

1. PURPOSE

The purpose of this procedure is to describe St Marys' College's processes for managing the detention of students, as a sanction under the College's Student Behaviour Support policy.

2. RESPONSIBILITIES

2.1 General requirements

Detention can be used as a deterrent to signal to a student that their unproductive behaviour will be met with an immediate consequence. A detention is intended to be constructive, age and developmentally appropriate.

Detentions may also be applied after multiple breaches of expected school rules have been noted. i.e. multiple uniform reminders, or being late to class.

There is not a specific appeals process for detention. Complaints must be managed under the Student, Parent and Guardian Complaints Management policy and procedure.

2.2 Roles and Responsibilities

Role	Responsibilities
Principal	<ul style="list-style-type: none"> ensure the school's student detention processes are documented in the school Student Behaviour Support Plan ensure information on the school's approach to and use of detention for students is available to students, parents and guardians e.g. parent portal manage complaints about student detention under the Student, Parent and Guardian Complaints Management policy and procedure.
College staff	<ul style="list-style-type: none"> ensure use of student detention used for constructive purposes and is consistent with the school's processes as detailed in the school Student Behaviour Support Plan.

3. PROCEDURE

3.1 Application of a detention

Detention is used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for such behaviours.

During a detention the time will be used to:

- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- completion of classwork
- rehearse alternative behaviours.

A member of teaching staff will provide supervision of the student.

3.2 Detention Protocols

St Mary's College applies the following when determining student detentions:

- a detention may only be sanctioned by a member of the leadership team in consultation with the member of staff who has nominated a student for that detention
- the location of the detention is to be appropriate and observable.
- the period of time for a detention needs to reflect the student's age and developmental stage and the type of response required for the unproductive behaviour
- If the detention is to be served outside of school hours, families are informed and an agreed time will be negotiated to ensure safe transport home.
- the student's safety and wellbeing needs are addressed, and the student is given appropriate access to food, drink and toileting facilities.
- detention is not an ongoing method of behaviour support.
- students with multiple detentions are to be referred for behaviour supports.
- data should be collected by the school to inform decision-making.

4. PERFORMANCE

A detailed review is required every 2 years with a high-level check performed annually.

5. REFERENCES AND DEFINITIONS

5.1 References

- Disability Discrimination Act 1992
- Education (General Provisions) Act 2006 Qld
- Anti-Discrimination Act 1991 Qld
- Student Behaviour Support Policy
- Student Wellbeing Policy
- Student Diversity and Inclusion policy
- Student Protection processes
- Suspension procedure
- Exclusion procedure
- Negotiated Change of School procedure
- Child and Youth Risk Management Strategy.

5.2 Definitions

Detention	Any period when a student is required to remain at school, in a location or in an activity, in 'non-class' time, such as recess, recreation time, or after school
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