DOMINIC COLLEGE
A Catholic School in the Salesian Tradition

STUDENT MANAGEMENT POLICY

Date	20 May 2019
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Responsible Person	Andrew Pritchard
Approved By	
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Related Documents	PC Policies and Procedures

Contents

1. Source of Obligation

Division 5 of the Education Act 2016 (Tas) (Act) sets out disciplinary procedures for government schools. The Student Behaviour Procedure published by the Department of Education (DET Procedure) also provides guidance for government schools on student behaviour procedures.

2. Student Management Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Behaviour Management is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

Academic Management is necessary to ensure all students have the support structures in place to achieve academic success.

This Student Management Policy sets the framework through which Dominic College manages student behaviour.

3. Adoption of Legislative and Authority Guidance

Although Dominic College is not a government school, it is our policy that Dominic College follows the guidance provided in the Act and refers, in general terms where appropriate, to the DET Procedure in relation to student behaviour procedures.

4. Prohibition of Corporal Punishment

It is our policy that corporal punishment of any type is prohibited.

The use of any form of corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

5. Supporting & Affirming Positive Behaviours by Students

Dominic College seeks to develop a culture of positive behavior by setting clear expectations of students and encouraging positive behaviour. Staff are encouraged to implement a framework of 6:1 being six positive affirmations to each negative communication.
Strategies for developing this culture include:
5.1   clearly setting expectations with respect to student behaviour;
5.2   ensuring that every student knows they are loved;
5.3   fostering strong teacher/student relationships based on trust and mutual respect;
5.4   encouraging our staff to model expected behaviours in our students;
5.5   establishing specific teaching and learning programs to develop the social & emotional wellbeing of students;
5.6   understanding that students make mistakes and that forgiveness is critical to development;
5.7   communicating expectations with the wider college community;
5.8   acknowledging positive behaviours in a range of ways from informal verbal acknowledgement

through to structured merit awards, positive communication home, recognition in assemblies, house badges, Expectation Awards ; and

5.9   maintaining records with respect to student behaviour.

6.   Rights & Responsibilities

Dominic College requires and encourages positive behaviour based on defined rights and responsibilities and all students need to realise that the following rights and responsibilities go hand in hand.

Students have a right to:
•   Understand their responsibilities at school
•   Learn and play in a safe and supportive environment
•   Feel happy and secure in a caring environment
•   Be treated respectfully and equitably
•   Enjoy personal safety and safety of property
•   Experience a clean and tidy environment

Students have a responsibility to:

•   Live the College Values in words, actions and deeds
•   Be familiar with College expectations outlined in the College Diary
•   Participate positively and enthusiastically in all class, school and school-related activities
•   Follow directions of a staff member
•   Follow school and classroom rules
•   Work, learn and play safely
•   Show respect for others
•   Use appropriate language
•   Listen to others
•   Be well-mannered and polite
•   Show respect for property
•   Be trustworthy and honest
•   Allow others to learn
•   Be punctual and regular in attendance
•   Bring all necessary learning materials to class
•   Complete all school work and homework
•   Wear school uniform neatly and correctly
•   Remain within school boundaries and designated areas
•   Bring only permitted substances to school
•   Discourage or report inappropriate behaviour
•   Behave in an appropriate manner at school, on buses (according to Bus Policy) and in public spaces
•   Contribute to a positive classroom, school and community ethos.

7.   College Expectations

College Expectations
The College has four set Expectations of students:

We are respectful	We are responsible
To self, others and the environment	At all times, in all settings
We are honest	**We are learners**
To self and others	For life

Our four expectations are explicitly taught to every student.

These four expectations are the main things teachers should be focusing on when they are correcting or praising students.

8.   Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right to:
*   know what the rules are and what behaviour is expected of students;
*   have decisions determined by a reasonable and unbiased person;
*   know the allegations that have been made and be provided with an opportunity to respond;
*   be heard before a decision is made; and
*   to have a decision reviewed (but not so as to delay an immediate sanction).

Dominic College is committed to ensuring procedural fairness when disciplining a student.

9.   What is Unacceptable Behaviour?

Section 36(2) of the Act provides a definition of unacceptable behaviour.
Such behaviour includes behaviour which:
*   constitutes refusal to participate in the education programme;
*   constitutes disobedience of instructions which regulate the conduct of students;
*   is likely to impede significantly the learning of the other students;
*   is likely to be detrimental to the health, safety or welfare of the staff or other students;
*   causes or is likely to cause damage; or
*   is likely to bring the college into disrepute.

Unacceptable behaviour may also constitute any other behaviour that the Principal determines.

10.   Authority to Suspend

Where any teacher or staff member decides that an act by or the behaviour of a student may warrant suspension or expulsion the teacher or staff member must refer the matter in the first instance to the Principal, or the Deputy Principal who can make a reasonable and unbiased decision.

The Principal may delegate this authority to the Deputy Principal in the Principal's absence.

11.   Procedures for Suspension and Expulsion

The Principal, after following the procedures set out in the Exclusion from School Policy, will make a decision about the facts of the allegations against the student. The Principal may then decide whether to suspend or expel a student based on the following considerations:
*   the safety, welfare and learning of all students, staff and visitors;
*   the seriousness of the student's acts;
*   the response or remorse of the student, if applicable;
*   the pastoral care and welfare of the student; and
*   the student's prospects for rehabilitation.

Refer to our Exclusion from School Policy.

12. Consequences

The Principal or teaching staff are permitted to impose:

- warnings or reprimands (verbal and written);
- time outs;
- clean up duties;
- cancellation of privileges;
- withdrawal from College activities;
- additional duties;
- community service;
- lunch time detentions;
- after school detentions; or
- Saturday or School vacation break detentions; or
- points contracts

as a consequence of unacceptable behaviour.

Detention is considered as an immediate consequence for unacceptable behaviour in the first instance. Where appropriate, detention should be used to provide students with an opportunity to reflect on their behaviour.

13. Restorative Practices

Restorative practice is a set of principles and practice that encourages students to take responsibility for their behaviour by thinking through the causes and consequences. Restorative practice is about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where students take responsibility for their behaviour.

Restorative practices centre around a set of key questions that help students think about their behaviour and understand how they can correct it:
- What happened?
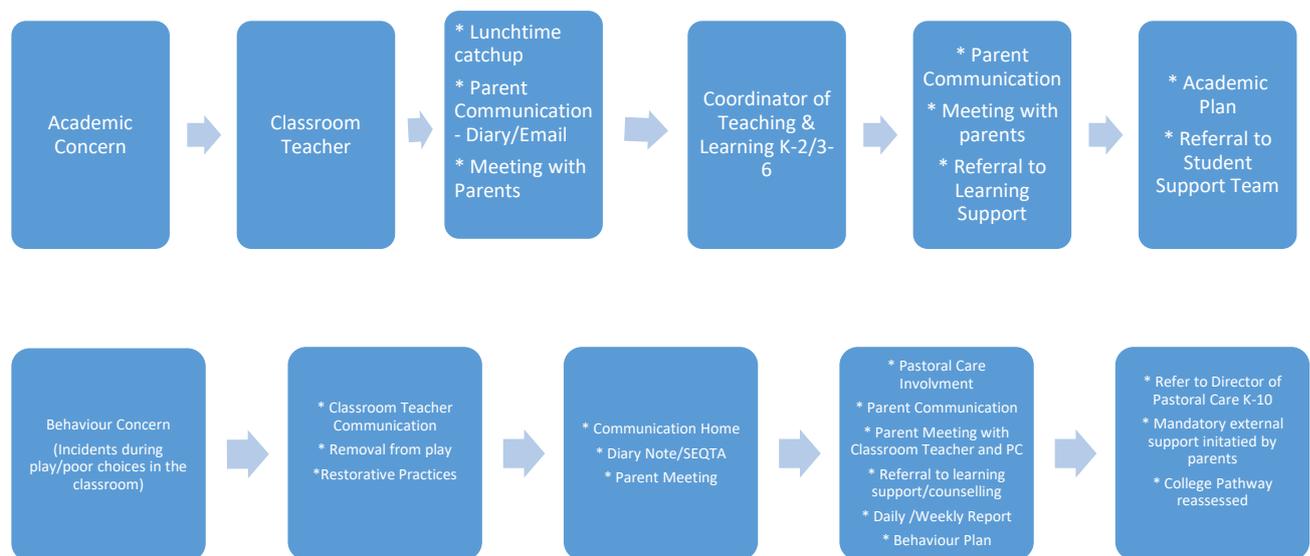- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

At Dominic College, restorative practices can be used as part of the detention process, in mediation, as part of their consequence or in one on one or group pastoral sessions.
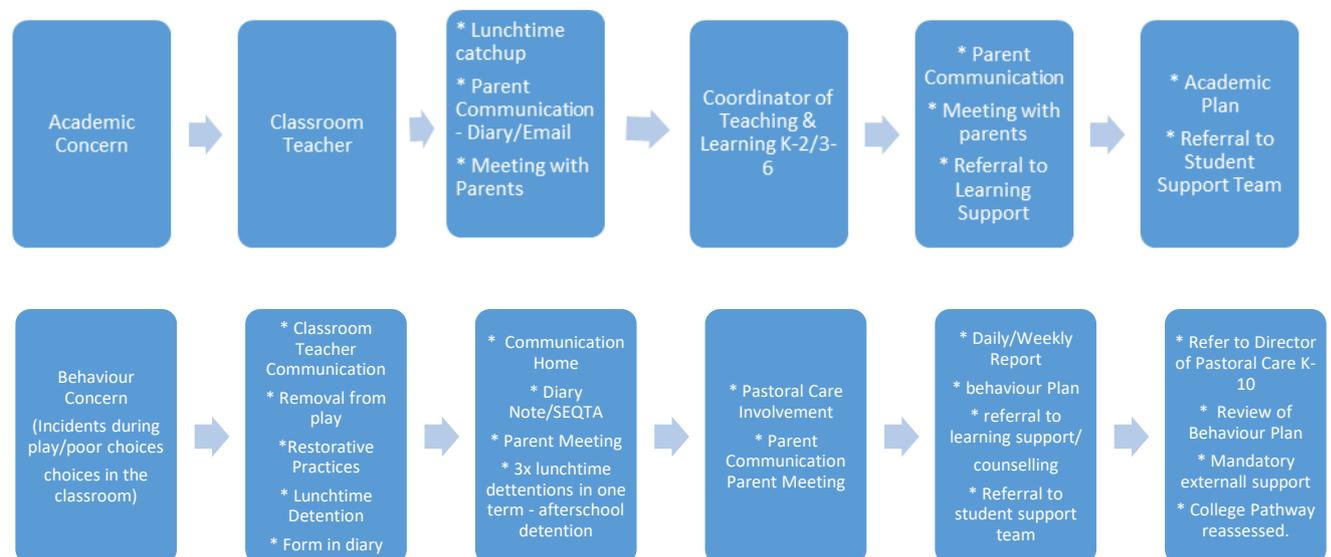
14. Student Management K-6

Due to the developmental age of younger students there are specific management processes that apply for students in K-2 and 3-6, depending on whether the identified concern is academic or behavior. The below flowcharts indicate the student management processes for students in Kinder – Year 2 and Year 3 – Year 6.

Kinder – Year 2

| Academic Concern | → | Classroom Teacher | → | * Lunchtime catchup
* Parent Communication - Diary/Email
* Meeting with Parents | → | Coordinator of Teaching & Learning K-2/3-6 | → | * Parent Communication
* Meeting with parents
* Referral to Learning Support | → | * Academic Plan
* Referral to Student Support Team |

| Behaviour Concern (Incidents during play/poor choices in the classroom) | → | * Classroom Teacher Communication
* Removal from play
*Restorative Practices | → | * Communication Home
* Diary Note/SEQTA
* Parent Meeting | → | * Pastoral Care Involvment
* Parent Communication
* Parent Meeting with Classroom Teacher and PC
* Referral to learning support/counselling
* Daily /Weekly Report
* Behaviour Plan | → | * Refer to Director of Pastoral Care K-10
* Mandatory external support initatied by parents
* College Pathway reassessed |

Year 3 – Year 6

| Academic Concern | → | Classroom Teacher | → | * Lunchtime catchup
* Parent Communication - Diary/Email
* Meeting with Parents | → | Coordinator of Teaching & Learning K-2/3-6 | → | * Parent Communication
* Meeting with parents
* Referral to Learning Support | → | * Academic Plan
* Referral to Student Support Team |

| Behaviour Concern (Incidents during play/poor choices choices in the classroom) | → | * Classroom Teacher Communication
* Removal from play
*Restorative Practices
* Lunchtime Detention
* Form in diary | → | * Communication Home
* Diary Note/SEQTA
* Parent Meeting
* 3x lunchtime dettentions in one term - afterschool detention | → | * Pastoral Care Involvement
* Parent Communication Parent Meeting | → | * Daily/Weekly Report
* behaviour Plan
* referral to learning support/ counselling
* Referral to student support team | → | * Refer to Director of Pastoral Care K-10
* Review of Behaviour Plan
* Mandatory externall support
* College Pathway reassessed. |

15. Student Support Team K-6

If a classroom teacher has ongoing significant academic or behavioural concerns for a particular student they can refer this student to the Student Support Team K-6. This team consists of the Individual Learning Coordinator K-6, Pastoral Care Coordinators K-6 and Teaching & Learning Coordinators K-2 and 3-6. When a referral is made this team will assemble, assess the student's particular needs and challenges and provide assistance to the classroom teacher.

16.   Detention

Definition
Detention means that a student is detained in a school building or facilities, and not allowed to have free time or go home when classes have finished or must come in for extra time on, for example, a Saturday. There is a commitment that they be issued with fairness and consistency for infringements.

Principles
i. Students undertake detention at a reasonable time and place.
ii. Detention will have a set period of time, though the time will vary and students may be assigned to one or more days of detention.
iii. Detention periods are supervised, and may include study hall, or community service work for the school.
iv. If a student does not abide by the school's detention rules, more detentions may be added.

Purpose of Detention
At Dominic College, detentions are used to address behaviours that do not meet the expectations of the College. The expectations of the College teach students positive behaviours categorised in the areas of respect, responsibility, honesty and learning behaviours. The College rules reflect these expectations.

Procedures
When a lunchtime, afterschool or Saturday detention is issued to a student:
i. Parents are informed via SMS and email at least a day before the detention (7-10), Parents informed via green slip in diary with parent signature required (Prep – Year 6)
ii. Records of detentions are maintained
iii. Lack of completion of detentions will require further processes of student management and consequences.

Objectives of Detention
Detentions aim to provide a specific structure and time for:
Students to take responsibility for their actions and accept consequences.
Students to have the opportunity to correct the behaviour and restore relationships in a positive way.
Students to be supported through intervention and instruction to address issues and change behaviour.
In order to ensure that detentions are an effective disciplinary procedure, and do not serve merely as 'punishments', consequences should be appropriate to the negative behaviour being addressed.

Detention Aligned to Student Need and Behaviour
In order to achieve this at Dominic College, behaviours that require disciplinary actions are divided into two broad categories.
The first category being 'Behavioural' and the second is 'Learning'.
 In using two distinctively different categories, teachers can ensure that consequences for negative behaviours effectively target the behaviours to create positive change for the student.
In this system, Lunchtime Detentions and After School Detentions are issued under the categories of either 'Behaviour' or 'Learning'.

Types of Detentions
There will be two types of Detentions – Academic Detentions and Behavioural Detentions

Academic Detentions

These are given for behaviours that do not meet the expectations of the College for academia. These detentions are focused on ensuring that students understand the importance of positive learning behaviours and take steps to implements these behaviours consistently.

Examples of behaviours that attract an academic detention include:

- failure to complete homework
- assessment not submitted;
- non serious attempt at assessment;
- off task in class
- late to class
- non-completion of work in class
- misuse of laptop in class
- plagiarism
- unprepared for class
- not participating effectively.

Academic Detention Structure

The detention will be in the form of a silent Study Hall –students will complete classwork, homework, assignments or additional remedial work set by their class teacher.

Behavioural Detentions

Behavioural Detentions are given for behaviours that do not meet the expectations of the College for behaviour. These detentions provide a consequence focused on restorative practices or community service in order to modify behaviour.

Examples of behaviours that attract a behaviour detention include:
- incorrect uniform;
- not following instructions;
- disrespect;
- defiance;
- dishonesty;
- lack of focus in community events;
- unsafe behavior;
- poor use of language;
- poor or unacceptable interactions with other students of staff
- mobile phone use at school;

- inappropriate use of social media; and

- poor behavior on public transport or in public.

Behavioural Detention Structure

The detention will be in the form of Community Service – rubbish collection duty, cleaning, administration support tasks such as materials collation etc. Behavioural Detentions will also have a restorative focus.

Community Service and Study Hall operate two times per week each.

17. Individual Management Plan

Individual Behaviour Management Plans and Individual Academic Management Plans may be made in certain circumstances, such as consistent disregard of College Expectations – Behavioural and Academic.

Inidividual Behaviour/Academic Management Plans will be negotiated between college staff, students and parents/carers, and will consider the student's:
- age;
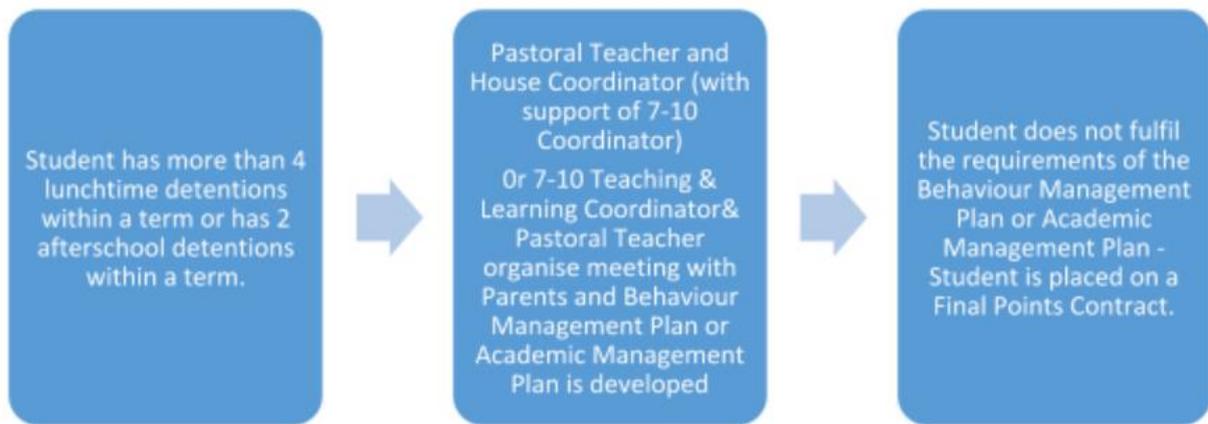- developmental needs; and
- behavioural context.

Desired behaviour/goals of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour. All Individual Behaviour/Academic Management Plans will be recorded in writing and communicated to the student and the student's parents/carers and any appropriate staff. A copy will be placed on the student's file.

Note that a failure by the student to abide by the agreed behavioural conditions of the Individual Behaviour/Academic Management Plan may result in further sanctions being imposed, including suspension or expulsion.

The College will refer the student to other support available and review, assess, change and modify the plan as needed.

The below flowchart explains the process for students whose behavior and/or academic commitment is not fulfilling College Expectations.

If a student has been given general consequences - diary notes, lunchtime detentions and their behaviour is not changing, a referral to the Coordinator of Pastoral Care 7-10, K-6 or Coordinators of Teaching and Learning K-2, 3-6 or 7-10 is made, depending on the area of concern.

| Student has more than 4 lunchtime detentions within a term or has 2 afterschool detentions within a term. | → | Pastoral Teacher and House Coordinator (with support of 7-10 Coordinator) Or 7-10 Teaching & Learning Coordinator& Pastoral Teacher organise meeting with Parents and Behaviour Management Plan or Academic Management Plan is developed | → | Student does not fulfil the requirements of the Behaviour Management Plan or Academic Management Plan - Student is placed on a Final Points Contract. |

Process

The number and types of detentions given are monitored by the 7-10 Pastoral Teacher and House Coordinator and the K-6 Class Teacher and K-6 Pastoral Care Coordinators.

A student receiving four Lunchtimes or two Afterschool detentions in one of the two categories is a threshold for next stage intervention.

When the number of consequences a student has received reaches the benchmark of four Lunchtime or two Afterschool detentions –a letter (which will be created and generated on SEQTA) will be emailed to parents, requesting an interview within the following week.

Those involved in the interview will be discussed by the Classroom Teacher or Pastoral Teacher with the House Coordinator 7-10 , 7-10 Coordinator of Pastoral Care or K-6 Pastoral Care Coordinators and Teaching and Learning Coordinators K-2, 3-6 and 7-10 who may need to be involved with the Behaviour Management Plan or Academic Management Plan created using SEQTA.

As part of the plan, students will have strategies to manage behavior or academic expectations, but will also have benchmarks they need to achieve. As part of this process, the student may go on a Daily Report.

All relevant parties (staff, parents & student) will be asked to sign the Behaviour Management Plan or Academic Management Plan.

A copy of the Behaviour Management Plan or Academic Management Plan will be uploaded to SEQTA and all Teachers notified. It will be provided to the student and to all parents/guardians.

A staff briefing will be held before school to fully brief all the teachers of the student on their respective plan.

The Behaviour Management Plan or Academic Management Plan will have a set review date, at which it will be determined if the student is making progress or not fulfilling the requirements of their respective plan.

If it is determined that the student is not fulfilling the requirements of the plan they will be placed on a Final Points Contract for one year.

Final Points Contracts for behavior are managed by the Coordinator of Pastoral Care K-6, 7-10 and Final Point Contracts for academic are managed by the Coordinator of Teaching & Learning 3-6, 7-10.

18.   Final Points Contracts

A student may be placed on a Final Points Contract if they are not fulfilling their requirements of their Individual Academic or Individual Behaviour plan.

A Final Points contract begins with a student being issued 20 points. Listed on the contract will be all the ways students can lose points and gain points. These will be individualized depending on the identified strengths and challenges of the student. The contract is signed by the Coordinator of Pastoral Care K-6 or 7-10, College Principal, Student and Guardians. Only the House Coordinator (if applicable), Coordinator of Pastoral Care 7-10, Director of Pastoral Care K-10 and Deputy Principal can deduct and award points to the student. Parents are given regular updates regarding the current point tally.

When a student on a Final Points Contract runs out of points, they have a meeting with the Principal where their enrolment is reviewed.

19.   Teaching and Learning of College Expectations K-10

The College Expectations are outlined in the Student Diary.

Students are taught the College Expectations:

- on their orientation day;
- on the first day of the school calendar year; and
- during Year Level, House, K-6, 7-10 and K-10 Assemblies.

20.   Expectation Reporting

Students at Dominic College receive an Expectation Report at the end of every term. The Expectation Report provides feedback on eight areas related to the four College Expectations to students and guardians. This is represented in a three point scale.
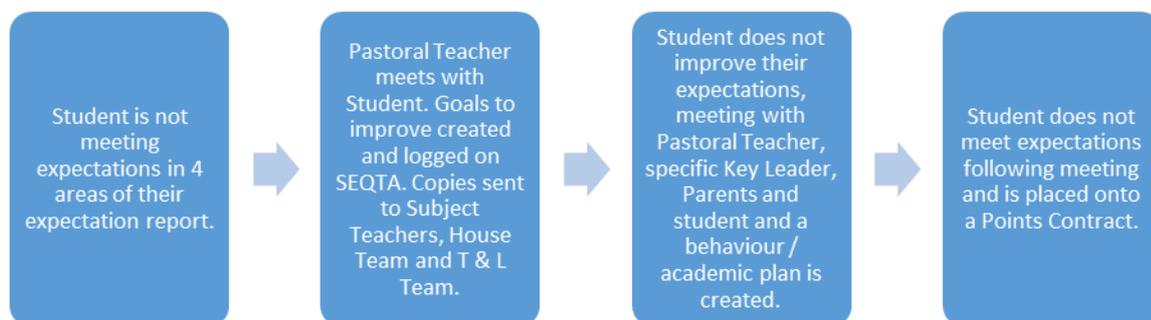
Students receiving perfect Expectation Reports are awarded a Diamond Award. Students with excellent results are presented with a Gold Award.

Students from Year 3 – Year 10 that are not meeting expectations for more than four areas in their expectations report will meet with their Pastoral / Classroom Teacher to develop goals and plans to improve over the next term (10 weeks). A copy of these goals need to be placed in SEQTA and emailed to House Coordinator (if applicable), Subject Teachers, Pastoral Care and Teaching & Learning Coordinators and Parents.

Following this 10 week period, if the student meets their identified expectations, Pastoral / Classroom Teacher will inform parents/guardians and student is congratulated.

If a student fails to improve their expectation report, a meeting is organised between Pastoral Teacher and Parent / Guardian. The student will then be placed on an Individual Behaviour Plan or an Individual

Academic Plan. If following another 10 weeks a student still has not improved their Expectations they will be placed on a final points contract.

| Student is not meeting expectations in 4 areas of their expectation report. | → | Pastoral Teacher meets with Student. Goals to improve created and logged on SEQTA. Copies sent to Subject Teachers, House Team and T & L Team. | → | Student does not improve their expectations, meeting with Pastoral Teacher, specific Key Leader, Parents and student and a behaviour / academic plan is created. | → | Student does not meet expectations following meeting and is placed onto a Points Contract. |

21.   Good Standing

Good Standing aims to foster responsibility for actions, and to both change and heal unhelpful behaviours. This process aims to promote self-discipline and good decision making among students and is underpinned by the principles of procedural fairness.

When a student seriously breaches the College Expectations and College Motto or continues to be in breach of the College Expectations, they lose their 'good standing' of character in the College. This means, they are unable to be in a position to represent the College in activities or events other than those mandated and prescribed in the curriculum.

If a student loses their good standing because of their behaviour by decision of the K-10 Pastoral Care Team and Deputy Principal or Principal, the student can earn back the trust of the College and hence their good standing through a range of participation and service activities internal to the College.

22.   Implementation

This policy is implemented by:
• 	staff training and professional development opportunities in behaviour management and academic management;
• 	communicating this policy to the college community;
• 	monitoring the effectiveness of the policy; and
• 	reviewing and evaluating the policy annually.

These policies and procedures are communicated to staff, students, parents/carers and the College community through:
• 	the parent portal;
• 	the Dominic College website;
• 	Staff Handbook;
• 	Student Handbook; and
• 	announcements in the weekly newsletter.

23.   Levels of Behaviour Management K-6

LEVEL ONE	
These are behaviours that are dealt with by the <u>class teacher</u> through the use of minimal interactions. This stage is about focussing on the primary behaviour and an immediate solution.	
Examples of Level One Breaches	Examples of Level One Consequences
- Disruption in class - Disrespect - Poor sportsmanship - Homework infractions - Littering - Pushing or tripping - Low level teasing - Incorrect uniform - Inappropriate hair or jewellery - Minor breaches to ICT policy	- The student will be reminded of the College's four expectations and encouraged to modify his/her behaviour accordingly. - Re-location from seat - Removal from play - Isolation in the class - Key restorative questions will be asked - Diary note - Communication home to parents

LEVEL TWO	
These behaviours are moderately serious behaviour concerns or repeated level one misbehaviours. Logical consequences for level two breaches of conduct will be decided by the classroom teacher in consultation with the Coordinator of Pastoral Care K-6. *A record of the incident will be recorded on SEQTA by the classroom teacher and parents will be notified.*	
Examples of Level Two Breaches	Examples of Level Two Consequences
- Repeated level 1 behaviours - Swearing - Continual teasing - Pushing tripping - Disrespect of property - Dishonesty - Indirect bullying - Serious breaches to ICT policy - Stealing	- Restriction of privileges and activities - Making up for missed work at lunch time or at home - Relocation of student to a buddy class - Detention - Individual positive behaviour chart - Home/School reporting system (via email, behaviour chart or journal) - Parent Meeting - Level 1 or Level 2 Harassment - Behaviour Management Plan

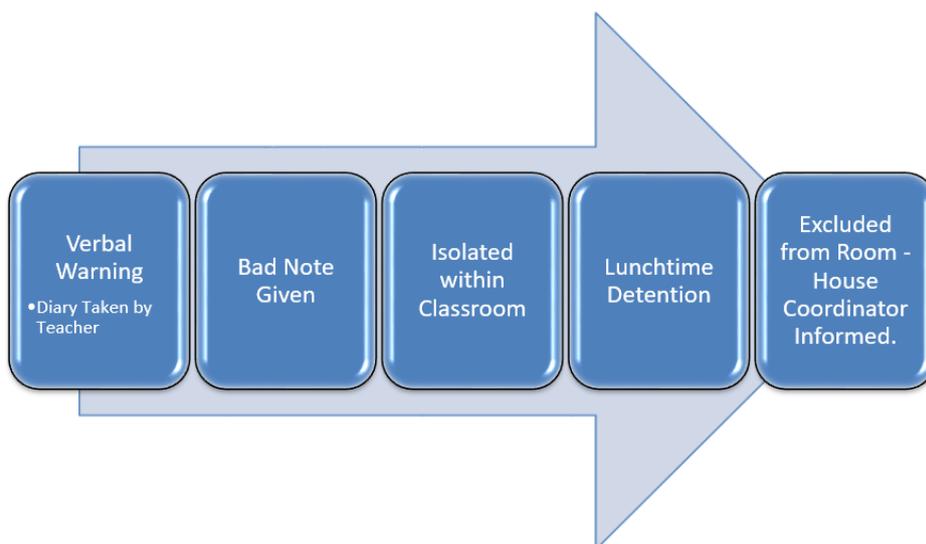| LEVEL THREE	
These are viewed as serious breaches of Dominic College's expectations or repeated behaviours that have required a level 2 response. *A record of the incident will be recorded in SEQTA and parents will be contacted by Coordinator of Pastoral Care K-6.* *The Coordinator of Pastoral Care K-6 and the Classroom teacher will meet and discuss a logical consequence.*	
Examples of Level Three Breaches	Examples of Level Three Consequences
- Repeated level 2 behaviours - Endangering self or others - Blatant defiance of a teacher - Repetitive defiance - Vandalism - Physical or verbal abuse - Bullying – physical/verbal - Purposeful cyber-bullying with malicious intent	- Individual positive behaviour chart - Home/School reporting system (via email, behaviour chart, or journal) - Replacement/repair of damaged property - Afterschool Detention - Level 2 or Level 3 Harassment - Detention - Restriction of privileges - Behaviour Management Plan - Final Points Contract - Internal or external suspension

24. Levels of Behaviour Management 7-10

LEVEL ONE	
These are behaviours that are dealt with by the <u>classroom teacher.</u> *This stage is about focusing on the primary behaviour and an immediate solution.*	
Examples of Level One Breaches	Examples of Level One Consequences
- Talking - Interrupting - Disruption - Turning Around / Moving at inappropriate times. - Distracting Others.	- Negative behaviour SEQTA Note - Verbal warning – reminder about expected behaviours - If behaviour continues, use flowchart below.

Verbal Warning
• Diary Taken by Teacher

Bad Note Given

Isolated within Classroom

Lunchtime Detention

Excluded from Room - House Coordinator Informed.

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LEVEL TWO
These behaviours are moderately serious behaviour concerns or repeated level one misbehaviours. *A record of the incident will be recorded on SEQTA by the subject teacher and parents will be notified.*

Examples of Level Two Breaches	Examples of Level Two Consequences
Continuing to break General Classroom Behaviours. Any Uniform Issues: o PE Uniform o Make-Up o Earrings o Wrong Shoes Computer Issues o Inappropriate Content o Laptop Flat o Locker Unattended Any dangerous or unsafe behaviour Unprepared for Class Inappropriate language not directed at a person Diary not signed by parent Late to School without a Note.	Lunchtime Detention Recorded in Student Diary and on SEQTA. Parents notified via SMS.

LEVEL THREE

These are viewed as serious breaches of Dominic College's expectations or repeated behaviours that have required a level 2 response.

A record of the incident will be recorded in SEQTA.
House Coordinators and the Subject teacher will meet and discuss a logical consequence.

Examples of Level Three Breaches	Examples of Level Three Consequences
- Mobile Phone / IPod Use - Diary Results (D's in same area in term period). - Truant from class (one afterschool per lesson missed). - Level 1 Harassment - 4th Offense with Level 2 action. - Breaking Hands Off Rule – Physical Altercation (minor) or Kissing	- Afterschool Detention Recorded in Student Diary and on SEQTA. - Parents notified via SMS.

LEVEL FOUR

These are viewed as serious breaches of Dominic College's expectations.

House Coordinators and the Subject teacher will meet and collated information will be sent to the Principal or Deputy Principal for further advice/consequence.

Examples of Level Four Breaches	Examples of Level Four Consequences
- Swearing at a staff member - Level 2 Harassment - Fighting - Hair Dye - Drugs or Alcohol at school - Level 3 Harassment	- Student will be placed on either Internal or External Suspension dependent upon Leadership Advice. - Final Points Contract - Enrolment Review