Policy Objectives

This policy aims to provide a safe and caring environment for young women, which fosters respect for others.

Policy Statement

The management of students at OLMC is undertaken within the framework of the College’s commitment to Pastoral Care and hence a commitment to work in partnership with students and parents/carers. Student management is practised as a whole school approach at OLMC, and is based upon respect for self, respect for others and respect for the proper use of authority. It always involves listening, acceptance, apology and forgiveness.

The overall well-being and growth of each individual as well as the welfare of the entire College community is intrinsic to the management of students. The just and equitable treatment of students and the maintenance of their dignity are principles that underpin this policy. A primary focus at OLMC is to assist students to develop a genuine sense of social responsibility for themselves and the wider community.

Student management practices focus on developing self-discipline within students and for students to understand that there are consequences of their actions. OLMC affirms and rewards positive behaviours and intentions. Behaviours that have an adverse impact on the individual student and those around them require sanctions.

In line with the Education Act 1990 and subsequent amendment, Education Discipline Act 1995; it is reinforced that at OLMC Parramatta the Student Management Policy does NOT permit corporal punishment in the discipline of students attending the College. OLMC expressly prohibits the use of corporal punishment by any staff member or member of the wider community to enforce discipline at the College.

The principles of procedural fairness are followed in regard to the follow-up of any behaviour issue. See Supporting Procedures.

As a community of students, staff and parents/carers, we believe that we have the following rights and responsibilities:

Student Rights:
- To be treated justly and to be valued as an individual;
- To feel safe and secure and to be free from discrimination and intimidation;
- To be provided with a safe and healthy College environment;
- To have a positive and supportive atmosphere that is conducive to learning; and
- To be provided with a quality education that caters for individual differences in ability and talents and develops the whole person.

Student Responsibilities:
- To treat others justly and value them as individuals;
- To contribute to a safe and secure College that is free from discrimination and intimidation;
- To work together to maintain an environment which is safe, healthy and clean;
- To have a positive and responsible attitude towards learning and to respect the right of all students to learn; and
- To promote and enhance a positive image of the College by observing all College rules.

Parent/Carer Rights:
- To know that their daughter will be treated justly and be valued as an individual in the light of Christian values in the Mercy tradition;
- To be kept informed of events occurring at the College through the various modes of communication;
- To be consulted via appropriate forums on relevant matters concerning their daughter and her education; and
- To be heard through clearly identified College channels and have their opinions valued and respected in matters relating to their daughters’ education, welfare and spiritual development.

Parent/Carer Responsibilities:
- To work in partnership with the staff to ensure the best possible educational outcomes for their daughter;
- To inform the College of any matters (social, emotional, physical or learning) that may impact on their daughter’s welfare;
- To support the College’s programs in meeting the educative needs of their daughter;
- To meet their obligations in relation to all matters relating to their daughter’s education as stated in the College Enrolment Policy;
- To ensure that their daughter attends College (as required by BOSTES) and in times of approved leave ensures their daughter completes any work/assessment that may be missed; and
- To work with the College in the implementation of rules, regulations and procedures as identified in the Student Management Policy and outlined in the College Diary.

Staff Rights and Responsibilities

Please refer to the Staff Code of Conduct Policy located on the Staff Portal.

Complaints – all complaints regarding the management of students will be dealt with as per the OLMC Resolution of Complaints Policy. This policy can be accessed on the College website.

Procedures

Expectations of students

The students at OLMC make a commitment to show respect for themselves, other members of the College community and their property. Students are expected to always conduct themselves in a manner befitting the ethos of the College and to take an active role in the College and its good reputation.
They undertake to:
- Show self-discipline and take responsibility for their actions;
- Complete all school work to the best of their ability and submit all school work on time;
- Actively participate in College events;
- Be honest in their dealings with other students, members of staff and parents/carers;
- Be just and fair in the way they speak about and treat other students and members of staff;
- Be open and accepting of others by including them in their activities and friendships;
- Be polite, well-mannered and considerate to all – both inside and outside of the College;
- Be co-operative and follow instructions and directions;
- Be aware of the safety of themselves, others and their environment;
- Be punctual;
- Meet commitments made to others and the College;
- Wear all College uniforms correctly;
- Comply with the regulations and guidelines as set out in the Student Diary and College Policies;
- Make amends and accept consequences if they have breached the expectations of the College; and
- Undertake to care for the environment by actively keeping playground and classroom areas clean and tidy; free from graffiti and litter.

**Expectations of staff**

The staff at OLMC make a commitment to promote the Mercy values of the College in their interaction with students. They recognise that each student is an individual and each class is a special community. They endeavour to create an environment in which teaching and learning can take place.

They undertake to:
- Treat students with justice and consideration;
- Allow students the opportunity to express themselves in a fair and just manner;
- Listen to students and try to understand their viewpoint;
- Involve students, where possible and appropriate, in decision-making situations;
- Manage student behaviour in a way that endeavours to avoid embarrassment to the individual;
- Keep order in the class by creating a firm and caring atmosphere that supports a positive learning environment;
- Start lessons and Homeroom punctually;
- Provide lessons that are well prepared, appropriate and challenging to the group;
- Support the different learning needs of each individual student;
- Mark and return student work received by the due date within a reasonable time and with meaningful feedback;
- Avoid punishing the whole class for one student’s misbehaviour; and
- Comply with College student welfare policies and procedures.

**Reward and recognition of students**

This system works in conjunction with the overall student management strategy as a tangible avenue to proactively influence and reinforce positive behaviour. It seeks to acknowledge students for any outstanding effort and achievement and for positive contribution to the life of the school community.

**Merit system**

The Merit System is designed to allow all students the opportunity to consistently have their academic effort, positive attitude towards uniform, co-curricular commitment and good behaviour specially recognised as being an integral part of class and College life. Students are given Merit Codes for their efforts and not their natural abilities.

Merit Codes are allocated to students by staff through the College Diary system. The information and record of Merit Codes is provided in every student’s Diary. Staff record a merit for a specific area as listed below. Merit Codes are cumulative over a student’s entire time at the College. An accumulation of Merit Codes can lead to Bronze, Silver and Gold Certificates over time. This whole process involves greater public recognition of the student’s positive contribution to the College.

<table>
<thead>
<tr>
<th>Merit Code</th>
<th>Merit Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA</strong></td>
<td><strong>Merit for Academic Achievement</strong></td>
</tr>
<tr>
<td><strong>MB</strong></td>
<td><strong>Merit for Behaviour</strong></td>
</tr>
<tr>
<td><strong>MC</strong></td>
<td><strong>Merit for Class Work</strong></td>
</tr>
<tr>
<td><strong>MS</strong></td>
<td><strong>Merit for Service</strong></td>
</tr>
<tr>
<td><strong>MU</strong></td>
<td><strong>Merit for Uniform</strong></td>
</tr>
</tbody>
</table>

**Merit for Service Guideline:**

<table>
<thead>
<tr>
<th>Number of codes</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Events outside College hours e.g. Variety Night, Doorknock Appeals, Tournament of the Minds, City to Surf,</td>
</tr>
<tr>
<td>3</td>
<td>Events inside College hours e.g.: Open Day Tour, Rehearsals, School Representative Sport</td>
</tr>
<tr>
<td>1</td>
<td>See criteria</td>
</tr>
</tbody>
</table>
### Merit levels and procedure of allocating merit codes

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>LEVEL</th>
<th>SPIRIT CUP</th>
<th>PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Merit Codes</td>
<td>Bronze Certificate</td>
<td>5 points</td>
<td>Presented by the Pastoral Leader at Chapel Assembly</td>
</tr>
<tr>
<td>50 Merit Codes</td>
<td>Silver Certificate</td>
<td>10 points</td>
<td>Presented by the Director of Pastoral Care at Chapel Assembly</td>
</tr>
<tr>
<td>75 Merit Codes</td>
<td>Gold Certificate</td>
<td>20 points</td>
<td>Presented by the Principal at a College Assembly</td>
</tr>
</tbody>
</table>

Receipt of 7 or more Gold Merit Certificates qualifies a student for a Mercy Bracelet in special recognition for her efforts and achievements at the College. This Bracelet would normally be presented at the Year 12 Graduation Ceremony. The awarding of Mercy Bracelets is at the discretion of the Principal or their delegate.

**Responsibilities and Procedures for Students**

- To receive a Merit Code students are expected to have their Diaries with them.
- To receive the appropriate Merit Certificate students should present their Merit Codes in their Diary to their Pastoral Leader.
- Students must retain their Merit Codes Diary pages in a safe place.
- Students may only carry forward < 25 Merits from the previous calendar year.
- Accumulated Merit Codes (i.e. < 25 Merits) must be transferred to the new Diary and sighted and signed by the Pastoral Teacher.
- Students are not to ask staff for Merit Code signatures. Such requests will be seen as a good reason not to be given a Code signature.

**Additional recognition of student achievement includes:**

- Areas of academic excellence, effort and achievement are recognized by the Director of Teaching and Learning based on the student’s report outcomes. These students are presented with a certificate by the College Principal at the Semester 1 Academic Award Assembly and/or Semester 2 Awards Evening.
- Participation in National Competitions such as the Mathematics and Science Competitions are recognized with the students achieving a Distinction being awarded at a College Assembly. Those students achieving a Credit or Participation award are recognized at a Chapel Assembly.
- Involvement in co-curricular sporting activities is also recognised by the College. Those students who compete in a sporting event at a Zone, State or National level are acknowledged at a College Assembly by being presented with a trophy, ribbon or certificate from the College Principal. Other involvement in co-curricular sporting achievements is acknowledged at Chapel Assembly.
- Commitment to other co-curricular activities such as Leadership, Debating, Social Justice, Fundraising, and many others are also acknowledged and recognized by being presented with a Certificate of Participation and Involvement at Chapel Assembly.
- At final graduation Year 12 students are recognised and acknowledged for their academic excellence and commitment to the College.

**Raising concerns**

It is important that parents/carers and staff work closely together – in partnership. If there are any concerns or problems, then a solution can most often be reached if members of the community work on it together. If there are disruptions or stress within families, then it is very helpful for OLMC to know so that further support can be provided to a student at school.
### WHO TO CONTACT

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student has problems with a particular subject or co-curricular area</td>
<td>THEN the parent/carer should contact the teacher for that subject or co-curricular activity FIRST.</td>
</tr>
<tr>
<td>If a student has problems with a particular assessment task, due date and so on</td>
<td>THEN the parent/carer should contact the relevant Leader of Learning or the Director of Teaching and Learning.</td>
</tr>
<tr>
<td>If a parent/carer has any concerns about a student’s work progress over a number of subjects, her lack of focus or motivation, peer relationships and so on</td>
<td>THEN the parent/carer should contact their daughter’s Pastoral Leader.</td>
</tr>
<tr>
<td>If a parent/carer has any concerns regarding fee charges</td>
<td>THEN the parent/carer should contact the Director of Business Services.</td>
</tr>
<tr>
<td>If a parent is having fee difficulties</td>
<td>THEN the parent/carer should contact the PA to the Principal to make an appointment with the Principal.</td>
</tr>
<tr>
<td>If a parent/carer has concerns about train and bus passes or applications</td>
<td>THEN the parent/carer should contact the Student Centre.</td>
</tr>
<tr>
<td>If a parent/carer has concerns about train or bus travels incidents.</td>
<td>THEN the parent/carer should contact the Assistant Leader of Pastoral Care. It is also very effective to take complaints to the bus or train authorities.</td>
</tr>
<tr>
<td>If planning an extended absence of more than 5 days for a holiday, during term time, for a student</td>
<td>THEN apply at least 14 days prior to travel to have your daughter’s leave approved by the College Principal. Access the College website to complete the appropriate form ‘Parental Application for Leave form’, print, sign and return the form to the College. <a href="http://www.olmc.nsw.edu.au/school/about/policies-and-forms">http://www.olmc.nsw.edu.au/school/about/policies-and-forms</a></td>
</tr>
<tr>
<td>If planning an extended absence of more than 5 days for attendance at an elite sporting event or entertainment employment for a student</td>
<td>THEN apply at least 14 days prior to the activity to have your daughter exempt from attending the College. You are required, by law, to complete the appropriate form on the College website, print, sign and send to the College. ‘Parental Application for Exemption from Attendance at Elite Sport’. ‘Parental Application for Exemption from Attendance at Entertainment Employment’. <a href="http://www.olmc.nsw.edu.au/school/about/policies-and-forms">http://www.olmc.nsw.edu.au/school/about/policies-and-forms</a> Please note: students are required to carry the Certificate for Exemption (signed by the Principal) at all times when they are on leave from school.</td>
</tr>
<tr>
<td>If a student is leaving the College</td>
<td>THEN the parent/carer should contact the College Principal giving one (1) term’s written notification of intent to withdraw. An interview with the Principal may be arranged. Students must then see their Pastoral Leader to complete the sign out process.</td>
</tr>
</tbody>
</table>

For matters of a serious concern, the Principal, and members of the College Leadership Team are available. Parents/Carers are encouraged to ring to make an appointment.
Behavior management and referral
OLMC has a number of policies, regulations and guidelines so that its students can achieve their common purpose of becoming educated young Mercy women. These regulations are meant to safeguard the rights and reputation of each student individually and of the school as a Christian community. It is hoped that every student at this College will have such respect for herself and for her school that she will do her best to meet expectations.

Failure to follow these policies, regulations and guidelines is a failure in personal responsibility. If this happens, behaviour management referral will be taken as detailed below:

Pastoral Teacher
Pastoral Teachers are responsible for implementing sound and just discipline and have the responsibility for dealing with issues of discipline as they occur such as:
- Punctuality
- Absences
- Rudeness
- Dishonesty
- Lack of organisation
- Non-cooperation
- Behaviour changes
- Appearance and uniform
- Diary checking

Subject Teacher
Subject Teachers are responsible for implementing sound and just discipline and have the responsibility for dealing with issues of discipline as they occur such as:
- Punctuality
- Non-completion of work
- Disorganisation
- Non-cooperation
- Disruptive behaviour
- Dishonesty
- Rudeness

College Counsellor
All staff can refer students to the College Counsellor in regards to any issues after discussion with their appropriate Leader. The College Counsellor can provide advice to all staff including Subject and Pastoral teachers.

Pastoral Leader
A Teacher should refer to a student’s Pastoral Leader when there is a pattern of behaviour including:
- Good or improved achievements
- Constant lateness
- Continual absences
- Poor appearance and uniform
- Illness and major health issues
- Consistent rudeness
- Social & personal issues
- Unusual behaviour and changes
- Behaviour problems
- Repeated misbehaviour outside of class
- Bullying
- Lying and forgery
- Major family and personal concerns
- Theft issues
- Notification to parents/carers
- Enquiries from parents/carers

Leaders of Learning
A Subject Teacher should refer to a student’s Leader of Learning when there is a pattern of behaviour including:
- Good or improved achievements
- Continual non-cooperation
- Drastic changes in behaviour
- Repeated failure to complete homework, assignments or have necessary equipment
- Non-observance of safety rules
- Academic special needs
- Misbehaviour on excursion
- Behaviour problems in class unable to be managed or resolved
- Inappropriate choice or difficulties with subjects
- Level of subject
- Plagiarism and cheating
- Non-completion of assessment tasks
- Notification to parents/carers
- Subject specific enquiries from parents/carers

Director of Pastoral Care
A Pastoral Leader should refer to the Director of Pastoral Care for repeated patterns of student behaviour including:
- Major psychological issues such as depression and eating disorders
- Whole or partial truancy
- Continued bullying after intervention
- Erratic behaviour
- Smoking
- Drug and alcohol use
- Stealing
- Vandalism
- Any other illegal activity
- Physical and verbal abuse of others
- Students deemed at risk and those requiring notification to FACS

Director of Teaching and Learning
A Leader of Learning should refer to the Director of Teaching and Learning for repeated patterns of student behaviour including:
- Non-completion and non-submission of assessment tasks
- Plagiarism and cheating in an assessment
- Special teaching and learning needs requiring intervention by the Leader of Learning – Learning Enrichment
- Inappropriate choice of subject
- Disability provisions for Preliminary and HSC implemented by Leader of Learning – Learning Enrichment
- Notification of student failure and non-compliance with course requirements

College Deputy Principal/Principal
Ongoing behaviour management problems that remain unresolved or difficult and place the student and others within the College community at risk are referred to the College Deputy Principal/Principal.
### Student Behaviour Plan

Student management strategies are ways to assist students to understand and realize the consequences of their irresponsibility or misbehaviour. Management strategies at OLMC are designed to invite students to make amends, restore harmony, modify damaging behaviour, and accept consequences and to reflect on mistakes so as to learn from them.

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>TYPES OF BEHAVIOUR (examples of but not limited to)</th>
<th>STAFF MEMBERS INVOLVED</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable behaviour</td>
<td>• Every student begins at this level and remains here until a matter of concern makes it appropriate to move beyond this point.</td>
<td>• All staff</td>
<td>• Affirmation through the Merit System</td>
</tr>
<tr>
<td>LEVEL 1</td>
<td>• Non-completion of homework, classwork</td>
<td>• Subject Teacher</td>
<td>These behaviours may warrant one or more of the following:</td>
</tr>
<tr>
<td></td>
<td>• Not bringing equipment; including laptop, College Diary</td>
<td>• Pastoral Teacher</td>
<td>• Conversation with student to identify the reason/s for poor behaviour and strategies to prevent poor behaviour</td>
</tr>
<tr>
<td></td>
<td>• Failure to charge/maintain and secure laptop</td>
<td>• Student Centre</td>
<td>• Note to parent/carer in College Diary</td>
</tr>
<tr>
<td></td>
<td>• Out of class/out of bounds</td>
<td>• Staff</td>
<td>• Lunchtime detention</td>
</tr>
<tr>
<td></td>
<td>• Not following directions; and lack of regard for others</td>
<td>• Subject Teacher</td>
<td>• Confiscation of mobile phone during lesson/activity; recorded by teacher</td>
</tr>
<tr>
<td></td>
<td>• Chewing gum</td>
<td>• Pastoral Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Littering</td>
<td>• Student Centre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dishonesty</td>
<td>• Staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Deliberate exclusion of others</td>
<td>• Pastoral Leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inappropriate language</td>
<td>• Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inappropriate use of electronic devices</td>
<td>• Pastoral Leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lateness to school or class</td>
<td>• Leader of Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uniform infringement</td>
<td>• Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Misuse of College Diary</td>
<td>• Pastoral Care Coordinator</td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>• No positive response to previous step</td>
<td>• Leader of Learning</td>
<td>These behaviours may warrant one or more of the following:</td>
</tr>
<tr>
<td></td>
<td>• Offensive language/rudeness/anti-social behaviour/ disobedience</td>
<td>• Director of Teaching &amp; Learning</td>
<td>• Conversation with student to identify the underlying problem/s &amp; clarify College expectations</td>
</tr>
<tr>
<td></td>
<td>• Continued bullying after intervention</td>
<td>• Pastoral Leader</td>
<td>• Second confiscation of mobile phone; parent/carer required to collect phone from Student Centre</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate use of social media</td>
<td>• Assistant</td>
<td>• Monday afternoon student detention from 3.15-4.15pm; parent/carer required to sign detention notification</td>
</tr>
<tr>
<td></td>
<td>• Pattern of lateness</td>
<td>• Pastoral Leader</td>
<td>• Student meeting with College Counsellor</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate behaviour at Mass/Liturgy/Assembly</td>
<td>• Leader of Learning</td>
<td>• Phone call with parent/carer to discuss learning strategies and management</td>
</tr>
<tr>
<td></td>
<td>• Consistent uniform infringements</td>
<td>• Assistant</td>
<td>• Meeting with parent/carer, student, Pastoral Leader &amp; Police School Liaison Officer</td>
</tr>
<tr>
<td></td>
<td>• Consistent lack of work completed</td>
<td>• Pastoral Care Coordinator</td>
<td>Note: after 2 detentions students automatically move to Level 3</td>
</tr>
<tr>
<td></td>
<td>• Repeated dishonesty</td>
<td>• Director of Pastoral Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Defacing College property</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continued inappropriate use of electronic devices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>• No positive response to previous step</td>
<td>• Leader of Learning</td>
<td>These behaviours may warrant one or more of the following:</td>
</tr>
<tr>
<td></td>
<td>• Failure to complete a detention without a valid excuse</td>
<td>• Director of Teaching &amp; Learning</td>
<td>• Leader and teacher speak to student to identify the underlying problem/s &amp; clarify College expectations</td>
</tr>
<tr>
<td></td>
<td>• Truancy from class</td>
<td>• Pastoral Leader</td>
<td>• Friday afternoon detention from 3.15-4.45pm supervised by the Director of Pastoral Care</td>
</tr>
<tr>
<td></td>
<td>• Continued serious bullying/anti-social behaviour, including social media after intervention</td>
<td>• Assistant</td>
<td>• Third confiscation of mobile phone; parent/carer required to collect phone from Student Centre</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate behaviour on excursions, camp, retreat</td>
<td>• Pastoral Care Coordinator</td>
<td>• Student meeting with College Counsellor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Director of Pastoral Care</td>
<td>• Phone call and interview with student and parent/carer to discuss learning strategies and management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Student Care Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Internal Suspension</td>
</tr>
<tr>
<td>LEVELS</td>
<td>TYPES OF BEHAVIOUR <em>(examples of but not limited to)</em></td>
<td>STAFF MEMBERS INVOLVED</td>
<td>POSSIBLE CONSEQUENCES</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------</td>
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</tr>
<tr>
<td>LEVEL 4</td>
<td>• No positive response to previous step&lt;br&gt;• Breach of Student Care Plan&lt;br&gt;• Cyberbullying&lt;br&gt;• Truancy from school&lt;br&gt;• Presentation of fraudulent permission note</td>
<td>• Pastoral Leader&lt;br&gt;• Director of Pastoral Care&lt;br&gt;• Director of Teaching and Learning&lt;br&gt;• Deputy Principal</td>
<td>These behaviours may warrant one or more of the following:&lt;br&gt;• Student and parent/carer interviewed in an attempt to identify the area causing concern, clarify College expectations &amp; discuss learning strategies and management&lt;br&gt;• Student meeting with College Counsellor&lt;br&gt;• Exclusion from school activity&lt;br&gt;• Withdrawal from classes or Internal Suspension&lt;br&gt;• Involvement of outside agency/agencies</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>• No positive response to previous step&lt;br&gt;• Serious misuse of internet&lt;br&gt;• Possession of inappropriate digital images of a serious nature&lt;br&gt;• Major incident e.g. bullying, cyberbullying or physical assault&lt;br&gt;• Serious graffiti, vandalism&lt;br&gt;• Smoking&lt;br&gt;• Possession of alcohol at school event/activity&lt;br&gt;• Theft of property</td>
<td>• Pastoral Leader&lt;br&gt;• Director of Pastoral Care&lt;br&gt;• Deputy Principal&lt;br&gt;• Principal</td>
<td>These behaviours may warrant one or more of the following:&lt;br&gt;• Student and parent/carer interviewed&lt;br&gt;• Suspension (Internal/External)&lt;br&gt;• Student risk assessment&lt;br&gt;• Counselling; referral to outside agency/agencies&lt;br&gt;• Police contacted in special circumstances</td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>• No positive response to previous step&lt;br&gt;• Prohibited weapons&lt;br&gt;• Possession/sale or use of illegal drugs&lt;br&gt;• Serious anti-social behaviour</td>
<td>• Deputy Principal&lt;br&gt;• Principal</td>
<td>• Student and parent/carer interviewed&lt;br&gt;• Outside agencies contacted&lt;br&gt;• Chair of College Board contacted&lt;br&gt;• Review of the student’s educational history and future at the College; external suspension, possible expulsion</td>
</tr>
</tbody>
</table>

Inappropriate behaviour can sometimes be an indication of social and emotional difficulties. This does not excuse the student’s behaviour but may help to understand it. The student remains responsible for their own behaviour.

The College’s Pastoral Care personnel, services and procedures can be utilised to assist students. Staff concerned about the welfare of a student should refer the matter to the Pastoral Teacher, Pastoral Leader, Director of Pastoral Care, Deputy Principal or Principal depending on the nature of the concern.

**After School Detention**
Monday afternoon detention is conducted from 3.15pm – 4.15pm in B106 and is supervised by a member of the Leadership Team on a rotational basis. It is used as a consequence for Level 2 i.e. repeated unacceptable student behavior (see Student Behaviour Plan).

To place a student on an afternoon detention:
• The teacher speaks to the relevant Pastoral Leader, together it is determined whether or not the detention is appropriate and warranted;
• The detention form is completed by the teacher – this is the usual way of notifying parents/carers that their daughter is required for detention – the parent/carer must always be notified;
• The teacher supplies work to be completed;
• The student returns the signed detention form to the supervisor of detention.

Friday Afternoon Detentions are conducted from 3.15pm – 4.45pm as required in the Student Centre and are supervised by the Director of Pastoral Care. It is used as a consequence for Level 3 student behaviour (see Student Behaviour Plan). Students and parents/carers are notified in writing.

During after school detentions students will be asked to complete set work and an Ownership of Behaviour contract (restorative justice strategy).

**Suspension and expulsion**
The most serious of the possible consequences are the out-of-school suspension and the discontinuation of enrolment (referred to from now on as suspension and expulsion respectively).

**Suspension**
Suspension is the temporary withdrawal of a student’s right to attend school and/or school activities for a specified period of time.

The Principal, the Deputy Principal and the Director of Pastoral Care may suspend a student. Without limiting the circumstances in which this may happen, students may expect to be suspended where they:
• Have engaged in any of the examples of Levels 5 & 6 set out in the table above;

A student may be suspended with immediate effect. Students may expect this to happen where:
• Their behaviour or threatened behaviour puts at risk the safety of students or staff;
• They are found to possess illegal drugs, substances
suspected to be illegal drugs or substances represented by the students to be illegal drugs;
- They possess a weapon or an object which they use or threaten to use as a weapon.

When a student is suspended, OLMC will organise a program of study for the student appropriate to the length of suspension.

As soon as possible after a student has been suspended, the Principal, Deputy Principal or Director of Pastoral Care will convene a suspension resolution meeting with the student and her parent/carer to discuss the basis on which the suspension will end and the student return to normal schooling.

If the parents/carers are unable or unwilling to attend that meeting, the Principal or delegate, after consideration of all the circumstances, may determine the basis upon which the student may return to normal schooling. If the student or her parents/carers are not willing to have the student return to normal schooling upon that basis, the Principal may notify the parents/carers of the possibility of expulsion and follow the procedure set out in this policy where that happens.

Expulsion
Expulsion is the permanent withdrawal of a student’s right to attend OLMC.

The Principal may expel a student. Without limiting the circumstances in which this may happen, students may expect to be expelled where:

- They have engaged in any of the misconduct which can lead to suspension;
- They have behaved in a way which seriously undermines the ethos of OLMC;
- Their behaviour has put at risk the wellbeing of OLMC, its staff, its students or any member of its community;
- They have sold or distributed illegal substances (including cigarettes, alcohol and illegal drugs);
- They have engaged in repeated breaches of ‘College Expectations of Students’;
- They have consistently and deliberately interfered with the educational opportunities and endeavours of other OLMC students;
- They have engaged in conduct of a criminal nature.

The Chair of the College Board will be informed of any prolonged suspension and/or expulsion.

Procedural fairness – suspension and expulsion
OLMC acknowledges that suspension and expulsion have serious consequences for students. Accordingly, OLMC is committed to adopting procedures in relation to suspension and expulsion which are in all respects fair and appropriate and which are designed to avoid practical injustice.

Accordingly, OLMC will normally:
- Fully inform a student and her parent/carer of the student’s alleged misconduct;
- Give the student and her parent/carer the opportunity to provide a response;
- Ensure that the alleged misconduct is properly investigated;
- Ensure that the person who makes a final decision acts fairly and without bias.

In particular, where a student is to be or has been suspended or is facing the possibility of expulsion, to ensure fairness, the following steps will normally take place:

- A member of the Leadership Team or an appropriate Leader appointed by the Principal will investigate the alleged misconduct;
- As soon as possible, the investigator will:
  a. Inform the student and her parent/carer of the suspension or possible expulsion;
  b. Provide to them copies of relevant policy and procedure documents;
  c. Provide to them details of the student’s alleged misconduct and any matter adverse to the student which has come to the investigator’s notice;
- OLMC will make available to the student a member of the Pastoral Team to assist the student and her parent/carer to prepare a response to what has been alleged;
- The investigator will give the student and her parent/carer opportunity to respond in person and/or in writing to what has been alleged and to what is proposed (suspension or expulsion);
- The investigator will consider any response given together with all other relevant material and will make any enquiries that are warranted by the student’s response before reporting to the specially verified decision-maker (the Principal, the Deputy Principal or the Director of Pastoral Care);
- The decision-maker will consider all relevant material, including both internal and external strategies that have been tried to that point, before any final decisions are made;
- The decision-maker will inform the student and her parent/carer of those final decisions (normally in person).

While OLMC is committed to providing the student and her parent/carer with details of the alleged misconduct, this does not mean that the student or her parent/carer are always entitled to the names of those who have made allegations or who have assisted in the investigation.

Appeal process
Students and parent/carer who consider that correct procedures have not been followed or that an unreasonable decision has been made may appeal.

Appeals must be in writing, addressed to the College Principal stating the grounds on which the appeal is being made and lodged with the College within 7 days of the decision to exclude the student.

Upon receipt of the appeal, the Principal will engage the assistance of a Principal colleague from a similar school with a similar environment or a Grievance Officer, appointed by the College Board, who will conduct an investigation to ensure that procedural fairness has occurred.

At the completion of the investigation, the student and parent/carer will be informed at an interview of the outcome of the investigation and the grounds on which the review of exclusion has been either upheld or declined. Written confirmation of the outcome will be given to the parent/carer. This will occur within 10 school days of receipt of the appeal.