



Approved by School Board 16 August 2016

Our Lady of Mt Carmel - Behaviour Support Plan



1. Introduction

Our community of Brisbane Catholic Education (BCE) schools value an inclusive approach to student support to enable students to successfully complete their studies. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values. As Catholic educators, we hold fundamental beliefs that are foundational to our work with students, parents and colleagues. As such we value: our Catholic Christian tradition; dignity and justice for all; Catholic Christian community; high quality learning; collaboration and subsidiarity (shared wisdom); creativity; stewardship; and a mutual accountability.

In Catholic schools the goal of **formation in right behaviour** and **respectful relationships** occur in a supportive community where students are provided with models of Christ-centred living and where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

In the preparation of this document we acknowledge the support of other schools within our diocese in sharing research and experience. Our school community recognises that like all other educational approaches, this document and the practices within it, will require constant review and updating in the process of time.

2. School Vision and Mission Statement

By Prayer and Action, we follow Christ

Vision: Our Lady of Mt Carmel Catholic School seeks to be a place where children are educated in faith, life and learning so that they may take their places as purposeful people with the courage, wisdom and will to embrace the work of Jesus through Gospel values to build a better world.

Mission: Our Lady of Mount Carmel Catholic School is an inclusive and compassionate community where the partnership of parents and school, supported by our parish communities, is committed to growing and nurturing our young people in faith and learning that is life-long and life-giving.

3. Rationale

Our Lady of Mt Carmel Primary School, in partnership with the wider community, is committed to providing the best possible educational opportunities for all students within a safe and respectful learning and teaching environment.

All members of our school community are encouraged and expected to involve themselves in supporting the goals of OLMC's Behaviour Support Plan by: nurturing the enjoyment of learning; by conducting themselves as responsible, respectful community members; and by managing themselves appropriately. This supports our school motto *"By Prayer and Action we follow Christ"*.

Behaviour management fits within the broad educational context. Teachers need to establish order in their class, and then respond flexibly to student management issues. The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging and reinforcing appropriate behaviour; and the timely correction of inappropriate behaviour.

4. Context statement

Our Lady of Mt Carmel is a co-educational primary school catering for students from Prep to Year 6. The school is part of the Archdiocese of Brisbane Catholic Education community of schools, providing high quality, inclusive teaching and learning to meet the needs of our community of learners.

With a current enrolment figure of 538 students from Prep to Year 6, the school prides itself on the unique sense of community that exists at Mt Carmel.

5. Beliefs about behaviour and learning

At Our Lady of Mt Carmel, we are committed to providing the best possible educational opportunities for all of our students in an environment where all members of our community feel safe and valued, and where social and academic learning outcomes are maximised for all through *quality practices in all areas of curriculum, interpersonal relationships and school organisation*.

The school community holds the following beliefs about behaviour and learning:

- We believe that student behaviour affects and is affected by the context and behaviour of others.
- We believe that students need to be taught expected school behaviour through explicit teaching, modelling, scaffolding and rehearsal of skills and strategies.
- We believe that expectations about behaviour choices and their consequences, both positive and negative, need to be clear and consistent.
- We believe that a student's capacity to make responsible behaviour choices comes about through the building of positive and open relationships between parent/s and school staff.
- We believe that positive relationships are critical for maximizing appropriate behaviour and achieving learning outcomes.
- We believe that appropriate behaviour is foundational to a positive learning environment.

6. Code for Peaceful Relationships

The development of right and peaceful relationships is an important part of our pastoral care approach at Our Lady of Mt Carmel.

Our *Code for Peaceful Relationships* summarises in a positive and empowering way, the behavioural expectations of **all** within our community.

The rules that make up our *Code for Peaceful Relationships* and support our School Motto, "*By Prayer and Action we follow Christ*" are:

- **Speak to Please.... treat others with respect**
- **Participate & Cooperate**
- **Care for the environment**
- **Act Safe and Be Safe**
- **Be an Active Learner - MTC-PB**

See Appendix 1: OLMC Code for Peaceful Relationships Poster

Enacting our *Code for Peaceful Relationships* would include the following examples of behavioural expectations:

See Appendix 2: Behaviour Expectations - Code for Peaceful Relationships

Our Lady of Mt Carmel Code for Peaceful Relationships Behavioural Expectations

By Prayer and Action we follow Christ

Speak to Please.... treat others with Respect

Speak with respect and courtesy to staff.

Speak with respect and courtesy to peers and others.

Understand and have empathy for others.

Listen attentively.

Use appropriate volume and tone of voice when interacting with others.

Participate & Cooperate

Show a positive and enthusiastic attitude.

Cooperate with peers/adults in group activities.

Follow class and school rules.

Look for opportunities to include others in activities in class and at play.

Wear the school uniform with pride.

Respond to bell times promptly.

Avoid being influenced by others' wrong choices.

Accept responsibility for own actions.

Act Safe and Be Safe

Show consideration for own and others' safety.

Play appropriately in all areas of the school.

Assist others in need.

Keep hands and feet to yourself.

Care for the environment

Show care and respect for all areas of the school grounds, classrooms and equipment.

Respect own and others' property.

Ensure all rubbish is placed in bins.

Be an Active Learner - MTC-PB -

Strive to reach your Personal Best.

Manage; Think; Create; Persist; Be Brave.

Focus on set tasks without prompting.

Complete set tasks within time limits.

Accept responsibility for own work.

See Appendix 4: Code for Peaceful Relationships Behavioural Expectations Teaching Matrix – provided to teaching staff

7. Rights and responsibilities of all school community members

The development of right and peaceful relationships is accompanied by specific rights for all members of our community. The acceptance by our community members of these rights brings with them responsibilities that need to be adhered to. These rights and responsibilities are outlined below.

Appendix 3: OLMC Community Rights and Responsibilities

Our Lady of Mt Carmel Rights and Responsibilities <i>By Prayer and Action we follow Christ</i>	
Student Rights and Responsibilities	
I have the right to....	Therefore, it is my responsibility to...
be valued and treated with respect and dignity.	respect and value others, their opinions, possessions and school property.
feel safe; keep myself safe; and learn in a supportive and stimulating environment.	Act safely, keep others safe and actively participate in all teaching and learning experiences.
have achievements and successes recognised.	be the best that I can be.
Staff Rights and Responsibilities	
I have the right to....	Therefore, it is my responsibility to...
be valued and treated with respect and dignity.	respect and value others with the same respect and dignity.
feel safe; keep myself safe; and work in a supportive and stimulating environment.	provide inclusive and engaging curriculum and teaching. Keep others safe.
work collaboratively with the school community.	encourage and support relationships within the community.

Parent Rights and Responsibilities

I have the right to....	Therefore, it is my responsibility to...
be valued and treated with respect and dignity.	respect and value others with the same respect and dignity.
feel safe; keep myself safe.	be informed about student behaviour and consequences. Keep others safe.
positively support class/school behaviour expectations and use appropriate grievance procedures.	be an active partner in the learning and development of my child.
be part of an open and respectful dialogue between myself and my child's teacher/s.	be an active partner in the learning and development of my child.

8. Celebrating Success

Celebrating students' efforts in the area of behaviour development and self-management is very important, both on an informal and formal basis, and on a class and whole school basis.

At Our Lady of Mt Carmel Primary School, we celebrate successes both **academic** and **personal**, including behavioural choices, in many different ways. These include:

- Praise/encouragement/reward (verbal/non-verbal/written)
- Individual class-level rewards e.g. stamps, stickers, free time/student choice activities
- Whole class rewards e.g. games, sport, free time
- Student of Week Awards, I Spy Awards at assembly each week
- End of term Carmel Awards
- Public displays of work (classroom, library, newsletter)
- Sharing great work with others (Principal, APRE, APA, PLL, other class teachers and parents)
- Whole school celebrations e.g. Concert, Talent Show, Whole School Liturgies, Mission Day, Book Week, Catholic Education Week, Under 8s Week

9. The Three Dimensional Approach to Prevention

See Appendix 4: OLMC Teaching Matrix - Code for Peaceful Relationships provided to teaching staff

Dimension I - Whole school/class preventative strategies

At Our Lady of Mt Carmel Primary School, we address the behaviour support needs of all students within a whole school context. This approach means that everyone is committed to the provision of a safe and supportive learning environment.

Our whole school approach provides a supportive learning environment through:

- Explicit teaching of expected behaviours using our MTC-PB Learning Tools, our Code for Peaceful Relationships (supported by Teaching Matrix) and our Rights and Responsibilities
- Open communication with the school community concerning our *Code for Peaceful Relationships*
- Shared school values and a positive inclusive culture
- The establishment of programs (e.g. Pastoral Care) and procedures that address child protection issues concerning harassment, bullying and violence
- Management of incidents through clear and well defined processes
- Supporting our students and building strong community relationships
- Quality teaching using best practice pedagogy with adjustments made where necessary allowing all children the opportunity to progress as learners and access the curriculum

Dimension II - Small group support and intervention

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Parents and caregivers are involved in the support through the classroom teacher. This may also include support from Administration, ST-IE and Guidance Counsellor.

When a student requires support in the classroom setting, this support is aligned with our positive school behaviour plan.

Strategies used for targeted behaviour support can include:

- **Curriculum adjustment** - adjusting class work, working with peers or ST-IE or School Officers.
- **Verbal cues** - verbal reinforcement used every day in the classroom and playground; targeted direction giving
- **Non-verbal cues** - body language (smile, thumbs up); proximity of teacher to student
- **Communication within the school community** - communication with parents through all stages of targeted behaviour with the aim of building a productive partnership.

Teachers keep a record of both the student behaviour and the strategies implemented in order to gauge when more intensive support is required.

Students identified as requiring more intensive support may require an Individual Behaviour Plan. A team approach is used to formulate and record strategies for the Individual Plan.

Teachers, Administration, the Guidance Counsellor, and the Support Teacher Inclusive Education are involved in the collaborative process of preparing the Individual Behaviour Plan. This plan aims to have students accept responsibility for their current behaviour and undertake a process to bring about positive behaviour change.

Dimension III - Individual support and intervention

Intensive behaviour support is required to support those students who are exhibiting a high incidence of challenging behaviour. These students often display significant educational underachievement due to their inappropriate behaviour. This in turn contributes to classroom disruption and conflicts with the values of Our Lady of Mt Carmel School which respects the rights and responsibilities of all members of our community.

To fully understand the severity of the problem behaviour, a functional behavioural assessment may be administered. This assessment focuses on identifying significant social, affective, cognitive, and or environmental factors associated with the occurrence and non-occurrence of specific behaviour. The assessment allows personnel to select and implement interventions to address problem behaviour. The individual behaviour support plan is reviewed regularly through the collection of further data. Parent involvement must continue through all stages to ensure a productive partnership exists between the parents and the school.

10. Consequences for a breach of the Code for Peaceful Relationships

Although Our Lady of Mt Carmel School focuses on pro-active strategies that encourage students to adopt a positive attitude towards their studies and behaviour, it is essential that students realise that if they make inappropriate decisions then specific consequences will be immediately implemented.

A consequence is the stated (or negotiated) outcome that relates to irresponsible behaviour.

Consequences will be:

- supportive
- fair
- logical
- consistent
- timely

In the early stages of correction, the general aim is to modify inappropriate behaviour and have the individual back on task in the learning environment with minimal disruption to his/her learning and to the environment itself. This is the rationale of the “least intrusive” approach. Similarly, the intervention strategies for students with persistent behaviour issues are generally supportive management strategies. However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical response, aimed at reducing the disruption to the safe learning environment, encouraging student reflection on behaviour in the interests of developing self-responsibility, and providing reparation and restitution to those who may be the ‘victims’ of the behaviour.

Where a pattern of inappropriate behaviour on the part of an individual student becomes evident or an instance of inappropriate behaviour is especially significant or serious, a consistent and coherent process of response has been established ie. A process for the management of inappropriate behaviour, including parent communication. This process exists as a demonstration of duty-of-care to the benefit of individual students in balance with preserving the collective rights of others. Our plan recognises and reinforces that *there are always consequences arising from our actions and decisions.*

If a student is not making positive choices to follow the class or school rules, our school community recognises that there are levels of behaviour support that a student may move between.

OLMC Classroom Behaviour Intervention Steps

1. Warning – rule reminder/redirect to the learning

2. Time Out in Classroom - Students reflect on behaviour choices:

Relate thinking to Code for Peaceful Relationships & Rights and Responsibilities

What were you doing?

What were you supposed to be doing?

How did your behaviour affect others/yourself?

What will you do differently?

Do you need help modifying your behaviour?

3. Time Out in Buddy Class - Student sent to a Buddy class to think about behaviour choices, complete Reflection Form (see Appendix 5) and any other work that may need completion.

4. Time Out Room – Lunchtime – Student sent to Time Out Room (1.20pm – 1.45pm) to reflect on behaviour choices. Supervising teacher to complete 1 to 1 Reflection Process with student to bring about positive behaviour learning. Please note that the Time Out Room is also intended for inappropriate play and students may be sent from the playground for the duration/remainder of the play break if their behaviour is deemed unacceptable by teacher on duty (See Appendix 6 Playground Incident Report). Three visits to the Time Out Room will result in a letter (See Appendix 8 – Time Out Room Letter – 3 visits) being sent home requiring a signature from the child's parent and returned to Admin the next day. Teachers from Early Years classes may choose to exercise a scaled down version of Lunchtime Timeout (e.g. 5 or 10 minutes time out in Junior lunch area supervised by teacher on duty)

5. Principal/APA/APRE/PLL – Student sent to the Office and behaviour dealt with. Parents will be contacted at the discretion of Administration Team Member based on the severity of behaviour.

- Any student that refuses to go to the Buddy Class or misbehaves in Buddy Class is referred to Administration.

- Administration Staff will speak to the student and keep them in the office area to complete their reflection form. Parent may be contacted at the discretion of Administration team member.
- If the student remains non-compliant or unsettled the parent is phoned and given the following options:
 1. Speak to their child on the phone.
 2. Withdraw the child for the desired time required to calm down and reflect.
 3. Parents are called to school.
- For serious incidents documentation by Administration will occur. Serious incidents will be recorded on Brisbane Catholic Education Student Behaviour Support Database. The completed reflection form will be copied and sent home with a letter or phone call explaining the situation. The parent of the student may be required to contact administration to discuss the serious behaviour observed.

N.B: In the case of severe misbehaviour, the teacher may need to withdraw a student immediately to Administration. Teacher discretion will always apply to the implementation of these steps.

Formal Sanctions

It is an expectation that formal sanctions (detention/suspension/exclusion) are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action should appropriately balance the best interests of the student and the safety and the right to learn of other members of the school community.

The processes associated with formal sanctions assume that:

- Students, parents/caregivers and teachers have been fully informed about the school's Student Behaviour Support Plan, Code for Peaceful Relationships and our Rights and Responsibilities.
- Teachers are fully conversant with the school's process for formal sanctions.
- Parents/caregivers have been informed that a serious problem exists as soon as it is identified.
- Adequate consultation has occurred with all stakeholders to best support the student.

Rules and sanctions within our Student Behaviour Support Plan recognise pastoral care as the distinctive feature. They:

- are cooperatively formulated, positive in orientation and purposeful
- are just and reasonable and convey a sense of forgiveness
- encompass a range of options that are related to the disruptive behaviour
- are supported and enforceable
- contribute to the development of justice in the class/school
- foster responsibility for actions
- positively contribute to changing, healing and restorative practices

11. Process for Appeals - Grievance Process

Any parent, staff member or student who feels that our Behaviour Support Plan is not being implemented appropriately has the right to have their grievance/s addressed. It is important that any such grievance is kept confidential.

Students:

- Arrange a time to speak with the teacher
- Arrange a time to speak with another teacher, Principal or Guidance Counsellor

Parents:

- Arrange a time to speak with the teacher
- Arrange a time to speak with another teacher, Principal or Guidance Counsellor
- If not satisfied with School's response, approach the school's Area Supervisor

Staff:

- Arrange a time to speak with the person concerned
- Arrange a time to speak with another staff member, the Principal, Guidance

Counsellor or staff from ACCESS:

- If not satisfied with School's response, approach the school's Area Supervisor

The school follows Brisbane Catholic Education Guidelines for appeals against formal sanctions (suspension, detention and exclusion). The Guidelines specify certain processes which must be followed in each case of formal sanctions.

12. Our Lady of Mt Carmel Anti-Bullying Policy

The Principal and all staff are committed to doing everything they can to provide the children of Our Lady of Mt Carmel with a safe, secure and nurturing environment in the school and in all activities in which the school participates.

We acknowledge that every member of the school community has the right to experience respectful and positive relationships in a pleasant, safe and supportive environment. Bullying and harassment in the school in any form in relation to any member of the school community will be discouraged in the most active manner possible.

Appendix 3: OLMC Community Rights and Responsibilities for students, staff and parents

What is bullying?

Definition

“Bullying is the deliberate hurting of another person by a more powerful person or group of persons. It can be physical, verbal or psychological. It is typically a repeated behaviour.

Possible Impact of Bullying

It is now known that bullying can have tragic consequences for some children and young people.

The possible effects of being bullied may include:

- Mental Health - Low self-esteem - Anxiety - Depression - Suicidal thoughts
- Physical Health - Somatic complaints - Poorer health - Self harm
- Social Effects - Loneliness - Fewer friends - Rejection by peers
- Other Effects - Dislike of school - Truancy - Lower academic achievement

Long-term Effects: Those who bully others frequently are more likely to be involved in issues as an adult. Those who are bullied frequently are more likely to develop interpersonal difficulties as an adult.

Types of bullying behaviours:

Physical - pushing, spitting, kicking, hitting, damaging or defacing property, stealing, hiding property, offensive hand or body gestures, unnecessary and unwelcome physical contact (patting, brushing up against a person), locking in a closed or confined space, threatening with a weapon, hurting another person.

Verbal - mocking, making fun of someone, name calling/insults, sexual or suggestive remarks, teasing, intimidating or obscene phone calls/SMS/email, imitating someone's accent, gossiping, spreading rumours, humiliating, offensive jokes/ditties, threats of violence.

Other - stalking/ being followed, extortion, excluding a person, threatening to reveal personal information, putting offensive material on the internet/email, criticising

or belittling a person because of his/her sexual preference, continually ignoring a person, playing a dirty trick, manipulating others to achieve rejection.

How do we prevent bullying?

“It is not one single ingenious thing that makes a difference, but the sum of many small moves”

At Our Lady of Mt Carmel, we:

- have a whole school anti-bullying policy
- provide specific anti-bullying curriculum in personal development lessons and mentor group programmes e.g Pastoral Care
- embed bullying topics in other curriculum areas, such as Drama and English identify Student Protection Contact staff (Guidance Counsellor, Principal, APA)
- raise awareness of bullying through newsletter articles, guest speakers and performers, parent information evenings and assemblies
- provide a variety of lunchtime activities for students
- provide adequate supervision during breaks ensuring high visibility of duty staff
- use camps, sport, outdoor education and other co-curricular activities to promote pro-social behaviours
- have teachers and other staff members model respect to students and to each other
- have a diminished culture of ‘dobbing’; instead we foster the culture of “It’s O.K. to tell”
- keep abreast of current research and best practice on bullying and harassment

How do we respond to bullying?

At Our Lady of Mt Carmel, we:

- investigate and address any reported bullying, never ignoring reported or observed incidents
- provide counselling to students involved in bullying incidents, both the student who is bullying and the student being bullied
- liaise with parents of students involved in bullying, both the student who is bullying and the students being bullied
- use educative consequences to help students involved with bullying learn alternative behaviours
- provide mediation for students who are unable to work out their own differences
- empower the student who has been bullied by providing strategies they can employ
- acknowledge hurt no matter how trivial the incident may appear

How Can We Help Support this Policy?

What can students do to help?

- work with all members of the school to promote the message that it’s “O.K. to tell”
- participate in school anti-bullying programmes
- follow policy procedures if they are involved in or witness a bullying incident

What do you do if you are being bullied?

If you can.....

- walk away
- ignore, try to show no reaction (do something else or talk to friends)
- use “I” statements eg. “I don’t like it when you tease me”
- make friends, try to avoid being isolated
- try to work it out: ask them why they are giving you a hard time
- joke about it
- tell yourself you are not to blame, you don’t deserve to be bullied

For all of these.....

- stand up for yourself and act confidently
- hold your head up
- look the other person in the eye
- stand straight with shoulders back
- stand your ground when talking

And if things don’t improve.....

- get help by speaking to someone you trust. This could be your parents, a friend, a teacher, Guidance Counsellor, Assistant Principal, or Principal.

What can parents do to help?

- Liaise with school staff when their child is involved in a bullying incident.
- Recognise that there are limitations around privacy and accept that the school is only able to communicate with you about your child and their support and/or consequences.
- Recognise that all children are learning to interact with their peers.
- Provide support to their child when he/she talks about bullying.
- Encourage their child to report bullying incidents if they observe them.
- Supporting your child in dealing with bullying and harassment.
- Pause to listen and understand – Your child needs to know you understand how they feel. Listen patiently, ask questions and try to understand how they feel without blaming or giving advice.
- Problem-solving – Help your child to think of different ways to solve the problem. Getting them to think of their own solutions first will help them become more confident at solving problems. If they get stuck, give them some time to think. After they have had time to think, explain that you have some ideas if they would like some help.
- Making a Plan – Ask your child to choose an idea from those raised by your child or you. Respect your child’s choice even if it is different to your own. Talk with your child about how you can help.
- Following-up – Check with your child about how their plan went and, if necessary, go through all the stages again to come up with a different plan. If the problem seems to be getting worse, or if you are concerned about your child’s safety, you should speak with someone at the school (Teacher, Guidance Counsellor, Assistant Principal or Principal).

What can staff do to help?

- Create a classroom with a positive emotional environment.
- Model respect to students, parents and other staff members.
- Explicit teaching of friendship skills.
- Use incidents as they occur to teach pro-social behaviour.
- Not tolerate put-downs of students by other students.
- Encourage the development of self-esteem in their students.
- Never ignore observed or reported bullying incidents in the classroom or playground.
- Listen to students. Never accuse a student of “dobbing” when reporting bullying.
- Recognise that all children are learning to interact with their peers.
- Recognise that there are limitations around privacy and accept that the school is only able to communicate with parents about their child and proposed support and/or consequences.

Concluding Statement on the Bullying Policy

This policy reflects a whole school approach that serves as a declaration of Our Lady of Mt Carmel to the commitment of action towards preventing and minimising bullying.

13. Data collection

- Teachers record classroom data in a variety of ways (eg Diary/record sheet).
- Behaviour for serious breaches of the Code will be recorded via the Brisbane Catholic Education Student Behaviour Support database to collate relevant data.
- Functional Behaviour Assessments

14. Links to related school philosophies/policies

- MTC- PB Learning Tools
- Vision and Mission Statements
- Code for Peaceful Relationships
- Our Lady of Mt Carmel Community Rights and Responsibilities
- OLMC ICT Acceptable Use Policy

15. Appendices

Appendix 1: OLMC Code for Peaceful Relationships Poster

Appendix 2: OLMC Behaviour Expectations - Code for Peaceful Relationships

Appendix 3: OLMC Community Rights and Responsibilities

Appendices 4-10: provided to teaching staff

Appendix 11: OLMC ICT Acceptable Use Policy



Peter Delaney | Principal

Our Lady of Mt Carmel Catholic Primary School, Coorparoo

Appendix 1: OLMC Code for Peaceful Relationships Poster

Code for Peaceful Relationships are:

By Prayer and Action we follow Christ

- **Speak to Please.... treat others with Respect**
- **Participate & Cooperate**
- **Act Safe and Be Safe**
- **Care for the environment**
- **Be an Active Learner - MTC-PB**

Appendix 2: OLMC Behaviour Expectations - Code for Peaceful Relationships

<p style="text-align: center;">Our Lady of Mt Carmel Code for Peaceful Relationships Behavioural Expectations</p> <p style="text-align: center;"><i>By Prayer and Action we follow Christ</i></p>
<p>Speak to Please.... treat others with Respect</p> <p>Speak with respect and courtesy to staff Speak with respect and courtesy to peers and others Understand and have empathy for others Listen attentively Use appropriate volume and tone of voice when interacting with others</p>
<p>Participate & Cooperate</p> <p>Show a positive and enthusiastic attitude Cooperate with peers/adults in group activities Follow class and school rules Look for opportunities to include others in activities in class and at play. Wear uniform with pride Respond to bell times promptly Avoid being influenced by others' wrong choices Accept responsibility for own actions</p>
<p>Act Safe and Be Safe</p> <p>Show consideration for own and others' safety Play appropriately in all areas of the school Assist others in need</p>

Care for the environment

Show care and respect for all areas of the school grounds, classrooms and equipment.
Respect own and others' property
Ensure all rubbish is placed in bins.

Be an Active Learner - MTC-PB -

Strive to reach your Personal Best
Manage; Think; Create; Persevere; Be Brave
Focus on set tasks without prompting
Complete set tasks within time limits
Accept responsibility for own work

Appendix 3: OLMC Community Rights and Responsibilities

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have achievements and successes recognised.	be the best that I can be.
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work collaboratively with the school community.	encourage and support relationships within the community.

Parent Rights and Responsibilities

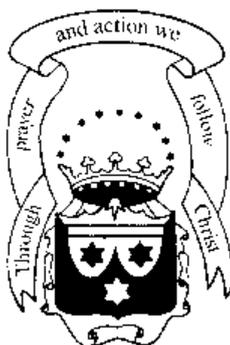
I have the right to....	Therefore, it is my responsibility to...
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feel safe; keep myself safe.	be informed about student behaviour and consequences. Keep others safe.
positively support class/school behaviour expectations and use appropriate grievance procedures.	be an active partner in the learning and development of my child.
be part of an open and respectful dialogue between myself and my child's teacher/s.	be an active partner in the learning and development of my child.

Appendices 4-10: provided to teaching staff

Appendix 11: OLMC ICT Acceptable Use Policy

MT CARMEL SCHOOL

STUDENT AND PARENT ICT ACCEPTABLE USE POLICY



Information and Communication Learning Technology (ICLT) has become of critical importance to schools in facilitating and supporting learning, teaching and other administrative activities for teachers, students, parents and administrators.

Mt Carmel School has established significant computing and communication resources to support these activities. These resources include:

- All network services, computer equipment and software, owned or used under license by Brisbane Catholic Education Centre and the School;
- Computer facilities maintained by other bodies but available for use through an agreement or agreements with Brisbane Catholic Education.

Mt Carmel School is bound by legislation and good stewardship of resources to ensure the appropriate use of its ICLT. Increased legislation relating to ICLT is requiring all organisations to review their internal policies and procedures to ensure compliance.

ICLT resources are supplied in line with the following principles:

- access to ICLT is provided subject to **need and availability** of resources;
- privacy, confidentiality and respect of the **personal rights of others** is maintained;
- the importance of the **cost-efficient use** of the ICLT is recognised;
- users engage in **ethical, legal and responsible use** of ICLT.

The *ICLT Policies* described herein have been developed to inform users of their rights, responsibilities and obligations when using ICLT resources, consistent with Brisbane Catholic Education's requirements that all such resources are used in an ethical, legal and responsible manner.

Policy Update

This policy will be updated as necessary. All attempts will be made to adhere to the above policy, but particular circumstances (such as technological advancements) may require the Principal to depart from the stated policy.

Conditions of Use of Mt Carmel Primary School ICLT Resources Policy

i. By accessing and using the ICLT resources provided by Mt Carmel School, you are agreeing to abide by these Conditions of Use of Mt Carmel School ICLT Resources Policy.

i. These conditions apply to all Mt Carmel ICLT resources, regardless of how they are accessed. This includes access to all installed computers, through users own hardware (for example, personal laptops/tablets, SmartPhones or other similar technology) whether wired or wireless, or remote access over the Internet through users' own resources.

i. While staff and students (in particular, ICLT staff engaged by the School) may be called upon in the course of their duties to undertake activities beyond those permitted by the terms of this Agreement, it is expected that any such activities undertaken must be done in accordance with the spirit of this statement.

Ethical, Legal and Responsible Use of ICLT Resources

i. Mt Carmel School requires all users of its ICLT resources to do so in an ethical, legal and responsible manner.

i. Users of Mt Carmel ICLT resources must be aware that use of these resources are subject to the full range of laws that apply to the internet, communications and to the use of computers, and Our Lady of Mt Carmel School policies. Such law and principles includes users' obligations in relation to copyright, intellectual property, breach of confidence, defamation, privacy, bullying/harassment, vilification and anti-discrimination legislation, the creation of contractual obligations, and other civil and criminal laws.

i. Mt Carmel School ICLT resources must not be used for unauthorised commercial activities or unauthorised personal gain. Actions performed using Mt Carmel ICLT resources must comply with the terms of any licence agreed to for the use of software programs and other online resources.

Copyright and Intellectual Property Rights

i. Users must not, through the use of Mt Carmel ICLT resources, copy, download, store or transmit material which infringes copyright or the intellectual property rights of others without appropriate approval. Such material includes music files, movies, videos or any other form of media.

i. Users should be aware that actions performed using computer and network resources, regardless of any disclaimers that might be made, ultimately reflect on our educational institution and community as a whole. This is particularly relevant where users post or submit material in a way that makes it publicly available over the internet.

Security and Privacy

i. Users have a role to play in ensuring the security and privacy of information transmitted by use of the ICLT resources. Users are issued with unique usernames and passwords, which should be kept strictly confidential at all times.

i. Users must protect systems, information and accounts by:

- Using access to ICLT resources only as authorised;
- Respecting the privacy and confidentiality of information that they may come across through access to the resources;
- Only downloading, installing or using authorised software;
- Reporting any breach or prospective breach of network security to a teacher;

i. Unacceptable conduct by users which could result in a breach of security or privacy includes:

- Disclosing private or confidential information to unauthorised persons;
- Gaining unauthorised access to any systems by any means;
- Using Mt Carmel ICLT resources to attack or compromise another system or network;

- Downloading, installing or using unauthorised software programs;
- Deliberately installing computer viruses or other malicious programs;
- Accessing or intercepting others' electronic communications without permission.

i. Users should not, as a general rule, display personal information about themselves in a way that is publicly available. Where such disclosure is made through authorised avenues (for example, by the use of email or an official website), users should be aware that invasions of privacy may sometimes occur and it is outside Mt Carmel's control to prevent such instances from occurring.

i. Users are reminded that email should not be used to send sensitive and confidential information.

i. Users must, however, be aware that the operation and maintenance of ICLT systems often requires the backup and caching of data, the logging of activity and the monitoring of general usage patterns and as such, complete confidentiality and privacy cannot be guaranteed. Mt Carmel School may also be required to inspect or provide copies of electronic communications where obliged to by law, or where the investigation of possible misuses of ICLT resources is required.

Breaches of these Conditions of Use

i. The breach of these Conditions of Use will be taken seriously and may result in disciplinary action being taken.

i. Examples of possible consequences range from loss or restriction of access to ICLT resources, to formal disciplinary action for breach of Student Welfare and Management Policy (students) or Code of Conduct (staff). Cases of serious, deliberate, and/or criminal breach will be referred to external authorities and may result in civil or criminal proceedings.