ST. BEDE’S COLLEGE

STUDENT HANDBOOK
ST. BEDE’S COLLEGE
MENTONE

A Catholic Secondary school for boys conducted by the De La Salle Brothers under the patronage of the Archbishop of Melbourne.

FOUNDATION: 1938

ENROLMENT: 1355 in Years 7 to 12

MOTTO: Per Vias Rectas
(By Right Paths) SCHOOL

COLOURS: Cardinal, Blue and Gold

ADDRESS: 2 Mentone Parade, Mentone, 3194

TELEPHONE: School ......................... 9582 5999
Brothers’ Residence ............. 8586 3999

St. Bede’s College is a member College of the Associated Catholic Colleges of Melbourne and the Principal is a member of the Association of Heads of the Independent Schools of Australia.
Dear Student,

The Student Handbook provides a variety of information about St. Bede’s College related to its history, aims and policies.

Remember that St. Bede’s is your school and that you are expected to share in the rights and responsibilities of being a member of the school community.

So that St. Bede’s will be a happy school and provide a Christian environment which encourages excellence in all aspects of school life, certain rules are necessary. Your commonsense and co-operation are asked for in observing these rules so that you live out the school motto, By Right Paths, with fidelity.

Principal.
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1. BRIEF HISTORY OF ST. BEDE’S

St. Bede’s College was founded in 1938 by the De La Salle Brothers.

The founder of the Brothers was Saint John Baptist De La Salle, who was born at Rheims in 1651 during the reign of Louis XIV. His father was a magistrate of the city so, unlike the children of the poor, the boy was at no disadvantage in the education he was able to receive at home, in school, and later at the University of Rheims and the Sorbonne, in Paris, where he prepared himself for ordination to the priesthood in 1678. The death of his parents interrupted his studies for a time as he returned from Paris to Rheims to care for his family.

An introduction to an enthusiastic lay teacher, Adrian Nyel, was an influence in turning John Baptist’s mind to the work of education for the poor boys of his native city.

In 1680, on June 24th, the feast of his patron St. John Baptist, De La Salle took the first school masters – later to be known as Brothers – into his family home for meals. The following year he took them into his home to live.

In 1684, a famine struck France, John Baptist responded with typical generosity and zeal by giving his wealth to the poor. By this time there were seven schools functioning in Rheims and neighbouring towns.

The founder died in 1719 but his Institute continued to develop, and in 1725 it received Papal approval. By 1789, there were 1,000 Brothers working in 100 schools, but a decree of the National Assembly in 1792 suppressed the congregation in France. However, it revived under Napoleon and spread to other countries until today it numbers about 8,000 members working in more than 70 countries.

John Baptist De La Salle was canonized in 1900. In 1950, Pope Pius XII named him Patron of Teachers.

The Brothers came to Australia early in this century and opened their first school at Armidale, New South Wales, in 1906. In 1912, they came to Malvern, Victoria, to teach in the parish school, and since that time they have opened a number of schools throughout the Commonwealth, and extended their work to New Zealand and the Missions of Papua New Guinea.

In Australia the order is led by a Brother Provincial who resides in Sydney. He, in turn, is responsible to an elected Superior General who resides in Rome, and is assisted by a General Council of elected members.

The Brothers conduct regional and parish schools in Australia at the invitation of the Bishop, or establish independent schools which are owned and administered by the Order under the patronage of the Hierarchy. St. Bede’s is one such independent school.

Various factors contributed to the establishment of the College at Mentone, eg. the zeal of the Parish Priest, Father Adrian Martin, who wanted a Catholic College to cater for the boys of his then huge parish; the desire on the part of the De La Salle Brothers to find a new residence for their boarding school students at De La Salle, Malvern; and the immediate availability for purchase of the Mentone property owned by the Far East Fathers (Columban Missionaries).
who were transferring their Mission Headquarters to Essendon. Significantly for two or three years prior to purchase, a section of the property was leased to Mentone Girls Grammar School. Even more significant, perhaps is the fact that on this same site in 1896 – 1921 a Boarding and Day College has been conducted by an eminent Catholic layman, Mr. Thomas McCristal.

So it came about that in December, 1937, thanks to Fr. Adrian Martin, P.P., Brother Jerome Foley F.S.C. (Director of De La Salle, Malvern) and Archbishop Daniel Mannix, the building site for St. Bede’s College was purchased for 14,000 pounds.

The official Blessing and Opening of the College was held on February 13th, 1938 and classes commenced the following day for 50 boarders and 60 day pupils under the patronage of the Anglo-Saxon saint and scholar, St. Bede. The motto chosen was Per Vias Rectas (By Right Paths).

Interim Director of the College was the Canadian born, Bro. Simon Staunton whom the Brother Provincial (Bro. Benignus White) had requested to suspend temporarily his recruiting program until such time as a permanent Director was appointed. This appointment was made in June, 1939 with Br. Julian Lennon becoming Director of the College. Under his direction the College was to develop slowly but solidly despite the difficulties and inconvenience that World War II caused. The roll call in 1940 indicates that there were 85 boarders and 105 day-pupils. By 1945 – with the war over – boarders had reached a figure of 108 while day-boys numbered 205.

In 1948, Br. Julian was succeeded by Bro. Colman Molloy who had been a member of the College Staff since its inception. The roll call numbered 110 boarders and 198 day-pupils.

In 1953, Bro. Finian Allman replaced Brother Colman as Director of the College. By now the College had a roll call of 404. Eleven Brothers and three lay people comprised the staff.

Over the next few years, Beda Park and several properties adjoining St. Bede’s were purchased. In 1956, the major event was the commencement of the new building, (now the Middle School Building) which included class rooms and the Brothers’ residence. The official opening took place on 1st December when Archbishop Simmonds blessed the College. By 1958, the enrolment was 841 of whom approximately 100 were boarders.

In 1959, Bro. Colman Molloy was appointed Director for a second term. In the years that followed Beda Park was developed as a sports area, a new class and science block for the Senior School was built and an overall 100,000 pounds Jubilee Development campaign was inaugurated.

In 1965, Bro Colman was transferred to Kensington, N.S.W., and subsequently became Provincial of the Australian District of the De La Salle Brothers. The new appointee as Director was Br. Stanislaus Carmody who was to remain in office until 1967 when he was nominated Auxiliary Provincial. During this period the present Year Nine Building was constructed.
With the nomination of Bro. Peter McIntosh as Headmaster in 1968, the College was to undergo what might be termed a building transformation and an increase in enrolments that was to bring numbers to approximately 1,200 pupils. Believing firmly that the Boarding facilities were inadequate and that there was a very positive value accruing to St. Bede’s from its boarding section, Bro. Peter launched into an extensive building campaign. A new Brother’s residence, a new residence for boarders, a new chapel, new Science Rooms, a Lecture Theatre, a large school Library and the College Assembly Hall – Gymnasium were among the projects conceived and implemented in the period 1968 –1974.

Bro. William Firman was appointed Headmaster in November 1974. An interim School Board was established in 1975 and a permanent Board constituted in 1977 to guide and co-ordinate school policy.

In 1978, the Creative Arts Centre was completed. Included in this Centre were woodwork and metalwork facilities, art, craft, pottery and graphics rooms as well as a theatrette and classrooms. A Careers Guidance Centre was also set up at this time and the Special Education Centre purchased and renovated for the 1979 school year.

During 1981, the Junior High School Resource Centre was purchased and Cypress Lodge, the property at Phillip Island, was renovated and extended. A new pavilion was constructed at Beda Park to replace the old pavilion destroyed by fire in August 1980.

In September 1982 at three “nights of nostalgia”, Mr Leo Gamble’s History of St. Bede’s College and its McCristal Origins (1896 – 1982) was launched. In 1983, a new sports pavilion was constructed.

In the third term of 1985, the boarders and staff began to use the new Boarding House which provided extra recreational areas and new dormitories for the boarders, a new staff room and a kitchen as well as a new sick bay and audio-visual rooms for general use. Archbishop Little blessed and opened the new Boarding House on 13th September before a gathering of almost 1,000 people, many of whom had contributed to a major appeal which realized more than $580,000 dollars.

This Golden Jubilee Appeal also made possible the construction of 14 new classrooms for Years 7 & 8 above an extensive undercroft, tuckshop, maintenance workshops and a small swimming pool. This building constructed during 1986 at a cost of $1.6 million has meant the provision of separate home wings for each of Years 7, 8 and 9.

Today, 2001, the College caters for more than 1,300 pupils.

After serving as Headmaster for thirteen eventful years, Bro. William was succeeded by Bro. Kevin Moloney in 1988. In the same year, Bro William was elected Provincial of the Brothers and Bro. Kevin his Auxiliary.

In 1989, Bro. Quentin O’Halloran who had formerly served as a member of staff from 1955 – 66, was appointed Principal. Bro. Quentin was succeeded by Bro. Ken Ormerod in 1999.
2. ST. BEDE

The College is named after St. Bede the Venerable, a Benedictine monk and priest who spent his life teaching and writing in the monasteries of Wearmouth and Jarrow in England. His writings on behalf of the Church were such that St. Bede has been declared one of the Doctors of the Church. The works he wrote, particularly *The Ecclesiastical History of England*, were remarkable in their time and have endured. Born in 673 near the monastery of Wearmouth, Bede was introduced early to a life of prayer, study and teaching for which he was to become renowned. Both as a student and as a teacher, St. Bede commends himself to the St. Bede’s College Community. Teachers can find in St. Bede a model for their work of imparting knowledge. Teachers and students together can strive like St. Bede to make their College outstanding for sanctity and learning.

3. AIMS OF THE COLLEGE

As a Catholic school in the Lasallian tradition, St. Bede’s aims:

- To present Christ as each person’s model.
- To be characterized by a concern for each person in the school community and to encourage each to achieve his/her full potential.
- To be a happy school in which relationships among students, staff and parents reveal respect, co-operation and consideration for others.
- To ensure quality education so that students pursue excellence in all aspects of school life and thus have the opportunity to continue their formal education for as long as possible.
- To encourage students to develop critical minds in today’s pluralistic society and to be sensitive to current issues.

4. ESSENTIAL CHARACTER OF THE COLLEGE

St. Bede’s is a Catholic College. It exists to facilitate the salvation of people and so procure the glory of God. The mandate which the College holds comes from the Archbishop of Melbourne, and from the parents of the boys of the College. Under the patronage of the Archbishop, the staff of the College work in unison with the parents, who bear the first responsibility for the children’s education, with local parish authorities and with other apostolic organizations.

The Christian school endeavours through its program of instruction to prepare its students for their professional life, for marriage and its responsibilities, for service to society and the church. It makes known to them the great needs and aspirations of modern persons. It encourages them to be competent in today’s world and to work closely will all people of good will for the welfare of mankind.

5. THE DE LA SALLE BROTHERS

John Baptist De La Salle was quite an extraordinary man. Born of a wealthy, middle-class family, he spent his life working for the working class and the poor.

After having achieved his childhood ambition of being a priest, an apparent chance happening brought him in contact with the street urchins of his native city, Rheims. Not content with
short term solutions, he gradually formed a religious community of men to provide these young people with a Christian education – an education that spoke to the whole person, neither narrowly religious nor merely secular. The schools provided a basis for sustained contact which enabled the development of the type of relationships he saw as essential to education.

When they began their work of educating young people in 17th Century France, the men grouped around John Baptist De La Salle chose the title “Brother” quite deliberately.

At first, when they moved into the house De La Salle provided for them, they were content to see themselves as SCHOOL MASTERS. As their commitment to young people grew so did their ideas change about their work, their relationship with each other and with those whom they taught. They opened “Christian schools” as they called them, not Charity Schools which already existed for the very poor. The “Christian Schools” were free and open to all. The poor were especially welcome but not into an inferior position. The aim of these schools was to place all students on an equal footing.

The disorder of the 17th century classroom was replaced by order and the harshness by an atmosphere of firmness and kindness. The “Christian Schools” instilled a sense of purpose into the lives of young people used to roaming the streets. These schoolmasters came to see themselves as Brothers, not only to each other, but older Brothers to the students whom they taught. Thus, Brothers of the Christian schools seemed an appropriate title for this new group.

At the time of his death in 1719 there were 100 Brothers.

Out of a world total of 8,000 some 200 of these Brothers work in Australia, New Zealand and Papua New Guinea today.

Known in this part of the world as De La Salle Brothers, they work in schools and teachers’ colleges as teachers, lecturers, administrators, librarians, counsellors and social workers.

They work with young court offenders at Boy’s Town in Queensland, operate youth and family refuges and conduct youth retreats.

Reflecting their original spirit, the Brothers have recently gone to work in areas where it has been difficult to obtain regular teachers such as the remote Highlands of Papua New Guinea; a school for tribal aborigines in the Kimberley Region and a Primary School at Derby (W.A.)

The Brothers’ ideal is to bring to all these situations the love, simplicity and sense of solidarity expressed in the term “Brother”.

6. THE LAY STAFF

The lay staff are an integral part of the school community and share responsibility with the Brothers for the realization of the aims of the College. By the quality of their lives, the lay teachers strive to be authentic witnesses to the Gospel values. In their dedication to the task of Christian education, they endeavour to give full and explicit expression to their baptismal consecration.
The lay teachers make a unique contribution to St. Bede’s through their experience in family, social and professional life thus enriching the education offered in the College.

7. EXPECTATIONS OF STUDENTS

Students enrolling at St. Bede’s are expected to have gospel values and to have open minds in order that they may weigh right values and embrace them by personal choice. Attendance at Religious Education classes is compulsory for all students.

To give a living example of the true meaning of community, St. Bede’s endeavours to promote students’ personal welfare encouraging them to assume responsibility for their own formation.

This is achieved by a cordial relationship between faculty and students, by intelligent school discipline, by the very approach to teaching itself.

When regulations are made, it is expected that they be observed. Throughout life, every person is subject to constraints on his or her behaviour, and school is no exception. For the good order of the College, to safeguard the rights of others, and, above all, for the development of one’s own character, every student must learn to accept willingly and cheerfully all reasonable directives given by those who exercise authority in the College. Every student bears a responsibility not only for his own character but for the respect and esteem in which the College is held. It is the spirit with which students approach their task of formation which will determine, to a large extent, the success of the Christian education programme at St. Bede’s.

8. RESOURCE CENTRE

The Resource Centre provides support for the teaching and learning functions of the College both within and beyond the curriculum. With a seating capacity of approximately 130, the Resource Centre can accommodate up to three booked classes plus small groups of students each period.

The Resource Centre is open from 8.15am till 5.00pm each day of the school year, for research, reading, or other quiet work. It offers access to information in many forms, from books and audio visual materials to on-line sources. A bank of twenty computers is available for student research and work production, providing access to all programs available on the Curriculum network, including email and the internet.

A College I.D. card is issued at the start of Years 7, 9 and 11, and is required for borrowing materials from the Resource Centre and for using the photocopiers.

Normal book loans are one week for non-fiction and two weeks for fiction, but items in high demand may be put on overnight loan or closed access. Audio visual materials and equipment are generally for use within the College, unless by arrangement.

The Resource Centre subscribes to a large number of journals and has access to additional titles through a local library network. The journals are available for use within the Resource Centre, and indexes are provided on the Curriculum computer network.
File copies of the daily newspapers are held for one year, and the Resource Centre subscribes to two indexing services to facilitate their effective use.

Students are encouraged to use the Resource Centre and to seek assistance from its staff as required.

9. GENERAL INFORMATION

ABSENTEES AND LATECOMERS

All students are required to be present for the start of school (8.40am).

Classes conclude at 3.15pm.

Year 12 is the only class permitted to leave early after their last class for the day is finished. (In certain circumstances, this privilege may be extended to Year 11).

Parents can notify the college that their son will be absent by calling the office (9583 3325) between 8.15am and 9.30am and asking for Br. Brendan on extension 278.

Of course, for any absence, a written note is always required the day the student returns to school.

Students arriving late (after 8.40am) must sign the late list outside their co-ordinator’s office. If students arrive after 9.30am, they must ensure that they sign the late list outside Br Brendan’s office (in the M Building).

EXTREME WEATHER PROGRAM (WET WEATHER)

Lunch is shortened. The bell to signal the end of lunch will ring at 1.08pm.

Period Times:  
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<th>1.13pm to 2.03pm</th>
<th>2.05pm to 2.55pm</th>
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Students will be allowed into corridor areas but not into classrooms.

EXTREME WEATHER PROGRAM (HEAT)

Normal times operate until the commencement of Period 5.

Period times:  
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<th>1.33pm to 2.13pm</th>
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<td>Period 5</td>
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<td>Period 6</td>
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BICYCLES

It is permissible for students to ride bicycles to school. Although all reasonable precautions are taken, the College can bear no responsibility for such bikes. Students are advised to put locks on their bicycles and place them in the caged areas provided during the school day. Parents are advised to insure their son’s bike.

Students who ride bicycles are expected to observe the rules of the road, such as stopping at stop signs. It is not permissible to “dink”, ride on the footpath or ride without lights at night.

It is never permissible to use the bicycle of another student unless the owner gives his explicit permission. Loss of bicycles should be reported to the Principal and, if necessary, to the police as soon as possible.

The wearing of approved Road Transport Authority crash helmets for boys riding to and from St. Bede’s (even on those occasions when not in uniform) is compulsory.

CANTEENS

There are separate canteens for Years 10 to 12 and Years 7 to 9. They open at lunchtime and recess each school day. Lunches and other refreshments may be purchased there. Prices are kept to a minimum by the efforts of parents of the students who supply voluntary labour for the canteens.

COLLEGE CALENDAR

The calendar, published at the beginning of each term, is an official timetable of activities for the coming term. One copy is distributed to each boy. Extra copies are available, free of charge from the College office.

COLLEGE JOURNAL

The College Journal is produced each year as an official record of the activities of the year. It is published at the end of each school year and one copy is distributed to each family with son(s) attending the College. Extra copies may be purchased from the College.

CONTRACTS

Students who are giving serious cause for concern either because of conduct or lack of effort in study may be placed on a Contract for a specified period of time. A contract is only imposed after discussion with a student and his parents or guardians. Students on a Contract must show significant improvement by the end of the contract period, otherwise they will be asked to show cause why their enrolment should not be discontinued.
COUNSELLING

The Student Counsellor at St. Bede’s is an appropriately qualified professional who offers support and guidance to students, especially those in sensitive or critical situations. Some matters commonly brought by students to the Counsellor include: family concerns (separation, divorce, blended families), experiences of grief and loss, interpersonal relationship issues, mood and behaviour disorders, sexual issues, substance use or abuse and legal issues.

The counselling style adopted by the Student Counsellor at St. Bede’s is a relational one whereby individual students who self-report or who are referred by parents or co-ordinators are given an appointment (during class time) and meet in the Counsellor’s office. A small proportion of counselling time is given to group work.

With due regard to legislation relating to “mandatory reporting” the Student Counsellor is entitled to exercise total confidentiality.

Referral to off-campus authority is suggested and encouraged where appropriate.

The Student Counsellor at St. Bede’s is Mr. Pascal Rohan, Counsellor and Psychotherapist, who may be contacted directly by phoning 9584 3008.

CYPRESS LODGE, PHILLIP ISLAND

Students are taken to the College property, Cypress Lodge, for a variety of camps, excursions and extra-curricular activities.

DETENTION

There is no set day for detention. Sometimes students are detained as punishment or to complete school work in Years 7 – 9. It is the normal practice to give a day’s notice before detaining a student for an extended period of time (more than 30 minutes). Normal detention is never for more than one period.

For serious breaches of discipline, Saturday morning detention may be imposed. This will take place from 9 – 11am on Saturday morning. Parents are notified by mail and students are required to attend in school uniform.

GENERAL APPEARANCE

Students are expected to wear clothing which is clean and tidy. Shoes should be clean. Hair must be well groomed. Extremes of hair style are not tolerated and could lead to boys being sent home. Unacceptable extremes include hair below the shirt collar, coloured hair, tails, steps and shaved sides. Students are expected to be clean shaven. Beards or moustaches are not permitted. The use of earnings is not permitted.
HOMEWORK

As a rule, homework is set in each class every day. On occasions, there may be no set work but that does not mean there is no study to be done. Senior students may also have study periods at school which are spent in the Study Hall or the Resource Centre. SSHH (Study Skills and Homework Help) is available in the Beacon after school on specific days.

LEAVING THE PROPERTY

Students must remain within the school grounds during the day unless permission to leave the grounds is obtained from the House/Year Co-ordinator or one of the Assistants to the Principal.

It is never permissible to leave the College grounds between the beginning and end of school unless the requisite approval is obtained. To leave without permission is regarded as a serious breach of discipline.

Students wishing to leave school early must have a note from parents or guardians.

LOCKERS

Students are issued with a locker in which to keep their belongings.

There is no charge but boys need to supply their own padlock and should give a spare key to the homeroom teacher or tutor.

LOST PROPERTY

Lost property is stored in the Lost Property Office (opposite the First Aid Room). When students lose something they should report the loss immediately to the Year Co-ordinator. They should check at the Lost Property Office to see if the lost article has been handed in. It is open at recess every Tuesday and Friday.

All students are reminded to hand in any article they find at the Lost Property Office. It is never permissible to take home articles found around the College.

MAINTENANCE

Students are expected to report damaged property such as a broken desk or window to the House or Year Level Co-ordinator.

FIRST AID

A person qualified in First Aid is on duty during school hours for any accidents and illnesses of a worrying nature.
NEWSLETTERS

Newsletters are distributed every fortnight (usually Tuesday) throughout the year.

Newsletters carry important factual information and are official communications to parents. It is the responsibility of parents to ensure their son brings the Newsletter home. Spare copies are available from the College Office.

PHYSICAL EDUCATION UNIFORM

All boys (except Years 10, 11 & 12) are required to wear the special Physical Education Shirt plus white or red shorts at P.E classes.

In Years 10, 11 and 12, a shirt in House colours is acceptable, or the special senior P.E. t-shirts
STUDENT STUDY PERIODS

There is no such thing as a “free” period. Rather so-called “free” periods are study periods. Boys should not be kicking footballs, playing cricket etc. during class time. During any period in which Year 11 or 12 students have no programmed class, they are to use the Study Hall or Resource Centre for silent study.

STUDENT VEHICLES

No student may drive a vehicle to or from school, or ride as a passenger in a vehicle driven by another student, until he has completed in conjunction with his parents, the necessary formalities. The College issues pro forma letters for parents and the students to sign and they may be obtained from the Assistant to the Principal. – Student Welfare and Management. These letters are designed to protect the interests of all parties.

TRAVEL

All students need to remember that they are representatives of the College as they travel to and from school. They should be careful that their behaviour reflects the high personal standards that should be typical of St. Bede’s students. As well as obeying all laws, students should remember to observe traditional rules of politeness. Students are expected to wear the uniform correctly and to avoid misconduct such as smoking, using bad language or the like. Although it is clearly impossible for the College to supervise students travelling to and from school, and therefore cannot accept responsibility for misconduct, the College will take whatever steps it can to insist upon appropriate standards. When misconduct is discovered, appropriate penalties will be applied.

School buses transport students after school to localities beyond Mentone. Students are not permitted to travel by bus from the College to Mentone. Students who live south of Mentone board the train at Parkdale.

UNIFORM INCORRECTLY WORN

Students not wearing the correct uniform should have a note from parents and must obtain a “Green Card” from their House or Year Level Co-ordinator or Assistant to the Principal authorizing incorrect attire for a specified limited time. Co-ordinators and class teachers assist by asking these boys to show their “Green Card”. Boys without a “Green Card” are sent immediately to obtain one.
UNIFORM REGULATIONS

All items of clothing should be clearly marked with the student’s name.

SUMMER

The summer uniform is worn in Term One and later in Term Four (commencing at the discretion of the Principal).

Shoes: Black leather lace up shoes, suitably polished and maintained in good order.

Socks: Blue/grey school socks. New style shorter socks may substitute for longer walk socks.

Shirt: Short sleeve, light blue monogrammed school shirt. **To be worn tucked in.** No school tie is required with the summer uniform.

(Please note: If students choose to wear the long sleeve shirt they must wear the College tie and trousers).

Blazer: Royal blue College Blazer, clean and well maintained. To be worn to and from school as the external garment of the uniform. The blazer must also be worn to all assemblies. At times of extreme weather conditions the students will be permitted to attend school without the blazer. These times will be at the discretion of the Principal and students will be notified.

WINTER

The winter uniform is worn in the early part of Terms Two, Three and early Four (concluding at the Principals discretion).

Shoes: Black leather lace up shoes, suitably polished and maintained in good order.

Socks: Navy blue or black socks.

Trousers: Navy blue, school cut. NOT excessively baggy, oversized or alternatively coloured. Clean and well maintained. (Shorts are not permitted in terms 2 and 3).

Shirt: Light blue, long sleeve shirt. **It is to be worn with the College tie and tucked in at all times.**

Jumper: Navy blue ‘V’ neck college jumper, clean and well maintained. Only Year 12 students will be permitted to wear the specially designed VCE jumper.

Blazer: Royal blue College Blazer, clean and well maintained. To be worn to and from school, as well as to all assemblies, as the external garment of the uniform.
UNIFORM VARIATIONS

All items of the school uniform should be clearly marked with the students’ name.

Hats and Caps: Students are encouraged to wear a school hat as a form of protection from the sun. School hats may be purchased at the uniform shop. Hats may be worn as part of the summer uniform. They may be worn to and from school, at recess and lunch times and during outdoor activities. (No other hat may be worn with the school uniform). Wearing the school hat for outdoor activities is compulsory in Year 7, 2001 and for Year 7 & 8 from 2002.

INCLEMENT WEATHER: Suitable jackets, navy blue or black in colour, may be worn to combat inclement weather. These jackets may be worn in transit but not whilst indoors at school. Suitable jackets are available from the school uniform shop.

Jewellery: Students are not permitted to wear the following items whilst in school uniform; earrings, or any other form of body piercing jewellery, necklaces, bangles, bracelets and rings.

Belts: Suitable belts should be black or navy in colour.

School Bags: Blue College bags with the school crest, kept clean and in good order.

TRACKSUITS

As the school tracksuit is an option to the regular school uniform, the requirements for wearing the tracksuit must be adhered to strictly.

The tracksuit may be worn in preference to the school uniform on designated physical education days for Years 7 and 8 students throughout the entire year.

The ONLY tracksuit sport shirt to be worn with the school tracksuit is the monogrammed sport shirt in House colours. This may be worn outside the tracksuit bottoms. i.e. need not be tucked in while at school.

The ONLY tracksuit bottoms to be worn are the St. Bede’s supplied tracksuit bottoms. All other types and brands are unsuitable. The tracksuit bottoms are not to be excessively baggy or oversized.

Both top and bottom must be worn to and from school. During “Blazer Free” weeks, students will be able to wear their sport uniform (sport shorts, white socks, monogrammed sport shirt), in preference to the tracksuit.

On extreme hot weather days students need not wear the tracksuit home. Their red shorts and monogrammed sport shirt may replace it.
UNIFORM SHOP

The regular trading hours are:

Tuesday afternoon (except holidays) 3.15 – 4.15 p.m.

Thursday (except holidays): 5.30pm – 7.00pm

USE OF THE BR. PETER McINTOSH HALL

Students may be in the Hall only when a teacher is present as a supervisor. When the supervisor leaves the Hall, all students must vacate the Hall and the Hall is locked.

It is never permissible to play games in the Hall in ordinary school shoes.

USE OF THE SWIMMING POOL

The small pool is for the use of P.E classes only.

WARNING CARDS

The Warning Card system is being used in Years 7 to 9 in an effort to improve the cooperation of some students and allow teachers to apply a reasonable deterrent for unsatisfactory behaviour.

1. When the card is full (5 warnings), the boy must take it immediately to his Year Co-ordinator. The Co-ordinator records the 5 warnings and gives the students a penalty which would normally be Saturday detention.

2. The Co-ordinator provides the student with a new card – fresh start – after each set of 5 warnings.

3. After each term holidays, boys are issued with new Warning Cards of a different colour.

10. SPORT

Students are expected to participate in sporting activities.

St. Bede’s students compete in the Associated Catholic Colleges’ sports in Years 7-12.
11. PHYSICAL EDUCATION

Range of Activities

Physical Education is taught progressively in Years 7, 8, 9 and 10. Progress depends on the ability of the class and the time available for teaching of skills.

Games

**Vigorous and contact sports:**
- Football (all codes)
- Basketball
- Minor team games
- Hockey

**Net and racquet games:**
- Volley Ball
- Tennis
- Table Tennis
- Lacrosse

**Small ball and bat games:**
- Cricket
- Baseball

**Individual Activities:**
- Athletics
- Cross Country
- Gymnastics
- Weightlifting

**Aquatic Sports:**
- Watermanship

12. EXTRA CURRICULAR ACTIVITIES

Apart from sporting activities, the College endeavours to provide a wide variety of extra-curricular activities in which students may participate.

<table>
<thead>
<tr>
<th>Tai Chi</th>
<th>Tournament of the Minds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Days</td>
<td>Debating</td>
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<tr>
<td>Retreats</td>
<td>Musicals</td>
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<tr>
<td>Seminars</td>
<td>Camps</td>
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<tr>
<td>Community Service</td>
<td>Learn to Dance</td>
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<tr>
<td>Public Speaking</td>
<td>Chess Competition</td>
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<tr>
<td>Lasallian Leaders</td>
<td>Social Action Group</td>
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<tr>
<td>Cross Country</td>
<td>Basketball Competition</td>
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<tr>
<td>Psychology Club</td>
<td>College Concert Band</td>
</tr>
<tr>
<td>Festival of the Arts</td>
<td>Year level Socials</td>
</tr>
</tbody>
</table>
13. OLD COLLEGIANS’ ORGANISATION

Students are encouraged to maintain contact with the College, through participation in at least one of the Old Collegians’ Organisations.

Like other Catholic Colleges, St. Bede’s gives witness to real values and principles to the fundamentals of life. Each of us is challenged to become a person of faith and integrity - compassionate and willing to be of service. Someone who regards a life of a principle as more important than “winning” at any cost.

Class Reunions may be organized with the Assistance of the College.

Each student who passed through this College wears the St. Bede’s “trademark”. The many other marks accumulated in the passage through life should not obliterate this Christian trademark.

A Publication called the “Beda Boys Bulletin” is published every year for the Old Collegians.

Old Collegians’ Associations provide a forum for mutual support in maintaining the principles and traditions learned at school. Hopefully, each of the Old Collegians’ sporting bodies will adhere strongly to the highest standards of sportmanship. Provided these associations or clubs acknowledge always the pre-eminence of Christian values, they serve to assist the work of the College significantly.

Old Collegians’ Association  
Old Collegians’ Cricket Club  
Old Collegians’ Football Club  
Old Collegians’ Hockey Club

Liaison Person – Mrs Tricia McCormack

14. THE BEACON

The Individual Differences Department is situated in the Beacon. This Department enriches the literacy and numeracy of students through small groups in each year level.

In addition, students who have learning issues because of disabilities are assisted.

The Study Skills and Homework Help program is run in the Beacon after school on designated afternoons for any students who would like homework guidance or study help.

The Beacon also runs extra-curricular activities such as the Chess Club and Tournament of Minds.

Students enquiries are most welcome.
15. MOBILE PHONES AT ST. BEDE’S

Students are discouraged from bringing mobile phones to school. Under no circumstance is a mobile phone to be brought into class or exams.

There are two pay phones at the College that have been installed for student use. Should students be unable to use these pay phones, boys will be able to access a college phone should an emergency occur. The College office is open until 5.00pm.

Mobile phones are expensive devices prone to theft and damage. Boys are asked, if they do bring one to school, that it is secured in their locker between 8.40am and 3.15pm. Students attending an excursion will be asked to leave their mobile phone at school in their locker.

Boys bringing a mobile phone to school must accept full responsibility for the device.

Similar to all electronic devices boys will not be permitted to take mobile phones on camp. Teachers have access to communication, and parents will be able to contact the camp in case of an emergency. Camps are generally located near public phones which boys may use to call home and speak with parents.
16. SCHOOL POLICY ON THE CARRYING OF BAGS

Students are not permitted to: (a) take school bags to classrooms and (b) are not to carry them around throughout the day.

Staff support for the adoption of this policy was overwhelming and a recommendation was accepted by the Principal effective as of 1998.

THE POLICY

(A) * Students are to leave bags in their locker before going to Homeroom/Tutor group, assemblies or classes. At the start of the day, after recess and at lunch breaks students will need to take books etc for the next two periods.

* No bags are to be brought to classrooms or the library. Bags must be left in the locker area, all text books and items of value should be removed from bags and secured in the student’s locker.
* Year 7 students must leave their school bags on the hooks provided in homerooms.

(B) * In the event that a student brings a school bag to class he may be asked to return the bag to his locker area and make up any time missed after school.
* Bags found left outside classrooms will be confiscated. They will be available to be collected by students after school that day.

(C) * Where sports bags are brought to school (A.C.C. etc). These are to be left in Co-ordinators Offices.
* P.E. gear should be stored in lockers. (Bags containing sports gear may be taken to the pavilion for P.E classes.)

(D) Breaches of this Policy

* The Homeroom Teacher or Tutor is to be informed as soon as practicable.
* The Homeroom Teacher or Tutor will need to speak to the student and discuss with him the reasons for the policy. An after school clean-up or detention may be given as a first time penalty.
* For a second-time penalty the Homeroom Teacher or Tutor in consultation with the relevant co-ordinator will inform the student that he will be required to attend a Saturday detention.
* A subsequent Infringement will attract a suspension of one day after parents have been notified

The Assistant to the Principal – Student Welfare and Management will apply this sanction after discussion with the Co-ordinator and Homeroom Teacher or Tutor.
17. SCHOOL POLICY AGAINST STUDENT SMOKING

Both staff and students have expressed concern over the number of students smoking. Students in particular are wary of going to the toilets because of groups standing around smoking. They feel uncomfortable using these facilities and are also concerned about the health effects smoking may have on them. Also the issue of student smoking has been discussed at staff meetings and concern has been expressed regarding:

* The health risk to smokers and non-smokers – students and staff
* The impact of this negative role model on younger students
* The possible legal ramifications in terms of passive smoking
* St. Bede’s College is a smoke-free school as are its camps and vehicles.

DEFINITION OF A BREACH OF THE SMOKING POLICY FOR ST. BEDE’S STUDENTS

A smoker is a student actually smoking or with a smoker. This applies to St. Bede’s students smoking while in uniform or on school approved activities whether in or out of uniform.

CONSEQUENCES

FIRST BREACH
Saturday detention. Parent(s) contacted explaining the schools smoking policy. The student concerned is to complete an assignment regarding the dangers of smoking. This is to be signed by parents and returned to the Assistant to the Principal – Student Welfare and Management.

SECOND BREACH
Suspension from school beginning the following day for one day. Parents are to be contacted again. The student concerned will be required to complete another assignment related to the dangers of smoking. This assignment will need to be signed by parents and returned to the Assistant to the Principal – Student Welfare and Management before the student can re-enter classes.

THIRD BREACH
Suspension from school beginning the following day. Parents to be notified that their son is not to return to school until an interview has taken place. Suspension will be for a minimum of two days. At the interview the student will be placed on a contract that includes a section informing parent/student that the continued smoking will lead to parents being asked to withdraw their son from the College.

THE ABOVE IS EFFECTIVE FOR EACH SCHOOL YEAR
Map
“You are engaged in a ministry wherein you are obliged to touch hearts. You cannot possibly do this without the assistance of the Holy Spirit. Beseech God to confer on you today the same grace as He gave to the Apostles so that after filling you with his Spirit for your own sanctification, He may confer it on You for the salvation of others also.”

ST. JOHN BAPTIST DE LA SALLE
INTRODUCTION

The St. Bede’s College Pastoral Care Policy statement has been developed after extensive discussions with students, staff and parents. It is therefore an attempt to explicitly reflect the values of our College.

This document has three sections and is structured along a “Building Blocks” approach.

1. STATEMENT OF PHILOSOPHY

2. WHAT MAKES A GOOD SCHOOL

3. CREATING A BETTER SCHOOL

Firstly the “Statement of Philosophy” aims to give a clear rationale for our College. It is the foundation, the basic and most important building block.

The second part “What Makes a Good School”, is a set of ideals that students, parents and staff have put forward as part of the discussion process. These responses are seen as the model that we, as a community, seek to attain.

Finally, “Creating a Better School” is the building block that gives concrete form to the previous two. It provides the real, tangible and public expression of our ideals and philosophy.

St. Bede’s is committed to the development of the Individual. This entails the consequent ongoing development of a pastoral care policy which seeks to address the ever-changing needs of those it serves.

1. STATEMENT OF PHILOSOPHY

Pastoral care at St. Bedes College finds its source in the life of Jesus Christ – this is what is meant by living gospel values. In his life, Jesus showed God to be holy, just and merciful, a God who sees, frees and saves – a God who loves, who has stepped into people’s lives and who remains the life-force of His people. Jesus demonstrates by his own life what we are called to become – fully human, fully alive and able to share the life of God. This is seen in the following scripture quotes:

I have come that you may have life and have it to the full. (John 10:10)

As the Father loved me, so I have loved you. Remain in my love. (John 15:9)

As the first Christian writer, St. Paul, observed, we live our faith in and of Jesus Christ by the appropriateness of our relationships with others.
Pastoral care at St. Bede’s is about nurturing growth – it is about removing any barriers to this growth and providing the environment and structures to assist the full development of the person. As such, pastoral care at St. Bede’s has the individual as its focus. It reflects the support, encouragement and care of a community living gospel values.

As a catholic school in the Lasallian tradition, St. Bede’s encourages through its sacramental, liturgical and daily life, the practice of the presences of God, the use of scriptures and reflection on everyday life in the light of those scriptures.

Pastoral care is a fundamental expression of the schools’ mission and encompasses all areas of school life. St. Bede’s aims:

- to present Christ as each person’s model.
- to be characterized by a concern for each person in the school community and to encourage each to achieve his or her full potential.
- to be a happy school in which relationships among students, staff and parents reveal respect, co-operation and consideration for others.
- to ensure quality education so that students pursue excellence in all aspects of school life and thus have the opportunity to continue their formal education for as long as possible.
- to encourage students to develop critical minds in today’s pluralistic society and to be sensitive to current issues.

(College Handbook)

Pastoral care is not just about systems, exclusively the preserve of specialists, or the property of labelled courses. It is about the relationship environment i.e. the school climate. All members of the school community are involved: parents, teachers, students, brothers and priests – as are all aspects of the curriculum.

2. “WHAT MAKES A GOOD SCHOOL”

- The Catholic school is a faith community. It includes priests, brothers, parents, teachers, students as well as the wider St. Bede’s community. It is a place where God is named and recognized, and where gospel values and the teachings of Christ’s Church are reflected in its policies, its structures and the relationship of its members.

- It is oriented towards evangelization. All members of our community should be models of Christian living able to show each other how their faith and contemporary life can be integrated.

- It focusses on the total development – Spiritual, moral, social, emotional and intellectual growth of the individual student is promoted. In doing this, it provides a context for each student’s natural creativity to emerge and it stimulates a deep sensitivity to all existence.

- It enhances the dignity of each person. Its structures are liberating rather than constraining. It has a tolerance of failure and a commitment to forgiveness and reconciliation.
* It has a special orientation towards the poor. “Poor” encompasses all those who are lacking in resources, competence, power and even, in a sense ‘acceptability’. Such an orientation will inevitably lead to some conflict with the demands of the competitive and materialistic aspects of our society.

* It stresses that education is a call to service. It is not merely a means of gaining material prosperity. Its pronouncements and its procedures show that it values the achievements and affirms the worth of every person.

* It values openness. This is seen in the quality of relationships existing between its members – students, teachers, parents, brothers and members of the wider St. Bede’s community – in a genuine openness to criticism and renewal, and in the establishing and maintenance of structures which invite and facilitate involvement.

* It seeks truth. Our students are encouraged to be enquiring of the world around them. The curriculum is designed in such a way that students develop an openness to truth, a tolerance of different views, an ability to judge critically and become self-directed.

* It is characterized by hope. Its graduates will move into a world which can, and must be renewed, reconstructed, regenerated. They must see themselves, with God’s help and as a part of His plan, as being able to make a difference pessimism and alienation from the world have no place in our school community.

* It is an instrument of authentic liberation. Its task is to set the members of St. Bede’s community free – from fear, from self-absorption, from aimlessness, from despair, from consumerism, from petty ambition. It does this through the vision it offers and through the living witness its members maintain.

3. **CREATING A BETTER SCHOOL**

*As a school community we emphasize the value of certain behavior and actions – self discipline, self control, self respect, respect for others’ rights, opinions and ideas, respect for others’ talents, respect for others’ characters and backgrounds, honesty, fairness, co-operation, teamwork, dignity in the way we treat each other and the building of esteem in one another.*

No one can enjoy rights without due responsibility. One person’s right to learn, ask a question, or be treated with respect is enjoyed only when other members of the school community are behaving responsibly and fairly. We need to teach, encourage and support responsible behavior as a means of enjoying our rights.
RIGHTS AND RESPONSIBILITIES

STUDENTS’ RIGHTS

* to receive a Catholic education in the Lasallian tradition.
* to be part of a supportive school community which is respected in the wider community.
* to be treated justly and with understanding.
* to have their uniqueness and individuality respected.
* to express an opinion without fear of being ridiculed.
* to learn without disruption from others.
* to have a safe, clean, learning environment.

STUDENTS’ RESPONSIBILITIES

* to be a full member of St. Bede’s community.
* to treat all members of the St. Bede’s College community with respect and courtesy.
* to behave safely so as not to endanger themselves or others.
* to learn and respect the rights of others to learn.
* to attend all classes with appropriate equipment and on time so that learning can be maximized.
* to communicate with parents in relation to all school activities.
* to look after their own belongings and respect the belongings of others.
* to wear the full school uniform correctly.
* to care for the buildings, grounds, furniture and equipment.
* to be familiar with the Student Handbook and comply with its requirements.

STAFF RIGHTS

* to be treated with respect and as professional educators.
* to have the full support of staff, students, parents, administration and the school community.
* to have professional freedom to meet the needs of individual students.
* to be informed of any students’ medical problems and other needs – with due regard for confidentiality – which may affect their learning.
* to be involved in decision making processes within the school.
* to be free from unnecessary classroom disruptions.
* to have a safe, clean and healthy teaching environment.
STAFF RESPONSIBILITIES

* to treat all students with respect and courtesy.
* to professionally and competently deliver quality learning programs which are responsive to student needs.
* to show care, concern, respect and support for each individual member of the community.
* to “discipline with dignity”, so that the dignity of both teacher and student is respected.
* to provide a secure and productive learning environment.
* to provide careful supervision of all students.
* to encourage student initiative in class and at school.
* to inform parents of their son’s progress.
* to be familiar with the Staff Handbook and comply with its requirements.

PARENT’S RIGHTS

* to be respected and acknowledged as the prime influence on their son’s development.
* to expect that their son will be safe at school.
* to expect that their son will be treated justly.
* to be informed of their son’s academic progress, personal growth and faith development.
* to be able to express themselves on school matters and have access to school personnel.
* to receive regular communication on current school issues.
* to be informed on school policies.

PARENT’S RESPONSIBILITIES

* to ensure their son attends school and is punctual.
* to be respectful towards all members of the school community.
* to participate in school activities.
* to be supportive of school policies.
* to develop an open communication with their son, teachers and other school staff.
* to be familiar with the St. Bede’s College Student Handbook and be supportive of its requirements.

Parents along with teachers, have the responsibility to be sensitive to each others’ roles in the education of their sons.
ST. BEDE’S COLLEGE

SCHOOL POLICY

AGAINST BULLYING
SCHOOL POLICY AGAINST BULLYING

St. Bede’s College does not tolerate bullying in any form. All members of the College Community are committed to ensuring a safe and caring environment which promotes personal growth and positive self esteem.

When staff, students and parents work together we create a more Christian environment at St. Bede’s College.

1. What is bullying?
Bullying is an act of aggression causing embarrassment, pain or discomfort to another. It can take a number of forms: physical, verbal, gesture, extortion and exclusion; it is an abuse of power; it can be planned and organized or it may be unintentional; individuals or groups may be involved.

2. If we are bullied:
- We may feel frightened, unsafe, embarrassed, angry or unfairly treated,
- Our work, sleep and ability to concentrate may suffer,
- Our relationships with our family and friends may deteriorate,
- We may feel confused and not know what to do about the problem.

3. Some examples of bullying include:
- Any form of physical violence such as hitting, pushing or spitting on others,
- Interfering with another’s property by stealing, hiding, damaging or destroying it,
- Using offensive names, teasing or spreading rumours about others or their families,
- Using put-downs, belittling others’ abilities and achievements,
- Writing offensive notes or graffiti about others,
- Making degrading comments about another’s culture, religious or social background, hurtfully excluding others from a group,
- Making suggestive comments or other forms of sexual abuse,
- Ridiculing another’s appearance,
- Forcing others to act against their will.

What do we do to prevent bullying at St. Bede’s College?

As a school community, we will not allow cases of bullying to go unreported but will speak up, even at risk to ourselves.

This will require Staff to:-
- Be role models in word and action at all times.
- Be observant of signs of distress or suspected incidents of bullying.
- Make effort to remove occasions for bullying by active patrolling during supervision times.
- Arrive at class on time and move promptly between lessons.
- Take steps to help victims and remove the source of distress without placing the victim at further risk.
- Listen to students with respect and concern, and at all times treat them with understanding and compassion.
g. Report suspected incidents to the appropriate staff member such as Tutor, Homeroom/Class Teacher, Counsellor, Year Co-ordinator, House Co-ordinator, Assistant to the Principal, Welfare and Management, who will follow the designated procedures.

This requires Students to:-

a. Refuse to participate in bullying;
b. If present when bullying occurs, take some form of appropriate, preventative action.
c. Show active support for those affected by bullying.
d. Report the incident or suspected incident and help break down the code of secrecy.

If students who are being bullied have the courage to speak out, they may help to reduce the pain for themselves and other potential victims.

The College recommends that parents:-

a. Watch for signs of distress in their son, eg. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
b. Take an active interest in your son’s social life and acquaintances.
c. Advise your son to tell a staff member about the incident. If possible, allow him to report and deal with the problem himself. He can gain much respect through taking the initiative and dealing with the problem without parental involvement.
d. Inform the College if bullying is suspected
e. Keep a written record (who, what, when, where, why, how).
f. Do not encourage your son to retaliate.
g. Communicate to your son that parental involvement, if necessary, will be appropriate for the situation.
h. Be willing to attend interviews at the College if your son is involved in any bullying incident.
i. Be willing to inform the College of any cases of suspected bullying even if your own son is not directly affected.

Bullying may be reported by:-

- Staff
- Students
- Parents
- Members of the public

Incidents of bullying should be handled by one or more of the following:-

- Homeroom Teacher/Tutor
- Class Teacher
- Year Level Co-ordinator
- House Co-ordinator
- School Counsellor
- Co-ordinator of Student Welfare and Management Year 7 – 9.
- Assistant to the Principal – Student Welfare and Management.

The following steps are the procedure that St. Bede’s has set out to deal with occurrences of bullying. These steps are designed to deal with incidences of bullying on various levels. In keeping with our pastoral care policy we aim to initially deal with these occurrences at a
pastoral level by encouraging honest dialogue and positive outcomes for all involved. We recognize that these procedures may not always be successful, and we have outlined further disciplinary action that will be taken if there is a recurrence of bullying.

**Step 1: Incident Register**

The staff member witnessing the incident should write a short report as soon as possible, stating:-
- Date
- Names of those involved
- Any witnesses
- Nature of incident

This request will then be passed on the Co-ordinator of Student Welfare and Management or Assistant to the Principal Student Welfare and Management as a matter of urgency.

**Step 2: Reports**

Each person involved in the incident, and witnesses, will complete the set pro-forma which seeks the following information:-
- The names of those involved in the incident;
- Particulars relating to the date, time and place of the incident;
- A description of the events which took place;
- The names of witnesses to the incident;
- A list of the consequences resulting from the incident

At this point it is recommended that all concerned meet to work on a mutually acceptable resolution to the problem. This is to be done in conjunction with relevant year level and House Co-ordinator.

**Step 3: FOLLOW UP – Any of the following may need to be implemented:**

a. Those affected by bullying:-
   - may need to express his/her feelings,
   - may need to be helped with strategies/skills to handle the problem and avoid future recurrences.
   - may require professional counselling

b. The Bully:-
   - will discuss bullying in general (feelings of victim and bully),
   - it is expected that the bully will acknowledge and express regret for the personal hurt resulting from his/her actions.
   - will be expected to pay for any damage to property caused by his behaviour,
   - may be asked to take responsibility to assist in preventing further bullying,
   - may require professional counselling.

c. There may need to be follow-up with a wider community, e.g., class, year level, whole school. Selected students and staff should pay close attention to the situation. Review with the victim and the bully if further incidences have occurred.
Step 4. Recurrence of bullying

Once it has been established that the bully has re-offended, the following document warning is presented and explained to the bully(ies) who read and complete it in the presence of the appropriate member of staff.

<table>
<thead>
<tr>
<th>WARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>This document is to serve as the first and last warning to cease the bullying of another.</td>
</tr>
<tr>
<td>If it is found that I, ________________________________ am in any way involved in further bullying, my parent(s)/guardian(s) will be summoned and appropriate disciplinary action will be implemented. This may include termination of enrolment at St. Bede’s College.</td>
</tr>
<tr>
<td>Students signature: ___________________________  Date: ________________</td>
</tr>
<tr>
<td>Signed in the presence of: ______________________ (staff member)</td>
</tr>
<tr>
<td>Staff member’s signature: ______________________</td>
</tr>
</tbody>
</table>

Step 5: Breach of documented warning

At the first breach of the document warning, there will be an interview with parents and the student. The consequence for this continued bullying is at the discretion of the Year Level/House Co-ordinator in conjunction with the School Counsellor, The Assistant to the Principal (Student Welfare and Management) and the Principal.

Step 6: Recording

All written material will be filed in case there are further incidents.
ST BEDE’S COLLEGE

Pro-Forma to be completed by Witnesses and Persons involved in any Incident of Bullying that is reported.

It is vital that each person is alone when completing this pro-forma.

Give the names of those involved in the incident.

________________________________________
________________________________________
________________________________________

Give particulars relating to the date, time and place of the incident.

________________________________________
________________________________________
________________________________________

Give a clear description of the events which took place.

________________________________________
________________________________________
________________________________________
________________________________________

Give the names of the witnesses of the incident.

________________________________________
________________________________________
________________________________________

List the consequences which resulted from the incident.

________________________________________
________________________________________
________________________________________
________________________________________

Name: (Please Print) ____________________________________________

Signature: ___________________________       Date: _______________
ST BEDE’S COLLEGE

POLICY ON DRUGS
Drug Policy

Purpose:

At St Bede’s College our intention regarding our Drug Policy is to educate, to prevent and to intervene.

Scope:

As a Catholic College in the Lasallian tradition, we believe in the presence of God to and in each individual. This belief allows us to view all members of our community as unique and dignified persons. So that this uniqueness and dignity may be fostered, we present a “Policy on Drugs” to assist in our efforts to realise each person’s full worth.

Statement of Policy:

We define a drug as “any substance which, when taken into the body, alters its function physiologically and behaviourally”. This includes both legal and illegal drugs, eg alcohol, tobacco, amphetamines, analgesics, cannabis. Our policy is also inclusive of solvents and volatile substances, eg glue, butane gas and petrol.

The aim of our Policy on drugs is threefold – to educate, to prevent and to intervene.

To EDUCATE staff, students and parents so that they become informed decision-makers. This educative process involves:

1. Informing the whole school community of the physical, emotional and psychological effects of drug use and abuse.
2. Informing the whole school community of the legal implications of drug use and abuse.
3. Raising awareness in the wider community of our attitudes to drugs and of the social context in which drug use and abuse often occurs.

To PREVENT the harmful effects of drug use and abuse. The prevention process involves:

1. Supporting non-users of drugs.
2. Supporting users of drugs whilst attempting to minimise the harm caused by use and abuse.
3. Promoting peer and staff example in the non-use of illegal and non-prescriptive drugs and solvents.
To **INTERVENE** in such a way as to promote the best interest of all parties. The intervention process involves:

1. Providing care for individual students and protection for all involved in the College Community.
2. Providing timely referral for those using drugs inappropriately.
3. Preventing further deterioration in the health of those using drugs inappropriately.
4. Providing a range of options available to designated College authorities in dealing with infringements against the Drug Policy.

In relation to:

1. **Tobacco**:  
   St Bede’s College is a smoke-free College and students who are found smoking or are in possession of tobacco products will face a range of consequences which may include:
   
   1.1 parent notification  
   1.2 afternoon detention  
   1.3 Saturday Detention  
   1.4 Suspension (internal or external)  
   1.5 Some form of community service  
   1.6 Withdrawal from the College

2. **Alcohol**:  
   Students found in possession of alcohol, consuming alcohol or under the influence of alcohol will face a range of consequences which will include one or more of the following:
   
   2.1 suspension (internal or external)  
   2.2 detention  
   2.3 community service  
   2.4 obligatory attendance at on-campus counselling (in the case of a repeated infringement)  
   2.5 off-campus counselling  
   2.6 withdrawal from the College

   The College will make every attempt to notify a parent or guardian with the intention of having the student collected to be taken home. Until such person arrives, the student will be placed under the direct care of the College First Aid Officer and/or the Deputy Principal – Student Welfare and Management.

3. **Non-Prescription Drugs**:  
   This policy recognises that non-prescription drugs (eg panadol, aspirin etc) are commonly misused. The educational aspect of this policy seeks to educate students to use non-prescription drugs in a responsible manner.

4. **Prescription Drugs**:  
   Parents/guardians of students requiring prescription drugs must notify the College by filling out the “Medical Registration Form” which is sent home each year. Information from these forms is passed on to the:
   
   4.1 First Aid Officers  
   4.2 Principal  
   4.3 Deputy Principal
4.4 Deputy Principal: Student Welfare and Management
4.5 Co-ordinators
4.6 Relevant Tutors and Classroom Teachers.

A student found using or in possession of a drug/s not prescribed for him may face a range of consequences such as:

4.7 suspension (internal or external)
4.8 detention
4.9 community service
4.10 obligatory attendance at on-campus counselling (or in the case of repeated infringement)
4.11 off-campus counselling
4.12 withdrawal from the College

5. **Solvents and Volatile Substances:**
   This policy recognises the danger of misusing these common and relative inexpensive substances. Students found possessing or using these substances face a range of penalties such as:

5.1 suspension (internal or external)
5.2 detention
5.3 community service
5.4 obligatory attendance at on-campus counselling (in the case of repeated infringements)
5.5 off-campus counselling
5.6 withdrawal from the College.

6. **Illegal Drugs:**
   In accord with Victorian Law, St Bede’s College views most seriously the use, possession and/or trafficking of all illegal drugs (eg marijuana, cocaine, heroin etc).

   All matters concerning illegal drugs at St Bede’s College are reported to Victoria Police.

   Parents of offending students will be asked to withdraw their son from the College immediately. Only in exceptional circumstances, at the discretion of the Principal, will alternative action be taken.

**Document Authorisation:**

[Signature]
Br Chris Gorringe
ST BEDE’S COLLEGE BOARD CHAIR

**Evaluation:**

This policy will be reviewed as part of the school’s three-year review cycle.

Reviewed: February 2014
Board Chair: Br Chris Gorringe
Principal: Br Garry Coyte

*Next Review Date: ......................................

*Policy placed in Handbook and staff alerted each year to the policy