

STUDENT MANAGEMENT POLICY

Policy Number: SMP V6

Status: Ratified

Date Issued: 2012

Evaluation and Review: June 2019
Diocese of Lismore

Policy Contact Officer: Diocese of Lismore

Related Documentation:

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.

IMPLEMENTATION

Student Welfare is a shared responsibility between school, home and the community.

The Pastoral Care Leadership team will coordinate student welfare across the College.

The College will adopt a proactive and strategic stance with issues of student welfare, rather than an operating in a consistently reactive mode.

The College will implement a continuum of care support structure which prioritises and addresses the identified needs of individual students or the school as a whole and that help implement the aims of the policy.

The College will endeavour to implement and maintain programs such as: -

Continuum of Care

Student Mentoring, Up Project and Seasons Program;

Student Awards;

Drug Education through the PDHPE curriculum;

Committing to a whole school program to develop resilience, social skills, conflict resolution and problem solving; and

Transition programs for new students and students as they move onto further education or employment.

The School will provide the following support structures: -

Monitoring of, and responding to, protracted student absences;

Protocol for Mandatory Reporting; and

Bullying Survey of students and school environment.

The College will work with outside services to provide support for students and staff which include: -

Psychologist for psychological and academic assessment;

Mentors – providing support for ‘at risk’ children;

Professionals to provide services such as counselling, social skills and anger management programs;
Local parent support groups; and
All facilities and services provided by the local community help department.

The College will endeavour to cater for: -

Students identified with specific welfare issues by creating support groups, developing appropriate individual programs including goals, monitoring performance and behaviour, and providing ongoing support.

The College will comply with all privacy issues in accordance with current legislation. (see separate Privacy policy)

MERIT AWARD SYSTEM

RATIONALE

- To provide positive feedback to students.
- To encourage and reward students.
- 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, practical reports, 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 or other College events.
- 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.

AWARDS

The College Merit Award System is a tiered system:

- a Merit Award, is a small standard card, can be issued by any teacher following the above guidelines.
- students who receive five Merit Awards receive a Leader of Pastoral Care Award.
- students who receive 15 Merit Awards receive a Silver Principal's Award.
- students who receive 30 Merit Awards receive a second Silver Principal's Award.
- students who receive 45 Merit Awards receive a Gold Principal's Award.

PRESENTATION OF AWARDS

1. Merit Awards are given to students directly by teachers.
2. Leader of Pastoral Care Awards may be issued at Year Assemblies or given out individually at the discretion of the Leader of Pastoral Care.
3. Principal's Awards are presented at whole school or 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 assessment

CODE OF BEHAVIOUR

Through a strong tradition of Pastoral Care and focus on positive education MacKillop College strives to nurture the growth and development of each student in a caring, supportive and safe learning community.

The MacKillop College Code of Behaviour aims to encourage a strong sense of self-discipline and self-respect in every student. Students are encouraged to recognise that actions will have consequences and affect others in our community. Students are encouraged to create a cooperative environment recognising the rights of others and accepting responsibility for themselves.

Among the most important foundations of an effective school is a Code of Behaviour which:

- is clearly understood.
- has the support of staff.
- reflects the Catholic philosophy of the College.
- contributes towards the achievement of the major goals at the College.
- 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 a good classroom. In their absence no Code of Behaviour can be effective. These include such things as:-

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

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 PC 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 the Leader of Pastoral Care 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:

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 - PC Teacher – Leader of Learning - Assistant Principal - Principal.

If it stems from an attitude/behavioural source then:

Subject Teacher – PC Teacher – Leader of Pastoral Care - Assistant Principal - Principal.

If it stems from a pastoral source then:

Subject Teacher - PC Teacher – Leader of Pastoral Care - School Counsellor - Assistant Principal – Principal.

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. **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.

INVOLVEMENT OF THE LEADER OF PASTORAL CARE

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

Continued misdemeanours in class

- 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.

Removal from class - The Leader of Pastoral Care is to collect student after phone call. The teacher to enter on Schoolworx under Discipline. 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 Leaders of Pastoral Care of misbehaviours. The Schoolworx entry will name the type of misbehaviour and an outline of action already taken.

BEHAVIOURAL CONSEQUENCES

Students who do not comply with the College rules and/or Code of Behaviour may incur a lunch or afternoon detention. The detention system seeks to allow students time to reflect on their actions, consider the effect their actions have had on themselves and others in our community and recognise alternative ways to act. If a pattern of inappropriate behaviour continues, a Saturday detention, suspension or a meeting with parents may be instigated.

The completion of a detention, unless negotiated with the teacher giving the detention, takes priority over any other activity, including sports practice or out of school arrangements.

Depending on the nature of the incident, students may incur one of the following

detentions. D1 Lunchtime: 20 minutes

D2 Afternoon: 30 minutes

D3 Afternoon: 60 minutes

D4 Saturday: three hours

| TYPE | EXAMPLES | SUPERVISED BY |
|------|---|---------------|
| D1 | Minor disruptions: lateness, incomplete work, being unprepared for lessons, uniform infringements, failure to comply with instructions, lack of respect, rudeness | All teachers |

| | | |
|----|--|---|
| D2 | Lower level issues: mobile phone use, chewing gum, lack of respect, rudeness. Ongoing issues: lateness, being unprepared for lessons, uniform infringements, lack of respect, rudeness, other inappropriate behaviour | Leaders of Pastoral Care Leaders of Learning |
| D3 | More serious issues: inappropriate behaviour in the classroom, playground or outside school, incomplete work, fractional truancy. Ongoing issues: lateness, being unprepared for lessons, uniform infringements, lack of respect, rudeness, other inappropriate behaviour | Leaders of Pastoral Care Leaders of Learning Assistant Principals |
| D4 | Serious issues: lack of respect, rudeness, bullying, truancy, other inappropriate behaviour, incurring three D3s in one semester. | Leaders of Pastoral Care Leaders of Learning Assistant Principals |

*** 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 Leader of Pastoral Care 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*)

*** 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 Leader of Pastoral Care 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.

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

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 (e.g. 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 Principal's or Assistant Principal's discretion.

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 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 Assistant Principal notifies the student's parents/guardians in via telephone call and in writing to the parents/guardians. The Parents/guardian are required to phone the school to organise a re-entry interview.

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.

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 will 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. Pastoral Care Teacher (PC)

The PC 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 (students sit in houses)
- referral to counsellor in consultation with Leader of Pastoral Care
- diary checks
- socialization
- establishment of rules

4. Leader of Pastoral Care

The Leader of Pastoral Care 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

