

Howayek Providence Limited trading as

MARONITE COLLEGE OF THE HOLY FAMILY



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.

STUDENT BEHAVIOUR MANAGEMENT POLICY and PROCEDURES K-12

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

STUDENT BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES K-12

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

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

Know Love Serve

Ethos: *"The College strives to instil in students the teachings of Jesus.
Emphasis is firstly given to providing a Maronite Catholic foundation through regular prayer, celebration of the Sacraments, commitment to the Word of God, and openness to grace.*

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

Emphasises is on treating all with dignity, service, forgiveness, justice, and love.

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

INTRODUCTION

The Student Behaviour Management Policy (the **Policy**) and Procedures (the **Procedures**) is intended to articulate a clear understanding to all stakeholders of Maronite College of the Holy Family's considerations and systems in place to promote a safe and supportive environment for all students. One in which all students can thrive and develop their full potential.

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

- Education Act 1990
- Education Act 1990 Section 23
- Education Act 1990 No.8 current version 2020
- NES Act 2004
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Higher Education Act 2001
- Working with Children Act 2012
- Children's Guardian Act 2019
- Children and Young Persons (Care and Protection) Act 1998
- Commonwealth Privacy Act 1988
- Anti-Discrimination Act 1977
- Crimes Act 1900
- Criminal Legislation Amendment (Knife Crimes) Bill implemented 29 June 2023

This Policy and Procedure is reflective of the embedded NSW Child safe Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 in the College.

The Policy resonates the College's holistic educational approach through the articulation of the ways in which the College creates and maintains a supportive environment for all students to grow and develop academically, spiritually, physically and socially within a faith filled inclusive community.

Maronite College of the Holy Family recognise the essential ingredients of a good behaviour management system. One that has clear expectations, consistent application, enables students to develop their self-awareness, self-discipline and self-reflection, implements early intervention and one that recognises and encourages positive behaviour which is reinforced, rewarded and celebrated.

1. SAFE ENVIRONMENT

All staff are responsible for the safety, wellbeing and welfare of all 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 policies which outline procedures to support this expectation. It is the **Duty of Care** of all staff members to have a working knowledge of the College's *Child Protection Policy and Procedures*; *Staff Code of Conduct Policy* and *Employment Relations Policy and Procedures* as a minimum.

Both Prohibited Employment screening and Volunteer Inductions are carried out.

2. SUPPORTIVE ENVIRONMENT

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

2.1 ACADEMIC DEVELOPMENT

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.

2.2 PHYSICAL DEVELOPMENT

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

2.3 SPIRITUAL GROWTH

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.

2.4 SOCIAL DEVELOPMENT

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.

3. STUDENT BEHAVIOUR MANAGEMENT

3.1 COLLEGE BASED BEHAVIOUR MANAGEMENT SYSTEM

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

3.2 MOVING STUDENTS TOWARDS SELF DISCIPLINE

The basis of a good discipline structure at the College is a self-disciplined/regulated 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 benefits both themselves and all members of the College community in a positive way.

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

3.3 STUDENT BEHAVIOUR CODE

The Behavioural Code has been developed based on the rights and responsibilities of students at Maronite College of the Holy Family. This Behavioural Code takes into account Duty of Care, Student Welfare and Child Protection Policies. The Behaviour Code aims to:

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

4. STUDENT RIGHTS and RESPONSIBILITIES

As a student member of the community I have the right to:	Therefore I have a responsibility to:
1. Be happy and to be treated with understanding.	<ul style="list-style-type: none">• Treat others with understanding. Not laugh at others, tease them or try to hurt their feelings.• Respect and implement the 'Hands Off' and Anti-Bullying policies.
2. Be treated with respect and politeness and to feel part of the College community.	<ul style="list-style-type: none">• Treat others politely and with respect. I should be able to disagree without being disrespectful.• Ensure that the College uniform is worn with pride and I am well-groomed.• I endeavour to act as an ambassador of our College at all times.
3. Expect my property will be safe.	<ul style="list-style-type: none">• Protect and respect the property of others and of the College.• Secure my mobile phone/watch in my locker or with the teacher daily. Not use my mobile phone/watch for any purpose including the canteen (pay pass) whilst on College grounds.
4. Experience a safe environment.	<ul style="list-style-type: none">• Respect and care for the safety of others by following procedures.• I must ensure that I do not bring to the College any item that may harm myself or others or is prohibited by the College.
5. Experience maximum benefit from all my lessons conducted by competent, empathetic teachers in a Maronite Catholic environment.	<ul style="list-style-type: none">• Co-operate with teachers and other students, 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 College regularly and to take part in activities that will be of benefit to me including excursions, carnivals and other College events.
6. Complete assigned homework and assessment tasks and expect that these will be communicated effectively by teachers.	<ul style="list-style-type: none">• 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 College 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.
7. Experience an education conducted in a pleasant, well-resourced, clean and well-maintained environment.	<ul style="list-style-type: none">• Care for the College environment by keeping it clean and tidy.• 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 lent.

5. PROCEDURAL FAIRNESS

The College at times investigates a situation in fairness to all concerned. All investigations at Maronite College of the Holy Family are exercised with the implementation of the 'hearing rule' and the 'right to an unbiased decision.'

The 'hearing rule' includes the right of the person against whom an allegation is made to:

1. Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter.
2. Know the process by which the matter will be considered.
3. Respond to the allegations.
4. Know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

1. Impartiality in relation to an investigation and decision making.
2. An absence of bias by the decision-maker.

The College implements the 'hearing rule' and the 'right to an unbiased decision' in the following ways.

1. The student will have a fair opportunity to know and understand what the allegation is and what evidence supports it.
2. The investigative process will be conducted in an impartial and objective manner.
3. 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.
4. There will be impartiality in all procedures connected with the making of a decision.
5. Decision-making will be based on a balanced and considered assessment of information without bias.
6. The student has the right to seek and receive a review of the decision.

The investigation may be conducted by the teacher, Stage Coordinator/Year Advisor, Head of Wellbeing or Head of College depending on the severity of the conduct being investigated. The investigator will conduct a fact finding inquiry by;

1. Speaking to witnesses and asking them to record the occurrence.
2. Advising the student subject to the investigation of the alleged allegations and the process the investigation will follow. This may be in writing or in person. If the meeting with the student is about possible criminal conduct or there are wellbeing concerns regarding the student, a parent or guardian should have the opportunity to be present.
3. Providing the student the opportunity to respond to the alleged allegations and the option to do so in writing or in a meeting.

Note: When an allegation of conduct may lead to suspension or expulsion it must be reported to the Executive Principal who will:

1. Consider whether the conduct should be reported to any authority e.g. the Police and/or the Department of Communities and Justice. If it is reported to the Police/ DCJ, no further inquiries should be undertaken pending the outcome of the Police/DCJ inquiries (including interviewing any person).
2. Conduct a risk assessment to determine whether the student (the subject of the allegations) should remain at College pending the result of the investigation and/or whether any wellbeing support is required, and implement appropriate arrangements.

If the matter does not require reporting to the Police and/ or DCJ, or they have cleared the College to commence its inquiries, the Executive Principal may appoint the Head of College/ Head of Wellbeing or another senior staff member to investigate.

3. All discussions and interviews must be documented during the investigation. The Investigator should not discuss the Investigation with the Executive Principal prior to providing the results of the Investigation. However, if there is information that is obtained during the Investigation that would impact the Executive Principal/delegate's risk assessment, the Investigator should report that information to the Executive Principal.

4. Once the investigation is completed by the staff member or has received and considered the fact finding report from the staff member who conducted the Investigation, the Head of Wellbeing/Head of College will form a preliminary view regarding what disciplinary action may be appropriate, if any, based on the findings of facts.

Note: The advantage of having the Investigator and the decision maker different people, is that it removes any suggestion of bias by the decision maker by not being objective in applying the facts.

5. The Head of Wellbeing/Head of College forms a preliminary view of the disciplinary action appropriate to the findings and advises the parents and student. This can be done in a meeting which is confirmed in writing, or simply in writing. The parents and the student are given an opportunity to provide a response in writing to the Head of Wellbeing/Head of College regarding the preliminary view.
6. If, after considering the response from the parents and student, the Head of Wellbeing/Head of College considers that the student should be expelled or given a long suspension, the Head of Wellbeing/Head of College will advise the parents that he or she is making a recommendation to the Executive Principal to that effect. The recommendation and the reasons for the recommendation should be provided to the parents in writing.
7. The Head of Wellbeing/Head of College will advise the parents that they may seek a review of the recommendation decision by appealing to the Executive Principal, and of the time for the parents or student to appeal and provide any submissions to the Executive Principal regarding the appeal.
8. If no appeal is made by the parents or student regarding the recommendation, the Executive Principal will make a decision regarding the disciplinary outcome. If an appeal is made from the parents or student, the Executive Principal will consider the appeal and any submissions and then make the decision regarding the disciplinary outcome. The Executive Principal may need to make additional enquiries before making a final decision. If so, and new information is received, the Executive Principal should provide the parents and student an opportunity to provide feedback in relation to that new information before taking it into account in making the decision regarding disciplinary outcome.
10. Once the Executive Principal has made the final decision it is not subject for review or appeal.

Sometimes parents of the student ask to see the evidence which the College has collected. In the context of the College process, this is often problematic because it will involve disclosing the identity of the “witnesses” who are often other students or parents. In most cases, procedural fairness will be provided if the student is fully informed of the allegations against him or her, but not the identity of the person or people who made the allegations. However, in some cases, that information will need to be disclosed. The student should have enough information to be able to respond to the allegations made.

6. CORPORAL PUNISHMENT

The use of corporal punishment to enforce discipline by any member of staff is **strictly prohibited**. Furthermore, the College does not explicitly nor implicitly sanction the use of corporal punishment by non-College persons, including parents/guardians to enforce discipline.

7. EXCLUSION

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

8. SUSPENSION

The College considers suspension to mean a student’s right to attend the College has been withdrawn for a set period of time. It is a disciplinary measure which can only be invoked by the Executive Principal or Executive Principal’s delegate when a student’s conduct and/or behaviour is deemed to be prejudicial to the common good of all or reputation of the College.

Suspension is not a period of time where the student stops learning. The learning continues through the teacher/s setting work uploaded and accessible to the student on TEAMS. It may be 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 and an opportunity for the student to self-reflect.

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

Short Term Suspension is 1-5 days for

1. **Continued Disobedience.** This includes, but is not limited to:
 - Breaches of the College Behaviour Code.
 - Refusal to obey staff instructions.
 - Defiance.
 - Consistently disrupting other students.
2. **Aggressive Behaviour.** This includes, but is not limited to:
 - Hostile behaviour directed towards students, members of staff or other persons.
 - Damaging the property of the College or students.
 - Bullying (including cyberbullying).
 - Verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

Long Term Suspension 6-10 days is implemented for the following reasons but not limited to;

1. If short suspensions have not resolved the issue of inappropriate behaviour.
2. Repeated refusal to follow the College discipline code.
3. Misbehaviour so serious as to warrant a long suspension.
4. Malicious damage to property (College or community), or against the property of a fellow student or staff member on, or outside of the College premises.
5. Behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

The Executive Principal or Executive Principal's delegate are the only personnel with the authority to suspend a student. Once a decision to suspend is taken and before the suspension is implemented, the Executive Principal/Head of College or Head of Wellbeing will immediately inform the parents/guardians of the decision. Parents will be notified of the suspension in writing. All letters of suspension must be signed by the Executive Principal. (Appendix 4)

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

9. EXPULSION

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

Immediate expulsion applies to a student who has demonstrated but not limited to;

1. Physical violence which results in injury, or which seriously interferes with the safety or wellbeing of other students and/or staff (including sexual or indecent assault).
2. Possession, supply or use of a prohibited item such as but not limited to:
 - Weapon, firearm or knife.
 - Laser pointers or similar.
 - Alcohol
 - Tobacco, vapes or similar.
 - Drugs of any kind.
3. Serious criminal behaviour related to the College.

4. Making credible threats against a student or staff member.

Parents/Guardians will be informed of the expulsion in writing (Appendix 8 Termination of Enrolment Contract) at a formal meeting.

Documentation relating to the events which has led to the student's expulsion must be kept. The final decision regarding the expulsion of a student must be made by the Executive Principal.

Criminal charges may ensue under the Crimes Act 1900 and Criminal Legislation Amendment (Knife Crimes) Bill 2023.

10. BEHAVIOUR MANAGEMENT SYSTEM K-12

The College provides numerous programs such as the Resilience Project and a plethora of 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 has an expectation of all teaching staff that positive reinforcement including class-based rewards and incentives must be an integral part of classroom management.

The College student behaviour management system has four phases:

- Phase 1: Teacher Management
- Phase 2: Stage Coordinator/Year Advisor
- Phase 3: Head of Wellbeing
- Phase 4: Head of College/Executive Principal

Consequences for unacceptable behaviour are aligned to the Christian ethos of the College and must never breach the Child Protection Code of Ethics.

10.1 PHASE 1: TEACHER MANAGEMENT

Teaching is a profession that requires teachers to be responsible and maintain classroom management, established at the commencement of the year with collaboratively written Class Rules, while always ensuring duty of care of students.

The following are guidelines for **Phase 1**.

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.
2. Teachers on playground duty are responsible for monitoring playground behaviour such as the College Rules.
3. Teachers may ask for support from the Stage Coordinator/Year Advisor 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.Move student from distractions.Seating arrangements.Record kept of misbehaviour.Student self-reflection	<ul style="list-style-type: none">In class isolation (timeout).Confiscation of item.Parent/Guardian notification in the diary, portal, email or by phone.One to one mediation with student. <p>Note: Timeout refers to Primary classroom teacher management strategies.</p>	<ul style="list-style-type: none">Contact parent/guardian by phoneMeeting with teacher reflecting on behaviour/concern.Placed on detention run by the teacher.Student completes College Behaviour Reflection Form during teacher run detention. Form signed by parent and returned to teacher following day (Appendices 1, 2 or 3)

4. Teachers must keep records on the Student Management System (Sentral).
5. Once a teacher has managed a student with no improvement, the concern must be communicated to the parent/guardian and recorded on Student Management System (Sentral). The teacher must also notify the Coordinator/Year Advisor.
6. If no improvement has been demonstrated by the student, the matter will be **escalated to Phase 2**.

10.2 PHASE 2: STAGE COORDINATOR and YEAR ADVISOR

Phase 2 is an escalation from Phase 1 in which the student has continued to demonstrate negative behaviour or as a result of behaviour of a more serious nature.

The Stage Coordinator/Year Advisor will be notified in writing by the teacher. They will then implement any of the following actions and document all actions and meeting in the Student Management System (Sentral).

1. Meeting with teacher of student of concern.
2. Meet with student involved and keep a record on the Student Management System (Sentral).
3. Parent/Guardian notified through phone or meeting with both Teacher and Coordinator.
4. Undertake a Progress Report with time intervals.
5. Write a Behaviour Management Plan with student to be signed by student, parent/guardian and Coordinator/Year Advisor.
6. Issue a Punctuality Card
7. Mentoring program.
8. Formal lunch detention. Student completes the College Behaviour Reflection Form signed by parents and returned to Stage Coordinator/Year Advisor the next day. (Refer to Appendix 1 Infants, Appendix 2 Primary or Appendix 3 Secondary Students).
9. Afternoon detention. Student completes the College Behaviour Reflection Form signed by parents and returned to Stage Coordinator/Year Advisor the following day. (Appendix 1, 2 or 3).
10. Place the student on a Yellow Card for a 2 week monitoring period which exclude all student privileges.
11. Issue student with Red Card 1 week which is closely monitored daily and exclude all privileges and playground.
12. Coordinators may deem an incident to be an automatic Phase 3 and may refer it directly to the Head of Wellbeing.

10.3 PHASE 3: HEAD of WELLBEING

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. The following are possible strategies that the Head of Wellbeing or Head of College may apply:

1. Meet with teachers of the student of concern.
2. Formal parent/guardian meeting with student.
3. Student issued with a Yellow Card or Red Card.
4. Issuing of an Official Warning letter (Appendix 5) and Conditional Contract (Appendix 6) at formal meeting with parent/guardian and student.
5. Issuing of Final Warning letter (Appendix 7) from Head of Wellbeing or Head of College at formal meeting with parent/guardian and student. Review of Conditional Contract during meeting.

10.4 PHASE 4:

HEAD of COLLEGE and EXECUTIVE 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 Head of College/ Executive Principal with the Head of Wellbeing may apply:

1. Student placed on Red Monitoring Card indefinitely issued by Executive Principal.
2. Issuing of a temporary contract.
3. Formal College short or long term Suspension.
4. Issuing an Official Warning letter.
5. Issuing a Final Warning Letter.
6. Termination of the student's enrolment (expulsion) issued by Executive Principal only (Appendix 8).

11. BEHAVIOUR MANAGEMENT TASKS and PROGRAMS

The College implements a number of tasks to enable students time to reflect on their behaviour without disturbing the learning of others in the classroom. The monitoring programs are intended to assist students change their behaviour to benefit their learning academically, socially, emotionally and/or physically.

Although the tasks and programs may be used progressively the teacher assigns the most appropriate and suitable action for the behaviour demonstrated.

11.1 TIMEOUT

Timeout is taken within the classroom where the student moves away from distractions and continues the lesson and completing the work. **Under no circumstances is any student to be sent outside the classroom.**

11.2 FORMAL LUNCH DETENTION

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

1. The teacher notifies the student and enters them in the student management system (Sentral) and notifies.
2. During detention, the student is given age appropriate Student Behaviour Reflection Form (Appendix 1 K-2, Appendix 2 Primary and Appendix 3 Secondary) to complete which is taken home and signed by parent/guardian and returned the following day to the supervising teacher.
3. The supervising teacher marks the attendance roll on the student management system.

11.3 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.

1. The Coordinator/Year Advisor issues the detention to the student.
2. The Coordinator/Year Advisor enters the afternoon detention on the student management system.
3. Coordinator/Year Advisor notifies parents/guardians their child is placed on an Afternoon Detention and arranges with parent/guardian pickup time and location.
4. During detention, the student is given age appropriate Student Behaviour Reflection Form (Appendix 1,2, 3) to complete which is taken home and signed by parent/guardian and returned the following day to the supervising teacher.
5. The supervising teacher marks the attendance roll on the student management system.
6. The supervising teacher remains with students until all are collected by a parent/guardian

11.4 YELLOW and RED MONITORING CARD

Students are placed on a Monitoring Card to demonstrate care and remorse. A monitoring card is issued to a student by a Coordinator/Year Advisor where the student has persistently disrespected the rights of others and fail in their responsibility to develop self-discipline.

The College has two levels of Monitoring Cards

1. **Yellow Monitoring Card** Phase 2 in which the student is monitored daily for two weeks by the teacher or Coordinator/Year Advisor.
2. **Red Monitoring Card** Phase 3 and 4 or students who have not amended their behaviour whilst on the Yellow Monitoring Card (Phase 2). The Red Monitoring Card is for one week and all College privileges taken away e.g. student cannot participate in rep sport. Red Card is monitored by the Head of Wellbeing.

11.4.1 Application of Monitoring Cards

1. The Coordinator/Year Advisor enters student on the student management system.
2. Parents/Guardians are notified the monitoring card has been issued.
3. Students are required to take the monitoring card to every lesson and the teacher is asked to complete it.
4. At the end of each day the student must show the Monitoring Card to the Coordinator / Year Advisor (Phase 2) or member of the Executive Team (Phase 3) or the Executive Principal (Phase 4). **Note:** Only the Executive Principal can issue a Monitoring Card in Phase 4.
5. At the end of each monitoring card, the student must ensure that the Coordinator / Year Advisor, their parents, and a member of the Executive Team sign it before the student can be considered to have successfully completed their time of being monitored.
6. If the student has completed a **Red Monitoring Card**, they will be given a **Yellow Monitoring Card** where they will be monitored for another two weeks. Total of 3 weeks.

11.5 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.

1. The punctuality card will be for a period as advised by the Stage / KLA Coordinator or Year Advisor.
2. The Stage / KLA Coordinator or Year Advisor enters on the student management system.
3. 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.
4. The Stage / KLA Coordinator or Year Advisor will collect and file the card.

Refer to pages 16 & 17 in this document for more information.

12. PROCEDURES TO ADDRESS INCIDENTS

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

INCIDENT	ACTION TO BE TAKEN
Breaking College Rules	<ul style="list-style-type: none">Teacher discipline at Phase 1.Repeat offenders are reported to the KLA/Stage Coordinator who will issue a detention.Severe incidents or repeated incidents Stage Coordinator/Year Advisor issue a Yellow or Red Card.
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 the Year Advisor will issue the Punctuality Card.
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 (Phase 1).Three times the diary is not signed, the classroom/homeroom teacher reports it to the Stage Coordinator/Year Advisor who places the student on Formal Lunch Detention. Student completes age appropriate <i>Student Behaviour Reflection</i> form signed by the parent/guardian. (Appendix 1,2,3)
Chewing gum	<ul style="list-style-type: none">Teacher reports it to the Stage Coordinator/Year Advisor who 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 report it to the KLA Coordinator who may 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/Year Advisor 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 an 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 Wellbeing. • Pending on the severity of the incident, the student/s will automatically be disciplined at Phase 3.
Damaging/Graffiti to College property or students' books or equipment	<ul style="list-style-type: none"> • Teacher interviews the student and reports it to the Stage Coordinator/Year Advisor. • Stage Coordinator/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/Year Advisor • The Stage Coordinator/Year Advisor or Head of Wellbeing, investigate the report. • Pending on the severity of the incident, a student may be disciplined at either Phase 2 or 3.
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 Wellbeing and Head of College. • Pending on the severity of the investigation, the student will be disciplined at either Phase 2 or 3.
Not wearing the correct uniform	<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 a Formal Lunch Detention issued by the Stage Coordinator/Year Advisor.
Failure to adhere to the "Student Uniform and 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 (Sentral). • Anything else such as jewellery is entered into the Student Management System by the class/homeroom 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' rule (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 Wellbeing. 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 College. Pending on the severity of the incident, the student may be automatically disciplined at Phase 2 or 3.
Bringing, supplying or using prohibited items/ material/equipment to the College including; knives, 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 the Head of Wellbeing and Head of College. Immediate expulsion by the Executive Principal.
Acts of a sexual nature on College premises	<ul style="list-style-type: none"> Teacher reports the student to the Executive Principal. Pending on the severity and the seriousness of the investigation, the student is disciplined at Phase 4 with the possibility of enrolment of the student/s terminated.
Unacceptable behaviour at Representative/Form Sport	<ul style="list-style-type: none"> Teacher/Coach reports the student to the Sport Coordinator who investigates. 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 (Sentral). The Stage Coordinator/Year Advisor then checks the detention roll for any students who have failed to attend. The Stage Coordinator/Year Advisor pending on the situation, will repeat the lunch detention or escalate to an afternoon detention.


12. PROGRESSIVE DISCIPLINARY ACTIONS

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

All consequential steps and reasons must be documented in Sentral. As with all communication with parents/guardian regarding student behaviour including dated notes, outcomes and support the College provides.

PHASE	CONSEQUENCE	DISCIPLINARY ACTIONS	SUPERVISOR
1	Detention	<ul style="list-style-type: none"> a) Either Recess or Lunch. b) Only keep student in during the playtime (approximately 15 minutes). c) Students must be given time to eat, drink and go to the bathroom before the bell rings. 	Teacher who placed student on detention.
2	Formal Lunch Detention	Formal Lunch Detention: <ul style="list-style-type: none"> a) Run on set days per week. No playground time for student at lunch. b) At Detention: Student completes Behaviour Reflection Form (Appendix 1, 2 or 3). c) After Detention: Form signed by parents and returned to Stage Coordinator/Homeroom Teacher. 	Coordinator/ Year Advisor
2	After Hours College Detention	Prior to student attending After College Detention , Parents are informed by the teacher of the After College Detention and reason/s. Arrangements made with parents/guardians to collect their child from detention. <ul style="list-style-type: none"> a) At detention: Student completes Student Behaviour Reflection Form. (Appendix 1, 2 or 3) b) After Detention: Form signed by parents and returned to Stage Coordinator/Homeroom Teacher. 	Coordinator/ Year Advisor
2	Yellow Card	Yellow Card issued to student. <ul style="list-style-type: none"> a) Automatic 2 Weeks suspension from participating in extracurricular activities/privileges/interests. Primary students miss out on play for 2 Weeks. b) Parents Meeting with student, Stage Coordinator/Year Advisor to discuss issues/concerns, change of behaviours expected and documented. c) Monitor student's behaviour each lesson/daily for 2 weeks using the Yellow Monitoring Card. d) 	Coordinator/ Year Advisor
3	Red Card	Red Card issued to student. <ul style="list-style-type: none"> a) Automatic 1 Week suspension from all activities including rep sport and playground recess and lunch. b) Parent meeting with student and Head of Wellbeing. c) Monitoring student Behaviour for 1 week and complete Red Monitoring Card after each lesson/daily. d) Behaviour that improves whilst on Red Monitoring Card student goes back onto Yellow Monitoring Card for 2 weeks and allowed to participate in all activities and playground. (Monitoring only for 2 weeks). e) Behaviour that does not improve or increases whilst on Red Monitoring Card, a formal suspension will be implemented. 	Head of Wellbeing

3	 Formal Suspension	Short suspension 1-2 days or Long suspension 3-5 days a) Formal suspension and letter issued to parents (Appendix 4) b) Student continues their learning whilst on suspension in TEAMS.	Head of Wellbeing and Executive Principal/Head of College
3	 Official Warning Letter and  Conditional Contract.	a) Formal Parent Meeting with 1. Student 2. Teacher 3. Coordinator/Year Advisor and 4. Head of Wellbeing b) Official Warning Letter issued to parents and student at the meeting. c) Student's Conditional Contract written, timeframe agreed upon and signed by each stakeholder attending the meeting. d) Copy of Conditional Contract provided to each stakeholder.	Head of Wellbeing
4	 Final Warning Letter	a) Formal Parent Meeting with 1. Student 2. Head of Wellbeing and 3. Head of College b) Final Warning Letter provided to parents at the meeting. c) Parents notified next step will be to terminate enrolment of their child. d) Conditional Contract discussed as to why it has not been honoured by student. e) Conditional Contract reviewed, timeframe adjusted, signed by all stakeholders attending the meeting and copy provided to student and parents.	Head of Wellbeing and Head of College/Executive Principal
4	 Termination of Enrolment	a) Formal Parent Meeting with 1. Student 2. Head of Wellbeing 3. Head of College/Executive Principal. b) Termination of Enrolment letter issued to parents at the meeting. c) Termination is immediate. Head of Wellbeing takes student to collect belongings. Parents settle any outstanding fees then take their child off College premises. d) Student attendance in Sentral is marked as suspended (maximum of 10 College days). Parents must legally provide College with new College destination and commencement date. If parents fail to provide this information to the College student attendance in Sentral is marked as "Destination Unknown" and NSW Minister for Education will be informed.	Executive Principal

 Indicates the College Suspension Letter, Warning Letter, Final Warning Letter, Conditional Contract and Termination of Enrolment Letter must be used for corresponding with parents/guardians.

Located in the College Student Management System, Sentral > Wellbeing > Negative Incident > Letters.

LEGISLATION and REGULATIONS

Education Act 1990
Education Act Section 23
NESA Act 2004
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
Higher Education Act 2001
Working with Children Act 2012
Children's Guardian Act 2019
Children and Young Persons (Care and Protection) Act 1998
Commonwealth Privacy Act 1988
Anti-Discrimination Act 1977
Education Act 1990 No.8 current version 2020
Privacy and Personal Information Protection Act 1998
NSW Information Commissioner Amendments 2018
Spam Act 2003
Crimes Act 1900
Criminal Legislation Amendment (Knife Crimes) Bill 2023

MCHF RELATED DOCUMENTATION

Child Protection Policy and Procedures
Anti-Bullying Policy and Procedures
Privacy Policy, Plan and Procedures
Student Welfare Policy and Procedures
Student Uniform and Grooming Policy
Student ICT Acceptable User Policy
RoSA & HSC Curriculum and Assessment Policy and Procedures
Primary Curriculum and Assessment Policy and Procedures
Complaints Handling Policy and Procedures for All Stakeholders
Excursion Policy
Student Diary (current)
Parent Handbook (current)

POLICY DATES

Implemented	July 2013	Reviewed	June 2022; 28/02/2023; 6/04/2023; 19/07/2023
Next Policy Review Due	February 2027	Next Procedure Review	2024

POLICY AUTHORISATION

EXECUTIVE PRINCIPAL Sr Margaret Ghosn	SIGNATURE 	DATE: 14/06/2022; 7/04/2023
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POLICY DETAILS

Policy Number: 0082
Policy version: 0002, 0003, 0004, 0005, 0006
Tracked Changes: 2022 Update Executive titles e.g. Executive Principal, Head of College. Head of Wellbeing
2023 Version 0003 Included Mission, Vision, Motto and Ethos. Included NSW Child Safe Standards.
2023 Version 0004 Included as appendices Student Behaviour Reflection Forms for Infants, Primary and Secondary students. Included as appendices Official Warning letter, Final Warning Letter, Termination of Enrolment Letter and Conditional Contract proformas.
2023 Version 0005 Inclusion of Suspension Letter and extended list of prohibited items to include vapes.
2023 Version 0006 Inclusion of new Criminal Legislation Amendment (Knife Crimes) Bill 2023 implemented as of 29 June 2023 and new mobile phone and vape laws.
Attachments:
Appendix 1: Infants Behaviour Reflection Form
Appendix 2: Primary Behaviour Reflection Form
Appendix 3: Secondary Behaviour Reflection Form
Appendix 4: Suspension Letter
Appendix 5: Official Warning Letter
Appendix 6: Student Conditional Contract
Appendix 7: Final Warning Letter
Appendix 8: Termination of Enrolment from the College



MARONITE COLLEGE OF THE HOLY FAMILY

INFANTS BEHAVIOUR REFLECTION

Student Name: _____ Class: _____ Date: _____

Know

- Be in the right place at the right time.
- Have safe and caring hands and feet.
- Make good choices.

Love

- Be a good listener.
- Speak and act with kindness.
- Care for our appearance.
- Care for property and use equipment correctly.
- Care for our College environment.

Serve

- Learn and let others learn.
- Always try our best.
- Be inclusive, cooperative and take turns.

1. Write or draw what you did.

2. How did you feel when you behaved this way?



3. How do you think you made the other person/others feel?



4. Write or draw what you could do differently next time.

5. Write or draw how you will demonstrate our College moto "Know, Love and Serve."

Know to make good choices.

Love by speaking and acting with kindness.
Being a good listener. Being respectful to others.

Serve by learning and letting others learn.
Always trying your best.
Be inclusive, cooperative and take turns.

Student:

Signature

Teacher, Stage Coordinator, Year Advisor, Head of Wellbeing

Name: _____

Signature: _____

Dear Parents and Guardians,

Your child has been given this reflection form by a staff member in order for your child to think about their inappropriate behaviour at the College and replace it with positive behaviour that enhances their wellbeing and the wellbeing of others. The College continually explicitly teaches and reinforces positive behaviour and preventative approaches are emphasised. Therefore, I ask that you support the College and your child by discussing their behaviour with them.

Once you have signed this form, your child is to return it to the staff member who gave them the form the following day.

Parent/Guardian: _____
Signature

Date: _____



MARONITE COLLEGE OF THE HOLY FAMILY

PRIMARY BEHAVIOUR REFLECTION

Student Name: _____ Class: _____ Date: _____

1. What happened for you to be placed on detention?

Which **College Rule/s** did you break? [Refer to Student Diary]

2. How was your behaviour inappropriate?

3. How do you think others were affected by your actions? How did you make them feel?

4. What could you do differently next time?

5. What have you learnt about yourself and this experience?

6. What actions could you do to help **restore** right relationships or fix the problem?

7. Our College motto is "Know, Love and Serve" what does this mean to you?

8. How will you demonstrate "Know, Love and Serve" from now on?

Know: _____

Love: _____

Serve: _____

Student:

Signature

Teacher, Stage Coordinator, Year Advisor, Head of Wellbeing

Name: _____

Signature: _____

Dear Parents and Guardians,

Your child has been given this reflection form by a staff member in order for your child to think about their inappropriate behaviour at the College and replace it with positive behaviour that enhances their wellbeing and the wellbeing of others. The College continually explicitly teaches and reinforces positive behaviour and preventative approaches are emphasised. Therefore, I ask that you support the College and your child by discussing their behaviour with them.

Once you have signed this form, your child is to return it to the staff member who gave them the form the following day.

Parent/Guardian: _____

Signature

Date: _____



MARONITE COLLEGE OF THE HOLY FAMILY

SECONDARY BEHAVIOUR REFLECTION

Student Name: _____ Year: _____ Date: _____

1. What happened for you to be placed on detention?

Which College rule/s did you break? (Refer to Student Diary)

Which College behaviour expectation did you not demonstrate?

2. How was your behaviour inappropriate?

3. How do you think others were affected by your actions? How did you make them feel?

4. How might you be the solution not the problem next time. What could you do differently?

5. What have you learnt about yourself in this experience?

6. What actions could you do to help **restore** right relationships or fix the problem?

7. Our College motto is “Know, Love and Serve” what does this mean to you?

8. How are you going to uphold and demonstrate our College motto “Know, Love and Serve”?

Know: _____

Love: _____

Serve: _____

9. Do you have any other reflections or insights you would like to share?

Student:

Signature

Teacher, Stage Coordinator, Year Advisor, Head of Wellbeing

Name: _____

Signature: _____

Dear Parents and Guardians,

Your child has been given this reflection form by a staff member in order for your child to reflect on their inappropriate behaviour at the College and replace it with positive behaviour that enhances their wellbeing and that of others. The College continually explicitly teaches and reinforces positive behaviour and preventative approaches are emphasised. Therefore, I ask that you support the College and your child by discussing their behaviour with them.

Once you have signed this form, your child is to give it to their Homeroom Teacher or Year Advisor the following day.

Parent:

Signature

Date: _____



MARONITE COLLEGE OF THE HOLY FAMILY

SECONDARY WRITING TASK

Student Name: _____ Year: _____ Date: _____

The writing tasks provided are for students who have completed their Behaviour Reflection Form, as a result, are now idle on detention.

Choose one of the following topics and construct your written response.

1. Who in your life do you most admire? Describe the qualities they have which inspire you. Then consider whether they have any qualities similar to those which Jesus embodied and describe how they are similar.
2. Sometimes we make poor choices that have consequences beyond ourselves. Write a significant moment in a narrative where the choices/s the main character makes has an impact on others.
3. Work Health and Safety (WHS) is the responsibility of everyone. How can you contribute to a safe College environment both in class and in the broader College community?
4. Explain why there are laws, rules and moral codes in our society which we must obey. Imagine a world without rules or moral codes. What would it look like?



MARONITE COLLEGE OF THE HOLY FAMILY

Date

SUSPENSION

Dear Mr and Mrs **Surname**

Your child **student's name**, who is a student in Year **class name**, has been issued with a **two day** suspension due to **his/her** poor behaviour and attitude at the College. The offences include:

-
-
-

This suspension will take place on the **dates of suspension**. Whilst on suspension **name of student** is expected to continue **his/her** daily studies through TEAMS. Upon completion of the suspension period your child will be monitored daily.

Your child needs to be reminded that students are obliged to follow all rules and regulations of the College.

The College appreciates your support and cooperation in this matter.

Regards,

Sr Margaret Ghosn
Executive Principal

Mr. Andrew Peran
Head of Wellbeing



MARONITE COLLEGE OF THE HOLY FAMILY

Date

OFFICIAL WARNING LETTER

Dear Mr and Mrs [surname],

This is to inform you that your child [full name of student] has been issued with his/her 1st Official Warning Letter following continued concerns regarding their behaviour and attitude at the College despite ongoing support the College has provided [student's name].

The College support includes but is not limited to:

- Correspondence with you about your child on (dates of each correspondence with parents) where it was noted the improvement requirements.
- Meeting/s held on the [dates of meetings] in which [student's name, parents name/s and College member/s name/s and their positions] were present. At the meeting and subsequent meetings, our concerns were clearly articulated and improvement strategies agreed upon to support [student's name].

List concerns discussed at the meeting/s and the improvement strategies implemented to support the student e.g. monitoring card, mentor etc.

Concerns include:

1.

Strategies implemented by [teacher/s name/s] included:

1.

As [student's name] has not demonstrated the expected and required improvement in this/these area/s, it has necessitated the College issue the 1st Official Warning Letter as a result of:
[name reasons]

•

In addition to this Official Warning Letter, [student's name] will be placed on a **Student Conditional Contract** (included) in which the terms and conditions in the contract must be strictly adhered to and sustained by your son/daughter. This will be closely monitored by members of the College.

Your son/daughter must understand that all students are obliged to follow the rules and regulations of the College which are clearly articulated in the student diary and the Student Behaviour Management Policy and Procedures [name any other relevant policies if required] located on the College website. It is expected your son/daughter immediately rectify their behaviour, demonstrating the implementation of the terms and conditions in the Conditional Contract in order to avoid his/her enrolment at the College being terminated (expulsion).

The College appreciates your urgent attention and support in this matter. If you require any further assistance, please do not hesitate to contact the College to arrange an interview.

Yours sincerely,



MARONITE COLLEGE OF THE HOLY FAMILY

Date _____

STUDENT CONDITIONAL CONTRACT

Dear Mr and Mrs [Surname]

Your son, [Student's Full Name], has been placed on a Conditional Contract.

While on this contract, [student name] must adhere to and sustain application of the following terms and conditions:

State each term and condition e.g.

- Comply with the College's Student Behaviour Management Policy and Procedures.
- Positively engage in all aspects of timetabled classes.
- Follow all teacher instructions.
- Refrain from disrupting the learning of other students.
- Not be issued with a Monday Afternoon Detention or Suspension
- Not be issued an N Award.

Failure to comply with these terms and conditions will result in automatic Termination of Enrolment.

The Conditional Contract will be reviewed [add date], or earlier if required, if [student's name] is failing to adhere to and/or sustain the above conditions.

Please complete the declaration below to acknowledge receipt and understanding of these terms and conditions of the Conditional Contract of Enrolment.

DECLARATION

- ☐ I/we acknowledge the terms and conditions of the Conditional Contract for [Student's Name].
- ☐ I/we understand and accept that [Student's Name] must comply with these terms and conditions as stipulated in this letter.
- ☐ I/we understand that his Conditional Contract will be reviewed [date].
- ☐ I/we understand and acknowledge that failure to comply with all terms and conditions of the Conditional Contract will result in our son/daughter, [Student's Name] automatic termination of enrolment from the College.

Student Name: _____

Student Signature: _____ Date: ____ / ____ / ____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: ____ / ____ / ____

Executive member's title and name: _____

Executive member's Signature: _____ Date: ____ / ____ / ____



MARONITE COLLEGE OF THE HOLY FAMILY

Date

FINAL WARNING LETTER

Dear Mr and Mrs [surname],

Your child [student's full name], has been issued with a Final Official Warning Letter following further concerns regarding his/her behaviour and attitude at the College.

[student's full name] was issued with a **Conditional Contract** with the College on [date issued] signed by him/her and yourself, agreeing to the terms and conditions which are clearly and succinctly listed in the contract in order to support your son/daughter in demonstrating substantial improvements.

This Final Official Warning Letter has been issued due to your son/daughter not fulfilling the terms and conditions of their Conditional Contract with the College. In particular, in the areas of:

List areas from contracted not fulfilled

-

(Only include the following paragraph in the letter if it applies).

Further to these, {student's name} has also continued/received [List any extra broken rules /issues, detentions, N Warnings etc]

-

We urge you to speak to your child on the severity of this final letter and remind them of the consequence if they do not immediately improve their performance by fulfilling their contractual obligations in the terms and conditions stated in their Conditional Contract by [date to which to improve].

If [name of student] continues to ignore their obligations in the Conditional Contract, the College will have no other option than to escalate the matter, by issuing you (the parents) with a Termination of Enrolment Letter for your son/daughter from the College.

If this is issued, the Termination of Enrolment is immediate. You will be required to settle any unpaid accounts and provide the College of [student's name] destination of the new College within 10 College days from the date on the Termination of Enrolment Letter.

Termination of Enrolment has lingering effects as the College is obliged by law (Education Act 1990) to enter your child's attendance as 'expelled' which will remain on [student's name] record and have the possible repercussion of effecting your child's future employment.

The College appreciates your urgent attention and cooperation in this matter. If you require any further assistance, please do not hesitate to contact the College to arrange a meeting.

For your convenience, the signed Conditional Contract has been attached.

Yours sincerely,



MARONITE COLLEGE OF THE HOLY FAMILY

Date

TERMINATION OF ENROLMENT

Mr and Mrs [surname],

As you are aware, your child, [student's name], was informed at a meeting on [date] that he/she was on their final warning.

At the meeting and reiterated in the Final Warning Letter you received it was explained to you the expectations required of [student's name]. Unfortunately, your son/daughter has not met the requirements specified and agreed to in their Conditional Contract. Since then, the following incidences have occurred:

-

Due to the breach in the agreed terms and conditions stipulated in the Conditional Contract and the occurrence of a further incident after the Final Warning Letter was issued, it is with regret that we are left with no choice but to terminate the enrolment of your son/daughter, [student's name], effective immediately.

We ask that you settle any unpaid fees within the next 10 days with the Fee Department (A Block) as per your Enrolment Contract and in accordance with the College Fee Policy and Procedures.

As [student's name] is of legal College age you are required by law (Education Act 1990 Section 21B and 22 and NSW Education Standards Authority Section 3.8) to provide the College with [student's name] new College destination and commencement date within the next 10 working days from the date of this letter.

We appreciate your cooperation in this matter, and we wish [student's name] well in his/her future endeavour.

Sincerely

Sr Margaret Ghosn
Executive Principal