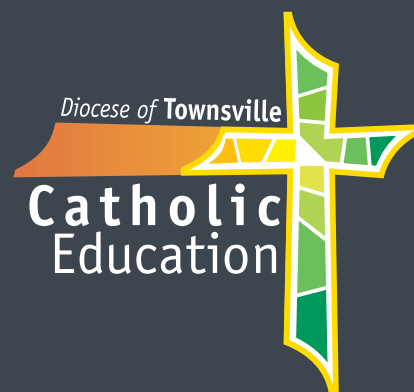


STUDENT CODE OF CONDUCT



INTRODUCTION

Our Catholic schools are places where culture and faith coexist, and the dignity of the human person is valued. They foster a Catholic education rooted in the Gospel values of love, reconciliation, inclusion, justice, compassion, abundance of life, and community.

By embodying these Gospel values, we seek to build safe, supportive, and equitable school communities that respect the dignity of every person, recognising each as made “in the image and likeness of God” (Genesis 1:28).

While the school promotes positive behaviours, it recognises that students may make mistakes and poor choices. In response, the school enforces consequences that include education, compassion, pastoral support, discipline, or a combination of these.

In addressing behaviour, the dignity of each student must always be preserved and protected. The DEC Student Behaviour & Pastoral Support Policy asserts that the school prioritises preventative and developmental approaches over punitive measures whenever possible. Any response must reflect the school’s right to set and enforce student behavioural standards for the benefit of the school and all members of the school community (including supporting the care, safety and welfare of all students and staff).

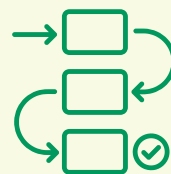
This code ensures that students and all members of Townsville Catholic school communities understand the following:



The standards of student behaviour that are expected at the school during a student’s enrolment



Examples of student behaviour that fall short of the school’s standards



How the school responds to concerns about students’ inappropriate behaviour

The processes outlined in this code are intended to be practical, non-adversarial and non-legal.

SCOPE

This code applies to all students enrolled at the school, including those enrolled at a systemic Catholic school or college under the governance of Townsville Catholic Education (TCE), which is referred to as a School for this code.

A Year 12 student remains enrolled until the day after they have completed all Year 12 final exams or the day after any School graduation event to which the School invites the Year 12 student within the calendar year of their final exams, whichever comes later.

The application of this code is not limited to the School's site and operating hours. It extends to all activities and events that are school-related, including when students are:

- a) On School grounds (including, for example, any boarding house) or within the School's digital environment
- b) At any school-related activity (including, for example, camps, events, excursions, incursions, church services and religious events, retreats, sports, awards nights, school-endorsed work experience, TAFE@School activities and School-based apprenticeships and traineeships)
- c) Representing the School, including when off-campus
- d) Travelling to and from School, as well as to and from off-site activities
- e) Wearing the School uniform
- f) Under the School's legal duty of care
- g) Otherwise, engaging in behaviour which, in the reasonable opinion of the School, may affect student health and safety, student relationships, staff health and safety, staff-student relationships, or the school's reputation, including in the digital/online environment outside of the School.

To the extent that this code conflicts with any of the School's other policies, procedures or rules, the expectations and processes set out in this code shall prevail. When complex situations arise, this code should be an overarching summary of the School's expectations and processes regarding student behaviour.

ROLES AND RESPONSIBILITIES

Students, staff and parents/carers are responsible for following this code, which enables students to develop positive attributes and core values.

Staff members are responsible for promoting positive behaviours among students and staff by educating and modelling these behaviours, and enforcing the School's codes of conduct, directions, policies, procedures, rules, and values where appropriate.

THE SCHOOL'S COMMITMENT TO PROMOTING POSITIVE BEHAVIOURS

The School is focused on helping students develop age-appropriate behaviours that contribute positively to their communities, including the school community.

Townsville Catholic Education is committed to providing support and guidance for School staff through professional learning opportunities.

The School supports these positive behaviours by:

- Providing a supportive and inclusive environment that cares for and respects the individual attributes of all community members
- Promoting the School's vision, mission and values
- Promoting this code, including providing clear and consistent behavioural and learning expectations, which are made explicit to all students through appropriate forums
- Providing a calm and orderly learning environment where students feel supported by staff
- Promoting respectful relationships, which are characterised by positive dialogue and active listening
- Using positive management strategies in the classroom and beyond
- Promoting a zero-tolerance approach to bullying, discrimination and sexual harassment and taking prompt action when such behaviour (or any other inappropriate behaviour) occurs
- Providing professional learning opportunities for all staff members to manage student behavioural concerns
- Providing opportunities for the collaborative development of Individual Behaviour Support Plans where appropriate, reflecting the students' behaviour escalation map and suitable strategies to support the student at each stage.

Expectations of Students

- Respect and follow all School codes of conduct, policies, agreements, rules and procedures
- Respect, cooperate and comply with staff directions
- Respect and uphold the School's vision, mission and values at all times
- Accept appropriate responsibility for your behaviour
- Act as a role model to other students
- Demonstrate courtesy and respect in all aspects of communication and interactions with others (whether in person or online)
- Treat others respectfully, politely and in a fair and consistent manner
- Aspire and strive to achieve your highest standards
- Respect the school's property and the property of others
- Attend all classes and School events and appointments on time
- Use technology (including internet, mobile phones, digital images, etc.) in accordance with relevant acceptable IT use policy
- Treat every member of the School community with dignity, care, compassion and respect
- Value and respect the interests, abilities, culture, beliefs and differences of others
- Positively participate in all aspects of School life
- Support the learning of others and approach your studies seriously
- Behave in a sensible manner that does not endanger the care, safety and welfare of yourself or others
- Act in a manner that upholds and promotes the School's reputation
- Act as an upstander to the inappropriate conduct of others
- Show exemplary behaviour in public, including when travelling to and from School, on excursions, and at School events (including on school buses and when participating in sports)
- Comply with the School's uniform rules
- Ensure you are demonstrating academic integrity
- As a student driver, follow all road rules and demonstrate care and responsibility while driving to and from School, especially in School zones and car parking areas

DEALING WITH STUDENTS' INAPPROPRIATE BEHAVIOUR

Like any school, a range of student behaviours may fall below the school's standards. These include behaviours that are contrary to the expected student conduct mentioned above or that otherwise pose a risk to the care, safety, and welfare of members of the school community, including other students, staff, and parents.

Individual schools may have their own behaviour consequence pathway documents, management procedures, rules, and agreements to guide decision-making on the consequences of misbehaviour. Schools are required to evaluate behavioural issues against this code and their internal procedures to determine, at their discretion, whether an investigation is needed and an appropriate consequence (which may include any combination of education, pastoral support, restorative practices, and discipline).

In conducting this contextual assessment, schools are required to:

- Understand the student behavioural concern that has been raised
- Discern whether to implement any interim measures (which may include, in appropriate circumstances, a student's interim exclusion from on-campus learning while the school investigates, and/or considers the school's legal responsibilities and reporting obligations)
- Investigate the concern in accordance with the principles of procedural fairness.
- Impose consequences (where appropriate)
- Monitor or review areas for improvement (where applicable).

Schools will investigate student behavioural concerns following the principles of procedural fairness.

This typically includes giving the student involved, as well as any individuals affected by the student's alleged actions, an opportunity to be heard before any action is taken.

Schools reserve the right to speak with students about behavioural concerns without parents present so that matters may be resolved during school hours and as efficiently as possible. Depending on the circumstances, a school may decide that it is appropriate for the parent(s) to attend meetings as additional support for the student.

Suspension and termination of enrolment may be a possible consequence for students who fail to meet the expectations outlined in this code. Consistent with the inclusive values of Townsville Catholic Education, a suspension or the termination of a student's enrolment will generally be used as a last resort. However, the following is a non-exhaustive list of behaviours which may result in suspension or a review of a student's enrolment:

- behaviour that poses an unacceptable risk to the safety and wellbeing of other students, staff or school community members, as the school has a duty of care to ensure a safe learning, teaching and working environment
- persistent disobedience or misbehaviour
- conduct that adversely affects or is likely to adversely affect other students, staff or school community members
- conduct that adversely affects or is likely to adversely affect the good order and management of the school
- behaviour that enlivens criminal allegations or
- other behaviour that the School reasonably determines is not in the best interests of other students, staff or other members of the school community for the student to remain enrolled.

PROCESS FOR REVIEW

Disciplinary decisions made or reviewed by the Principal are generally regarded as final.

Following the conclusion of the School's or the Principal's student behavioural management process, a decision to terminate a student's enrolment may be reviewed by the TCEO in accordance with the **TCEO Complaints Management and Resolution Procedures**.

Any requests for review will be handled according to the TCEO Complaints Management and Resolution Procedure. The request should be made in writing and include the student's name, date of birth, year level, school, parents' contact details (including phone number), and the reasons why the decision was incorrect or why an alternative decision should have been made.

REFERENCE DOCUMENTS

- DEC Student Behaviour and Pastoral Support Policy
- TCE Management of Complaints and Resolutions Procedures

OUR DIOCESE



2,700
Staff Members



18
Primary
Schools



13,300
Staff Students



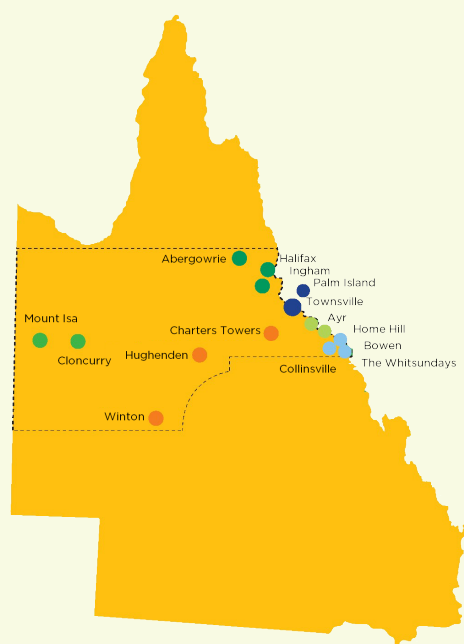
6
Secondary
Schools



5
P-12
School



1
P-9
School



Reference	SIS_C173/06/25	Date approved	June 2025
Approved by	Director, School Improvement Services	Date for review	June 2028