



# **POSITIVE STUDENT BEHAVIOUR SUPPORT PLAN**

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**Policy and processes facilitating positive student behaviour  
and managing inappropriate student behaviour**

**Revised 2019**

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# SECTION ONE: OUR APPROACH

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## COLLEGE ETHOS

To 'seek excellence' in all that we do. We will;

- Promote equity and excellence;
- Ensure that all students become successful learners, confident and creative individuals and active and informed citizens; and
- Build the capacity of the 'whole child' to meet their academic as well as social and emotional developmental needs.

## POLICY RATIONALE

Comet Bay College is a co-educational and multicultural community. Our students, parents and staff come from diverse socio-economic and cultural backgrounds and hold a range of values and attitudes. Such diversity can stimulate a creative and enriching environment; it can also give rise to confusion and conflict. To enable our school community to work harmoniously together and to manage the complex issues arising from its diversity, we:

- Develop a learning environment that is safe, respectful, tolerant and inclusive, promoting intellectual rigour and is physically stimulating to support and encourage learning;
- Build and maintain positive and respectful relationships between staff, students and parents;
- Ensure every student experiences a sense of belonging to the school community, of being known and understood as an individual, with staff who care about each student's overall progress and wellbeing; and
- Promote a culture of high performance, within a culture of high care.

## GUIDING PRINCIPLES

- Research based, best practice behavioural interventions and support strategies implemented within a multi-tiered framework;
- Expected behaviours are explicitly taught, modelled, monitored, and reinforced;
- Environments arranged to encourage previously taught social skills and discourage anticipated behaviour errors;
- Classroom strategies are merged with effective instructional design, curriculum, and delivery matched to student need and supporting data;
- Considerate of individuals' learning history and experiences (e.g. family, community, peer group) to incorporate personalised adjustments based on student need;
- Promote restoring relationships when managing student behaviour, supporting the growth of self-regulation and peer-regulation and reduce the need for adult intervention;

- Educators act professionally; that is, use planned and established school and classroom procedures when managing behaviour in manners that are calm, neutral, business like, and contingent;
- Respond to the assessment of College behaviour data; and
- Engage and support parents in active partnership and participation based on mutual respect and communication.

## **BEHAVIOUR EXPECTATIONS**

### **College Staff**

- Model the behaviour that is expected from students;
- Prepare engaging lessons that are appropriate to the needs of their students;
- Explain and enforce College Code of Conduct/College Rules with their students to develop and maintain a positive working and learning environment;
- Notify parents/guardians promptly of issues affecting their child;
- Maintain full attendance records and submit variation sheets;
- Follow all College policies and procedures; and
- Build a positive partnership with parents/caregivers based on mutual respect and feedback.

### **Parents**

- Work in partnership with the college for the benefit of their child;
- Actively encourage and support their child's education including maintaining attendance at 90% or greater;
- Initiate contact with the college to discuss issues and concerns relating to their child;
- Respond to contact from the college about their child; and
- Behave in a positive, respectful way when dealing with College staff.

### **Students**

#### **Attend all classes on time**

- Aim to arrive at school slightly earlier (15 minutes) than the start of the school day;
- Move promptly, directly and quietly to your next timetabled class as soon as the siren sounds;
- Aim for 100% attendance rate; and
- Remain in your timetabled class unless directed by your teacher with a note.

#### **Always be prepared to give your very best effort**

- Put in 100% of your effort into every class task;
- Be aware of your teacher/class routines and expectations;

- Bring required equipment to class e.g. pens, file, paper, text books, iPad, calculator and other items needed;
- Use CONNECT to note due homework, assignments and keep up to date in class;
- Set a regular time and quiet place aside each night for homework/study;
- Ask your teacher for help if you don't understand;
- Allow and encourage others to work;
- Use all class time available to work on set tasks; and
- Use iPads for teacher instructed activities only.

### **Always follow staff instructions**

- Follow the instructions of all adult staff members immediately and politely;
- Follow the instructions of duty teachers in the yard at recess and lunch;
- Stop all conversations and give your full attention to the teacher during instruction;
- Follow staff instructions, even if you think they are unfair;
- Speak to staff members at a later, more appropriate moment (after class) if you wish to discuss an instruction;
- Switching off and putting away mobile phones at all times on college grounds; and
- Go to a buddy class when instructed.

### **Choose actions that make others feel safe, supported and respected**

- Choose polite, respectful language only;
- Include/support others in activities;
- Assist other students in getting support from teachers/staff when needed;
- Follow safety guidelines for activities;
- Maintain personal space between you and others;
- Walk in quads/corridors;
- Place all rubbish in bins;
- Use school or others' property with both permission and care only;
- Bringing appropriate and safe items to school only; and
- Report any conflict or safety concerns to the nearest teacher- this may involve making a report.

### **Take pride in representing the College and wearing the uniform**

- Demonstrating care, respect and support for others at all times, not just during college hours;
- Wearing the correct school shirt/dress and shorts/skirt/trousers as per College uniform policy;
- CBC jackets and jumpers can be worn in cold weather; and
- Wearing appropriate enclosed footwear.

## **SECTION TWO: FACILITATING POSITIVE BEHAVIOUR**

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### **OUR BEHAVIOUR APPROACH**

#### **Positive Behaviour Framework**

Positive Behaviour Support is an evidence-based framework for preventing and responding to student behaviour. The aim is to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes the analysis of data and the implementation of evidence based practices for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

#### **Restorative Practice**

An approach to dealing with offending behaviour that is focused on offenders taking responsibility for their behaviour and taking actions to repair the harm they caused. This strategy is used for maintaining healthy relationships and to repair relationships that have been damaged. It is applied at a whole school or classroom level and in responding to challenging behaviour or bullying.

### **OUR INTERVENTION AND SUPPORT STRATEGIES**

#### **Student Support**

The Student Support team consists of a Dean, Year 7-12 Associate Deans, Psychologist, Chaplains, Health Nurse, Community Youth Officer and an Attendance Officer with diverse and specialised backgrounds who work closely with staff and students, developing preventative programs and plans with appropriate courses of action to support the needs of students. Student Support is about working together in the best interests of all students. Students, teachers and parents are able to refer to the Student Support team for consultation on issues such as friendship, social skills, bullying, grief, adolescent behaviour, mental health issues, learning difficulties, family issues etc.

#### **Positive Culture Team (PCT)**

The Positive Culture Team develops programs and events at Comet Bay College to promote a safe, inclusive environment that fosters a sense of belonging in all school community members. Each program or event is targeted at creating a culture of the 'Comet Bay Way' - whereby it is recognised that our school rules of Attendance, Effort, Instructions, Others, and Uniform are the cornerstone for how we perceive ourselves and

guide our success. Programs and events include lunch activities, assemblies, student leadership team, peer mentors, suspension reentry program for at-risk students and fundraising.

## **AEIOU Behaviour Matrix**

The 'super vowels' are the college wide Behaviour Matrix (Appendix 1) outlining the agreed rules and specific behavioural expectations of the college. To facilitate positive behaviour these expectations are communicated to all students. Communicating behavioural expectations is designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour. These specific behavioural expectations are communicated via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at assemblies and during active supervision by staff during classroom and non-classroom activities;
- Published on College website and CONNECT; and
- Signs displayed in all classrooms and around the grounds with our specific expectations.

## **VIVOS**

VIVO is an online rewards system which aims to improve student engagement, motivation and behaviour. Teachers are encouraged to award students with electronic points called VIVOS for meeting specific targets which are linked to the five school rules. VIVOS are also awarded for attendance, community service activities and sporting events. Students can cash in their Vivo for rewards, which are provided at the College VIVO shop or through the on-line VIVO shop. Parents can also track progress with a parent account so that they can see how VIVOS are being earned and spent.

## **Building Staff Capacity**

- Inductions in the college's Positive Behaviour Plan delivered to new staff and relief staff;
- Key plans and processors regularly revisited with all staff;
- Comet Bay College Professional Learning Communities (CBPLC) strategic and ongoing professional development for all members of the school community;
- Providing opportunities for students, parents and staff to connect to the college (feedback mechanisms, Student Leadership, CONNECT, peer mentoring);
- Proactive classroom management strategies and training for all staff; and
- Delivering an engaging curriculum, effective teaching and promoting and encouraging high standards of behaviour.

## **Student Transition**

- Year 5 orientation day
- Year 6 transition week

- Student Profiling
- Diagnostic testing/Class streaming

## **Specialist and Extension Programs**

- Gifted and Talented Program
- PEAC Program
- Enrichment, extension & aspirant classes
- Australian Football Specialist Program
- Extension programs in Art, Media, Dance, Drama, Music and Basketball
- Senior School vocational education

## **Social & Emotional Learning (SEL)**

- Year 7-9 Resilience, Emotional Awareness Careers and Health (REACH) curriculum
- Small group targeted SEL programs e.g. RISK, WARRIOR, Girls Group, Boys Group

## **Extra-Curricular College Events**

The College holds a number of extra-curricular events to reward/recognise students who continually meets the college behaviour expectations. If a student does not meet the requirements below they will not be eligible to attend the events (e.g. Year 12 College Ball);

- Attendance above 90% (unless there are extenuating circumstances)
- No suspensions on record during the calendar year

## SECTION THREE: RESPONDING TO INAPPROPRIATE BEHAVIOUR

### Level 1 - Classroom Teacher Prevention

Maximise structure in the classroom

Post, teach, review, monitor and reinforce a small number of positively stated expectations

Actively engage students

Establish a continuum of strategies to acknowledge appropriate behaviour

Establish a continuum of strategies to respond to inappropriate behaviour

### Level 2- Classroom Teacher Intervention

- Low Key Response e.g. selective attending, proximity, pause in talk, the 'look'
- Positively remind student about classroom expectations. Explicitly re-direct the student from what they are doing to what they should be doing. Use the language of choice and consequence
- Isolate student and ask student to move to an alternative location e.g. within the classroom, outside the classroom/teaching space but still in the supervision of the teacher (up to 5 minutes)
- Informal chat
- Persistent behaviours - seek advice/support from DOLA and colleagues
- Buddy – if behaviour is infringing on teacher/students and the need for time to cool down and reflect
- Think Sheet - return to class last 5 minutes, and Restorative conversation (Proforma)
- Class contract - third buddy (Proforma)
- Yellow card if student refuses to leave or Red card if the physical safety of others is at risk
- Parents must be informed via phone or email
- Record on iScholaris

**If the classroom contract is broken or no resolution is reached then refer to Level 3**

### Level 3 – DOLA Intervention

- Facilitate the withdrawal of the student to allow time for resolution to occur
- Liaise with classroom teachers by:
  - providing support or advice focusing on appropriate consequences for choice
  - mediating a resolution to student-teacher conflict, Learning Area Contract (Proforma)
  - providing assistance in the monitoring of student behaviour
- Liaise with appropriate ADSS for issues affecting a student's behaviour
- Contact parents/parent meeting if required

**If LA Contract is broken or no resolution is reached refer to SS with relevant documentation**

### Level 4 - Student Support Intervention

- Apply appropriate consequence
- Facilitate the withdrawal of the student to allow time for resolution to occur
- Coordinate Parent/Student/Teacher meeting
- Formal re-entry back into class – reflection sheet, Student Support Contract, monitoring strategy
- Referral to support staff and/or external agencies as required

## **LEVEL 1 - CLASSROOM TEACHER PREVENTION**

Pro-actively establishing a positive classroom environment through the implementation of preventative classroom management practices and support strategies, merged with effective instructional design, curriculum, and delivery by;

- Developing positive relationships with students using the winning over strategies (Appendices 2-3);
- Teacher models appropriate behaviour;
- Engaging students through range of consistent learning and teaching strategies;
- AEIOU/3-5 classroom rules expectations posted, define and explicitly taught;
- Praise and acknowledge behaviour;
- Physical layout of the classroom;
- Seating plan(s);
- Classroom routines developed;
- Responses to misbehaviour are appropriate and systematic;
- Active supervision;
- Reminders; and
- Opportunities to respond.

### **Classroom teacher records**

- Regular Self Reflection on proactive strategies (Proforma 1-2);
- Maintain records on positive student behaviour in iScholaris;
- Regular use of VIVO's linked to AEIOU expectations; and
- Parent Communication – phone call, email

## **LEVEL 2- CLASSROOM TEACHER INTERVENTION**

### **1. Low Key Responses**

Use of low key CMS skills (Appendix)

- Eye contact, non-verbal cues such as pause in teaching, the teachers 'look';
- Selective attention, planned ignore;
- Use of proximity;
- Private Dialogue (give student the opportunity to save face);
- Re-teach expectations;
- Stop, square off, and make eye contact;
- Choice & Consequence - provide student with a reasonable choice; and
- Appropriate consequences.

## 2. Whole College Mandated Implied Choices

	<b>Teacher Response</b>	<b>Choice</b>
<b>Lateness</b>	"Hello Bob, when are you making up the time?"	Classroom teacher to facilitate student to make up the time recess/lunch.
<b>Leaving Class</b>	"If you leave class without permission you will be required to make up the missed time at recess/lunch and I will be required to inform Student Support you have left."	The number of minutes missed equals the number of minutes owed.
<b>Mobile Phone Use</b> Its now no longer about the phone but about <b>not following instructions</b>	"Choice made, please hand your phone to me" If student refuses, "new choice hand it to me and collect as per normal from Student support or it will be followed up and a parent will have to collect it at the end of the day"	Classroom teacher hands phone to Student Support for student to collect at the end of the day.  Classroom teacher informs ADSS of refusal. ADSS to follow up.
<b>Incorrect uniform</b>	Teacher to meet students at the door at the start of every class to monitor uniform.	Any student incorrectly attired sent to Student Support to be changed immediately.

## 3. Classroom Isolation (In class or outside classroom)

- Temporary Removal from classroom when the above intervention strategies have failed;
- All students not within the classroom e.g. put outside, are still required to be supervised by their classroom teacher as part of their Duty of Care;
- This strategy is to be only used as a cooling off period for no more than five minutes.

## 4. Informal/Verbal Agreement

The informal agreement is a process that encourages the student to come to an understanding about specified behaviours and to participate in forming an agreement to help students monitor and change their behaviour.

## 5. Buddy Class

Buddy system provides the teacher with the opportunity to give the student cooling off time, or the opportunity to remove a student for a longer period of time, and thus the ability to establish an effective working environment. Sending students out of class is a serious consequence and should only be used;

- When all classroom strategies have been tried;
- When contact with parent has been made;
- When the safety of others is endangered;
- When others end up missing instructional time.

### Sending a buddy student

- Teachers must organise buddy options within their Learning Area
- Send student to buddy class with buddy slip, reflection sheet and class work (Proforma)
- RMP students will need constant supervision and will need to be escorted as informed by Student Support
- Students to return to class with signed buddy slip and completed work 2 minutes before the end of the lesson
- Teachers are required to follow up with students who don't return to apply further consequences
- **Meet with student next break and follow a restorative conversation using the 'reflection sheet' to guide your conversation**
- Fresh start following completion of designated buddy classes and explanation of expected behaviours
- Students cannot be sent to buddy for more than one lesson for the original behaviour unless negotiated with DOLA (this is a Learning Area withdrawal)
- Record behaviour on iScholaris and contact parent
- **On the third occasion a student is sent to buddy a Classroom Contract must be written**

### Receiving a buddy student

- Teacher to direct student to sit quietly and complete their reflection sheet and other work sent by class teacher
- Check work during lesson
- Make any notes on buddy form and return to referring teacher
- Send student back to class 2 minutes before end of lesson

### Requesting Support

In situations where the student refuses to leave the class or further support is required the card system should be used.

### **Yellow Card**

To be used when behaviour DOES NOT affect the safety of others;

- Yellow card to be sent LA Office requesting the support of any teaching colleague to collect;
- Student escorted to Buddy/Withdrawal for the remainder of the period; and
- All events of this nature must be recorded on iScholaris and DOLA informed.

### **Red Card/ Priority One**

To be used only in extreme circumstances when the behaviour threatens the physical safety of others in the vicinity. In all cases;

- Student to be sent with a red card to nearest office;
- Staff member uses the priority phone list to call for support;
- A report will need to be completed immediately on iScholaris & DOLA informed; and
- DOLA discusses with appropriate ADSS to discuss consequences and follow up.

## **6. Restorative Conversations**

Restorative conversations (Appendix) build a sense of belonging, safety and social responsibility within the College environment by:

- Developing positive relationships;
- Having an opportunity to be heard;
- Recognising their role in maintain positive learning environment;
- Understanding the greater impact of their actions;
- Learning to take responsibility; and
- Restoring and repairing their relationships that have been damaged.

## **7. Classroom Contract**

A Classroom Contract is positive reinforcement intervention used to improve behaviour;

- Contracts consist of two-three agreed upon goals and are supported by incentives and consequences that are tailored to the individual student;
- Contracts provide the student with more 1:1 help and support.

## **LEVEL 3 - DOLA INTERVENTION**

The DOLA will provide support to teachers within the classroom by ensuring there are appropriate:

- Instructional skills;
- Curriculum adjustments; and
- Behaviour management strategies.

## 8. Learning Area Withdrawal

Learning Area withdrawal is when a student is withdrawn from a particular subject for more than one period. Student may be placed on a Learning Area withdrawal by the DOLA. This may be implemented by the DOLAs for repeated instructional non-compliance, broken classroom contracts, repeatedly leaving class without permission. Students on Learning Area withdrawal are expected to:

- Report to the LA office at the commencement of each lesson;
- Follow instructions of allocated class teacher; and
- Work to capacity and complete set tasks.

When a student is withdrawn the DOLA and classroom teacher will:

- Enter in iScholaris and provide verbal advice to the parent(s) that day or as soon as possible;
- ensure that location and supervision arrangements account for Duty of Care at all times; and
- Ensure that the student is provided the opportunity to complete assignments or assessments to fulfill course requirements.

## 9. Learning Area Contract

- DOLA will meet with teacher to review what has been put in place so far and to develop achievable targets to be discussed at meeting;
- DOLA will coordinate a meeting with the student, teacher and parent (where possible) to develop a LA contract. The Learning Area Contract (Proforma 6) is positive reinforcement intervention used to improve behaviour. Contracts consist of two or three agreed upon goals and are supported by incentives and consequences that are tailored to the individual students. Contracts provide the student with more help and support;
- The LA contract is signed by all parties and copies provided to parent and Student Support;
- The DOLA will provide assistance to monitor student behaviour; and
- If Learning Area agreement is broken or if no resolution is reached forward to Student Support with all relevant documentation.

## LEVEL 4 - ASSOCIATE DEAN OF STUDENT SUPPORT INTERVENTION

The role of the Associate Dean of Student Support is to:

- Provide advice to teachers and DOLAs on matters related to students within their year group that may affect their educational outcomes;
- Facilitate the withdrawal of the student (after discussion with the DOLA, may include in-school withdrawal) to allow time for resolution to be reached;
- Liaise with classroom teachers regarding SAER referrals;
- Liaise with staff and parents regarding the progress of the students;
- Restorative task, resolution as determined by restorative task with student, teacher, parent & ADSS;

- Case Management and development of IBMP (including observations); and
- Coordinate internal/external support for identified students.

## 10. In School Withdrawal

The In-School Withdrawal system is centrally administered through Student Support. In consultation with Student Support staff a Dean of Learning Area may elect to place students on In-School Withdrawal in response to an incident within their Learning Area that both requires a significant consequence but does not warrant out-of-school suspension. Such behaviours may include but are not limited to repeated instructional non-compliance, inappropriate (audible) comments and broken Learning Area Contracts.

The DOLA liaises with the relevant ADSS (or DSS if unavailable) to discuss the student's history and circumstance in deciding whether In-School Withdrawal is an appropriate consequence. After consensus is reached, the ADSS will facilitate a suitable timetable for the period of withdrawal in Learning Area withdrawal rooms or classes. If student is non-compliant with expectations within the scheduled time period of In-School Withdrawal, then they will be required to repeat the full period of time again. If a student is repeatedly non-compliant with expectations within the scheduled time period of in-school withdrawal, they will receive an out-of-school suspension.

### Record Keeping/Notifications

- DOLA /classroom teacher record in iScholaris;
- ADSS record behaviour in SIS;
- ADSS record attendance in iScholaris and SIS; and
- DOLA/CT coordinates re-entry of the student to class and resolution/restoration.

## 11. Suspension

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity for;

- The students, other students and staff to calm and recover;
- Reflect on and learn from the incident, including where appropriate participating in restorative processes;
- Evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place and adjustments to plans, resources, staff or strategies that may be required; and
- Parent to meet with the school to discuss how to improve co-ordination between school and home to help the student behave appropriately at school.

## The decision to suspend

The Principal has the authority in the college to make a decision to suspend a student. The temporary transfer of power is given to Associate Principal in circumstances where the Principal is unable to exercise the suspension.

<b>Suspension Category</b>	<b>Definition</b>
Physical aggression toward staff	Aggressive physical contact committed intentionally against staff.
Abuse, threats, harassment or intimidation of staff	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
Physical aggression toward students	Aggressive physical contact committed intentionally against another student.
Abuse, threats, harassment or intimidation of students	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
Damage to or theft of property	Direct or indirect damage to, or theft of, property.
Violation of Code of Conduct or school/classroom rules	Student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.
Possession, use or supply of substances with restricted sale	Use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
Possession, use or supply of illegal substance(s) or objects	Substances that are illegal under the Criminal Code. This includes weapons and illegal drugs.
E-breaches, Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements	Breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

Where the breach of school discipline is considered by the principal to be a serious breach, the principal will assign a provisional suspension period, and shorten or lengthen this period, upon completion of an investigation into the incident.

## Intent to suspend

The College will provide the student and parent a reasonable opportunity to give reasons against the decision to suspend and/or the length of the suspension.

- For breaches of school discipline, this will occur in writing prior to the principal's suspension decision.

- The principal will make a record of any reasons given against the decision to suspend or length of suspension and in conveying his or her final decision will explain how any relevant reasons were taken into consideration.

A suspended student is not allowed to leave the school grounds before an agreement has been reached with the student's parent for how the student will get home. This must occur on every occasion, as it involves a transfer of Duty of Care from the school to the parent. Where it has not been possible to reach such an agreement, and the student is continuing to pose a risk to staff, students or property, the College will consider calling the police to request that the student be removed.

Where a parent is not able to pick the student up and asks that the student be allowed to walk home, the principal will not allow the student into the community if the student is in an escalated state such that risk of harm to the student, community members or property is reasonably foreseeable. The college will take reasonable measures to calm the student before the student leaves the school grounds without a parent.

### **Recording the decision**

- Classroom teacher to enter the incident in iScholaris as soon as practicably possible;
- ADSS to enter the suspension into SIS following the decision to suspend;
- Enter a report into the Online Incident Notification System (OINS) for any incident deemed by the principal to have involved a serious breach of school discipline or a notifiable incident, as defined in the Emergency and Critical Incident Management policy; and
- Suspension recorded as an authorised absence using the 'Z' code in SIS.

### **Other suspension requirements that need to be considered**

- Take reasonable measures to minimise the number of days any one student is suspended for during the course of a school year. Where repeated suspension is not proving effective as a strategy to reduce the severity or frequency of breaches of school discipline by a student, the principal will consider other strategies that may be more successful.
- Not consider the reaching of a specified number of days of suspension to be an automatic trigger for exclusion.
- For the purpose of calculating suspension periods, consider each day the school is open for business as counting for a whole day within the student's suspension period. This requirement applies irrespective of the student's normal level of attendance on that day, including where the student would normally be absent from school that day due to a Notice of Arrangement or placement in an off-site program; or the suspension applied is for only part of the school day.
- Consider multiple breaches in the course of an incident or connected series of incidents to be taken as one overall breach for the purposes of considering the case for and duration of a suspension.

- Not apply suspension for reasons associated with: attendance, an incident occurring outside of school, except where the principal can establish a reasonable nexus between the incident and the school; or dress code.
- Not apply a suspension period that exceeds the number of days remaining in the school term. For purposes of accurately reflecting the severity of the student's breach of school discipline,
- Not extend suspension periods into the following school term.
- In circumstances where the time left in the school term is insufficient reasonably to investigate an incident and reach a decision on a suspension, the principal may make the decision at the beginning of the next school term.
- Consider the possible impact of suspension for a student who is undertaking VET in Schools or Workplace Learning external to the school. Where there is a stipulated requirement for a number of hours to be completed in a course or workplace learning environment, the principal will take measures to prevent any suspension from preventing the student from completing the requirement. This may include stipulating a suspension condition that permits the student to attend the required setting or program.

### **Responsibilities during and immediately following the suspension period**

The ADSS will conduct any required meetings in preparation for re-entry. When a student comes onto school grounds without permission during a period of suspension, the ADSS will:

- Ascertain the reason for the attendance and offer the student assistance when the reason for attendance is genuine;
- Where the student does not supply a genuine reason, discuss calmly and supportively with the student the need for the student to honour the suspension decision and leave the school grounds;
- Make reasonable attempts to notify a parent to collect the student in circumstances where the student refuses to leave school grounds; and
- Notify the police if the student is acting in a way that poses a threat to staff, students or property.

For a student who commits a breach of school discipline while on suspension, the principal may apply an extension to the suspension period subject to:

- Where the maximum period of suspension is already in place, the principal will consider alternative disciplinary sanctions for that breach, to be served after the student's return to school provided that this sanction does not further limit the student's attendance. This does not apply in the event of a recommendation for exclusion.
- A suspension under Regulation 43(1)(a) may not be extended to a suspension under Regulation 43(1)(b), except where the breach committed during the suspension period can reasonably be considered by the principal to be a serious breach.

If a student accumulates 8 suspensions or 20 days of suspension in a calendar year, whichever comes first, the principal will inform the Regional Executive Director and Principal, School of Special Educational Needs: Behaviour and Engagement as part of a case management approach; and work with Regional Education

Office and Statewide Services staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve personalised behaviour support.

## 12. Case Conference

A case conference is a collaborative meeting and may include the Principal or nominee (Associate Principal), Dean and Associate Dean of Student Support, Staff Representative(s) who will usually be the teacher(s) involved with the student, Student Support Team members as appropriate, the student and parents; and other agencies. Parents and students will be informed of their right to have support from a community representative who is mutually acceptable to the college. In some instances, the college may seek to involve a community representative to assist. A case conference may be called for the purpose of:

- Tier 1 interventions have been unsuccessful.
- There are repeated suspensions.

Interventions and support strategies

- Modify procedures/ increase supervision in non-classroom settings.
- Increase class management support.
- Check in- check out.
- Target Instruction in social skills and replacement behaviours.
- Behaviour Support Plan.
- Behaviour Monitoring Card.
- Functional Behaviour Assessment/Escalation Profiles.
- Behaviour Intervention Plan.
- Increased academic support.
- School based mentors.
- External Agency referrals.
- Formal Contract.

## 13. Exclusion

Exclusion orders for students can take the following forms:

- Exclusion from normal attendance at the college but with a requirement to attend the college for specific purposes or programs;
- Complete exclusion from attending the college;
- Direction to attend a specified college or educational program;
- Direction regarding the form of education instruction that is to be provided; or
- A combination of two or more of the above conditions.

The Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches college discipline in the following ways:

- Has threatened the safety of any person on the college premises or participating in an educational program of the college; or
- Is likely to cause or result in damage to college or personal property; or
- Has significantly disrupted the educational instruction of other students.

## SECTION FOUR: STUDENT USE OF TECHNOLOGY

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### MOBILE PHONE

The use of mobile phones can be disruptive to the learning environment of all students and are often used to bully and harass others. In ensuring that the rights of all students and staff are respected as well as ensuring a safe and supportive learning environment the use of mobile phones by any student for any purpose is not permitted on the grounds of CBC. Any student who is seen by a staff member to be in possession of a mobile phone whilst on school grounds or on an excursion will have the mobile phone confiscated.

The preferred position is that students do not bring mobile phones to school but it is recognised that parents provide mobile phones to protect their child from everyday risks involving personal security and safety and for reassurance. It is not necessary, nor acceptable, however, for mobile phones to be switched on or used during the school day.

#### Acceptable use

- Mobile phones to be switched off and kept out of sight upon entering school grounds until the students leave at 2:50pm.
- Students should protect their phone numbers by only giving them to friends and keeping a note of who they have given them to. This can help protect the student's number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text and picture messages.
- Students are not to use their mobile phone/device during an excursion/camp unless instructed by the teacher prior to the excursion or camp going ahead. The teacher will inform parents during the planning phase of the camp or excursion if mobile phones/devices are permitted; the supervising teacher may direct students to contact their parents/guardians in an emergency situation only e.g. the returning bus is delayed extensively.

#### Unacceptable Use

- A student's mobile phone must not be used to by-pass school procedures in relation to school-parent contact. Parents must contact Student Support to pass on any messages rather than going directly to the child.
- Under no circumstances may students use mobiles to contact home and make arrangements to leave. Any student, who is feeling unwell at school and needs to go home, must arrange this through the Health Centre or Student Support.
- Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour.

- It is forbidden for students to “gang up” on another student and use their mobile phones to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones to photograph or film any student without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced.
- Mobile phones are not to be used or taken into changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to their fellow students, staff or visitors to the school.

## Sanctions

- When a student is found to be in possession of a mobile during the day it will be confiscated.
- Confiscated phones will need to be collected from Student Support at the end of the school day.
- The occurrence will be recorded and on the third occurrence a parent will be asked to collect the mobile phone after school. It will not be released to the student.
- A student who refuses to give their mobile phone to a teacher when instructed will be referred directly to Associate Dean of Student and the student should expect to receive a significant consequence.
- Staff cannot accept any responsibility for a mobile phone during the period in which it is confiscated.
- If the phone belongs to another student, the appropriate consequences will apply to both the owner of the phone and the offender.
- Students who persistently infringe the mobile phone policy will be referred to their ADSS who will then consider strategies such as handing in the phone daily, detentions, parent meeting and contracts.

## Theft or damage

- Mobile phones that are found in the school and whose owner cannot be located should be handed to front office reception.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.
- The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school or while on school grounds.
- It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones and/or passwords may not be shared.

## Inappropriate conduct

- Any student/s caught using a mobile phone to cheat in exams or assessments will face disciplinary action as sanctioned by the Principal or Student Council
- Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face disciplinary action as sanctioned by the Principal or Student Council.

- Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. Students using mobile phones to bully other students will face disciplinary action as sanctioned by the Principal or Student Council.
- It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if action as sanctioned by the principal or student council is deemed ineffective, as with all such incidents, the school may consider it appropriate to involve the police.

## **Recording/ Disseminating Voice and Images**

As per the Department of Education Policy, the use of mobile phones or other electronic devices for communication and filming (still and video) is not permitted. Filming people and their activities without their knowledge and/or permission is an invasion of privacy and is not allowed.

Any student found to be involved in recording, distributing or uploading inappropriate videos or images of students, parents or staff while at school, or on an excursion may be suspended. Behaviours include vandalism, fighting, bullying, pranks or material that is violent, pornographic, racist, sexist, inflammatory, threatening, hateful, obscene or abusive in nature, or which promotes or encourages illegal activities on school premises

## **SEXTING**

Sexting is sending sexually explicit messages or photographs to another via a portable electronic device and applies to students who distribute sexually explicit material to harass, solicit or intimidate another person. Staff who become aware that sexually explicit material is on a student's phone or that sexually explicit material has been distributed will report this to Student Support who then will;

- Secure the electronic device without searching or downloading evidence.
- Request parents report to the local police station and request confirmation that the report has been received through the provision of a police Incident Report (IR) number.
- Complete an Online Incident Report.
- Document all actions taken.
- Seek advice from the Department's Child Protection Support Team on 9402 6124.
- A mandatory report must be made if a belief is formed that sexual abuse has occurred.

## **SOCIAL MEDIA**

If students engage in inappropriate online behaviour and it impacts on the "good order" and management at the College, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour happens outside of school hours. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation. Students are able to mitigate issues on social media by;

- Ensuring that personal information, such as full name and address, phone number, school name, location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parent's face.
- Never provoke, or engage with, another user who is displaying inappropriate or abusive behaviour.
- Refrain from posting images or links with inappropriate content.
- Ensure that you do not post any disparaging or defamatory statements about; our school, our staff or our existing, potential or previous students or parents of students.
- Refrain from posting any offensive religious or political views.

## **Responding to Inappropriate Material**

In such circumstances, the College will promptly address the online publication of inappropriate material about staff or students by:

- Informing parents and recommending reporting it to the relevant webmaster or authorities.
- If it involves another school, reporting it to that school.
- Keeping a record of the nature and location of the inappropriate material; and hiding/removing/deleting it whenever possible;
- Making a report via the Online Incident Notification System as soon as practicable.

## SECTION FIVE: ALCOHOL AND OTHER DRUGS

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### Banned Substances

A legal drug is one which is sanctioned by law and may be readily available (e.g. caffeine), may be restricted by age (e.g. tobacco, alcohol) or provided by prescription (e.g. dexamphetamine). An illicit drug is one which it is prohibited to produce, sell, possess or use (e.g. cannabis, amphetamines).

School staff are well placed to identify concerns around drug use and to intervene before drug using behaviour escalates. Good practice requires all staff to;

- Identify students who may be at risk because of their drug use or who show that they may be at risk more broadly by disengaging and disconnecting from their schooling.
- Respond appropriately to and support students who raise health related issues with them.
- Monitor and support students returning from suspension or other intervention measures arising from drug-related issues.

Comet Bay College does not permit students on school premises or at any school event to:

- Smoke and/or possess tobacco products.
- Consume, possess or be affected by alcohol.
- Possess and/or use pharmaceutical drugs for non-medicinal purpose.
- Possess/and/or use volatile substances.
- Possess/or use illicit drugs.
- Possess and /or use drug-related equipment.

### Incident Management and Intervention Support

When student drug use, either legal or illicit, occurs or is suspected to have occurred at school, the college will implement Incident Management and Intervention Support. Effective Incident Management means that potential harm to students can be minimised by consistent and responsible management of drug-related incidents. Working with appropriate procedures for drug-related incidents may increase the likelihood of students involved remaining connected to school through application of a balance of disciplinary and educative consequences. "The consequence of being caught with drugs at school should not cause more harm than the drug itself."

Effective Intervention Support may be preventive of later harmful drug use and of escalation of current drug use. To intervene early and effectively may allow an opportunity to identify and work to resolve the possible causes of drug use and to address the consequences. This allows staff and students a chance to work together to promote physical, emotional and social health and well-being.

## **First Response**

- In circumstances where school staff has reasonable grounds for belief that a student is intoxicated, the immediate priority will be the health and welfare of the student.
- Advise the parents/carers of the situation, request they collect the student and encourage them to seek medical assistance;
- Arrange for care of the student on the school site until such time that a parent or person authorised by the parent can collect the student; and
- Where a parent / caregiver is unwilling or unable to collect the student, the Dean will consult with the Associate Principal and decide whether it is necessary to contact emergency services.
- Where possession or use of illegal drugs (including any items used for the purpose of taking or using any illegal drug) is suspected or where selling and/or supply of drugs is suspected the police will be informed. Where possible, parents will be contacted to be present during questioning and searching of students
- Students on prescribed medication are encouraged to, where possible to take their medication at home. At school, students are only to carry enough medication for one day's use and should be clearly labelled with name, date, dosage and frequency.

## **Consequences**

- Implement discipline strategies appropriate to the circumstances e.g. loss of privileges, detention, withdrawal, suspension, random bag searches.
- A parent or case meeting for appropriate referrals within the school for continuing support.
- Participate in a targeted student welfare intervention program.
- Liaise with police where police action has been involved.
- Refer to external agencies.

## SECTION SIX: MANAGEMENT OF AGGRESSION

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### AGGRESSIVE BEHAVIOUR

For the purpose of this policy, aggression is defined as any incident where a person is abused, threatened or assaulted on college grounds. The key issue is that aggression creates a risk to health and safety, as well as impacting on the College's climate. All students have the right to learn in a calm environment, and all staff members have a right to work without fear of violence or abuse. Examples of aggression include, but are not limited to;

- Verbal or physical abuse or threats;
- Scratching, biting or spitting;
- Use of a weapon or throwing objects; and
- Sexual harassment or any form of indecent physical contact.

In many instances, a severe consequence will be sanctioned in response to a student's aggressive behaviour. This includes the use of suspension as deemed appropriate by the Principal. Please refer to the suspension guidelines as documented in Section 3 for further information. When dealing with aggressive behaviour on college site, the following principles underpin our management of incidents:

- The priority is the safety of all members of the college community;
- We seek to prevent aggressive incidents at the college at all times;
- We facilitate fair and just intervention, including restorative conversations where possible;
- We seek to support students, parents and college staff following an incident; and
- Police will be contacted where there are safety concerns that are beyond staff capacity to manage.

### Student Expectations

We expect all students to behave responsibly and seek assistance from a staff member during an incident. We expect all students to support other students who have been targeted by showing empathy and compassion.

### Staff Expectations

Staff are expected to behave professionally, disperse bystanders, defuse the situation where possible, and seek the involvement of Student Support or Executive staff. In all circumstances, staff are required to seek assistance from Student Support or Executive staff by phoning directly using the 'priority one' phone list or sending a runner to Student Support.

## **PRESENCE OF WEAPONS**

A weapon is an item that is designed to inflict bodily harm or for self-defence, as well as, replica items. Students are not to be in the possession of weapons on college site or at any college activity. A student who is aware of another student being in possession of a weapon is obliged to communicate this information to college staff immediately.

Staff members are not responsible for confiscating weapons from students. Where there is reasonable suspicion a weapon is in the possession of a student, staff will assess level of risk, seek assistance from Student Support staff by phoning directly or sending a 'red card' to Student Support with a runner. In some circumstances, a staff member may deem it safe to remove and store a weapon (for example, if the weapon has been left unattended). In these situations, the weapon must be taken to Student Support where it will be securely stored. Student Support staff will inform the principal of the following: the date, time and location of seizure, name of student, the college staff involved and any other individual involved in the incident.

In the event of a weapon being on college site or during college activities the Principal will:

- Contact the Police if a weapon is deemed to be prohibited or controlled;
- Offer support and counselling for a more appropriate way to deal with the perceived threat when a student is found to be carrying a weapon for self-defence;
- Make a report via the Online Notification System; and
- Inform parents, students and the community that weapons are banned from all school sites and activities.

Where there is reasonable suspicion a weapon is in the possession of a student, the Principal will;

- Assess the level of risk; and
- Ask the student with a witness present, to surrender the weapon.

If the student declines to hand over the item, the Principal will;

- Inform the student's parents/guardian.
- Give the parent/guardian an opportunity to speak with the student on the telephone or to attend the college to speak with the student;
- Ensure the student is supervised with a witness.

If the student continues to decline to hand over the item, the Principal will;

- Inform the Police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon; and
- Request a bag search for the weapon from parent/guardian/student

If the student and the parent/guardian refuse to give consent, then the Principal has the right to;

- Seize the weapon/property if deemed safe to do so;
- Label and securely store the items in the presence of a witness; and
- Contact the Police immediately if there is significant risk.

Incidents involving weapons is a serious breach of school discipline and students will be suspended immediately. Following an incident, a case meeting will be held to implement strategies to support the student to participate in restorative processes, review any existing behaviour support plans, meet with any internal or external stakeholders and put in place any adjustments to plans or resources that may be required (for example, random bag searches).

## **PHYSICAL RESTRAINT OF A STUDENT**

Staffs are expected to use protective behaviours in order to minimise the likelihood of physical contact with students. These behaviours include;

- If, during an interaction with a student, you sense an escalation of aggression, frustration or you feel intimidated, unsafe, or excessively angry, detach from the interaction and seek support from colleagues immediately (whilst maintaining duty of care for any other students you may have);
- Avoid blocking an escalated student's exit from a class or situation (i.e. standing between them and the door way);
- When confiscating an item from a student, instruct them to hand the item to you or place on a desk, surface etc. Don't attempt to seize the item from their hands or person. If they refuse to comply, follow the policy for non-compliance within this policy document;
- Avoid further actions that may be likely to escalate a student's response to the situation such as raising voices, invading personal space, using aggressive body language, or overt/notable photography of a student for identification; and
- Basic defusing strategies to avoid escalating behaviour

The Principal will ensure that physical restraint of a student is only used;

- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful; and
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The principal will keep a record for each instance of physical restraint, which includes:

- date, time, location and duration of the physical restraint;
- name of student and name(s) of staff member(s) involved;
- reason for the physical restraint;
- alternative strategies attempted prior to application of physical restraint;

- brief detail of the follow-up support provided;
- detail of contact with the parent;
- a statement by the staff member/s involved; and
- Whenever possible, a statement by the student involved.

A report will be lodged via the Online Incident Notification System as soon as practicable after the incident. The Principal will monitor the effectiveness of physical restraint as part of the behaviour support strategy.

## SECTION SEVEN: CHILD PROTECTION

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The Department is committed to being a child safe organisation through the prevention, identification and reporting of child abuse and neglect. This includes supporting children or young people who make a disclosure of abuse.

Children and young people are most likely to disclose abuse to adults they trust. All staff have a responsibility to listen supportively, believe and support the child or young person. Teachers must;

- Complete the online Child Protection and Abuse Prevention professional learning program within six months of enrolment in the online course
- Repeat the online Child Protection and Abuse Prevention program every three years from the date of completion.
- Implement protective behaviours education that aligns with the Western Australian Curriculum across all phases of schooling.

Child abuse occurs when a child has been subjected to physical, sexual or emotional abuse and/or neglect which has resulted in, or is likely to result in, harm to the child's wellbeing. Child abuse may involve ongoing, repeated or persistent abuse, or arise from a single incident. Types of child abuse include:

- physical abuse
- emotional abuse (including psychological abuse and being exposed to an act of family and domestic violence)
- sexual abuse
- neglect

### Mandatory Reporting

#### Belief of Child Sexual Abuse Formed

If a belief is formed on reasonable grounds, as a teacher, that child sex abuse has occurred or is occurring, and where the Principal is not the alleged perpetrator, teachers must choose one of the following reporting processes:

1. make an online mandatory report at Mandatory Reporting Service (MRS)
  2. make a verbal report to the MRS followed up with an online or written mandatory report
  3. write a report and provide it to the principal for lodgment with MRS
- inform the principal that a mandatory report has been lodged and provide the principal with the receipt number of the mandatory report;
  - follow procedures in 3.3.2 if a belief is formed that a child was sexually abused before 1 January 2009 and the abuse is not ongoing;

- if a decision to make a mandatory report has not been made, document all observations and consultations and follow procedures 3.3.2;
- inform the Principal of the advice contained in the feedback letter received from MRS following the mandatory report; and
- not provide a copy of their mandatory report to the Principal for storage or store their own copy of the report in Department of Education file

Teachers are legally required to report a belief formed on reasonable grounds of child sexual abuse that occurred after 1 January 2009 to MRS using one of the mandatory reporting processes below:

### **Referral of Physical or Emotional Abuse, Family and Domestic Violence or Neglect**

Document and refer all child protection concerns relating to physical abuse, emotional abuse, family and domestic violence or neglect to the Principal; and inform the Regional Executive Director or SID if the Principal is the alleged perpetrator or may be biased towards the alleged perpetrator.

Teachers must not inform parents that a referral has been made, interview the child or children involved, investigate the concern; or collect photographic evidence.

### **Non-teaching Referral of Abuse**

- Document observations, information and disclosures;
- Inform the line manager or principal; and
- Report to the Regional Executive Director if the Principal is the alleged perpetrator or may be biased towards the alleged perpetrator.

### **Responding to Students in Possession of Child Exploitation Material**

When sexually explicit material has been located on a student's mobile phone or other electronic device, or if sexually explicit material has been distributed to others, teachers must secure the electronic device (if circumstances permit) and report to Student Support. Teacher not to;

- Search through a student's portable electronic device for evidence;
- Download, transmit or distribute the images or text;
- Delete images or text; or
- Inform the alleged offender that an allegation has been made.

### **When a student under the age of consent discloses a sexual relationship**

When a disclosure has been made by the student themselves teachers must inform the Principal.

The Principal will determine if parents are to be informed about a child under the age of consent being in a sexual relationship unless:

- It is not in the best interests of the child; or

- A mandatory report or referral of child sexual abuse is made; or
- Where a child protection referral has been made.

### **Documented education planning for children in care**

- Develop a Documented Education Plan (DEP);
- Provide a copy of the completed DEP to the CPFS child protection worker and career; and
- Review the DEP at least twice per year.

# SECTION EIGHT: UNIFORM REQUIREMENTS

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## COLLEGE UNIFORM AND DRESS CODE

In the spirit of Comet Bay College's quest for excellence, we seek to develop people of competence, conscience and compassion. The uniform of a Comet Bay College student is a symbol of membership of the College community. It assists students to develop a sense of unity and belonging. Wearing a uniform encourages a sense of pride in appearance.

This Uniform and Dress Code applies at all times when students are required to wear their College uniform before, during and after school and whilst attending excursions, with no exceptions. All uniforms can be purchased from the College Uniform Shop; comparable uniform items must be 'logo free'.

### Uniform Management and Referrals

All students, parents and teachers have a role to play in uniform management. Students must be fully aware of the Uniform Policy and Dress Code. Sanctions apply for uniform digressions. Parents must be fully aware of the Uniform Policy and Dress Code, ensure students are adhering to the Uniform Policy and Dress code prior to leaving home and respond to College communications. All College staff share co-responsibility to manage the Uniform and Dress code.

All students out of uniform will be instructed to change into available loaned uniform item/s

- Students out of uniform must present to Student Support
- The College retains sets of clean uniforms which can be issued to students and must be returned at the end of the day. Failure to return borrowed uniform items will result in families incurring the cost of the uniform item/s.
- The consequence of not adhering to the Uniform Policy and Dress Code / or on the third offence, will result in the Student Support Staff placing the student in recess and/or lunch detention
- Repeated failure to follow staff instructions related to uniform will result in suspension

### Personal Presentation

- Uniform items are to be neat and clean
- All buttons must be fastened for formal occasions
- Uniform items are to be worn to size and design
- Under-garments should not be visible
- Jumpers/Jackets are to be worn with a college shirt/blouse underneath
- Plain white t-shirt or singlet can be worn under the shirt/blouse
- Makeup is not part of the College uniform
- No large dangling/pointed earrings are to be worn as they are unsafe
- Fashionable extremes in hair (length, style, colour) are not acceptable
- Leggings, coloured tights and denim are not part of the College uniform

- Non-College jumpers/jackets will be confiscated by staff and sent to Student Support with the student's name, to be collected at the end of the School day.

## Uniform Requirements

<b>Day Uniform</b>	<ul style="list-style-type: none"> <li>• Shirt/Blouse</li> <li>• Trousers, Formal Shorts, Sport Shorts</li> <li>• College Dress or Skirt (Mid-thigh length or longer)</li> <li>• White/Navy Socks or Navy Tights</li> <li>• College Jacket</li> <li>• College Jumper</li> <li>• College Blazer and Tie Optional</li> </ul>
<b>Formal Uniform</b>	<ul style="list-style-type: none"> <li>• Shirt/Blouse</li> <li>• College Dress or Skirt (Mid-thigh length or longer)</li> <li>• Trousers or Formal Shorts</li> <li>• White/Navy Socks or Navy Tights</li> <li>• College Jumper</li> <li>• College Tie</li> <li>• College Blazer</li> </ul>
<b>Footwear</b>	<ul style="list-style-type: none"> <li>• Enclosed footwear MUST be worn by ALL students at all times for safety reasons</li> <li>• Practical Students MUST have enclosed footwear that fully protects the top of the feet e.g. D&amp;T, Science, Home Economics and Visual Arts</li> <li>• Students not wearing correct footwear will not be permitted to work in these areas</li> </ul>
<b>Physical Education Classes</b>	<ul style="list-style-type: none"> <li>• Students are required to change into their Physical Education uniform for all PE lessons and change into their day uniform at the conclusion of the lesson.</li> <li>• College House Shirt</li> <li>• Blue Sport Shorts</li> <li>• Specific Sports Uniforms apply for some sports</li> </ul>
<b>Australian Football Specialist Program</b>	All students enrolled in this Program are required to wear the Specialist Australian Rules Football uniform as outlined in the policy and guidelines for the Program.
<b>House Shirt</b>	College House shirts should only be worn for sport; however, students are encouraged to wear their House shirt on FRIDAYS and for House sports events.
<b>Leavers' Jackets</b>	Leavers' jackets may be worn in place of the College jumper or jacket as part of the uniform for Year 12 students only.

## Uniform Difficulties

- Families who are experiencing uniform difficulties are encouraged to contact Student Support.
- The College retains sets of clean uniforms which can be issued to students and must be returned at the end of the day. Failure to return borrowed uniform items will result in families incurring the cost of the uniform item

## SECTION NINE: GOOD STANDING

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Comet Bay College requires students to have their Good Standing in order to be eligible for any non-curricular activities.

### **Good Standing Status is Dependent upon**

- 90% or higher attendance rate (extenuating circumstances are taken into account – significant medical issue etc.).
- No current Suspensions are on record.

### **Good Standing Re-Application Process**

#### Loss of Good Standing from Attendance

1. From the date of loss of Good Standing a student has two weeks to lodge a written appeal to the corresponding ADSS.
2. The onus is on the student to lodge the appeal.
3. Documented evidence is required.
  - Medical certificate or evidence of legitimate reason for non-attendance.
  - Students must have evidence that they have caught up on any work missed.
4. ADSS, Dean Student Support and the corresponding Associate Principal will meet and deliberate whether the appeal is upheld or dismissed.
5. If appeal is dismissed then the student must work to get their attendance back up over 90% to receive back their Good Standing.

#### Loss of Good Standing from Suspension

1. Students losing Good Standing can re-apply for Good Standing from their relevant ADSS after a period of 5 weeks from their last suspension.
2. Good Standing may be returned following the completion of a two week Behaviour Support Card plus the achievement of any specific behavioural/attendance targets set by the ADSS.

*NB. Any student who is suspended may not attend the Year 12 Ball during that calendar year. The process to have Good Standing reinstated does not allow a student to be eligible to attend the Year 12 Ball.*

### **Rewards**

- Every 5 weeks all students with Good Standing will receive 30 ViVo's.
- Year 7 to 9 students must have Good Standing to attend the end of year Good Standing event.
- Year 10 Students must have Good Standing to attend the River Cruise.
- Year 12 students must have Good Standing to attend the School Ball (In Term 3).

**Teaching Staff**

- Ensure care and accuracy is taken with attendance roles.
- All teachers to constantly teach students expected behaviour and reinforce them with positive praise and ViVo's.
- Use PBS strategies – positively phrased expectations & refer to CBC posters/videos and promotions.