



## STUDENT MANAGEMENT AND DISCIPLINE GUIDELINES

### Foundation Statement

*Rosebank College promotes an inclusive, welcoming environment for children and provides transparent, accountable, risk-based approaches to ensure child safeguarding.*

The aims of the student management system at Rosebank are:

- To support the learning framework of the College by promoting positive relationships and encouraging personal responsibility and pride in 'learning to be';
- To enhance student motivation and engagement;
- To minimise disruption to learning;
- To provide a mechanism to facilitate restoration where damage has occurred;
- To integrate seamlessly with other aspects of pastoral care in the College with the aim of nurturing resilient, responsible young adults;
- To provide staff with clarity and a supportive framework for managing student behaviour.

Procedures are in place for dealing with a variety of student management issues, including behavioural matters and concerns with application to learning. Justice to all concerned and restoration of damage, are at the heart of these procedures. Rosebank endeavours to foster in each student a developing respect for self, property and others in a spirit of discipline from within. Students are encouraged to reflect on the choices that they make, and how these may impact on themselves and others. We acknowledge that all people learn from making mistakes and that learning and accepting consequences for our actions is also part of growth as humans.

We have a common set of values which underpin our community - these have been identified as the Benedictine values (outlined in the Student Diary) and the ideals of **love of learning** and **advocacy of justice** in the College Mission Statement.

The Student Welfare Charter (published in the Student Diary and on the College website) is based on the Benedictine values which underpin the Good Samaritan tradition and outlines the rights and responsibilities which our community wishes to uphold through all learning experiences, activities and relationships at the College. A love of Christ is at the centre of these values, as Jesus Christ is the model for peaceful community living and personal integrity.

Students who consistently make positive contributions to the community by upholding the College's values will be formally recognised through the presentation of awards. These accumulate from Merit Certificates for junior students and recommendations for a Letter of Commendation for senior students to a Principal's Award. The affirmation side of the model is differentiated to meet the different needs of junior and senior students. Years 7 to 9 have a model that allows for immediate acknowledgement and is more extrinsic in nature, while Years 10 to 12 is more intrinsic to reflect their greater maturity and behavioural expectations.

Students who fail to uphold their responsibilities as individual learners or community members, or who disregard the rights of others will experience a range of consequences which escalate according to the gravity of the situation. This behaviour regulation element of the model is the same from Years 7 to 12 for the sake of consistency.

## **Procedures for Responding to Concerns**

Every staff member at Rosebank is involved in educating and supporting our students to develop appropriate behaviour and relationships. Teachers obviously have the most consistent opportunity to be involved in managing the variety of issues and incidents which arise each day.

The aim is to be consistent in our management of students and to ensure that justice and concern for the individual and community are part of all that we do. Maintenance of firm discipline both inside and outside the classroom is the equal responsibility of all staff members at all times.

Class and Home Room Teachers may call on the support of Studies and Pastoral Coordinators in managing recurring or urgent issues with students. Should a situation pose further difficulties to a staff member, it is appropriate for the Dean of Pastoral Care, and, once all other avenues have been exhausted, or in extremely serious matters, the Principal to become involved. It is important that there is a clear progression for students in these various levels of management within the school. Students need to appreciate the serious consequences involved in repeatedly or grossly failing to uphold their responsibilities within the Student Welfare Charter.

*It must be noted that corporal punishment is expressly forbidden at Rosebank College. It must also be noted that College staff must not, either implicitly or explicitly, sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.*

## **The Role of the Teachers**

The following is an outline of sequenced responses to behavioural (Years 7-12) and/or application issues (for Years 7-9) that in most cases teachers would be expected to follow.

1. Teacher corrects within classroom (e.g. verbal warning, note in diary, move student or speaks to the student at lunchtime/recess) in an attempt to discuss the problem in a reasonable way which might help the student see why he/she is disruptive;
2. Extra work at lunchtime or for homework, lunch detention;
3. Should the concern persist over some time, despite having taken the above steps, or should there be a serious breach of responsibilities or rights, teachers or Pastoral Coordinators, may contact the student's parents to notify them of the situation;
4. If no improvement results from taking the above steps, or in response to a serious breach of College rules, a teacher may either impose a Monday detention; or
5. A class teacher or Coordinator may initiate the use of a Letter of Concern. In the case of a missed assessment task a letter of concern may be issued without prior parent contact;
6. Studies and/or Pastoral Coordinators will work with teachers should further responses (such as Student Management Letter, Monitoring Sheet or Interim Report) be deemed necessary.

## **The Role of the Coordinators**

1. The teacher takes appropriate action (as outlined above);
2. If problem recurs, the teacher informs relevant Coordinator of the issue. Matters which relate specifically to the completion of work should be referred to the Pastoral Coordinator. Matters which are related purely to social/behavioural issues should be referred to the Pastoral Coordinator;

3. Pastoral Coordinator's are responsible for the every-day issues of student management which necessitate further support of the classroom/Home Room Teacher. These include matters such as fractional truancy, recurring misbehaviour, peer relationship problems, recurring uniform matters or rudeness to a staff member;
4. Should the issues involve work matters in more than one subject, the Pastoral Coordinator liaises with relevant Coordinators, but retains responsibility for coordinating the response to the student;
5. It is recommended that at Level 1, the student is referred by the Pastoral Coordinator to the College Counsellor;
6. Once a student reaches Level 2, the Dean of Pastoral Care will coordinate the response to the student with the assistance of the Pastoral Coordinator. Should the matter involve a student in Years 10-12 and be solely related to completion of work, the Dean of Learning assumes responsibility for coordinating the response to the student with the assistance of the relevant Pastoral Coordinator/s;
7. The Coordinator discusses the matter with student and teacher as appropriate and responds according to the designated level.

### **Daily Report Sheets**

A Daily Report Sheet may be used as a tool to monitor and support a change in a student's behaviour, once they have been deemed to be at least at Level 1. These sheets may be generic Report Sheets, or they may be specifically tailored for an individual student.

1. When a Pastoral Coordinator makes the decision to put a student on a daily report sheet, s/he should inform parents by telephone of the reason for this, and explain the process involved. All of the student's class teachers should also be informed of this by the Pastoral Coordinator;
2. Daily report sheets as issued by the Pastoral Coordinator should be used for no longer than 2 weeks at a time. If there is no improvement in the targeted behaviours in the specified time, the student is to be referred to the Dean of Pastoral Care. An interview with the student, Pastoral Coordinator and parent will take place and the student will then be placed on a report sheet and/or a contract issued by the Dean of Pastoral Care (Level 2). Any further matters relating to the student during this time should be referred immediately to the Assistant Principal;
3. If there is still no improvement in the targeted behaviours during the time the student is on a Dean of Pastoral Care's report sheet, the student and parents will be required to meet with the Principal. At this stage, provisional enrolment may be considered, or some other form of intervention as appropriate, such as a Principal's Monitoring Sheet (Level 3);
4. Issues of student management which require more timely and serious attention, should be referred immediately to the Dean of Pastoral Care. These include but are not limited to whole day truancy, insolence to staff, violent behaviour.

### **Suspension from School**

Matters which would result in a student's suspension include but are not limited to smoking in school uniform and/or on school premises, theft, violence, extreme insolence or aggression towards a member of the school community, extreme damage to property and possession of drugs, alcohol or other prohibited items.

1. A staff member should immediately make the Dean of Pastoral Care aware of such matters;
2. The Dean of Pastoral Care will interview the student to investigate the allegation and ensure procedural fairness is upheld. Other students as well as the Pastoral Coordinator and other relevant staff members may be interviewed as appropriate. Written statements will be obtained from students and staff involved;
3. Once the decision to suspend a student has been made by the Dean of Pastoral Care, Assistant Principal and/or Principal, the following steps are to take place:
  - a. The Dean of Pastoral Care informs the Pastoral Coordinator and Printery/Attendance officer that the student has been suspended;
  - b. The Pastoral Coordinator informs the Home Room Teacher so that the roll can be marked appropriately;
  - c. The Dean of Pastoral Care telephones the student's parent/guardian to inform them of the suspension. Depending on the time of day, the parent/guardian may be asked to come and collect the student immediately. If this is not possible, the student will remain on in-school suspension until the end of the day. Generally the location for an in school suspension will be at the discretion of the Dean of Pastoral Care;
  - d. The Dean of Pastoral Care prepares a letter formally recording the suspension which is sent home with the student, or via email to the parents/guardians;
  - e. The letter requests that the parent/guardian contact the College to make an appointment for an interview. This interview involves the parent/guardian, student, Principal or Dean of Pastoral Care (depending on level) and where possible, the Pastoral Coordinator;
  - f. Any hand-in Assessment Tasks due during the period of suspension must still be submitted as required, either electronically, or via a parent/guardian submitting the task in person on their behalf, to avoid the student coming on the school premises during their suspension. In-class or oral tasks will require estimates;
  - g. Following a satisfactory re-entry interview, if the Pastoral Coordinator was not involved, the Principal or Dean of Pastoral Care will inform the Pastoral Coordinator of the time and conditions of the student's return to school;
  - h. The student will be issued with a letter outlining the conditions of their return to school. This letter must be signed by the Pastoral Coordinator before the student is admitted to classes. The student must have the letter signed by all of his/her teachers to ensure their knowledge of the student's conditions of return. Once signed by all of his/ her teachers, the student is to return the letter to the Principal's office for filing;
  - i. The conditions of return to school will depend on the reason for the suspension and the individual student's circumstances. They may return under the supervision of the Principal, Dean of Pastoral Care or Pastoral Coordinator.

### **Termination of Enrolment or Expulsion**

Should a student be involved in, or responsible for an incident or behaviour, or series of incidents which have been managed progressively through the Student Management system, which is deemed to warrant the termination of their enrolment, the student and his/her parents will be:

1. Informed of the alleged infringement;
2. Informed as to who will make the decision on the penalty;
3. Informed of the procedures to be followed which will include an opportunity to have a parent/guardian present when responding to the allegations;
4. Afforded a right of review or appeal.

### **Levels of Management**

Identifying different levels of student management is useful to staff, students and parents. Understanding a clear progression of the seriousness with which their behaviour is being dealt is important for students in learning about consequences. Clarity in this area is also important for parents.

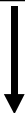
### **Teacher Level**

Management of minor/ incidental events and checking of adherence to school rules such as uniform is the responsibility of all teaching staff - e.g. Home Room Teacher, class teacher, playground duty supervisor. This is the everyday level of management at which most students are consistently placed.



### **Studies / House / Co-curricular Coordinator Level - Level 1**

Recurring issues which relate specifically to cooperation, application, and completion of work in class should be referred to the Pastoral Coordinator. A student is referred to the House Coordinator for behavioural matters such as fractional truancy, recurring misbehaviour or peer relationship problems, recurring uniform matters or extreme rudeness to a staff member. At this level the Coordinator/s monitors the student's behaviour, works with class teacher/s and communicates with the student, staff, parents and College Counsellor as appropriate. The Co-curricular Coordinator will manage incidents and concerns relating to attendance and behaviour at Co-curricular events. This may involve liaising with Pastoral Coordinators.



### **Dean of Learning - 2**

Pastoral Coordinators may refer serious concerns relating to a student's performance to the Dean of Learning for further support and intervention.



### **Dean of Pastoral Care Level - 2**

At this level the Dean is responsible for monitoring the student's behaviour and communicating with the student, staff and parents as appropriate. Students at this level include those who have been on daily report sheets for more than 2 weeks, and most students immediately returning from suspension.



### **Principal Level - 3**

At this level the Principal is responsible for monitoring the student's behaviour and/ or completion of work, and communicating with the student, staff and parents as appropriate. Students at this level would have returned from a suspension resulting from a very serious matter, be a student on provisional enrolment who has had their 'chance', or be involved in significant/repeated breaches of College requirements regarding classwork and/or assessment.

## Junior Reward System (Years 7 - 9)

Type of Award	Achieved by Doing What?	Given by Whom?	Given When?
Merit Certificate	Outstanding work in the classroom, assessments or exams. OR Consistent effort and application over a teaching cycle. OR Significant contribution to the Rosebank community. (determined by House Coordinator)	Individual Teachers  <i>Max: 1 per teacher per teaching cycle per class. Issued via printed merit card. Maximum of 5 per teacher per term per class.</i>  House Coordinator: 5 per term	In class or Home Room
Commendation Award	Attaining 10 Merit Certificates. (Based on report regularly accessed by Pastoral Coordinator)	House Coordinator	Year Assemblies (presented by House Coordinator)
Principal's Award	Attaining 3 Letters of Commendation. (Based on report regularly accessed by Pastoral Coordinator)	Principal	College Assemblies (Presented by Principal)

\* Certificates and Awards are cumulative over the 3 years

## Senior Reward System (Years 10 - 12)

Type of Award	Achieved by Doing What?	Given by Whom?	Given When?
Recommendation for Letter of Condemnation	Outstanding work in the classroom, assessments or exams. OR Consistent effort and application over a term. OR Significant contribution to the Rosebank community. (determined by House Coordinator)	Individual Teachers, Faculty Heads, Year Coordinator's, Assistant Principal or Principal AND Counter signed by Faculty Heads <i>Max: 2 per teacher per class per term in classes of more than 15. In smaller classes, 1 per term. Recorded in College's Administration System.</i>	In Class or Home Room
Letter of Commendation	Attaining 6 Recommendations. (Based on report regularly accessed by Pastoral Coordinator)	House Coordinator	Year Assemblies (presented by Year Coordinator)
Principal's Award	Attaining 3 Letters of Commendation. (Based on report regularly accessed by Pastoral Coordinator)	Principal	School Assemblies (Presented by Principal)

\* Recommendations and Letters of Commendation are cumulative over the three years.

## Restoration System (Years 7 - 12)

NB: some or all of the actions listed below may be taken, depending on circumstances. In the case of Level 0, it is expected that an individual teacher would work through all of the actions listed before seeking the assistance of a Coordinator.

Level	Achieved by Doing What?	Actions:	Person Coordinating
Level 0	Actions including, but not limited to minor misbehaviour, lack of cooperation in class, single uniform infringements, poor punctuality, and no equipment.	In order of recommended response: Verbal warnings, note in the diary, lunchtime detention, telephone contact with parent (verbally confer with Pastoral Coordinator prior to call), Monday detention.	Individual Teacher
Level 1	TWO Monday detentions in one school term OR TWO Letters of Concern per semester (issued after a Detention if related to application in class) OR Serious breach of College rules ( <i>decided by Pastoral Coordinator</i> )	Coordinator works with Class Teacher and student.  Student referred to College Counsellor. Student Management letter sent to parents outlining expectations and consequences for not improving (i.e. Friday detention and escalation to Level 2).  Monitoring Sheet or Interim Report used to elevate to next level or be removed from this level.	Pastoral Coordinator ( <i>if purely behavioural or across more than one subject</i> ) AND/OR Pastoral Coordinator/s ( <i>if issue is related to cooperation, application, completion of work in class</i> )
Level 2	THIRD detention (and subsequent Friday detention) or THIRD Letter of Concern while on Level 1 AND With the approval of Pastoral Coordinator and/or Subject Coordinator OR Serious breach of College rules ( <i>decided by Assistant Principal</i> )	Dean of Pastoral Care or Dean of Learning works with student, Teacher and Year/Pastoral Coordinator/s. 2nd Student Management letter issued and parents interviewed by Coordinator/s and/or Dean of Pastoral Care as appropriate. Monitoring sheet or Interim report required. Student recommended to see College Counsellor.  AND Possibility of Behaviour/ Application contract to be signed by student and parent  OR Possible exclusion from events, in school suspension or school suspension.	Dean of Pastoral Care OR Dean of Learning ( <i>if solely related to application to work</i> )
Level 3	No further improvement after period of time ( <i>decided by Deans of Pastoral Care or Learning</i> ) OR Further detention/s in the term OR Extreme breach of College rules ( <i>decided by Dean of Pastoral Care</i> )	Parent Interview Possible conditional enrolment Principal's Monitoring sheet OR Possible suspension or exclusion.	Principal

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