CHRIST OUR LIGHT

MACKILLOP
Catholic College
WARNERVALE

Student Behaviour Management Policy and Procedures

Review Schedule	
Version Number	1.0
Approval Date	December 2025
Next Review Date	December 2029
Author	College Leadership Team
Approved By	College Leadership Team

Contents

1.   Purpose

The Student Behaviour Management Policy and Procedures at MacKillop Catholic College aim to: cultivate student resilience, positive citizenship, and moral integrity aligned to Catholic social teaching and values expressed in the Gospel.

In realising this purpose, we endeavour to:

- promote personal and College community safety;
- address negative behaviours and promote responsibility;
- enhance positive relationships founded on kindness, mutual respect and consent;
- encourage reconciliation through restorative practices;
- enhance wellbeing through a sense of belonging and cultural safety;
- foster responsibility, growing self-awareness and personal resilience;
- promote positive citizenship and re-educate students, as required;
- uphold moral integrity in the context of Catholic Social Teachings and Gospel values;
- foster kindness and good manners as an everyday practice; and
- promote the Common Good for the entire community.

2.   Scope:

K-12

3.   College Rules

MacKillop Catholic College upholds four (4) core expectations for all students. These are:

1. Being responsible.
2. Being respectful.
3. Being safe.
4. Being a good learner.

4.   Guiding Principles for Student Behaviour Management

In enacting the Student Behaviour Management Policy and Procedures, MacKillop Catholic College is guided by three (3) foundational principles:

4.1   Principle 1: Provision for Positive Behaviour and Communication with Parents/Carers

The College is committed to the provision for positive behaviour. It is a proactive and pastoral approach to behaviour education that comprehensively offers both merit and demerit to students as required. It is developmentally informed to target the needs of diverse students of different ages and Stages of their developmental growth. It works hand-in-hand with the MacKillop Wellbeing Program K-12 to equip students with the skills, language and strategies to make positive choices in their lives. The College strives for consistency in behavioural expectations, language usage, and consequences across all year levels.

The College recognises that children and young people develop at different ages and stages, and that their behavioural understanding exists along a continuum of social emotional learning. Accordingly, our behaviour management practices are responsive to this developmental diversity,

ensuring that expectations and interventions are fair, age-appropriate and supportive of each student's growth.

Where necessary, staff will employ explicit intervention provided through targeted instruction, modelling of appropriate behaviours (such as offering and receiving apologies), and re-education programs delivered through a range of modes. A system of merits is used to affirm and reinforce positive behaviour; and a system of demerits to identify, address, and reduce negative behaviour.

As a Catholic College, we believe that learning is best delivered in the context of a faith-filled Pastoral approach to behaviour. We teach our students to live their lives with moral and ethical integrity aligned closely to Catholic social teachings and the Gospel. This is why, our Behavioural Management Policy focuses on the human dignity of all people, participation in the Common Good, love for others, solidarity, forgiveness, and care for our common home and environment.

4.2   Communication

Central to the MacKillop approach is a commitment to genuine two-way communication with parents and carers. The College values the insights, perspectives and partnership of families, and actively engages them in dialogue so that behavioural expectations, supports and interventions are understood, shared and reinforced across home and the College environment.

Strong communication with parents and carers is a central pillar of our approach. The College recognises parents and carers as the primary educators of their children, and we are committed to walking alongside families throughout their educational journey at MacKillop. We believe that parents and carers should be informed of both positive and negative behaviours, enabling a genuine partnership with staff in guiding students to grow as ethically responsible, respectful, compassionate and courageous individuals who can contribute positively to society.

4.3   Principle 2: Student Connectedness and Engagement

Connection and Engagement

At MacKillop, we recognise that a sense of belonging and positive engagement at school is fundamental to human wellbeing. The College recognises that students thrive when they feel connected, valued, and included within their school community. Our school is specifically structured as a Junior, Middle and Senior School in order to maximise a student's sense of belonging and engagement. Behaviour management processes, therefore, prioritise maintaining student engagement in learning and school life as a way of affirming positive behaviour. Where possible, we seek to avoid disengaging students from the learning environment and acknowledge that attendance at school is critical to ensuring a sense of belonging.

Class-based sanctions are used as the first and preferred option, ensuring that students remain connected to their learning and relationships with their peers and class teacher/s. However, the College acknowledges that in some circumstances - particularly where safety or wellbeing is at risk - it may be necessary to withdraw or exclude a student for a defined period or to relocate the student to a new school.

Engagement at MacKillop is more than just 'showing up to school', it is about fully immersing students into the College and creating conformity in our expectations around behaviour, uniform, grooming and preparedness for learning. The College is not motivated by fads or fashion trends, but rather, consistency that denotes equity by reducing socio-economic visibility, instilling discipline and preparing our young people for lives beyond the College that require dress codes across career pathways.

Uniform Engagement

MacKillop Catholic College upholds a conservative and modest standard for student uniform and grooming, recognising these expectations as an important expression of our shared Catholic identity and values. We promote consistency and conformity in uniform presentation so that all students experience a sense of belonging to a community that respects the College rules. When worn correctly, the uniform serves as a visible symbol of who we are as a College—reflecting pride, unity and respect for ourselves, for one another, and for the wider community. It communicates our commitment to high standards, personal dignity and collective responsibility, both within the grounds and beyond the College gates.

Grooming Engagement

The College upholds the belief that grooming is an important expression of personal dignity and respect for the learning environment. We expect conservative, neat grooming that is clean, tidy and consistent with the expectations in our Uniform and Grooming Policy. We recognise that well-maintained grooming, when paired with correct uniform presentation, fosters self-discipline, personal pride and a readiness to engage fully in school life. Moreover, these expectations help prepare students for the world beyond school, where professional appearance, attention to detail and personal presentation are essential elements of workplace conduct and success.

Learning Engagement

Learning engagement at MacKillop Catholic College is grounded in the belief that self-discipline, sustained effort and a commitment to continual improvement are essential stepping stones to personal success. Genuine engagement begins with a readiness to learn—expressed through punctuality, preparedness and a positive mindset that welcomes challenge and growth. The College reinforces consistent learning routines from Kindergarten to Year 12 that supports the diligent completion of schoolwork and homework. It recognises that organisation and executive functioning skills development are key touchstones that support students in developing these habits. Through these practices, students cultivate the resilience, focus and work ethic required not only for academic achievement but for lifelong learning and future pathways.

4.3   Principle 3: Restorative Practices

Restorative practices emphasise healing, accountability, and strengthen relationships. They build resilience in both the person harmed/hurt and the person responsible for harming or hurting the other person. We appreciate that to err is human and this is why re-education is sometimes required. It is also the reason that we place value on the dignity of the human person and on the act of forgiveness.

Restorative processes support students to:

- Learn from their mistakes;
- Develop self-discipline;
- Take responsibility for their actions;
- Understand the impact of their behaviour on others; and
- Repair relationships and restore trust.

Where appropriate, the College facilitates mediated conversations or restorative meetings to resolve issues collaboratively. In situations where this is not in the best interest of individuals, the College will implement alternative plans or strategies, including keeping students apart, to ensure safety and wellbeing.

Overarching College Responsibility

All the staff have responsibility for ensuring that pastoral care is extended to all members of the school community. It for this for this reason that student negative behaviour can have an adverse effect on the wellbeing of students, staff members and others. All staff play have responsibility to enact the College rules.

5. Family Responsibility

5.1 Parents/carers play a significant role in the ensuring that their child/ren follow the College rules and adhere to the expectations as outlined in policies, procedures and guidelines. They have a responsibility to work in positive relationship with the College staff and adhere to *The Parent Charter*. This document is located on the College website.

5.2 This includes ensuring that Parents/Carers:

- Do not take matters into their own hands and seek personal retribution that may result in Police involvement;
- Always engage in positive language choices that are respectful in tone, words and intent when engaging with College staff and other parents;
- Not approach students to chastise or menace them at their homes, events, the bus bay or in public;
- Not interfere in school-based investigations, by communicating with other families during investigations, interviewing other children etc;
- Parent/Carer behaviour that is not acceptable will be managed by the respective Heads of School and the College Principal. Pending the nature of the Parent/Carer incident, a verbal/written warning will be issued to the Parent/Carer by a Senior Leader at the College. Thereafter, Police involvement may be required and/or other legislative actions may be used by the College Principal to ensure the safety of students and staff.

6. The College Rules for Every Student, Every Day

BEING RESPONSIBLE		
What does responsible behaviour look like?		**What does irresponsible behaviour look like?**
Junior School **Kindergarten- Year 4**	**Middle & Senior School** **Year 5-Year 12**	**Junior-Senior School** **Kindergarten – Year 12**
Responsible following of the College Rules Following the College rules because it is the right thing to do, even when no one is watching.	**Responsible following of the College Rules** Following the College rules because it is the right thing to do, even when no one is watching.	**Negative behaviour may include but is not limited to:** • Ignoring, breaking, disregarding or consistently forgetting the College rules. • Demonstrating disregard for the Common Good of the College community.

		• Being a bystander to negative behaviour.
Responsible Positive Interactions • Telling the truth always. • Following the Teacher's instructions. • Making good choices. • Doing the right thing always. • Taking turns. • Being kind. • Playing gently. • Saying please and thank you.	**Responsible Positive Interactions** • Telling the truth always. • Following the Teacher's instructions. • Making good choices. • Doing the right thing always. • Accepting consequences for my choices. • Seeking consent before touching another person. • Being kind. • Using manners. • Playing appropriately not roughly.	**Negative behaviour may include but is not limited to:** • Blaming others. • Refusing to accept responsibility for my actions, words or choices. • Not following the instructions of staff. • Not seeking consent before touching others. • Engaging in rough play. • Being rude, ill-mannered and having poor regard for others. • Hitting, play fighting, biting and spitting.
Responsible Communication • Thinking first then speaking • If a person cannot change something about themselves or their appearance in 3 seconds, then do not say anything to them. • Being kind. • Knowing that we can all play on the playground, and that no one is the boss of the playground. • Listening to others. • Saying please and thank you. • Saying sorry.	**Responsible Communication** • Thinking before doing. • Thinking before speaking. • Demonstrating emotional intelligence through: self-awareness and growing self-regulation of my behaviour. • Navigating conflict in constructive ways. • Being sensitive to the needs of others by managing my own emotions. • Recognising the feelings and perspectives of others. • Recognising that people may have different opinions. • Calling out racism and negative behaviour. • Listening to others. • Good manners • Apologising when in the wrong. • Greeting staff politely.	**Negative behaviour may include but is not limited to:** • Acting impulsively, deceitfully, recklessly, illegally, unethically, unkindly or in a disruptive manner. • Being unkind in my words or actions. • Excluding others to create social disharmony. • Fighting. • Swearing, engaging in vulgar or sexualised actions or sounds. • Drawing, designing, developing sharing, requesting or sending negative images of people that do not support Catholic Social Teachings. • Not demonstrating growing emotional intelligence. • Using bad manners. • Not reciprocating a greeting from a staff member.
Responsible use of Technology	**Responsible use of Technology** • Using AI ethically to support my learning.	**Negative behaviour may include but is not limited to:** • Not staying on task when using technology.

• Following the instructions of the teacher. • Staying on task when using technology.	• Using technology to communicate ethically, morally and responsibility for the purpose of learning. • Accessing socially, morally and culturally appropriate sites to support my learning. • Using my mobile phone and other devices according to the policy. • Accessing sites and platforms that are suitable to my age group. • Always using appropriate email etiquette when communicating with staff. • Doing what is legally and morally correct when using technology. • Not sending or receiving nude images or semi-nude images of self or others.	• Using technology to cyberbully or entrap, hurt, humiliate or ridicule others. • Using AI unethically. • Accessing pornography or anti-social sites that incite hatred, violence, racism or sexualised behaviour, language or images. • Using my mobile or other device in an inappropriate according to the policy. • Accessing sites or using platforms that are not appropriate to my age. • Using inappropriate email etiquette when addressing staff. • Sending, receiving or requesting nude images or semi-nude images or self or others.
Responsible Learning • Following instructions of the teacher. • Doing my best. • Raising my hand when asking a question. • Staying in my seat. • Completing homework and schoolwork to the best of my ability. • Asking the teacher for help. • Waiting my turn when the teacher is busy with other students. • Listening to the teacher and other students when they are answering the teacher.	**Responsible Learning** • Following through on my commitments, obligations and expectations set by my teachers. • Doing my own work to the best of my ability. • Correctly referencing my own work. • Attending school regularly and always putting in my best effort. • Working with others in a positive manner and doing my part of the group-work task. • Handing my work in on time. • Asking for help as required. • Using my College diary to complete my homework and bring it to each lesson.	**Negative behaviour may include but is not limited to:** • Making excuses, deceitfulness, cheating. • Plagiarising my work. • Using AI unethically. • Disregarding my commitment to completing my part of the group-work task. • Non-school attendance to avoid responsibility or consequences. • Not submitting my work or homework. • Not charging my device. • Not writing my homework into my diary. • Not using the diary as a learning tool. • Not bringing the diary to every lesson. • Not seeking help from a teacher.

	• Charging my device at home. • Arriving to class on time. • Attentively listening to others in class and my teacher.	• Not arriving to class on time. • Not listening attentively to others and my teacher.

BEING RESPECTFUL		
What does respectful behaviour look like?		**What does non-respectful behaviour look like?**
Junior School **Kindergarten- Year 4**	**Middle & Senior School** **Years 5-Year 12**	**Junior-Senior School** **Kindergarten – Year 12**
Respectful Relationships • Being kind to others. • Allowing others to play with you. • Taking turns. • Understanding that the playground does not have a boss. • Using kind and positive words. • Understanding that not all games are about being the winner. • Saying sorry when you have made a mistake.	**Respectful Relationships** • Engaging in relationships built on consent. • Mutually respecting others by using positive words and actions. • Including others in play and activities. • Being kind. • Inviting others to be part of your group. • Accepting all people irrespective of culture, gender, sexual orientation, colour and ethnicity. • Understanding that people have diverse opinions. • Regulating my emotional response to situations and people. • Having positive social and emotional awareness. • Addressing teachers as Mr, Miss, Sir, Mrs etc. • Never sending or requesting nude images of myself or others. • Apologising when in the wrong.	**Negative behaviour may include but is not limited to:** • Not seeking consent or mutual agreement, not understanding that 'no means no'. • Putting one's hands on another person without consent. • Marginalising others through exclusion in play or activity. • Spreading rumours, gossiping, colluding with others to place blame on others to create social disharmony. • Bullying, harassment, aggression, menacing, theft, damaging, and/or violence. • Not regulating my emotional response to situations. • Acting as a bystander to negative behaviour. • Addressing teachers by a nickname or their given name. • Sending or requesting nude images of self or others. • Not apologising when in the wrong. • Encouraging others to behave negatively.

Respecting the Sacred	Respecting the Sacred	Negative behaviour may include but is not limited to:
- Entering and exiting a church or Mass in a prayerful and quite manner including bowing or genuflecting (bending on one knee) as a sign of respecting the sacred. - Making the Sign of the Cross. - Being quiet during prayer time. - Listening to the Gospel when it is being read during Mass or as part of school liturgical events. - Participating in the singing, reading and parts of the Mass as required. - Respecting the sacred space in the classroom. - Participating in saying the Angelus as directed by your teacher. - Standing or sitting still when prayers are said.	- Entering and exiting a church in silence and prayerful manner. - Profound bowing of the head and body or genuflecting (bending on one knee) as a sign of respect before the altar, Tabernacle or Blessed Sacrament. - Making the Sign of the Cross at times of prayer, after Communion or as directed. - Being quiet during reflective periods of the Mass such as after communion. - Not eating during Mass times. - Listening to the Gospel readings and Homily. - Participating respectfully when receiving Communion. - Immediately consuming/eating the Sacred Host (Eucharistic bread) after Communion. - Participating in the singing and responses during the Mass. - Participating in saying the Angelus. - Standing or sitting still when prayers are being said. - Respecting sacred spaces across the College. - Participating respectfully in religious events and occasions. - Engaging in inter-faith dialogue to build mutual understanding of other faiths.	- Talking when entering a Church or during the Mass or existing Mass. - Not bowing one's head/body or genuflecting as a sign of respect before the Altar, Tabernacle or Blessed Sacrament. - Not making the Sign of the Cross at times of prayer or after Communion. - Talking during reflective periods of the mass such as after Communion. - Eating food or chewing gum during the Mass. - Not listening to the Gospel readings and/or the Homily. - Not immediately consuming/eating the Sacred Host after communion. - Not participating in the singing and responses during the Mass. - Not participating in the Angelus. - Not standing or sitting still when prayers are being said. - Not respecting Sacred Spaces across the College. - Not participating respectfully in religious events and occasions. - Not engaging in inter-faith dialogue for the purpose of building mutual understanding of other faiths.

Respecting property, resources and the environment	Respecting property, resources and the environment	Negative behaviour may include but is not limited to:
• Looking after our classroom property. • Keeping the playground clean and free from rubbish. • Looking after equipment or school resources that we use at school. • Keeping our school property free from vandalism and damage. • Respecting the property of others. • Asking others for permission before using their property. • Where possible recycling items and or reusing them.	• Ensuring that all learning areas including playgrounds are free from rubbish. • Maintaining clean, tidy and orderly classrooms. • Turning of lights, air conditioning and closing windows at the end of the school day. • Looking after school property and ensuing it is free from vandalism and damage. • Accessing toilets during break periods. • Not eating and drinking in toilet areas. • Not congregating in toilets. • Ensuring permission is granted before borrowing personal property. • Caring respectfully for the property of others. • Returning borrowed item in a positive working state or clean and undamaged. • Be sustainable and recycling, or reusing items where possible. • Caring for the environment.	• Rubbish not put into bins. • Classrooms are left with their lights, air conditioning and windows left on or open at the end of the school day and/or in a state of disarray. • Vandalism, theft and damage to school property or property of others. • Accessing toilets during break periods unless essential or medical. • Reflecting little understanding of personal hygiene and eating and drinking in toilet areas. • Using toilets as congregational sites for social interaction. • Stealing or damaging property. • Not returning items borrowed or returning them in a poor functional state. • Not recycling or reusing items where possible. • Not caring about the environment.

BEING SAFE		
What does safe behaviour look like?		**What does unsafe behaviour look like?**
Junior School **Kindergarten- Year 4**	**Middle & Senior School** **Years 5-Year 12**	**Junior-Senior School** **Kindergarten – Year 12**
Safety to Self and Others • Eating your lunch and recess and not sharing your food with others because some children may have allergies. • Asking a teacher for permission before bringing in party bags or party food into the classroom. Remembeing that some children have allergies. • Participating in sport, playing and eating the food prepared by my family. • Drinking water and eating fruit and vegetables to stay healthy. • Staying in the playground areas allocated by staff. • Following the instructions of the teacher. • Not talking to strangers or going in the car with a stranger. • Getting help for a person who is sick or has hurt themselves. • Remembering to go to the office to take your medication. • If I am feeling sick telling my teacher.	**Safety to Self and Others** • Being allergy aware and not sharing food. • Staying in your allocated playground demarcation zone. • Following teacher instructions. • Getting help from the Office staff or a teacher if someone is ill or has hurt themselves. • Participating in sport and other wellbeing activities. • Never vaping, smoking, taking drugs, drinking alcohol, eating illegal chewables or taking inhalants. Reporting any ill-health related to the above to a teacher immediately. • Never bring a weapon or a replica weapon to school. • Going straight home after school ends. • Not talking to strangers or accepting a car ride from a stranger. • Not disclosing my name, address, age or any personal details to a stranger or on chatlines, gaming or online platforms. • Reporting to a teacher and/or to the admin office when unwell. The staff will contact your family. • Wearing the College uniform correctly, especially in classroom/lessons that require additional safety.	**Negative behaviour may include but is not limited to:** • Sharing foods with a student who may possibly have an allergy. • Not staying in your allocated playground demarcation zone. • Not attending class. • High absence from school. • Not following teacher instructions • Absconding from school. • Getting into the car of a stranger. • Not getting help for a person who may be ill/sick or is hurt. • Not going home directly after school concludes. • Loitering in shopping centres or local cafes after school. • Engaging in illegal behaviour such as vaping, smoking, drinking alcohol, eating illegal chewables, taking inhalants or bringing in any drug related paraphernalia or pornography to school. • Bringing the College's good name in to disrepute. • Disclosing your personal details to others on chatlines, gaming and other online platforms or face to face situations. • Not taking your prescribed mediation as and when required. • Running on hard surfaces.

• Running on grassed areas of the playground only. • Wearing the College uniform correctly. • Following grooming and jewellery expectations of the College.	• Following grooming and jewellery expectations of the College.	• Not wearing the College uniform correctly. • Not following grooming and jewellery expectations.
Cultural Safety • Recognising Aboriginal and Torres Strait Islander People as Australia's First Nations Peoples. • Celebrating cultural difference and diversity. • Considering cultural perspectives of others. • Building trust and dialogue between cultures.	**Cultural Safety** • Recognising Aboriginal and Torres Strait Islander Peoples as Australia's First Nations Peoples. • Celebrating cultural difference and diversity. • Welcoming cultural perspectives, voices and the songlines of others. • Building trust between cultures. • Empowering people of different cultures to express themselves without fear or denial of their identity. • Protecting the cultural identity of students to enable self-determination and social harmony at school. • Empowering the next generation of student leaders. • Building trust and dialogue between cultures.	**Negative behaviour may include but is not limited to:** • Disrespecting National flags and/or the Acknowledgement of Country. • Discriminating against others of diverse cultures by using racist language, images, innuendo or challenging the cultural identity of people. • Not empowering the next generation of student leaders. • Inciting aggression, negative talk, violence or hatred towards peoples of different cultures. • Claiming that individual Aboriginal and Torres Strait Islander students are the spokesperson for all peoples. • Using derogatory names to denote a specific group of culturally diverse peoples.

BEING A GOOD LEARNER		
What does a good learner look like?		**What it does not being a good learner look like?**
Junior School **Kindergarten - Year 4**	**Middle & Senior School** **Years 5 - Year 12**	**Junior-Senior School** **Kindergarten – Year 12**
Readiness to Learn • Entering the classroom as directed by your teacher. • Greeting your teacher. • Following the instructions of your teacher. • Listening to the teacher when he/she speaks. • Putting your hand up to ask a question. • Staying in your seat. • Saying please and thank you. • Participating in the learning.	**Readiness to Learn** • Standing outside my classroom in two lines. • Keeping my bag in my locker or neatly placed outside the classroom. • Entering the classroom as directed by my teacher. • Standing behind my desk. • Greeting my teacher politely. • Listening and follow the instructions of my teacher. • Listening to the teacher when he/she speaks. • Putting my hand up to ask a question. • Staying in my seat. • Using good manners. • Having all your resources for learning ready Including a charging device, bringing my College diary to all classes, notebooks and pencil case. • Being positive and receptive to learning.	**Negative behaviour may include but is not limited to:** • Not standing outside your classroom in two lines. • Not placing school bags in designated areas. • Entering the classroom in disarray. • Not standing behind my desk. • Not greeting my teacher respectfully. • Not following instructions from my teacher. • Calling out in class. • Not using good manners. • Not having all my resources for learning ready and this includes: a charged device, College diary and notebooks and pencil case at every lesson. • Not wearing or bringing the respective uniform for the learning activity.
Actively Learning • Listening to the instructions from the teacher. • Following the instructions from the teacher. • Asking and answer questions by raising my hand. • Working as instructed by my teacher e.g: in pairs or small groups.	**Actively Learning** • Being on time to class. • Listening and follow the instructions of the teacher. • Asking and answer questions by raising your hand. • Staying in my seat • Staying in my lesson seating plan as directed by my teacher. • Participating in the learning by answering questions	**Negative behaviour may include but is not limited to:** • Interrupting the learning of others in the classroom. • Not being on task. • Not participating in a respectful manner. • Not having learning resources or equipment in class and ready for learning.

• Trying my best. • Asking for help from my teacher.	and or making notes as directed. • Working as instructed by my teacher e.g. In pairs or groups. • Trying my best and focus on the lesson. • Asking for help from my teacher. • Write your homework in my College Diary. • Do not talk in class while others are talking. • Taking all my learning resources to class. • Wearing the correct uniform for the learning activity.	• No co-operating with the teacher's requests or instructions. • Incomplete or not attempted homework. • Not sitting in the designated seating plan. • Being late to call with no reasonable excuse or signed diary from a staff member. • Not raising my hand to answer questions and calling out answers. • Not seeking assistance to support my learning. • Being rude and/or non-complaint to staff and peers. • Not bringing or wearing the correct unform for the learning activity.
Following Up on Learning • Completing regular reading with my parent/carer • Completing your homework tasks. • Asking for help from my teacher.	**Following Up on Learning** • Taking home my resources to complete my homework. • Taking home my diary home every afternoon. • Referring to my diary for my homework tasks • Completing study notes, summaries or follow the instructions of my teachers. • Asking for help from my teachers. • Preparing for Assessment Tasks and Examinations. • Following the instructions in your notification of tasks and Assessment Handbooks. • Catching up on any missed work. • Following procedures identified in Assessment	**Negative behaviour may include but is not limited to:** • Being poorly organised and not taking home your resources to complete my homework • Not taking home my diary home every afternoon. • Not using the College diary for my homework tasks. • Not completing study notes, summaries or follow the instructions of my teachers. • Not seeking help from my teachers. • Not preparing adequately for Assessment Tasks and Examinations. • Not following instructions in the notification of tasks and Assessment Handbooks. • Being absent from school to avoid assessments tasks

	Handbooks for missed assessments etc... • Charging your device, have my sports uniform and school uniform ready and bag fully packed the night before school.	• Not catching up on any missed work. • Not charging my device, and having packed your school bag in readiness for learning. • Not referring to the Assessment Handbooks and not following expected procedures.

7.   MacKillop Behaviour Scale

The MacKillop Behaviour Scale has been intentionally differentiated to ensure that consequences for negative behaviour are both age-appropriate and aligned to developmental Stages across the K–12 continuum.

7.1   It serves as a framework for staff to:

• Clearly identify the behavioural zone relevant to the management of inappropriate behaviour.
• Apply a graduated range of consequences that are responsive to age and Stage considerations.
• Acknowledge and reflect the cumulative impact of repeated negative behaviours while also identifying one-off behaviour that is extreme, severe or highly anti-social.
• Provide a structured reference guide to support the consistent escalation of responses to ongoing behavioural concerns.

Incidental/Low → Consistent/Medium → Severe/High

The Behaviour Scale
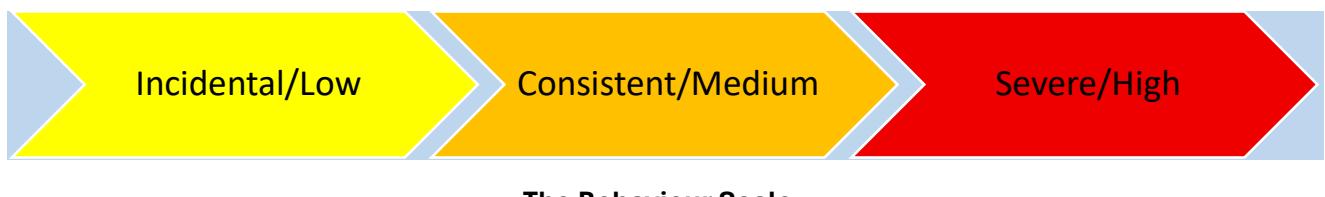
7.2   Definitions & Management Level

Types, Zones, Definitions & Management Teams

Type	Colour Zone	Behavioural Zone	Definition	Management Team
Incidental	Yellow	Low	Occurs irregularly or is a one-off situation.	Locally at a classroom level or teacher level
Consistent	Orange	Medium	Occurs more frequently, may indicate a pattern of negative behaviour, cumulative or escalating in negative nature or frequency. Disregarding social justice teachings	Managed at a classroom level, with the support of Middle Leaders, Executive Leaders or Deputy Heads
Severe	Red	High	Has reached a high threshold of highly negative, not required to be cumulative in nature, dangerous/belligerent/aggressive or hostile/human degradation or illegal or highly dangerous.	Managed at a College Leadership Level and/or CSBB Executive Staff.

7.3   Snapshot of Behavioural Scale with Possible Consequences

Level	Examples of Behaviour	Possible Consequences
Low	- Incidental disruptive behaviour - Incidental non-completion of work - Incidental disrespect (Back chat/answering back, rolling of eyes etc) - Incidental preparedness for learning - Incidental lateness to learning activity - Incidental use of chewing gum - Incidental uniform/grooming/jewellery infringement - Incidental inappropriate use of phone/technology - Incidental hands on another student - Incidental collusion to deceive/create disharmony in relationships	- Remind and re-teach moment - Restorative moment - Verbal warning - Monitor behaviour - Loss of minor privileges - Report phone use - Confiscate jewellery - Verbal/written reflection/apology - Parent communication - Compass entry - Demerit - Loss of playground time - Community Service playground clean up - Reflection time with a teacher - Apology

Level	Examples of Behaviour	Possible Consequences
Medium	• Consistent disruptive behaviour • Consistent non-completion of work • Consistent disrespect (Profanity, degradation of others etc) • Consistent lack of preparedness for learning • Consistent lateness to learning activity • Consistent damage of property • Consistent uniform/grooming/jewellery infringement • Consistent inappropriate use of phone/technology • Consistent hands on another student (aggression etc) • Consistent collusion to deceive/create disharmony in relationships (anti-social behaviour etc.)	• Written reflection • Community Service playground clean up • Lunch Detention • College Detention • Monitor laptop use • Loss of privileges (e.g. events, representation) • Community service • Re-Education program • Referral to counsellor • Mediation • Parent communication • Daily monitoring Card/Contract
High	• Severe disruptive behaviour • Severe non-completion of work • Severe disrespect (Profanity, racial slur, degradation of others etc) • Severe collusion to deceive/create disharmony in relationships (Bullying, anti-social behaviour etc.) • Severe lack of preparedness for learning • Severe lateness to learning activity • Severe damage of property/theft • Severe uniform/grooming/jewellery infringement • Severe inappropriate use of phone/technology • Severe hands on another student (aggression, abuse, physical intimidation etc)	• Written reflection • Apology • College detention • Withdrawal from class • Suspension • Re-Education program • Counselling • Mediation • Parent meeting • Financial reimbursement • Review of enrolment • Exclusion policy • Police notification (if applicable) • DCJ Report (If applicable) • Immediate parent collection • Support for transition to another school

8. Five-Step Behavioural Response Framework for Classroom Management

8.1 Purpose

To support staff in responding to negative behaviours with consistency, the College has implemented the 5 Step Response Framework to support student self-awareness, choice and corrective action management.

Step Five
Implement the Consequence

Step Four
Give a Choice

Step Three
Use a Verbal Correction

Step Two
Use a Non-Verbal Correction

Step One
Monitor All Students
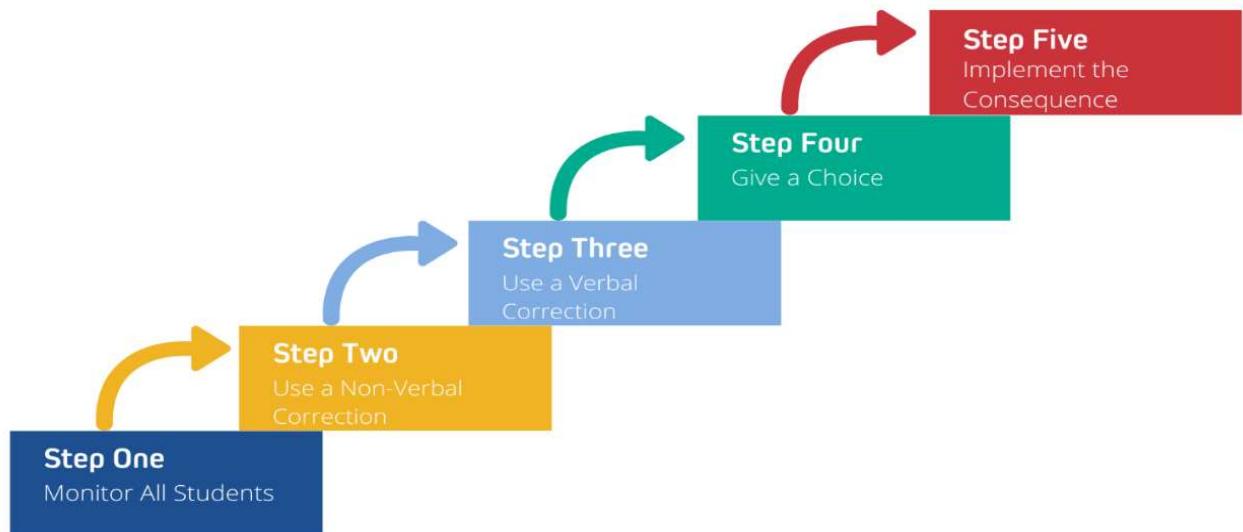
8.2   Five-Step Behavioural Response Framework with Strategies

Steps	Teaching Strategies
Step 1 **Monitor**	Use scanning, pausing, and circulating to observe student engagement and acknowledge and praise positive behaviours.
Step 2 **Non-Verbal Correction**	Apply discreet strategies such as to re-direct and create awareness of negative behaviour: 1) Proximity 2) Deliberate pause 3) Eye contact or gesture.
Step 3 **Verbal Correction**	Delivered calmly and respectfully, either privately or publicly: 1) State the expected behaviour 2) Identify the negative behaviour 3) re-state the expected behaviour.
Step 4 **Give a Choice**	Offer students the choice to: 1) Try to identify the cause of the behaviour. 2) State the expected behaviour and the impact on others. 3) State the consequence should the student not correct their behaviour.
Step 5 **Implement the Consequence**	State the behaviour – "*[Student name], you've continued to talk to [Name] rather than complete your task.*" Implement the consequence – "*Please move to the empty and you will receive a demerit*". Consequences must be: 1) Consistent with the scale; 2) Fair and proportionate; and 3) Respectful and restorative.

9.   Merit Awards System - K-12

9.1   Purpose

The MacKillop Merit Awards System recognises and celebrates student achievements in Wellbeing, Faith, and Learning, fostering the development of confident, compassionate, and future-ready individuals inspired by St Mary of the Cross MacKillop. It forms an integral part of the College's response to student behaviour and affirms positive choices and improvement.

9.2   Domains

MacKillop offers an Age and Stage Progressive Model of recognising positive behaviour choices to meet the needs of our K-12 community. This mini merit system of practice for K-4 will be initiated in 2026 and will replace the Lighthouse Points system previously operating in the Primary School at MacKillop.

MacKillop Catholic College (MCC) Merits are awarded when students demonstrate consistent improvement in one or more of the following domains:

- **Wellbeing** – showing resilience, kindness, leadership, and care for self and others.
- **Faith** – Consistent engagement in Youth Ministry, Parish involvement and liturgical expression,
- **Learning** – striving for academic improvement, consistent attention to homework, supporting others in their learning, creativity, and collaboration, consistent preparedness for learning and resilience in learning.

Mini Merits for Students K-4 Explanation

Mini Merits are specifically designed as a progressive merit system for K-4 students in the Junior School. They are a tangible card kept in the classroom and provided by the classroom teacher to promote immediate incremental recognition of positive learning behaviour and choices. Mini Merits support age-appropriate understanding of expectations and can be accumulated to go towards the progression of a full MacKillop (MCC) Merit. Mini Merits are awarded and recorded by the class teacher/s and remain a classroom-focused practice.

Progression of Mini Merits to MCC Merits Pathway for Junior School

K-4 → Merit Progression Pathway → K-4 → Mini Merits x 10 → K-12 → MacKillop Merit
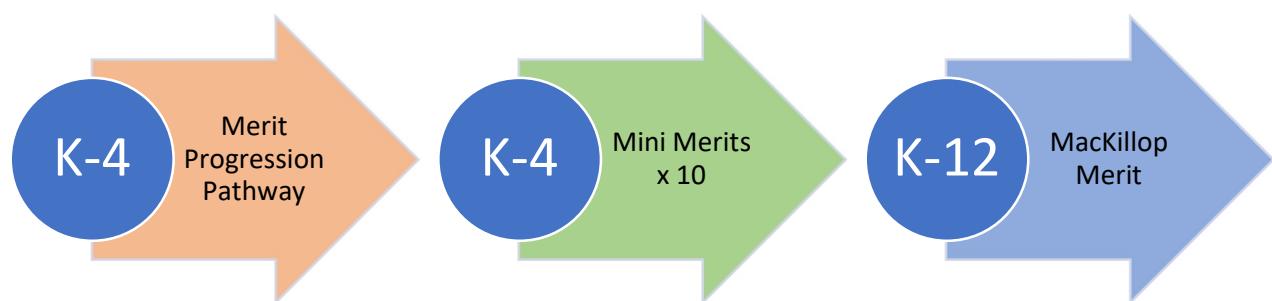
9.3   Merit Expectations and Guidelines

- Awards are cumulative across each school (Junior, Middle and Senior).
- Achievements are recorded on the student's Compass profile.
- Students can go in the running for *Recognition Rewards* for each school.
- Both Mini Merits and Merits can be carried over from Term to Term and Year to Year with the exception of the Note below.
- Note: Mini Merits expire and cannot be carried over at the conclusion of Junior School (Year 4) into Middle School. However, MCC Merits can be accumulated and carried over from Year to Year K-12.
- Teachers from K-12 use their professional judgement and evidence-based improvement as a guide in awarding merits. This may include visual/demonstrative positive behaviours or heard positive behaviours.
- Teachers in the Junior School will record Mini Merits on a MacKillop designed card. This will be located in the classroom.

- Teachers cannot give more than one merit per day to the same student or for the same activity or in the same lesson.
- Teachers cannot give merits to a whole class.
- Teachers cannot give merits for birthdays or special events.
- Parents cannot request a merit of any kind for their child.
- Teachers should avoid giving students MacKillop Merits for an activity that has or will receive recognition by an external award or agency, eg. Lions Youth of the Year Awards, Motor-Cross NSW Champion etc…
- Merit Awards may be given to students who demonstrate academic growth in NAPLAN across any of the NAPLAN domains. This may be across Years 3, 5, 7 and Year 9.

9.4 The MacKillop Merit System K-12

Award Type	Target Group	Criteria	Recording	Recognition
Mini Merits	Junior School K-4	Demonstrated progressive implementation of the College rules and expectations.	Logged in Compass by the Teachers once the student has acquired 10 Mini Merits to claim a MCC Merit in any one of the 3 domains. Merits are logged by the classroom Teacher.	Mini Merits go towards an MCC Merit. Parent/Carer notified.
Merit Awards	Junior, Middle & Senior School K-12	Accumulation of 6 MCC Merits in any one domain.	Automatically added on Compass in any one of the 3 domains. (Wellbeing Lead K-4 to manage)	Parent/Carer notified.
Bronze Awards	Junior, Middle & Senior School K-12	Accumulation of 5 MCC Merits in any one domain.	Automatically added on Compass in any one of the 3 domains. (Wellbeing Lead K-4 to manage)	Presented at Year Group Meeting or Assembly by Wellbeing Leads/Leaders or Director of Wellbeing. Parent/ Carer Notified
Silver Awards	Junior, Middle & Senior School K-12	Accumulation of 2 Bronze Awards.	Automatically added on Compass in any one of the 3 domains. (Wellbeing Lead K-4 to manage)	Presented at whole school Assembly by Deputy Heads or Heads of School or Middle School Leads. Parent/Carer Notified
Gold Awards	Junior, Middle & Senior School K-12	Accumulation of 2 Silver Awards.	Automatically added on Compass in any one of the 3 domains. (Wellbeing Lead K-4 to manage)	Presented by the College Principal at an end-of-year Assembly. Parent/Carer notified.

Summary Version of Merit Awards

Award Type	Criteria	Recognition
MCC Merit	Issued by staff when a student demonstrates excellence in Wellbeing, Faith or Learning	Logged in Compass by Class Teacher
Merit Award	Accumulated 6 Merits	Logged on Compass and Parents notified
Bronze Award	5 Merit Awards	Presented at Year Group Meeting or Assembly by Leader of Wellbeing or Wellbeing Lead of Respective School or Director of Wellbeing
Silver Award	2 Bronze Awards	Presented at Whole School Assembly by Deputy Heads or Head of School
Gold Award	2 Silver Awards	Presented at End-of-Year Awards by the College Principal

10. Demerit System Framework K-12

10.1 Purpose

Demerits are used at MacKillop Catholic College in line with behaviour management as a structured way to record, monitor, and respond to negative behaviour, ensuring consistency, accountability, and opportunities for correction as part of our aim of shaping students of strong, upstanding moral/ethical character.

10.2 The How and Why of using Demerits at MacKillop Catholic College

10.2.1 Accountability and Record-Keeping

Demerits provide a formal record of behavioural breaches, helping staff track patterns over time and ensuring that consequences are applied fairly and consistently.

10.2.2 Graduated Consequences

This enables MacKillop to implement a tiered response system, where repeated or escalating negative behaviour leads to proportionate consequences (e.g., demerits, parent contact, College detention, suspension etc...).

10.2.3 Deterrence and Self-Discipline

By linking specific behaviours to clear consequences, demerits encourage students to reflect on their actions and develop greater self-regulation.

10.2.4 Communication with Parents and Carers

Accumulated demerits trigger formal communication with parent/carers ensuring that they are aware of ongoing concerns and can support behaviour improvement.

10.2.5 Restorative Practice

MacKillop endeavours to combine demerits with restorative justice to facilitate reflection opportunities, and behaviour contracts, re-education aiming to balance discipline with personal growth. Re-entry meetings with parent/carers are essential pending suspensions or withdrawal from school.

11. The Progression from Low to Severe Negative Behaviour

11.1 Definition

A demerit is issued when a student engages in low to medium behaviours, which are considered minor breaches of College expectations. These behaviours may include, but are not limited to:

- Minor uniform infringements;
- Minor device infringements;
- Minor classroom disruptions;
- Lack of preparedness for learning;
- Failure to follow basic instructions or expectations;
- Punctuality to class;
- Demerits are logged on Compass.

12.   Guidelines for Demerit Consequences

12.1 Age-appropriate:

Junior School

Young children in Kindergarten to Year 4 respond best to short, clear, and immediate consequences. The language used in the K-4 context must be explicit.

Middle & Senior School

Students in the Middle School to Senior School need to understand the reason for the consequence and may be given a choice that will require the older student to make an informed decision. The notion of equity and fairness is important to adolescent young people.

12.2 Restorative Practices

Focuses on repairing negative behaviour impacting on relationships. Forgiveness for wrong doings is important part of the restorative process, as is learning from mistakes. Modelling restorative practices such as hand-shakes or apologies are important.

12.3 Consistent but Flexible

Predictable responses build trust with children and young people. The College rules are designed to have adaptability to allow for professional teacher judgement. The Teacher Behavioural Management Handbook supports teachers in the building of consistency across the College.

12.4 Cultural Safety

Ensuring that strategies respect Aboriginal and Torres Strait Islander student identities and avoid shaming practices. The Teacher Behavioural Management Handbook supports teachers in this area of behaviour management and cultural safety.

12.5 Fresh Starts and Carrying-Over

Demerits are not carried over from Term to Term for students K-12 and this positively positions a 'fresh start' for students who may have accumulated demerits. However, patterns of behaviour are recorded to track student progress and data is collected to support the College's School Improvement Plan and student improvement.

13.   Demerit Process

School	Issuing of Demerits	Accumulation	Consequence
Junior School	Demerits can be issued at any time of the school day or when at an off-site College event.	6 demerits in a school term	Teacher Reflection Time with a member of the Executive Leadership Team.
Middle & Senior School		6 demerits in a school term	College Detention.

14.   Escalation Process

14.1   The escalation process for negative behaviour is managed at the **lowest appropriate level** in the first instance at a class teacher level. Further escalation occurs when behaviour is repeated, significant, or poses a risk to safety.

14.2   Staff are provided with 5 escalation pathways to support the management of negative behaviour.

14.3   This information is shared with our parent and student community so that they are aware of teaching routines and this creates a predicable learning environment across the College.

15.   The MacKillop Escalation Process K-12

The classroom Teacher is the first point of intervention *Class Teachers will: Apply the 5 Step Behavioural Response Framework and strategies.*				
Escalation Pathway 1	**Escalation Pathway 2**	**Escalation Pathway 3**	**Escalation Pathway 4**	**Escalation 5**
Pathways may be combined to target the concern or rapidly escalated pending the nature of the negative behaviour.				
Concerns after 5 Step strategies have been unsuccessfully maintained by the student.	Concerns are related to Individual Plan or Learning Plan.	Concerns are relational, wellbeing, attendance, uniform, punctuality etc…	Concerns are in one subject area or academic in nature e.g., plagiarism, HW etc…	Rapid escalation in High/Severe negative behaviour zone.
Wellbeing Leads will intervene when behaviour indicates deeper wellbeing	***Learner Diversity Leads*** *(Junior, Middle & Senior School)*. Will intervene if the student is on an	***Leaders of Wellbeing*** will intervene if the behaviour affects wellbeing,	***Leader of Learning & Teaching (LOLTs)*** Will intervenes when behaviour	

Column 1 (yellow):

concerns or requires coordinated support.

They will:

- *assess wellbeing factors contributing to behaviour*
- *co-ordinate internal or external supports*
- *implement targeted interventions or monitoring*
- *contact parents/carers and relevant staff.*

May work in collaboration with other members of the Executive Leadership Team and/or Deputy Head of Student Achievement/ Deputy Head of Evangelisation & Catechesis, Director of Wellbeing and/or Director of Learner Diversity.

Column 2 (yellow):

Individual Plan concerning behaviour.

They will:

- *review the behaviour pattern in relation to the Individual Plan. Consider if adjustments need to be made to the Individual Plan in collaboration with the teachers/and parents/carers after meeting with the family & student.*
- *communicate the change to staff and support the teacher with behaviour planning and action.*

May also work in collaboration with the Learner Diversity Teachers and/or Director of Learner Diversity and/or Director of Wellbeing.

Column 3 (orange):

relationships, or the broader pastoral environment.

They will:

- *conduct a pastoral review of the student's needs*
- *engage in restorative conversations or mediation*
- *develop behaviour support plans where required in conjunction with the teacher.*
- *contact parents/carers*

May also work in collaboration with the Wellbeing Lead Senior School and/or Director of Wellbeing and/or Deputy Head of Evangelisation & Catechesis.

Column 4 (orange):

disrupts learning, is repeated in the same subject area or requires faculty-level oversight.

They will:

- *review the behaviour pattern and teacher actions.*
- *implement targeted strategies or faculty-based consequences in conjunction with the class teacher.*
- *support the teacher with behaviour planning and action.*
- *contact parents/carers*

May also work in collaboration with the Wellbeing Lead Senior School and/or Deputy Head of Student Achievement.

When the concern is in the High/Severe/Red Zone the matter is escalated the College Leadership Team and/or Executive Leadership Team: **Director of Wellbeing and/or Director of Learner Diversity and/or Deputy Head of Student Achievement and/or Deputy Head of Evangelisation & Catechesis, Director of Administration & Events and/or members of the Executive Leadership Team.**
Engage the Behaviour Management Team (BMT)

16.   Behaviour Management Team and High/Severe Negative Behaviour

16.1 MacKillop Catholic College understands student negative behaviours of a high or severe/red nature to be activity or behaviour of a student which:

- seriously undermines Gospel teachings and/or
- consistently fails to comply with any lawful directive of a Head of School, or Member of the College Leadership or Executive Team and/or College Principal.
- a 'red' zoned negative behaviour classified as high/severe that may be offensive, dangerous, highly aggressive, illegal or potentially illegal or poses a physical or emotional health of any student or staff member; and/or
- consistently and deliberately interferes with the educational opportunities of other students; and/or
- brings the good name of the College into disrepute.

16.2 Some negative behaviours of a serious nature are by definition *criminal offences*. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault, procession of pornography, distribution of pornography and the consumption of alcohol or bringing of alcohol to school. This list is indicative only and not all-inclusive.

16.3 When a Head of School or the College Principal determines that a serious offence of a criminal nature has occurred, the welfare needs of the offending student(s) are paramount, and student/s counselling may be required for the alleged offending student and/or alleged victim student/s.

16.4 The incident is reported to the police at the earliest opportunity.

16.5 The matter is also reported to the Diocese of Broken Bay at the earliest possibility.

16.6 The matter is also reported to Department of Communities and Justice (DCJ) as necessary and/or directed by CSBB.

16.7 When it is judged by the College that a student has engaged in negative behaviour of a serious or severe in nature, it is recommended that a Behaviour Management Team (BMT) be set up to:

- consider the behaviour of the student and the implications for the student and the school community;
- consider the personal and social needs of the student, and how they may best be responded to;

- determine what behaviour management action within the College's stated processes is most appropriate;
- identify strategies to assist the student, following successful behaviour management, to re-establish their place satisfactorily in the College community;
- ensure that decisions of the Behaviour Management Team are implemented and
- access any relevant agencies, policies etc within CSBB and external to CSBB to provide support.

16.8 In arriving at decisions, the Behaviour Management Team aims for consensus based on policies, procedures and procedural fairness. Where this is not achievable, the College Principal (or Principal's nominee) makes the decision, in accordance with College Policies and Guidelines and CSBB Policies and Guidelines. The decision of the Behaviour Management Team is recorded and filed. Confidentiality should be honoured at all times.

16.9 BMT membership is made up of a minimum of three (3) staff:

- The College Principal or nominee as Convenor;
- The Head of School or Deputy Head/s of School;
- A specialist and/or culturally appropriate person (as required), for example, Director of Wellbeing or Director of Learner Diversity and/or Aboriginal/Torres Strait Islander staff member and/or Wellbeing Leader or Leader of Wellbeing; and
- In some instances, where the behaviour of a student is deemed to immediately threaten or present ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the College community, pending a meeting of the Behaviour Management Team. Responsibility for such a decision rests with the BMT.

17.   In-School Withdrawal

17.1 Withdrawal from class and/or other school activities, if judged necessary as a behaviour management process, is best done in-school rather than out-of-school, as this maintains a student's connectedness and engagement with the school. It is recommended that school processes for the in-school withdrawal of the student are structured positively to assist in the student's return to acceptable behaviours.

17.2 An example is the provision of time, in an appropriate and supervised setting, for the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal. An allocated task in keeping with such a purpose is recommended. An example of this may include the Re-Education Program or continued classwork via Canvas.

17.3 Time outside of the supervision space in the yard under supervision is also recommended to support positive mental health.

18.   Out-of-School Withdrawal

18.1   From time to time, it is deemed necessary to withdraw a student from school and place them in the supervision of their parents/carers. This is recommended to families if there is a pending internal investigation that may take some time, and/or if the student presents a possible risk to others.

18.2   It is also recommended that learning still be continued and that this should be accessed via Canvas. The student may also be given additional work to complete such as a Re-Education Program of learning to support their re-education of positive behaviour.

18.3   This is registered as parent approved absence.

19.   Pastoral/Wellbeing Withdrawal

19.1   On some occasions, student require a 'circuit-breaker' that removes the student from the school setting to a family home setting to support their wellbeing and mental health. This may be necessary if there is a complex or long internal investigation taking place or pending the wellbeing needs of the student impacted.

19.2   It is recommended that learning still be continued via Canvas.

19.3   This is registered as parent approved absence.

20.   Out-of-school Suspension

20.1   If out-of-school suspension is judged appropriate by the College, it is directed that that it be for the shortest time necessary within 1-7 school days with no more than 7 days in any one school year pending the matter.

20.2   Students with more than two school suspensions within a school year, may need their enrolment status reviewed by the Head of School in collaboration with the BMT. This line of action must be communicated to the parent/carers, so that there is full transparency for the parents/carers.

20.3   The College may support the family of the student to relocate to another more suitable school.

21. Notification to Parents/Carers

21.1   The College will notify the student's parent(s)/carers(s) if possible, via verbal communication initially, and this is later confirmed in writing. The communication ought to include the reason for pending investigation or suspension, the purpose of the suspension, and the date(s) on which the suspension will occur.

21.2   The parent(s)/carer(s) will also be offered the opportunity to participate in a re-entry meeting to discuss related matters, including:

- the pastoral responsibilities of the parent(s)/carer(s) during the time of suspension;
- the College's responsibility for providing learning material during the time of suspension;
- the process of settling back into the school environment, and how this is to be facilitated through a Risk Assessment Management Plan (RAMP) that is jointly developed with the parents/carers and the College;

- arrangements for monitoring the student's progress following his/her return to College and
- any updates to the students Individual Plan, if necessary, in collaboration with the Learner Diversity Team.

21. 3 If initial verbal contact with the parent(s)/guardian(s) is not possible, it may be necessary to ask the student to take the written notice home to them as to the notification of suspension notification and/or that this information is emailed to the family.

22. Procedural Fairness Appeal and Review

22.1 The parent(s)/carers(s) of a student suspended from the College may, within two working days school days of receipt of the notice of suspension, formally request of the College Principal or delegate the right to review the decision.

22.2 If the student is living independently from their parent(s)/carer (s), the student also has this right.

22.3 The request must be in writing and must state the grounds on which the review is being sought.

22.4 Valid grounds for requesting a review are that:

- proper College or CSBB policies, procedures or guidelines were not followed by the school in matters related to the suspension decision, and/or that
- the full details of the case were not considered at the time (additional details to be provided).

22.5 A Review Panel, convened by the College Principal, will hold the review, within five school days of the receipt of from the parent/carer.

22.6 Membership of the panel will be made up of:

- the College Principal is the chair and three other persons nominated by the College Principal, who were not involved in the original decision and who have College Executive Leadership responsibilities.
- The panel will consider the details of the case and, after giving the parent(s)/carers(s) the opportunity to be heard in writing on the grounds of review.
- Determine by majority vote, a recommendation will be put to the College Principal as to whether the suspension should remain or be repealed.

22.7 Having considered the recommendation, the College Principal will decide, within five school days and formally notify this decision to the person(s) who requested the review in writing.

22.8 All documentation pertaining to the matter will be kept on file on Compass and College Principal confidential files on TEAMs.

23. Expulsion or Exclusion

23.1 It is an expectation of MacKillop Catholic College will use the Exclusion Policy to undertake the purposeful exclusion of a student. The decision to exclude is the right of the Director of Catholic Schools Broken Bay (CSBB).

23.2 The College Principal will enter into discussion with the Director of Catholic Schools Broken Bay regarding the matter.

23.3 Refer to the CSBB Exclusion Policy.

24. Hands-Off Policy K-12

Attention:
Parents/Carers and Students should read the complete and comprehensive version of the Hands-Off Policy located on the College website and their point of truth. This is a summary version, only.

Purpose

The Hands-Off Policy at MacKillop Catholic College is designed to support a safe and respectful learning environment. This policy establishes a whole-school approach to respectful relationships and consent education grounded in the dignity of the human person. It ensures that all students learn to form safe, ethical, and respectful relationships, that align with Catholic values, Gospel teaching and NSW curriculum requirements, and child safeguarding obligations.

25. Catholic Context

Respectful relationships and consent education is grounded in the dignity of the human person. It ensures that all students learn to form safe, ethical, and respectful relationships, that align with Catholic values and Gospel teaching.

Our Catholic teaching is grounded in:

The dignity of the human person | The call to love and serve others | Justice, compassion & respectful relationships | The example of Christ as a model of respectful encounter

The Sacredness of the Human Body

Catholic theology holds that every person is made imago Dei — in the image and likeness of God.

This means:

• the body is not an object

• the body is not disposable

• the body is a visible expression of God's creative love

Therefore, the body must be treated with reverence, not used, manipulated, or violated.

26.   Definitions

Respectful Relationships	Interactions grounded in dignity, empathy, equality, and mutual respect, reflecting Gospel values and Catholic Social Teaching.
Consent	A free, voluntary, informed, and ongoing agreement between individuals. Consent cannot be given under coercion, pressure, manipulation, intimidation, or when a person is incapable of giving consent. Consent is agreeing to how and when another person touches your body, or you touch their body. It must be present every time any sexual or intimate activity occurs. Consent must be clear, voluntary, and ongoing — it can be withdrawn at any time. Saying "yes" once does not mean "yes forever", and consent to one behaviour does not imply consent to others. Consent must be actively communicated, not assumed; it must be made clear by saying "yes". Students need to be understand that "No, means No."
Coercion	Any behaviour that pressures, manipulates, or forces a person to act against their will.
Bodily Autonomy	The right of every person to feel safe and in control of their own body.

Responding to Concerns and Disclosures

Concern	Responsibility	Explanation
Mandatory Reporting	All Staff	All staff must follow mandatory Child Protection reporting requirements and procedures.
Threshold for Mandatory Reporting	All Staff	Not all matters covered in this Hands-off Policy may reach the threshold for mandatory reporting. However, it is important to understand that where it may do so, that all College staff have an obligation to report.
Awareness and Call to Act	All staff	Staff members are aware that they may be approached by a student or parents/carers to act on a concern, allegation or disclosure raised. It is

		compulsory for the staff member to act on the matter quickly and report the matter to any member of the College Leadership Team or College Executive Team K-12.
No Promises	All Staff	Staff members cannot promise any person that they will not act on the matter raised. The staff member must report the matter.
Report concerns and disclosures	Students	Students may report any concerns or disclosures to any staff member. A staff member cannot promise *not* to take action.
Report concerns and disclosures	Parents/Carers	Parent/Carers may report any concerns, allegations or disclosures to any staff member. In some instances, the College will encourage the parents/carers to contact the police, pending the nature of the alleged act. The staff member has a responsibility to inform a member of the College Leadership Team or Executive Team K-12.
Confidentiality	All people	Confidentiality is critical.

Student Wellbeing

Students impacted by physical contact may require counselling and/or medical attention.

Students in Kindergarten to Year 4 or pending the diverse learning needs of the student may be supported by their parents/carers pending the nature of the act.

Appropriate and Inappropriate Behaviours That Breach the Hands-Off Policy

This list is not exhaustive and provides a range of examples to support the education of the MacKillop community.

Behaviour Examples	Appropriate Behaviours	Not appropriate and a breach of policy
Greetings between students	Handshakes & high-fives	Slapping, hitting, jumping on a person. Ruffling the hair of others.
Taking the property of others or tampering with the property of others	Asking for permission to use or touch the property of others.	Stealing, interfering or tampering with property of others, looking through the school bags of others or their lockers, playing with their devices, pencil cases etc. Taking the property of others without explicit permission from the owner.
Bullying	Not bullying	Stand-over tactics, harassment, physical intimidation, fighting, scratching, spitting, throwing, kicking, flicking, slapping, tapping, hair-pulling, physically annoying a person. Physical assault on a person.
Rough play or rumbling	No rough play or rumbling, irrespective of intent.	'Play fighting', 'horseplaying', 'roughhousing, 'wrestling, 'whacking', rough playing or rumbling.
Engaging in contact sports outside of a supervised PE Lesson	No contact sports or activities during breaktimes	Contact sports, tackles, head high tackles etc... Playing contact sports when unsupervised by a teacher in a lesson.
Non- verbal contact	Not engaging in negative non-verbal contact	Deliberate tripping, shoving, punching, shoving, pulling the clothes of another person or pulling, throwing/taking the school bags or belongings of others.
Non-consensual touching of another person	Asking for permission before touching another person. Understanding that consent may be revoked at any time. Understanding that "No means No."	Non-consensual touching, kissing or sexual or intimate touching or touching of genitals, buttocks, nipples and/or breasts or other parts of the body. Putting pressure on someone to consent to touching. Hitting, 'Whacking', gripping or grabbing of genitals, nipples or buttocks of others. Sexual assaulting a person.
Encouraging or manipulating others to engage in violence,	Reporting negative behaviour to a staff member.	Engaging in and/or coercing others to undertake negative behaviour through the guise of 'joking around', challenging, daring others, pranking or 'horseplaying'.

aggression or non-consensual acts.	Not being involved in any kind of manipulative behaviour that is deemed coercive, even as a joke, dare or a challenge, irrespective of the intent.	Being a bystander to negative behaviour and not reporting.

27. Responding to Breaches of the Hands-Off Policy

Breaches of the Hands-Off Policy will be treated seriously. In some situations, this may require internal school-based investigation. At other times, this may require police investigation and/or mandatory reporting.

Red Zone Behaviour

Any behaviours deemed to fall into the Red/Severe or Extreme will be responded to by the Behaviour Management Team (BMT) unless it is a matter of mandatory reporting.

Pending the nature of the act, the College will respond by applying the Behaviour Management Policy and/or the Student Child Protection Policy in combination with any other policies or guidelines provided by Catholic Schools Broken Bay (CSBB).

Consequences Pending the Nature of the Act

The following list is not exhaustive and provides a sample of consequences:

- Withdrawal of playground privileges
- College detention
- Re-Education Program
- Police Liaison Officer Intervention
- Withdrawal of the student from classes (Internal or external)
- Suspension depending on the severity of the incident.
- Enrolment Review of the student.
- Exclusion or expulsion of the student to another school.
- Criminal charges, pending the nature of the act.

28. Responding to Breaches of the Hands-Off Policy

Breaches of the Hands-Off Policy will be treated seriously. In some situations, this may require internal school-based investigation. At other times, this may require police investigation and/or mandatory reporting.

Escalation Processes for Staff

Low Yellow Zone Behaviour	Medium Orange Zone Behaviour	Red Severe/ Extreme Zone Behaviour
Follow the Escalation Process Table and manage at the lowest level of intervention.	Follow the Escalation Process Table unless this reaches the threshold for mandatory reporting then move to Mandatory Reporting Procedures. Seek assistance from a College Leadership Team member or Executive Team Leader. Report the matter to the College Principal.	Follow the escalation Table unless this reaches the threshold for mandatory reporting then move to Mandatory Reporting Procedures. Seek assistance from a College Leadership Team member or Executive Team Leader. Report the matter to the College Principal OR Behaviour Management Team required.
Pending the nature of the act, the College will respond by applying the Behaviour Management Policy and/or the Student Child Protection Policy in combination with any other policies or guidelines provided by Catholic Schools Broken Bay (CSBB).		

Consequences Pending the Nature of the Act

The following list is not exhaustive and provides a sample of consequences:

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- Criminal charges, pending the nature of the act.

Reviewing

This policy will be reviewed every four years or earlier if required by:

- changes to legislation
- updates to NSW curriculum
- CSBB safeguarding directives
- community needs

[Document ends]