



## ST VINCENT'S BEHAVIOUR POLICY

### INTRODUCTION:

The St Vincent's School Behaviour Management Plan aims to establish the framework and principles for a supportive Catholic school environment. Consistent strategies and practices are planned and implemented for promoting positive behaviours so that effective learning and teaching occur. At St Vincent's there is a diverse range of personal, social, cultural, family, and religious influences that can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, we seek to develop, throughout the school community, right behaviours and respectful relationships that are infused with our Mercy Qualities and the gospel values.

### RATIONALE:

#### St Vincent's is a supportive Catholic school environment where:

- all our school practices reflect the values of our covenant
- there are shared expectations and understanding of the roles, rights and responsibilities of all community members
- learning opportunities are incorporated to promote pro-social/positive behaviours
- fair and consistent procedures are followed to manage inappropriate behaviour choices

At St. Vincent's our community emphasises the importance of the development of the whole person. In accordance with the St Vincent's Covenant and our Mercy Qualities we aim to develop responsible students who consciously attempt to live the gospel values; embracing quality relationships that care for all nurturing and fostering their emotional, physical and spiritual well-being.

Our Student Behaviour Support policy promotes the dignity of all members of the St Vincent's community. Our processes are proactive by embracing the principles of *Restorative Practices* and the *Friendly Schools Plus* programme.

As an authentic Catholic school, our St. Vincent's community recognises that all students are entitled to a socially just education; where they are able to achieve their full potential, in an environment that is characterised by:

- *an ethos centred on the person of Jesus and the values exemplified in the gospel*
- *an emphasis on the development of high quality interpersonal relationships*
- *staff who are committed to ongoing professional learning to improve learning outcomes for students and to develop quality relationships*
- *a curriculum that caters for all learners*
- *a high level of co-operation and collaboration amongst staff, parents and students and the wider community*
- *non-discriminatory organisational and administrative procedures*
- *regular opportunities for the monitoring and review of school practices, policies, plans and procedures*
- *clearly stated, and consistently implemented school behaviour management plan which encourages community members to make choices and accept responsibility for their own behaviour.*

**SCHOOL COVENANT:**



# The Covenant of St Vincent's School

*Our Catholic parish school community at Clear Island Waters honours its founders, the Sisters of Mercy and our patron, St Vincent. Our shared belief in Jesus Christ inspires our vision to make a lasting and positive difference to all.*

*St Vincent's School is located by a beautiful lake, has pleasant surroundings, is well resourced and is an exciting place for children to play and learn. We are enriched by caring and giving people, helpers of all kind, delightful children and thoroughly professional staff. Our welcoming community shares its gifts and talents generously and reaches out to others.*

### Catholic Spirit Alive

In the spirit of transformation with our parish and wider community we collaboratively engage in the ministry of the Catholic Church.

We:

1. Live as a prayerful sacramental Catholic Community.
2. Act with moral and ethical integrity.
3. Develop the Catholic ethos; promote the faith and teachings of Jesus Christ.

*We embrace our Catholic family*



### Enriching Life

In the spirit of the Gospel we treasure community partnerships, relationships, our supportive environment, camaraderie, caring and fun.

We:

1. Value and know each and every member of our family.
2. Foster inclusiveness and respect individuality.
3. Nurture emotional wellbeing.

*We accept this sacred stewardship*



### Future Leaders

In the spirit of global citizenship, to live successfully as a responsible and active global and local citizen guided by the Catholic ethos.

We:

1. Prepare children to live harmoniously and productively as self-directed learners.
2. Understand and acknowledge diversity and form intercultural relationships as just and equitable stewards.
3. Develop confidence to become creative and resourceful problem solvers, who are able to meet the challenges of life with a sense of optimism.

*We guide their future journey*

### Excellence in Education

In the spirit of contemporary education, in partnership with parents, we focus on essential learning, student growth and 21st Century education. We engage in life long, life giving learning, which engages the whole person.

We:

1. Develop productive and successful learners, active in their learning.
2. Monitor student progress, our programs and their outcomes.
3. Commit to being progressive educators.

*We strive for excellence*

**Shared Stories, Vibrant Memories, Creating the Future Together**

Quality • Relationships • Understanding, Tolerance and Inclusion • Dignity and Justice  
Stewardship • Embracing Life • Honesty, Integrity and Trustworthiness  
Responsibility • Care and Compassion • Spirituality and Faith

## PROFILE OF THE SCHOOL:

St Vincent's Clear Island Waters is a Prep to Year 6 school, with 753 students currently enrolled. Located on the Gold Coast, we have an active P&F who works with school staff to build a strong community.

Our dedicated staff includes: 42 teaching staff (including specialist teachers, support teachers, and members of the leadership team); 15 school officers and office staff; and a Guidance Counsellor and a part time Community Liaison and pastoral care person as well as ancillary staff in the tuckshop, uniform shop and caring for the school grounds

## CONSULTATION AND DATA REVIEW:

BCE College developed this plan in consultation with our school community. Consultation occurred through staff meetings, P&F meetings, and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The Plan was endorsed by the Principal and the Area Supervisor, and will be reviewed at least every 5 years.

<b>2006</b>	<ul style="list-style-type: none"><li>• Committee formed to review schools current discipline policy (in operation since 2003)</li></ul>
<b>2008</b>	<ul style="list-style-type: none"><li>• BCE released system wide Student Behaviour Support Policy</li><li>• St Vincent's Behaviour committee restabilised – the focus and rational was identified from school priorities</li></ul>
<b>2009</b>	<ul style="list-style-type: none"><li>• Parent survey</li><li>• 'Candid Conversations', Restorative Practices, Positive Classrooms and Non-Violent Crisis and Prevention training implemented</li><li>• July – staff reviewed BCE policy and established a draft program specific to St. Vincent's. The draft program was presented to staff and P&amp;F for review.</li></ul>
<b>2010</b>	<ul style="list-style-type: none"><li>• Restorative Practices introduced in St. Vincent's</li><li>• Friendly Schools and Family program implemented</li><li>• Behaviour Committee reformed to review and amend St. Vincent's Behaviour Management Program as necessary</li></ul>
<b>2011</b>	<ul style="list-style-type: none"><li>• Restorative Practices training for all new staff and refresher for existing staff</li></ul>
<b>2012</b>	<ul style="list-style-type: none"><li>• Review of policy in light updated guidelines from Brisbane Catholic Education</li></ul>
<b>2014</b>	<ul style="list-style-type: none"><li>• Friendly School Plus programme adopted P-7</li><li>• Daniel Morcombe Child Safety Programme adopted</li><li>• Policy submitted for approval</li></ul>

## BELIEFS ABOUT LEARNING AND BEHAVIOUR:

Student behaviour support is at the core of business for all teachers. Effective Learning and Teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student.

As members of St Vincent's school community we believe:

- 1) Our School Covenant and the Mercy Qualities are at the centre of our beliefs about learning and behaviour. Our classrooms must be warm, disciplined, safe, and supportive environments where students and teachers develop quality relationships.

- 2) Students should be actively engaged in the work provided for them by their teachers, do their best to learn within a supportive environment, be able to manage their own learning and behaviour and take responsibility for their actions
- 3) Students and staff, supported by parents have a shared responsibility to promote and develop positive student behaviour and self-regulated, self-directed learners.
- 4) It is important to promote restorative practices by being compassionate, fair and firm.
- 5) There is a responsibility to communicate clear, succinct and consistent boundaries and consequences. Recognition and encouragement should be given to those students who have done their best in learning and in managing their own behaviour.
- 6) Student behaviour is linked to engaging, high quality learning experiences that develop social and emotional competencies.

**CODE OF CONDUCT:**

Our code of conduct clarifies and affirms the standards of behaviour that are expected by every member of the St Vincent’s School community. It focuses on our Mercy Qualities.

**Our qualities are the positive personal traits that we demonstrate through our everyday actions and decisions.**

<p><b>CARE FOR SELF</b></p> <p>Mercy Qualities</p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Embracing Life</li> <li>• Honesty, Integrity and Trustworthiness</li> <li>• Spirituality and Faith</li> <li>• Dignity and Justice</li> </ul>	<ul style="list-style-type: none"> <li>• choosing to eat healthy foods and to exercise regularly;</li> <li>• maintaining a neat and tidy appearance, and wearing correct school uniform;</li> <li>• being responsible for our own belongings;</li> <li>• following playground, classroom, school and community guidelines and procedures to ensure my own safety and the safety of others;</li> <li>• managing my own feelings and behaviour;</li> <li>• being reliable and dependable;</li> <li>• being a positive role model;</li> <li>• being true to myself and standing up for what I believe;</li> <li>• making good decisions in difficult situations;</li> <li>• accepting responsibility when I make a mistake;</li> <li>• being honest in words and actions;</li> <li>• making the most of every opportunity;</li> <li>• striving to be my best and improve my work and behaviour when needed;</li> <li>• showing resilience and learning from my mistakes;</li> <li>• being optimistic;</li> <li>• challenging myself and persisting even when things become difficult;</li> <li>• using my talents confidently;</li> <li>• having a positive attitude to life and learning;</li> <li>• being a self-directed learner;</li> </ul>
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<p><b>CARE FOR OTHERS</b></p> <p>Mercy Qualities</p> <ul style="list-style-type: none"> <li>• Quality Relationships</li> <li>• Understanding, Tolerance and Inclusion</li> <li>• Care and Compassion</li> <li>• Dignity and Justice</li> <li>• Spirituality and Faith</li> <li>• Honesty, Integrity and Trustworthiness</li> <li>• Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• keeping 'myself to myself';</li> <li>• speaking politely at all times;</li> <li>• letting others join in;</li> <li>• assisting anyone in need;</li> <li>• listening to others;</li> <li>• working and playing cooperatively;</li> <li>• contributing positively as a team member;</li> <li>• respecting and treating others fairly;</li> <li>• considering the feelings of others;</li> <li>• supporting others in need;</li> <li>• forgiving others and taking steps to restore relationships;</li> <li>• solving conflict with dignity and care;</li> <li>• welcoming and including others;</li> <li>• being generous with my resources (e.g. time, talents and skills);</li> <li>• considering another person's point of view;</li> <li>• working and playing harmoniously;</li> <li>• accepting and respecting others even when they speak, look or act differently to me;</li> <li>• positively acknowledging other people's differences;</li> <li>• serving and supporting those less fortunate than me</li> </ul>
<p><b>CARE FOR OUR SCHOOL AND OUR ENVIRONMENT</b></p> <p>Mercy Qualities</p> <ul style="list-style-type: none"> <li>• Stewardship</li> <li>• Dignity and Justice</li> <li>• Spirituality and Faith</li> <li>• Responsibility</li> <li>• Care and Compassion</li> </ul>	<ul style="list-style-type: none"> <li>• looking after all property;</li> <li>• taking care of the environment;</li> <li>• representing our school responsibly;</li> <li>• actively participating in class, school and community liturgies and celebrations;</li> <li>• caring for God's creations;</li> <li>• respecting other people's expression of faith;</li> <li>• being environmentally aware;</li> <li>• giving my time for a worthy cause;</li> <li>• respecting God's creations;</li> <li>• contributing positively to my school, parish and local community;</li> </ul>
<p><b>CARE FOR LEARNING</b></p> <p>Mercy Qualities</p> <ul style="list-style-type: none"> <li>• Embracing Life</li> <li>• Spirituality and Faith</li> <li>• Responsibility</li> <li>• Care and Compassion</li> </ul>	<ul style="list-style-type: none"> <li>• working to our best ability in a collaborative, positive, and respectful manner;</li> <li>• actively participating in all class / school activities;</li> <li>• celebrating the efforts and achievements of all;</li> <li>• recognising and respecting everyone's right to learn;</li> <li>• being organised with the materials required for learning.</li> </ul>



St Vincent's School



# Charter

*In the spirit of our covenant*

1. We support our school and each other as we partner in education.
2. We dedicate our expertise, energy and commitment to the development of our community of 21st century learners.
3. We expect all to achieve to the best of their ability, enriching their talents through challenging, exciting and contemporary educational experiences.
4. We work in a co-operative spirit, embracing our learning opportunities.
5. We positively contribute to the shared stories, vibrant memories and the creation of our future by challenging ourselves and striving to be more like Jesus.
6. We say no to harassment, violence and bullying and solve conflict with dignity and care.



## **UNIVERSAL BEHAVIOUR SUPPORT (PROACTIVE/ PREVENTATIVE STRATEGIES):**

At St Vincent's School, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur.

### **Establishing Behaviour Expectations**

At St Vincent's there are several ways in which staff members establish the behaviour expectations of our students, including the following:

- Teaching Friendly School Plus from Prep – Year 7 in the first six months of each year
- Teaching Daniel Morcombe Safety Curriculum in Term 3
- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Displaying photos of positive behaviours eg social stories and day to day procedures
- Displaying the school and classroom rules clearly
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)
- Applying appropriate consequences for not meeting behaviour expectations
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or children with needs
- Maintaining effective communication and sharing a common language about behaviour in our school community
- Transitioning students to new year levels and new teachers at the end of the school year for the following year.

### **Positive School Culture**

Every week, our school community gathers together for a Whole School Assembly. During these times, we create and enrich our positive school culture through celebration and prayer centred around one of the Mercy Qualities.

Each week there are liaison group assemblies where our positive school culture is enriched by class presentations, awards, rule and anti-bullying reminders, Friendly School Plus reminders, and by raising awareness of current school events.

The Friendly Schools Plus programme, taught from Prep – Year 7, supports the creation of a positive whole school culture and develops the Social and Personal Capabilities described in the Australian Curriculum.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including

- Praise/encouragement (verbal/non-verbal/written)
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library, office)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)

- Whole class rewards (free sessions, game time, sport sessions)
- Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Sharing work with others (Principal, A.P.A., A.P.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, other achievements eg Musical, Wakkakiri)

## **Rewards**

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards and newsletter recognition at our school, including but not limited to:

- Mercy Qualities Certificates
- Praise notes or phone calls – sent individually to students or parents
- Principal Awards
- End of Year Awards – self - nominated and/or teacher nominated
- I Care Awards – for service to school and environment – drawn weekly from those nominated
- Special Awards - given for achievement in a school sporting or cultural activity.

The efforts of staff members are acknowledged at whole school assemblies, staff meetings, via whole staff e-mail and/or are published in the school newsletter, and in electronic messages on the staff portal.

## **TARGETED BEHAVIOUR SUPPORT:**

Targeted strategies are implemented for students who are at risk, and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include the following:

- Reflection Worksheet
- You can do it program
- Restorative Practices, circle time
- Social Skills programs
- Adjustments to Curriculum
- Check in-check out process
- Anonymous ‘sponsor’

## **INDIVIDUALISED BEHAVIOUR SUPPORT:**

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternative pathways of care. Individual supports may include

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Individual behaviour plan based on Functional Behaviour Assessment
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor, School Community Support Liaison)
- Wrap Around processes with/without outside agencies and other professional personnel

## **THE THREE DIMENSIONAL APPROACH TO PREVENTION:**

### **Dimension I - Whole school/class preventative strategies**

At St Vincent's Catholic Primary School, we address the behaviour support needs of all students within a whole school context. This approach means that everyone is committed to the provision of a safe and supportive learning environment.

Our whole school approach provides a supportive learning environment through:

Shared school values and a positive inclusive culture

Management of incidents through clear and well defined processes

Supporting our students and building strong community relationships.

At the whole school level, St Vincent's Catholic Primary School expects and promotes the following behaviours in our community.

### **Behaviour Learning - Consistent Consequences Matrix**

This matrix is one component of Behaviour Learning Program. The aim of our overall program is to teach right behaviours and reduce the frequency and impact of the negative behaviours outlined below. This can be achieved through the consistent and effective teaching of our School Rules:



We recognise that poor choice behaviours are going to occur and therefore consider it important to provide consistent and known consequences to these behaviours.

<p style="text-align: center;"><b>STAGE 1</b></p> <p style="text-align: center;"><b>MANAGED BY CLASSROOM OR PLAYGROUND TEACHER AND WHERE APPROPRIATE PARENT</b></p>	<p style="text-align: center;"><b>STAGE 2</b></p> <p style="text-align: center;"><b>BEHAVIOUR MANAGED BY TEACHER, PARENT, LEADERSHIP TEAM, BCE PERSONNEL E.G. AREA SUPERVISOR</b></p>	<p style="text-align: center;"><b>STAGE 3</b></p> <p style="text-align: center;"><b>BEHAVIOUR MANAGED BY TEACHER, PARENT, LEADERSHIP TEAM, BCE PERSONNEL E.G. AREA SUPERVISOR</b></p>
<p><b>IN CLASS</b></p> <p><b>Care for self</b></p> <ul style="list-style-type: none"> <li>Leaving class without permission</li> <li>'Off Task' behavior</li> <li>inappropriately moving in and around the learning environment</li> </ul> <p><b>Care for others</b></p> <ul style="list-style-type: none"> <li>Initial incidents of name-calling, using impolite language, teasing, ostracising, derogatory comments (including through the use of technology; emails; social pages)</li> <li>Physically annoying others</li> <li>Back chatting</li> <li>Being late to class after break</li> <li>Speaking dishonestly</li> <li>Using putdowns</li> </ul> <p><b>Care for our school and environment</b></p> <ul style="list-style-type: none"> <li>Wearing incorrect uniform (see uniform policy)</li> <li>Misusing equipment and people's property</li> </ul> <p><b>Care for our learning</b></p> <ul style="list-style-type: none"> <li>Continued low intensity / high frequency behaviours (calling out, distracting others, not following instructions, low level noncompliance, out of seat without permission)</li> <li>Distracting other children's learning</li> <li>Inappropriate use of technology (accessing alternative programmes, playing games during learning time, using messaging in class time)</li> <li>Unsatisfactory completion of task</li> <li>non completion of homework</li> </ul> <p><b>Playground Examples include:</b></p> <p><b>Care for self</b></p> <ul style="list-style-type: none"> <li>Not wearing hat during outdoor play</li> <li>Playing in out of bounds areas</li> </ul> <p><b>Care for others</b></p> <ul style="list-style-type: none"> <li>Physically annoying others (eg taking another child's hat or play equipment, running through a group game)</li> <li>Verbally annoying others (eg using an unwanted nickname for a child)</li> </ul>	<p><b>Care for self</b></p> <ul style="list-style-type: none"> <li>Truancy</li> <li>Smoking</li> </ul> <p><b>Care for others</b></p> <ul style="list-style-type: none"> <li>Bullying that has continued after restorative processes</li> <li>Strong verbal abuse</li> <li>Physical violence</li> <li>Any type of intimidation – physical, verbal, written and/or electronic / harassment/threats</li> <li>Any type of harassment – physical, verbal, written and/or electronic / harassment/threats</li> <li>Continued pushing, tackling, fighting games (pretending to fight)</li> <li>Inciting violence</li> <li>Throwing / kicking other people's property</li> <li>Walking away from a teacher or failure to respond, being impolite</li> <li>Repeated name-calling, teasing, ostracising, derogatory comments (including through the use of technology; emails; social pages)</li> <li>Incorrect internet and technology use involving deliberately accessing inappropriate sites, threats of violence and cyber bullying,</li> <li>Behaviours that cause physical or psychological harm (eg dacking, spitting, group chanting)</li> <li>Inappropriate comments involving sexualised and racist content</li> </ul> <p><b>Care for our school and environment</b></p> <ul style="list-style-type: none"> <li>Theft</li> <li>Vandalism or graffiti causing minor damage to school, students or teacher's property that requires minor repairs and restitution</li> </ul> <p><b>Care for our learning</b></p> <ul style="list-style-type: none"> <li>Inappropriate use of technology (including school internet, mobile phones and other electronic devices) as per Use of Technology Code of Conduct</li> <li>Repeated stage one infractions</li> </ul>	<p><b>Care for self</b></p> <ul style="list-style-type: none"> <li>Repeated stage two infractions</li> <li>Leaving school grounds without permission</li> <li>Climbing on any raised area or structure</li> </ul> <p><b>Care for others</b></p> <ul style="list-style-type: none"> <li>Repeated stage two infractions</li> <li>Possession of weapon or illegal substances</li> <li>Swearing at staff member</li> <li>Violence or intimidation, bullying and harassment towards staff member</li> <li>Continued harassment and bullying after previous recorded interventions</li> <li>Causing harm that requires reporting to authorities (Queensland Police and Department of Children's Services) under BCE Student Protection Policy</li> </ul> <p><b>Care for our school and environment</b></p> <ul style="list-style-type: none"> <li>Repeated stage two infractions</li> <li>Serous theft</li> <li>Serious damage to school property (graffiti or destruction) that would require significant repair and cost</li> <li>Cruelty to animals</li> </ul> <p><b>Care for our learning</b></p> <ul style="list-style-type: none"> <li>Repeated stage two infractions</li> </ul>

<ul style="list-style-type: none"> <li>• 'rough' or 'spoiling' play, not following rules of the game</li> <li>• Inappropriate behaviour towards others</li> <li>• jeopardising the safety of self or others</li> </ul> <p><b>Care for our school and environment</b></p> <ul style="list-style-type: none"> <li>• Littering</li> <li>• Intentionally misusing equipment and people's property</li> </ul> <p><b>Care for our learning</b></p>		
<p>Positive reinforcement of correct behaviour in line with our Mercy Qualities and our 'Mercy Rules'</p> <p>Following the process of the 'Mercy Rules' framework, the 4 R's of Restoration process must be implemented</p> <p>Other strategies may include:</p> <ul style="list-style-type: none"> <li>• Time Out</li> <li>• Restorative process</li> <li>• Circle time</li> <li>• Friendly Schools+</li> <li>• 'Concern for a Learner' process</li> <li>• Community service</li> <li>• Contact with parent/guardians</li> <li>• Monitoring program developed and implemented between teacher, student and parent</li> <li>• Peer mediation</li> <li>• Referral through Student Support Committee for assessment and support from specialist staff</li> <li>• Individual Behaviour Support Plan</li> <li>• Restitution</li> <li>• Nonattendance at extra-curricular activities</li> </ul>	<p>The appropriate Leadership Team Member is to be consulted/involved</p> <p>Other strategies may include:</p> <ul style="list-style-type: none"> <li>• Contact and involvement with parent/guardians</li> <li>• An individual student behaviour plan (ISBP) will be developed to include goals, interventions, support, referrals, evaluation and means for restoration</li> <li>• Non Attendance at off campus and/or extra-curricular activities at Principal's discretion</li> <li>• Restorative process and conference</li> <li>• 'Concern for a Learner' process</li> <li>• Referrals to specialist / support staff</li> <li>• Relocation from class/playground</li> <li>• Referral to outside agency</li> <li>• Removal of school privileges e.g. Access to internet</li> <li>• Suspension</li> </ul>	<p>The appropriate Leadership Team Member in consultation with Principal is to be consulted/involved</p> <p>Other strategies may include:</p> <ul style="list-style-type: none"> <li>• Parent interview</li> <li>• Review of Individual Student Behaviour Plan</li> <li>• Non attendance at off campus and/or extra-curricular activities (at Principal's discretion)</li> <li>• Suspension</li> <li>• Referral to relevant authorities eg Queensland Police, Department of Children's Services</li> <li>• Completion of Form Student to Student Harm</li> <li>• Completion of Form Sexual Harm</li> <li>• Recommendation for exclusion</li> </ul>

## PROCESS FOR APPEALS

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal.

Parents may appeal a suspension of longer than three days to the Area Supervisor.

<b>Audience target</b>	St Vincent's Community
<b>Policy</b>	St Vincent's Clear Island Waters Behaviour Policy
<b>Description</b>	This policy documents the process managing student behaviour at St Vincent's
<b>Creator</b>	Kerry Rowlands -
<b>Next Review Date</b>	By end of Term 1, 2019