



BLACKFRIARS
PRIORY SCHOOL

CODE OF CONDUCT POLICY

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CONTEXT

As the only school founded by the Dominican Friars in Australia, Blackfriars Priory School remains faithful to the search for Truth (Veritas) as lived and taught over the last 800 years by the Order of Preachers (Dominicans), and exemplified by Saint Dominic, our Founder, and Saint Albert the Great, our Patron.

Saint Dominic's commitment to study continued throughout his life. The pursuit of knowledge was not for its own sake but to better understand God's creation and its use in the works of the Order has continued through the centuries. Today, Dominicans can be found throughout the world.

An early member of the Dominicans was Saint Albert the Great. He became a lecturer, scientist, philosopher and Bishop. After his death he was recognised as a Doctor of the Church. The Doctor Universalis – The Universal Doctor, in recognition of his extraordinary genius and extensive knowledge, for he studied every branch of learning known at his time. His quest for knowledge saw him study everything he could find as it was through learning about creation, that he was able to know more about the creator, God, and then hand on that information to all he taught.

The lifelong commitment of Saint Dominic and Saint Albert to discovering and applying Truth to hand on to others remains at the core of the Blackfriars teaching pedagogy and its community. Blackfriars is built upon the Four Pillars of Dominican Life: Prayer, Study, Community Life and Service.

PURPOSE

The aim of the School is to provide a Catholic education based on Gospel values. Central to this faith, is a consideration and respect for both the individual and the community.

We strongly believe that every member of the community has the right to be safe, to be treated as an individual and with dignity, to be able to learn and work free from anxiety, and to feel the strength of community, consistent with the Dominican values.

The policy aims to promote the development of knowledge, skills and attitudes needed to live a healthy and fulfilling life. It aims to contribute to developing and maintaining a safe living and learning environment for all members of the school community.

Blackfriars Priory School is built upon the Four Dominican Pillars of Prayer, Study, Community Life and Ministry. Implicit in this foundation is the God-given right to reach our true potential and give glory to God through our very existence. Therefore, any behaviour which erodes a person's intrinsic value effectively undermines the Four Pillars on which we are based and this cannot be accepted within a Dominican School.

SCOPE

This policy applies to all members of the Blackfriars Priory School community.

POLICY

1. APPROPRIATE BEHAVIOUR

- 1.1. This policy outlines the School's commitment to appropriate workplace behaviour and is designed to prevent behaviours that amount to bullying, harassment, victimisation or discrimination (inappropriate behaviour). These behaviours are not acceptable and can be unlawful, exposing the School and the individuals concerned to liability.
- 1.2. The School will not tolerate any form of inappropriate behaviour at work, or in relation to work, by an employee, Board member or visitor to the workplace.
- 1.3. The School expects all members of the School Community to treat others fairly and with respect.
- 1.4. The School will uphold and model and expects all members of the School Community to uphold and model Christian values in their dealings with one another.
- 1.5. Reasonable management action carried out in a reasonable manner is not inappropriate or bullying. Managers have the right to direct the way work is carried out and to monitor and give feedback on performance.
- 1.6. Anyone who feels that they are being subjected to inappropriate behaviour, or notices another person being subjected to inappropriate behaviour, should follow the Dispute Resolution and Grievance Policy.
- 1.7. The School will deal with all reports of incidents of inappropriate behaviour seriously, sympathetically, quickly, fairly and confidentially.
- 1.8. If the School, after investigating a complaint, finds that inappropriate behaviour has occurred, the School will take action to ensure the behaviour stops.
- 1.9. Failure to comply with this policy may result in disciplinary action up to and including termination of employment or other engagement.
- 1.10. All Staff are expected to:
 - 1.10.1 Ensure they read and understand the Code of Conduct
 - 1.10.2 Take steps to ensure the workplace is free from inappropriate behaviour
 - 1.10.3 Be good role models and not engage in any inappropriate behaviour
 - 1.10.4 Take steps to ensure the work environment is free from any sexist, racist or other material that could be offensive
 - 1.10.5 Act immediately if they witness or become aware of any behaviour that breaches the Code of Conduct.
- 1.11. Parents/caregivers, whilst not employed by the School, are also expected to comply with the Code of Conduct in their dealings with other parents/caregivers, students, teachers and other staff.
- 1.12. Blackfriars staff must also comply with the Catholic Education SA Code of Conduct available at this link: https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-23311/20141027_Code+of+Conduct_CT.pdf.

2. ACADEMIC INTEGRITY

Central to the learning and assessment process is the submission of work that consists of original effort and independent work. Original work demonstrates that concepts learned have been understood and interpreted through application. Original work consists of the development of one's own ideas and concepts and can also be obtained from the combination of ideas from other sources and submitted as their own.

Plagiarism and collusion are methods of cheating that seek to obtain academic merit that is not reflective of a student's learning. They are serious offences that strike at the core of the School's values and academic integrity. Resorting to such dishonesty may also be symptomatic of deeper personal or learning issues for a student. When identified, the School will respond with thorough teaching and pastoral support, as appropriate.

Academic Integrity is based on the following principles:

- a) The quest for truth (veritas), which promotes a view of knowledge that has its origin and intent centered in a search for faith and the teachings of the Gospel
- b) The overall wellbeing of students in the School
- c) That academic success is achievable for all students and students will be supported to this end
- d) Academic Integrity reflects the values and ethics of the School
- e) Academic honesty is integral to a student's credibility and self-esteem
- f) Academic honesty is based on mutual trust and respect between teachers, students and parents/caregivers through the learning process
- g) The creation and presentation of student work consists of original effort and independent work
- h) Education in social skills and responsibilities enables students to assume their place in the adult world
- i) Students accept responsibility for their actions and the consequences of inappropriate academic behaviour.

2.1. Plagiarism

Plagiarism is the presentation of work that has been copied in whole or in part from another person's work. It is also the practice of presenting work from other sources such as the Internet, books or periodicals without correct acknowledgement.

Students will:

- a) Acknowledge the use of work that has been copied directly from the source text by using quotation marks and footnotes
- b) Acknowledge the ideas of others that have been summarized or paraphrased by using either footnotes or suitable bibliography (other referencing methods)
- c) Correctly cite the work of others that has been used, rather than include an irrelevant list of references
- d) Correctly record the reference of the source
- e) Not copy directly from the internet, another person's digital file, book or other reference and submit the work as their own

- f) Acknowledge the use of work from another source by recording the source in a suitable bibliography.

Consequences:

- 2.1.1** If a student's work or a section of a student's work has been found to be plagiarised, the offending section(s) in question will be excluded from marking consideration. If plagiarism is detected in the work submitted for marking, teachers will allocate a grade based on the work that has been done by the student. Where the proportion of the work that has been plagiarised is more than 80% of the content, the student will *likely* receive a result of 'I' (no result), equivalent to a value of zero. The student will be asked to resubmit the assignment to demonstrate that they have met the required outcomes. However, the penalty of the zero grade will stand.
- 2.1.2** For a first infringement in Primary and Middle School, the student should be able to receive a 'C' from the resubmission and the incident viewed as an opportunity to learn from the experience.
- 2.1.3** Other actions may be taken in accordance with School policies, including more severe disciplinary action:
- a) A zero recorded for the entire unit or semester of work in which the assessment task was submitted
 - b) A requirement to present detailed evidence that subsequent work is the student's own
 - c) Other disciplinary action, which may include failure to gain entry into subjects for subsequent year or semester, placement on a contract for a probationary period or, in extreme cases, review of enrolment.

2.2. Collusion

Collusion is the presentation of work that is the result of authorised or unauthorised collaboration with other student(s) or the student's work. Students are often encouraged to study together but this should not result in a student handing in the same or similar work. Unless a teacher advises otherwise, students may work together in obtaining references, discussing the content of these references and how it may relate to the assignment set. However, students need to write their findings independently of each other.

Students will:

- a) Not produce and submit an assignment in conjunction with other people (e.g. a friend, a tutor).
- b) Not copy another student's current assignment or work from previous semesters and submit it as their own.
- c) Not allow other students to have access to work or lend, either in hard copy or digitally, assignments to friends, even if other students may be having difficulties in completing the assignment or promise to use it only as a reference.
- d) Ensure they protect their work on School computers by using passwords.

Consequences

- 2.2.1 It is the responsibility of the student to ensure that submitted work follows the guidelines outlined above.
- 2.2.2 It is a breach of SACE rules for a student to knowingly permit another student to copy or use his or her work.
- 2.2.3 In consultation with the relevant Curriculum Leaders and Deputy Principal (Secondary), the teacher will determine suitable penalties. It is appropriate to expect that a student will forfeit marks for work that is not their own. Additional disciplinary action may also be a consequence depending on the circumstances of the individual case.

2.3. Cheating

- 2.3.1 Cheating is defined as an act of deception, trickery or fraud through which a student contravenes the accepted conditions under which academic work is to be undertaken.
- 2.3.2 Cheating is inconsistent with the vision and values of the School, and compromises the principles of Academic Integrity. Cheating undermines the integrity of assessment procedures and misleads Parents/caregivers who have the right to believe that reported grades represent honest effort. Cheating also discriminates against Students who have completed work honestly and with integrity.
- 2.3.3 Work is generally understood to be a student's own work and where submitted work is identical with, or similar to, another student's work, an assumption of cheating, collusion or plagiarism may arise.
- 2.3.4 The following instances are also regarded as cheating:
 - a) Using unfair assistance such as notes or prompts in tests and examinations
 - b) Sharing oral or written information during a test and/or examination
 - c) Obtaining unauthorised access to test/exam materials or content prior to the test/exam itself
 - d) Use of electronic devices to obtain information from another resource such as a peer, Internet or personal notes.
- 2.3.5 In addition, a student cheats if they:
 - a) Help other students to violate the principles of Academic Integrity
 - b) Lie about the need for extension of an assessment deadline.

Consequences

Cheating is regarded as a very serious offence. Cheating will lead to forfeiture of the marks allocated to the assessment task and is also likely to lead to additional disciplinary action. Plagiarism and collusion are also forms of cheating.

2.4. Inability to Verify Work

For assessments that are indirectly supervised (assignments, investigations etc.) it is of utmost importance that the teacher sees the work in progress. It is the student's responsibility to provide evidence that the work submitted is his own. If the teacher has not seen the work during classes or any other stage of the drafting process and is not able to verify that the work is the student's, the assessment is liable to receive a result of 'I' (no result), equivalent to a value of zero. This decision can only be arrived at after the teacher has consulted with the Deputy Principal (Secondary). This penalty is in keeping with the SACE Board's recommendations.

2.5. Further Requirements

In all instances where academic integrity is violated, a record of the incident will be recorded on the Student's School File and their parents/caregivers will be contacted. The Subject Teacher will seek to ascertain whether the dishonesty reflects deeper personal or learning issues for the student and will inform the Curriculum Leader and Head of Primary or Deputy Principal (Secondary) and the Learning Engagement and Pathways Coordinator (7-12) of any concerns.

2.6. Repeat Offences

Should a student be found to engage in plagiarism, collusion, cheating or lying about failure to meet deadlines on more than one occasion, the matter will be deemed serious enough for the Curriculum Leader and the Deputy Principal (Secondary) to make significant intervention. This will necessarily involve discussions with parents/caregivers and teachers and is likely to lead to major disciplinary consequences.

3. DRUGS AND ALCOHOL

3.1. Staff Compliance

Staff must comply with the Catholic Education SA Code of Conduct as it relates to drugs and alcohol.

3.2. Principles

- 3.2.1** All students, staff and visitors have the right to a safe School environment, which is free of illegal drugs and the inappropriate use of prescription medications and alcohol.
- 3.2.2** The School has an educational role to increase student and staff awareness about the legal and health-related consequences of the possession of illegal drugs and the effects of illegal drug usage, as well as the excessive effects of irresponsible use of legal drugs such as tobacco and alcohol.
- 3.2.3** Support for students, parents/caregivers and staff in the endeavour to live by Catholic Dominican values.
- 3.2.4** Promotion of respect for self and others.
- 3.2.5** Promotion of an environment where spiritual, social emotional, intellectual and physical well-being are nurtured and developed.
- 3.2.6** The importance of informed decision-making about the use of drugs and alcohol in the community.
- 3.2.7** Clear management and support strategies for matters related to drug and alcohol use and abuse.
- 3.2.8** Communication between students, parents/caregivers and other interested parties on health promotion in the School Community.

3.3. The School Commitment

- 3.3.1** Make explicit to its community that irrespective of age, the School does not condone the use of illegal drugs and/or the consumption or serving of alcohol by students at School or at School events and functions.
- 3.3.2** Inform all students, parents/caregivers and staff of this policy and possible consequences of suspected and/or identified incidents of illegal drug possession/usage, illegal possession/consumption of alcohol by a minor and the

inappropriate use of prescription medications, alcohol and performance enhancing drugs.

- 3.3.3 Provide resources to support class activities that educate students about personal responsibility, harm minimization and appropriate action against drug problems.
- 3.3.4 Take necessary precautionary actions in situations where there is a higher potential for drug and alcohol abuse (e.g. out of class and/or at School organised activities and sporting events) to ensure these risks are minimized.
- 3.3.5 Provide drug and alcohol counselling as required.

3.4. Consequences for Students

- 3.4.1 When at School in school uniform, representing and supporting the School, or on any occasion when the staff of the School have responsibility for an individual student or group of students, students are not allowed to:
 - a) Smoke tobacco
 - b) Use Electronic Cigarettes (Vaping)
 - c) Consume alcoholic beverages
 - d) Possess or use illegal drugs
 - e) Misuse prescribed or non-prescribed drugs, including performance enhancing substances
 - f) Misuse solvents and other chemical agents
 - g) Possess drug related objects unless medically authorized.
- 3.4.2 The School prohibits the possession, sale, supply, exchange or negotiation in relation to any of the above.
- 3.4.3 If a breach of this policy is suspected, some or all of the following actions will occur:
 - a) Assessment of the immediate health status of the student and resort to medical assistance, if required
 - b) Confiscation and identification of any substances
 - c) Preliminary investigation to establish the facts
 - d) Information conveyed to parents/caregivers of the student(s) involved
 - e) Formal interviews with the student(s) concerned
 - f) Involvement of parents/caregivers in the resolution of the incident
 - g) Contact with the police if the substance is suspected to be illegal.
- 3.4.4 Consequences for the student, depending upon the seriousness of the breach, could include any of the following:
 - a) Placement upon a contract between the student, parents/caregivers and the School. This contract may require attendance of counselling and/or treatment programs
 - b) Community service
 - c) Internal or external suspension
 - d) Termination of enrolment
 - e) Police action.

4. PERSONAL PRESENTATION FOR STUDENTS

4.1. Principles

- 4.1.1 A recognisable school uniform identifies students as belonging to the School Community.
- 4.1.2 Through their uniforms, students show that they are proud of themselves and the larger community to which they belong. The respect one has internally for a person or institution is expressed outwardly through their appearance.
- 4.1.3 An established uniform, clearly stated and monitored with minimal options, allows students to remain focused on the serious endeavour of attaining knowledge, wisdom and grace, rather than on current fashion, fads or popularity.
- 4.1.4 Each student is encouraged to take pride in his personal appearance and develop habits of neatness, order, good taste, modesty and the School spirit.
- 4.1.5 His appearance should always be neat and clean, which is conducive to the serious academic work taking place in the classroom.
- 4.1.6 The School considers student dress and presentation to be primarily parental and student responsibilities. Parents/caregivers are expected to support the School's policy by ensuring their son complies with the uniform code on a daily basis.
- 4.1.7 Students and parents/caregivers should refer to the School's SEQTA portal (Information and Policies) for the School's standard of dress and presentation.
- 4.1.8 If there are significant reasons as to why the School uniform policy cannot be followed, this needs to be initially discussed and consulted through the Home Group teacher and/or the Head of House.
- 4.1.9 Repeated or extreme breaches of this policy will be referred to the Head of House directly.

5. PERSONAL PRESENTATION FOR STAFF

The School requires a high standard of dress that is commensurate with the roles being undertaken by staff. Staff are also expected to adhere to Work Health and Safety requirements and SunSmart policies endorsed by the School.

Staff should refer to the Staff Handbook for detail about the appropriate standards of dress at the School and for School occasions.

6. SOCIAL RESPONSIBILITY, RELATIONSHIPS AND RESTORATIVE PRACTICES

- 6.1. It is a shared responsibility of students, staff and parents/caregivers to promote the School culture based on truth, mutual respect and the dignity of each individual.
- 6.2. Every member of the School Community has the right to feel safe.
- 6.3. Every student has the right to learn in an environment that is free from harassment and bullying.
- 6.4. Every staff member has the right to teach and work in an environment free from inappropriate behaviour (including mean and rude behaviour) and bullying.
- 6.5. All reports and incidences of inappropriate behaviour and/or bullying should be responded to immediately when they occur and the established procedures should be followed.

- 6.6. Every member of the School Community should be proactive in promoting positive behaviours and constructive social relationships.
- 6.7. All instances of inappropriate behaviour and/or bullying must be accurately communicated, documented and followed up according to the School's existing protocols.
- 6.8. The School shall implement preventative and educative programs across the curriculum addressing the differentiation between inappropriate behaviour and bullying and the appropriate use of online communications within the Information and Communication Technology (ICT) curriculum and pastoral care.
- 6.9. Staff and Students should refer to the Collaborative Learning Community Plan Wellbeing Handbook for further information and guidance.
- 6.10. If students and their families require counselling support, the School's Counsellor and Clinical Psychologist can be contacted at 08 8169 3900.

7. STUDENT DRIVERS' PRINCIPLES

In implementing these principles, the School aims to:

- 7.1. Impress upon students that driving a vehicle to and from School is a privilege and not a right.
- 7.2. Educate student drivers of their responsibilities.
- 7.3. Seek parental permission regarding the student use of vehicles.
- 7.4. Monitor and keep records of student drivers and their authorised passengers.

The School acknowledges that:

- 7.5. There is State Government drivers' legislation, which underpins this policy.
- 7.6. Students may need to drive to and from School and School activities.
- 7.7. At times, student drivers may need to transport other students to and from School and School activities.
- 7.8. There exists a duty of care for the safety and wellbeing of student drivers and passengers.
- 7.9. Safety of both driver and any passengers is of great importance.

The School will:

- 7.10. Provide opportunities for students to attend Responsible Driver Awareness courses during School time.
- 7.11. Follow up any breaches of guidelines associated with this policy in a prompt, fair and consistent manner and in keeping with the School's Collaborative Learning Community Plan Wellbeing Handbook.

The Head of House or the Assistant Deputy Principal, Wellbeing will:

- 7.12. Obtain from parents/caregivers the names of student drivers and permissions from parents/caregivers of any authorised passengers in their student driver's vehicle.
- 7.13. Comply with any State Government legislation.
- 7.14. Designate authorised parking areas for student vehicles.
- 7.15. Advise parents/caregivers that the School takes no responsibility for damage to any student vehicles parked on or adjacent to School premises.

- 7.16. Ensure that driver's licenses are sighted for authenticity.
- 7.17. Invoke standard internal disciplinary procedures if breaches of this policy occur.

Staff will:

- 7.18. Monitor the use of student vehicles and passengers travelling in those vehicles.
- 7.19. Make transport arrangements for excursions so as to minimise student vehicle use.
- 7.20. Report any concerns or breaches of this policy to the Head of House or to the Assistant Deputy Principal, Wellbeing.

Students will:

- 7.21. Obtain written permission from the Head of House and parents/caregivers prior to commencing driving to School.
- 7.22. Provide a copy of their driver's license, vehicle registration number and type of vehicle to the School.
- 7.23. Ensure their vehicle is roadworthy and appropriately insured.
- 7.24. Park in designated areas as directed by the School.
- 7.25. Not allow unauthorised passengers to travel in their vehicles to and from School and School activities.
- 7.26. Not transport other student passengers if the driver is the holder of a Learner's Permit.
- 7.27. Not use their vehicles as a place for recreation or leisure.
- 7.28. Follow sign-out procedures before leaving School grounds in student vehicles during school hours.
- 7.29. Drive in a responsible and lawful manner at all times and ensure that authorised passengers travelling in the vehicle use the appropriate restraining devices.
- 7.30. Be conscious of being identified as a student of the School whilst driving and therefore act appropriately at all times.
- 7.31. Give consideration to neighbouring residents of the School and adhere to all road traffic rules.
- 7.32. Advise the School of any change of vehicle and any related circumstances throughout the year.

Parents/caregivers will:

- 7.33. Undertake to support School policy by ensuring their student driver is complying with this policy and associated rules and procedures.
- 7.34. Provide written consent where student vehicles are to be used to transport students to school and school activities.
- 7.35. Seek permission from the Assistant Deputy Principal, Wellbeing of any alternative arrangement that needs to be considered to meet individual/particular circumstances.

The School Board will:

- 7.36. Support the School and its staff in the implementation of this policy.
- 7.37. Participate in the development, implementation and review of this policy.

The Principal has the final decision on any interpretation of this policy.

DEFINITIONS

- Bullying:** A worker is bullied at work if:
- a) a person or group of people repeatedly behaves unreasonably towards the worker or a group of workers; and
 - b) the behaviour creates a risk to health and safety.
 - *Bullying does not include reasonable management action carried out in a reasonable manner. Unreasonable behaviour includes victimizing, humiliating, intimidating or threatening.*
- Cyber stalking:** where messages are transmitted that either threaten or intimidate an individual to the point that they are concerned about their own wellbeing or personal safety.
- Degradation:** where gossip and rumours are used in an attempt to dissolve friendships that an individual may have with others or to tarnish the reputation of an individual. This method of bullying can grow into a serious problem because the messages can be distributed to large numbers of people in an instant.
- Discrimination:** when a person treats another unfavourably on the basis of race, colour, sex, sexual orientation, age, physical or mental disability, marital status, family or carer's responsibilities, pregnancy, religion, political opinion, national extraction or social origin.
- Flaming** *(also known as flame wars):*
an argument that takes place in chat rooms, forums, bulletin boards, instant messages or email. The use of capital letters, symbols and images (including emoticons) may be used to add emotion to an argument.
- Harassment:** is any type of behaviour displayed by a person or a group of people that the other person does not want and does not invite, and makes the person feel humiliated, intimidated, offended or frightened. It includes the sending of offensive messages to an individual or group. It is regarded as being very serious, particularly on occasions when direct threats are made (Headspace, 2009).
- Images or photos:** often in the form of images sent to the victim/s or overloading the individual with online content that contains repetitive or inappropriate images.
- Impersonation:** where someone pretends to be another individual and uses that victim's identity to damage his reputation or get him into trouble.
- Outing:** the public display or forwarding of any electronic personal communications such as text messages, images, emails or instant messaging. Reading out the saved messages on a person's mobile phone is a form of outing.
- Phishing:** when emails are sent from falsified email addresses (ACMA).
- Reasonable management action** – includes:
- a) setting reasonable performance goals, standards and deadlines in consultation with workers and after considering their respective skills and experience
 - b) allocating work to a worker in a transparent way
 - c) fairly rostering and allocating working hours
 - d) transferring a worker for legitimate and explained operational reasons
 - e) deciding not to select a worker for promotion, following a fair and documented process

- f) informing a worker about unsatisfactory work performance in a constructive way
- g) informing a worker about inappropriate behaviour in an objective and confidential way
- h) implementing organizational changes or restructuring
- i) performance management processes

Sexting: the sending or forwarding of provocative or sexual photos, messages or videos, generally using a mobile phone. It can also include posting this type of material online (ACMA).

Sexual harassment:

is any unwanted or unwelcome sexual behaviour, which makes a person feel offended, humiliated or intimidated.

Trolling: an outrageous message posted on a forum, chat sites, wiki to bait people to answer. Trolling is a form of harassment that can take over a discussion (ACMA).

Unreasonable behaviour:

means behaviour that a reasonable person, having regard to the circumstances, would see as victimizing, humiliating, undermining or threatening. It may be repeated or persistent behaviour and can refer to a range of behaviours over time, but in some circumstances may be 'one-off'.

Victimisation: means treating someone unfavourably because they have complained about discrimination, harassment or bullying, or because they supported someone who made such a complaint.

Websites: can vary from targeting social networking sites and personal websites. This includes posting comments, photos or images with the intention of causing harm.

RELATED DOCUMENTS/LINKS

1. Beyond Blue – www.youthbeyondblue.com or call 1300 224 636
2. Headspace – Headspace provides information, services and supports for young people aged 12 to 25 years. Visit www.headspace.org.au/headspace-centres to get in touch with your nearest headspace centre.
3. Kids Help Line – If you need to speak to a counsellor, call 1800 55 1800, 24 hours a day, 7 days a week or visit www.kidshelp.com.au
4. Lifeline – 13 11 14
5. Domestic Violence Helpline – 1800 800 098
6. Child Abuse Report Line – 13 14 78
7. Catholic Education SA Code of Conduct:
https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-23311/20141027_Code+of+Conduct_CT.pdf.
8. The School's Collaborative Learning Community Plan Wellbeing Handbook
9. CESA's Procedures for Dealing with Suspension and Expulsion (2012):
<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-8322/Procedures+for+Dealing+with+Suspension+and+Expulsion+23October2012.pdf>
10. 4 'R's

11. Restorative scripts
12. Restorative Reflection Sheets
13. Formal Restorative Agreement Template and Parent Letter
14. Teaching and Learning Practices Supporting Student Behaviour and Wellbeing
15. Blackfriars Whole School Approach to Building Positive Relationships and Well Being

POLICY IMPLEMENTATION

Responsibility for implementation, monitoring and review of the policy is vested at the level of the following levels:

All Teaching Staff, In particular Home Group Teachers and Wellbeing Team
School Executive

POLICY REVIEW

Frequency: Every 2 years
Next review date: August 2022

APPROVAL AUTHORITY / POLICY OWNER

Blackfriars Priory School