Brigidine College Randwick is a Catholic school in the tradition of St Brigid with students modelling “strength and gentleness” in their approach to the rigors of life’s challenges.

The College sees its role as developing young women who respect the dignity of others, love learning for its own sake, are well-balanced, happy and self-confident, have an awareness of significant global issues and above all, value themselves as women.

The College’s welfare policy aims to promote quality relationships between teachers, students, parents and ancillary staff. It aims to develop a relationship of trust, cooperation and partnership between the school and family members.

The College has a formal pastoral program, emphasising self esteem, social relationships, moral development, vocational awareness, sexuality, health and personal safety.

Pastoral care is the responsibility of every member of the school community. The College has a formal pastoral system that assigns each student a Roll Call /Pastoral care teacher and a Year/ Pastoral Care Coordinator. There is also counselling support within the College.

At no stage is any form of corporal punishment used at Brigidine College.

**Aims of the Student Management Procedures**

1. To make the College a place where productive and enjoyable relationships exist between all members of the school community whether they be staff, students or parents.
2. To encourage students to respect other people and themselves, the school community, the community in general, and to tolerate and respect differences between people.
3. To encourage students to act and react in a manner that does not cause mental, physical or emotional distress to themselves or others, nor cause damage to the physical environment.
4. To develop a climate within the school community which promotes a high degree of self-discipline and self-respect between students, thus allowing them to have a fulfilling life at school.
5. To develop an understanding of the need for appropriate behaviour.
6. To encourage and reward the positive efforts made by students.
7. To develop a system which monitors students’ progress in an accurate and recorded way, which allows the staff to exercise their responsibility and recognises the need to have sanctions applied when behaviour is inappropriate.

*The Brigidine College Statement of Behaviour outlines what is expected of students and staff in the day to day. (See Appendix 1)*
**Student Merit**

There are five levels in the College’s merit practices. These are administered by classroom teachers, Homeroom Teachers, Year Coordinators and the Assistant Principal. At the centre of the effective operation of the Merit system is the effective use of the Student Year Planner. All student behaviour is documented in the Year Planner so that parents are aware of what is happening within the College.

<table>
<thead>
<tr>
<th>Level 1 - MERIT</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours</td>
<td>Behaviours that may result in a merit include:</td>
</tr>
<tr>
<td></td>
<td>• Working well in class</td>
</tr>
<tr>
<td></td>
<td>• Participating well in class</td>
</tr>
<tr>
<td></td>
<td>• Improvement shown</td>
</tr>
<tr>
<td></td>
<td>• Showing initiative</td>
</tr>
<tr>
<td></td>
<td>• Correct uniform</td>
</tr>
<tr>
<td></td>
<td>• Maintaining a clean and orderly year planner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 - MERIT CERTIFICATE</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours</td>
<td>Behaviours that result in a merit certificate include:</td>
</tr>
<tr>
<td></td>
<td>• Three merit notations in the Year Planner</td>
</tr>
<tr>
<td></td>
<td>• Outstanding home/ assignment work</td>
</tr>
<tr>
<td></td>
<td>• Consistent commitment to learning</td>
</tr>
<tr>
<td></td>
<td>• Voluntarily assisting a teacher or fellow student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 - MERIT AWARD</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours</td>
<td>Behaviours that will result in a merit award include:</td>
</tr>
<tr>
<td></td>
<td>• Three merit certificates</td>
</tr>
<tr>
<td></td>
<td>• Contributing extended time to the service of the College community</td>
</tr>
<tr>
<td></td>
<td>• Excellent record of attendance (no absences in a semester)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4 - ST BRIGID AWARD</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours</td>
<td>Behaviours that will result in a St Brigid Award include:</td>
</tr>
<tr>
<td></td>
<td>• merit awards</td>
</tr>
<tr>
<td></td>
<td>• Academic Excellence as shown in the Semester report</td>
</tr>
<tr>
<td></td>
<td>• Ongoing and Sustained service to the Community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5 - PRINCIPAL’S AWARD</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours</td>
<td>Behaviours that will result in a Principal’s Award include:</td>
</tr>
<tr>
<td></td>
<td>• St Brigid’s Awards in an Academic Year</td>
</tr>
<tr>
<td></td>
<td>• A student whom the Principal chooses to recognise as deserving extraordinary recognition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4 - ST BRIGID AWARD</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours</td>
<td>St Brigid Awards are presented by the Principal at the end of semester Award Ceremonies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5 - PRINCIPAL’S AWARD</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours</td>
<td>Principal’s Awards are presented by the Principal at appropriate occasions such as whole school assemblies.</td>
</tr>
</tbody>
</table>
A SUMMARY OF THE AWARDS

<table>
<thead>
<tr>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 MERITS = 1 MERIT CERTIFICATE</td>
</tr>
<tr>
<td>3 MERIT CERTIFICATES = 1 MERIT AWARD</td>
</tr>
<tr>
<td>3 MERIT AWARDS = 1 SAINT BRIGID AWARD</td>
</tr>
<tr>
<td>3 SAINT BRIGID’S AWARDS = 1 PRINCIPAL’S AWARD</td>
</tr>
</tbody>
</table>

**Student Discipline**

It is the belief at Brigidine College that each student’s personal worth and self esteem are valued and fostered by all staff. The following structures and consequences act as an outline that will guide teachers and students. Behaviours and consequences will be judged on their own individual circumstances in discussion with all levels of teachers and with notification to parents where necessary.

There are four levels in the College’s discipline practices which may be administered by teachers. At the centre of the effective operation these levels is the effective use of the Student Planner. All student behaviour is documented in the Year Planner so that parents are aware of what is happening within the College.

At no stage is any form of corporal punishment used at Brigidine College.

<table>
<thead>
<tr>
<th>BEHAVIOURS</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1</strong></td>
<td></td>
</tr>
<tr>
<td>Subject &amp; Homeroom Teachers</td>
<td>At the discretion of the teacher, consequences may include:</td>
</tr>
<tr>
<td>Behaviours that may result in</td>
<td>• A demerit in the Year Planner</td>
</tr>
<tr>
<td>Level 1 consequences</td>
<td>• Once 3 demerits have been received, then a 20 minute Yard Duty must be</td>
</tr>
<tr>
<td>include initial incidents of:</td>
<td>completed during recess or lunch</td>
</tr>
<tr>
<td>• Uniform Infringements</td>
<td>• Uniform infringements need to be corrected immediately</td>
</tr>
<tr>
<td>• Classroom littering</td>
<td>• Lunchtime detention</td>
</tr>
<tr>
<td>• Late to class</td>
<td>• Room Duty</td>
</tr>
<tr>
<td>• Lack of general cooperation</td>
<td>• Confiscation of banned item</td>
</tr>
<tr>
<td>• Moderate misbehaviour</td>
<td>• Removal from the playground</td>
</tr>
<tr>
<td>• Homework incomplete</td>
<td>• Contact Parents (if necessary)</td>
</tr>
<tr>
<td>• Rudeness</td>
<td></td>
</tr>
<tr>
<td>• Possession of banned items</td>
<td></td>
</tr>
<tr>
<td>• Lack of equipment</td>
<td></td>
</tr>
<tr>
<td>• Chewing Gum</td>
<td></td>
</tr>
</tbody>
</table>

| **LEVEL 2**                    |                                                                             |
| Year &/or KLA Co-ordinators    | At the discretion of the Year or KLA Coordinator,                            |
| Behaviours that may result in  | consequences may include:                                                   |
| Level 2 consequences           | • Yard Duty                                                                 |
| include continued incidents of | • Once 3 Yards have been received, then a 1 hour Detention is issued        |
| any of the above AND           | • Lunchtime detention                                                       |
| initial incidents of:          | • One hour after school detention                                           |
| • Third occasion of any Level  | • Confiscation of banned item                                               |
| 1 behaviour                    |                                                                             |
| • 2 unexplained lates to school|                                                                             |
| • Minor Vandalism              |                                                                             |
| • Minor Conflict               |                                                                             |
| • Minor Theft                  |                                                                             |
- Low level bullying such as teasing
- Partial Truancy/Truancy
- Inappropriate use of technology
- Out of bounds
- Intentional rudeness and disobedience
- Loitering in Shopping Centres before or after School
- Confrontational, aggressive, argumentative and rude behaviour
- Any activity that undermines the reputation of the College whilst engaged in a school activity
- Community Service
- Uniform Letter
- Conduct/Behaviour contract
- Withdrawal from classes (internal suspension)
- Withdrawal of privileges may occur
- For truancy, students will be required to make up the time as arranged by the Year Coordinator
- Parents/Guardians contacted
- The student is counselled by the Year or KLA Coordinator about her actions and the consequences of progression to Level 3 may need to be discussed

<table>
<thead>
<tr>
<th>LEVEL 3</th>
</tr>
</thead>
</table>
| **Assistant Principal**  
Behaviours that may result in Level 3 consequences include continued incidents of any of the above AND initial incidents of:  
- Smoking  
- Consumption of alcohol on school premises or during school activities  
- Truancy  
- Violence  
- Serious Theft  
- Harassment/Bullying/Cyberbullying  
- Bringing dangerous weapons to school  
- Consistently disregarding school rules  
- Damage to school property  
- Compromising safety of self, staff and other students  
- Any activity that undermines the reputation of the College whilst engaged in a school activity |
| At the discretion of the Assistant Principal, consequences may include:  
- Parents/Guardians contacted for an Interview  
- Contracts for behaviour modification  
- Detention on Pupil Free Day  
- Exclusion from school activities  
- For truancy, students will be required to make up the time as arranged by the Year Coordinator  
- Confiscation of banned item  
- In school / out of school suspension  
- Possible referral to outside agencies for assistance |

<table>
<thead>
<tr>
<th>LEVEL 4</th>
</tr>
</thead>
</table>
| **Principal**  
Behaviours that may result in Level 4 consequences include continued incidents of any of the above AND initial incidents of:  
- Prohibited drugs  
- Prohibited weapons  
- Serious physical violence  
- Serious infringements that impact on the rights of others  
- Any serious activity that undermines the reputation of the College  
- Any breach of sufficient gravity as determined by the College |
| At the discretion of Principal, consequences may include:  
- Parents/Guardians contacted for an Interview  
- Longer suspension issued  
- Discussion of future enrolment with parents/guardians  
- Referral to outside agencies for assistance |
Appendix 1: Statement of Behaviour

Brigidine College’s Statement of Behaviour is displayed in all classrooms and in the Student Planner.

At Brigidine our daily task is to create a cohesive and cooperative community in which each person is valued and respected.

We do this by:

- Thinking carefully about the consequences of what we intend to do and say;
- Addressing each person by name. Students are called by their first name. Adults by their title and last name;
- Avoiding derogatory and highly critical remarks about others;
- Behaving compassionately to anyone who is in difficulty;
- Being punctual for classes and activities;
- Disposing of litter and recyclables immediately and responsibly;
- Dressing appropriately so that the community understands that we respect our school;
- Learning with sincere commitment;
- Obeying all school rules so that the level of respect in the school is always high;
- Understanding peoples’ right to privacy. We don’t intrude into things that are not our concern, pass on stories or accusations about others or invade another person’s private space or belongings;
- Using manners at all times. We say please and thank you. We move aside to allow others to move through doorways. We walk on the left hand side of corridors and stairs. We stand aside for our elders;
- Using Brigidine property with intelligence, sensitivity and care;
- Watching our own behaviour and attitudes very closely so that we can be sure that we are respectful and compassionate.
Appendix 2: Responding to Serious Offences

In responding to serious offences, the College uses the Archdiocese of Sydney’s Student management policy as published in the Pastoral Care of Students in Catholic Schools Document.

Definition of a serious offence

The Catholic Education Office, Sydney defines a serious offence as an activity or behaviour by a student which:

1. Seriously undermines the ethos of the Catholic School;
2. Consistently and deliberately fails to comply with any lawful order of a Principal or teacher; or
3. Is offensive, or dangerous, to the physical or emotional health of any staff member or student; or
4. Consistently and deliberately interferes with the educational opportunities and endeavours of other students.

Some serious offences are by their nature criminal offences, and schools are obliged to observe certain legal requirements.

The process followed by the College in dealing with serious discipline matters that may lead to the imposition of such penalties as suspension, expulsion and exclusion must be procedurally fair.

Suspension (External) – Student Misbehaviour

1. In determining whether a student’s behaviour is serious enough to warrant suspension (i.e. exclusion from attending school), the Principal will consider the safety and welfare of the student, staff and other students in the class
2. The full range of school student welfare and discipline strategies will have been implemented, in most cases before a suspension is imposed
3. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of the students or staff; because of violence, threats of violence, the presence of weapons or illegal drugs. (**)
4. Principals must suspend immediately and consistently with these procedures anyone who:
   - **Is in possession of a suspected illegal drug**
     The Catholic Education Office (CEO) Sydney firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal drug, or on confirmation that the substance is, in fact, illegal;
   - **Is violent or threatens serious physical violence**
     Any student intentionally causing injury or threatening serious physical violence against another student or teacher is to be suspended immediately;
   - **Is in possession of a prohibited weapon (**)**
     Any student in possession of a prohibited weapon, (eg a knife), or using, or threatening to use, any item or instrument as a weapon, is to be suspended immediately. The matter must be reported to the police.
5. Principals may also suspend, consistent with these procedures any student who, among other things:

- **Is persistently disobedient:**
  Students who, in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended.

- **Is persistently disruptive:**
  Students who persistently disrupt and prevent the learning and teaching of others may also be suspended.

- **Is in breach of school rules and regulations as published by the school.**

6. Except in circumstances outlined above (**) suspension will usually occur after the Principal has:

- Ensured that all appropriate and available student welfare strategies and discipline options have been applied and documented;
- Ensured that all appropriate support personnel available within the school system and externally, have been involved;
- Take reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregiver regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension;
- Provided to the student and/or parent by mail or otherwise a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in the future; and
- Recorded in appropriate school files all action taken.

**Deciding on, Notifying and Resolving a Suspension**

**Decision**

1. The Principal should inform the student of the precise grounds on which the suspension is being considered. The student must be given the opportunity to respond.
2. The student’s response must be considered before a decision to suspend is made.
3. The decision to suspend must be taken by the Principal or authorised delegate.

**Notification to parents**

1. A student will not be sent out of school before the end of the school day without notification being made to a parent or caregiver and, if necessary, agreement reached about the arrangements for the collection of the student from school.
2. Notification about suspension must be made to the parent/caregiver in writing
3. In all cases the notification must include:
   - Notice of the suspension;
   - The reason for the suspension;
   - The clear expectation that the student will continue with studies while suspended;
   - The importance of parental assistance in resolving the matter;
- Parental responsibility for the care and safety of the student while under suspension.
4. Parents should be referred to the College’s published welfare policy.

If consideration is being given to proceeding to transfer from the school or expulsion from the Archdiocesan System of Schools, the notification of suspension or formal warning must make this intention plain.

**Notification to Others**
1. Where deemed appropriate, the regional consultant would be advised of the decision to suspend by the Principal;
2. When relevant and appropriate, the Parish priest may also need to be advised by the Principal

**Resolution**
1. At the earliest opportunity, the Principal or authorised delegate must convene a suspension resolution meeting with the student and the parents to discuss the basis on which the suspension will be resolved.
2. If despite the College’s requests, parents or caregivers are unable or unwilling to attend a suspension resolution meeting, the Principal should consider the individual merits of the case and refer the matter to the Regional Consultant. Alternative steps may need to be taken to resolve the suspension and facilitate the student’s return to school.

**Expulsion**
In extreme circumstances the Principal may transfer a student from the school, to another Catholic school (transfer), or may make a submission to the Executive Director of Schools, recommending the expulsion of a student from the Archdiocesan System of Schools (Expulsion).

**Transfer**
This means that the student is transferred from her school only, on the basis of misbehaviour. With the exception of the circumstances outlined below (unsatisfactory participation), the Principal in conjunction with the parents or caregiver, must arrange a suitable enrolment for the student in another Catholic school.
When considering whether to transfer a student from the College, the Principal must:

1. Notify the student and the parents/ caregiver, in writing, that a transfer form the College is being considered, giving reasons for the possible action and allowing seven school days for the student or parent/ caregiver to respond
2. Provide by post or otherwise the parents/ caregiver with a copy of all documentation on which the recommendation to transfer has been based (taking into account of the need to protect the anonymity or personal information about/from complainants and/or witnesses).
3. Consider any response from the student or parents before proceeding further
4. Provide the parents or caregiver with the opportunity to discuss the implications of the transfer and provide information relating to the right to, and process for, an appeal (if the transfer were to proceed)
If, having completed the action outlined above, the Principal decides to transfer a student from the school, the Principal must advise the Regional Director, prior to providing formal notification to the student and the parent/caregiver.

Having reached a decision to expel/transfer a student from the school, the Principal must:

1. Inform the student and the parent/caregiver in writing by post or otherwise. This formal advice should also restate the right to appeal the decision
2. Arrange (where the student is of compulsory school age) an alternative school placement which is appropriate to the needs of the student, in conjunction with the parents/caregiver.

If a suitable alternative cannot be arranged, the Principal must move to:

1. Refer the issue to the Regional Director for resolution
2. Recommend expulsion from the Archdiocesan System of Schools

In the majority of cases, a transfer from a particular school should be finalised in a reasonable period of time (e.g. 20 days of suspension)

Expulsion – unsatisfactory participation

- This means that the student of post-compulsory school age is expelled from her school only, on the basis of unsatisfactory participation in learning e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives, and/or non-compliance with the Board of Studies requirements for the award of a School Certificate or Higher School Certificate.
- Prior to making a decision to expel on these grounds the student must receive at least one formal warning that such an action is being contemplated. The student must also be provided with a reasonable period in which to demonstrate an improvement in his/her participation.
- Where a student of post-compulsory age is being expelled on these grounds the arrangement of an alternative placement is the responsibility of the student and the parent/caregiver. If a suitable alternative cannot be arranged, it is not necessary in these cases for the principal to readmit the student, recommend expulsion from the system or refer the issue to the Regional Director.

Expulsion from the Archdiocesan System of Schools

A decision to expel form the Archdiocesan System of Schools can only be made by the Executive Director of Schools on recommendation from the Regional Director.

1. In cases where consideration is being given to recommending an expulsion from the Archdiocesan System of Schools, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.
2. When recommending expulsion from The System the Principal must:
   - Place the student on suspension pending the outcome of the decision making process. This action should be taken irrespective of any action by another agency, including the NSW Police Service.
Notify the student and the parent/caregiver in writing by post or otherwise, that expulsion from the System is being considered, giving reasons for the possible action and allowing seven school days for a student/ parent response.

Provide the parents/ caregiver with a copy of all documentation on which the recommendation to expel is based (taking into account of the need to protect the anonymity or personal information about/from complainants and/or witnesses).

Consider any response from the student or parents before proceeding further.

Provide with reasonable notice the student and parents/ caregiver the opportunity to attend a formal interview with the Principal.

Provide the parents or caregiver with the opportunity to discuss the implications of the transfer and provide information relating to the right to, and process for, an appeal.

3 If having completed the action outlined above, the Principal decides to recommend expulsion from the system, the Principal must forward a submission to the Regional Director detailing the reasons, the action taken to moderate the student’s behaviour (where appropriate), a copy of all documentation, and any response from the student, parent/ caregiver. All this will be forwarded to the Executive Director of Schools.

4 While consideration is being given to an expulsion from the System, the student will remain on suspension. Typically, a decision will be made within 10 school days of the submission reaching the Executive Director of Schools.

**Appeals Process – Transfer and Expulsion**

1. Students and parents/ caregivers who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal.

2. Appeals must be in writing, stating the grounds on which the appeal is being made.

3. Appeals are made to:
   - The Regional Director about a decision to transfer a student from a particular school, or
   - The Chairperson of the Sydney Archdiocesan catholic Schools Board (the Chairperson) about a recommendation to expel a student from the Archdiocesan System of Schools.

4. The Regional Director will:
   - Deal with the appeal within 4 school weeks of its lodgement
   - Ensure that communication lines are maintained with the person/s making the appeal and that they are kept aware of the progress of the appeal
   - Review all relevant material
   - Ensure that appropriate material has been made available to the student and their parent/ caregiver
   - Discuss relevant issues with the person/s making the appeal and any other parties, as appropriate
   - Advise in writing all the parties of the decision and the specific reasons for reaching the decision.

5. The Chairperson will:
   - Appoint a suitable person to review the Principal’s recommendation;
   - Advise in writing all the parties of the decision and the specific reasons for reaching the decision.
6. Where an appeal against a transfer is upheld, the Regional Director will decide what further action is to be taken.

7. Where an appeal against an expulsion is upheld, the Executive Director of Schools will decide what further action is to be taken.

8. The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend prior to transfer from a particular school or to suspend with a recommendation to expel from the System.

Appendix 3: Ensuring Procedural fairness in School Investigations

These principles underpin the basic rights of all individuals when dealing with authorities. Relevant stakeholders have a legitimate expectation that Catholic schools will follow these principles when dealing with any matter that may involve the exclusion of a student. Exclusion includes suspension and expulsion from either the school or system of schools.

Procedural fairness is:
- The right to be heard. This includes:
  - The right to know why the action is happening;
  - The right to know the way in which the issues will be determined;
  - The right to know the allegations in the matter and any other information that will be taken into account.
- The right to a fair and unbiased hearing. This includes:
  - The right to impartiality in the investigation and the decision making process;
  - The right to an absence of bias in the decision maker.

This means that those investigating a matter within a school will act fairly, in good faith, without bias, and exercise discerning judgement. Each party should have an opportunity to state their case adequately; correcting or contradicting any relevant statement prejudicial to their case.

Procedural fairness is not:
- About hearing only one side of the case; or
- About being a judge in one’s own cause.

A person accused must have notice of what has been alleged against them.