



# Policies

ST FRANCIS CATHOLIC SCHOOL



## Rationale

Catholic schools have a responsibility to provide an educational environment that promotes the dignity and respect of the person, the school, The Australian Curriculum and our Catholic ethos. Children and staff have the right to a safe and inclusive working environment that provides the best care for everyone. We take pride in our appearance, behaviour and the way in which we conduct ourselves on a daily basis.

### St Francis Catholic School aims to:

- Create a positive environment within the school and classroom.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise those members of the school community whose exemplary behaviour and care promotes a positive and caring school environment. Establish a set of rules that protects the rights of all individuals and the responsibilities of all members of the community.
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules.
- Establish procedures so that conflicts can be resolved in a positive and non-violent manner.
- Take pride in our appearance and uniform.
- Provide a quality, holistic education that is inclusive of all students.



## Mission Statement

St Francis Catholic School Hughenden provides an inclusive, quality Catholic Education where students are encouraged to walk in the light of Jesus.

Under the patronage of St Francis of Assisi and the traditions of the Good Samaritan Sisters, our school nurtures the spiritual, intellectual, social, emotional, cultural and physical development of each students' God-given gifts.

Through our Gospel Values our children are valued as part of a family, as students of our school, as members of our parish, as citizens of our community and as stewards of our environment and foundation stones of our future.

## Rights & Responsibilities

<p><b>As STUDENTS you have the right to:</b></p> <ul style="list-style-type: none"> <li>• Learn without being disrupted</li> <li>• Be listened to</li> <li>• Work and play in a safe, friendly and clean environment</li> <li>• Be treated with respect, courtesy and honesty</li> <li>• Be able to report to someone if you don't feel safe.</li> </ul>	<p><b>As STUDENTS you have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Be considerate and respectful to others by not:             <ul style="list-style-type: none"> <li>- Disrupting their learning - Fighting - Using inappropriate words or comments - Excluding others</li> </ul> </li> <li>• Be prepared and punctual for class</li> <li>• Show respect for your own and for other people's property</li> <li>• Wear your uniform with pride</li> <li>• Play safely and obey safety instructions.</li> <li>• Work to the best of your ability</li> </ul>
<p><b>All PARENTS have the right to:</b></p> <ul style="list-style-type: none"> <li>• Be treated with respect, courtesy and honesty</li> <li>• Be listened to</li> <li>• Be informed about their child's progress and behaviour</li> <li>• Expect their child to participate fully in their educational program</li> <li>• Communicate issues related to their child in an appropriate forum, at an appropriate time</li> <li>• Have any personal information treated confidentially and their privacy respected.</li> </ul>	<p><b>As PARENTS you have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Treat all members of our school community (including staff members and children) with respect, courtesy and honesty</li> <li>• Ensure open channels of communication between the home and school</li> <li>• Support your child's learning program at home by ensuring homework is completed to a satisfactory standard</li> <li>• Ensure your child attends school regularly, arrives at school on time and is collected at the end of school on time</li> <li>• Support the school's pastoral care program by acknowledging and working in partnership with the school (when your child has behaved inappropriately or affirming them for positive cooperative behaviour)</li> <li>• Follows the school's processes and procedures to ensure the safety of all in the school community.</li> <li>• TCEO Parent Code of Conduct applies</li> </ul>
<p><b>All STAFF have the right to:</b></p> <ul style="list-style-type: none"> <li>• Teach without being disrupted</li> <li>• Work in a clean, safe environment</li> <li>• Be treated with respect, courtesy and honesty by all</li> <li>• Be supported by the whole school community</li> <li>• Be supported by parents, principal and the school community in their teaching</li> <li>• Establish appropriate classroom rules and procedures for the benefit of their students.</li> </ul>	<p><b>As STAFF you have the responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Treat others with respect, courtesy and honesty</li> <li>• Support the school's ethos, policies and procedures</li> <li>• Communicate effectively and respectfully with other staff, students and parents.</li> <li>• Be punctual and thoroughly prepared to maximise learning for all students.</li> <li>• Deal effectively with students whose behaviour disrupts the learning of others</li> <li>• Link planning , teaching and assessment coherently.</li> <li>• Implement, follow and review a classroom management plan that aligns with school Pastoral Care Policy and includes rules, rewards and consequences for behaviour. Refer also to the TCEO Staff Code of Conduct</li> </ul>





## School Values

Care & Respect | Love & Accept | Listen & Respond | Forgive & Be Fair

### School Rules

A set of whole school rules guide the students' behaviour. These are simple, memorable and logical. These complement the classroom rules that the students develop with their teacher at the beginning of each year.

- Speak to please not to tease
- What the teacher says we do
- Signal to speak or move
- Hands off other people and their property

Each classroom has their own set of classroom rules that are in line with the rights and responsibilities of our students and framed around the school rules mentioned above. These are to be developed with the students at the beginning of each year and clearly displayed in every classroom. This ensures they are being referred to on a regular basis.

### Behaviour

The rationale for developing whole-school classroom and playground rules, rights and responsibilities and behaviour management procedures, including reward systems, is to promote positive and responsible behaviour, which ultimately is self-managed. Through consistent application throughout the school, children will understand the expectations of them in regard to managing their own behaviour and the importance of treating others with respect and care.

#### Rewards for Positive Behaviours:

Using their clear set of classroom rules as a reference, students can receive rewards for positive behaviour. Teachers will discuss these with the students and have positive visual displays in their classrooms

#### Rewards might include examples such as:

- Praise, both verbal and non-verbal
- Praise notes on COMPASS
- Stickers/stamps
- Points, eg Dojo system
- Funky Friday
- Whole school awards

Teachers will use a consistent system across the year.

#### Consequences for Poor Behaviours:

In reference to the school and classroom rules, all consequences are discussed with students by the classroom teachers and the principal at the beginning of each new year. These are also displayed in the classroom to be referred to when necessary.

- Redirection, both verbal and non-verbal
- Warnings
- Time out of play
- Levels of behaviour
- Contacting Parents
- Sent to the Principal

## Behaviour Levels

LEVEL	DESCRIPTION	SUPPORT	ACTION
Warning	Teacher is concerned about a child's behaviour or efforts inside and/or outside the class. They have demonstrated a disregard for the school or classroom rules.	<ul style="list-style-type: none"> <li>• Appropriate behaviour is stepped out and support/ cues offered by the teacher. Eg. When this happens I will...</li> <li>• Zones strategies introduced.</li> </ul>	<p>Action: Classroom consequences are applied and restatement of expectations</p> <p>Action: Warning Slip- The teacher will determine time out of play based on the type of behaviour displayed.</p> <p>If the child receives 3 warning slips for the week they are then put on a level 1.</p> <p><i>All warning slips will be entered into COMPASS as "behavioural warning".</i></p>
1	<p>Demonstrating a spirit of persistent and/ or disregard of classroom and/ or school rules.</p> <ul style="list-style-type: none"> <li>• Disobedience</li> <li>• Bullying</li> <li>• Uncooperative behaviour</li> <li>• Off task</li> <li>• Defacing property</li> <li>• Swearing</li> <li>• Hands on</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate behaviour is stepped out and support/ cues offered by the teacher. Eg. When this happens I will...</li> <li>• Zones strategies introduced/ revised.</li> <li>• Class teacher offers suggestions.</li> <li>• Social skills program may be implemented.</li> </ul>	<p><b>Action:</b> Teacher records the behaviour concern on Compass under "Behavioural Concern".</p> <p><b>Action:</b> Principal reviews COMPASS record and provides feedback to teacher/student.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Warning / Time out from play for 2 plays (1 day).</li> <li>• Class teacher to notify parents by email.</li> <li>• Unable to receive Awards for duration of Level 1.</li> <li>• Unable to participate in Funky Friday's.</li> <li>• Prep – Yr 1: Child on Level 1 until the start of the new week</li> <li>• Years 2 – 6: Child on Level 1 for five school days demonstrating appropriate and expected behaviour.</li> </ul>

LEVEL	DESCRIPTION	SUPPORT	ACTION
2	<p>Level 1 behaviour does not improve.</p> <p>Consistent and persistent poor choices made by child.</p> <p>Single significant incident.</p> <p>Level 1 behaviour continues</p> <ul style="list-style-type: none"> <li>• Persistent disobedience/ disregard for school rules</li> <li>• Repeatedly causing disruption in school</li> <li>• Obscene gestures, rude or disrespectful language</li> <li>• Swearing</li> <li>• Stealing</li> <li>• Fighting</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher/ Leadership Team/ Parent/ Carer regularly check in with the child.</li> <li>• Zones strategies are implemented.</li> <li>• Principal Support.</li> </ul>	<p><b>Action:</b> Teacher records the behaviour concern on Compass under "Behavioural Concern".</p> <p><b>Action:</b> Principal reviews COMPASS record and provides feedback to teacher/student.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Time out from play for 4 plays (two days).</li> <li>• Parents/Carers notified via a phone call from teacher.</li> <li>• Unable to attend excursions, Interschool Sport.</li> <li>• Unable to participate in Funky Friday's.</li> <li>• Unable to receive Awards for duration of Level 2.</li> <li>• Child on Level 2 for ten school days demonstrating appropriate and expected behaviour.</li> </ul>
3	<p>Code of Behaviour has been breached in a serious or dangerous way.</p> <p>Level 2 behaviour has not improved and the rights of others have continued to be ignored.</p> <p>Desire to improve behaviour has not been demonstrated</p> <p>Level 2 behaviour continues</p> <ul style="list-style-type: none"> <li>• Inappropriate toilet behaviour</li> <li>• Offensive graffiti</li> <li>• Bullying and harassment</li> <li>• Physical assault</li> <li>• Truancy</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher/ Leadership Team/ Parent/ Carer regularly check in with the child.</li> <li>• Zones strategies are implemented.</li> <li>• Principal Support.</li> <li>• Principal to negotiate Individual Behaviour Management Plan in which the student is checked in with each day.</li> </ul>	<p><b>Action:</b> Teacher records the behaviour concern on Compass under "Behavioural Concern".</p> <p><b>Action:</b> Principal reviews COMPASS record and provides feedback to teacher/student.</p> <p><b>Action:</b> After consultation with teacher: - Principal and Teacher to meet with parent/carers and discuss the incident and map out restorative actions/conduct.</p> <p><b>Action:</b> Principal to issue Parent with a letter regarding the incident and level.</p> <ul style="list-style-type: none"> <li>• Time out during breaks for 5 days.</li> <li>• Unable to attend excursions, Interschool Sport.</li> <li>• Unable to receive awards for duration of Level 3.</li> <li>• Unable to participate in Funky Friday's.</li> <li>• Child on Level 3 for ten school days demonstrating appropriate expected behaviour.</li> </ul>

LEVEL	DESCRIPTION	SUPPORT	ACTION
4	<p>Code of Behaviour has been breached in an extremely serious or dangerous way.</p> <p>Level 3 behaviour has not improved.</p> <ul style="list-style-type: none"> <li>• Rights of others continue to be ignored</li> <li>• Very serious or dangerous violation of the school Code of Behaviour has been committed: - threatening behaviour with a weapon, intent to harm property or person, bringing illegal or dangerous items to school.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher/ Leadership Team/ Parent/ Carer regularly check in with the child.</li> <li>• Zones strategies are implemented.</li> <li>• Principal Support.</li> <li>• Principal to negotiate Individual Behaviour Management Plan in which the student is checked in with each day.</li> <li>• Guidance Counsellor involvement if appropriate</li> </ul>	<p><b>Action:</b> Exclude for up to 2 full school days (at the discretion of a member of the Leadership Team). This can be internal or external.</p> <p><b>Action:</b> Principal to issue Parent with a letter regarding the incident and suspension notice.</p> <p><b>Action:</b> Principal notifies TCEO Consultant of all external exclusions.</p> <p><b>Action:</b> Principal to record on COMPASS as "suspension Notification".</p> <p><b>Action:</b> Parents/Carers, Child to meet with Teacher and Principal to discuss re-entry plan - Duration of Level 4 is negotiated during the discussion.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Parents/Carers, Student and Teacher to meet with Principal to discuss re-entry plan.</li> <li>• Unable to attend excursions, Interschool Sport</li> <li>• Unable to receive awards for duration of Level 4</li> <li>• Unable to participate in Funky Friday's</li> <li>• Duration of Level 4 is negotiated during the re-entry plan discussion</li> </ul> <p>Any further breaches of behaviour beyond level 4 will be referred to the principal and dealt with on a case-by-case basis dependant on the severity. The principal will liaise with the Education Consultant to determine appropriate actions for student.</p>

## Bullying

Bullying is defined as, “an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.”

It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

For further information please visit:

[bullyingnoway.gov.au/understanding-bullying](http://bullyingnoway.gov.au/understanding-bullying)

### Managing Bullying – Teachers

In many cases bullying is reported by either the parent or the student who is the target. Teachers who become aware of a bullying matter must respond by:

- Removing child/ren from harm and attend to them if required.
- Listening carefully and making a decision about whether this is an incident of bullying (check definition).
- Assessing the level of seriousness before beginning the anti-bullying process. If it involves physical injury, physical bullying, serious damage to property or repeated bullying behaviour, then the student must be sent to the Principal immediately.
- If it is deemed non physical, discussing the child's feelings and possible options to deal with the bullying.
- Stating the school's stance of not tolerating bullying.
- Focusing on helping all children involved.
- Consulting with the Principal.
- Seeking assistance from the school guidance counsellor for both individual and class restorative sessions and to support children involved.
- Monitor the situation for reoccurrences.
- Where necessary, speak to the class without using any names, e.g. class meeting.

### Managing a Bullying Incident – The Principal will:

- Assess incidents in view of severity and history.
- After further investigation, issuing students violating the code of conduct with a level 3 (see behaviour levels for clarification).
- Decide on appropriate consequences for serious incidents. These may involve the following:
  - Detention/community service - (examine making amends e.g. apology letter, payback damages).
  - Suspension - Internal or External as determined by leadership team.



## Uniform

At St Francis Catholic School Hughenden we take pride in our students appearance and presentation. We have a code of dress in which we expect all students to adhere to. The uniform has been designed to be both practical and economical. It is the parent's responsibility to ensure that the correct uniform is worn and that the uniform is kept presentable at all times. All students should wear their uniform with pride.

### Girls' Formal Uniform

- Blue checkered zip up dress with dark navy collar (must be just above the knee in length).
- Or checkered blue shirt with dark navy collar and plain navy skort (no yellow stripe and must be just above the knee in length).
- Socks - Short, plain, white, ankle-length socks.
- Shoes - Black - leather shoes or joggers  
- no coloured trimmings.

### Boys' Formal Uniform

- Blue checkered button up shirt with navy collar.
- Plain navy pants.
- Socks - Short, plain, white, ankle-length socks.
- Shoes - Black - leather shoes or joggers  
- no coloured trimmings.

### Girls' Sport Uniform

- Navy and gold shirt with school emblem.
- Navy pants or skort (with or without yellow stripe and must be just above the knee in length).
- Socks - Short, plain, white, ankle-length socks.
- Shoes - Black joggers

### Boys' Sport Uniform

- Navy and gold shirt with school emblem.
- Navy pants or skort (with or without yellow stripe).
- Socks - Short, plain, white, ankle-length socks.
- Shoes - Black joggers

### Other items

- Hat - Must be a school bucket hat and can be purchased from the office
- Jumper - Must be a navy jumper (we do have jumpers for sale in our office)
- School bag - Students may bring any neat and tidy school bag. There is no school uniform bag. You can purchase a school bag with the school logo from our office.
- All students are also required to have a library bag.

### Winter/Cooler Months

- Navy jumper - Students are allowed to wear a plain navy jumper over their school shirt during cooler weather. The jumper must be free of any logos or patterns and must be the appropriate size for the student. Hoodies or sweatshirts are not allowed. The school uniform shop has these jumpers available for purchase.
- Navy tracksuit - On particularly cold days, students may wear a plain navy tracksuit over their school uniform. The tracksuit should have no visible branding or logos, and it must fit appropriately.
- Navy leggings/tights - Students may wear plain navy leggings or tights underneath their school uniform pants or skirt during cooler weather. The leggings or tights must be free of any patterns or designs.
- Staff discretion - School staff reserve the right to determine when it is appropriate for students to wear additional clothing during cooler or winter weather, including plain navy beanies and gloves, as well as other navy accessory pieces such as hair ties, ribbons, or headbands.
- Communication - The school will communicate with parents and guardians in advance of particularly cold or inclement weather to ensure that students are appropriately prepared.
- Beanies and gloves - In addition to the uniform items outlined above, students may wear plain navy beanies and gloves during cooler or winter weather, as determined by school staff. These items must be free of any logos, patterns, or designs and must be navy only. Beanies and gloves can be worn to and from the school or while out in the open, but they must be removed once inside the classrooms.

## Important points to note

Parents need to keep in mind the following points when sending their child to school. Consideration has been given to Workplace, Health and Safety issues and ensuring the school has a 'uniform' dress code.

### Jewellery

Students are permitted to wear:

- A watch - No Smartwatches;
- Religious necklace (crucifix, holy medal) to be removed while undertaking physical activity;
- One earring per ear. All earrings must be studs or sleepers which are plain. No dangling earrings;
- Jewellery that indicates a medical alert;
- Bands on special occasions as designated by the Principal.

### Hair

The School Administration reserves the right to insist that children wear their hair with an appropriate (modest) style, cut and colour which is to be kept neat and tidy at all times. In an effort to comply with health standards long hair for both girls and boys should be tied back and be kept off the face. All hair attire such as ribbons and scrunchies must be navy, gold or checkered blue in colour. Short hair styles should not include tracks, mullets or rats tails.

### Not permitted

- Bangles and rings
- Coloured nail polish/false nails
- Make-up

## Homework

Homework is an optional task at St Francis and each week the teachers' provide their students with a homework grid. The homework grid targets the learning and teaching topics within the classroom to help consolidate and support students in their learning journey's. Having all 3 classes participate in homework grids creates consistency and allows students and parents to decide which (if any) tasks they wish to complete.

There are rewards in each classroom for students who complete their homework each week however students are not given consequences for any incomplete homework.



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