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Parents take an active interest in the School, and appreciate open and effective communication. The School seeks to respond to parent and family needs and to engender trust, fairness, equity and respect for all people who comprise our community students, staff and parents. Indeed, The Cathedral School works in partnership with parents and demonstrates a commitment to quality and accountability.

The Cathedral School is committed to a Christian education that encourages students to develop to their potential in all fields: academic, social, sporting, technological, creative and spiritual. To this end, we have introduced a number of valuable programs: Leadership Development in Years 11 and 12, Toastmasters, Debating at House and School level, the Year 7 - Year 11 Development Days, House and School Drama and Musical Productions. We also have a

Teal 11 Development Days, Flouse and eshoot Drama and Musical Floudetions. We also have a

Education up to Year 10, a Leos Club and a Year 10 Community Service Program. The culture we foster is sup

1.0 PRINCIPLE

The school recognises that all members of its community and other relevant stakeholders, including students, parents, Teachers, auxiliary staff and administrators, have certain rights and responsibilities which the School is determined to safeguard. These are rights to:

an education a safe environment justice tolerance, and respect.

2.0 EMOTIONAL INTELLIGENCE

It is expected that all students will actively develop their own emotional intelligence on the understanding that it will be very helpful in their ability to manage their own behaviour in the wide range of situations that schools provide. In the majority of cases, there is a reason why students misbehave. Where appropriate, it is necessary for students to have an opportunity to explore the underlying reasons and where possible to work through the problem in order to reduce the chances of the inappropriate or anti-social behaviour recurring.

3.0 OBJECTIVE

Our Behaviour Management Policy is designed to strengthen communication between parents,

values and attitudes fostered in the School Chapel, the classroom and Tutor group. In order for students to achieve their potential, the School insists that all its members should be able to feel safe and valued, and behave towards each other in ways that are:

respectful
reasonable
responsible
supportive
caring and considerate
dignified
fair and just

4.0 PURPOSE

All members have a responsibility to behave well towards others, whether they are students, Teachers, parents or administrators, and treat them with respect. The School community only functions properly if we accept our responsibilities. To ensure this, all members of the Middle and Senior School must abide by this Behaviour Management Policy and observe its rules and procedures.

5.0 BULLYING

At The Cathedral School, the act of bullying is given careful consideration in the Behaviour Management

6.0 RIGHTS AND RESPONSIBILITIES STUDENTS

Rights	Responsibilities
TO: Learn	TO: Follow school rules and policies Be cooperative Be punctual Be prepared for classes with all required equipment Enable others to learn without interference Keep up to date with work and to allow/help others to learn Participate in all activities to the best of their ability
TO: Develop the ability to make good decisions	TO: Demonstrate good decision making Demonstrate self-control Take responsibility for personal decisions Develop independence and initiative Develop emotional intelligence
TO: Be treated with respect and fairness	TO: Support the Anglican ethos of the School Be honest Treat all people fairly and with respect Be polite Express ideas in an appropriate manner Think before speaking Offer an apology when necessary Follow directions when given for the good of the community and/or self
TO: Have a clean and safe school	TO: Allow others to feel safe at school by not using physical and/or verbal bullying Be aware and avoid placing anyone (self and others) in potentially harmful situations Keep the school clean of litter Report concerns about safety at school Take care of school property and respect the property of others Wear the correct school uniform appropriately at all times

7.0 RIGHTS AND RESPONSIBILITIES TEACHERS

Rights	Responsibilities
TO: Teach without interference by students	TO: Structure learning activities to cater for the individual needs of all students Uphold the Behaviour Management Policy Set consequences for inappropriate class behaviour
TO: Be treated with respect	TO: Treat all people with respect and fairness Assist students to be aware of their rights and responsibilities Provide an appropriate social model within the school Clearly communicate expectations to students Be supportive of the Anglican ethos of the School Find opportunities to develop emotional intelligence in themselves and their students
TO: Have a clean, safe working environment	TO: Assist in making the school a safe and clean place Care for people and property within the school
TO: Receive help and support when required	TO: Undertake self-evaluation Provide professional support for colleagues Access professional development

8.0 RIGHTS AND RESPONSIBILITIES PARENTS

Rights	Responsibilities
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TO:

Expect a safe and secure environment for your child
Express opinions regarding school matters
Be respected and treated fairly by
Teachers and students
Have access to school personi sl sat DC

9.0 SCHOOL RULES

Adherence to these rules will help the School to run more efficiently and enable it to serve you better.

9.1 Philosophy:

It is expected that students will be courteous and respectful at all times. Students of the school are expected to use their common sense at all times.

Students are to practise safe and legal use of bikes, scooters and skateboards
Students travelling on school buses or via public transport service are required to abide by the
Queensland Code of Conduct for School Students Travelling on Buses and the School Rules.

tiredness
psychosomatic complaints: frequent headaches, stomach aches
bedwetting usually in younger children
loss of appetite
unexplained bruises and injury
torn clothing
sleeping disorders

Emotional

personality changes from confident to loss of confidence, impulsive hitting out and swearing sudden outbursts of temper being particularly negative and difficult towards siblings at home lethargy, apathy swings in mood depression

Social

withdrawal from social activities with peers withdrawal from extra curriculum activities constantly being with Teacher on duty at break times constant use of library at break times

Other signs from home

requests to change transport arrangement to and from school requests for extra money valuables from home sudden reluctance to do things in the community (eg. go to the shops, swimming pool etc.).

12.0 ANTI-SOCIAL BEHAVIOUR AND BUILDING RESILIENCE

All members of the school community must clearly demonstrate a commitment to supporting each other in the implementation of this policy and procedures in a regular and consistent manner.

12.1 Prevention Strategies for the Whole School

Increase awareness of the Behaviour Management Policy

Clear statements in School Handbook, School Diary, Website and Prospectus Increase awareness of the policy across school community through PD lessons, assemblies and the Tatler

Informing parents on Orientation Days of the Behaviour Management Policy

Potential risks

Modelling appropriate behaviour especially:

tolerance and acceptance of individual differences assertive behaviour versus aggressive behaviour use of alternative conflict resolution strategies demonstrated emotional intelligence cooperation and teamwork emphasised active observation and looking for signs of distress in students records of incidents are mainta policy via the appropriate lines of communication

12.2 Policy implementation to be monitored and reviewed.

Continually review structures, systems, and groups within the school to see that they are operating in a way that fosters pro-social behaviours.

12.3 Prevention Strategies through Tutor groups and the house pastoral care system

Find opportunities to increase awareness of what acceptable behaviour is (through discussion, role playing, suggestion box, poster competitions etc)

Promote and reward resilient behaviours

Promote a collective responsibility: encourage students to be active bystanders and interventionists

Display posters about pro-social behaviours

Remind students that there is always someone to talk to about troubling matters friend, Tutor, Dean, Chaplain, Head of School, Counsellor, Teacher, student leader, parent etc Training and implementation of

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APPENDIX A. MIDDLE SCHOOL BEHAVIOUR MANAGEMENT	STAFF RESPONSE	

studen position at the school is in jeopardy and request an interview with the parents/ guardians.

APPENDIX B. SENIOR SCHOOL BEHAVIOUR MANAGEMENT STAFF RESPONSE				
Behaviour Management Stages	Displayed Behaviour	School Response*		

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