meeting, the College expectations will be reviewed with the parents and the Year Level Coordinator will place the student on an Attendance Management Plan - YLC with agreed consequences put in place.</p> <ul style="list-style-type: none"> • Strategies are discussed with the student and parent/carer to find a way to resolve the issues. • Student privileges may be curtailed for a period of time as part of the Plan.
4	Parent meeting with Director of Campus and Learner Mentor.	<p>Any further instances of unexplained lateness in a term:</p> <p>Further instances will result in a meeting with parents and the Director of Campus. At the discretion of the Director of Campus the student may be placed on an Attendance Management Plan - DOC.</p> <p>Ongoing pattern of lateness:</p> <p>Parent and student meeting with Director of Campus and Deputy Principal - Student Wellbeing</p> <p>The student's willingness to meet the College expectations and family support of College expectations will be considered. Further consequences and parent meetings will follow as this may affect a student's promotion.</p>

Last updated November 2024

Process for Monitoring Uniform

Students are expected to comply with the College uniform policy at all times. Where students are in breach of the uniform policy, the Learner Mentor will assume primary responsibility for monitoring and responding to the issue.

Where a pattern of behaviour regarding uniform is observed a range of restorative and reflective measures can be employed to assist and insist that a student is compliant with the uniform policy.

The aim of action should be to work with students and families to have students in correct uniform at all times.

PROCEDURE: OUT OF UNIFORM NOTE

Students who arrive at school in breach of the uniform policy will be logged on Compass. College expectations will be explained to the student.

PROCESS STEPS

1	Learner Mentor discussion.	<p>After the second instance of unexplained incorrect uniform in a term:</p> <ul style="list-style-type: none"> • Learner Mentor discussion with student regarding College uniform expectations. • Learner Mentor issues warning and logs on Compass. • Any issues arising are to be discussed with the Year Level Coordinator.
2	Learner Mentor Restorative Session and parent phone call.	<p>After the third instance of unexplained incorrect uniform in a term:</p> <ul style="list-style-type: none"> • Learner Mentor discussion with student regarding College uniform expectations. • Parents informed any further breaches will result in student being sent home. • Learner Mentor issues a Restorative Session and logs on Compass. • A reflective task will be completed at the designated Restorative Session time. • Any issues arising are to be discussed with the Year Level Coordinator. • At this stage, student may be placed on a YLC behavior support plan.
3	Parent meeting with Director of Campus and Learner Mentor.	<p>Further instances of unexplained incorrect uniform in a term:</p> <p>Will result in student being sent home until uniform is rectified and a meeting with parents and the Director of Campus (DOC) will take place.</p> <p>At the discretion of the Director of Campus the student may be placed on a <i>DOC Student Support Plan</i></p> <p>Ongoing pattern of incorrect uniform:</p> <p>Parent and student meeting with Director of Campus and Deputy Principal - Student Wellbeing</p> <p>The student's willingness to meet the College expectations and family support of College expectations will be considered. Further restoratives and parent meetings will follow as this may affect a student's promotion.</p>
Special Note.		<ul style="list-style-type: none"> • Where there are pastoral concerns, the student will be referred to the Family Partnerships team to discuss uniform support.

Uniform Policy



General Notes

Term 1 & 4 it is permitted for shirts to remain untucked and open neck with no tie. In these instances, shirts must remain neat, tailored, and flat bottomed to remain presentable.

Wearing of scarves in Terms 1 & 4 is not allowed. We ask parents to remind their sons and daughters of our expectations.

College Blazer

During Term 1 & 4, blazers are optional, with the exception of formal functions or unless instructed otherwise.

Girls' Summer Uniform Expectations - Terms 1 & 4

- College summer dress at knee length with white school socks no logo
- College winter skirt knee length with white school socks no logo
- College white short sleeve collard blouse

OR

- Tailored college grey shorts or pants with black socks no logo
- College white collared short sleeve blouse
- College black tie (optional for Sacred Heart (SH) students)
or College grey tie (optional for Christ the King (CTK) students)



Girls' Winter Uniform Expectations - Terms 2 & 3

The College red jumper or Year 12 jumper, along with the College scarf, are optional items.

- College tailored grey pants with black socks - no logo, or College Winter skirt knee length, with black tights
- College white collared long sleeve blouse, tucked in with top button done up and tie
- College black tie (SH) or College grey tie (CTK)
- Blazer as the outer garment



Boys' Summer Uniform Expectations - Terms 1 & 4

- College grey pants or shorts with black socks no logo
- College white collared shirt straight cut
- College black tie (optional for SH)
- College grey tie (optional for SJ)



Boys' Winter Uniform Expectations - Terms 2 & 3

The College red jumper or Year 12 jumper, along with the College scarf, are optional items.

- College grey pants with black school socks no logo
- College white short or long sleeve shirt, tucked in
- College black tie (SH)
- College grey tie (SJ)



Physical Education Uniform

SUMMER

- College short sleeve red polo shirt with crest
- College black shorts
- White or black sports socks
- Supportive lace-up runners
- College fleece jacket



WINTER

- College black tracksuit pants
- College red polo shirt with crest
- College fleece jacket
- White or black sports socks
- Supportive lace-up runners



All information is correct at time of printing but is subject to change.
Last updated November 2024

Accessories



Shoes Expectations

Flat, plain black leather lace-up OR T-Bar school shoes.
School shoes must be worn in any practical based subject.



Physical Education Accessories

Sport Cap

Required in Term 1 and 4 when PE classes are outside.



Supportive lace-up runners

Shoes must have a supportive sole that does not bend or twist, a supportive heel that cannot be pressed in or down, must have laces and be done up during activity.



Unacceptable shoes



Sunscreen

Caroline Chisholm Catholic College is a SunSmart school.
Sunscreen should be supplied by families for students to use in Term 1 and 4.

Hair Accessories

Hair-ties, ribbons or hairbands may be worn in College colours of Red, Black and White only. Other hair accessories are not permitted, e.g. beads, bandanas.

Belt

Plain black leather-look belt (no large buckles or logo).

Jewellery

- Students are permitted to wear a watch and/or a small religious medallion on a necklace.
- All other jewellery, including charity or religious wristbands, are not permitted.
- Only one earring per ear is permitted.
- Earrings must be plain silver or gold studs or sleepers, no larger than 3mm in diameter.
- See the Uniform Requirements Policy.



Bags

Only the official College school bag is to be used, and should be kept clean and free of graffiti. The official College tote bag should be used for all excursions, sporting events, or as otherwise directed.



Hair Expectations

The College reserves the right to ask students to adjust hair styles deemed unsuitable, regardless of current trends:

- Hair is to be well groomed with no extremes of colour, length and/or style. Examples of this include but are not limited to tails, mohawks, shaved areas and dreadlocks
- Any parts of the head that have been shaved must be no shorter than a number 2 clipper/comb. The student's scalp should not be visible
- No patterns or lines are to be cut into the hair
- Highlights or tints should be natural in colour
- Large obvious patches of colour will not be permitted
- Long hair is to be tied back in subjects where there may be a safety concern, such as Food Technology and Product Design.

Make-up, Facial Hair and Nail Polish

- Male students are to be clean shaven.
- Students are not permitted to wear make-up or nail polish
- False nails such as acrylics or gels are not permitted
- False eyelashes and/or eyelash extensions are not permitted

Students will be directed to remove any facial hair, make-up or nail polish, using College supplies, upon their arrival at school or sent home. Ongoing instances may result in further consequences.

Items Not Permitted

- Coloured t-shirts or singlets which are visible through shirts cannot be worn
- Skivvies, hoodies and other unapproved jumpers and windcheaters are not permitted
- Beanies are not permitted at school and must be removed on arrival at the College
- College caps can only be worn with the HPE uniform, or during recess and lunch

Tattoos

Tattoos (including henna and temporary tattoos) are not permitted.

Out of Uniform

The College understands that on occasion, students may have difficulty wearing all or part of the required uniform for the day ahead. Where valid reasons for this situation arise, students are expected to:

- Supply a signed note by a parent/carer to the Learner Mentor, explaining the difficulty and a timeframe within which it will be addressed. The Learner Mentor will issue the student with a Uniform Pass, which students should carry with them for the duration.

Learner Mentors will monitor the number of occasions on which a student is out of uniform, and will follow up with the student as required in order to ensure the concern does not become habitual.

Where students are out of uniform without a valid reason or without a signed note, the Year Level Coordinator may issue consequences as appropriate, including being sent home.

We understand that there may be an ongoing health or financial reason contributing to a student's inability to wear the correct uniform. Parents/carers are encouraged to make contact with the Learner Mentor so that appropriate support may be provided.

Students Use of Mobile Phone Policy



At Caroline Chisholm Catholic College we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our college. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice, and the sanctity of each human person at the heart of the gospel (CECV Commitment to Child Safety).

As a Catholic learning community, the College is committed to ensuring all students engage meaningfully in their learning, build a sense of hospitality and compassion, and create respectful relationships within the college community.

This policy is designed to ensure that Caroline Chisholm Catholic College complies with the eleven minimum child safe standards in line with Ministerial Order 1359. As educators, we have a mandatory obligation to create a culture which prioritises a safe, nurturing community for every child. The standards provide a framework for routinely reviewing and strengthening child safety strategies, policies, and practices. This policy outlines the requirements of the Minister for Education relating to students using mobile phones during school hours.

While technology can provide many opportunities for communication and learning, there are growing concerns about the relationship between excessive usage and its impact on learning and wellbeing for adolescents.

Caroline Chisholm Catholic College advocates for safe and responsible digital citizenship and prioritise the student's safety and wellbeing in the development of social skills and positive behaviour. As a learning community our role is to educate students in the responsible use of technology so that our students are able to:

- Build relationships and community by increasing face to face interactions and physical activity during breaks.
- Enhance learning through full engagement in classroom.
- Develop capacity for empowerment and self-regulation.

The aim of the policy is to provide a safe environment where students can learn without inappropriate mobile phone use including (cyber bullying) or distractions and provide greater opportunities for social interaction and physical activities during recess and lunchtime.

Scope

This policy applies to all students who attend Caroline Chisholm Catholic College.

Policy

It is the student's responsibility to show that the mobile devices are stored in a secure place. Each Caroline Chisholm Catholic College student is provided with their own locker and a combination lock.

Mobile phones are not permitted to be brought to class. Students need to be present and, in the moment, whilst at school and, as a college community, we want to promote fair and reasonable use of mobile phone devices. The use of technology is important, but there are risks and benefits from its use and need to be managed and responsibilities owned.

Mobile phones are not allowed in class unless specifically requested by the teacher and noted in the lesson plan. Students should be fully present and engaged during school hours. As a college community, we aim to encourage fair and reasonable use of mobile devices. While technology is important, its use comes with both risks and benefits that need to be managed responsibly.

Rationale

The purpose of this policy is to provide:

- A safe environment to learn without inappropriate mobile phone use (including cyber bullying) or distractions.
- Create opportunities for social interactions and physical activity during recess and lunchtimes.
- Research confirms that mobile phones can negatively impact on educational outcomes for students. Constant notifications, messages and checking of phones is an ongoing distraction for students, limiting their ability to focus and concentrate on learning.

Research from Victorian Education Department shows: Ref <https://www.vic.gov.au/mobile-phones-schools#research>

- Even when a phone is not turned on but is close to a person, its physical proximity is distracting and reduces the person's ability to perform tasks.
- There is a link between the use of smartphones and an increase in depression, anxiety, and reduced happiness.
- Mobile phone content can influence our dopamine pathways leading to a battle for more and more of the users' time.
- Grades improve when mobile phones are banned from classes.

Family Contact – Emergencies

The College acknowledges that most students own a mobile phone and the importance they now serve as a tool of communication between parents, carers, guardians, and students. In emergencies, parents can contact their children through the front office and reception staff will contact the student. Parents and carers are required to follow the school process with regards to making arrangements for collecting their students during the school day.

Exceptions

A small number of exceptions may be made. These exceptions will only be available if a mobile phone is essential for a student in:

- Managing a diagnosed health condition (exemptions on medical grounds, will be permitted for the approval of Deputy Principals).
- Classroom learning only at teachers' discretion (including filming for specific classes).
- Liaise with the relevant Director of Campus with regards to certain students that use noise cancelling headphones for a wellbeing reason.
- Students may use wired headphones for learning purposes which can be purchased through the booklist.
- Year 12's may listen to music in their study space with wired headphones only.

Expectations

- The individual student is responsible for the security of their phone. All students are provided with an individual combination lock to ensure that secure storage of their device is possible.
- The phone is to be turned off and locked in individual student's lockers throughout the school day, from the time they enter the school grounds until they exit the school grounds.
- For the canteen, students will need to ensure that they have their Compass ID card or a physical bank card to pay for items electronically. Alternatively, they may order their lunch online.
- Mobile phones may not be brought into any examination room.
- 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.
- Students will not circulate any images that make reference and/or identify community members without their consent.
- Students will not circulate or view explicit images. Children under the age of 18 are unable to give

consent to these types of images.

- Students will not use a VPN to bypass the school internet filtering system.
- Students are not to bring or use their phones on camps, excursions, sports days or the like.

Headphones and Earbuds

- Headphones and earbuds may not be used.
- Students are not permitted to listen to music during class time.
- Students wearing headphones or earbuds whilst at school will have them confiscated until the end of day. The same process for phone confiscation will apply.

Liability

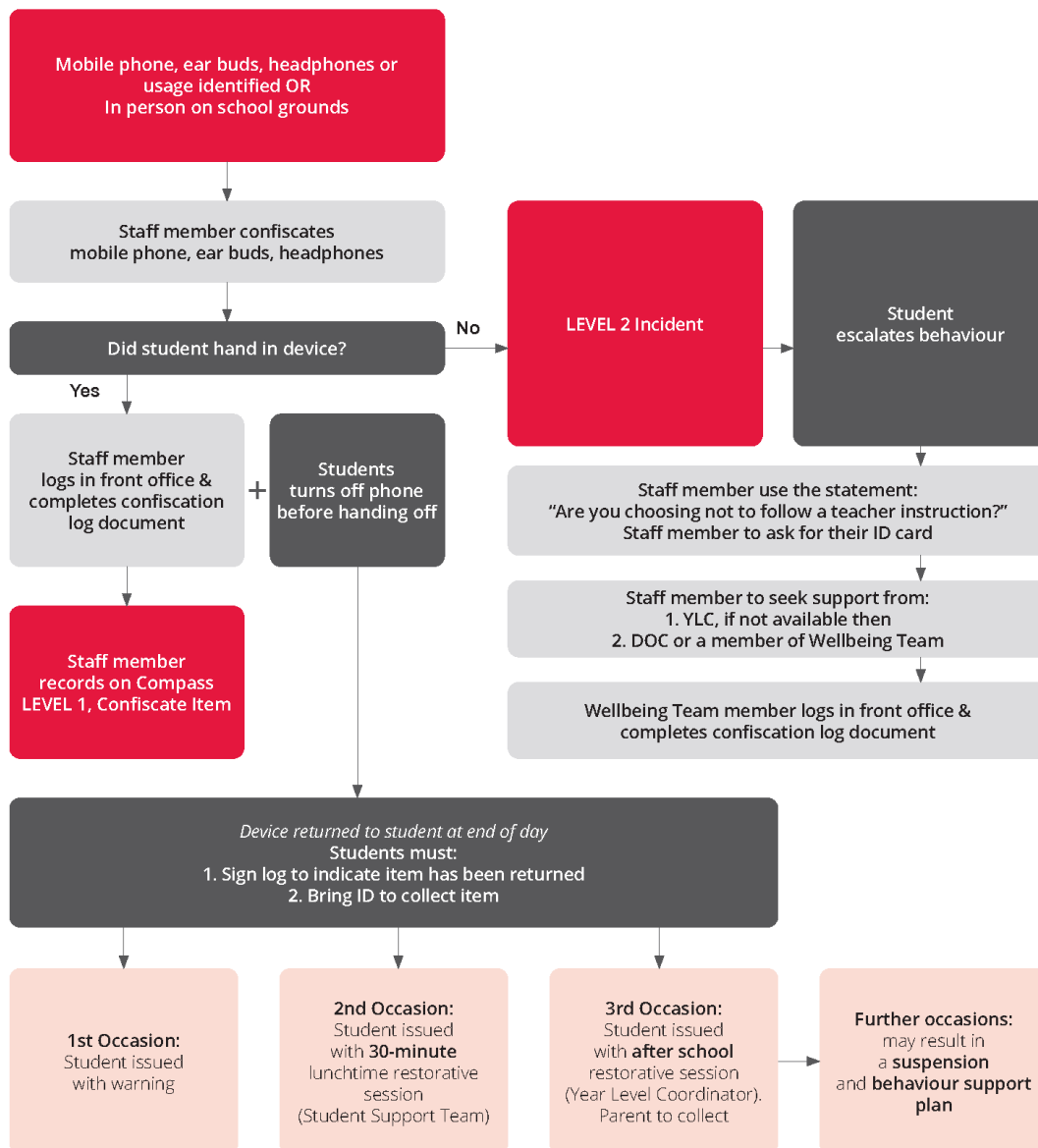
Students acknowledge that mobile phones/devices, earbuds, and headphones are brought to school at the owner's risk. The College does not hold insurance for personal property brought to school and will not pay for any loss or damage to such property. Phones should be identifiable, and password protected.

Consequences

Students who are found using a mobile phone, ear buds or headphones during school time will have their devices confiscated and it will be placed at reception and collected by the student at the end of the school day by a member of the Wellbeing Team.

- If a student's mobile phone, ear buds, or headphones are confiscated for a third time, parents will be asked to collect the phone from reception on the student's behalf.

Mobile Phone Device, Ear buds and Headphones Confiscation Process



Last updated June 2025

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YEAR 7 – 10 ACADEMIC INTERVENTION PROCESS

<p>PRE-ACADEMIC INTERVENTION Student exhibits poor work habits and organisation.</p>	<ul style="list-style-type: none"> • Subject teacher discusses areas of concern with student and identifies strategies to support student in their learning. • Teacher documents via <i>General Academic Observation</i> chronicle template. • Teacher informs parents via telephone.
<p>STAGE 1 Student fails to meet requirements of a subject/s.</p>	<ul style="list-style-type: none"> • <i>Year 7 – 10 Letter of Concern (Academic)</i> chronicle template completed by subject teacher to notify parents. Strategies for support to reengage student in their learning are included in letter. • Learner Mentor & Year Level Coordinator notified in <i>Year 7 – 10 Letter of Concern</i> notification chain.
<p>STAGE 2 Student continues to be disengaged in his/her learning.</p>	<ul style="list-style-type: none"> • Learner Mentor identifies student 'at risk' when 3 or more <i>Year 7 – 10 Letter of Concern (Academic)</i> chronicle entries are generated. • Parent meeting with Year Level Coordinator. • Student placed on Academic Management Plan. • Academic Management Plan pinned to student's profile on Compass. • Subject teachers continue to implement strategies and document progress on Compass via <i>General Academic Observation</i> chronicle template.
<p>STAGE 3 Student fails to meet requirements of student contract.</p>	<ul style="list-style-type: none"> • Escalated to Director of Campus and/or Director of Curriculum. • Parent meeting with Year Level Coordinator & Director of Campus/Curriculum to discuss breach of student Academic Management Plan. • Director of Campus informs relevant Deputy Principal/s. • Formal letter is issued by Deputy Principal stating that unless improvement is observed student will not be promoted. • Meeting and letter documented using <i>General Wellbeing Observation</i> chronicle template.
<p>STAGE 4 Formal meeting.</p>	<ul style="list-style-type: none"> • Escalated to Deputy Principal and Principal. • Parent meeting held with Deputy Principal and Principal. • Family advised that the College has academic expectations which the student has failed to meet. Despite the support offered, student has chosen not to engage in their own learning.



VCE ACADEMIC INTERVENTION PROCESS

<p>PRE-ACADEMIC INTERVENTION Student exhibits poor work habits and organisation.</p>	<ul style="list-style-type: none"> • Subject teacher discusses areas of concern with student and identifies strategies to support student in their learning. • Subject teacher contacts parent to inform them. • Subject teacher documents via <i>General Academic Observation</i> chronicle template (including summary if contact with parent) and includes LM in notification chain.
<p>STAGE 1 Student has not met the requirements to be awarded an 'S' for the Outcome prior to sitting upcoming SAC/Assessment.</p>	<ul style="list-style-type: none"> • Subject teacher identifies student 'at risk' when 3 or more <i>General Academic Observation</i> chronicle entries are generated. • Subject teacher contacts parent to inform them. • Subject teacher documents via <i>VCE Letter of Concern (Academic)</i> chronicle template (including summary if contact with parent). • VCE Pathways Coordinator, Learner Mentor & YLC notified in <i>VCE Letter of Concern (Academic)</i> notification chain. • Students informed that SAC/Assessment is their opportunity to demonstrate satisfactory knowledge of the Outcome.
<p>STAGE 2 Student does not meet requirement to be awarded an 'S' from SAC or Assessment.</p>	<ul style="list-style-type: none"> • Subject teacher contacts parent to inform them of Provisional N. • Senior Pathways Coordinator documents via <i>Provisional N or Final N chronical template</i> with subject teacher, Year Level Coordinator, Director of Campus and Director of Curriculum in the notification chain. • Senior Pathways Coordinator sends hardcopy of Provisional N Letter home via post. • SAC resit or modified task provided to student. • Subject teacher updates Compass chronical to indicate 'S' achieved. • Additional SAC resit or modified task/s provided where required to obtain an 'S'.
<p>STAGE 3 Student still does not demonstrate understating of Outcome to a satisfactory standard. N received for subject.</p>	<ul style="list-style-type: none"> • Senior Pathways Coordinator informs Director of Curriculum that student has not met the requirements to achieve an 'S'. • Senior Pathways Coordinator documents on Compass via <i>Provisional N or Final N chronical template</i>. Subject teacher, Year Level Coordinator, Director of Campus and Director of Curriculum in the notification chain. • Senior Pathways Coordinator sends hardcopy of Provisional N Letter home via post co-signed by Senior Pathways Coordinator and Director of Curriculum.

APPENDIX

- ✓ The following Appendix provides instructions on how a Restorative Session works and how to log it (Chronicle Entries).
- ✓ There is an additional restorative resource, 'Model of Influence' that can be used in conjunction with the affective questions.
- ✓ Levels of Responsible Student Behaviour and Strategies for Managing Inappropriate Student Behaviour.

Chronicle Templates

Uniform Observation – [year level]

3rd occasion = lunchtime LM Restorative Session

Uniform Observation 3rd occasion - LM Restorative Session - SH Year 11 ...

Uniform Observation - SH Year 11

#484976 • Points: +3

Uniform Observation 3rd occasion:: Student has received 3 Uniform Observation entries and has been automatically allocated a lunchtime LM Restorative Session. These are a combination of repeated low level uniform observations.

Recorded: Jun 25 at 9:22am

🔒 Level 1 📊 Rating: Grey

When a student receives 3 “Uniform Observation” chronicle entries, the student is automatically allocated a lunchtime LM Restorative Session

Student Behaviour Record – [year level]

5th occasion = lunchtime LM Restorative Session

Student Behaviour Record 5th occasion - LM Restorative Session - SJ Year 9 ...

Student Behaviour Record - SJ Year 9

#486246 • Points: +5

Behaviour Record 5th occasion:: Student has received 5 Student Behaviour Record entries and has been automatically allocated a lunchtime LM Restorative Session. These are a combination of repeated low level behaviours.

Recorded: Jun 27 at 10:48am

🔒 Level 1 📊 Rating: Grey

Add a comment

When a student receives 5 “Student Behaviour Record” chronicle entries, the student is automatically allocated a lunchtime LM Restorative Session

Confiscation – [year level]

2nd occasion = lunchtime LM Restorative Session

3rd occasion = afterschool YLC/DOC Restorative Session

Confiscation 2nd occasion - Restorative Session - SH Year 10 ...

Confiscation (Phone, earbuds, etc) - SH Year 10

#486273

Confiscation 3rd occasion: Student's phone or device has been confiscated. Student has been automatically issued an afterschool YLC/DOC Confiscation Restorative Session.

YLC Action Required: YLC to contact student's Parent to advise that this is the 3rd occasion their child's phone or device has been confiscated and the Parent is required to collect their child's phone as per College Mobile Phone Policy. Automatic email has been sent to parent and student regarding policy reminder.

Recorded: Jun 27 at 11:08am

👤 Parents and students 🔒 Level 1 📊 Rating: Grey

Add a comment

Confiscation 3rd occasion - YLC/DOC Confiscation Restorative Session - SH Year 10 ...

Confiscation (Phone, earbuds, etc) - SH Year 10

#485614 • Points: +3

Confiscation 3rd occasion: Student's phone or device has been confiscated. Student has been automatically issued an afterschool YLC/DOC Confiscation Restorative Session.

YLC Action Required: YLC to contact student's Parent to advise that this is the 3rd occasion their child's phone or device has been confiscated and the Parent is required to collect their child's phone as per College Mobile Phone Policy. Automatic email has been sent to parent and student regarding policy reminder.

Recorded: Jun 26 at 10:25am

👤 Parents and students 🔒 Level 1 📊 Rating: Grey

Add a comment

When a student receives 3 “Confiscation” chronicle entries, the student is automatically allocated an afterschool YLC/DOC Confiscation Restorative Session

The YLC will then contact the students' parents to advise their child's phone, or device has been confiscated, and the parent is required to collect their child's phone from the front office as per College Mobile Phone Policy.

LM Restorative Session

Places student directly into a lunchtime LM Restorative Session

LM Restorative Session - SH Year 12

Attitude/Behaviour

#477389 • Points: -1

Role: Involved

Involved:

Reason included in email:

Recorded: Jun 3 at 9:13am Occurred: Jun 3 at 9:05am

Parents and students Level 1 Rating: Amber

Add a comment

General Behaviour Observation

No consequence - Tag relevant Staff who need to be notified (*if required*) in Notification Chain

General Behaviour Observation

No consequence - Tag relevant Staff who need to be notified (*if required*) in Notification Chain

General Behaviour Observation

Wellbeing

#487746

Role: Involved

Involved: N

Incident:

487746 - View Chronicle Entry: General Behaviour Observation

Details Communications Notification Chain Audit

Staff Visibility: Level 1: Admin/Power/Users

Parent/Student Visibility: Hidden

Parents Can Acknowledge Entry: ☐

General Academic Observation

No consequence - Tag relevant Staff who need to be notified (*if required*) in Notification Chain

General Academic Observation

Academic

#474843

Overview:

Recorded: May 28 at 12:24pm Occurred: May 28 at 12:25pm

Level 1 Rating: Grey

Add a comment

487746 - View Chronicle Entry: General Behaviour Observation

Details Communications Notification Chain Audit

Staff Visibility: Level 1: Admin/Power/Users

Parent/Student Visibility: Hidden

Parents Can Acknowledge Entry: ☐

Model of Influence

In meeting with a student to follow up inappropriate behaviour in class that has impacted on your ability to teach, the model of influence can be used in conjunction with the affective questions. In doing so:

1. *State* - what the problem is, what effect is it having on you and how it makes you feel.
 - When you talk while I am talking, I am concerned I cannot be heard and feel frustrated.
 - I feel distracted when you come to class late, etc.
2. *Listen* – and paraphrase students' facts and feelings.
 - You seem to be saying that you need to talk as you are worried that...
 - So, the reason you come to class late is ... it is not your fault because...
3. *Confront* the student's argument. Try to show that it is unreasonable.
 - So, what you are saying is that because I didn't see you talking, I shouldn't try to stop you interfering with the right of your friends to get on with their learning?
 - ...Because you were angry, that gave you the right to swear in class at xxxx and upset them?
 - Do you think that your actions show little care for your friends?
4. *Ask* students provide a solution that meets both their and your needs. If necessary, suggest some
 - So, what can you do about it?
 - How can you be sure that you can arrive on time?
5. *Evaluate* all the solutions and find one that is acceptable to both of you. Set a timetable to evaluate its effectiveness.
 - OK, then in that case, we'll try it until and see how it goes.

Note: Make sure that you and the students are seated, and you are facing the student. Maintain eye contact. Use nonverbal signals like nodding while listening. Make sure to be in an open space.

If you are discussing a student's behaviour as part of a lunch time detention, it may be of value to consider the following:

- Refer to the class rules and the rights on which they are based.
- Convey to the student what your impression of the problem is.
- Say what effect the behaviour is having on you and how it makes you feel.
- Encourage the student to share their side of the story.
- Listen carefully to what they have to say. Be sure to let them know that you have heard them, by paraphrasing the view and repeating back to them, their "facts" and "feelings".
- Discuss the impact of the inappropriate behaviour on other students.
- Highlight the short- and long-term impact of the behaviour. Emphasise that you are acting in their best interests.
- Distinguish between the student's intentions and their behaviour outcomes.
- Indicate that you expect better behaviour from them and that they are capable of much more appropriate behaviour.
- Remind them that all it takes is a positive decision to be made.

Levels of Responsible Student Behaviour and Strategies for Managing Inappropriate Student Behaviour

2.1 Introduction

Each teacher must establish an appropriate code of behaviour for their classroom which reflects college expectations and MACS behaviour support policies and procedures. This should be done in consideration of our pastoral care responsibilities, the welfare of the students and the positive and respectful relationships we must uphold as teachers and staff employed by MACS. The teacher needs to be explicit about the expectations regarding learning and the required behaviour to enable this.

Where the behaviour of students does not meet these expectations, a range of consequences may be used to assist students learning from their mistakes. In doing so, the levels of responsible student behaviour are to be used as a guide.

2.2 Factors to be Considered in Deciding the Consequence to Respond

Consequences must:

- Consider the age, developmental stage and other additional needs of the student
- Ensure that the consequence is just, reasonable and conveys a sense of forgiveness.
- Consider the facts of the situation; the seriousness of the incident and whether the incident is a 'one off' or ongoing.
- Consider the guidelines contained in the MACS Policies.

If a staff member is unsure about the appropriateness of a consequence it is important to discuss the incident with other staff such as the Learning Mentor, Year Level Coordinator and/or Director of Campus

2.3 Initial Management Strategies

- Meeting with student.
- Keeping students in at lunchtime.
- Note in compass.
- Parental contact by phone.
- Loss of privileges.
- Various monitoring strategies such as organisational checklists and behaviour or goal cards.
- Set tasks to be completed.

2.4 Withdrawal from Classes

The decision to temporarily withdraw a student from class(es) is made by the Director of Campus. Generally, it is used only to address an incident that arises from the classroom and may be for a particular subject or the whole day.

2.5 Review Meetings

If there are ongoing concerns regarding a student's work, behaviour or their relationships with other students and staff the Learner Mentor and/or YLC may decide to meet with parents and the student regarding the concerns. Prior to the meeting they may gather input from other staff to set up concrete strategies to assist the student in addressing the concerns raised. Should there be a need for additional meetings, the Director of Campus may be required to attend. Further referrals can be made to the Deputy Principal.

2.6 Report Cards & Support Plans

There are various types of support given to students ranging from behaviour to mental health. These depend on the severity of the support needed. The use of Report Cards is at the discretion of the Director of Campus.

Report cards

- a) Behaviour (blue) card –
This is the most used card and focuses on students with continual behaviour issues in multiple classes. Students need to collect this from the Year Level Coordinator weekly, have all teachers sign it after every lesson, complete a self-reflection and get parents to sign it.
 - The Learner Mentor needs to discuss the feedback with the student. The Year Level Coordinator should file these and keep a record of them.
 - These can be used by themselves and in conjunction with a YLC Support Plan.
 - If a student is put on a Blue Card, all teachers must be emailed to inform them.
- b) Recess & Lunch Reflection (purple) card –
This is a behaviour report card including a recess and lunch reflection.
- c) Laptop (green) card –
This may be used for students with severe problems with laptop use in class. It includes a reflection of how they used their device.
- d) Punctuality (yellow) card –
Can be useful for students that are constantly late to class, miss the bus between campuses etc.
- e) Class Report Card – this focuses on a core class with continual behaviour issues. Weekly report card given to each core class teacher. DOC and YLCs to review at the end of week.

Student Support Plans

- Generally used and facilitated by LM prior to a Year Level Coordinator Support Plan in the first instance.
- Goals set by LM and student with support of Year Level coordinator.
- This provides an opportunity for the student to formalise goals and revisit the Student Code of Belonging and Values and why they want to be a part of the Caroline Chisholm Catholic College Community.
- Other support plans may be used to support a student with attendance, academic progress or mental health.