



**Catholic Education Policy**

Behavioural Support Policy

Child Safety Policy

Guidelines for Professional Conduct in the Protection of  
Children and Young People

**Related Policies**

**St Clare's College:**

Attendance Policy

Enrolment Policy

Pastoral Care and Wellbeing

Safe and Supportive School

Mobile Phone and other Electronic Devices

**Approved by:**

Leadership

**Implementation date:**

2011

**Revision date:**

2023

**St Clare's Contact Officer**

Assistant Principal Pastoral Care and Wellbeing

## **Rationale/Purpose**

The Positive Behaviour (Personal Best) Policy is informed by the Vision, Mission, and Values of the College, our approach to Pastoral Care, and our commitment to the principles of Restorative Practices. We are a Spirited Learning Community: we are inclusive and welcoming, enthusiastic and empowering, and committed to providing a caring and just environment for staff, students, and families. Our pastoral care is imbued with our Catholic faith and based on the premise that all members of our community are created in the image of God. Our Franciscan spirituality is integral to College life and thus students encounter the love of God through their experiences of being treated with, and treating others with, compassion, love and respect.

Our aims are to:

- Ensure that each person is known, valued, and feels a sense of belonging within the College community
- Promote positive relationships within classes, cohorts, and the College community
- Enable people to identify and develop their strengths
- Develop social and emotional literacy
- Impart skills and knowledge to enable people to support their own wellbeing



- Equip students with problem-solving and decision-making skills
- Promote engagement with the spiritual life of the College
- Inculcate an ethic of service
- Identify those in need of targeted support and provide effective interventions
- Work in partnership with parents to support their daughter's educational journey

These aims are underpinned by positive psychology and are supported by the [ACARA Personal and Social capability learning continuum](#) which promotes the development of emotional intelligence through four domains: self-awareness, self-management, social awareness, and social management.

Our approach is designed to support each student at the College to achieve their personal best. We:

- Maintain high expectations of all students.
- Recognise that our young people are making progress in their learning each day – both academically and in their personal development.
- Know that mistakes will be made from time to time. Where this occurs, we work with students to ensure that they understand and acknowledge their behaviour, reflect and repair any harm caused, and grow and learn from the experience.

Outlined below are a range of rights, responsibilities, and consequences. College staff use discretion when making decisions regarding consequences and will consider a range of factors including the student's age, pastoral needs, any patterns of repeated behaviours, and the context in which an incident occurred.

For privacy reasons, information about consequences is not shared with other students or families.

St Clare's College does not permit corporal punishment of students attending the school. The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at the school.

### **Policy**

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St Clare's College adheres to the Catholic Education Archdiocese of Canberra and Goulburn's Safe and Supportive Schools Policy, and the Behavioural Support, Suspensions and Expulsions Policy. These policies can be accessed via the following link.

<https://cg.catholic.edu.au/parents/policies/>



## Procedures

### Rights and Responsibilities

The expectations of St Clare's College regarding student behaviour are clearly outlined in the enrolment form signed by all parents.

All students, staff and parents have responsibilities to fulfil. When these responsibilities are met the rights of all are protected.

We all have a RIGHT to:	We all have a RESPONSIBILITY to:
Be treated with justice and respect  Be part of an honest and compassionate community that supports the success of all of its members	<ul style="list-style-type: none"><li>✓ Be courteous, respectful and well-mannered</li><li>✓ Make responsible and thoughtful choices</li><li>✓ Be fair, caring and considerate through actions and behaviours both in person and online</li><li>✓ Be truthful and take responsibility for our actions</li><li>✓ Work with our peers to resolve disagreements and friendship issues, and know when to ask a staff member for help</li><li>✓ Be an upstander and report anti-social behaviour, including socially coercive behaviours and relational aggression</li><li>✓ Respect the personal space of others by observing the 'Hands Off' rule</li><li>✓ Ensure that we are not engaging in disrespectful language or conduct, abusive or intimidatory language or conduct, threats of violence, or physical violence</li></ul>
Be provided with a range of learning experiences in well managed environments that meet individual needs  Have all work expectations made clear	<ul style="list-style-type: none"><li>✓ Be prepared for class and arrive on time with all necessary equipment</li><li>✓ Respect teachers by following directions</li><li>✓ Respect the rights of others to learn by not engaging in disruptive or disrespectful conduct</li></ul>



## Positive Behaviour (Personal Best)

We all have a RIGHT to:	We all have a RESPONSIBILITY to:
Receive timely, respectful and constructive feedback	<ul style="list-style-type: none"><li>✓ Disseminate required information to parents and/or guardians</li><li>✓ Complete all learning tasks to the best of our ability</li><li>✓ Complete all assigned learning tasks with respect to intellectual property</li><li>✓ Use technology under the direction of our teachers, in an appropriate manner, and in compliance with the Mobile Phone and other Electronic Devices Policy</li></ul>
Have all personal property respected	<ul style="list-style-type: none"><li>✓ Show respect for the property and the environment of the College and others by not chewing gum, littering or damaging or interfering with property</li></ul>
Be provided with a selection of challenging and enjoyable co-curricular activities	<ul style="list-style-type: none"><li>✓ Participate actively and positively in College events</li></ul>
Be and feel safe and secure	<ul style="list-style-type: none"><li>✓ Keep school bags and personal belongings in a secure locker.</li><li>✓ Remain in in-bounds, supervised areas</li><li>✓ Refrain from inviting outside visitors to school, including food delivery vendors</li><li>✓ Abstain from the possession, use, or supply of any illegal substances, or the possession and use of legal drugs (except for medical reasons)</li></ul>
Benefit from the opportunities that exist from membership of the College community	<ul style="list-style-type: none"><li>✓ Wear the College uniform in full and with pride</li><li>✓ Participate in the spiritual life of the College showing respect for the beliefs of all community members</li><li>✓ Behave outside of the College, both in-person and online, in such a manner that the image of the College is not negatively affected or brought into disrepute</li></ul>



**We all have a RIGHT to:**

**We all have a RESPONSIBILITY to:**

If we do not meet our responsibilities, we need to acknowledge, reflect, and grow.

Consequences are designed to promote repairing any harm caused, learning from mistakes, and positive behavioural change.

As noted above, College staff use discretion when making decisions regarding consequences. College staff may contact parents / carers to discuss minor issues and concerns. Parents / carers will be informed of breaches of the Mobile Phone and Other Electronic Devices Policy and incidents where an Afternoon Reflection or more serious consequence is applied.

	Types of Behaviours	Types of Consequences	
<b>Tier 3</b>	Repeated, persistent, and serious breaches of responsibilities	Withdrawal from class for interview, time out, and reflection	Accepting responsibility
	Physical violence, threats, abusive or intimidatory language or conduct	Removal of playground privileges	Apologising for harm caused
	Possession / use of illegal substances, theft, destruction / damage to property, graffiti	Removal of ICT privileges	Actively and genuinely participating in a restorative process
		Completion of a targeted Learning Workshop	
		Application of a Positive Behaviour (Personal Best) Plan created in consultation with the student and their parents/carers with supports, clear expectations and consequences additional to those listed as Tier 3 e.g. partial attendance, parent pick up, additional on-site supervision.	
		External suspension where actions constitute persistent or disruptive non-compliance and/or unacceptable risk to safety and wellbeing (see below)	
		Cost for any repairs to school property billed to students' parents	



	<b>Types of Behaviours</b>	<b>Types of Consequences</b>	
<b>Tier 2</b>	<p>Repeated and persistent minor breaches.</p> <p>More serious breaches of responsibilities including refusal to follow directions, disruptive / disrespectful language and conduct, socially coercive behaviours and relational aggression, truancy, repeated phone breaches (beyond one 5-day penalty)</p>	<p>Completion of an Afternoon Reflection</p> <p>Completion of a targeted Learning Workshop</p> <p>Application of a Daily Report Card created in consultation with the student and their parents/carers</p> <p>Additional on-site supervision, not limited to supervised break times</p> <p>Limited access to ICT</p> <p>Phone collection by parent</p>	
<b>Tier 1</b>	<p>Minor breaches of responsibilities including uniform breaches, chewing gum, being out-of-bounds, littering, and lateness</p>	<p>Completion of a 15-minute Lunch Detention</p>	
	<p>Breach of Mobile Phone and Other Electronic Devices Policy</p>	<p>Confiscation of mobile phone for the remainder of the school day</p> <p>For repeated breaches, requirement to check mobile phone in at Student Administration for 5 school days.</p> <p>Frequent breaches, or other misconduct involving devices constitutes a Tier 2 behaviour</p>	<p>Accepting responsibility</p>



## **Student Movement**

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General boundaries and rules have been established by the College to maintain the health, safety and wellbeing of all members of the College community.

### **Upon arrival:**

- All students must enter the school grounds immediately on their arrival at school (whether by foot, parents or buses) via the pedestrian walkways. Year 7-10 students should proceed directly to the Quad and Cafeteria areas.
- At 8.45am students may access their lockers. Bags are to be stowed in lockers and are not to be carried around the College during the day.
- Students are to arrive at their Period 1 class for 8.55am.
- Students who arrive after 8.55am are to enter via the door next to Student Administration and sign in. Students who are late should have a note to hand the Student Administration Officer at the time of entry, or delivered the following day.

### **At recess:**

- Students are to move outside and are not permitted to eat or drink inside the College buildings (with the exception of the Canteen) or classrooms unless wet weather procedures have been implemented. In wet weather students are not permitted to eat on any carpeted area. Students are not permitted behind the Learning Commons, behind or inside the gymnasium or beyond the line connecting the gymnasium main entrance to the St Clare's College sign on Canberra Ave.
- Senior students are permitted to sit on the Clare Lawn, Wall Wing Lawn and the area below the circular driveway. Senior students are not permitted to be in the area behind the Learning Commons, behind or inside the gymnasium. Sitting on the circular drive is not permitted. Senior students are not permitted to eat on any carpeted area, except the Senior Social Space.

### **At lunch:**

- Students are to move outside and are not permitted to eat in the College buildings (with the exception of the canteen) or classrooms unless wet weather procedures have been implemented. Eating is not permitted on the oval.
- Students are to move to the cafeteria, the quads or the top of the oval.
- Senior students are permitted to sit on the Clare Lawn and Wall Wing Lawn.

### **During scheduled lessons:**

- All students must attend scheduled classes under the supervision of their class teachers.
- Junior students may leave class provided they have a note signed by a Pastoral Coordinator or they have had their Student Diary signed by their class teacher.
- If a junior student wishes to leave class to attend an appointment they must bring a note from their parent/carer to Student Administration or have a parent / carer email Student Attendance. The parent / carer must attend Student Administration to sign their daughter out before leaving the College grounds.



- During study periods, senior students may go to the Learning Commons, the Cafeteria, the Wall Wing Lawn or the Clare Lawn. Senior Students with a signed Senior Student Agreement may leave College grounds in accordance with the terms of the Agreement.

### **Parking**

- Senior Students must park in the designated surrounding street parking zones and not in visitor or staff car parks. All students who drive to school must complete Driving Registration Agreement and lodge it at the school.

### **Use of the College Lift**

Students are permitted to use the lift if they have a lift pass. Lift passes are issued to students who are unable to use the stairs due to illness, injury or disability. Students are permitted to have one companion with them when using the lift and a list of these students is kept by the First Aid Officer.

### **Lockers:**

- students are issued with a locker for the duration of the school year
- the locker remains the property of the College and can be inspected at any time
- store only personal belongings in the locker
- ensure that locker is secured when not in use
- ensure that locker is clean and graffiti free
- clear and clean locker at the end of each semester.

## **Suspension and Expulsion**

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Suspensions and expulsions are governed by Part 2A.2 and Part 2A.4 of the Education Act 2004 (ACT). Where these measures are considered and/or implemented the College follows Catholic Education Archdiocese of Canberra and Goulburn's Safe and Supportive Schools Policy, and the Behavioural Support, Suspensions and Expulsions Policy.