

Howayek Blessings Limited trading as

SAINT MAROUN'S COLLEGE



St Maroun's College policies have a commitment to Maronite Catholic ethos and values and should be read in conjunction with other policies and procedures and with relevant legislation.

STUDENT BEHAVIOUR MANAGEMENT POLICY K-12

This policy supersedes all previous policies relating to matters contained herein.

STUDENT BEHAVIOUR MANAGEMENT POLICY K-12

Mission:

Inspired by the Maronite Sisters of the Holy Family, we provide high quality learning, nurturing students in their spiritual, academic, physical, and social potential, to serve the needs of the broader community.

Vision:

We enable our community to grow in the likeness of Christ, striving for excellence as leaders and advocates, and positively transforming our world.

Friendship, Faith, Honesty

Ethos:

The College strives to instil in students the teachings of Jesus.

Emphasis is firstly given to providing a Maronite Catholic foundation through regular prayer, celebration of the Sacraments, commitment to the Word of God, and openness to grace.

Secondly, all are encouraged to see the best in themselves and in one another, as Paul writes, 'Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things' (Phil 4:8). Emphasises is on treating all with dignity, service, forgiveness, justice, and love.

Thirdly, the College is a community which promotes a sense of family among the Sisters, Board Members, staff, students, parents, and friends.

INTRODUCTION

The Student Behaviour Management Policy and Procedures is intended to articulate a clear understanding for all stakeholders on St Marounite College's considerations and systems in place to promote a safe and supportive environment for all students. One where all students can thrive and develop their potential.

This Policy and Procedures resonate the College's legal and regulatory requirements including but not limited to;

- Education Act 1990
- Education Act Section 23
- NES Act 2004
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Higher Education Act 2001
- Working with Children Act 2012
- Children's Guardian Act 2019
- Children and Young Persons (Care and Protection) Act 1998
- Commonwealth Privacy Act 1988
- Anti-Discrimination Act 1977
- Education Act 1990 No.8 current version 2020

This Policy and Procedure reflects the embedded implementation of the NSW Child safe Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.

1. SAFE ENVIRONMENT

All staff are responsible for the safety, wellbeing and welfare of students at the College. Staff will adhere to the policies and procedures summarised in the Staff Handbook as well as become familiar with and abide by existing policy documents which outline procedures to support this expectation (*Staff Code of Conduct Policy, Employment Relations Policy, Child Protection Policy and Procedures*).

Both Prohibited Employment screening and Volunteer Induction is carried out.

2. SUPPORTIVE ENVIRONMENT

All staff are involved in the formation of the students, academically, spiritually, physically and socially.

2.1 In the community of St Maroun's College, which recognises the importance of the academic development of its students:

- Staff understand that the students assimilate knowledge and develop positive attitudes and intellectual skills appropriate to their age and abilities.
- The College has competent, qualified and dedicated staff.
- The College offers a challenging and relevant curriculum which is flexible enough to create situations of challenge, choice and success for all students.
- Students and staff are given opportunities to excel in areas where they are specifically talented and are affirmed publicly for their achievements and efforts.
- The College is sensitive to the needs of all individuals.
- Teaching programmes detail the desired learning outcomes for students, and links are made with College aims, content process and assessment strategies.
- The assessment and reporting procedures are oriented towards affirming the achievement of individuals.
- The teaching/learning programmes provide students with many and varied opportunities for engagement in active learning.
- The students are provided with opportunities to demonstrate a capacity for independent learning, problem solving, decision making and creative thinking.
- The College has a registered psychologist to provide professional support. The Psychologist, in collaboration with classroom teachers, Integration and Learning Support staff, play a vital role in identifying and providing support for students.
- The College ensures communication with parents is maintained. For families affected by separation or divorce, the presumption of equal shared parenting applies as per Section 61DA of the Family Law Act. Parenting Orders and Aggravated Violence Orders precede these presumptions.
- The parent with whom the child lives, would receive all relevant communication.

2.2 In the community of St Maroun's College, which recognises the importance of the physical development of its students:

- Policies and programmes exist which establish healthy practices such as regular exercise, balanced diet and stress management.

- The College has policies in place to ensure students health and has procedures in place for the distribution and monitoring of medication. (*First Aid Medication Policy*)
- The College curriculum includes an examination of lifestyles and an assessment of the place of work, leisure, exercise, rest and relaxation.
- The College recognises the relationship between positive, physical development and self-esteem by affirming those who are making progress in the mastery of physical skills and the acquisition of physical fitness.

2.3 In the community of St Maroun's College, which recognises the importance of the **spiritual growth** of its students:

- Interactions are characterised by friendliness, openness and effective listening.
- Staff and students actively participate in prayer, liturgy, retreat programmes, Masses and assemblies.
- Staff will not use sarcasm, ridicule, undue impatience and punishments which diminish the students' sense of worth.
- Staff are aware that they are expected to exert a positive influence on the College's environment, to work in harmony with others, to be tolerant of the views of others, and to be eager to find solutions rather than to criticise the actions or interests of others.
- Mutual respect for the needs and rights of others is demonstrated in the way executive, staff and students relate.
- The College has a system of rewards and sanctions that has been carefully developed with the interests and growth of the students as its main concern.

2.4 In the community of St Maroun's College we strive to foster the **social development** of students by:

- Understanding that students and staff relationships are characterised by openness, trust and an acceptance of individual differences.
- Understanding that decision-making in the College which involves collaboration and consultation with those affected by the outcome leads to the development of a social conscience.
- Having a strong expectation that all staff contribute to the development of a cohesive College community that is characterised by the Gospel values of charity and justice.

3. STUDENT BEHAVIOUR MANAGEMENT

3.1 College Based Behaviour Management System

Procedures have been established to provide students with a clear expectation of behaviour and the standard consequences for an infringement. The consequences are dependent on the severity and frequency of the offence to ensure the principles of equity and justice are maintained.

3.2 Moving Students towards Self Discipline

The basis of a good discipline structure in any school is the self-disciplined student. We also recognise that the essential ingredients of a good discipline system are clear expectations, consistent application of consequences, early intervention and developing positive patterns of behaviour. These elements must also be grounded in love and affection.

At St Maroun’s College, all misconduct, breaches of College rules, and violations of the law are investigated, followed-up, and acted upon. In all dealings with student behaviour management, the College will follow procedural fairness, conducted in a manner ensuring fair practice and equity, respect to all parties, and due observance of confidentiality.

Students are encouraged to identify their behaviour as being purposeful, self-evaluate the ways they are meeting their needs and to choose appropriate behaviours that meet their needs in the most positive way for themselves and all members of the College community.

As students develop these skills, they become increasingly self-disciplined. Their behaviour is motivated internally and they need fewer external sanctions to meet the high standards of behaviour expected at the College. Students are encouraged to develop self-discipline where behaviour is self-evaluated in reference to our College values of integrity, hope, justice, dignity and respect.

3.3 Behaviour Code

The Behavioural Code has been developed based on the rights and responsibilities of students at St Maroun’s College. This Behavioural Code takes into account Duty of Care and Child Protection Policies. The Behaviour Code aims to:

- Treat student members of our College community fairly and justly.
- Set expectations to a high standard.
- Aim to develop admirable qualities of character in students.
- Promote an atmosphere conducive to effective teaching and learning.
- Create a supportive environment where students can develop their abilities and interests.
- Foster a mutual respect for others and their property.
- Develop in students the ability to take responsibility for their own behaviour and the consequences of their actions.

4. STUDENT RIGHTS and RESPONSIBILITIES

As a student member of the community I have the right to:	Therefore I have a responsibility to:
Be happy and to be treated with understanding.	Treat others with understanding – not to laugh at others, tease them or try to hurt their feelings. Respect the ‘Hands Off’ and Anti-Bullying policies.
Be treated with respect and politeness and to feel part of the College community.	Treat others politely and with respect. I should be able to disagree without being disrespectful. Ensure that the College uniform is worn with pride, I am well-groomed and that I endeavour to act as an ambassador of our College at all times.
Expect my property will be safe.	Protect and respect the property of others and of the College.
Experience a safe environment.	Respect and care for the safety of others by following procedures. I must ensure that I do not bring to school any item that may harm myself or others.
Experience maximum benefit from all my lessons conducted by competent, empathetic	Co-operate with teachers and other students to contribute to a positive learning environment and keep up to date with required work.

teachers in a Maronite Catholic environment.	Engage fully in opportunities of differentiated learning that target my needs. I have the responsibility to behave in such a way so as not to interfere with the right of other students to learn. I have the responsibility to be punctual, to attend school regularly and to take part in activities that will be of benefit to me including excursions, carnivals and other College events.
Have homework and assessment tasks assigned, and the expectation that these will be communicated effectively by staff.	I have the responsibility to complete all homework tasks to the best of my ability and ensure they are completed on time. I have the responsibility to ensure that all assessments are submitted on time and are original pieces of work. I have the responsibility to bring the College Diary to school every day to be used as a tool for communication and the accurate recording of College events, the due dates of assessments and recording of homework and examination dates.
Experience an education conducted in a pleasant, well-resourced, clean and well-maintained environment.	Care for the College environment – by keeping it clean. Ensure that I do not vandalise College equipment and resources. Return to the College any resources that I have borrowed in the condition in which they were borrowed.

5. NATURAL JUSTICE and PROCEDURAL FAIRNESS

- The student will have a fair opportunity to know and understand what the allegation is and what evidence supports it.
- The investigative process will be conducted in an impartial and objective manner.
- The student will be given a reasonable opportunity to think about the matter and prepare a response. In serious cases students may seek guidance from parents/guardians before responding.
- There will be impartiality in all procedures connected with the making of a decision.
- Decision-making will be based on a balanced and considered assessment of information without bias.

6. CORPORAL PUNISHMENT

The use of corporal punishment to enforce discipline by any member of staff is strictly prohibited. Furthermore, the College does neither explicitly nor implicitly, sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline.

7. EXCLUSION

Exclusion is the act of preventing a student's admission to a number of schools. Exclusion is not practised at St Maroun's College.

8. SUSPENSION

Suspension means that a student's right to attend the College has been withdrawn for a period of time. It is a disciplinary measure which can only be invoked by the Executive Principal or delegates when a student's conduct and behaviour are deemed to be prejudicial to the good order or reputation of the College.

Suspension allows a period of time when the College, parents and the student involved can work together on the resolution of the problem which has led to the student's suspension.

The Executive Principal or delegates are the only persons with the authority to suspend a student. All letters of suspension must be signed by the Executive Principal.

In compliance with procedural fairness discussion by the Executive Principal/Head of College, the appropriate members of staff and the student will take place before the Executive Principal/Head of College decides on suspension.

Once a decision to suspend is taken, and before the suspension is implemented, the Executive Principal will immediately inform the parents/guardians of the decision. The Executive Principal may delegate this task to the Head of College. Parents will be notified of the suspension in writing.

The student will be readmitted to the College after the period of suspension.

9. EXPULSION

Expulsion means the total withdrawal of student's right to attendance at the College. It involves termination of the contract entered into by the College and the parents at the time of enrolment.

Expulsion of a student will take place when the student's presence at the College places other members of the College community at risk.

Documentation relating to continued breaches of College Policies will be reviewed and a decision on expulsion will be made.

Parents/Guardians will be informed of the expulsion in writing.

Documentation relating to the events which have led to the possibility of a student's expulsion must be kept.

The final decision regarding the expulsion of a student is made by the Executive Principal.

10. PRIMARY SCHOOL BEHAVIOUR MANAGEMENT

Positive Classroom Reinforcement

- In the Primary School the student behaviour management approach is based on positive behaviour reinforcement with a merit system which acknowledges and rewards students for particular achievements, or behaviour in the areas of personal development, curriculum and extra-curricular activities.
- **Only one merit may be issued per single lesson.** Whenever a student is recognised as having achieved in one of the areas above, the teacher in years 2-6 records the merit in the student diary or on a yellow merit certificate for K-1.
- In Primary K-2 reminder slips and demerits will be refreshed each term. In years 3-6 this will occur each semester.

Achievement Levels for Awards: The merits are tallied by the teacher and sent to the Office Administrator each Tuesday.

AWARD	TOTALS
All Rounder Award	Six Merits
Bronze Award	A total of 12 merits
Silver Award	A total of 18 merits
Principal's Award	A total of 24 merits

- When a student is eligible for an:
 - **All-Rounder Award** or **Bronze Award** at the weekly Thursday Assembly parent(s)/carer(s) will be notified. For students K-1, teacher will inform parents, 2-6 students will let their parents know.
 - Silver Awards and the Executive Principal's Award will be presented by the Executive Principal at the end of Term Assembly and parent(s)/carer(s) will be invited to attend. These awards will be noted in Engage and hard copy kept in student files.

Demerits

- It is an expectation that teachers use their classroom management skills to discipline students in accordance with the student's rights and responsibilities and the class rules. The issuing of a demerit does not replace classroom behaviour management techniques. Only **one demerit may be issued per single lesson**. Demerits can be issued for various misdemeanours at the teacher's discretion and are recorded in Engage. **Demerits cannot be cancelled out by merits.**
- Where a student engages at any time in any dangerous or threatening behaviour either physical or verbal the Executive Principal and/or Head of College should be called.

Note:

- As a guide messy bookwork, accidental touching, pulling faces, staring etc. would not warrant demerits. The demerit system does not replace the use of a range of classroom management techniques, but rather highlights to the student the inappropriateness of certain behaviour.

- Primary teachers are to be sensitive about issuing demerits for failure to complete homework or incorrect uniform/poor grooming. On these occasions the students may not be solely responsible. Parent(s)/carer(s) need to be made aware of concerns. If the problems persist after the parent(s)/carer(s) have been contacted, the Assistant Principal needs to be informed.
- Parent(s)/carer(s) interviews will be held by the class teacher and recorded on Engage as having taken place and will include detail of issues raised and agreed outcomes.
- Personalised plans for students with special needs who are on a behaviour management plan.

Consequences for Inappropriate Behaviour or Bullying, dangerous or aggressive behaviour

Any incidents are to be reported as follows:

Demerits	Types of behaviour	Actions
One demerit	e.g Bullying or aggressive behaviour (verbal or physical), disruption to the class by a student after being warned, back chatting to the teacher, out of bounds on playground, not meeting subject specific requirements eg. uniform, homework, no device, not following College rules regarding behaviour (i.e. hands-off policy) inappropriate use of the Internet swearing and inappropriate language, vandalism, failure to complete homework three times, three reminder slips for homework, three uniform slips per term	Teacher investigation, appropriate teacher management strategies, record on Engage, notify the Primary Coordinator
Two Demerits	Any of the above inappropriate behaviour continues	Two demerits and time-out for 15-20 mins supervised by the Grade Partner or playground duty teacher. Recorded on Engage by class teacher or playground duty teacher.
Three Demerits	Any of the above inappropriate behaviour continues	Email sent to Primary Coordinator who organises lunchtime detention and monitoring card level 1 , recorded on Engage and parents notified by the Primary Coordinator.

Afternoon detention	Monitoring card shows little improvement in behaviour	A meeting with the Primary Coordinator, class teacher and College Psychologist. Student will move to monitoring card 2.
Another afternoon detention	Behaviour has not improved. Monitoring card shows a number of negative grades.	Meeting with Head of College, parents and Primary Coordinator to discuss consequences of this detention. Student continues on level 2 monitoring card. Regular appointment with College Counsellor. Student behaviour contract.
Internal Suspension supervised by Head of College	Level 3 monitoring card shows no improvement in behaviour and further complaints made about class and playground incidents.	Level 3 monitoring card, meeting with Head of College, parent and Primary Coordinator. Contract revisited to specify last chance before student will receive an external suspension from the College.
External Suspension	Level 3 monitoring for only two more weeks and if no improvement in behaviour a further meeting with the Executive Principal will discuss possible termination of enrolment.	Level 3 monitoring card, meeting with Executive Principal, parent and Primary Coordinator.

- Staff must refer any child protection concerns (i.e. signs of abuse or neglect and concern for the child's safety or wellbeing) directly to the Executive Principal. (See SMC Child Protection Policy)

11. SECONDARY DISCIPLINARY ACTIONS APPROACH

At each of the four stages of the progressive disciplinary action approach student need to know why the action is happening, the way in which the issues will be determined, the allegations in the matter, and any other information that will be taken into account. They should have the opportunity to respond to the allegation. The designated staff at each stage will determine the best person to provide an impartial and unbiased decision when student behaviour issues/concerns are to be investigated.

Stage 1: Class Teacher Behaviour Management Strategies

If students misbehave in class their class teacher is responsible for dealing with and managing the student's behaviour in a timely and appropriate manner.

- The first point of action is that the teacher talks with the students about behaviour concerns, actions and consequences.
- Strategies that class teachers may employ to manage the student behaviour may include:
 - verbal warning
 - demerit system
 - seating arrangements
 - confiscation of item eg: mobile phone
 - placing on 'Lunch Detention'
 - parent notification in the diary that must then be signed by parent
- Teachers must keep detailed records of incidences and strategies implemented in the student's file on Engage.
- Teachers may ask for professional advice to assist them to develop and implement behaviour management strategies. KLA Coordinators can assist with matters relating to curriculum and the Year Advisors for pastoral support. KLA Coordinators and Year Advisors should not intervene directly at this point.
- Where a teacher deems an action serious enough the matter may be automatically moved to Stage 2 level. The teacher needs to complete a referral on Engage to the Year Advisor and/or KLA Coordinator.
- All out-of-class pastoral care incidents are to be emailed to the Year Advisor and recorded in the student's file in Engage by the teacher who witnessed the incident.
- If the in-class issue is not resolved by the class teacher and persists and/or there has been no improvement after a two-week period, the teacher completes a referral on Engage to the Year Advisor and/or KLA Coordinator.

Stage 2: Year Advisor/KLA Coordinator Behaviour Management Strategies

If persistent poor behaviour continues, the Year Advisors/KLA Coordinators talk with the student about the behaviour concerns, actions and consequences. If there is no improvement then further strategies are implemented.

- At this stage the Year Advisor and KLA Coordinators collaborate and may implement any of the following actions:
 - student interviews and review of written accounts on Engage
 - restorative Justice meeting with the students involved in the incident
 - place the student on a Level 1 Foundation Card (Green) for two-week period that is monitored by the Year Advisor and where each subject teacher must note on the card the student's behaviour and effort in class
 - require the student participate in appropriate College Community Service Tasks (eg. Litter Bag)

- conducting a parent(s)/carer(s) meeting
- A record of all actions and consequences are kept in the student's file on Engage by the Year Advisor
- The Year Advisor/KLA Coordinator may also, at their discretion, take further action which may include:
 - placing the student on a Lunchtime Detention
 - placing the student on a Rostered Afternoon Detention – letter sent home to notify parent(s)/carer(s) a week before the detention and also are phoned
 - referring the student to the College Psychologist, via notification system and parent consent obtained
 - undertaking a Progress Report
 - requiring students to be involved in College related Community Service Tasks
 - For consistent lateness or poor/unsatisfactory attendance concerns refer to the College Attendance Policy
- The Year Advisor/KLA Coordinator may deem an incident to be of Stage 3 level concern and so is referred directly to the Assistant Principal.

Stage 3: Referral to Head of College (HC)

If a student continues to misbehave the Year Advisor/KLA Coordinator notifies the Head of College through documentation and face to face discussion.

If there is no improvement, then the following actions may be taken:

- the HC contacts the parent(s)/carer(s) to advise them of the matter(s) and arrange a meeting which would include for:
 - curriculum issues: HC and KLA Coordinator and other teachers as appropriate
 - wellbeing / pastoral issues: HC and Year Advisor and other teachers as appropriate
 - The option for a support person and/or interpreter to be present at the meeting (See Appendix 3)
- Student is placed on a Level 2 Monitoring Card (yellow) - over a two-week period during which the student must present the card to the HC each afternoon for signing. The HC will talk with the student about the behaviour concerns, actions and consequences.
- a warning letter is given to parents during the meeting
- referring the student to the College Psychologist, via notification system and parent consent obtained
- recommend suspension and in the absence of the Executive Principal, the Head of College may suspend students.

Stage 4: Referral to Executive Principal

If a student continues to misbehave the Head of College notifies the Executive Principal through documentation and face to face discussion.

If there is no improvement, then the following actions may be taken:

- parent(s)/carer(s) are notified verbally and in writing of the concerns and requested to attend a meeting. The student will attend the meet at the discretion of the Executive Principal
- the student is placed on a Level 3 Monitoring Card (red) – over a two-week period during which the student must present the card to the Principal each morning and afternoon for signing. The Executive Principal will talk with the student about the behaviour concerns, actions and consequences.
- Out-of-school suspension imposed
- A warning letter given
- termination of the students enrolment if Level 3 Monitoring Card not satisfactorily completed
- While the progressive disciplinary action approach has four (4) stages it should be noted that:
 - individual incidents may warrant an automatic escalation to a higher stage
 - parent(s)/carer(s) meeting may take place at each stage throughout this process
- The table provides an overview of actions and consequences which may lead to suspension from classes or termination of the students’ enrolment (expulsion)

No.	Actions	When	Consequence
2	Rostered afternoon detention	3 rd occasion	Supervised in-school suspension
1	Supervised in-school suspension	Next occasion	Out of school suspension
1	Out of school suspension	Next occasion	First official warning letter
2 nd	First official warning letter	Next occasion	Second official warning letter
3 rd	Second official warning letter	Next occasion	Termination of enrolment

Suspension

- Suspension is the temporary debarment of a student from classes that the student would normally attend at school. The College progressive disciplinary action approach includes two types of suspensions:
 - supervised in-school suspensions
 - out-of-school suspension where the parent(s)/carer(s) are responsible for the duty of care of the student.

- Suspension provides time for students to reflect, acknowledge and accept responsibility for the behaviours which led to the consequence, and to accept responsibility for changing their behaviour to meet the College's expectations in the future. It also allows time for College personnel to plan appropriate support for the student and to assist them with successful re-entry to classes. This may include access to appropriate support staff, such as the College Psychologist, and/or the Learning Support teacher.
- While the Executive Principal is always the final authority in determining whether a suspension is imposed, the Head of College may assume the responsibilities in the Executive Principal's absence. The Head of College will keep the Executive Principal fully informed about the circumstances and processes undertaken leading to the suspension.
- In determining whether a student's behaviour is serious enough to warrant a suspension the Executive Principal/ Head of College will consider:
 - the safety of students and staff
 - the merit and circumstances of the particular case
 - factors such as the age, individual needs, any disability and the developmental level of students
- The Executive Principal/Head of College may choose to impose a suspension for reasons that include, but are not limited to:
 - continued unacceptable behaviour
 - breaches of the College guidelines such as refusal to obey staff instructions; defiance; disrupting other students learning
 - physical, verbal or psychological threats made towards staff or students
 - behaviour related to the use of alcohol or persistent use of tobacco.
- The Executive Principal/Head of College will contact the parent(s)/carer(s) verbally and in writing advising them of the behaviour concern(s) and requesting a meeting. The Executive Principal/ Head of College will establish if the parent(s)/carer(s) wish to have a support person at the meeting and whether an interpreter is required and if so, make the necessary arrangements.
- The Executive Principal/Head of College will ensure that students and parent(s)/carer(s) have access to policies and procedures under which action is being taken and advise them of the processes for appealing a decision for the suspension.
- Suspension will occur after the Executive Principal/ Head of College is assured that:
 - appropriate student wellbeing strategies and behaviour management options have been applied and documented
 - appropriate support personnel available, within the College and externally, have been involved in seeking a means of assisting the student to modify their behaviour
 - discussion has occurred with the student and parent(s)/carer(s) regarding the specific behaviour, which, the College considers unacceptable, and which may lead to suspension
 - the concerns have been investigated by an appropriate member of staff, such as the Head of College or Year/KLA Coordinator and the results of the investigation have been provided verbally and in writing to the Executive Principal

- the student has had opportunity to hear and respond to the behaviour concern(s)
 - the student has been provided with verbal and written cautions which include the reason for the suspension, details of the inappropriate behaviours, as well as clear expectations of what is required of the student in future
 - all relevant documentation including records of investigations, meetings and actions taken are recorded on Engage in the student file by the Year Advisor and hard copies maintained securely by the College.
- If the Executive Principal is satisfied that the actions outlined above have been undertaken and that the student's behaviour warrants a suspension, the Executive Principal will provide verbal and written notification to the student and the parent(s)/carer(s) of the suspension and the reasons. This notification will advise the student and parent(s)/carer(s) of their right to appeal the decision and the process for lodging an appeal. Students and parent(s)/carer(s) may appeal against the recommendation if they consider that correct procedures have not been followed, or that an unfair decision has been reached.
 - The College Psychologist will be informed of the suspension. The Executive Principal/Head of College will utilise College and other available resources in seeking a means of returning the student to school following the suspension.
 - If behaviour management programs and suspensions have failed to resolve the inappropriate behaviour issues, strategies such as an alternative educational program or setting may be considered and discussed with the student and their parent(s)/carer(s). As each case will be different, the action needs to be appropriate to the individual circumstances of the case.

Termination of enrolment (expulsion)

- In serious circumstances of unacceptable behaviour, when the student's presence at the College places other members of the College community at risk the Executive Principal may terminate the student's enrolment (expel) from the College. Termination of enrolment means the total withdrawal of student's right to attend the College. It involves termination of the contract entered into by the College and the student and their parent(s)/carer(s) at the time of enrolment.
- Where a disciplinary issue arises which may result in termination of a student's enrolment (expulsion) the College will investigate the circumstances surrounding the issue. The Head of College may direct the student not to attend school while the investigation takes place. An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond.
- If after receiving the results of the investigation and hearing representations from the student, the Head of College forms the view that the student should be expelled, the Head of College will make a recommendation to that effect to the Executive Principal and advise the student and parents/carers that this recommendation has been made.

The Executive Principal will terminate the enrolment of any student for the following misdemeanours:

- **Repeated** refusal to follow the College guidelines, making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.
- **Physical violence** resulting in pain or injury, or who seriously interferes with the safety and wellbeing of other students, staff or other persons. The matter may need to be reported to NSW Police.
- **Aggressive Behaviour.** This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including abuse transmitted electronically.
- **Use of an implement as a weapon or threatening to use a weapon** in a way, which seriously interferes with the safety and wellbeing of another person. This includes an offensive implement which is anything made or adapted to cause injury to a person.
- **Serious criminal behaviour related to the College,** including malicious damage to property (College or community) or against the property or person of a fellow student or staff member on, or outside of, the College premises. If the incident occurred outside the College or outside school hours, there will be a clear and close relationship between the incident and the College.
- **Is in possession of a prohibited weapon,** (as defined by Schedule One of the Weapons Prohibition Act).
- **Uses, or is in possession of, a suspected illegal substance or supplies a restricted substance.** The College firmly believes that schools must be places which are free of illegal or restricted substances. The enrolment of students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be terminated.
- When considering termination of the students' enrolment for failure to comply with the College behaviour requirements, the Executive Principal will:
 - except in the cases of the most serious breach(es), ensure that all appropriate student welfare and behaviour management strategies have been implemented and documented.
 - convene a formal disciplinary interview with the student, parent(s)/carer(s) and if appropriate, other staff. The Executive Principal will ensure that the student and parent(s)/carer(s):
 - have been provided in writing of the recommendation that termination of the students' enrolment at the College is being considered, giving the reasons for the possible action
 - a copy of relevant documentation on which the consideration of termination of enrolment is to be based
 - have, where requested, an appropriate support person of their choosing and interpreter present at the interview
 - are given the opportunity to consider and respond to the allegation(s) and the recommendation

- have the implications of termination of enrolment (expulsion) discussed
 - are provided with their right to appeal if the termination of enrolment were to proceed and the process for making an appeal.
 - that the key features of the interview will be taken down in writing and retained in the student file by the Head of College
- If, the Executive Principal is satisfied that the actions outlined have been enacted and that the student’s enrolment at the College is to be terminated, the Executive Principal will provide written notification to the student and the parent(s)/carer(s) of the decision. This notification will restate the right to appeal the decision and the process for lodging an appeal if they consider that correct procedures have not been followed, or that an unfair decision has been reached.
 - For students under age 17 it is the responsibility of the student and the student's parent(s)/carer(s) to arrange an alternative placement.

Appeals procedure

- The right to appeal is not necessarily an essential element of procedural fairness, however the College considers it appropriate to incorporate this right into the procedures relating to student suspensions and termination of enrolment (expulsion).
- The parent(s)/carer(s) or student may appeal to the Executive Principal against the recommendation to suspend a student and/or to terminate the students enrolment (expulsion), setting out the reasons why the Executive Principal should not act on the recommendation. Any appeal must be provided to the Executive Principal no later than 1 week after the parent(s)/carer(s) have been advised of the recommendation.
- If no appeal is made within the time specified, the Executive Principal will decide whether to accept the recommendation and advise the student and parent(s)/carer(s) of the decision.
- If the student or parent(s)/carer(s) have lodged an appeal, the Executive Principal will consider the recommendations and the reasons provided by the student or parent(s)/carer(s) for not following the recommendation and will decide whether to accept the recommendation of the Head of College. The Executive Principal will then advise the student and parent(s)/carer(s) of the decision.
- The decision made by the Executive Principal will be final.
- Documentation relating to the events (including appeals) which have led to the termination of a student’s enrolment will be retained in Engage and hard copies in the student’s file.

Policy	Student Behaviour Management
Last reviewed	March 2023
Next review	Term 1, 2024

APPENDICES

Appendix 1

Explanation of the Secondary School Behaviour Management Strategies

Positive Classroom Reinforcement

- In the Secondary the student behaviour management approach is based on positive behaviour reinforcement with a merit system which acknowledges and rewards students for particular achievements or behaviour in the areas of personal development, curriculum and extra curriculum activities. Teachers may also use demerits as a strategy to highlight to the student the inappropriateness of certain behaviours.
- Only one merit may be issued per single lesson. Whenever a student is recognised as having achieved in one of the areas above, the teacher records the merit in the student diary.
- The prior week's merits are tallied by the Year Advisor. When a student accumulates a tally of:
 - six Merits they will be awarded an **All-Rounder Award** at the weekly Wednesday Assembly
 - another six Merits and they will be awarded a **Bronze Award** at the weekly Wednesday Assembly
 - another six Merits and they will be awarded a **Silver Award** at the end of Semester Assembly and parent(s)/carer(s) will be invited to attend
 - another six Merits and they will be awarded an **Executive Principal's Award** presented by the Principal at the end of Semester Assembly and parent(s)/carer(s) will be invited to attend.

These awards will be noted in Engage and hard copy kept in student files.

Demerits

- It is an expectation that teachers use their classroom management skills to discipline students in accordance with the student's rights and responsibilities. The issuing of demerit does not replace classroom behaviour management techniques. Only one demerit may be issued per single lesson. Demerits can be issued for various misdemeanours at the teacher's discretion and are recorded in Engage. Examples of behaviour that may warrant a demerit could include:
 - disruption to the class by a student after being warned
 - back chatting to the teacher
 - out of bounds on playground
 - not meeting subject specific requirements eg. uniform, homework, no device
 - not following College rules regarding behaviour (i.e. hands-off policy)
 - inappropriate use of the Internet
 - swearing and inappropriate language
 - physical and or verbal harassment of other students (See SMC Anti-bullying Policy)
 - any threatening and or intimidating behaviour
 - vandalism.

Demerits cannot be cancelled out by merits.

Issuing of Litter Bag

- Students who are issued with a litter bag are to complete it **during lunch**. The student may be issued a litter bag for failure to act appropriately or for consistent misbehaviour in class.
 - the teacher records the issuing of the litter bag in the student diary by allocating a date when the litter bag is to be completed and explaining the procedure to the student to complete the task and have their diary signed.
 - the student is asked to collect a litter bag from the relevant teacher on duty at lunchtime. The student hands the diary to the teacher on lunch duty. Once the student has filled up the litter bag, the teacher on lunch duty signs off the student's diary.

Restorative Justice

- Discussion involving student, teacher concerned in the incident, maybe a parent/carer (depending on the situation) and Year Advisor or KLA Coordinator or Head of College (depending on the circumstance).
- Students are given a Reflective Journal handout in which they identify their misbehaviour and reflect on the incident, the affects, their actions and setting goals for the future, in order to reduce the chance of the incident occurring again. The handout is signed by the student, their parent/carer and the teacher.
- The completed Reflective Journal handout is placed in the students file and on Engage together with a report from the meeting by the teacher involved.

Note: The Reflective Journal handout can be used at Stage 1 or Stage 2 of the progressive disciplinary action approach.

Lunch Detention

- Students are placed on Lunch Detention by teachers as a behaviour management strategy for students who conduct themselves incorrectly or not meeting the behaviour requirements of the College.
- Lunch Detentions are set up and managed by the class teacher (KLA Coordinator or Year Advisor) who administers the detention.
 - A teacher records the issuing of the lunch detention in the students' diary. The teacher then notifies the relevant Year Advisor or KLA Coordinator of the student on lunch detention.
 - The Year Advisor keeps a personal record of students placed on Lunch Detention.
- During the detention, the student is given the Restorative Justice handout to complete and it is then placed in their student file and a report is made on Engage by the teacher. Students may also complete other tasks while on lunch detention such as cleaning classrooms.

Afternoon Detention

- Students may be placed on an Afternoon Detention by either KLA Coordinators or Year Advisors. This is as a behaviour management strategy for students who conduct themselves inappropriately or who do not meet the requirements in repeated incidences or for ongoing incidences of misbehaviour. Rostered Afternoon Detention occurs once every 3 or 4 weeks (depending on the Term length) and is supervised on a roster system by the KLA Coordinators.

- The KLA Coordinator/Year Advisor notifies the Head of College of the students on detention and they record the details in Engage.
- Parent(s)/carer(s) are notified by letter that their child is placed on an Afternoon Detention by the Year Advisor. Afternoon Detentions may be an inconvenience to parent(s)/carer(s), therefore a minimum of 3 days notice will be given to provide parent(s)/carer(s) with an opportunity to arrange travel home after the detention.
- All students who receive a detention notice must attend the detention on the day specified. The rostered duty Coordinator records student attendance at detention and the Year Advisor is notified of any student that does not attend the afternoon detention. These students are automatically placed on a Level 1 Card (green) by the Year Advisor.
- During the detention, the student is given the Reflective Journal handout to complete that is related to Restorative justice. The completed handout is placed in the student's file and recorded on Engage by the Year Advisor.

Monitoring Cards

The purpose of a Level 1 card (green), Level 2 card (yellow) and Level 3 card (red) is for students to demonstrate appropriate behaviour in all classes. Students are required to take the card to every lesson and the teacher is asked to complete and sign it. Parent(s)/carer(s) are required to sign the card everyday. At the beginning and end of each day the student must show the card to the Year Advisor for Stage 1, Head of College for Stage 2 and Executive Principal for Stage 3. Year Advisors sign off on Cards when they have been successfully completed over the week(s). Unsatisfactory assessments of cards result in the student moving up levels.

Appendix 2 – Role of the Support Person

Support Person

When attending meetings involving disciplinary actions at the College, parent(s)/carer(s) may choose to bring a support person to the meeting. A support person must be over 18 years of age.

Parent(s)/carer(s) are responsible for organising their own support person. While the Executive Principal makes the decision about the participation of a particular support person, the family's choice should be accepted, wherever possible.

The role of the support person is to provide support and assistance to the parent(s)/carer(s) during the meeting. The support person is not an advocate for the parent(s)/carer(s) or student and should not participate in the meeting, other than in supporting parent(s)/carer(s). The type of support and assistance provided may include:

- the taking of notes and the provision of advice on rights/entitlements
- suggesting a temporary break in proceedings to assist the person
- seeking further advice.

If a support person becomes actively involved in a meeting, the Executive Principal will in the first instance remind the person of the limits of their role. If this involvement continues the Executive Principal has the option of asking the parent(s)/carer(s) if they would like to continue the meeting without the support person or rescheduling the meeting at another time.