

# **Student Management Policy**

## **DEFINITION**

This policy deals with the associated areas of expected student behaviour and the effective management of student behaviour by teachers. The College operates on a very clear set of values and principles, and embedded in this is a clear conception of desired and expected student attitudes and behaviours. These are clearly enunciated to the school community. When students meet these standards their efforts should be recognized; when they fail to do so they need to be challenged. The College also has very clear standards with regard to how teachers should relate to and deal with students. This policy also states these conditions, and offers encouragement and practical support to teachers in their dealings with students – especially when student behaviour falls short of the expected standards. This policy therefore outlines appropriate strategies and suitable actions that may be taken by teachers to encourage students to abide by the College's requested code of conduct. This policy is closely allied to the College's overall pastoral care emphases.

## **COLLEGE VISION AND VALUES**

Our Mission Statement expresses the context and the goal of pastoral care at Marist College North Shore:

*To provide comprehensive quality education in a nurturing Marist Community founded on enduring Catholic values which prepares boys for an adult life of responsibility and commitment.*

Our interest is the whole life of each student. We are therefore concerned with the range of potentialities, capabilities and attitudes that impact on a person's life. Ours is not a narrow interest only in the academic and intellectual; the spiritual, emotional, social are also arenas for our care and endeavour. Marist Education at North Shore fosters a family spirit, where each boy experiences belonging and acceptance. This community is real, nurturing and expressive of strong Christian values. In light of St. Marcellin's axiom to 'love all students equally' teaching and pastoral activity within the College is conducted in an equitable manner that takes account of the special gifts and needs of each student. All this must be reflected in the standards and behaviours we expect our students to display. As member of the community the College has the responsibility to encourage and challenge students to meet these standards. The College's pastoral care philosophy must also be expressed in the behavior of staff members – particularly in their relationships with students. All staff must show respect and genuine concern and care for all students – irrespective of the students' abilities or behaviour. In a Christian educational community, such as Marist College North Shore, this is an imperative.

## **GUIDING PRINCIPLES**

Some of the key principles underlying this policy include:

1. Students and teachers have the right to work to their potential, free from disruption or threat.
2. Positive human relationships between teachers and students and a positive classroom environment are essential for good order and discipline, and for effective teaching.
3. Corporal punishment is never to be used
4. Clear expectations of standards of behaviour are highlighted by school and classroom rules. Consistent application of the rules and of sanctions for breaking rules, is required.
5. All teachers and students have rights, which must be recognised; they also have responsibilities, which they must meet. Students and teachers need to be encouraged to reflect on their and each other's rights and responsibilities.
6. Students must accept responsibility for their own behaviour, and for correcting their misbehaviour.
7. Teachers are willing to work with students to help them overcome difficulties, confront challenges and improve patterns of behaviour.
8. Interpersonal skills can be used effectively to resolve conflicts, whereas, confrontation usually results in a 'no win' situation for all involved.
9. Teachers must develop their own 'Student Management Plans' and consciously develop their skills in this all-important area. "Quick Fixes" are not effective as long-term solutions to behavioural problems.
10. Teachers must be consistent and fair.
11. To strive for Justice in relationships is essential
12. Disciplinary practices and actions need to be based on models of restorative rather than retributive justice
13. Staff need to model desired behaviours.

## **SOME FRAMEWORKS**

### ***1. MUTUAL RIGHTS AND RESPONSIBILITIES***

In light of Jesus' *Great Commandment* to "love one another" the College's Philosophy seeks to provide an environment in which staff and students co-operate in the development of the unique potential of each student. This is made possible when students and staff recognise each other's particular rights and responsibilities.

Students at Marist are entitled to expect an environment where they can:

- Live happily
- Learn to the best of their ability
- Contribute freely to the common good of the College
- Feel safe, both physically and emotionally
- Learn and develop social skills and sound community spirit
- Learn and develop self-discipline
- Be treated with politeness and respect
- Grow in Faith

Teachers at Marist are entitled to expect an environment where they can:

- Teach effectively and professionally
- Be treated with politeness and respect

and discharge their duties and responsibilities in a manner which is:

- Peaceful and without inordinate stress
- Pleasant and friendly
- Co-operative and dignified

## **2. A WHOLE SCHOOL APPROACH**

The effectiveness of any policy, but especially one such as this, depends on it being owned by all staff members. A 'whole of school' approach is imperative. Every member of staff has a responsibility to ensure they contribute to the effective implementation and operation of this policy by:

- Carefully reading and noting the content of this policy
- Working as part of a team, rather than in isolation

An effective 'whole school approach' will be characterised by teachers:

- co-operating with colleagues
- communicating with all concerned
- acting consistently

## **3. RESTORATIVE JUSTICE**

Restorative justice is an old idea, with a new name. It represents a return to the simple wisdom of viewing conflict as an opportunity for a community – both the collective and the individuals who comprise the community - to learn and grow. It operates on the premise that conflict inflicts harm, and therefore individuals must accept responsibility for repairing that harm. Communities are responsible for choosing their response to conflict. All parties involved in the conflict actively participate in devising mutually beneficial solutions and implementing the solutions.

Restorative justice sits very easily within the school context. It is particularly appropriate in Catholic and Christian school environments, which are committed to Gospel values of justice, compassion and forgiveness. For Marist College North Shore restorative justice is a valuable means of expressing our pastoral care and strengthening our sense of community and family.

Restorative justice offers schools a restorative way of dealing with wrong doings, both minor and serious, without punishment and isolation – which are found to push youth away from schools. Offending students are given an opportunity to “make things right” with those who have been hurt or offended. ‘Victims’ - such as the victims of bullying - benefit from the chance to face their offenders and express how they feel. Others who have been affected by the behaviour are also involved and contribute their ideas to the restorative outcome. Restorative processes include:

- community group conferencing
- victim-offender mediation
- peace-maker circles

Such practices can be particularly helpful in certain situations, such as cases of bullying or fighting; where there is a persistent behavioral problem, or even where a teacher-student relationship seems to have broken down.

Schools that have implemented restorative justice/discipline systems report that restorative options are more constructive and effective in resolving issues than the traditional forms of discipline or justice.

## **CODES OF STUDENT BEHAVIOUR**

The following Code, based on the principles of **Respect for the self, Others and Property** is a way of ensuring that our actions exemplify the Christian values which the College strives to uphold.

### **1. “The College Rule - RESPECT”**

Your respect can be demonstrated in three ways:

Respect <b>YOURSELF</b>	Have high standards in your classwork and your homework. Take pride in your uniform and your appearance. Do not do things that lower your dignity.
Respect <b>OTHERS</b>	Do not touch another student’s name or person. Keep the “HANDS OFF” rule. Be courteous and prepared to help.
Respect for <b>PROPERTY</b>	Look after the College property, which is available for the use and enjoyment of all. Care for the College environment – clean up after yourself. Do not interfere with the property of others.

### **2. “AFFIRMATION AND CHALLENGE”**

Marist recognises the need to develop a climate within the College community, which promotes a high degree of self-discipline, and self-respect within students, thus allowing them to have a self-fulfilling life at the College.

The College also seeks to develop in students an understanding of the need for rules of behaviour, the need to respect these rules and the need to have appropriate punishment applied when rules are broken. The Discipline Code is designed to assist students towards greater self-discipline and behaviour that is more appropriate in the future.

Most students operate at the appropriate level of self-discipline and cooperation with their teachers and fellow students. They will be publicly acknowledged through the Merit System.

## ***2.1 THE 'JUNIOR CODE' - A SYSTEM OF AFFIRMATION AND CHALLENGE***

### **Merit Card**

Every student carries the College Diary where a merit table for each week is located. Teachers may give students a merit at any time at their discretion. Merits may be for good work or good behaviour for both inside and beyond the classroom.

*At the beginning of each school week, Tutors tally students' merits, that is, the merits they have gained in the previous week minus their demerits. This is done on the regular roll class list in the space provided.*

### **Congratulations Card**

A student who gains three merits (net) in any one week will be issued with a Congratulations Card by his Tutor, presented before his Tutor Group. Students collect these cards.

### **Merit Certificate**

When a student has four Congratulations Cards, he can apply to his House Coordinator for a Merit Award, which will be presented at a House meeting.

### **Headmaster's Certificate**

When a student has four Merit Awards, they can apply to the Deputy for the prestigious Headmaster's Certificate. At a Whole School Assembly, the student will be presented to the Headmaster to receive the award.

### **Beyond the Headmaster's Certificate**

A student in Years 7–10 who earns the right to a second Headmaster's Certificate qualifies for a special commendation from the Headmaster. In addition to presentation before the whole school he receives personal acknowledgement from the Headmaster.

### **Additional Merit Awards**

In addition to the progressive award system, a student may earn additional Merit Awards, recognising their contribution to some aspect of school life, at any time.

<b>JUNIOR STUDENT CODE</b>		
<b>Level of Discipline</b>	<b>Reason for Movement on to this level</b>	<b>Possible Actions</b>
Classroom	<ul style="list-style-type: none"> <li>Isolated breaches of minor rules (non-negotiables)</li> </ul>	<ul style="list-style-type: none"> <li>Demerit</li> <li>Short Detention</li> <li>Parents notified via Diary</li> </ul>
Formal Detention	<ul style="list-style-type: none"> <li>Repeated classroom infringements</li> <li>Net three demerits for a week</li> </ul>	<ul style="list-style-type: none"> <li>Formal Friday Detention (90 minutes)</li> </ul>
ONE	<ul style="list-style-type: none"> <li>No positive response to previous steps</li> <li>Serious breach of College expectations</li> </ul>	<ul style="list-style-type: none"> <li>Parents notified via letter</li> <li>'Level One' Student Monitoring Sheet</li> <li>Loss of privileges</li> <li>Possible referral for counseling</li> </ul>
TWO	<ul style="list-style-type: none"> <li>No improvement on Level One</li> <li>Repeated a more serious breach of College expectations</li> </ul>	<ul style="list-style-type: none"> <li>Parent interview with House Co-ordinator</li> <li>'Level Two' Student Monitoring Sheet</li> <li>Possible isolation from class</li> </ul>
THREE	<ul style="list-style-type: none"> <li>No positive response to Level Two</li> <li>Very serious breach of College expectations</li> </ul>	<ul style="list-style-type: none"> <li>Parent interviews with Deputy Headmaster</li> <li>'Level 3' Student Monitoring Sheet</li> <li>Possible suspension</li> </ul>
FOUR	<ul style="list-style-type: none"> <li>On-going refusal to conform to College expectations.</li> <li>Most serious breach of College standards</li> </ul>	<ul style="list-style-type: none"> <li>'Level Four' Student Monitoring Sheet</li> <li>Suspension</li> <li>Parent Interview with Headmaster - continued enrolment discussed if improvement not evident.</li> </ul>

### **“REWARDING ACADEMIC EXCELLENCE”**

#### **Academic Certificate**

A student who displays excellence in his application to his studies may be awarded an Academic Certificate at any time by any of his teachers.

### **Certificate of Achievement**

When a student has three Academic Certificates, he can apply to his House Coordinator for a Certificate of Achievement, which will be presented at a House meeting.

### **Certificate of Excellence**

When a student has two Certificates of Achievement, he can apply to the Director of Teaching & Learning for a Certificate of Excellence. This certificate is an excellent addition to any student's résumé. At a Whole School Assembly, the student receiving the award will be presented to the Headmaster.

## **2.2 Senior Student Code: a system of Affirmation and Challenge.**

### **The Senior Blue Tie**

From the start of their HSC studies students may apply to receive the 'Blue Leadership Tie'. The distinctive 'blue' tie is available for students who show, by their actions, that they are leaders and models for the school community. It should be seen as a privilege rather than a right. It is not for every Year 12 student. To be awarded a blue tie a student must fulfill the stated criteria, follow the outlined procedure, and maintain high standards of conduct. In circumstances where a Year 12 student fails to maintain such behaviour or where there are serious breaches of College rules, the blue tie can be revoked or withdrawn for a period of time. The fundamental prerequisite for the leadership tie is consistent exemplary behaviour from the commencement of HSC Preliminary studies. If such patterns of conduct have not been apparent then there is little point in applying for the 'Blue Tie', irrespective of how many activities a boy has been involved in. If this basic requirement has been met, then a student needs to demonstrate that he has excelled in AT LEAST TWO of the following fields: Academic, Sporting, Cultural, School Service and Community Service.

### **Headmaster's Commendation Award**

*This award is earned by a student having gained three or more Academic Personal Bests in their Senior Student Personal Performance Log Book.*

### **Marist Community Awards**

*This award seeks to recognise students who best reflect the values and attitudes promoted by the College. The development of a positive attitude, understanding and compassion for others is a challenge for all senior students. Monthly recipients of the award become nominees for the Bellew Family Prize for Service which is awarded at the Year Twelve Graduation Ceremony. Any member of the College (and wider) Community can nominate a senior student for the monthly Marist Community Award.*

### **Recognition of Outside Achievements**

*Many Marist students excel in fields of endeavour beyond their school life. It is appropriate that the College recognises those achievements formally. Accordingly, the awarding of a Headmaster's Certificate recognising significant achievements outside of school life will be an occasional feature of the whole school assembly.*

### **Headmaster's Award for Unbroken Attendance**

*One of the most valuable reference documents that a student can have is one that states unambiguously that the bearer is both reliable and punctual. Accordingly, the College will further formalise the system already in place of recognising students who have an unbroken record of school attendance, and who have not been late to school. Certificates will be awarded at the end of Year 11 and at the end of Year 12.*

<b>SENIOR STUDENT CODE</b>	
<b>Level</b>	<b>Focus</b>
<i>Acceptable Behaviour</i>	<ul style="list-style-type: none"><li>• <i>Most students never move beyond this point.</i></li><li>• <i>Every student begins at this level and remains here until a matter of concern makes it appropriate to move beyond this point.</i></li></ul>
<i>ONE</i>	<ul style="list-style-type: none"><li>• <i>A matter of concern in a subject area.</i></li><li>• <i>Parents informed.</i></li></ul>
<i>TWO</i>	<ul style="list-style-type: none"><li>• <i>A matter of concern in more than one subject area.</i></li><li>• <i>Parents informed.</i></li></ul>
<i>THREE</i>	<ul style="list-style-type: none"><li>• <i>Continued inability to achieve agreed review outcomes.</i></li><li>• <i>Possible parent interview.</i></li></ul>
<i>FOUR</i>	<ul style="list-style-type: none"><li>• <i>Further continued inability to achieve agreed review outcomes.</i></li><li>• <i>Formal warning letter to parents.</i></li><li>• <i>Parent interview.</i></li></ul>
<i>FIVE</i>	<ul style="list-style-type: none"><li>• <i>Further inability to achieve review outcome.</i></li><li>• <i>Parent interview.</i></li><li>• <i>Possible formal student contact stipulating conditions of continued enrolment.</i></li></ul>

### **3. DETENTIONS**

#### **3.1 Purpose**

Generally, a student places **himself** on detention by his behaviour. The system of discipline in operation in the College is underpinned by three key factors:

- that students should take responsibility for their own actions
- that actions, both positive and negative, have consequences.

All disciplinary actions must be just and promote self-discipline and development

This system assists the whole College community in providing the kind of atmosphere that brings self-discipline to our classrooms.

## **3.2 Types of Detention**

### **3.2.1 After School Detentions**

Any teacher may detain a student after school any afternoon for up to 20 minutes - no prior notice to parents is required

### **3.2.2 Late Detentions**

Students who arrive late to school without a note of explanation from parents or carers, or without a valid public transport delay reason will be detained from 3.20 to 3.40 on the afternoon that they are late.

### **3.2.3 Uniform Detention**

Students who wear the uniform incorrectly may be placed on a Wednesday afternoon detention. If a student cannot wear the uniform fully or correctly then they need to present a note of explanation from their Parents or carers to their Tutor. Consistent failure to wear the uniform correctly will result in one of these detentions being issued.

### **3.2.4 Friday Detentions**

Friday detentions are for a serious breach of discipline or consistent failure to comply with behavioural expectations. In Years 7 – 10 detentions are also given when a student gains himself a net three demerits on his Merit/Demerit Card in his Diary in any one week.

Friday Detention is not, normally, the first disciplinary action by a teacher. Alternative strategies are generally used initially.

Teachers may place a student on detention for other reasons, after discussing the matter with their House or Subject Co-ordinator.

Detentions given through the Merit/Demerit System will be issued by the Deputy Headmaster. Detention will operate from 3.30 pm to 5.00 pm in Room 20 and will be supervised by the rostered Teacher. Staff will inform students at the time it has been decided to put them on detention and insist that the student informs his parents. Students will be given a Detention Notice form, which must be signed by parent/guardian and returned to the supervising teacher at the start of the detention. No student will be placed on detention later than RECESS ON THURSDAY for the next day's detention.

### **3.2.5 Saturday Detentions**

Saturday detentions are generally held twice each Term. They are for students who fail to attend a Friday detention or who are involved in a very serious breach of College regulations. Saturday detentions start at 9.00am and conclude at 12.00pm. Boys placed on detention are required to come to school in school uniform and to bring with them work clothes in the event they are required to do some community service work around the school.