

Maronite College of the Holy Family

Student Behaviour Management Policy

K-12



Maronite College of the Holy Family 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.

POLICY REVIEW			
The policy will be reviewed not less frequently than once every three years.			
POLICY DATES			
Implemented	July 2013	Reviewed	1 March 2022
Next Review Due	January 2023		
POLICY AUTHORISATION			
Sr Margaret Ghosn PRINCIPAL			
POLICY DETAILS			
Policy Number: 0039 Policy version: 0002			

SAFE ENVIRONMENT

All staff are responsible for the safety 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.

Both Prohibited Employment screening and Volunteer Induction is carried out.

SUPPORTIVE ENVIRONMENT

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

In the community of Maronite College of the Holy Family, 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.

In the community of Maronite College of the Holy Family, 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. (Refer to 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.

In the community of Maronite College of the Holy Family, 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.

In the community of Maronite College of the Holy Family 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.

STUDENT BEHAVIOUR MANAGEMENT

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.

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 Maronite College of the Holy Family, 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 more and more 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.

Behaviour Code

The Behavioural Code has been developed based on the rights and responsibilities of students at Maronite College of the Holy Family community. 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.

Students 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 teachers in a Maronite Catholic environment.	Co-operate with teachers and other students to contribute to a positive learning environment and keep up-to-date with required work. 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.

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.

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.

EXCLUSION

Exclusion is the act of preventing a student's admission to a number of schools. Exclusion is not practised at Maronite College of the Holy Family.

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

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

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

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

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 Principal.

K-12 BEHAVIOUR MANAGEMENT SYSTEM

Maronite College of the Holy Family administers a behaviour management system based on providing opportunities for students to improve their behaviour. There are numerous opportunities for students to work with members of the College to seek advice, strategies and feedback, in developing into the best individual they can be. The College operates their behaviour management system through four phases:

- Phase 1: Teacher Management
- Phase 2: Coordinator / Year Advisor / Directors Management
- Phase 3: Executive Team Management
- Phase 4: Principal

Consequences for unacceptable behaviour must be in line with the Christian Ethos of the College and must not in any way breach the Child Protection Code of Ethics. Positive reinforcement including class based rewards and incentives must be an integral part of classroom management.

Phase 1: Teacher Management

Teaching is a profession that requires teachers to be responsible and maintain classroom management while always ensuring duty of care of students. The following are guidelines for Phase 1:

- If students misbehave in class they will be managed by their class teacher by following the guidelines set out below. Please remember that this table serves as a guide and teachers may include their own strategies and in-class strategies.
- Teachers on playground duty are responsible for monitoring playground behaviour.
- Teachers may ask for support from their Coordinator to develop behavioural management strategies.

Levels of Classroom Management Strategies		
Low Level	Average Level	High Level
<ul style="list-style-type: none"> • Verbal warning by teacher • Seating arrangements • Record kept of misbehaviour • Student self-reflection 	<ul style="list-style-type: none"> • In class isolation • Confiscation of item • Parent/Guardian notification in the diary, portal or by email • One to one mediation with student 	<ul style="list-style-type: none"> • Contact parent/guardian by phone • Meeting with teacher reflecting on behaviour/concern. • Placed on detention run by the teacher • Placed on Lunch Detention or 'Timeout' after repetitive issues <p><i>Note: Timeout refers to Primary classroom teacher management strategies</i></p>

- Teachers must keep records on the student management system (Sentral).
- Once a teacher has managed a student with no improvement, the concern must be communicated with the parent/guardian and recorded on student management system (Sentral) and notify the Coordinator.
- If no improvement has been demonstrated by the student, the matter will be escalated to Phase 2.

Phase 2: Coordinator / Advisor / Directors

The Coordinator / Advisor / Directors will be notified in writing by the teacher. They will then complete any of the following actions:

- Meeting with teachers of students of concern
- Meet with student involved and keep a record on the student management system (Sentral).
- Parent/Guardian notified through phone or meeting with both teacher and coordinator.
- Undertake a Progress Report
- Punctuality Card
- Mentoring program
- Place the student on a Phase 2 Monitoring Card (Yellow card) for a 2 week period.
- Formal lunch detention
- Afternoon detention
- In-School suspension (Directors only)
- Coordinators may deem an incident to be an automatic Phase 3 and may refer it directly to the Executive members.

Phase 3: Referral to Executive members

A student who reaches Phase 3 is a student who is of concern for either participating in a serious matter or not demonstrating improvement during Phase 2. At this stage the student has been referred either by the KLA/Stage Coordinator, Year Advisor or Directors. The following are possible strategies that the Executive members may apply:

- Meet with teachers of the student of concern
- Formal parent meeting
- Student issued with a Phase 3 Monitoring Card (Orange card) over 3 weeks
- Issuing of an Official Warning letter
- In-School / Formal Suspension (partial or full day) by Principal or Delegates

Phase 4: Referral to Principal

A student who reaches Phase 4 is a student of serious concern for either participating in a serious matter or not demonstrating improvement during Phase 3. The following are possible strategies that the Principal may apply:

- Student placed on a Phase 4 Monitoring Card (red card) indefinitely
- Issuing of a temporary contract
- Issuing of an Official Warning letter
- Formal College Suspension
- If misbehaviour continues this will result in the termination of the student's enrolment (expulsion).

Procedures to Address Pastoral Incidents

Any students involved in specified incidents are disciplined according to the actions listed below:

Incident	Action to be Taken
Late to classes with no valid reasons	<ul style="list-style-type: none"> • Teacher disciplines at Phase 1. • Repeat offenders are reported to the KLA / Stage Coordinator who will issue a Punctuality Card. • In Secondary, if consistent with other subjects Year Advisor will issue the card.
Chewing gum	<ul style="list-style-type: none"> • Teacher issues a Formal Lunch Detention. • Repeat offenders are disciplined at Phase 2.
Class equipment and materials (including diary) not brought to class.	<ul style="list-style-type: none"> • Teacher disciplines at Phase 1. • On the third occasion, the teacher will issue a Formal Lunch Detention, and parents / guardians will be notified by class teacher.
Out of bounds	<ul style="list-style-type: none"> • Teacher notifies the Stage Coordinator / Year Advisor. • Stage Coordinator / Year Advisor uses their discretion to place the student on a Formal Lunch Detention / Afternoon detention depending on the severity.
Possession of Mobile Phone or Smart Watch	<ul style="list-style-type: none"> • The teacher confiscates the phone/watch and hands it to the Stage Coordinator / Year Advisor. • Stage Coordinator / Year Advisor enters the incident on Sentral and issues an Afternoon Detention. • On the second occasion, students' phones will be confiscated and parents/guardians will need to pick it up from admin in the afternoon. An afternoon detention is also issued. • On the third occasion, students will be referred to the Stage Coordinator (Primary) / Director of Pastoral Care (Secondary) with a ban issued and a parent/guardian meeting arranged. • Further repeat offences will be disciplined at Phase 3 with further long-term bans issued and parent/guardian meeting arranged.
Incorrect use of personal Electronic Devices	<ul style="list-style-type: none"> • Teacher disciplines at Phase 1. • Repeat offenders are issued with a Afternoon Detention. • Isolated incidents may be automatically disciplined at Phases 2 or 3 pending the severity of the incident.
Uploading images or videos onto any form of social media platform with students in College uniform, on the College grounds or at any College related event/activity	<ul style="list-style-type: none"> • A report is made to the Stage Coordinator / Year Advisor. • The Stage Coordinator / Year Advisor investigates in collaboration with the Head of Primary / Director of Pastoral Care (Secondary) and Head of Secondary. • Pending on the severity of the incident, the student/s will be automatically disciplined at Phase 3.
Damaging/Graffiti to College property or	<ul style="list-style-type: none"> • Teacher interviews the student and reports it to the Stage Coordinator / Year Advisor.

students' books or equipment	<ul style="list-style-type: none"> • Year Advisor to discipline the student at Phase 2 • Pending on the severity of the incident, a student may automatically be disciplined at Phase 3.
Unacceptable behaviour on the bus	<ul style="list-style-type: none"> • Bus Prefect reports the incident to Stage Coordinator / Director of Pastoral Care • The Stage Coordinator / Director of Pastoral Care, investigate the report. • Pending on the severity of the incident, a student may be disciplined at either Phase 2 or 3.
Diary not signed by a parent/guardian	<ul style="list-style-type: none"> • Classroom / Homeroom teacher keeps a record of student's signing their diary. • Three times diary not signed, the classroom / homeroom teacher places the student on a Formal Lunch Detention.
Truancy	<ul style="list-style-type: none"> • Student is reported to the Stage Coordinator / Year Advisor and an investigation occurs. • Stage Coordinator / Year Advisor informs the Head of Primary or Director of Pastoral Care and Head of Secondary. • Pending on the severity of the investigation, the student will be disciplined at either Phase 2 or 3.
Not wearing the correct uniform (Refer to the College Uniform Policy)	<ul style="list-style-type: none"> • Classroom / Homeroom teacher enters it in the Student Management System (Sentral). • Three times out of uniform with no valid explanation warrants an Afternoon Detention issued by the Stage Coordinator / Year Advisor.
Failure to adhere to the College grooming policy	<ul style="list-style-type: none"> • Teacher reports the student to the Stage Coordinator / Year Advisor if the issue is hair, nails or make-up. • The Stage Coordinator / Year Advisor will then enter the grooming infringement into the Student Management System. • Anything else such as jewellery is entered into the Student Management System by the class teacher. <p>MAKE-UP:</p> <ul style="list-style-type: none"> • Students wearing make-up will be asked to remove it straight away by the Stage Coordinator / Year Advisor. <p>HAIR:</p> <ul style="list-style-type: none"> • Stage Coordinator / Year Advisor gives the student 24 hours to rectify any hair concerns. • A student who fails to meet the deadline or concerns are consistent may be isolated or sent home until their grooming is rectified. <p>SHAVING:</p> <ul style="list-style-type: none"> • The parent/guardian will be contacted by the Year Advisor for an arrangement to be made to rectify the issue including sending the student home or placing the student in isolation if they are unable to be picked up. • Three infringements warrant an Afternoon Detention given by the Stage Coordinator / Year Advisor.

Breaking hands off policy (including acts causing bodily harm)	<ul style="list-style-type: none"> • Teacher reports the incident to the Stage Coordinator / Year Advisor. • Stage Coordinator / Year Advisor investigates and reports to the Head of Primary or Director of Pastoral Care (Secondary) and Head of Secondary. • Pending on the severity of the incident, the student may be automatically disciplined at Phase 2 or 3.
Unacceptable behaviour in the Learning Centre	<ul style="list-style-type: none"> • The student is addressed and disciplined at Phase 1 by the Learning Centre Supervisor. • Repeat offenders will be issued with a Formal Lunch Detention by the Learning Centre Supervisor. • A ban from the Learning Centre may be enforced.
Bringing the College into public disrepute	<ul style="list-style-type: none"> • Teacher reports the incident to the Stage Coordinator / Year Advisor. • Stage Coordinator / Year Advisor investigates and reports to the Head of Primary / Director of Pastoral Care (Secondary) and Head of Secondary. • Pending on the severity of the incident, the student may be automatically disciplined at Phase 2 or 3.
Bringing or using prohibited items/ material/equipment to the College (including drugs, lasers, cigarettes, weapons, alcohol, pornographic material)	<ul style="list-style-type: none"> • Teacher reports the student to the Stage Coordinator / Year Advisor who undertakes an investigation in consultation with and Head of Primary or the Director of Pastoral Care and Head of Secondary. • Pending on the severity of the incident, the student may be automatically disciplined at Phase 3 or 4.
Acts of a sexual nature on College premises	<ul style="list-style-type: none"> • Teacher reports the student to the Head of Primary /Secondary and the Principal. • Pending on the severity and the seriousness of the investigation, the student is disciplined at Phase 4 with the enrolment of the student/s possibly terminated.
Unacceptable behaviour at Representative/Form Sport	<ul style="list-style-type: none"> • Teacher/Coach reports the student to the Sport Coordinator who investigates the report. • Sport Coordinator disciplines the student at Phase 2. • Pending on the severity of the incident, the student may be automatically disciplined at Phase 3.
Failure to attend Formal Detention	<ul style="list-style-type: none"> • The supervising teacher marks the detention roll on the Student Management System. The Stage Coordinator/Year Advisor then checks the detention roll for any student's who have failed to attend • The Stage Coordinator / Year Advisor pending on the situation, will repeat the lunch detention or escalate into an afternoon detention.

Progressive Disciplinary Actions

The purpose of progressive disciplinary action is to ensure consistency and clarity is maintained when students are being disciplined. Individual incidents may warrant an automatic escalation to a higher stage pending on the severity of the incident.

#	Disciplinary Action	On the...	Consequence	Other Disciplinary Action
3	Formal Lunch Detention	3 rd Occasion	Afternoon Detention	
3	Afternoon Detention	3 rd Occasion	In-School Suspension	
3	In-School Suspension	3 rd Occasion	Formal College Suspension	
1	Formal College Suspension	Each Occasion	Official Warning Letter <i>(Pending on the student record will determine what number is issued)</i>	<ul style="list-style-type: none"> • Official Warning Letter issued. • Parent Meeting with the Assistant Principal and Head of Primary / Head of Secondary. • Issuing of a Monitoring Card.
1 st	Official Warning Letter	Next Occasion	Second Official Warning Letter	<ul style="list-style-type: none"> • Official Warning Letter issued. • Parent Meeting with the Assistant Principal and Head of Primary / Head of Secondary. • Participation in the mentoring program. • Issuing of a Monitoring Card.
2 nd	Second Official Warning Letter	Next Occasion	Final Warning Letter	<ul style="list-style-type: none"> • Official Warning Letter issued. • Parent Meeting with the Principal and Executive members. • Participation in the mentoring program. • Issuing of a Monitoring Card.
Final	Final Warning Letter	Next Occasion	Termination of Enrolment	<ul style="list-style-type: none"> • Parent Meeting with the Principal and Executive members.

APPENDIX 1: EXPLANATION OF THE VARIOUS BEHAVIOUR MANAGEMENT TASKS AND PROGRAMS

Formal Lunch Detention

Occurs once a week and is supervised by the Stage Coordinators / Year Advisors.

- The teacher enters on the student management system and notifies the student.
- During the detention, the student is given the Restorative Justice handout to complete, and it is then placed in their file.
- The supervising teacher marks the attendance roll on the student management system.

Afternoon Detention

Students are placed on an Afternoon Detention in Phase 2 to discipline students who conduct themselves inappropriately or who do not meet the requirements in repeated incidences or for severe incidences.

Afternoon Detention occurs once a week and is supervised by staff who are rostered on each week.

- The Coordinator issues the detention letter to the student after entering into the system
- The Coordinator enters the afternoon detention into the student management system.
- Parents/Guardians are notified that their child is placed on an Afternoon Detention.
- During the detention, the student is given the Restorative Justice handout to complete, and it is then placed in their file. Students may also complete other tasks directed by the supervising teacher.
- The supervising teacher marks the attendance roll on the student management system

Phase 2, 3, or 4 Monitoring Card

Students are placed on a Phase 2, 3, or 4 Monitoring Card to demonstrate care and remorse. A monitoring card is issued to a student by a Stage Coordinator / Year Advisor / Director, who persistently disrespect the rights of others and fail in their responsibility to develop self-discipline.

- The monitoring card will be for a minimum two-week period for Phase 2 and a three-week period for Phase 3. Phase 4 is for a period determined and issued only by the Principal.
- The Stage Coordinator / Year Advisor / Director, enters on the student management system.
- Parents/Guardians are notified of the issuing of the monitoring card.
- Students are required to take the monitoring card to every lesson and the teacher is asked to complete it.
- At the end of each day the student must show the monitoring card to the Stage Coordinator / Year Advisor / Director (Phase 2) or member of the Executive Team (Phase 3) or the Principal (Phase 4).
- At the end of each monitoring card, the student must ensure that the Stage Coordinator / Year Advisor, their parents, and a member of the Executive Team sign it before the student can be considered to have successfully completed it. If successfully completed, the student will be placed on a probationary period.

Punctuality Card

Students are placed on a Punctuality Card if they are consistently late to a specific class. The punctuality card acts as a reminder for a student to ensure they are punctual to all their classes. A Stage / KLA Coordinator or Year Advisor may issue a student with a punctuality card.

- The punctuality card will be for a period as advised by the Stage / KLA Coordinator or Year Advisor.
- The Stage / KLA Coordinator or Year Advisor enters on the student management system.
- Students are required to take the punctuality card to every lesson for the subject it is issued for, and the teacher is asked to complete it.
- The Stage / KLA Coordinator or Year Advisor will collect and file the card.