



Whole School Approach to Behaviour Guidelines

GUIDELINE DATES			
<i>Implemented</i>	01/11/2025	<i>Reviewed</i>	02/02/2026
<i>Next Review Due</i>	30/01/2027		
GUIDELINES AUTHORISATION			
<i>Principal</i>		Signature	

Mission Statement

Mount St Patrick College aims at providing for the total development of its pupils, spiritually, intellectually, physically, morally, socially, emotionally and culturally and through a sound education based on Christian, and especially Catholic, principles in an atmosphere that is itself a production of the application of these principles. As a Catholic educational community in the Presentation tradition, we are called to affirm Christ as the model for human life. We endeavour to encourage excellence, a love of learning and a passion for life.

To ensure the continuity of these traditions the College aims to:

- Develop a spiritual person who believes in, and acts according to a God centred perspective of human life; in line with the Parish mission statement.
 - Provide a secure environment for students and staff where the rights of the individual are respected and each person is treated with dignity, fairness and compassion.
 - Equip students with the skills necessary to participate in and make a positive contribution to a changing society.
 - Endeavour to provide a varied curriculum which encourages excellence and caters for the needs of a wide range of students in a changing educational environment.
 - Recognise parents as the primary educators of their children in the development of faith and morals and to strengthen the formal and informal communication between staff and parents.
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Vision Statement

Embrace Life is our vision for Mount St Patrick College. It is inspired by the life and teachings of Christ encapsulated in John 10:10.

"I have come so that you may have life and have it to the full".

This vision encourages us as a Christian community to see life as a gift to be enjoyed, celebrated and shared, through the pursuit of knowledge and wisdom.

Mount St Patrick College, as an educational community, is dedicated to the development of the full potential of each student in our care.

Parents who choose to send their children to Mount St Patrick realise that this College is a special place built on co-operation, friendliness and integrity, where all concerned (students, staff and parents) take an active part in the College and work together to provide the best possible educational outcomes.

The life of the College aims to be permeated with the gospel values and the example of Jesus Christ.

Purpose of the Guidelines

The purpose of these guidelines for a whole school approach to behaviour is to clearly outline the school's expectations about behaviour and how positive behaviour is promoted.

It also provides a clear and consistent process that staff and students follow when making a decision about managing the behaviour of students to ensure a safe, respectful and supportive learning environment for all.

These guidelines encompass student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member
- where there is a clear and close connection between the school and students' behaviour

This guideline will be implemented within the context of related DLCS Policies such as:

- DLCS Pastoral Care Policy
- DLCS Student Anti-Bullying Prevention and Response Procedures
- DLCS Student Prohibit Weapons Procedures
- DLCS Suspension, Expulsion and Exclusion Policy
- DLCS Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People.

This guideline will be implemented within the context of the terms and conditions of enrolment.

Our Commitment to Behaviour Support

At **Mount St Patrick College**, our approach to student behaviour is grounded in the Gospel values of **respect, dignity, compassion, and justice**. It reflects our commitment to nurturing the **full flourishing of each person** in the spirit of Christ and the **Presentation charism**.

We uphold a **Whole School Approach to Positive Behaviour Support (PBS)** that applies to **all members of our community – students, staff, and parents/carers**. It sets out consistent expectations and uses **restorative practices** to respond to challenges with empathy, fairness, and accountability.

We affirm that:

- Every student has the **right** to learn in a safe, supportive, and respectful environment.
- Every teacher has the **right** to teach in a positive, professional and well-managed classroom.
- Every parent/carer has the **right** to be a valued partner in their child's learning and wellbeing.

With these rights come the **responsibilities** to model respectful relationships, engage positively, and contribute to the care and culture of our school.

Rights & Responsibilities – Whole School Approach to Behaviour

At Mount St Patrick College, Murwillumbah, our approach to behaviour is grounded in the Gospel values of **respect, dignity, compassion, and justice**, and reflects our commitment to nurturing the full flourishing of each person in the spirit of **Christ and the Presentation tradition**.

As part of the **Diocese of Lismore Catholic Schools**, we uphold the **Rights and Responsibilities** that ensure a safe, inclusive and life-giving environment for students, staff, and families. These rights are not just policies, but expressions of our shared commitment to the inherent dignity of every person in our care.

Our Commitment

The **Whole School Approach to Positive Behaviour Support (PBS)** at Mount St Patrick College applies to all members of our community – students, staff, and parents/carers. It sets out clear, consistent expectations for behaviour that honour our shared Catholic values and provides a restorative framework for responding to challenges with empathy, fairness and accountability.

We affirm that:

- **Every student has the right** to learn in a safe, supportive, and respectful environment.
- **Every teacher has the right** to teach in a positive, professional and well-managed classroom.
- **Every parent/carer has the right** to be a valued partner in their child's learning and wellbeing.

With these rights come the **responsibilities** to model respectful relationships, engage positively, and contribute to the growth and care of our College community.

Our Practice

To ensure that this vision is lived out in practical ways:

- A dedicated **Positive Behaviour Support (PBS) Team** works collaboratively across the school to ensure consistency in expectations, interventions, and celebrations of student success.
- The PBS Team uses school-wide data (including from Compass) to monitor trends in behaviour, attendance, engagement, and learning – guiding ongoing school improvement and pastoral care initiatives.
- Staff are supported by the **College Leadership Team**, the **PBS Team**, and **Diocesan personnel** to grow in their professional practice and apply strategies aligned with our Catholic mission and student wellbeing priorities.
- **Professional Learning Time** is regularly allocated to ensure all staff are equipped to implement the Whole School Approach to Behaviour effectively. These sessions focus on:
 - Best practice in behaviour management and student engagement;
 - Building a consistent, relational and restorative culture of discipline;
 - Supporting diverse learning needs within inclusive classrooms;
 - Deepening staff understanding of their pastoral and professional responsibilities within a Catholic educational context.

Through this shared commitment, we strive to create a school culture where **Gospel values are lived**, relationships are restored, and each student is encouraged to grow into their full potential as a child of God.

Evidence-Based Approach: Positive Behaviour Support & PB4L

Mount St Patrick College has embedded the **Positive Behaviours for Learning (PB4L)** framework – an **evidence-based, whole-school approach** that promotes proactive strategies to support learning and behaviour.

Key Features of PB4L:

- **Explicit teaching** of behaviour expectations across all contexts.
- **Consistent reinforcement** of positive behaviour.
- **Data-informed decision-making** to guide interventions and supports.
- A shared **common language** for staff, students, and families.
- Integration of **Restorative Practices** and promotion of **Respectful Relationships**.

PB4L is led by a dedicated **Positive Behaviour Support (PBS) Team**, which works collaboratively with staff and the College Leadership Team to ensure consistency, visibility, and impact.

Evidence-Based Approach: Restorative Practices & Respectful Relationships

At Mt St Patrick College, our staff are provided professional learning and ongoing support to **engage in supportive conversations** with students—designed to help the young person heal from harm or conflict, restore relationships before issues escalate, and **promote student voice, accountability and self-advocacy**.

This is clearly reflected in our Positive Behaviour Framework flow-chart, which outlines how staff intervene early in the classroom and yard by engaging students in respectful dialogue, **affirming their dignity, modelling relationship-based behaviour, and restoring any damage or harm**.

In practice this means at every level (classroom, yard, peer interactions) staff prioritise building supportive and respectful relationships so that students grow into emotionally intelligent young people.

The evidence for this approach is aligned with the broader literature of evidence-based whole-school frameworks such as the **Positive Behaviours for Learning (PB4L)** framework, which emphasises teaching expected behaviours, offering consistent language and culture around behaviour, and embedding restorative practices rather than purely punitive discipline. For example, the College website underscores that we **“provide a secure environment for students and staff where the rights of the individual are respected and each person is treated with dignity, fairness and compassion.”**

By aligning our framework to these principles we ensure that every incident is an opportunity for learning and restoration, rather than merely punishment, thus enabling our students to take responsibility, reflect on impact and contribute positively to the school community.

Evidence-Based Approach: Trauma Informed Practice

Evidence-Based Approach: Trauma-Informed Practice

At Mt St Patrick College, trauma-informed practice is embedded across all areas of school life, ensuring that every student feels safe, supported, and understood. The College adopts evidence-based strategies that prioritise **emotional regulation, relational safety, and proactive wellbeing support**.

Staff are trained to recognise the impact of trauma on learning and behaviour, and to respond with empathy and consistency.

Students are explicitly taught self-regulation skills through social-emotional learning programs and restorative approaches, helping them to identify emotions, manage stress, and develop resilience.

The school's **Positive Behavioural Success Plan** reinforces positive choices and fosters a culture of respect, belonging, and accountability.

Practical supports, such as **Time Out Cards** and access to **Safe and Calm Spaces** within the **Wellbeing Hub**, allow students to re-regulate when feeling overwhelmed, ensuring they can return to learning when ready.

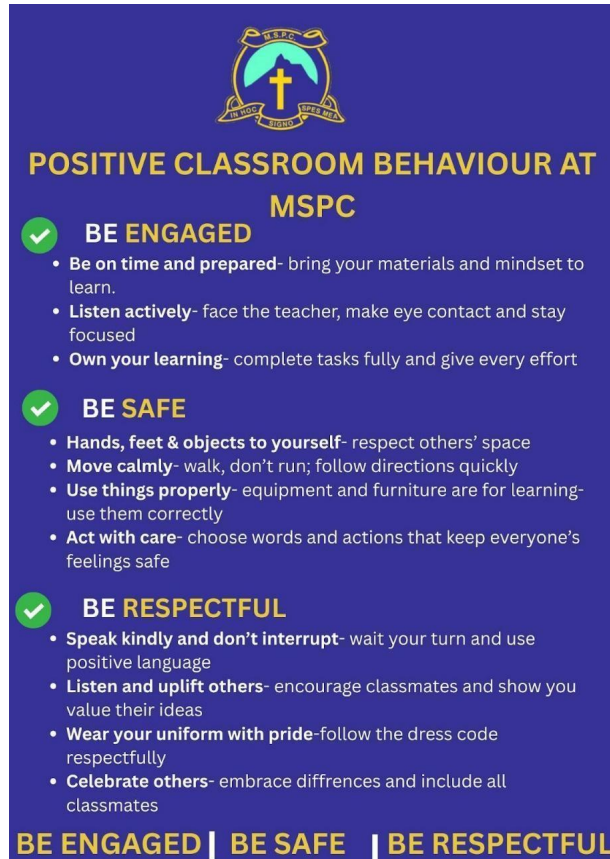
Staff also use de-escalation techniques and flexible classroom practices to accommodate diverse needs. Together, these evidence-based strategies create a nurturing environment where all students can thrive academically, socially, and emotionally.

Our College Pillars

Our behavioural expectations are structured around four guiding **College Pillars**:

- **Faith** – Live the Gospel through action, reverence, and service.
- **Respect** – Honour the dignity of every person.
- **Safe** – Protect self and others through wise choices.
- **Engaged** – Actively participate in learning and community life.

These pillars are taught explicitly and reinforced through our **College Behaviour Matrix**, which outlines what each pillar looks like in various school settings.



Promoting Positive Behaviours

“Living our Pillars. Leading with Purpose”

At Mount St Patrick College, we nurture students who lead with purpose, show compassion, act with integrity and seek excellence. Our Behavioural Guidelines reflect our commitment to creating a safe, inclusive, and values-based environment grounded in our College Pillars:

- **SAFE**
- **FAITH**
- **ENGAGED**
- **RESPECTFUL**

Each pillar is brought to life through our values: resilience, acceptance, justice, forgiveness, responsibility, compassion, commitment, and community.

Our behaviour expectations are shared using a consistent, values-based language that is:

- Easy to implement
- Clear for students, families and staff
- Aligned with our Catholic identity and whole-school wellbeing approach

We Promote Positive Behaviour Through:

- College newsletter
- College website and social media
- School assemblies
- Classroom and corridor posters
- Parent/carer communication
- Behaviour lessons and student reflections
- Visual tools in classrooms

Teaching Behaviour and Social Skills

We teach positive behaviour and social-emotional learning through:

- Structured wellbeing lessons
- Tiered Positive Behaviour Framework
- Reflective practices and student voice
- Development of self-regulation, resilience and interpersonal skills

Understanding Our Rights and Responsibilities

<i>I Have the Right to...</i>	<i>I Have the Responsibility to...</i>
Learn	Actively participate in learning. Support others to learn. Give my best effort.
Feel Safe	Follow safety procedures. Help maintain a positive environment. Take action against bullying and harassment.
Be Respected	Treat others with kindness and fairness. Care for all property – mine, others' and the College's. Be honest, compassionate and forgiving.
Grow in Faith	Contribute to the Catholic identity of the College. Live the values of Jesus in everyday actions. Show reverence in spiritual spaces.

Our Rights and Responsibilities are made visible and meaningful through a range of ongoing practices that ensure students and families clearly understand what is expected and how we live these expectations each day. Through explicit teaching, consistent language, restorative practice, and faith-filled community engagement, students and families at Mt St Patrick College become deeply familiar with our behavioural expectations.

Our Rights and Responsibilities are not just displayed—they are *lived* each day in classrooms, playgrounds, and relationships, ensuring that every member of our community can learn, feel safe, be respected, and grow in faith.

1. Consistent Language Across the College

- Staff and students use shared, consistent language that reflects the College's Rights and Responsibilities in all settings—classrooms, playgrounds, assemblies, camps/excursions, Masses and co-curricular activities.
- Key phrases and expectations are displayed in classrooms, corridors, and student diaries to keep them visible and familiar.
- Teachers explicitly refer to the language of “Rights” and “Responsibilities” during learning conversations, behaviour redirections, and celebrations of positive behaviour.

2. Classroom Expectations and Behaviour Flowchart

- Each classroom displays and discusses the three-tiered Behaviour Flowchart, linking the school's core expectations to practical examples of positive behaviour.
- Teachers co-construct classroom expectations with students at the start of each year, reinforcing ownership and understanding.
- The flowchart ensures that behaviour is managed consistently, fairly, and restoratively across all year levels.

3. Staff Training and Modelling

- All staff engage in ongoing professional learning in Trauma-Informed Practice, Positive Behaviour for Learning, Restorative Behaviour, and Respectful Relationships Education.
- This ensures that every student experiences consistency, empathy, and fairness in the way behaviour is supported and addressed.
- Staff model the language and values of the College, showing students how to live out their responsibilities in a compassionate, faith-filled way.

4. Transition from Year 6 to Year 7

- During the Year 6–7 Transition Program, students are introduced to the College's Rights and Responsibilities through orientation activities, information sessions, and transition paperwork.
- Homeroom teachers explicitly teach and model expected behaviours, using familiar language to support a smooth transition into secondary school life.

- Families receive information through the College website, the Parent Information Evening, and transition handbooks, ensuring that both students and parents understand the expectations before starting Year 7.

5. Homeroom and Pastoral Care

- Homeroom sessions provide a regular opportunity to promote and revisit the College's behavioural expectations.
- Pastoral care lessons incorporate the values of respect, safety, learning, and faith, supporting the holistic wellbeing of every student.
- Through daily interaction with their homeroom teacher, students are guided to reflect on their choices and grow in responsibility and respect.

6. Communication with Families

- The College website clearly outlines the Whole School Behaviour Guidelines and the Rights and Responsibilities framework for families to access at any time.
- Behaviour expectations are reinforced through newsletters, Compass communications, and parent meetings.
- When restorative conversations occur, families are included where appropriate to promote shared understanding and consistent expectations between home and school.

7. Annual Review and Re-engagement

- At the beginning of each school year, all students revisit the College Rights and Responsibilities and Behaviour Flowchart through pastoral lessons, homeroom discussions, and whole-school assemblies.
- Teachers consistently revisit expectations at key times throughout the year—especially after holidays and during major events—to maintain a positive, consistent school culture.
- Student voice is encouraged through Student Leadership, SRC meetings and wellbeing surveys to ensure the guidelines remain relevant and meaningful.

8. Faith and Community Connection

- The College's Catholic identity underpins all aspects of behaviour and relationships.
- Students participate in liturgies, retreats, and service activities that reinforce living the values of Jesus—respect, forgiveness, compassion, and responsibility.
- These opportunities deepen students' understanding that behaviour expectations are not only about rules but about living faith through action.

Recognising and Celebrating Positive Behaviour

We celebrate students who embody our College Pillars through consistent positive actions, effort, and contribution to the life of the school.

Merit Award System

Merits are awarded for:

- Effort in learning
- Positive attitude
- College spirit
- Kindness and compassion
- Leadership and initiative

Merits contribute toward recognition at the Coordinator, Principal and College level.

Senior Honour Awards (Year 12)

Presented annually for excellence in:

- Academic Achievement
- Leadership
- College Spirit
- Religious Contribution
- Community Service
- Performing Arts
- Debating and Public Speaking
- Sport
- Special Awards

Exemplary Student Award

Awarded to students who consistently:

- Demonstrate exemplary behaviour
- Wear their uniform with pride
- Maintain high attendance
- Actively participate in College events
- Show consistent engagement

Worth 200 points in the St Patrick's Champion House Competition.

Students apply via Google Form in Term 4.

Students who receive 5 or more Exemplary Awards during their time at the College are honoured with the:

Kieran Thomas Medal

Presented at the Year 12 Formal and Presentation Evening.

The Beacon System – Recognising Effort

The Beacon System supports student motivation by recognising consistent EFFORT rather than academic ranking. All students begin each Beacon Cycle with a score of 5, which may be adjusted based on demonstrated behaviours. The Beacon System encourages every student to strive for their personal best, develop self-awareness and celebrate progress.

Beacon Criteria

Score	Behaviour Displayed
5 – ALWAYS	Punctual, organised, completes work to the best of their ability, respectful in all interactions.
4 – FREQUENTLY	Usually meets high expectations, demonstrates positive effort and attitude.
3 – USUALLY	Often meets expectations, room to grow in consistency.
2 – SOMETIMES	Meets some expectations, requires support and reflection.
1 – RARELY	Shows limited effort or engagement; may need intervention.
0 – NEVER	Does not demonstrate required behaviours; support and conversation required.

Growing Together in Purpose and Hope - Student Leadership

At Mount St Patrick College, behaviour is not just about rules—it's about relationships, respect and readiness for life. Every student is called to become a leader of their own learning and a contributor to a thriving, compassionate community.

By living our Pillars of Safe, Faith, Engaged and Respectful, we create a College environment where:

- Every student belongs
- Every voice is valued
- Every action makes a difference

Empowering Student Voice Through Servant Leadership

At Mount St Patrick College, leadership is more than a title—it is an act of service, purpose, and positive influence.

Our Student Leadership Program is embedded in the life of the school and reflects our commitment to fostering confident, compassionate leaders who live out our College Pillars:

- **SAFE** – Creating an inclusive and secure space for all
- **FAITH** – Leading with heart and purpose through Gospel values
- **ENGAGED** – Actively contributing to school life and community
- **RESPECTFUL** – Treating all people with dignity and fairness

Our Student Leaders Include:

- **College Captains** – Two senior students who represent the voice of the whole student body and lead by example across all College events, liturgies and initiatives.
- **House Captains** (x3 for each House) – Students lead their peers in sport, academic, cultural and social justice activities while building connection within their House.

The Role of Our Leaders:

- Inspire others by modelling our College values
- Build a sense of belonging and pride in House communities
- Promote student wellbeing and engagement through house events and competitions
- Organise and lead events that reflect our Catholic ethos and promote justice, compassion and community
- Offer peer support and mentorship to younger students
- Speak on behalf of their peers to contribute to school improvement and planning

House Competitions & Events

Throughout the year, leaders coordinate and support a range of House events that encourage friendly competition and teamwork, including:

- Sports carnivals (Swimming, Athletics, Cross Country)
- Academic challenges
- Cultural celebrations and creative arts showcases
- Service initiatives and fundraising events
- Faith-based events and liturgies

These activities are a powerful platform for developing and demonstrating:

- Resilience
- Teamwork
- Responsibility
- Servant Leadership
- Commitment to community

When students step into leadership roles, they don't just build skills—they shape culture. By being servant leaders, our captains help create a safe, inclusive and thriving environment for all students. Leadership at MSPC is not about standing above others—it's about lifting others up.

Intervention & Responding to Behaviour

Tiered Approach to Behaviour Support

Our PB4L framework follows a **three-tiered model**:

Tier 1 – Universal Supports (All Students)

- Explicit teaching of expectations.
- Positive reinforcement systems.
- Consistent consequences for minor behaviours.
- High staff visibility and supervision.
- Respectful and Restorative Practices

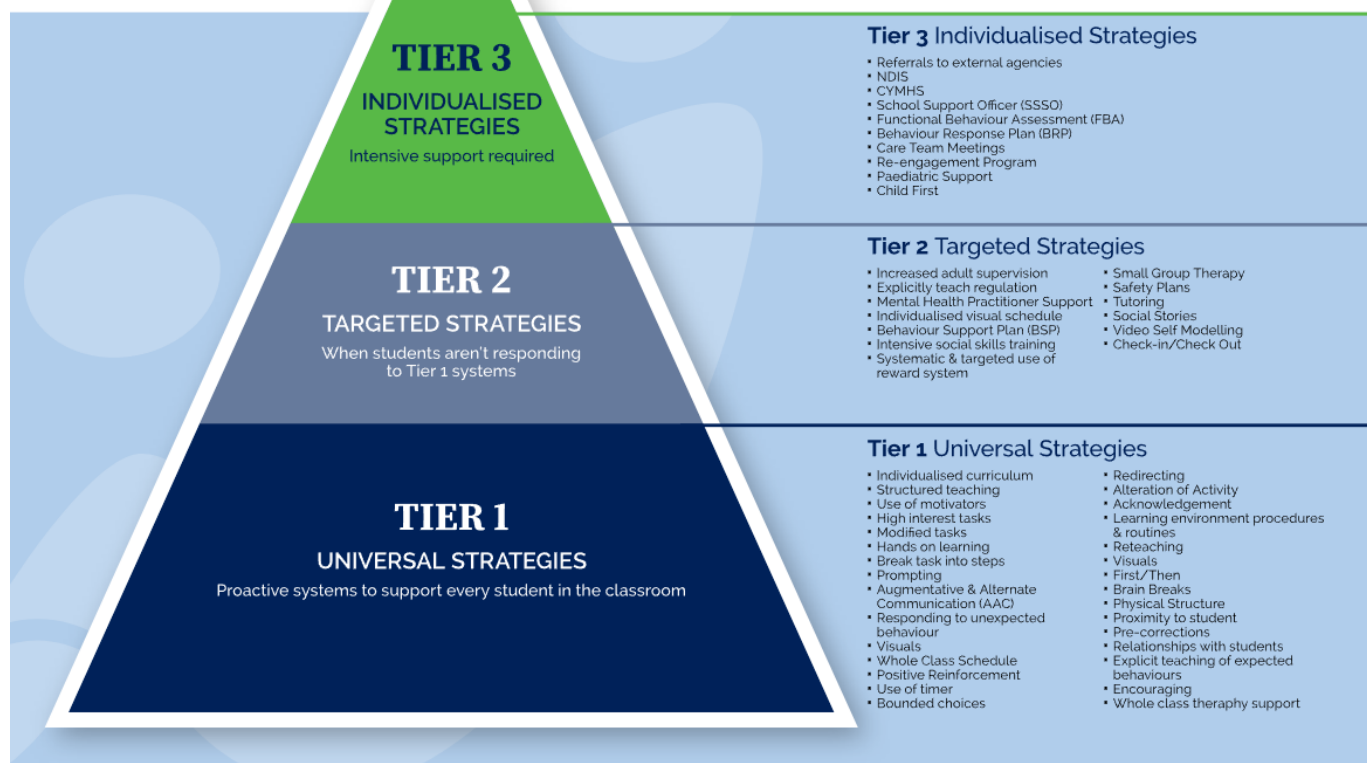
Tier 2 – Targeted Supports (Some Students)

- Small group interventions (e.g., social skills, self-regulation).
- Check-in/Check-out systems.
- Increased communication with parents/carers.
- Triaged to Inclusion & Counselling support
- Positive Behaviour Success Plan - Individual Intervention & Self Regulation

Tier 3 – Intensive Supports (Few Students)

- Individual Behaviour Support Plans.
- Functional Behaviour Assessments.
- Collaboration with Wellbeing staff and external professionals.

MULTI-TIERED SYSTEM OF SUPPORT



Partnership with Parents/Caregivers

At Mt St Patrick College, everything we do for students is aimed at helping them achieve *fullness of life* (John 10:10). We recognise parents as the primary educators of their child/ren. It is therefore important that staff and parents work closely together for the benefit of every child.

We recognise the vital role parents and carers play in the holistic development of each student. As part of our Catholic mission, we work in partnership with families to support student growth in learning, behaviour, and wellbeing.

The College maintains an "open door" approach to communication. Teachers and Leaders of Wellbeing (LOWs) are expected to maintain regular contact with parents—celebrating student achievements as well as addressing concerns when they arise.

When students engage in behaviour that leads to a consequence (e.g. Ground Duty, Lunch or After School Detention), formal notification is provided to parents via letter. Further communication, including follow-up emails or phone calls, is made where appropriate to ensure clarity and collaboration.

Parents should be informed early and constructively. In cases where a meeting is requested, it is to work together to support the student's growth and reintegration within the College community.

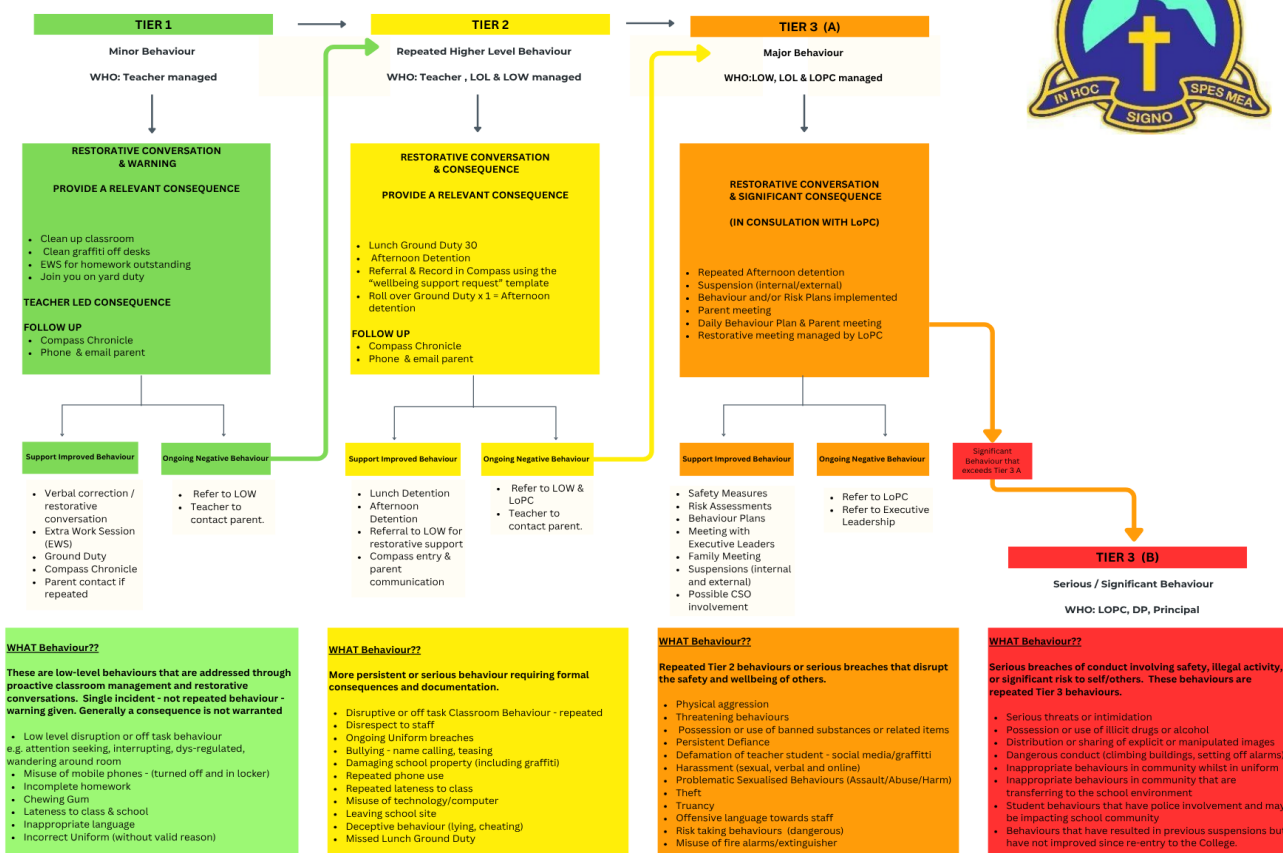
Effective parent communication is key to upholding the College's expectations and fostering a shared responsibility for student success and wellbeing.

Management of Inappropriate Behaviour

Mt St Patrick College is committed to fostering a safe, respectful and inclusive learning environment aligned with our Catholic values and the shared mission of the Diocese of Lismore. The management of behaviour is grounded in restorative practice, fairness, and clarity of process.

The Positive Behaviour Management Framework operates across three tiers, reflecting the level of seriousness and required response, as outlined in the College's Behaviour Management Flowchart.

MSPC POSITIVE BEHAVIOUR MANAGEMENT PROCESS & FLOWCHART



NB: Behaviours in each tier are examples but are not limited to.

This document is focused on maintaining a safe, respectful and supportive learning environment for all students.

Serious actions and consequences due to major behaviours are last resort actions which are implemented through an agreed and clear process.

Mount St Patrick College takes into consideration particular corrective consequence for a student and ensures that reasonable decisions are made based on relevant circumstances, including:

- if the student has a disability (including functional impact and related support needs).
- an understanding of the impacts of trauma and how the school has responded to help students feel safe; and
- the effect of the consequence on anyone else (such as fellow students).

Behaviour Management Process

When inappropriate behaviour is reported to a staff member, the following steps are taken:

1. Clarify the incident with all relevant parties (students/staff involved and/or witnesses).
2. Determine the level of the behaviour using the Positive Behaviour Flowchart.
 - Teacher-managed (Tier 1 & some Tier 2)
 - Leader of Wellbeing/LOPC-managed (Tier 3A & 3B)
3. Implement appropriate consequences, as outlined in the tiers.
4. Record the incident professionally on COMPASS.
5. Communicate with parents/carers as appropriate to the tier level and incident.

Behavioural Tiers and Responses

Tier 1 – Minor Behaviour (Teacher-managed)

These are low-level behaviours that are addressed through proactive classroom management and restorative conversations.

Examples include and are not limited to:

- Low-level disruption or off-task behaviour
- Incomplete homework
- Incorrect uniform (without valid reason)
- Misuse of mobile phones (first offence)

- Inappropriate language (low-level)

Responses may include and are not limited to:

- Verbal correction / restorative conversation
 - Extra Work Session (EWS)
 - Ground Duty
 - Compass Chronicle
 - Parent contact if repeated
-

Tier 2 – High-Level Behaviour (Teacher & LOW managed)

More persistent or serious behaviour requiring formal consequences and documentation.

Examples include but not limited to:

- Ongoing disruption or refusal to follow instructions
- Bullying (name-calling, teasing)
- Disrespect to staff
- Graffiti / damage to property
- Misuse of technology/devices
- Uniform breaches despite reminders

Responses may include but not limited to:

- Lunch Detention
 - Afternoon Detention
 - Referral to LOW for restorative support
 - Compass entry & parent communication
-

Tier 3A – Major Behaviour (LOW & LOPC managed)

Repeated Tier 2 behaviours or serious breaches that disrupt the safety and wellbeing of others.

Examples include but not limited to:

- Persistent defiance
- Significant damage to property
- Aggressive or threatening behaviour
- Harassment (including online)
- Possession or use of prohibited items (vape, alcohol)

Responses may include limited to:

- Restorative meeting (with parents and staff)
- Behaviour Support Plan
- Parent meeting
- Internal Suspension
- External Suspension (if warranted)
- Referral to LoPC and DP

Tier 3B – Significant Behaviour (LoPC, DP & Principal managed)

Serious breaches of conduct involving safety, illegal activity, or significant risk to self/others.

Examples include but not limited:

- Physical violence
- Serious threats or intimidation
- Possession or use of illicit drugs or alcohol
- Possession of Dangerous instruments or weapons
- Distribution or sharing of explicit or manipulated images
- Dangerous conduct (climbing buildings, setting off alarms)
- Repeated Tier 3A behaviours

Responses include but not limited to::

- Immediate referral to LOPC, DP or Principal
 - Suspension (internal or external)
 - Behaviour Contract or Conditional Enrolment
 - Possible involvement of CSO and/or Police
 - Family meeting and case planning
 - Referral to Suspension/Expulsion/Exclusion Policy
-

Consequences Summary

Extra Work Session (EWS)

- Teacher-issued for low-level infractions
- Students complete meaningful, corrective tasks
- Encourages responsibility before formal consequences are applied

Ground Duty

- Tier 1 consequence (e.g. uniform breach, low-level misbehaviour)
- Student contributes to school environment as a restorative action

Lunch Detention

- Tier 2 consequence
- Supervised lunchtime session for repeated or more serious behaviours
- Categorised by Level 1 (minor) and Level 2 (serious)
- Escalation if detentions are missed or accumulate

Afternoon Detention

- 1-hour after-school detention
 - Reserved for more serious or repeated behaviours
 - Requires formal notification and parent contact
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Suspension, Expulsion and Exclusion

It is the intent of Mount St Patrick College that disciplinary practices carried out in schools are based on restorative practice principles and are respectful of the dignity, rights and fundamental freedom of individual students. These practices are focused on maintaining a safe and supportive learning environment for all.

Major disciplinary sanctions are last resort actions which are only utilised with due process in the event of serious breaches of individual school's discipline policy.

It is the intent that any disciplinary action will allow students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the disciplinary action and to accept responsibility for changing their behaviour to meet the school's expectations in the future.

Any decision to remove a student on a temporary or permanent basis from the full life of a school will be a result of a documented and transparent process. Mount St Patrick College will follow the DLCS policies and procedural guidelines for Suspension, Expulsion and Exclusion.

Responses to unacceptable behaviour are framed by the principles of procedural fairness including the right to be heard, the right to respond, and the proportionality of the consequence.

Corporal punishment is prohibited. All school staff are prohibited from engaging in corporal punishment in any form. The school does not explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at the school.

The school will seek advice from DLCS staff if it is considering implementing restrictive practices. A restrictive practice is any action that can restrict the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

The school will seek advice from DLCS staff when responding to and considering support for students with complex and/or at-risk behaviour.

Any form of unacceptable behaviour that may be serious enough to constitute a criminal offence will be reported to the police or other authorities, as appropriate such as, the Regional Assistant Director and the Child Safeguarding Manager.

Banned Substances, Weapons & Dangerous Objects Management

The management of any suspected banned substance or illegal Objects/Weapons will ensure the immediate safety, wellbeing and educational needs of a student involved are balanced with the needs of the broader student community. Safeguarding and ensuring the whole college community is safe is a priority. There will be a focus on prevention education, intervention and promoting a safe, secure and supportive environment for all students.

Mount St Patrick College follows the DLCS procedural guidelines on managing students who are alleged to be in possession of or suspected of being involved in or affected by a banned substance or in possession of a dangerous object or weapon.

Monitoring and Record Keeping

Monitoring and Record Keeping

Mt St Patrick College uses **Compass** as the central platform for recording, tracking and accessing student data to support student wellbeing, learning and behaviour. It provides each student with a comprehensive profile including:

- **Academic progress**
- **Social-emotional development**
- **Neurodiverse and learning needs**
- **Adjustments, interventions and support strategies**

This information enables staff to create safe, inclusive and differentiated classrooms where individual needs are known and planned for.

Staff Responsibilities in Compass

All staff contribute to a whole-school approach by recording the following in Compass:

- **Behavioural incidents** (factually, promptly, and with reference to school expectations)
- **Positive behaviour** acknowledgements (e.g. Merits and Beacon entries)
- **Attendance and engagement** patterns (absences, lateness, early departures)

Entries are reviewed regularly by the **Pastoral Care Team** and Leaders of Wellbeing to inform early intervention and targeted support.

Professional Use of Compass

Staff must ensure Compass entries are:

- **Professional** – objective, respectful, and free of emotion or personal opinion
- **Factual** – based on observable behaviour or evidence
- **Relevant** – focused on learning, behaviour or wellbeing
- **Timely** – entered as soon as possible after the incident or concern

Staff receive ongoing **professional learning (PL)** in the effective and appropriate use of Compass, including privacy, language use, and accurate documentation.

Related Policies and Documentation

Disability Standards for Education 2005 (Cth)
DLCS Child Protection Policy Education Act 1990 (NSW)
Catholic Education in the Diocese of Lismore: The Mission of Jesus Christ Foundational Values
Child Safeguarding Code of Conduct
Child Safeguarding Complaints Management
Child Safeguarding Policy
Procedures for Reporting and Responding to Child Safety Incidents and Concerns Staff and Students
Inclusive Practices Policy
Pastoral Care Policy
Whole School Approach to Pastoral Care
Student Anti-Bullying Prevention and Response Procedures
Substance Management Policy
Suspension, Expulsion and Exclusion Policy
Suspension and Expulsion Standard Operating Procedure
Professional Boundaries Policy
Student Prohibited Weapons Guidelines
Student Non Attendance Procedures