



# MANDURAH CATHOLIC COLLEGE

UNDER THE PATRONAGE OF THE HOLY FAMILY

## COMBINED COLLEGE MANAGING STUDENT BEHAVIOUR

|                             |  |
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| <b>CECWA POLICY:</b>        | <b>Community</b>                                   |
| <b>EXECUTIVE DIRECTIVE:</b> | <b>Student Safety, Wellbeing and Behaviour</b>     |
| <b>COLLEGE PROCEDURE:</b>   | <b>Combined College Managing Student Behaviour</b> |
| <b>REVIEWED:</b>            | <b>2024</b>  |
| <b>NEXT REVIEW:</b>         | <b>2029</b>  |

***"Mandurah Catholic College is a learning community seeking truth by living out the Gospel values through the Catholic faith and by promoting the holistic and optimal development of each student."***

School-based Procedures are not variations to CEWA Executive Directives. They enact contextual decisions; they have the legal obligation of CECWA policy for people acting under the authority of the Principal.

Please note this document is to be read in conjunction with the CECWA Policy – [Community](#) and the Executive Directive – [Student Safety, Wellbeing and Behaviour](#)

### AIM

Catholic schools are obliged to establish the behavioural expectations for students and provide supportive structures to engage, nurture and promote the wellbeing of the whole school community. 'Every Catholic school (therefore) needs to encourage its students to reflect upon the Christian message by helping them to relate it to their daily lives and aspirations and to understand what it means to be a follower of Christ in Australia today '(Mandate, paragraph 32).

- To foster a school environment characterised by positive relationships among staff, students, parents, the parish and wider community.
- To foster mutual respect among all members of the College community, recognising the responsibility of each individual for their own actions and the consequences. This respect will be directed towards themselves, each other, each other's property and the buildings, fixtures, grounds and spirit of the College.
- To develop an environment that is safe and supportive which shows kindness and respect in regard to the rights of students to learn and the rights of teachers to teach.
- To promote Christian values, a commitment to Christian living and to foster the creation of an environment in which the College works co-operatively with parents who are the primary educators of their children.
- To manage student behaviour in a just and fair manner, developing and stating a clear set of expectations regarding student behaviour, and ensuring that these are implemented with consistency.
- To promote self-discipline and an atmosphere where good behaviour and care for others is the norm.
- To foster an environment where the use of any form of child abuse, corporal punishment or other degrading forms of punishment are forbidden.
- To ensure that all members of the community understand that they must not belittle, humiliate, denigrate, scapegoat, threaten or ridicule others.

### SCOPE

The Mandurah Catholic College Community.

### PROCEDURE

**Due to the varying nature of behaviour in the Primary and Secondary school, this policy has been split into two sections: Managing Student Behaviour Secondary and Managing Student Behaviour Primary.**

## **MANAGING SECONDARY STUDENT BEHAVIOUR**

Students are to be guided towards self-control and self-direction. The task of the teacher is not so much to curb misbehaviour as to encourage and promote constructive and positive behaviour based on mutual respect, courtesy, a sense of cooperation and common sense.

### **Key Principles**

- Positive and proactive strategies, rather than reactive strategies are to be encouraged.
- Consistency and clarity of expectations are a key factor in managing student behaviour.
- The class teacher/homeroom teacher assumes overall responsibility for student behaviour as he or she is the only person that can gain and maintain control in the classroom.
- Each classroom teacher needs to develop the skills, strategies and attitudes to develop an effective working relationship with students.
- All staff members are expected to encourage students to behave correctly and to show respect for others.
- Interesting and demanding lessons that will engage the students and encourage good behaviour are to be planned by teachers.
- A well-planned curriculum, effective teaching and competent management of the classroom are necessary as the foundation for good classroom behaviour management.
- Middle leaders will assist teachers who require support/advice if the problem cannot be resolved in a timely manner.
- Students and staff will be made aware of student expectations by clear concise instructions and procedures via the College Rules, the Student Code of Conduct and the Behaviour Response Flowchart.
- Consequences need to be applied fairly and consistently.
- All incidents need to be recorded in SEQTA with an explanation of what was done by the teacher/HOH/HOY/HOLA/Dean to resolve the incidents and what the consequences were.
- All parties need to be kept informed of what actions have been taken.
- Problems of a serious nature need to be referred immediately to the Dean of Students in the first instance who in turn will refer issues to the Deputy Principal and the Principal.

### **SANCTIONS/CONSEQUENCES DEFINED**

#### **Yard Duty**

- A student may be given a yard duty for 10 minutes at recess or lunchtime.
- The teacher issuing the sanction records a yard duty in SEQTA.
- It is the responsibility of the teacher who issued the sanction to organise and monitor the infringement.

#### **Removal from a class for a short period of time**

- Students are removed from class in extreme cases when the behaviour stops the rest of the class from getting on with their assigned tasks.
- The removal should be temporary, and the student should be kept nearby, but out of sight of the rest of the class.
- The teacher, at the first opportunity during the lesson, needs to talk with the student, attempt to resolve the problem, and allow the student to re-enter the classroom and proceed with their work.
- It is not acceptable to leave a student outside the classroom for an extended time (longer than 10 minutes).
- The teacher must record the removal in SEQTA and the consequences issued for the poor behaviour.

#### **Buddy Withdrawal – (Withdrawal from a particular lesson)**

A student may be withdrawn from a lesson where the behaviour of the student is disruptive to the teaching of the lesson or to other members of the class. Buddy withdrawal is a sanction applied by a Head of Learning Area in consultation with the teacher:

- Buddy withdrawal is only for a single lesson.
- The student will be sent to the HoLA or the class of another experienced member of staff, on the condition that such an arrangement has been previously organised and approved by both members of staff.
- The student must be sent with adequate work for the duration of the period.
- The Head of Learning Area must record the withdrawal in SEQTA, and parents/guardians need to be informed.

## **Lunchtime Detentions**

- Lunchtime detentions may be issued by a class teacher or homeroom teacher and are organised by Heads of Learning Area for each faculty or by the class/homeroom teacher.
- The teacher must make an entry in SEQTA and follow up that the detention has been completed.
- Parents/guardians need to be informed.

## **After-School Detentions**

After-school detentions may only be issued by a Head of Year, a Head of Learning Area, a Head of House, a Dean or a Deputy Principal. The detentions take place at an agreed time during the week and are set for an hour and a half from 3.00pm to 4.00pm.

They are issued for the following offences:

- In-class misdemeanors that are not being resolved through the usual tactics adopted by teachers.
- Out-of-class misdemeanors such as consistent failure to wear the uniform correctly, constant lateness to school or class, littering, bad language, bad or inappropriate behaviour on buses, bullying behaviour and incorrect use of technology.

### Procedure for setting Wednesday detentions:

For most of the offences mentioned above, a detention is given only after the student has failed to respond to measures taken by teachers to alter the student's behaviour.

- The teacher must complete a record in SEQTA, before a student can be recommended for detention.
- The detention must be discussed with the HoLA, HOH, HoY or Dean who will record the detention in SEQTA so that a letter can be sent informing parents.
- Heads of House, Heads of Year, Heads of Learning Area and members of the Secondary Leadership Team supervise the detention sessions that they set.
- Records need to be made in SEQTA.

## **In-School Suspension**

A student may be withdrawn from all classes for a limited period of time where that student has caused serious and ongoing disruption to several classes across the curriculum: or where a serious misdemeanor has occurred that necessitates isolating that student from other students.

### Features of an internal suspension

- It is determined by the Head of Year or Head of Learning Area in consultation with the Dean of Students or Dean of Education and the Deputy Principal.
- The parents are notified and an interview is arranged with the Head of Year or the Head of Learning Area.
- The Head of Year or Head of Learning Area arranges a suitable venue (usually the Library) where the student can work and be supervised.
- Subject teachers must provide adequate work for the student whilst on withdrawal so that class work is not missed.
- The withdrawal is for a limited time until other action is taken, or conditions are established whereby the student may return to class.
- A teacher/student contract is entered into before returning to class.

## **External Suspension**

Students are suspended from school after a serious breach of College rules has occurred such as consistent inability to follow rules, ongoing misbehaviour, disrespect and/or defiance, any form of physical or verbal abuse of another person, serious incidents of uncaring behaviour, vandalism or damage to College property, theft, possession/use of prohibited substances, sexual activity or serious misuse of technology.

### Features of external suspension include:

- The student will be spoken to by the person investigating the incident and will be asked to write down what has occurred.
- Suspension occurs once a Head of Year or Head of Learning Area has consulted with the Dean of Students and a Deputy Principal, and it is agreed that an external suspension is the warranted consequence for the behaviour.
- The Head of Year or Head of Learning Area will notify the parents to explain what has occurred

and to organise for the student to be collected immediately.

- A suspension letter will be given to parents and a readmission interview will be arranged with the Head of Year or Head of Learning Area and the Dean of Students or a Deputy Principal.
- Further investigation of the incident if needed will be conducted by the Head of Year and the Dean of Students or a Deputy Principal.
- Staff are not required to set work for a student while on external suspension, but students should continue with their studies at home by following the work placed on SEQTA for all students.
- A student may not represent the College in any way during the period of suspension and this includes attending work experience of TAFE.
- The student and parent/guardian must attend a formal readmission interview on return and sign a readmission contract. Upon satisfactory completion of this interview they are allowed to return to classes at the College. Depending on the reason for suspension, a conditional enrolment may be issued.
- Efforts are made after the suspension to counsel students, to modify unacceptable behaviour and to provide an opportunity for greater reflection.

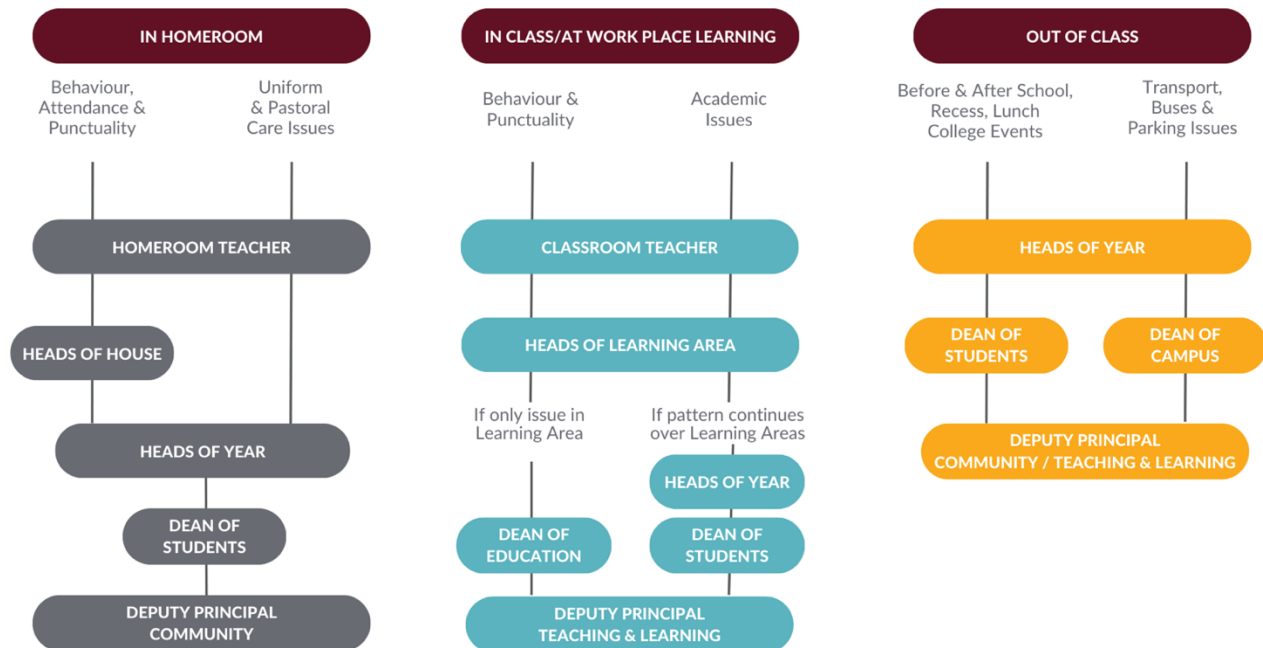
**In the majority of cases, when students are externally suspended it is the one and only time this consequence needs to be issued to them as they learn from the experience and understand why their behaviour was unacceptable. If students reoffend or continue to breach the College rules, different measures and steps are introduced into the suspension process which could eventually involve looking at continued enrolment at the College.**

#### EXTERNAL SUSPENSION DETAILS

|   |  |
|---|--|
| Suspension Time                                   | Depends on the breach of College rules.  |
| Readmission Interview                             | With Head of Year/Head of Learning Area and the Dean of Students or a Deputy Principal<br><br><ul style="list-style-type: none"> <li>- Student to submit a letter at readmission explaining the issues that led to the suspension and what changes will be made by the student to avoid further suspension.</li> <li>- Letter to be signed by parent(s) and kept on the student file.</li> </ul> |
| Suspension Readmission Contract                   | Signed by all parties at the readmission interview and kept on the student file.   |
| Behaviour Contract                                | Student may be put on a behaviour contract after the readmission.  |
| Monitoring  | Student to meet with Head of Year on a regular basis to ascertain progress and behaviour after suspension.   |
| Counselling                                       | Student may be required to attend counselling.   |
| Conditional Enrolment                             | Student may be put on a conditional enrolment depending on the circumstances and if the suspension is not a first suspension.<br><br><ul style="list-style-type: none"> <li>- Parent and student meeting will be held with Dean of Students and Head of Year at the end of each term until it is deemed that the permanent enrolment can be reinstated.</li> </ul>                               |
| Improvement not satisfactory and continued issues | Meeting to be held with Dean of Students and Deputy Principal of Community to discuss the progress of the student and the future enrolment of the student at the College.  |

## Exclusion

Only the Principal may exclude a student from the College. This would occur after repeated serious breaches of the College rules, or involvement in some serious criminal activity. After exclusion the Principal makes every effort, through counseling and consultation with colleagues, to allow the student a new start at another school, the Principal will act in accordance with CECWA Policy.



## MANAGING PRIMARY STUDENT BEHAVIOUR

Mandurah Catholic College Primary School is an inclusive school, where our focus is on prevention, intervention and a commitment to a whole school approach of classroom management based on 1, 2, 3 Magic.

The purpose of this document is to support a school culture which promotes high standards of achievement and personal conduct and clearly articulates response guidelines and consequences for inappropriate behaviour. The management of student behaviour is a staff, parent and student concern. Students' behaviour is best managed in ways that promote logical consequences and restorative practices that build and strengthen relationships and are educative in nature. We are committed to providing such opportunities and responding with tolerance and Christ-like compassion. Parents have a pivotal role to play in the education of their children, both at school and at home. We believe that the full support of parents in the on-going maintenance of the School Student Behaviour.

Structured guidelines and procedures will ensure that there is corporation between the student, teacher and parent, which will make sure that the principles listed below will be upheld and supported.

### PRIMARY SCHOOL RULES

- Show kindness and respect to yourself
- Show kindness and respect to others
- Show kindness and respect to the environment
- Show kindness and respect to the community

### THE ROLE THE PRIMARY SCHOOL STAFF

- Be responsible for guiding, monitoring and where necessary, documenting (SEQTA) the behaviour of all students in the Primary School Community.
- Display and regularly discuss the School Virtues through the Making Jesus Real program and Rules, including the responsibilities and rights, appropriate and inappropriate behaviours, ensuring students understand clearly what is expected of them.

- Develop, with the class age, appropriate classroom rules with age-appropriate positive and negative consequences that reflect the School Student Behaviour Management Principles and Rules and make clear to students the standards of behaviour expected within the class (review regularly).
- Use the 1-2-3 Magic and Emotion Coaching approach, be fair, consistent and clear in expectations.
- Focus, where applicable, on developing logical consequences and restorative practices within the classroom.
- Communicate class Student Behaviour Management Plans/strategies to parents (beginning of year Parent Meeting/Information Booklet).
- Establish effective channels of communication with parents with reference to Student Behaviour (positive and negative behaviours). Ensure that all communication is logged on SEQTA.
- Where necessary, in liaison with the Assistant Head of Primary School, develop Behaviour Management Plans/Behaviour Contracts for students requiring extra support in improving behaviour. Look at triggers, motivators and you must involve parents. Document on student's behaviour record what has been implemented and monitor and record the progress on the student's Pastoral Care notes on SEQTA.
- Inform the Assistant Head of Primary School of any student with concerning behaviours, providing background information on the behaviour history of the student, interventions used and be involved in the intervention process that follows.
- Teach and encourage the development of pro-social behaviours and provide regular forums for class meetings at which behaviour and social skills issues can be discussed and addressed to establish and develop a culture of shared responsibility and respect of the rights of others.
- Consult with parents, other teaching staff, AHOPS, HOPS, school nurse, Catholic Education Western Australia Office staff and outside agencies as appropriate to manage the behaviour of students within the class following College and system policies and protocols.
- Ensure an outline of the Class Behaviour Management Plan, including targeted behaviour management strategies in place for individual students, is available for relief teachers in your absence.
- Be punctual to assume the supervision of class after break times.
- Ensure there is a high standard of supervision of the behaviour of students within the classroom and during class activities. Classes should not be left unsupervised.
- Extreme punishments, such as loss of privileges, eg, excursions, camps, sporting events etc, must be approved by the Primary School leadership team and must form part of a Behaviour Management plan/contract.

### **THE ROLE OF THE PLAYGROUND STAFF**

- Be punctual on duty and vigilant when supervising students, moving around the duty area and interacting with students, pro-actively seeking to intervene as required.
- Address inappropriate behaviours as required and verbally reprimand and ensure student is clear of expectations of future behaviour.
- Address more serious inappropriate behaviours and provide age-appropriate consequences, (ie, play somewhere else, sit out for a few minutes, walk with teacher for a while, go and get a drink etc.) Make sure the action suits the context of the inappropriate behaviour. Record these behaviours on Teams and make sure the class teacher is aware of the behaviour.
- For serious or continuing incidents of inappropriate behaviour, inform the Assistant Head of Primary School. Record conversation, what you witnessed and actions taken, to the student's pastoral care notes on SEQTA.
- Extreme punishments, such as loss of privileges, eg, excursions, camps, sporting events etc, must be approved by the Primary School Leadership Team.

### **THE ROLE OF THE SPECIALIST TEACHER**

- Establish clear rules/expected behaviour standards applicable to the context and age of students and communicate these regularly with students.

- Use the 1-2-3 Magic and Emotion Coaching approach. Be fair, consistent and set clear expectations and consequences.
- Focus, where applicable, on developing logical consequences and restorative practices within the classroom.
- Report any serious behaviour concerns first to the classroom teacher and if required the Assistant Head of Primary School. Add information to student's pastoral care notes on SEQTA.
- Where necessary, with liaison with the classroom teacher and Assistant Head of Primary School, develop Behaviour Management Plans/Behaviour Contracts for students requiring extra support in improving behaviour. Document the student's behaviour on SEQTA, record what has been implemented on SEQTA and monitor and record the progress of the student's on the pastoral care notes on SEQTA.
- Be ready to assist and implement any approved intervention strategies, which have been put in place by the College, class teacher or other staff member to address student behaviour concerns.
- Extreme punishments, such as loss of privileges, eg, excursions, camps, sporting events etc, must be approved by the Primary School Leadership Team.

### **THE ROLE OF THE ASSISTANT HEAD OF PRIMARY SCHOOL**

- Implement a review process of the Student Behaviour Management Plan and provide regular opportunities for staff to discuss and strategies behaviour management issues and challenges in the school.
- Support and guide the process managing serious and/or persistent inappropriate behaviours.
- Inform the Head of Primary School of students with serious and/or persistent inappropriate behaviours and the intervention plan(s) in place.
- Issue, record and inform parents and students of in school time outs.
- Provide new and relief teachers with guidelines pertaining to the School Student Behaviour Management, Expectations, Guidelines and Procedures.
- Communicate with students, staff and parents (assemblies, newsletters) regarding the Student Behaviour Management Expectations, Guidelines and Procedures.
- Assist/support/mentor classroom teachers/duty teachers/specialist teachers as required in documenting, monitoring and guiding the behaviour of students.
- Continually research and communicate best practice.
- Inform staff of relevant professional development opportunities
- Liaise with College Primary Leadership Team regarding Student Behaviour Management Expectations, Guidelines and Procedures.

### **THE ROLE OF THE HEAD OF PRIMARY SCHOOL**

- Be informed of students with serious and/or persistent inappropriate behaviours and the intervention plan(s) in place.
- Monitor students with serious and/or persistent inappropriate behaviours and the plan(s) in place.
- Issue, record and inform parents of students receiving after school detention.
- Issue, record and inform parents and students of an in school or out of school suspensions, by implementing, where necessary, the College Policy for Suspension of Students for Disciplinary Reasons.
- Implement where necessary the school policy of Exclusion of Students for Disciplinary Reasons.

### **ENCOURAGING GOOD BEHAVIOURS**

A main focus for staff is to encourage good behaviours and affirm students who manage their behaviour well. This is achieved in many ways and is enhanced by the high trust relationships developed between teachers, students and parents. It includes but is not limited to;

### **POSITIVE BEHAVIOURS**

- Expectation of 'good' behaviour as being the 'norm' not the exception

- Intrinsic rewards of behaving well, working hard, being proud, developing good relationships and keeping safe
- Verbal praise and acknowledgement of good behaviour
- Message to parents (diaries, email, SEQTA message, phone call)
- Class based individual and group rewards
- Merit Certificates and Aussie of the Term Awards
- WESTY Cards for showing MJR Values
- Stickers
- Special helpers
- School student leadership opportunities

## **SPECIFIC PROTOCOLS FOR RESPONDING TO INAPPROPRIATE BEHAVIOURS IN PRIMARY SCHOOL**

### **PLAYGROUND**

#### **1. Students Who Break 'Minor' rules such as:**

##### ***ACTION – including but not limited to;***

- Running on the bricks
- Playing in out of bounds areas
- Playing around the toilets
- Walking around while eating food
- Not wearing school hat during outside play
- Using any equipment inappropriately
- Not following teacher instructions

##### ***CONSEQUENCE***

**Verbal warning together with an immediate time-out, this must be age appropriate and depend on the seriousness of the action.** Depending on where the incident occurred the teacher can sit the student out near-by. These are recorded in the duty folder. Also by dealing with the incident immediately (through a time-out) it means that a student will hopefully not keep pushing the boundary by getting numerous 'warnings' from different teachers.

#### **2. Student who breaks a more 'serious' rule such as:**

##### ***ACTION – including but not limited to;***

- Physical violence and or abuse
- Inappropriate contact
- Verbal abuse and/or swearing
- Uncaring Behaviour – verbal or physical
- Extreme rough play
- Playing inappropriate games
- Destruction of property
- Stealing

##### ***CONSEQUENCE***

**A teacher who witnesses or is informed of one of the above will proceed with the following actions:**

- Investigate the incident.
- Report the incident immediately to the AHOPS either in person or via email. (Staff use professional discretion.)
- AHOPS further investigates the incident, all conversations and interviews are recorded on the student's SEQTA Pastoral Care notes.
- Parents are informed of the incident either via phone, email or time out slip.
- The AHOPS has the discretion of informing parents of the incident.

### **CLASSROOM**

#### ***ACTION – including but not limited to; (these will depend on age of student and expectations)***

- Disrupting the teaching/learning within the classroom
- Not following teacher instructions
- Rudeness to others
- Calling out



- Not completing their homework
- Demonstrated lack of effort (not ability)
- Not listening attentively
- Acting in an unsafe manner both inside and outside of the classroom

### **1-2-3 MAGIC & EMOTION COACHING**

The Primary School follow the 1-2-3 Magic and Emotion Coaching approach to classroom discipline and behaviour management. This has a three step counting approach. All teachers must use the 1, 2, 3 magic charts and move names accordingly.

1. Warning – chart movement to 1
2. Warning – chart movement to 2
3. Time out in class
4. Warning – chart movement to 4
5. Warning – chart movement to 5
6. Time out in class & a lunchtime time out (email AHOPS)
7. Warning – chart movement to 7
8. Warning – chart movement to 8
9. Immediate time out with AHOPS

**K – Year 2 Classes:** At the end of each session, students will start back at the start (on a zero). Sessions are: morning to recess, recess to lunch and lunch to the end of day.

**Year 3 – Year 5 Classes:** At the end of each session, the students will start back at the start of each line (on a zero, three or six). Sessions are: morning to recess, recess to lunch and lunch to the end of day.

**Year 6 Classes:** Students are not reset at the end of each break. The 1,2,3 Magic approach is continued on throughout the day. The whole day is regarded as one session.

### **A lunch time out can be given if a student has:**

- Received two in class time outs (6 chart moves) within a session (e.g. morning, mid, afternoon).
- Majorly disrespected themselves, others or property and this matter has been discussed with a member of the Primary School Leadership Team.

### **Time out Procedure:**

- Teaching staff must email the AHOPS the name of the student and reason for timeout (eg, chart moves)
- The AHOPS will schedule the time out. A Reflection sheet will be completed. The Reflection sheet will be sent home to the parents/guardians.
- The student must get the Reflection sheet signed and return it to the AHOPS Office.
- The AHOPS will follow up any unsigned Reflection sheets and speak to the teacher if any matters arise.
- If the student receives three or more time outs in a five-week period, there will be a meeting between teacher, AHOPS and HOPS
- Multiple Time out slips received by the same student may result in the student going on a Behaviour Contract in consultation with the PLT.

**Note: Any serious inappropriate behaviour such as verbal abuse and/or physical abuse results in the student going immediately to the AHOPS.**

**Any serious inappropriate behaviour such as verbal abuse and/or physical abuse, will result in the student in an immediate Time Out and parents/guardians will be contacted. Please note that serious behaviours may result in a Behaviour Contract being enacted. This is at the discretion of the Primary School Leadership Team**

### **BEHAVIOUR CONTACTS**

#### **Conditions of students being put on a Behaviour Contract**

**The following examples or repetition of poor behaviour will lead to being placed on a Behaviour Contract.**

- Violent or aggressive behaviour towards another student or adult.
- Stealing other people's or College property.
- Investigated incidents of bullying, harassment, aggression or violence.
- Defacing or vandalising school, staff or student property.

**Once on a Behaviour Contract students will not adhere to the 1-2-3 Magic & Emotional Coaching.**

- Any indiscretion that does not follow the Primary Code of Conduct will result in an immediate time out.
- Three time outs will result in an in school suspension.

**STUDENT SUSPENSIONS**

- Students who receive three in-school suspensions will receive an automatic two day out of school suspension. Their return to school will be conditional, based on a three-way re-admission interview.
- Students who then receive a further in-school suspension after their first two day suspension will receive another two day suspension. Their return to school will be conditional, based on a three-way readmission interview.
- Students who then receive another in-school suspension after their second two day suspension will receive a five day out of school suspension, followed by a [written] conditional return to school as well a three-way readmission interview.
- Any further poor behaviour after the five-day suspension will lead to discussion with the parents about permanent exclusion from the school. If necessary, after discussion with the Executive Director of Catholic Education, the student may then be excluded. All steps to assist the parents to locate another school for their child will be taken by the Principal.
- Any Suspensions, are cumulative and held over from term to term in a given year.

**The decision to exclude a student, rests with the Principal following Catholic Education Western Australia Office Policy and Procedures for Exclusion of Students for Disciplinary reasons.**

**MANDURAH CATHOLIC COLLEGE**  
PRIMARY SCHOOL STUDENT CODE OF CONDUCT



**We are all committed to upholding these standards**

In order to feel that way, we will:

When someone isn't feeling this way or if there is conflict, we will:

| At Mandurah Catholic College we want to feel: | In order to feel that way, we will:                     |  |   | When someone isn't feeling this way or if there is conflict, we will:                              |   |  |
|---|---|--|---|--|---|--|
|   | Inside  | Outside  | Online  | Inside   | Outside   | Online   |
| <b>SAFE</b>                                   | Follow staff instructions.                              | Follow the rules.  | Never share personal information, passcodes and passwords except with a trusted adult.                | Politely ask people to stop the unsafe actions and if they continue we will tell a trusted adult.  | Listen to the person, ask them to join in with us and tell the duty teachers if the unsafe actions continue.                  | Take a screenshot, report the action and tell a trusted adult.                                   |
| <b>RESPECTED</b>                              | Use positive language when talking to people.           | Treat others how you would like to be treated.                             | Ask others before posting images or comments online.  | Stand up for people, in a polite manner, and tell a trusted adult.                                 | Remind others about respectful behaviour and actions. Invite them to join in our games.                                       | Use positive language. Report disrespectful actions and posts to a trusted adult.                |
| <b>ENCOURAGED</b>                             | Work cooperatively with one another.                    | Use positive language and not put people down.                             | Think about things before we post messages or images. Cheer people on and acknowledge peoples skills. | Tell people not to doubt themselves and use compliments.   | Ask people to join our games, accept all people and remind others to use encouraging language.                                | Listen to people and invite them to join our games and chats.                                    |
| <b>APPRECIATED</b>                            | Use our manners when talking to people.                 | Recognise and understand that we all have different abilities and talents. | Only use positive language when liking or commenting online.  | Remind people that at MCC we appreciate everyone and ask others to show an understanding attitude. | We will not join in with people using bad language, we will tell the duty teacher if we can't solve the problem by ourselves. | Block uncaring people, report them and then talk to them about why we didn't like what they did. |
| <b>INCLUDED</b>                               | Participate and let others participate in our learning. | Invite people to participate in games and groups.                          | Invite people to participate in games and groups.   | Invite people to join our group. Pick people with different skills and not just our friends.       | Invite people to join our game or eat lunch with us. Talk to them about their feelings.                                       | Let others join our game or leave the game and start a new one which includes them.              |