



Summary

St Clare's College is a school of Catholic Archdiocese of Canberra and Goulburn Education Limited, trading as Catholic Education Canberra and Goulburn (CECG). All members of the school community are entitled to a safe and effective learning environment. These procedures outline how staff understand and meet their essential obligations when supporting and responding to students exhibiting challenging behaviours, from restorative and disciplinary options, in line with CECG Policies:

- [CECG Behavioural Support, Suspension and Expulsion Policy](#)
- [CECG Child Safety Policy](#)
- [CECG Guidelines for Professional Conduct when Working with Children and Young People](#)
- [CECG Bullying and Harassment Policy](#)

Personal Best

We are a Spirited Learning Community. We are inclusive and welcoming, enthusiastic and empowering, and committed to providing a caring and just environment for staff, students, and families. If a student displays behaviour that reduces the safety or effectiveness of the learning environment, the College's duty of care requires us to respond, providing behavioural support that always reflects Gospel values, respects the dignity of students and is underpinned by the principles of Restorative Practices.

Our approach to Behaviour Management is to support all students to be their Personal Best. To do this, we:

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

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

Mutual Rights and Responsibilities

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

We all have a RIGHT to:	We all have a RESPONSIBILITY to:
<ul style="list-style-type: none">• Be treated with justice and respect• Be part of an honest and compassionate community that supports the success of all its members	<ul style="list-style-type: none">• Be courteous, respectful and well-mannered• Make responsible and thoughtful choices• Be fair, caring and considerate through actions and behaviours both in person and online• Be truthful and take responsibility for our actions• Work with our peers to resolve disagreements and friendship issues, and know when to ask a staff member for help

	<ul style="list-style-type: none"> • Be an upstander and report anti-social behaviour, including socially coercive behaviours and relational aggression • Respect the personal space of others by observing the 'Hands Off' rule • Ensure that we are not engaging in disrespectful language or conduct, abusive or intimidatory language or conduct, threats of violence, or physical violence
<ul style="list-style-type: none"> • Be provided with a range of learning experiences in well managed environments that meet individual needs • Have all work expectations made clear 	<ul style="list-style-type: none"> • Be prepared for class and arrive on time with all necessary equipment • Respect teachers by following directions • Respect the rights of others to learn by not engaging in disruptive or disrespectful conduct
<ul style="list-style-type: none"> • Receive timely, respectful and constructive feedback 	<ul style="list-style-type: none"> • Disseminate required information to parents and/or guardians • Complete all learning tasks to the best of our ability • Complete all assigned learning tasks with respect to intellectual property • Use technology under the direction of our teachers, in an appropriate manner, and in compliance with the Mobile Phone and other Electronic Devices Policy
<ul style="list-style-type: none"> • Have all personal property respected 	<ul style="list-style-type: none"> • Show respect for the property and the environment of the College and others by not chewing gum, littering or damaging or interfering with property
<ul style="list-style-type: none"> • Be provided with a selection of challenging and enjoyable co-curricular activities 	<ul style="list-style-type: none"> • Participate actively and positively in College events
<ul style="list-style-type: none"> • Be and feel safe and secure 	<ul style="list-style-type: none"> • Keep school bags and personal belongings in a secure locker • Remain in in-bounds, supervised areas • Refrain from inviting outside visitors to school, including food delivery vendors • Abstain from the possession, use, or supply of any illegal substances, or the possession and use of legal drugs (except for medical reasons)
<ul style="list-style-type: none"> • Benefit from the opportunities that exist from membership of the College community 	<ul style="list-style-type: none"> • Wear the College uniform in full and with pride • Participate in the spiritual life of the College showing respect for the beliefs of all community members • Behave outside of the College, both in-person and online, in such a manner that the image of the College is not negatively affected or brought into disrepute

Consequences

Consequences for not meeting expectations are designed to repair any harm caused, allow learning from mistakes, and demonstrate positive behavioural change. College staff use discretion when making decisions regarding consequences and will consider a range of factors including the student's age, pastoral needs, any patterns of repeated behaviours, and the context in which an incident occurred.

All concerns are responded to with procedural fairness, with student and witness statements gathered, if appropriate. Outlined below are mutual rights and responsibilities (expectations), and potential consequences for poor choices.

Level	Types of Behaviours	Types of Consequences	Outcome
Tier 1	<ul style="list-style-type: none"> Minor breaches of responsibilities including uniform breaches, chewing gum, being out-of-bounds, littering, and lateness Breach of Mobile Phone and Other Electronic Devices Policy 	<ul style="list-style-type: none"> Completion of a 15-minute Lunch Detention Confiscation of mobile phone for the remainder of the school day For repeated breaches, requirement to check mobile phone in at Student Administration for 5 school days. Frequent breaches, or other misconduct involving devices constitutes a Tier 2 behaviour 	Accepting responsibility
Tier 2	<ul style="list-style-type: none"> Repeated and persistent minor breaches. More serious breaches of responsibilities including refusal to follow directions, disruptive / disrespectful language and conduct, socially coercive behaviours and relational aggression, truancy, repeated phone breaches (beyond one 5-day penalty) 	<ul style="list-style-type: none"> Completion of an Afternoon Reflection Completion of a targeted Learning Workshop Actively participating in a Restorative Process to repair harm. Application of a Daily Report Card created in consultation with the student and their parents/carers Additional on-site supervision, not limited to supervised break times for specified periods Limited access to ICT Phone collection by parent 	Accepting responsibility Apologising for harm caused Actively and genuinely participating in a restorative process
Tier 3	<ul style="list-style-type: none"> Repeated, persistent, and serious breaches of responsibilities Physical violence, threats, abusive or intimidatory language or conduct Persistent, repeated, and severe bullying behaviours Possession / use of illegal substances, theft, destruction / damage to property, graffiti 	<ul style="list-style-type: none"> Withdrawal from class for interview, time out, and reflection Removal of playground privileges Removal of ICT privileges Completion of a targeted Learning Workshop Offering counselling to both the victim and the perpetrator Application of a Positive Behaviour Plan created in consultation with the student and their parents/carers with supports, clear expectations and consequences additional to those listed as Tier 3 e.g. partial attendance, parent pick up, additional on-site supervision. External suspension where actions constitute persistent or disruptive non-compliance and/or unacceptable risk to safety and wellbeing 	Accepting responsibility Apologising for harm caused Actively and genuinely participating in a restorative process

		<ul style="list-style-type: none"> • Cost for any repairs to school property billed to students' parents 	
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College staff may contact parents / carers to discuss minor issues and concerns. Parents / carers will be informed of breaches of the Mobile Phone and Other Electronic Devices Policy and incidents where an Afternoon Reflection or more serious consequence is applied. For students who require ongoing behavioural support or have identified complex needs, a formal Positive Behaviour Support Plan and Risk Assessment may be required. Student behaviours and any consequences, including Behaviour Support Plans, are recorded on the students' SEQTA profile.

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

Safety and Physical Contact

The safety of students and staff is paramount. Violence against students and staff, or threats of violence, may be grounds for immediate suspension.

Staff undertake TeamTeach training, focussing on deescalation techniques. Restrictive practices must only be used when required to prevent a student from injuring herself, injuring others or damaging property and must be the least restrictive possible in the circumstances. They should only be used when all other means of managing the risk of harm have failed or are not appropriate given the risk. Any restrictive practice must be immediately reported to the Principal and reported in line with:

- [CECG Restrictive Practices Policy](#)

Suspension

Suspension processes are only appropriate where alternatives have been exhausted and the behaviour is persistently or disruptively non-compliant or poses an unacceptable risk to safety or wellbeing of staff or students. When these measures are implemented, the College follows Catholic Education Archdiocese of Canberra and Goulburn's Policy and processes.

- [CECG Behavioural Support, Suspension and Expulsion Policy](#)
- [CECG Suspension Process Fact Sheet](#)
- [CECG Suspension Process Flow Chart](#)
- [CECG Suspension Notice Form 1](#)
- [CECG Suspension Notice Form 2](#)

Bullying and Harassment

St Clare's College provides a safe, inclusive, and positive learning environment. Bullying and harassment are not tolerated. The College adopts the Catholic Education Archdiocese of Canberra and Goulburn (CECG) definition of bullying:

Bullying is repeated and unreasonable behaviour toward another person or group that can cause harm (constituting a risk to health and safety). It involves an imbalance of power and can be physical, psychological, indirect, or cyber-based.

Note: Mutual conflict situations (where there is no power imbalance) and "one-off" acts of aggression or meanness do not constitute bullying under this policy, though they still warrant appropriate tier-based action and monitoring.

To foster a "no-bullying" culture, the College utilises its established **Statement of Practice - Pastoral Care and Student Wellbeing** to actively counter bullying before it occurs:

- **Student Voice & Collaborative Workshops:** The Assistant Principal – Mission & Culture, Heads of House, and School Counsellors regularly conduct collaborative student workshops within the Pastoral Care Program. These workshops directly inform strategies to enhance school safety and counter bullying and abuse.
- **Social and Emotional Learning:** Pastoral Care and Health/PE teachers explicitly integrate core competencies (relationship skills, social awareness, and responsible decision-making) into daily lessons to cultivate a supportive environment.
- **Parent Partnerships:** The Assistant Principal – Mission & Culture coordinates parent education forums focusing on online safety and positive behaviour support at home to equip parents to recognize signs of bullying.

The following table outlines the agreed procedures and specific staff obligations for preventing, identifying, recording, and responding to incidents of bullying and harassment at St Clare’s College.

Anti-Bullying Procedure Area	Responsible person/s	Specific action/s and details
Model & Encourage Safe Behaviours	All Teaching and Support Staff	<ul style="list-style-type: none"> ● Model appropriate, respectful behaviour at all times in line with College values ● Actively encourage students and parents to report concerns regarding potential bullying or harassing behaviours at the earliest available opportunity
Identify Signs of Bullying	All Teaching and Support Staff	<ul style="list-style-type: none"> ● Maintain high vigilance to recognize behavioural changes indicating a student may be experiencing bullying ● Watch for signs including school avoidance, anxiety, crying/mood swings, unexplained injuries, sudden decline in schoolwork, or increased/inappropriate electronic device usage
Immediate Incident Response & Logging	All Teaching and Support Staff	<ul style="list-style-type: none"> ● Deal with all reported and observed incidents of bullying promptly and in accordance with anti-bullying strategies ● Mandatory Action: Immediately record any observed or reported bullying/harassment incident into the student’s SEQTA pastoral notes; ensuring PC teacher and HoH are flagged
Parent Advocacy & Consultation	All Staff, Heads of House, Leadership Team	<ul style="list-style-type: none"> ● Acknowledge and respect the right of parents/carers to speak with the College or CECG if they believe their child is being bullied

Anti-Bullying Procedure Area	Responsible person/s	Specific action/s and details
		<ul style="list-style-type: none"> Ensure parents/carers are notified and consulted regarding bullying incidents involving their child
Targeted Monitoring & Support Plans	Heads of House Wellbeing Support Officer	<ul style="list-style-type: none"> Monitor students identified as persistently experiencing bullying or engaging in bullying behaviours Develop individualised plans (e.g., Positive Behaviour Support Plans) in direct consultation with the affected students, parents, and relevant staff to manage and redirect behaviours
Deploy Individual & Group Interventions	Heads of House School Counsellors Wellbeing Support Officer	<ul style="list-style-type: none"> Facilitate referral to the School Counselling service for students requiring individual support Consider evidence-informed, group-based support (such as CBT, DBT, or coping strategies) for both victims and perpetrators.
Systemic Data Analysis	Assistant Principal Mission & Culture Heads of House	<ul style="list-style-type: none"> Formally review logged SEQTA data and behavioural tracking indicators fortnightly Analyse school-wide datasets to identify children who persistently experience or engage in bullying, ensuring targeted resource deployment
Procedural Fairness & Escalation	Principal Assistant Principal Mission & Culture	<ul style="list-style-type: none"> Ensure all investigations, and applied consequences adhere to procedural fairness Escalate the response for severe or persistent bullying, implementing Tier 3 disciplinary actions or External Suspensions, where an unacceptable safety risk exists. Engage with the ASO School and Family Services team for complex cases or unresolved matters

Statement of Practice Behaviour Management	
Endorsed by:	STCC Leadership Team
Implementation date:	2026
Review date:	2031
Contact staff member:	Assistant Principal – Mission & Culture