



ST EDMUND'S COLLEGE
CANBERRA · EST 1954

Student Wellbeing Handbook 2021



SECTION ONE: BACKGROUND

- 1.1 St Edmund's College Canberra
- 1.2 Blessed Edmund Rice, Christian Brothers, Edmund Rice Education Australia
- 1.3 Student Wellbeing and Pastoral Care at SEC

SECTION TWO: THE HOUSE SYSTEM AT SEC

- 2.1 House Organisation and Spirit Guides
- 2.2 The Therese Kitney House Shield

SECTION THREE: COLLEGE STUDENT LEADERSHIP 2021

- 3.1 Senior Student Expectations
- 3.2 Leadership at St Edmund's College
- 3.3 College and House Leaders Expectations and Roles

SECTION FOUR: INFORMATION FOR STUDENTS

- 4.1 Day to Day Procedures
- 4.2 Attendance
- 4.3 Yr. 11 and 12 Study Days and Afternoons
- 4.4 Change of details or emergency contacts
- 4.5 Bell Times
- 4.6 Bus information
- 4.7 Co-Curricular involvement.
- 4.8 Counselling service

SECTION FIVE: COLLEGE BEHAVIOUR MANAGEMENT

- 5.1 Expectations for Students
- 5.2 Work Attitudes and Habits – Statement of Eddies PRIDE
- 5.3 Student Behaviour Management
- 5.4 Restorative Practice
- 5.5 Summary of Student Behaviour Management and Sanctions

SECTION SIX: SPECIFIC STUDENT POLICIES

- 6.1 Bus Travel
- 6.2 College Uniform and Appearance
- 6.3 Student Drivers
- 6.4 Cyclists
- 6.5 Student Care and Respect for Personal, College and other Property
- 6.6 Safe School Policy
- 6.7 Out of Bounds Policy
- 6.8 SEC Drugs and Alcohol Policy
- 6.9 Mobile Phones and Electronic Equipment Policy
- 6.10 BYOD Protocols

SECTION SEVEN: WELLBEING

- 7.1 Staying safe
- 7.2 Looking after your mates
- 7.3 Seeking help

SECTION ONE: BACKGROUND

St. Edmund's College Canberra was opened in 1954 by the Christian Brothers to answer the needs of Catholic parents in the region. It was the first Catholic secondary boys' College established in the Australian Capital Territory and its origins were as a War Memorial College. St Edmund's is now the oldest continuing Catholic school operating in the ACT and in 2019 the College celebrated its 65th anniversary. The campus is located in the inner south suburb of Griffith and the College also operates a retreat site on the South Coast at Tuross Heads.

The College draws students from the wide breadth of Canberra suburbs, as well as surrounding areas of NSW such as Yass, Bungendore and Jerrabomberra with a significant proportion of our students drawn from Queanbeyan.

1.1 St Edmund's College Canberra is a dynamic Catholic all boys school, an inclusive educational community committed to living the message of Jesus Christ. We educate and develop boys into young men according to the values and experiences of a Catholic education in the Edmund Rice tradition.

Our Vision



Our Vision at St Edmund's College is to develop boys into young men of strong character and vibrant spirit ...

- **GROWTH** through Liberating Education
- **HOPE** through Gospel Spirituality
- **BELONGING** through Inclusive Community
- **SERVICE** through Justice and Solidarity

Our Mission is to provide a quality Catholic education in the Edmund Rice tradition by ...

- promoting the highest levels of personal achievement in education
- bringing the light of Christ to every student
- recognising, nurturing and celebrating the God given qualities of every member of our community
- promoting opportunities for service to the community and to each other

1.2 Blessed Edmund Rice, Christian Brothers, Edmund Rice Education Australia

Edmund Rice

Born in Callan, Ireland, in 1762, Edmund came to the bustling city port of Waterford as a young man. He was talented and energetic and soon became very wealthy. Married to Mary Elliot, in 1789 he experienced her tragic death soon after she gave birth to their daughter Mary. Deeply saddened by her loss, Edmund entered a time of mourning. As his daughter continued to open the depths of his love, his relationship with God deepened. In his own brokenness, he was moved with compassion to recognise the brokenness of those around him. He entered more deeply into their struggle and found in the story of Jesus the call to liberation that is at the heart of what Jesus preached and in which his church is engaged. The Ireland of Edmund's day was an unjust place where many lived in poverty and social structures deeply oppressed the majority of the population. In 1802 he set up a free school for boys living in poverty. His aim was to promote an education that recognised the dignity of each individual and thus he sought to liberate them from their ignorance of God of their Catholic faith, while at the same time empowering them with an education which would enable them to rise from the demeaning poverty and sense of hopelessness in which they were trapped. Thus, Edmund sought to liberate individuals and indeed to free his society from oppression.

Christian Brothers

Other men were drawn to Edmund and his work of justice for those made poor. They lived together in community and were professed as Brothers, along with Edmund, in 1808. By 1825 Edmund Rice and his 30 Brothers were educating free of charge over 5,500 boys in 12 different towns and cities. Many boys were also being clothed and fed. The year 1825 also saw the expansion of the Brothers' response to God's call to provide the same liberating education for the poor in countries beyond Ireland, including the establishment in due course of over 120 schools in Australia. Christian Brothers and other members of the Edmund Rice Network are now working in over 30 countries across the globe. They are continuing to discern the signs of the times and respond to the needs of the poor and the earth, while working towards a just and sustainable future for all. The work of the Brothers continues to inspire all involved in our schools.

Edmund Rice Education Australia

The Christian Brothers story in Australia is a vibrant and creative response to the educational needs of the day. The formation of Edmund Rice Education Australia (EREA) by the Christian Brothers in 2007 continues and renews this creative response. EREA, as part of the mission of the Catholic Church, is charged with the responsibility for the governance of the Christian Brothers' schools throughout Australia, to ensure that Edmund's charism lives on in this work at a time when the Brothers are being called to new directions within a shared vision.

1.3 Student Wellbeing and Pastoral Care

Wellbeing at St Edmund's College is based on the Edmund Rice tradition which "provides care that nurtures the dignity of each person as uniquely reflecting the image of God." *Charter for Catholic Schools in the Edmund Rice Tradition, EREA*

Wellbeing in the Junior School is provided by class teachers in Years 4 to 6. Those with a strong family affiliation to a particular House may request for their son to be placed in this House and every endeavour will be made to accommodate this request.

Wellbeing in the High School is provided in Tutor Groups which are arranged vertically with a mix of students from Years 7 to 12. These groups meet first thing each morning. There are also regular House meetings and year level meetings where age specific activities take place – including a specialised Formation Program conducted weekly.

What is Wellbeing and Pastoral Care at St Edmund's?

- Caring for each student, by putting his interests and welfare in the centre of a decision- making process.
- Focusing on attending to a variety of his needs.
- Working in partnership with home.
- Linking with academic care and providing a holistic educational experience

How do we do this?

- Through an Edmund Rice charism that has a preferential treatment for those at the margins.
- Establishing and maintaining positive and productive relationships between home and school.
- By respecting that the needs of boys and young men vary and change in relation to circumstances.
- Through the use of Restorative Practice as a Gospel inspired way of resolving differences and rebuilding relationships.
- Through implicit and explicit teaching of Positive Psychology initiatives and our recently developed Formation Program.

How does this happen?

- Through our vertical House system which is the chief means of administration, organisation, communication and partnership that the College offers to families.
- By looking for ways to get to know each boy through
 - Daily Tutor Group Yr 7-12
 - Weekly House briefings
 - House Camp
 - Buddy Program Yr 7 and Yr 11
 - Year based wellbeing and pastoral program scope and sequence
 - specific topics tailored to the students' needs – known as the Formation Program
 - House based points competitions
 - athletics and swimming carnivals, whole school event days
 - House based academic programs
 - Masses, liturgies, retreats, reflection and prayer

How does it work?

- Each House is led by a Head of House and each Tutor Group is led by a Tutor.
- It is the Tutor and Head of House who lead the initiation of the care we offer.
- We link our wellbeing and pastoral care and pastoral program with positive psychology initiatives and the 5 C's

Create Challenge Collaborate Contemplate Connect Celebrate

- A whole school approach to classroom management including the use of Restorative Practice

Year/Age based Pastoral Program Topics

Years 4, 5 and 6

- Students work on relationships and optimism, meaning and purpose, strength and emotions, exercise and vitality as well as skills and achievement

Year 7

- Transition into the High School and participation in the buddy program
- Study Skills and organisation- time management
- Teamwork and building relationships
- Beliefs around building resilience, empathy, ownership of behaviour
- Identity- strengths and virtues
- Service
- Social media

Year 8

- Study Skills- organisational and time management
- Building Resilience- coping with adversity and combating a fear of failure, mindfulness
- Respectful Relationships- diversity
- Community Service- serving
- Identity- strengths and virtues
- Social media

Year 9

- Relationships: Perspectives and Compassion
- Identity- strengths and virtues
- Cultivating gratitude and mindfulness
- social media
- The Law and Consent
- Social media

Year 10

- Healthy and Unhealthy Relationships
- The law and consent
- Masculinity and Manhood
- Career pathways
- Etiquette
- Social media
- Strengths and virtues

Year 11

- Positive relationships
- Building resilience and pro social thoughts and actions
- Growth mindset
- Risk taking
- Social media
- Being a Leader and implementing the buddy program (Y7)
- Strengths and virtues

Year 12

- Contributing to the College through leadership and implementing the buddy program (Y4)
- service
- Cultivating character strength- spirituality
- Stress management strategies
- Contributing to Society: Wider Perspectives
- Financial literacy

The Formation Program, which was launched in 2021 is a school wide, timetabled, structured and sequenced class that all students will attend. It combines the 5 PERMA domains (positive emotions, engagement, relationships, meaning, accomplishment and health) with the Brisbane Catholic Education Curriculum and components from the health units from the Physical Education Curriculum. It will allow us to explicitly teach a holistic wellbeing program, that engages our boys in an authentic and 'lived out' way.

SECTION TWO: THE HOUSE SYSTEM

2.1 House Organisation 2021

Clancy

Clancy House is named after Br. F. E. Clancy who was the Superior General of the Christian Brothers from 1948 to 1966 and so was Superior General when St Edmund's was built and opened.

House Motto

Nothing is difficult to the Strong

House Colour

Gold

Head of House 2021

Ms Claire Devlin



Haydon

Haydon House is named after Monsignor Patrick Haydon – the first parish priest of Canberra. Father Haydon was ordained in 1912 and was working in Queanbeyan when this diocese was formed in 1917. In 1928 he was appointed first parish priest of Canberra – a post he held with distinction until his death in 1949. St Christopher's Cathedral, Manuka is a lasting memorial to this great man.

House Motto

Swift and Bold

House Colour

Red

Head of House 2021

Mr Jack Chalker



Mulrooney

Mulrooney House: Mr John Mulrooney MVO, MBE was educated by the Christian Brothers at St. Kilda in Melbourne. Mr Mulrooney was a prominent business figure in Canberra and worked in many government departments, including, the Prime Minister's Department. He was the Christian Brother's trusted representative in Canberra and was a driving force behind the establishment of St Edmund's College.

House Motto

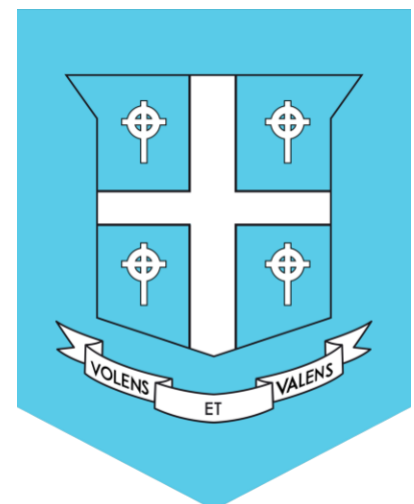
Willing and Able

House Colour

Sky Blue

Head of House 2021

Mr Trent Masters



O'Brien

O'Brien House is named after Archbishop Eris O'Brien. Archbishop O'Brien was noted as an eminent scholar and Historian. He was Archbishop of the Canberra and Goulburn Archdiocese when St Edmund's was opened in 1954. As Archbishop he showed a deep interest in everything to do with St Edmund's until his retirement in 1967 due to ill health. He died in Sydney in 1974.

House Motto

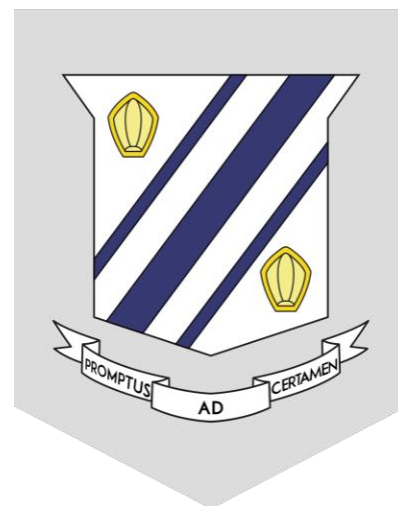
Ready for the Contest

House Colour

White

Head of House 2021

Ms Anna Blore



Rice

Rice House is named after Br. Edmund Rice, the founder of the Christian Brothers. He was born in Callan in Ireland in 1762. After being a successful business man, he gave up his business in 1802 to establish a school for poor boys in Waterford. He and six companions took religious vows in 1808 to become the first community of Christian Brothers.

House Motto

I Achieved What I was Able to

House Colour

Green

Head of House 2021

Mr Tim MacArthur



Treacy

Treacy House is named after Br. F. A. Treacy who brought the first community of Christian Brothers to establish themselves permanently in Australia. They settled in Melbourne in 1868, and established their first school the following year. He worked hard for the next thirty years and when he was recalled to Dublin in 1900 he left in Australia thirty flourishing communities of brothers.

House Motto

Bravely, Devotedly, Successfully

House Colour

Royal Blue

Head of House 2021

Ms Leanne Gair



House Spirit Guides

Aboriginal spirituality is totemic

As a further extension of our acknowledgement and recognition of the significance of **Aboriginal and Torres Strait Islander culture and history**, in 2020 we introduced the concept of **spirit guides** for each House.

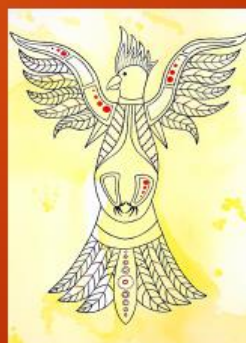
Each House has selected an Australian animal with whose qualities the House and its students can identify and aspire to. In collaboration with the local Aboriginal community, each House will be given a message stick with the spirit guide illustrated on the message stick to have at House Meetings and be a central feature of acknowledgement of country rituals.

A **totem or Spirit Guide** is a natural object, plant or animal that is inherited by members of a clan or family as their spiritual emblem. **Spirit Guides** define peoples' roles and responsibilities, and their relationships with each other and creation.

House based Acknowledgment of Country

*I would like to start this meeting by acknowledging that we are meeting on traditional land, the land of the Ngunnawal and Ngambari people. I would like to pay my respects to their elders, past, present and emerging. Guided by the qualities of our House Spirit Guide, **insert name of House totem animal**, may we be inspired to be determined, independent and courageous as we meet today and into the future.*

Clancy House - Cockatoo



Cockatoo - Cockatoos teach us to celebrate the self and to embrace love, to represent a sense of community, and the importance of communication and compromise in all your relationships. They symbolize change and learning.

Rice House - Goanna



The Goanna – Fast, agile, mythical. The Goanna is found basking in the sun, looking over his tribe. They are able to scale trees in seconds when troubled.

Mulrooney House - Platypus



The Platypus – Comical. Adaptable, protective of his mob. The **platypus** meaning symbolizes being at peace even when you are isolated. It's about moving at your own personal rhythm even if everything in your life is going by so fast.

Haydon House - Emu



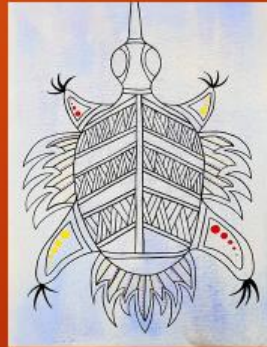
Emu - The guide is one of pride honor wisdom brotherhood and self-control. Through the example, the emu sets others to follow. The emu brings the clan together, together to work in peace harmony and respect. Emu demands respect he is a powerful authority and needs to be listened to due to his infinite wisdom.

O'Brien House - Cod



The Cod – Fast, adaptable, a quiet achiever. Those born with a Fish totem are so **fiercely independent** that they're often tempted to swim upstream. **People with Fish energy adapt to a variety of circumstances easily.**

Treacy House - Echidna



The Echidna – Smart, protective of young, scary when challenged. The **echidna totem** teaches one that it is important to keep track of matters close to the heart: such as one's home, relatives, neighbors and to strive to make one's life successful and serene. Its predisposition is friendly and caring.

2.2 The Therese Kitney House Shield

Since the inception of the House system at St Edmund's College in 2008 the House Shield has been awarded annually.

Named for Mrs Therese Kitney who served the St Edmund's College community as a teacher, leader and friend from 1985-2015 when she retired from teaching. The shield is presented annually to the champion House for Service, Study, Sport and Effort.

Points Calculation

Level One Points House Based

Swimming carnival, athletics carnival, application grades highest average per term per House

1 st	60 points
2 nd	50 points
3 rd	40 points
4 th	30 points
5 th	20 points
6 th	10 points

Level Two Points House Based

Attendance (normal school days) and whole school events such as swimming, athletics carnivals, Market Day, Founder's Day, Walkathon

1 st	30 points
2 nd	25 points
3 rd	20 points
4 th	15 points
5 th	10 points
6 th	5 points

Level Three Points Individual

Academic Prizes (Yr 12)	10 points per prize
Gold Awards (Term)	10 points per prize
Silver Awards (Term)	8 points per prize
Bronze Awards (Term)	5 points per prize
200 hrs for the Brothers Community Service Program	5 points per student
Community Service	3 points per student
Co-curricular participation	3 points per student (2x year)
Merit Commendation (via Synergetic)	1 point per merit

Past Winners

2020	O'Brien House
2019	O'Brien House
2018	Rice House
2017	Mulrooney House
2016	Haydon House
2015	Haydon House
2014	Clancy House
2013	Mulrooney House
2012	Clancy House
2011	Clancy House
2010	Clancy House
2009	Haydon House

SECTION THREE: COLLEGE STUDENT LEADERSHIP

Among the many benefits of the vertical House system is the immediate effect of providing increased opportunities for our senior boys to take up leadership roles across the College.

3.1 Senior Student Expectations

We expect all Senior Students to strive for (but not limited to) the following:

- to get to know all students in their pastoral group and exercise positive leadership on a daily basis
- to assist their pastoral leader/tutor teacher with administration tasks
- to lead the prayer
- to help out with lockers daily, lost keys, tidiness
- to be supportive and active in their involvement in the swimming and athletics carnivals and other full College events
- to be active in their involvement in social and fund-raising activities
- to support Liturgies and House Feast day
- to promote House spirit and harmony within the group
- to be a good role model particularly in dress and behaviour and
- to be a positive presence on buses if required.

3.2 Leadership at St Edmund's College

- At SEC we support the idea that leadership has many facets and that learning to be a leader and actually leading are mutually inclusive as part of a journey of personal growth.
- We educate our students to be mindful citizens who are willing to take up opportunities and to learn from both the experience itself and those individuals with whom they have worked.
- Taking on such opportunities sees support, guidance and counsel offered by the staff of that activity and provides an amazing opportunity for our young men to learn about themselves, their strengths and their weaknesses and to grow from the experience. At any stage in their schooling, students may develop skills and confidences that contribute to their willingness to be involved as leaders.
- Leadership opportunities are available to all boys. Whilst not all boys seek to lead others, it is our belief that all boys are first and foremost leaders of self and this underpins many of the expectations we place on all boys with regard to their commitments, interactions, behaviour and appearance. Leadership is therefore inculcated as part of the development of leadership of oneself and then of others.

We define leadership, then, in these terms, and see it in its simplest form as taking the responsibility for making a positive difference in our own and other people's lives and to

- develop their God-given talents
- appreciate that they have a responsibility to use their capacities for the benefit of others
- develop their understanding of leadership and act as responsible mentors and role models to the school
- strive to always have an authentic influence in their actions and commitment to others
- All year 11 and 12 students are expected to lead with integrity a buddy group with year 4 and year 7 students

3.3 College and House Leadership at St Edmund's College

Leadership Guidelines College Captain & Vice Captain(s)

- To provide leadership and serve as a role model to all students in the College
- Initiate and organise activity and College functions and to be available for other service initiatives
- Ensure that established College practices are supported, maintained and developed
- Be responsible for communicating relevant matters to the student body in an organised, formal and professional manner
- To develop and maintain the highest personal standards of conduct, academic standing and Co-curricular participation as a Year 12 student
- Represent the College on formal and informal occasions
- Promote College spirit and pride through encouragement and example
- Promote House and College spirit and pride through encouragement and example
- Be willing to listen to and evaluate the views of others
- To display qualities necessary for a position of responsibility: efficiency, initiative, tact, reliability and a cheerful willingness to work hard.
- To serve on the College Senior Student Council and organise College functions and to be available for other service initiatives
- Ensure that established College practices are supported, maintained and developed at House level
- Be responsible for communicating relevant matters to House Captains in an organised, formal and professional manner
- To be actively involved in the Junior School

In the matter of leadership, College Leaders are responsible for:

- maintaining a high standard of dress and personal appearance and grooming;
- behaving in such a way in public places and on public transport they always reflect credit on themselves, their schools and their families;
- correcting examples of poor dress and behaviour in other students and reporting to appropriate staff examples of dress and behaviour by students that bring the school community into disrepute;
- providing a means of conveying student concerns to the administration of the school;
- fostering a team spirit within the student body;
- accepting the portfolio of special duties assigned and discharging them with enthusiasm and integrity;

House Captain and Vice-Captain roles, responsibilities and expectations

Each House Group has one Captain and one Vice Captain who together:

- Provide leadership and serve as a role model to other seniors and all students in the College
- Provide initiative, organisation and stimulus for a wide range of House and College activities and report to House Group on College developments, practices, expectations, coming events and other matters as required
- Be involved in College and House matters and represent the College and the House on formal and informal occasions
- Promote House and College spirit and pride through encouragement and example
- Be willing to listen and evaluate the views of others
- To serve on the College Senior Student Council and organise House and College functions and to be available for other service initiatives

- Ensure that established College practices are supported, maintained and developed at House level
- Be responsible for communicating relevant matters to House members in an organised, formal and professional manner
- To develop and maintain the highest personal standards of conduct, academic standing and Co-curricular participation as a Year 12 student
- To display qualities necessary for a position of responsibility: efficiency, initiative, tact, reliability and a cheerful willingness to work hard.
- To organise and conduct House liturgies and assemblies with assistance from Head of House and Tutors. This includes working as part of a team to organise and plan each meeting; attending briefing and debriefing meetings with Head of House before and after House meetings.
- To meet regularly with the other House Captains. To speak at various school functions.
- To help supervise House activities and inter House and Tutor Group competitions.
- To attend and provide leadership at new parent induction evenings and new student orientation days
- To act as a liaison between House members and the Head of House. This necessitates a meeting with the Head of House at regular intervals.
-

Termination of Appointment of College or House Leaders

Should a student fail to uphold outlined College expectations with regard to behaviour or role responsibilities, then his position as leader may be revoked or suspended for a period of time. Things that may see a leadership title revoked include: displaying an unwillingness or inability to uphold the College vision (even in an isolated incident), failing to meet College expectations in regard to Co –curricular involvement, failing to attend mandated College events (including the Year 12 retreat) without adequate explanation and permission granted from the College.

The appointment of a student to a leadership position is considered to be of great significance. By making such an appointment the College is expressing its confidence in the student’s ability to display integrity, honesty, and commitment to upholding the values and ideals of St Edmund’s College.

SECTION FOUR: INFORMATION FOR STUDENTS

4.1 Day to Day Procedures

What to do?

If you are absent from School:

- your parent/guardian telephones or emails Student Services at the College on the day of your absence. Including the Tutor and Head of House in the e mail is also desirable OR
- you bring a note of explanation on the day you return to the College that is shown to the tutor and then submitted to Student Services

If you are late for School:

- report to Students Services and have the details recorded
- show your late pass to your class/ tutor teacher
- take your late pass home for your parent/guardian to sign
- return the signed late pass to Student Services the following day.

If you have an appointment during school hours:

- Parents/ guardians phone or email Student Services with details.
- Student leaving should carry a note from parents/guardians to present to Head of House for approval in the morning and then show class teacher before leaving to sign out
- report to Student Services with the note the Head of House has signed prior to your departure and
- parents must pick you up from Student Services.

If you feel sick or are you are injured at school:

- advise your class teacher, Tutor or Head of House and report to Student Services with a note, or if necessary, send to Student Services for assistance.

If, for some exceptional reason, you are unable to wear the full school uniform:

- bring a note from your parent/guardian to explain the situation and give it to your Head of House who will initial and date this note and
- you must retain this note and produce it if requested.

If you lose some property:

- report the loss to your class teacher and Head of House immediately and enquire at Lost Property.

If you find some property:

- take it to Lost Property or your Head of House immediately.

If you miss an assessment task in Year 10, 11 and 12:

- contact the Studies Office immediately.

If you change your address, telephone number etc:

- your parents/guardians must notify the College in writing as soon as possible.

If you require leave during the school term:

- Students must collect a Principal's Leave form from their Head of House
- your parents/guardians and teachers need to sign the form
- Principals Leave form is returned to the Principals Office via front Reception Office for processing 2 weeks prior to the leave date request
Parents/guardians will receive correspondence via Principals Office

If you need help with study skills, time management or organisation:

- make an appointment with your class teacher if in a specific subject, or your Tutor. You could contact the after school Tutoring Coordinator and register your attendance at an afterschool session. The Career's Advisor may also be able to assist students in Year 11 and 12.

If you have material that needs to be photocopied:

- each student begins the year with photocopying and printing credit and
- this may be topped up as required.

If you break something or find something broken or out of order:

- report the breakage to the Head of House or to Reception immediately.

If you need assistance with personal problems:

- see your Tutor, Head of House or, if necessary, the College Counsellor.

If you lose your bus pass:

- report the loss to Lost Property
- get a replacement bus pass form from the office of the relevant bus company and
- in the meantime travel will have to be paid for.

If you have money to hand in for fees, excursions etc:

- this money must be placed in a sealed envelope with the amount, purpose and your name, House and Tutor clearly labelled on it and
- the envelope should be handed in at Reception as soon as you arrive at the College.

If you lose your locker key for school locks that are not combination locks

- report the loss to Lost Property and your Tutor and Head of House
- report to your House Assistant and order a replacement key from Mr Doyle

4.2 Attendance

It is a legal requirement that parents and carers of the students they are responsible for, attend school.

Parents and carers must ensure their children attend school every day it is open and provide an explanation for every absence, including late attendance. Please be aware that yard supervision does not begin until 8:30am. Students should not be in the College or on the grounds of the College before this time unless otherwise arranged.

The College is legally required to report to the appropriate government agencies data on student attendance and non-attendance, including specific information regarding those students that have an unsatisfactory attendance record.

In order for any student to make a meaningful contribution to College life and to thrive in his academic studies, he must consistently attend school and maintain an accurate attendance record.

To notify the College of a student's non-attendance, late attendance or a request for student day leave, please phone the Student Services Office on **6239 0694** or email studentservices@stedmunds.act.edu.au. This number is staffed from 8.30am to 3.30pm each week day.

For planned leave during term time, an application must be made to the Principal, in writing, two weeks minimum before the leave is to commence. These leave forms can be collected from your Head of House.

Students not present at Tutor Group without an explanation from a parent or guardian, will have an SMS message sent to the nominated parent/guardian. On the student's return to school, a written note is required to explain the absence for the College records.

Students who arrive late are required to sign in at Student Services. Failure to do so will be noted as an unexplained absence. Tutors are to follow up unexplained absences as a first point of call and then refer in writing to the Head of House if an adequate response is not forthcoming.

Students who cannot explain their absence from school or for any period/ assembly/ event is referred to the Head of House and a Friday detention is issued. Consequences can be escalated for repeat offenders and parents/ guardians are notified

4.3 Yr 11 and 12 Study Days

All Year 11 and 12 classes have 8 periods a fortnight.

Every Monday, of each ODD week of school (Weeks 1,3,5 etc), students in Year 11 and 12 will not be required to attend school and will be on a study day. This day will be an amalgamation of all their study periods.

Year 11 and 12 students can choose to use this day for: completion of assessments, study or work experience. They can choose to work from home, come to the school library or study in a public library. They may arrange with their teacher to have access to workshops, music rooms, labs or art rooms to work on a project. Others may decide to use resources outside of the college for study purposes, while others may decide to attend work placements or undertake community service.

Should they wish to talk to a teacher on this day, it is important that they make an appointment with the teacher as they may be in class.

Any student attending school on this day, for any reason, must be in full school uniform and must sign in at the Teaching and Learning Office upon arrival and sign out upon departure. This is a mandated safety protocol in case of emergency evacuation. Obviously – normal school rules will apply should a senior student choose to attend the campus – even if briefly.

Outside of these requirements and choice, parents are responsible for their son's duty of care and supervision. When at the College on study days your son is not being formally supervised by College staff.

Every Wednesday of each EVEN week of school (Weeks 2,4,6, Yr 11 and 12 students will finish their school day at 1pm. At this time students can remain at school for unsupervised independent study or can go home. If they choose to remain at school then they need to sign in at the Teaching and Learning Office. From time to time this Wednesday early finish may be used for academic purposes, and hence students will need to remain for the whole day.

The study day and the early finish day needs to be effectively used for matters academic or specifically related to your son's academic package.

Students who fall behind with their work and do not have good reason for doing so, or who are not meeting other College expectations, will have their Study Day and Early Finish Day privileges withdrawn.

4.4 Change of details or emergency contacts

Current work/home and emergency telephone numbers are essential.

The Enrolment Officer should be notified of any changes on **6239 0660** or email **enrolments@stedmunds.act.edu.au**

4.5 Bell Times

School begins for all boys at 8.50am with compulsory attendance at Tutor group. This includes boys in Yr. 11 and 12.

High School

8.50am – 9.42am	Period 1
9.45am – 10.37am	Period 2
10.40am – 10.55am	Tutor Group
10.55am – 11.15am	Recess
11.20am – 12.10pm	Period 3 (50 minutes)
12.13pm – 1.00pm	Period 4 (47 minutes)
1.00pm – 1.15pm	Lunch
1.15pm – 1.35pm	Play (Quad/Ovals/Library)
1.40pm – 2.32pm	Period 5 (52 minutes)
2.35pm – 3.25pm	Period 6 (50 minutes)

4.6 Bus Information

Bus route information for Canberra students is available by contacting ACTION Customer Service on 13 17 10 or on the ACTION website – www.action.act.gov.au.

Bus information for New South Wales students can be obtained from QCity Transport (Deane's Bus lines) 6299 3722. Application forms for NSW Department of Transport free student bus passes can be obtained from the Student Services Office. New South Wales bus passes are distributed to the students during the second week of February, students are able to travel on Deane's buses at no charge until these passes are distributed.

4.7 Co-curricular Participation

For students of St Edmund's College, participation in the Co-curricular program of the College is an integral part of their Edmund Rice education.

The College strongly believes that Co-curricular involvement is significant in building a sense of community and identity. Co-curricular participation is important in developing self-esteem, service, friendships, resilience and school spirit.

At the time of enrolment, the following commitment is outlined in College documentation. Students are expected to play for or represent the College where possible. Students are expected to fulfill this commitment throughout their time at the College. The College offers an extremely wide range of activities, from which each student can find an activity that meets their interests and abilities. Activities include but not limited to:

Australian Rules	Basketball
Cricket	Musical
Debating	Tournament of Minds
Dragon Boating	Duke of Edinburgh
Fishing	Football
Gardening Club	Mileage Marathon
Mountain Biking	Music/Bands
Orienteering	Photography Club
Rugby	Snow Sports

Students who do not fulfill their Co-curricular obligations will not be eligible for leadership positions in their senior years at the College. Student participation in the Co-curricular program is compulsory, yet considered a privilege. Student's academic grades and behavior are monitored and are linked with their involvement in the Co-curricular program. Withdrawal/ temporary suspension from the program for unacceptable behavior and/ or effort grades can be initiated by the Heads of House and the Assistant Principal –Student Wellbeing

4.8 College Counselling service

Our College understands that students may experience a wide range of issues that may require further support. These include mental health issues, relationship concerns and other matter of wellbeing.

SEC provides a professional counselling service to all students at no cost. These services can be accessed by contacting Ms Linda James here at the College or by contacting your Head of House.

SECTION FIVE: BEHAVIOUR MANAGEMENT

5.1 Expectations for Students

- right place, right time, right materials and right attitude
- before the lesson, line up quietly outside the room
- when directed by the teacher, enter the room quietly and stand behind your assigned desk
- respond to the teacher's greeting and sit when directed
- refrain from talking unnecessarily during the lesson
- raise your hand to ask a question; do not call out
- do not move from your allocated desk position without the teacher's permission
- at the end of the lesson, pick up papers on the floor if necessary, straighten desk and chair, stand behind chair awaiting teacher's dismissal
- move from room quietly
- do not touch / take any other student's possessions
- do not touch / take any teacher's possessions
- always comply with the College ICT policy
- follow directions of staff members in all areas of the College, including hallways, yard and ovals and at the bus areas.

5.2 Work Attitudes and Habits and Eddies PRIDE

Each student will strive to develop the following work attitudes and habits:

- complete homework/assignments on time
- be well prepared for class, organised and punctual
- be attentive and refrain from distracting others
- work independently and keep on task and
- ask questions if work is not understood.

Statement of Eddies Pride

The Statement of Eddies Pride has been developed in conjunction with the school wide positive psychology framework. It was launched at the beginning of 2020 and Martin Seligman's PERMA framework is the Foundation by which the Personal Formation Program was developed.

The

P in PRIDE is linked to the domain of **POSITIVE EMOTIONS**

R- is linked to the domain of **Relationships**

I - Linked to **Identity**, understanding the role we play in the world and therefore giving us a **sense of meaning and purpose**.

D- linked to **Developing** a growth Mindset and **Desire** for learning, so we feel a sense of **accomplishment**, and

E- linked to **Engagement**, so that we can use our strengths to meet the challenges that we will face, and see the relevance in our daily activities and interactions.

Eddies Pride Is.....	What does this look like (Boys comments)
Striving to achieve personal best, showing resilience and engagement	<ul style="list-style-type: none"> • Work harder to improve the standard of your work and grades • Show resilience • Team work in class and on the field
Investing in respectful positive relationships with everyone in my College and wider community.	<ul style="list-style-type: none"> • Respect others identity as people • Help out members of our community in need • Be role models for other students
Contributing to a constructive learning environment and meeting College expectations	<ul style="list-style-type: none"> • Working together to create a positive inclusive learning environment • Put in what you want to get out of Eddies • Show initiative lead by example
Honouring the College name reputation and facilities	<ul style="list-style-type: none"> • Behave on the bus • Wear the uniform with pride • Look after the school properly
Reflecting College motto, Christus Lux Mea in all that I do and say.	<ul style="list-style-type: none"> • Actively listening and engaging with others • Jesus is a role model • Be nice/respectful • Corrective negatives in behaviour.

“Our reason for wanting to update and improve the Non-negotiables was because we wanted to give our students **more of a ‘voice’**. We didn’t want a series of statements that you did not identify with or understand. So, we worked with the student body to create a document that you should all now feel a sense of ownership over. We created a document that **from this point on**, every one of us (staff and students alike) will use as the basis from which all our **thoughts, actions** and interaction with others are founded on. We created a document that is **aspirational, creates a desire or will to abide by, that generates a sense of accountability, and can help us create an improved culture for our school going forward.**

In short, we wanted change because we wanted to create a document that is **no longer** just words on a page, but that speaks to our **hearts and minds** and can be **lived out** each day that you are a student at St Edmund’s College, and that provides you with a **set of ethics, rather than rules to live by long into your future.**”

Sam Gibson – College Captain 2020

STATEMENT OF PRIDE

We are young men of **vibrant spirit** and **strong character**.

Eddie's pride is...

- ✓ **Striving** to achieve my personal best, showing resilience and engagement
- ✓ **Investing** in respectful, positive relationships with everyone in my College and wider community
- ✓ **Contributing** to a constructive learning environment and meeting College expectations
- ✓ **Honouring** our College name, reputation and facilities
- ✓ **Reflecting** the College motto, Christus Lux Mea in all that I do and say.

EDMUND'S TO THE FORE

5.3 Student Behaviour Management

Parents and students are asked to recognise that it is not possible to detail every rule governing student behaviour at St Edmund’s College. However, acceptance into the school is conditional upon the acceptance of the overall spirit of the Code of Behaviour for student conduct. The College reserves the right to make the final decision in interpretation.

St Edmund’s has a carefully developed three tiered approach used to respond to misbehaviour which aims to deal with issues at the lowest level possible so as to attempt to keep the processing of the problem at the point of its origin. At classroom level especially, the role of the individual classroom teacher is emphasized and clearly linked to a school wide pedagogy.

The importance of the teacher's role in the classroom cannot be over emphasised and is consequently preserved and prioritised. Basic self-discipline is achieved by the student in the class room and the greatest flexibility must be exercised by the teacher before deciding to enter the student into the process that moves him along the line to more severe sanctions.

The principle to be applied is that the student should be dealt with at the lowest appropriate level. If the appropriate sanction is not within the summary powers of punishment of the teacher, the student must be referred to the next level

Behaviour management at the College is underpinned by the values and attitudes we encourage and expect in our students. Our four Touchstones remain our guiding principles across all aspects of our endeavors.

DISCOVER THE TOUCHSTONES



Liberating Education

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.



Inclusive Community

Our community is accepting and welcoming, fostering right relationship and committed to the common good.



Gospel Spirituality

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.



Justice and Solidarity

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.

Behaviour and management responses to inappropriate behaviour can be broadly categorized into three levels.

Types of Level 1 issues

Characterised by infrequent, low level, minor or isolated incidents which need to be challenged and dealt with immediately by the classroom teacher.

Examples: talking in class, disturbing the lesson, missed homework, late to class, eating in class, distracting others, coming to class unprepared, uniform breach, not following instructions

Referred to: classroom teacher or teacher on duty and Tutor (via reporting system)

Sanctions which may be applied: sanctions within the classroom, lunchtime community service, lunchtime detention

Types of Level 2 issues

Characterised by an established pattern of misbehaviours or a significant issue which signposts "at risk" choices or poor decision making which may harm the rights of others.

Examples: repeated Level 1 behaviours, harassment, truancy, bullying, bus misbehaviour, breaking the 'Hands Off' rule, damage to property, teaching and learning issue, academic policy breach, inappropriate use of IT, serious disrespect/dissent/vaping/smoking/substance abuse issues

Referred to: Head of House or Head of Faculty (academic issue)

Sanctions which may be applied: after school detention, restorative practice meeting, counselling, behaviour contract,

Type of Level 3 issues

Characterised by a continued failure to change or correct previous Level 2 misbehaviour, or serious or high-level isolated incident(s) which may be unlawful and/or dangerous and/or unethical or harm the rights of others.

Examples: repeated Level 2 behaviours, Level 3 or 4 bullying, assault, fighting, harassment of staff, drug/alcohol related activity

Referred to: Assistant Principal - Student Wellbeing, in consultation with Head of House.

Sanctions which may be applied: detention, suspension, parent meeting, temporary withdrawal from Co-curricular activities or school excursions/ incursions as deemed appropriate by students Head of House in consultation with the Assistant Principal-Wellbeing or Head of Junior School.

What is detention?

Detention is a consequence that schools may use to address inappropriate student behaviour. Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning).

What behaviour warrants a detention?

A detention is given for behaviour that is deemed to be inappropriate by College authorities, a breach of school rules or for unsafe behaviour.

If an out-of-school hours detention is considered an appropriate disciplinary consequence, the issuing staff member will notify parents, within parameters, the day, time and duration of the detention and the responsibilities of the student, parent and school in relation to detention supervision arrangements.

If a student fails to attend a detention, this may be considered disobedience and designated College staff will make a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.

What is a suspension?

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for changing their behaviour to meet the expectations of this school. It also allows time to plan appropriate support for students to successfully return to school if this is the decided best course of action.

Suspension means that a student is precluded from attending school and school activities for a specified period of time as an outcome of his behaviour and/or decision making. This can include weekend Co-curricular activities if the suspension is carried over a weekend. The school reserves the right to suspend a student for serious or continued breaches of school rules or matters of safety.

Parents/carers are responsible for the care and safety of students during his suspension. The suspended student is not to be on school grounds during this time and should be under home supervision. It is recommended that he continue with his studies during this time and assistance to facilitate this can be arranged. Assessment items and their due date remain the same.

Corporal punishment at St Edmund's College is never acceptable and is banned.

It was in 1997, when the ACT Government amended both the *Education Act 1937* and the *Schools Authority Act 1976*, that corporal punishment was finally prohibited in all ACT schools by law.

5.4 Restorative Practice

Our response to all inappropriate behaviour is guided by Restorative Practice.

When inappropriate behaviour has occurred and discussion with / between students is required we use the Restorative Practice process outlined below. We are asking students to recognize and name behaviours - as well as helping them become aware of the impact their action has had on others.

When things go wrong:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When someone has been hurt:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The most profound learning occurs when there is a healthy relationship between teacher and student.

Restorative Practice assists teachers, students and parents to build, maintain and restore relationships. Restorative Practice will help build capacity to enable students to self- regulate behaviour and contributes to the improvement of learning outcomes.

5.5 Summary of Student Behaviour Management

The College has the final say in ALL circumstances regarding the disciplining of any student.

Behaviour
Attendance: but not limited to the following examples <ul style="list-style-type: none">• all students must attend all lessons as timetabled• all students must attend school as prescribed• all students must be on time• students must not leave the property without proper permission• all absences or lateness must be explained by a note/phone call• all detention forms and community service slips must be returned and• students must bring the necessary books and equipment to each class.
Schools Uniform and appearance: but not limited to the following <ul style="list-style-type: none">• students are to wear full school uniform as per College regulations• students are not to wear non-regulation uniform• hair and appearance should comply with College expectations• boys' faces should be clean shaven• no visible body adornment or art such as body piercings, jewelry keepers or tattoos are permitted at St. Edmund's and• the College has the final say on what is deemed inappropriate.
Students' and School Property: but not limited to the following examples <ul style="list-style-type: none">• we advise that no valuable goods such as portable music devices, mobiles phones etc are to be brought to school - the College accepts no responsibility for such items that are brought to school• weapons are forbidden as well as any mask/balaclava/disguise or related method of concealing your identity (including masks/balaclavas) – exceptions include COVID 19 compliance if required.• school property shall not be damaged or removed from the school and• students' lockers must be kept clean and students are responsible for securing their own locker with an appropriate padlock and key supplied by the College.
Unsafe Activities: but not limited to the following examples <ul style="list-style-type: none">• climbing on College buildings, roofs, trees, over fences, through windows• throwing dangerous objects• anti-social behaviour, for example, spitting, swearing, wrestling• fighting and acting in a dangerous manner• possession of and/or setting off fire crackers and/or fire alarms/extinguishers• possession of eggs, water bombs, flour or such items and• avoiding disclosure when another student is in danger.
Inappropriate behaviour: but not limited to the following examples <ul style="list-style-type: none">• disruption in class or assembly – including non-attendance• lack of adherence to academic policies• harassment and bullying of other people, lack of cooperation• IT misuse• any type of bullying/racism/harassment• impolite, disrespectful or rude behaviour• littering• misbehaviour on the buses• use of personal video cameras and other electronic devices inappropriately• being in out of bounds areas or in an unsupervised area• smoking/drinking alcohol/vaping or being in possession of such items

NEED HELP?

Who should you go to first?

Curriculum

Classroom Teacher
Tutor

Faculty Head

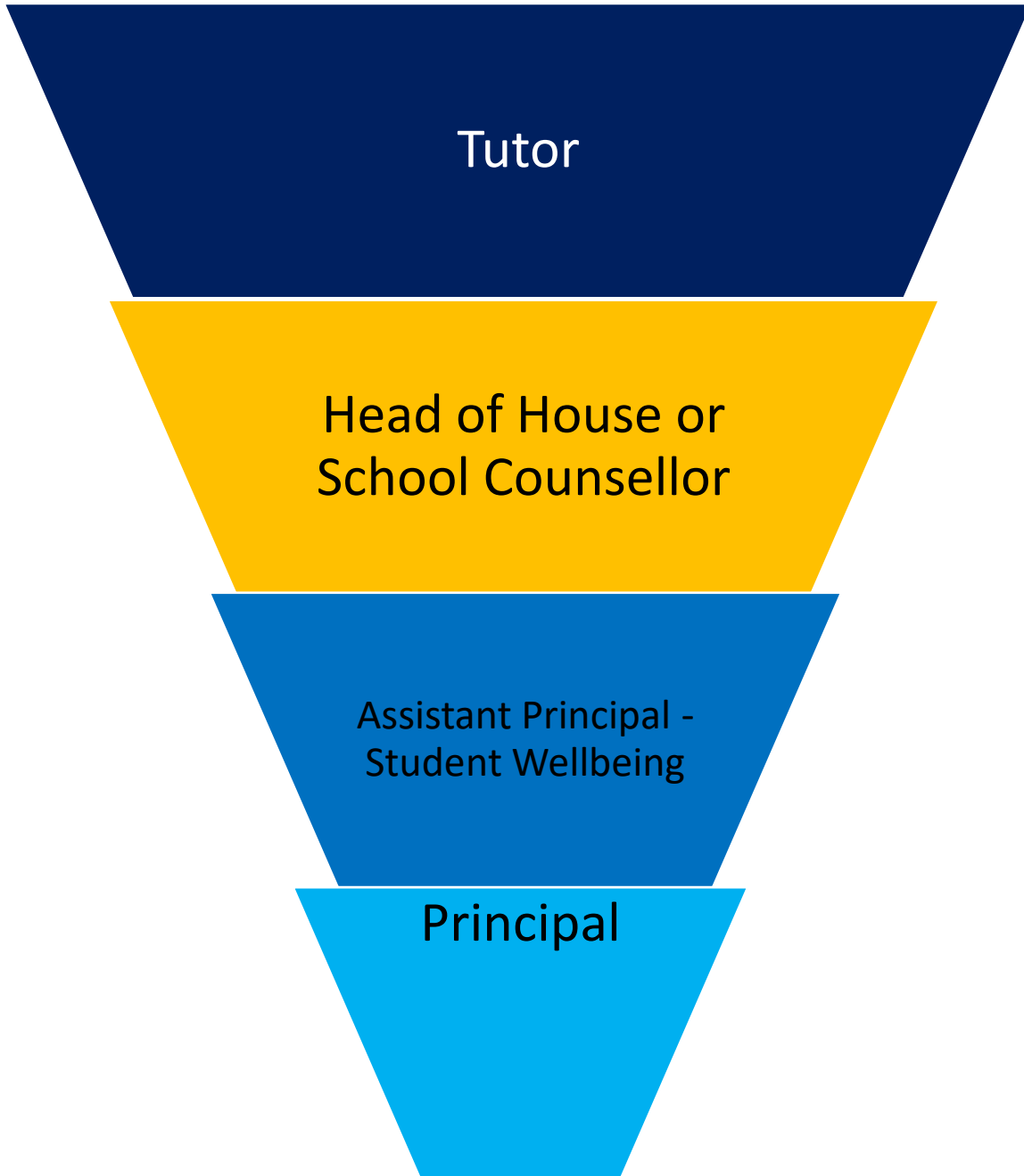
Assistant
Principal -
Teaching and
Learning

Deputy Principal
or Principal

NEED HELP?

Who should you go to first?

Well Being



SECTION SIX: SPECIFIC STUDENT POLICIES - snapshots

6.1 Bus Travel - but not limited to the following examples

These expectations apply to travel on any buses or College / hired buses. These expectations are intended to ensure student safety and the comfort of other passengers. These expectations are also intended to assist students in understanding how we expect them to represent their College with pride.

The College and bus company have the right to suspend a student from using bus services if student behavior does not meet expectations.

Students are expected to:

- board buses in an orderly manner – see order listed below
- stand for adults where appropriate
- wear their College uniform properly
- respect bus property by not marking or damaging it
- always follow the instructions of the driver and
- be encouraged to thank bus drivers at the end of each journey.

Students are expected not to:

- allow the head or arm to protrude from the bus
- eat or drink on the bus
- use loud or offensive language or place their feet on the seats
- throw any article inside, or out of, the bus and
- misuse a student's travel permit.

St Edmund's and St Clare's Agreed Order for Boarding Buses:

The following guidelines aim to make the waiting for, and boarding of buses on McMillan Crescent, efficient and safe for students of both Colleges.

Boarding the Bus:

Students are asked to remain behind the yellow line when lining up to board the bus. The order for boarding the buses are:

Terms 1 and 3	Terms 2 and 4
Primary School Students	Primary School Students
St Clare's Yr 7-10 Girls	St Edmund's Yrs 7-10 Boys
St Edmund's Yr 7-10 Boys	St Clare's Yr 7-10 Girls
St Clare's Senior Girls	St Edmund's Senior Boys
St Edmund's Senior Boys	St Clare's Senior Girls

General Rules While Waiting for the Bus:

- students are to follow directions from all staff members of either College
- students are to cross McMillan Crescent only at the crossings
- students are not to be moving back and forth across McMillan Crescent
- students are not to congregate near the upper crossing or near driveways
- students are to wait behind the yellow line at all times
- there is to be no ball games played

- students from either College are not permitted to enter the grounds of the other College
- the only exception to this will be if they have a sibling at the other College and are being collected together in a car and
- students are to ensure that no rubbish is left behind in the bus areas.

6.2 College Uniform and Appearance

Unless exempt by the College authorities, a student is required to wear the school uniform authorised for daily wear or for the appropriate sport or activity. As members of a school, proud of its heritage and the student body, all students are expected to take pride in the uniform and to also wear it properly.

The uniform of SEC reflects the positive image and values that we as a school want to demonstrate to the wider community. A consistent and fair uniform policy improves overall student morale and student cohesion in the school community. Students at SEC are therefore expected to maintain a high standard of personal appearance at all times. Presenting an exemplary image to the school and community is the responsibility of every student as a member of the SEC community.

If consistent and persistent issues arise in regard to the wearing of the College uniform, then the Behaviour Management Policy and Procedures will be appropriately applied. This is designed to help the student understand the importance of being committed to and accepting the College uniform as a required dress code under the agreement of enrolment at SEC.

The College uniform helps to promote cohesion between different groups within the school thus breaking down differences which can be financially, culturally or religiously based.

The College has graded and progressive responses to deal with students who infringe in response to College Uniform guidelines which are formalised as part of the Student Management Guidelines and enrolment policy.

Any boy can also

1. Carry his books to class in a SEC branded drawstring bag.
2. Carry his laptop to classes in a handheld laptop specific protective case (not for books)
3. Bring his training gear (only) to school in a separate bag (preferably the SEC branded training bag) which is stored in his locker during the day.

Authorised Uniform for SEC students

The following constitutes the authorised uniform for St Edmund's College students.

High School Summer Uniform (Years 7-10)

Shorts or trousers worn with a black belt

Short sleeve white branded shirt worn tucked in with the high school tie

High school knit jumper (optional)

Quarter crew socks (worn with shorts)

Trouser socks (worn with trousers)

Traditional leather black school shoes

College Backpack

Reversible bucket hat



High School Winter Uniform (Years 7-10)

Trousers worn with a black belt

Long sleeve white branded shirt or short sleeve white branded shirt, worn tucked in with the high school tie

High school knit jumper

High school blazer

Trouser socks

Traditional leather, black school shoes

College Backpack

Reversible bucket hat



Non-uniform items e.g. white shoes; non-uniform jumpers, beanies, hoodies of any kind - students will be asked to remove these items. Repeated requests may result in Friday uniform detention and confiscation of the item. All items of clothing should be clearly marked.

Senior School Summer Uniform (Years 11-12)

Shorts or trousers worn with a black belt

Short sleeve white branded shirt worn tucked in with the senior school tie

Senior school knit jumper (optional)

Quarter crew socks (worn with shorts)

Trouser socks (worn with trousers)

Traditional leather black school shoes

College Backpack

Reversible bucket hat



Senior School Winter Uniform (Years 11-12)

Trousers worn with a black belt

Long sleeve white branded shirt or short sleeve white branded shirt, worn tucked in with the senior school tie

Senior school knit jumper

Senior school blazer

Trouser socks

Traditional leather black school shoes

College Backpack

Reversible bucket hat



PE Summer Uniform (Years 4-12)

Polo Shirt

Shorts

Track Pants

Track Jacket

Training Jumper

Sports Socks

White or minimal colour lace up sports shoes

Sports Cap



It is a breach of the College Uniform Policy, unless validly exempt, to:

- be incompletely or improperly dressed in the appropriate seasonal uniform or school uniform whilst present at school or an authorised school activity, or traveling to or from school or an authorised school activity;
- present in uniform that is dirty or in an untidy state;
- wear any part of another student's uniform, without his permission;
- fail to wear protective clothing and equipment as directed by teachers in workshops or laboratories;
- wear any visible ornaments.

Wearing of "Mufti"

When wearing of "Mufti" is authorised, it is a breach of College Policy to

- wear clothing that is dirty or torn;
- wear clothing with printed slogans that could cause offense.

Appearance

Students are also required to pay proper attention to their appearance:

Hair should be kept neat, tidy and clean at all times and not grown or styled in an extreme or exaggerated fashion.

Hair should be above the shoulder in length (above the bottom of the school shirt collar) and no shorter than a number "two".

Students are not allowed to have lines or designs shaved into their hair nor grow long sections of hair that can be fashioned into "top buns", plaits, dreadlocks, braids, "rats tails" or "mohawks" or "mulletts" etc.

Hair should be evenly graded and/or blended, of natural colour, worn off the face and should not obstruct sight. Hair requiring to be tied back off the face may be necessary but only as a "low bun".

Length of sideburns is to be no lower than middle of the ear and students are expected to be clean shaven every day.

If a haircut, hairstyle or hair colouring does not meet school expectations then the student will be asked to adjust it accordingly.

In extreme cases students will be asked to go home until the hair/style/colour has been changed to meet the school requirements.

No visible body adornment or art such as body piercings, jewellery, keepers or tattoos are permitted. Ear rings and studs of any kind are not acceptable. Covering a piercing or ear ring with a keeper or band-aid is unacceptable.

The College has the final say on what is deemed to be acceptable in regard to these guidelines.

Other relevant issues

- In cases of genuine financial hardship where prompt rectification of a uniform infringement is difficult, appropriate support will be provided once the school is made aware of the situation
- At all times the College uniform is to be worn properly by students. This includes traveling to and from school and while at school. This not only includes the various parts of the uniform, but how the uniform is worn, shirts should be completely tucked in at all times (top button and ties done up properly, as well as shoes being polished and clean).
- A written note to your son's Head of House or Junior School teacher is expected if any exemption is necessary. The exemption will only be granted for a brief period of time. In addition to the school uniform, the College requires adherence to its expectations regarding appearance including hairstyles.
- The College has the final say on what is deemed unacceptable or inappropriate

6.3 Student Drivers

Students who drive to school must complete forms provided by their Head of House which cover:

- car details including registration number
- passenger details
- parking arrangements.

Students are not permitted to park motor vehicles inside the College or in the pick-up or drop off zones. Students are requested not to park a motor vehicle during school hours in front of the College or on Canberra Avenue. No responsibility will be taken by the College for damage to student vehicles; including theft from vehicles or parking infringement fines

Driving Policy - Year 11 and Year 12 Students

1. If you drive a vehicle to school at any time, you must be registered with the College as must your passengers. The necessary documentation to fulfil this requirement are available online as well as from the College and when completed needs to be returned to Mr. Langtry here at the College.
2. Any driving complaint that the College receives from members of the public concerning St Edmund's students, will be referred to the police in every instance without exception.

3. If any senior student is off site at any time in a student driven vehicle, the duty of care for such action – in all cases - remains absolutely in the domain of yourselves as parents and guardians. This is the case at all times – including recess, lunchtimes and other out of school hours. Students are also reminded that whilst off the campus under these circumstances, proper uniform well worn, language, behaviour and respect for others and property remain paramount and in line with College expectations in all cases.
4. The College seeks your assistance in helping you to develop a sense of adult responsibility in your attendance to these requirements and to understand the serious consequences that can ensue if poor decisions are made as a consequence.

6.4 Cyclists

Students riding bicycles to and from school:

- must wear a bicycle helmet as required by law
- are not permitted to ride bicycles through the College grounds
- may park their bicycles only in the bicycle parking area in the College quad using an appropriate lock and
- no responsibility will be taken by the College for loss/theft/damage to bicycles.

6.5 Student Care and Respect for Personal, College and other Property

Students are responsible for taking care of their possessions. This includes those materials provided for them for learning – by their parents and the College community; school bags, diary, textbooks, files, exercise books and folders, calculators, laptops, tablets, IT devices and pencil cases etc. These materials/possessions should be kept clean, tidy, free of inappropriate photos and graffiti and other means of damaging or defacing materials. Students are to have all possessions clearly and neatly labelled with their name.

If a student does not make a genuine effort to accept responsibility for the care of his possessions and for the respect of the property of others, the normal discipline procedure is to be followed. Each student will be issued with a locker and a lock and 2 keys. NO responsibility is taken by the College for theft from lockers.

Students who bring personal property to the school – including vehicles owned by themselves or others - do so at their own risk. The College will investigate thoroughly loss, wilful damage or theft of property and/or vehicles but will not compensate for any loss incurred. If required – the Police will also be involved.

6.6 Safe School Policy Snapshot

St Edmund's College is a Catholic school in the Edmund Rice tradition. The culture of an authentic Catholic school in the Edmund Rice tradition is underpinned by four touchstones. These touchstones are Liberating Education; Gospel Spirituality; Justice and Solidarity and Inclusive Community.

St Edmund's College is a school community where every student, staff member and visitor to the College is made to feel welcome and safe. There is no place for bullying or harassment at St Edmund's College. Bullying or harassment is never acceptable, excusable or appropriate in our school community.

Being committed to the care and wellbeing of all our College community, the College counters and challenges views that bullying or harassment are an inevitable parts of school

life. Further, we aim to provide a safe, happy and positive learning environment for our College community which will assist in creating a supportive culture and to break down the code of secrecy that protects the offender.

All members of the College community are expected to support this commitment. St Edmund's College promotes resilience, resolution and restorative practices. We endorse a positive, proactive approach, which seeks to bring about change in the behaviour and thinking of the people involved.

What is Bullying?

- bullying can be defined as repeated behaviour by an individual or group of individuals generally (or often) intended to cause distress, hurt or undue pressure
- bullying may involve the abuse of power and may be carried out overtly (e.g. face-to-face) or covertly (e.g. through repeated social exclusion or via technology)
- bullying is a sub-category of aggression and is different from, but also related to, harassment and violence. It is not the same as conflict or social dislike or disagreement
- bullying may involve power imbalance between the bully and victim
- cyberbullying refers to bullying or harassment through misuse of information and communication technologies
- bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including those based on gender, race, disability, sexuality, age or beliefs
- bullying can include group actions such as initiation events, retaliation, "punishments" for failures for non-conformity or performance.

Bullying can also be repeated:

- use of name calling, put-downs or verbally threatens someone else
- physical hits, trips, pokes, kicks, throwing an object or stealing something from someone else
- ignoring or singling out another student to be "left out of the group" deliberately
- stalking or giving a dirty look, belittling or hiding possessions of another student and
- inappropriate uses of information technology devices and unauthorised use of photographic or digital devices.

It is most importantly, still bullying if any or many of the above behaviours are carried out by text messages or social media messaging.

What Is Harassment?

- harassment is any unwelcome and uninvited comment, attention, contact or behaviour that an individual or witness finds humiliating, offensive or intimidating
- harassment is determined by the way an action or behaviour is perceived, rather than the intent in which it was delivered
- some examples of harassment could be if a person is uncomfortable with: name calling or nicknames, mocking, isolation, degrading comments around gender, sexuality, disability, race, ethnicity, socio economic status, family structures, religion, gender identity, or intersex status

If you are being bullied or harassed some strategies to implement might include:

- calmly speak to the person harassing you and tell them to stop in a firm manner and let them know that their behaviour is making you feel uncomfortable
- tell someone you trust and ask for help or advice
- report the matter to someone - if you are being bullied it is most important that you tell your parents or a staff member at school. It is important that you come forward and ask for help as soon as possible and
- seek Counselling services/advice.
- In the case where electronic devices are used to bully and harass, provide evidence (screen shots) of this to college staff.

Bystanders – members of our community who witness incidents of bullying/harassment should respond in the following ways:

- offer to support the person who has been bullied or harassed in a calm and appropriate manner
- where appropriate, indicate to the bully that the behaviour is unacceptable and
- try to persuade the person who has been bullied to seek assistance from a trusted adult or
- be prepared to report the incident yourself.

Parent/carers should:

- be alert for signs of distress in their son and encourage their son to report any harassing behaviour to a staff member with whom he is comfortable
- contact the College if their son is unwilling or unable to take action and
- feel free to inform the College of any suspected harassment/bullying immediately and seek Counselling services/advice
- In the case where electronic devices are used to bully and harass, provide evidence (screen shots) of this to college staff.

Staff at St Edmund's College:

- have a duty to ensure that any harassment brought to their attention or personally witnessed, is addressed as soon as possible and they will share information immediately with other appropriate senior staff, to enable the best possible response to be developed
- will be alert for signs of distress in their students which may indicate bullying or harassment
- will ensure that steps are taken to help and support those experiencing harassment
- will encourage appropriate bystander involvement in incidents of bullying and harassment
- will model appropriate behaviour in their relationships with each other, parents and their students
- will ensure support is available for members of the College community who have been bullied as well as for those who bully others or are involved in the incident
- do not accept ideas, beliefs and behaviours which marginalise or victimise people
- will implement strategies to assist parents whose son may be involved in bullying behaviour and
- staff will promote resilience as an admirable quality and as a personal resource worth developing.

Bullying and Harassment Levels of Escalation

Level one – Minor Act of Bullying/Harassment

- Report bullying or harassment to a teacher or Head of House.
- Both parties (offender and victim) will be involved in mediation if appropriate and agreed to by all parties
- The offender is warned that if another incident occurs, then parents will be contacted. Other options may be considered.
- A record of this is kept electronically by the Head of House.
- The victim is encouraged to “check in” with his Head of House on the outcome and the offender is informed that this is happening.

Level two – Repeated or Serious Act(s) of Bullying/Harassment

- Parents of offender are called in to meet with Head of House and/or Tutor/Teacher.
- Parents and offender are advised that a repeated offence will see the offender move onto level three.
- Other options may be considered-counselling, further mediation, detention, loss of privileges.
- The victim’s parents are contacted to inform them of what action has taken place in regard of the offender.
- A record of this is kept electronically
- The victim is encouraged to “check in” with the Assistant Principal - Student Wellbeing/Assistant Principal Junior School and/or Head of House.

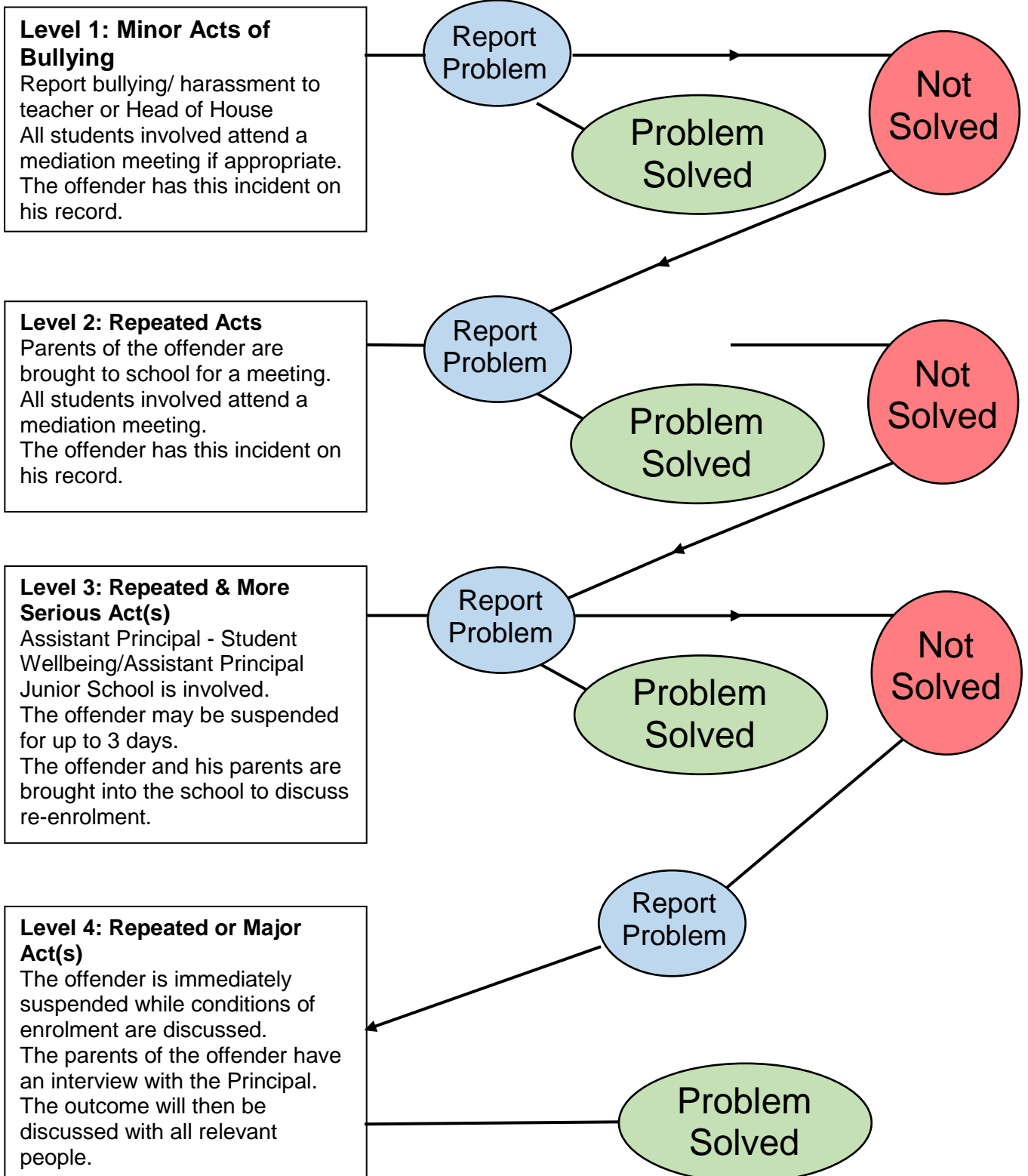
Level three – Repeated or More Serious Act(s) of Bullying/Harassment

- The matter is referred to the Assistant Principal - Student Wellbeing or Assistant Principal Junior School.
- The offender may be suspended from school following consultation with the Principal – in some cases for a period of 3 days
- The offender and his parents meet with the Assistant Principal - Student Wellbeing/Assistant Principal Junior School along with the Head of House and, conditions are set down in regard to re-enrolment.
- Further mediation, counselling and disciplinary action may follow.
- The Head of House informs the victim and his parents of the action taken.
- A record of this is kept electronically.

Level four – Repeated or Major Act of Bullying/Harassment

- The Assistant Principal - Student Wellbeing, after consultation with the Principal, suspends the offender and consults with the Principal in regard to the offender’s enrolment status.
- The offender parents are informed of this process and will be called in for an interview with the Principal.
- A record is kept electronically and is made available at the discretion of the Principal.
- The Assistant Principal - Student Wellbeing/Assistant Principal Junior School informs the victim and his parents of the action taken.
- The Principal informs staff of the outcome.

BULLYING/ HARASSMENT RESPONSE



6.7 Out of Bounds Policy Snapshot

General

The school grounds, for the purpose of any instruction in this Handbook, are described as follows:

The Canberra Campus of St Edmund's College is bounded by Canberra Avenue, McMillan Avenue, Wills Street, Throsby Crescent, Frome Street and Barrallier Street.

The Tuross Campus of St Edmund's College is bounded by Craddock Road, Raleigh Crescent and the creek line delineating the northern boundary.

Unless lawfully excused, or in the course of an authorised activity or excursion, a student is required to remain within the bounds of the Canberra campus between the hours of 8.45 am to 3.25 pm, Monday to Friday during term; or remain within the bounds of the Tuross campus for the duration of the time the student is assigned to a Tuross campus activity.

Students must move directly onto the campus upon arrival. They are not permitted to inhabit surrounding shops, public spaces or private premises.

Prohibited Areas

Within the College campus there are certain areas that are out of bounds to students on a permanent basis or on the basis of the timetable or specific instructions issued from time to time by staff authorized to define “bounds”.

The following areas are permanently “out of bounds’ to students:

- the staff room and all faculty staff rooms
- staff computer stations
- staff car parks
- administrative offices and facilities (except for student services)
- College maintenance sections and associated store rooms, machinery and workshops
- staff toilets
- local shopping precincts and/or St Clare’s College without proper permission and
- any roof

Senior Students (Years 11 and 12)

Senior students observe the out of bounds policy as stated unless otherwise instructed by the Principal or delegate.

Senior students who choose to leave the campus must move directly to their destination. Lingering around the College perimeter on foot or in cars is not permitted. The same applies upon return.

Senior students are required at Tutor group each morning regardless of the placement of periods on their timetable.

Senior students may leave the grounds at lunch under the same terms and conditions set out in this policy regarding exit and re-entry.

Senior students and their parents/guardians are responsible for their own actions in public. Parents/guardians agree to the provision of these privileges and accept this responsibility when they sign off and agree to the terms of the process.

Unless given a specific direction or invitation by a member of staff to enter a classroom, students are only authorized to enter classrooms in which their programmed subject is being conducted.

6.8 Drugs and Alcohol Policy Snapshot

At St Edmund's College illegal drugs are defined as:

- any substances proscribed by law as illegal
- drug and alcohol abuse is defined as:
 - any use of illegal drugs or the misuse of prescribed pharmaceutical drugs, or the consumption of alcohol when debarred by age or circumstance, constitutes abuse.

Use of Drugs

The use of medically prescribed drugs on College property is covered under SEC 113 First Aid Policy and SEC 135 First Aid Procedures.

The College maintains a strict "no drugs policy." This policy is expressed as follows:

- no student may be in possession of illegal substances on the College property or when representing the College, or as a spectator, at any sporting or Co-curricular property or at any authorised venue and
- no student (regardless of legal age) may be permitted to vape, smoke or consume alcohol on the College property or at a College authorised activity, or representing the College, or as a spectator at any sporting or Co-curricular activity either on the College property or at any venue authorised by the College. This includes e-cigarettes or any type of drug related paraphernalia.

Any student who needs to carry medically prescribed medication on College property or at any authorised College activity must lodge the specified Medical Form with the College.

6.9 Mobile Phones and Electronic Equipment Policy Snapshot

Guiding Principles

St Edmund's College embraces emerging digital technologies and encourages its teachers and students to look for ways of using them to enhance teaching and learning. The technology of mobile phones and other electronic devices to facilitate the recording of sound, take photographs and video images is open to abuse, that can lead to an invasion of a person's privacy. The availability and appropriate use of these resources provide opportunities that can help students develop spiritually, academically, socially and physically. Their inappropriate use can be detrimental to the teaching / learning process, anti-social, and even harmful. These guidelines need to be understood in partnership with the SEC BYOD policy.

Introduction

These guidelines relate to any personal electronic device (PED) that could be used for communications or data storage and retrieval. This includes, but is not exclusive of mobile phones, USB drives, MP3 players, iPods, PDAs, laptop computers, dictaphones, tablet computers, PS2s or other portable game consoles, DVD players, Smart devices, personal music players and calculators. It includes handheld devices for which the primary role is communication, media, data manipulation or data storage purposes, this includes phones and USB's.

Electronic Equipment Policy

The College takes no responsibility for electronic devices such as laptops, mobile phones, CD and DVD players, iPods, MP3s and USB memory devices brought to school by a student – including damage or theft. They are the responsibility of the individual. Here are some guidelines in relation to the security of PEDs:

1. Lock your PEDs in your locker during the course of the school day.
2. Do NOT leave your PEDs in items of clothing that you are likely to remove – e.g. blazers, unless secured in your locker.
3. Do NOT leave your PEDs in school bags unless secured in your locker.
4. Do NOT bring PEDs to school on special activity days – such as sports days, swimming carnival, athletic championships, touch football competition etc.

Mobile Phone Guidelines (this includes smart watches)

The College discourages students from bringing mobile phones to school. Mobile phones are sometimes used to harass other students, particularly through text messaging and taking and posting images. Students are to be aware that it is an offence under law to use the names; take photographs; voice record or transfer inappropriate material or images of other students; staff; support staff or any members of the College community on **ANY** Internet website without the written permission of the person involved. Students may not use any inappropriate language, any form of vilification or bullying or harassment by way of an electronic device or mobile phone at any time.

Students are encouraged to report any cases of cyber-bullying of which they become aware.

Acceptable use during school hours:

- Students can use their mobile phones appropriately before school, during recess and at lunch breaks.
- Students must have their mobile phones switched off and out of sight during class time and during movement between classes.
- Students may only turn on and use their devices during a class with the direct instruction of the teacher for clear educational purposes.

Unacceptable use during school hours:

- It is not acceptable for students have their mobile phone turned on or visible in class without direct instruction from the teacher.
- Students are not to have their mobile phone on or in use during College meetings (assemblies, House or Year meetings) or during special events, e.g. Masses.
- Students are not permitted to take photographs, video or record images or voices of other students or staff members without their consent. This action is against the law in the ACT.
- Students are not permitted to have mobile phones in examinations or formal assessments.
- Mobile phones or other electronic devices must be turned off during an emergency evacuation or lockdown procedure as use could pose significant risks and create unnecessary compromises of safety or anxiety amongst others.
- Students must not use their mobile phone to contact their parents and/or arrange to be collected from school if they are unwell. Students should go to Sick Bay. College staff will then contact parents if appropriate.

Off-campus activities:

- The teacher or supervisor in charge of any activity will determine the use of mobile phones during off-campus activities arranged by the College, including field trips, camps and retreats.

Consequences for misuse:

If a student uses their mobile phone when they are not supposed to, staff will:

1. Ask the student to turn it off and put it away immediately,
2. Remind the student of the rules regarding acceptable mobile phone use, and
3. Inform the student that their phone may be confiscated if they use it again during school hours. In this case the member of staff will confiscate the phone and hand it back to the student at the end of the lesson.

When a mobile phone is repeatedly used at times when it should not be used, or is used to record others without permission or for inappropriate purposes, staff may confiscate the item (labelled with student's name and after having the student turn the item off) for a longer period of time.

Future offences may result in the student's parent/carer having to collect the phone or device. Repeated or blatant breaches of these guidelines may involve more serious measures including suspension of enrolment.

College authorities have the right to determine the appropriateness or otherwise of any aspect of the above guidelines / policies. The College has the right to modify any of the guidelines according to the circumstances.

Note: If, on any occasion a student refuses to hand over their mobile phone when requested by a staff member, the staff member will request assistance from a senior member of staff. If the student still refuses to comply, parents/carers will be contacted and required to collect their student from the College and make an appointment with the Head of House and Assistant Principal Student Wellbeing to resolve the issue.

The College accepts no responsibility for phones belonging to students that are lost, stolen or damaged.

Consequences for misuse

When any PED equipment is used inappropriately, a staff member may confiscate the device and negotiate a return of the device with the student and / or his parents. A first offence may result in the confiscation of the item for one day as well as the possible issue of a College endorsed sanction.

Future offences may result in the student's parent/guardian having to collect the phone or device. The same process for inappropriate use of the mobile phone applies to electronic devices as outlined in the Student Code of Conduct. Repeated or blatant breaches of these guidelines may involve more serious measures including suspension of enrolment.

It is a matter for the College to indicate to students which PEDs may or may not be used at specific times and places, and in which ways they may or may not be used. Students should not presume the right to use a particular PED in any circumstance.

Students should use PEDs for positive purposes: for learning, for legitimate communication, and for relaxation in acceptable ways. PEDs must not be used to harass or victimise other students or staff, or to abuse a person's right to privacy (for example, taking, storing and then using a digital photo/video without a person's permission).

In using their PEDs students are expected to comply with the standards of SEC and act within the ethical framework of this Catholic College, where respect for individuals, their good name and dignity is paramount.

In some situations, such as formal examinations, other specific rules may apply to PEDs. These will be outlined clearly and must be adhered to fully.

The teacher or supervisor in charge of any activity will determine the use of mobile phones and PEDs during off-campus activities arranged by the College, including field trips, camps and retreats.

College authorities have the right to determine the appropriateness or otherwise of any aspect of the above guidelines / policies. The College has the right to modify any of the guidelines according to the circumstances.

Any portable electronic equipment that are used inappropriately, staff may confiscate the item. A first offence may result in the confiscation of the item for one day. A second offence may be for three days and a third will be for one week with the student's parent/guardian having to collect the phone or device.

6.10 BYOD Protocols

ICT Agreement - Senior and Secondary Students

St Edmund's College embraces emerging digital technologies and encourages its teachers and students to look for ways of using them to enhance teaching and learning. The College's Bring Your Own Device (BYOD) program has been introduced to further support students as they develop 21st century skills that are required for our ever-changing world. This ICT Agreement provides guidance for St Edmund's Senior and Secondary students to help them use all forms of technology in efficient, appropriate and responsible ways.

This agreement is between Secondary and Senior students, their parents and the College.

Terms used in this agreement

Device	A laptop, a tablet device with a physical keyboard, or a hybrid device that has been brought to school for the purposes of learning as part of the BYOD program.
Personal Electronic Devices	Handheld devices for which the primary role is communication, media, data manipulation or data storage purposes, this includes phones, iPods, USBs, dictaphones.
Network	The St Edmund's College wireless and wired network. This also includes College provisioned email.
Social Media	Social networking platforms that enable students to interact and connect with others online. Common platforms include Facebook, and Instagram.
Instant Messaging	Tools used by students to instantly send and receive messages. Common platforms include Snapchat, Messenger and WhatsApp.
Loan Device	Laptop provided by the College for daily use. Devices must be collected at the start of the day and returned by 3:30pm.

St Edmund's College values the role that technology plays in enhancing the teaching and learning process. The College's Bring Your Own Device (BYOD) program will serve to further empower students to take control of how they use technology in their learning.

It will also provide teachers with additional scope to create innovative opportunities for students to use their personal devices to think critically and to work collaboratively to solve problems.

How does it work?

All students in Years 7-12 are expected to bring their own computing device to school every day. These devices will be used in classrooms to support student learning. The device must meet **specific requirements** in order to ensure that it is compatible with the College's wireless infrastructure.

Students are required to sign an ICT Agreement that sets out how the device can be used at school. IT Support staff will be available to provide assistance so that students are able to connect to the College network and access the required free software for the device. However, the school does not manage, support, own or provide warranty for the device.

Security and Storage

It is the student's responsibility to secure and care for his device at all times. Students should keep their device in their secured locker when not in use and they should make certain that their device is inside its protective case when it is being transported to and from school.

The College takes no responsibility for the loss, theft or damage to any electronic device a student brings to school. Breakages and repairs are the financial responsibility of the device owner.

St Edmund's College embraces emerging digital technologies and encourages its teachers and students to look for ways of using them to enhance teaching and learning. The College has a Bring Your Own Device (BYOD) program to further support students as they develop 21st century skills that are required for our ever-changing world.

This ICT Agreement provides guidance for St Edmund's Senior and Secondary students to help them use all forms of Technology in efficient, appropriate and responsible ways. This agreement is between students in Years 7-12, their parents and the College.

Students are challenged to achieve their personal best by agreeing to the following:

I will:

- bring a device that meets the **required BYOD specifications** to school every day to support and extend my learning;
- make certain that I have the required software/apps loaded on my device so that I can fully participate in class;
- ensure that my device is fully charged when I bring it to school so that it does not impact on my learning and lessons prepared by my teachers;
- learn about my device so that I can troubleshoot and fix basic problems;
- take personal responsibility for all of my devices by ensuring that they are secured in my locker when not in use;
- regularly back up my work to make certain I do not lose important information. This may include backing up my files to Canvas or using cloud-based storage such as Google Drive or OneDrive;
- adhere to the guidelines listed for the use of loan devices;
- treat the technological resources provided by the College with respect and care;
- always show respect for the work of others by accurately referencing any resources;
- use "Turnitin" software provided by the College to support the integrity of my work and to combat plagiarism.

I will not:

- interfere in any way with the running of the network so that I do not impact on the productivity of other students, teachers and support staff;
- waste materials through excessive printing or downloading;
- use the school's network for commercial purposes;
- damage or steal another student's device;
- use Personal Electronic Devices in class, without the permission of my teacher, to send text messages, play games, access social media or instant messaging applications, capture photos, record videos or listen to music.

Students are encouraged to engage with one another in meaningful, supportive and productive ways, by agreeing to the following:

I will show respect for myself by:

- not attempting to access sites that are degrading, pornographic, racist, violent or inappropriate;
- not forwarding inappropriate material or communications that others may find obscene, hurtful or offensive;
- protecting my reputation by not posting obscene, offensive, racist or inappropriate images or comments to social media sites or through instant messaging apps.

I will show respect for others by:

- not using electronic mediums to bully, harass, flame or stalk other people;
- not impersonating other people on social media or 'tagging' people in content that will damage their reputation;
- never recording sound, images or video of anyone without their permission;
- never distributing sound, image or video recordings of anyone without their permission;

I will protect myself by:

- creating strong passwords and not sharing these with others;
- not trying to bypass the College filtering system by setting up 'hotspots' or virtual private networks;
- making sure my device has appropriate virus protection as stipulated in the BYOD Required Specifications;
- seeking help to address incidents of bullying or harassment. This includes:
- not retaliating or responding to incidents of bullying or harassment
- blocking communication with anyone who is harassing me
- locking down my privacy settings
- taking screenshots of any incidents of bullying or harassment
- instantly telling an adult I trust, if I am being bullied or harassed
- reporting incidents of bullying and harassment to the College

I will protect others by:

- encouraging my friends to report any incidents of online harassment or abuse;
- not requesting others to engage in risky, inappropriate, demeaning or illegal behaviours. This includes requesting they send indecent images of themselves;
- not posting comments, images or video that will compromise the reputation of St Edmund's.

Consequences of Breaches of the Agreement

- Students who fail to abide by any elements of the ICT Agreement face a range of consequences which are dependent on the severity of the breach.
- Minor breaches will be dealt with by classroom teachers or the House tutor. Consequences may include confiscating personal electronic devices for the duration of the lesson, lunch-time detentions or using other behaviour management procedures which are in keeping with the severity of the breach.

SECTION SEVEN: WELLBEING

At St Edmund's College, our wellbeing focus is on primary prevention and intervention to reduce the incidence and effects of mental health problems in our students. We aim to empower our students to enable a sense of connectedness, meaning, accomplishment and zest for life. We seek to help build confidence, self-esteem and resilience in order for our students to approach future life experiences, opportunities and challenges with self-assurance and energy. Our pastoral care program aims to buffer the effects of adverse life events by building protective factors within the individual, through the teaching of life skills. The pastoral care team is currently reviewing other areas that the principles of wellbeing can be taught to the students within the school environment.

7.1 Staying Safe

Recognise –

We want you to recognise that there are dangers out there, but you can keep yourself safe. Be alert for the clues that warn you when something is unsafe.

React –

If you feel scared, confused, sad or upset you need to REACT. This could even mean breaking a rule, like smashing a window to escape or yelling NO at an adult.

Report –

This means telling an adult in your life about your safety when there is a problem. It's adults who can keep you safe from harm and who can make a situation safe for you again

Source – Daniel Morecombe Foundation

7.2 Looking after your mates

HOW TO START A CONVERSATION WITH A MATE

- ✓ **Find the right time & place to talk.** Try asking when you're both doing something together.
- ✓ **Ask if he's okay and wants to talk about things.**
- ✓ **Tell him you're there to help if he needs it.**
- ✓ **Be persistent, but not annoying.** If he doesn't want to talk just now that's ok too - just remind him that you'll be there for him and maybe even send him a text in a few days.
- ✓ **Get your own support and advice** – don't take it all on by yourself. If you're worried about a mate, ask for help.

Source- Menslink ACT <http://silenceisdeadly.com.au/get-advice/>

7.3 Seeking help

The College provides many avenues and resources to provide help and support to students who may be struggling. Our College Counsellor is available for appointments and students can make them themselves or ask their Tutor or Head of House to contact the Counsellor for them.

In addition there are many external agencies and online resources to provide information and support for students and their families. Some include:

Menslink ACT <https://menslink.org.au/>

Headspace National Youth Mental Health Foundation <https://headspace.org.au/>

Beyond Blue <https://www.beyondblue.org.au/>

Kids Helpline <https://kidshelpline.com.au/>