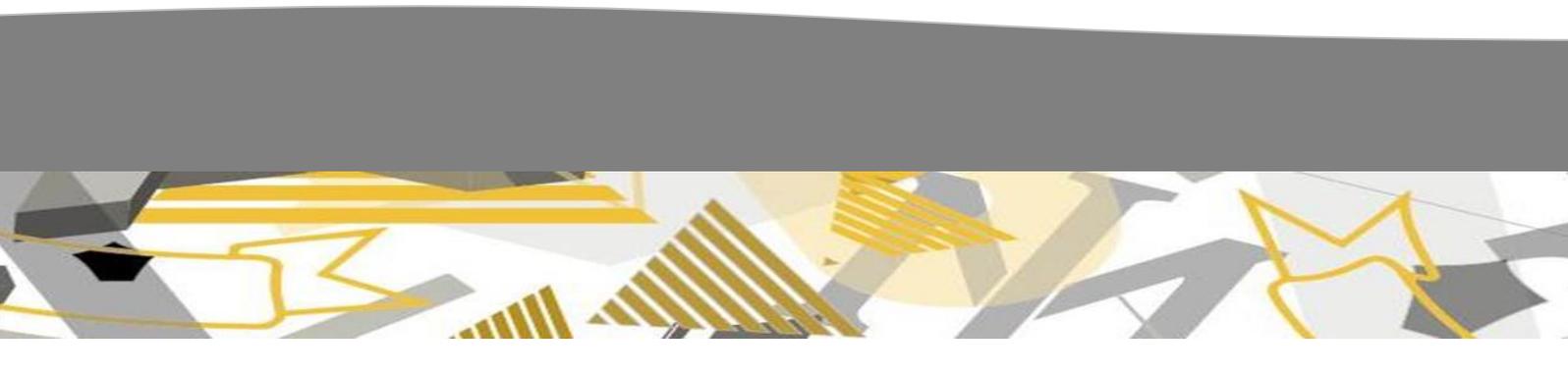


# MacKillop College



## Student Management Policy



## **RATIONALE:**

- This college endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills.

## **AIMS:**

- The school is a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.
- Children develop positive social behaviours and problem solving skills.
- Staff are confident, skilled and proactive in the management of student management issues.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support.

Incorporated within this policy is our Pastoral Care Policy, our merit award system and our student discipline policy.

## **MERIT AWARD SYSTEM**

### **RATIONALE**

- To supplement, not replace the existing awards, i.e. Excellence and Application Awards.
- To give students who do good work but fail to be in the top 10% and therefore never or seldom receive an award.
- To provide more regular positive reinforcement to students who do good work or put in a lot of effort.
- To provide parents with feedback on work and effort of special merit.

### **GUIDELINES**

As Merit Awards are designed to provide students with regular positive reinforcement, they can be issued for a range of meritorious achievements and behaviours such as:

- very good or improved assignment work, homework exercises, test result, practical work, prac., report, speech, debate, story, class or group participation.
- do something positive without being asked, helping another student, volunteering for community service, participation in the Anzac Day March, involvement in a liturgy, Mock Trial, debating team.
- others such as extra help in Pastoral Care time without being prompted.

While teacher discretion is to be used, some guiding principle must be adhered to:

- the Merit Certificate must be earned by effort and commitment.
- it should not be trivialised by being issued to large groups of students who have only done what is really expected.
- it should reinforce values such as hard work, commitment, excellence, co-operation, respect for others and involvement in school related activities.
- it is not designed to reward students for achievements, etc. outside of school.

## **MECHANICS**

A tiered system has been proposed:

- a Merit Award which is a small standard envelope sized card which can be issued by any teacher following the above guidelines.
- a Pastoral Coordinator's Award for which a student becomes eligible when they have received 5 Merit Awards.
- a Principal's Award when students have received 3 Pastoral Coordinator's Awards.

## **PRESENTATION OF AWARDS**

1. Merit Awards are given to students directly by teachers.
2. Pastoral Coordinator's Awards may be issued at Year Assemblies or given out individually at the discretion of the Pastoral Coordinator.
3. Principal's Awards are presented at Year group assemblies.

## **POSITIVE ACKNOWLEDGEMENT AND REWARD**

It is important to encourage students by the use of a wide range of acknowledgements and rewards. Forms of acknowledgement and reward include:

- positive comments by the teacher
- positive comments in note books and on assignments
- comments in student's diary
- telephone calls to pass on achievements to parents
- displaying practical work
- congratulatory letters to parents
- presentation and congratulations at school and year assemblies
- congratulations in the newsletter
- inviting the Principal and other staff to see work display or performance
- articles in the local newspaper and school magazine
- school service awards/merit certificates
- excellence and application awards at the end of each semester
- major awards at the end of the year.

## **POSSIBLE AREAS FOR STUDENT COMMENDATION**

### **CLASSWORK**

Admirable completion of work  
Originality in work  
Commendable progress  
Excellent bookwork  
Homework regularly completed  
Creative work  
High standard of written work  
Improved standard of bookwork

### **ATTITUDE**

Admirable initiative  
Cheerfulness  
Co-operation  
Consistent effort  
Work independently  
Reliability  
Good attendance record

### **BEHAVIOUR**

Commendable co-operation  
Consideration towards others  
Good example  
Good manners  
Exemplary courtesy  
Group work co-operation

Improvement in behaviour  
Positive influence  
Readiness to assist others

### **SCHOOL SPIRIT**

Admirable service to school community  
Admirable service to the general community  
Commendable standard of dress  
Good attitude to sport  
Helpfulness to teachers  
Contribution to creation of good school spirit  
Honesty  
Active participation in House events

### **ASSESSMENT**

Commendable proficiency  
Distinction in assessment  
Distinguished scholarship  
Excellent sporting achievement  
Improved results in assessment  
Outstanding presentation of an assignment

### **STUDENT DISCIPLINE POLICY**

Among the most important foundations of an effective school is a discipline policy which:

- is clearly understood
- has the support of Staff
- reflects the Catholic philosophy of the school
- contributes towards the achievement of the major goals at the school
- encourages and empowers the classroom teachers to maintain good discipline
- provides support structures and effective follow up procedures.

There are a number of prerequisites for good classroom discipline. In their absence no policy/procedure can be effective. These include such things as:

- punctuality for lessons
- thorough preparation
- professional curriculum planning and documentation
- an assertive approach to classroom management
- developing an atmosphere of respect
- rewarding positive behaviour
- responding positively to the needs of all students
- demonstrating openness in communications
- setting attainable goals for students
- student centred learning
- encouraging positive student/teacher relationships.

The cornerstone of our disciplinary policy must be the rule of respect for others. All teachers have the right to expect that students show their respect and abide by those basic rules which should apply in every class including:

- stand in silence when a teacher enters the classroom and at the conclusion of each lesson
- seek permission to move around the room
- raise a hand to ask or answer a question
- follow instructions given by the teacher
- address teachers by their formal title and name.

In return students have an equal right to expect that they are treated with respect. Every effort should be made to avoid recourse to ridicule, sarcasm, blaming or punishing unfairly. Rather, we must strive to be firm, consistent and just in administering punishment. It should be clear that, while we reject the unacceptable behaviour, we do not reject the person themselves.

All teachers should familiarise themselves with the following documents

- protocols for start and finish of classroom lessons
- classroom code of conduct
- standard procedure for staff in computer rooms.

When, after all reasonable efforts have been made to provide the prerequisites for a disciplined classroom environment and a student still misbehaves, fails to do set work or disrupts the learning environment for others, strategies should be implemented in an effort to correct the unacceptable behaviour. Examples of these may include:

- moving a student to another seating/work position in the room
- detaining students to complete work during the second half of lunch; (see note re: lunchtime detention)
- setting additional work
- contacting parents
- withdrawing privileges e.g. right to do practical work
- referring to P.C. Teachers for:
  - counselling/warning; monitoring
- referring to the Pastoral Coordinator for:
  - Interim report; Daily report sheet
- consulting with the Principal
- removing temporarily from class and work under Pastoral Coordinator's supervision
- referring to Principal.

It is not possible to devise a common or standard approach to every problem because the source of the problem will vary. For example, failure to complete set work is a problem for every classroom teacher but it may stem from:

- learning problem (can't do it) with Student A;
- behavioural problem (refuses to do it) with Student B; or
- pastoral problem (family environment makes working at home impossible) with Student C.

The course of action will be different in each of these three cases even though the basic problem is the same. Take for example this common problem of failure to complete set work:

**LEARNING/EDUCATION  
STUDENT A**

Possible Solutions

- a) Provide additional individual help
- b) Set an easier task
- c) Put down to lower level
- d) Test to find difficulty

**ATTITUDE/BEHAVIOURAL  
STUDENT B**

Possible Solutions

- a) Interim report
- b) Daily report sheets
- c) Counsel - encourage setting goals
- d) Detention
- e) Contact parents

e) Discuss with P.C. teacher and Subject Coordinator

f) Contact parents to see if they can provide help

f) refer to P.C. teacher, Pastoral Coordinator, Principal

g) Withdraw privileges

## **PASTORAL**

### **STUDENT C**

#### Possible Solutions

a) Refer to P.C. teacher

b) Provide additional help

c) Make allowances

d) Contact parents

There are various lines of action which can be taken when a problem arises. If the problem stems from a learning/educational source then it may be dealt with as follows:

Subject teacher - P.C. Teacher - Subject Coordinator - Principal.

If it stems from an attitude/behavioural source then:

Subject Teacher - P.C. Teacher - Pastoral Coordinator - Assistant Principal - Principal.

If it stems from a pastoral source then:

Subject Teacher - P.C. Teacher - Pastoral Coordinator - School Counsellor - Assistant Principal – Principal.

The following points should be carefully noted:

1. When there is a serious breach of discipline, either in a classroom or in the playground, the matter should be referred immediately to the Principal.
2. When a student's behaviour is such that it requires removal from a classroom, he/she should be sent to work outside the Pastoral Coordinators' area. The teacher should then see the Pastoral Coordinator at the end of the period and explain the problem in the presence of the student. In this way the teacher is still disciplining the student with the support of the Pastoral Coordinator.
3. In all cases when parents need to be contacted, the Assistant Principal or Principal must be informed and briefed.

### **GENERAL GUIDELINES FOR DISCIPLINE**

1. A punishment should be given as soon as possible after the offence.
2. It must be clear why the punishment is given.
3. A punishment must not be overdone. Too much punishment for an offence only causes resentment.
4. As far as possible make the punishment logical. For example, if a student fails to do homework, keep them in during the second half of lunch hour to complete work. Avoid giving 'lines' as this punishment represents a waste of time.
5. BE ASSERTIVE when dealing with students.
  - respect themselves
  - are well organised, have their work well prepared with clear goals
  - introduce variation into classes
  - mark work well
  - don't set too much homework
  - never have students not doing anything

- are consistent in their dealings with students
  - deal only with the facts, never arguing over opinions
  - never put anyone else down
  - are not sarcastic
  - say what they want done
  - do not play games, e.g. playing one student off against others
  - are just, fair and honest in their dealings with students.
6. Teachers should make it patently clear from the outset that they are in charge of the class. Take control by organising or re-organising the meeting arrangements.
  7. It is school policy that students stand in silence when a teacher enters a classroom to commence a lesson. They should also be required to stand in silence before being dismissed.
  8. **Corporal Punishment** is not permitted under any circumstances by any member of the community and the college does not sanction the administration of corporal punishment by parents and non school persons.
  9. **Daily Monitoring Sheet** may be given to a student whose conduct is not satisfactory during lessons. It is used in the following manner:
    - students are given a sheet which they must fill in according to instruction and carry to all classes.
    - at the beginning of each lesson the student gives the teacher the sheet.
    - at the end of each lesson the student collects the sheet which has been scored and signed by the teacher.
    - it is then presented to the P.C. teacher and the Pastoral Co-ordinator for them to inspect and sign each afternoon.
    - parents are asked to sign the sheet each night.

We have agreed that the Daily Monitoring Sheet be reserved for use when a majority of teachers of particular students feel that they are posing a disciplinary problem. P.C. teachers and the Principal are to be consulted and parents are to be informed and requested to sign daily entries.

## INVOLVEMENT OF THE PASTORAL COORDINATOR

This occurs immediately in matters of a more serious nature or when misbehaviour has continued. Types of unacceptable behaviour which would warrant the Pastoral Coordinator being notified would be:

Continued misdemeanours in class (requiring the use of 'more intrusive' action)

- Bullying
- Stealing
- Damage to school property (vandalism)
- Swearing at a teacher
- Obscenity
- Deliberate missing of lessons
- Repetitive refusal to comply with a teacher's directions.

In serious cases the Assistant Principal/Principal is involved directly and the parents are contacted. Records of serious misbehaviour are kept in a student file.

Ejection from class –The Leader of Pastoral Care is to collect student after phone call. The teacher to complete a Student Management Notification Sheet. The student is to complete an incident report. The action to be determined after discussion with Leader of Pastoral Care and Teacher.

### Process

Pastoral Care Teachers inform Pastoral Coordinators of misbehaviours via Student Management Notification Sheet. These sheets will name the type of misbehaviour and an outline of action already taken.

It should be noted that this action will be taken where:

- a student continues to misbehave after action has been taken
- a student continues to ignore the rights of other people within the school
- the student has not shown an interest in taking responsibility for his or her own action.

When the Pastoral Coordinator identifies a pattern of misbehaviour, he/she will take actions which could include:

- interview with student to discuss the reasons why he/she was referred
- daily monitoring via Daily Report Sheet (*see \* note below*)
- after school detention (*see \* note below*)
- notification to Campus Principal
- withdrawal of privileges.

**Detention** may be used as a punishment for the more serious breaches of discipline. Detentions are run on Wednesday afternoons from 3.30pm - 4.30pm. Pastoral Coordinators and the Principal must be consulted before putting students on detention.

Students may also be detained during the second half of lunch providing time is given for them to have their lunch. Recess should not be used as a time for detention. Students may not be sent to a classroom to work unless the relevant teacher is prepared to supervise.

Students may be given Saturday detention from 8.30am-11.30am. Pastoral Coordinators and the Principal must be consulted before putting students on detention. Parents must have written notification of an afternoon or Saturday detention. A standard form is sent home which must be returned and signed by the parent.

#### **\* *Monitoring Sheet***

A student may be placed on a monitoring sheet for a designated period of time. The Pastoral Coordinator informs the parents/guardians of the reason why the student has been placed on a monitoring sheet. The student must present the monitoring sheet to his/her class teacher at the beginning of each lesson. At the end of each lesson the class teacher signs the monitoring sheet and indicates ***satisfactory*** or ***unsatisfactory***. The parents/guardians sign the report each night and the Leader of Pastoral Care and PC Teacher checks and signs it the following morning before school. In this way the student and all parties involved are able to monitor progress.

Students who continue poor behaviour while on daily monitoring, will receive an after school detention and interview with or phone call to parents/guardians.

At the end of the designated period the Pastoral Coordinator checks progress, follows up problem areas and files the information. If necessary, parents may be invited to the school for an interview. (*see \* note below*)

#### **\* *After School Detention***

Students are placed on this detention where:

- it is the opinion of the Pastoral Coordinator that a student has not responded positively
- a student has been on a number of detentions over a short period of time
- a student has misbehaved seriously enough to warrant disciplinary action stronger than a lunchtime detention, yet not serious enough for suspension from classes.

After school detention may also be used if a student has been on a Daily Report Sheet for an extended period and refused to modify their behaviour.

#### **\* *Note re Uniform Code Infringements***

Students who deliberately and repeatedly choose not to comply with the uniform code will be removed from class and parents contacted.

#### **\* *Parent Interview***

In line with our desire to work in close co-operation with parents, parent contact is encouraged in all areas of continuing breach of discipline.

However, in the event of serious misbehaviour parents will be requested to attend an interview at the school with the Pastoral Coordinator or Campus Principal. In this interview a student's progress is discussed and solutions sought to any serious problems which have arisen. Parents are always welcome to contact the school in the event of any concern about behaviour or discipline.

#### **INVOLVEMENT OF THE ASSISTANT PRINCIPAL AND/OR PRINCIPAL**

The Assistant Principal and /or Principal would normally become involved with a student who has failed to respond. This will follow notification by the Pastoral Coordinator. A student could also be sent directly to the Principal in cases of serious misbehaviour. In these cases an incident report should accompany the student. This report can then be forwarded to the Pastoral Coordinator for collation.

Types of unacceptable behaviour that would warrant the Assistant Principal and /or Principal being directly involved would be:

- gross insubordination
- smoking – to, from or at school
- being under the influence of alcohol – to, from or at school
- truancy
- drug related offences
- swearing, verbal abuse of a student or teacher.

All these behaviours (and others) could lead to a student being automatically suspended from school. In the case of truancy students are placed on the required number of after-school detentions to make up the time missed from school.

Actions taken could include:

- in-school suspension (see \* note below)
- suspension from school
- student contract
- in the case of truancy, students who truant from school will be given a Saturday detention. Students partially truant will be issued one or more afternoon detentions.

#### **\* *In-school suspension***

An in-school suspension means that a student's right to attend classes has been withdrawn for a period of time. The Assistant Principal authorises the in-school suspension after discussion with appropriate members of staff and the student.

The Pastoral Coordinator notifies the student's parents/guardians by phone. A letter explaining details of the suspension is sent home and a copy is retained in the student's file. Parents are asked to sign and return the proforma acknowledging receipt of the letter.

Whilst on an in-school suspension a student is isolated from his/her peers and is given set written work organised through the Pastoral Coordinator.

#### **Reasons for being suspended in-school**

The student has:

- ignored people who have tried to help
- continued lack of Compliance
- shown that he/she does not want to fit in with others at this school
- not tried to help himself/herself
- been guilty of gross misconduct at school or in public
- been guilty of a serious, isolated breach of discipline (eg leaving school without permission, fighting, shoplifting).

The list of offences warranting an in-school suspension is by no means exhaustive and students will be given a suspension at the Campus Principal's discretion.

#### **What happens to a student who is suspended in-school?**

The student's parents/guardians may be asked to come to the school to discuss the matter with the Pastoral Coordinator or Assistant Principal.

The student will be withdrawn from all classes and will follow the programme set out as follows:

1. The student reports to the Pastoral Coordinator at the beginning of Period 1 and will be given set work to complete in isolation.
2. The student will be permitted the normal time allotted for recess and lunch but these times will be outside the normal day's recess and lunch of that day.
3. The student reports to the Pastoral Coordinator, or Campus Principal in the Pastoral Coordinator's unavailability, for normal dismissal.
4. In some instances, depending on the nature of the misdemeanour, the student may be required to carry out 'community service' type activities while on in-school suspension. This is in order to allow the student to demonstrate that he/she can be responsible in the performance of such service.
5. Counselling may be recommended to assist the student in overcoming the problem.
6. Two weeks after the student has completed suspension the Pastoral Coordinator will check progress, follow up problem areas and file information.

### **Suspension from school**

A suspension from school is more serious than in-school suspension since it means that the student's right to attend school has been withdrawn for a period of time. The Assistant Principal authorises a suspension after discussion with the Assistant Principal and appropriate members of staff and the student. Suspension is not an end in itself but a means to an end. It allows a period of time where the school, parents/guardians and the student involved can work together towards the resolution of the problem. The Principal notifies the student's parents/guardians in writing and parents are required to acknowledge receipt of the letter by signing and returning the proforma to the school via the student.

The length of time a student is suspended from school depends on the seriousness of the offence and is determined by the Assistant Principal and /or Principal. A student who is suspended will not be sent home before normal conclusion of school unless the student in question can be given into the care of his/her parents/guardians.

Two weeks after the student has completed suspension the Pastoral Coordinator will check progress, follow up problem areas and file information. In extreme circumstances other measures may be implemented.

### **Student Contract**

In circumstances where a student seriously violates the school's discipline policy the student may be placed on probation. In such cases the Principal will interview the student with his/her parents/guardians, point out the problem area(s) and place the student on contract.

The Contract Form is signed by the student and witnessed by his/her parents/guardians. A copy is given to the student and a copy is retained by the school. Failure to meet requirements set out in the Contract Form may result in the termination of the student's enrolment.

### **Conditional Re-enrolment**

Students who have committed serious offences or those who have been persistent troublemakers may be required to attend an interview with their parents prior to the commencement of a new term or year. At this interview a contractual agreement is made which serves as a final warning.

### **Termination of Enrolment**

The philosophy of the school suggests that termination of enrolment should be rare since students asked to leave this school may have little opportunity of a Catholic Education elsewhere.

In cases where continued enrolment appears not to be beneficial, parents/guardians may be advised to transfer the student to another school.

A student's enrolment may be terminated when it is the opinion of the Principal, in consultation with the Assistant Principal and Leader of Pastoral Care, that:

- the student is adversely affecting the education of other students
- the student is not profiting from continued attendance at the school
- the school's resources, both material and personal, are being wasted or abused by the student
- the student's misbehaviour is persistent and the student is unwilling to accept the authority of the school
- the student's misbehaviour is injurious to students or staff
- the student being in possession of illegal drugs / weapons.

Termination of enrolment will be at the discretion of the Principal. Termination of enrolment will normally be the final step in an extended process. Documentation will be kept in student files of action taken at each step. Parents/guardians will be informed at each stage.

The process will include:

- a) warnings and discussions with the student of consequences of behaviour
- b) contact with parents/guardians about deterioration of conduct
- c) student misconduct report forms
- d) suspension from some or all classes
- e) suspension from school
- f) advice of a career advisor.

In exceptional circumstances enrolment may be terminated for a serious, isolated act of misconduct.

### **CHAIN OF REFERRAL**

#### **1. Subject Teacher**

Within an effective learning environment, the subject teacher is responsible for:

- misbehaviour until normal class room procedures are exhausted
- failure to work in class, complete assignments and homework
- safety within the classroom
- punctuality
- respect student → student
- respect teacher → student.

## 2. Leader of Learning

The Leader of Learning has responsibility for subject related issues e.g.

- suitability of student for subject
- suitability of subject materials
- failure to complete assessment tasks
- positive awards for achievement.

## 3. P.C. Teacher

The P.C. teacher provides an atmosphere of support and is responsible for:

- absenteeism/punctuality
- advice and support with problems referred by the subject teacher
- uniform
- class order at assembly
- referral to counsellor in consultation with Pastoral Coordinator
- diary checks
- socialization
- establishment of rules.

## 4. Leader of Pastoral Care

The Pastoral Coordinator maintains overall responsibility for the year group including:

- orientation of new students
- continual misbehaviour
- progress reports (behaviour/academic)
- lack of application (in consultation with P.C. teacher)
- extended unexplained absenteeism/truancy
- serious peer problems
- refusal to follow legitimate instructions
- fighting, stealing, abuse of other students.

## 5. Assistant Principal-Student Pastoral Care

The Assistant Principal takes referrals from **Leader of Pastoral Care** for:

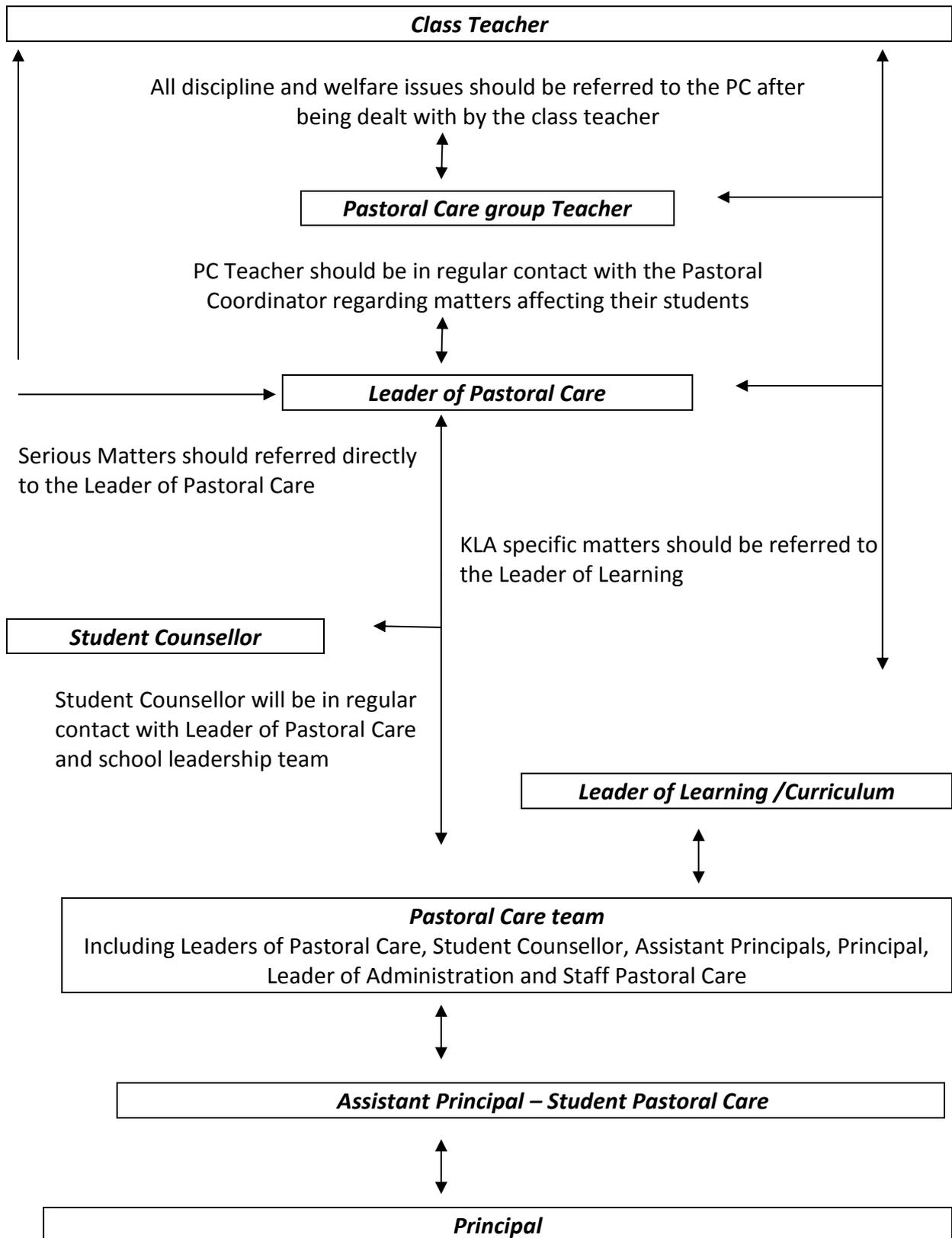
- physical/verbal abuse of students/teachers
- illegal situations, e.g. truancy
- shoplifting and other outside school problems
- expulsion from class
- suspension
- continual misbehaviour with no improvement shown.

## 6. Principal

The Principal maintains overall school monitoring of:

- discipline referrals from the Assistant Principal
- staff issues
- illegal situations in consultation with the Principal
- expulsion of students will inform appropriate parties of any information received
- will inform appropriate parties of any information received.

## Chain of Referral



**STUDENT MANAGEMENT NOTIFICATION SHEET**

**STUDENT NAME:** \_\_\_\_\_ **PC** \_\_\_\_\_

**P.C. TEACHER:** \_\_\_\_\_

**STUDENT MANAGEMENT ISSUE**

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Behaviour in Class         |
| <input type="checkbox"/> Homework    | <input type="checkbox"/> Equipment                  |
| <input type="checkbox"/> Playground  | <input type="checkbox"/> Hands Off/Bullying/Teasing |
| <input type="checkbox"/> Bus Duty    | <input type="checkbox"/> Sport Infringement         |
| <input type="checkbox"/> Other _____ |   |

**CORRECTIVE ACTION TAKEN BY TEACHER** (include number of times)

- |  |  |
|--|--|
| <input type="checkbox"/> Lunch Detention _____         | <input type="checkbox"/> Clean-up Duty _____         |
| <input type="checkbox"/> In Class Reprimand _____      | <input type="checkbox"/> Notification in Diary _____ |
| <input type="checkbox"/> Phone call to Parent/Guardian |  |
| <input type="checkbox"/> Other _____                   |  |

**Comment:**

.....  
.....  
.....  
.....

After corrective action has been taken (including notification to parents) I am now referring to Leader of Pastoral Care.

OR

This behaviour is serious enough to refer directly to the Leader of Pastoral Care.

**TEACHER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

