

Patrician Brothers' College Fairfield



Student Management Policy Statement

January 2005

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PATRICIAN BROTHERS' COLLEGE, FAIRFIELD

STUDENT MANAGEMENT POLICY

1.0 INTRODUCTION:

The Student Management Policy at Patrician Brothers' College, Fairfield aims to develop self discipline in students and to promote their full human growth. Its implementation occurs within the context of a Catholic School and should be consistent with the Gospel values of Justice, Love, Service and Hope.

The College Prayer, the "Breastplate of St Patrick" proclaims that Christ is present in all people and in all creation. This is the basis of all our actions and attitudes. With this in mind we take the person of Jesus as our model in our relationship with all people.

Corporal punishment is expressly prohibited from use at Patrician Brothers' College Fairfield. The use of corporal punishment by non – school persons, including parents, in support of discipline at the College is not sanctioned by the College or by CEO Sydney.

At Fairfield Pats we work from the premise that education is a partnership that involves the student, the teacher and the parent or guardian, and that all parties have responsibilities in the process.

We acknowledge that behaviour management is only effective if the individuals involved actually learn from the process. We should never confuse the action of the person with the person himself or herself and our fundamental aim at all times should be to facilitate Christian Reconciliation for all the parties concerned.

At Patrician Brothers' College, Fairfield the recent focus has been on the use of Restorative Justice measures in dealing with many student issues. The principles of Restorative Justice give back to the student an understanding of who their actions affected and how. It also gives them the power and responsibility to repair that damage.

AVAILABILITY

This policy is available upon request from the College Office or from the Principal or Assistant Principal. It may be accessed by a link from the College website.
www.pbcfairfield.catholic.edu.au

2.0 STUDENTS RIGHTS AND RESPONSIBILITIES

RIGHTS	RESPONSIBILITIES
1. I have the right to be happy and be treated with understanding.	I have the responsibility to treat others with understanding – not to laugh at others, tease others or try to hurt their feelings.
2. I have the right to be treated with respect and kindness.	I have the responsibility to treat others with politely and with respect. I have the responsibility to respect the authority of teachers. If necessary, I should be able to disagree without being disagreeable.
3. I have the right to be safe.	I have a responsibility to make the school safe by not threatening, hitting or hurting anyone in any way.
4. I have the right to expect my property to be safe.	I have the responsibility not to steal, damage or destroy the property of others and to secure my own property against theft.
5. I have the right to obtain maximum benefit from all lessons and classes. Other students will not deprive me of this because of their behaviour.	I have the responsibility to cooperate with teachers and other students to make sure that I proceed and keep up to date with required work.
6. I have the right not to have health habits interfered with.	I have the responsibility not to smoke, take alcoholic drinks or drugs, or encourage other students to do so.
7. I have the right to have a pleasant, clean and well maintained school and grounds.	I have the responsibility to care for the school environment – to keep it neat and clean and to be prepared to remove litter.
8. I have the right to be provided with a school in which I am not in any physical danger. When defects occur they will be repaired.	I have the responsibility of telling the teachers of any defective buildings or fittings. I accept that teachers may more readily see dangers than I do and I will obey their instructions.

3.0 GENERAL GUIDELINES FOR MANAGEMENT PRACTICES

3.1 To be an effective classroom teacher at Patrician Brothers' College, Fairfield the following management practices must be consistently implemented in every classroom.

Management Practices	General Guidelines
Know your students	<ul style="list-style-type: none">• know all the names of your students• know their interests and background• speak to them outside the classroom• greet the students in the playground• show the students that you value their presence• get involved in extra-curricular activities, sport, debating etc.
Be prepared	<ul style="list-style-type: none">• always plan your lessons• use a variety of activities and teaching strategies• set realistic and achievable goals• plan written work at the beginning of the lesson - particularly in classes that don't settle down readily.
Be consistent	<ul style="list-style-type: none">• be punctual and demand this from your students• be assertive and set clear limits of acceptable behaviour• be firm but fair (students respect teachers with good classroom management skills)• model what you want from your students: respect, attentiveness, calmness, diligence, interest in the work• listen to your students and learn from them.
Develop routines	<ul style="list-style-type: none">• have a formal start to your lessons; students stand, greeting/prayer, students sit when you direct• do not commence your lesson while the room is messy or furniture is not arranged• start and finish with a clean board• ensure students are properly attired before starting; shirts/blouses tucked in, caps off, hair tied back, ties done up• make a seating plan in Lesson 1; require students to sit in the same place each lesson• always expect the students to sit towards the front of the room
Be assertive	<ul style="list-style-type: none">• set the tone in the first five minutes of your lesson, this time should be formal and structured• do not instruct while a student is talking• insist students look at you• students should require permission to leave their seats• structure your board work or overheads and demand the same standard from your students• dismiss the students formally, the bell is an indication to you not the class• insist that the students speak to you and each other politely

3.2 GUIDING PRINCIPLES FOR DEALING WITH MISBEHAVIOUR

- It is the teacher most immediately concerned who should discipline the student. The classroom teacher should normally deal with a classroom problem. Other avenues should be seen as complementary, not replacements.
- Action should best take place 'on the spot'.
- Discipline should always be fair, firm and friendly.
- The consequence should fit the crime where possible, and should always be appropriate, eg extra work for homework not done; payment for damaged or stolen goods.
- All staff has a responsibility to insist that students meet all College expectations at all times. To ignore a problem is to condone it. Staff should always take action where the uniform is being worn incorrectly, when students are in the wrong place, and other regulations are being ignored.
- Teachers should look for ways to acknowledge and reward good conduct, attitude and work habits frequently - possibly many times each lesson. These should heavily outweigh actions taken to deal with misbehaviour (use the Delaney Student Award Scheme).

3.3 HINTS FOR GOOD DISCIPLINE

- Address primary behaviour ahead of secondary behaviour.
- Prepare lessons well.
- Speak to the students in a respectful way and demand the same from them.
- Discuss issues with the student involved.
- Give the student a chance to correct the issue himself.
- Tell the student he needs to improve or he will be referred to the next stage.
- Try to be fair to all pupils.
- Keep records of misbehaviour, missed homework and any other issues by completing and filing a *Student Concerns Form*.
- Seek help if you feel it is required.
- Do not punish in anger.
- Do not expect action at a higher stage unless you can provide evidence for the need.
- Do not jump stages in the procedure.
- Do not expect someone else to solve your issues.
- Organise a seating plan for all classes.

3.4 Child Protection Code of Professional Standards for Employees in Catholic Schools". (December, 2005)

- Please read this policy in conjunction with the College Policy, **Child Protection Code of Professional Standards for Employees in Catholic Schools"**.

4.0 GENERAL GUIDELINES FOR EFFECTIVE STUDENT MANAGEMENT

STAGE 1: HOMEROOM TEACHER and/or SUBJECT TEACHER

Introduction

Of all the stages outlined in this policy, this is the most crucial stage. This is the stage where the teacher attempts to deal with the issue of primary behaviour without outside help. The key point at this stage is that the student must be told what he is doing wrong and given a chance to modify his behaviour. Only when this has been done and the results prove negative should appropriate disciplinary action be taken.

Student Management Procedures

Reason for being placed on this stage.	What happens to students placed on this stage ?
<p>1. Not co-operating and repeatedly causing problems in class or around the College</p> <p style="text-align: center;">OR</p> <p>2. Perhaps the student is doing one or more of these things.</p> <p>(a) Not getting work finished at school or at home.</p> <p>(b) Trying to disrupt the class, which means that others cannot get on with schoolwork.</p> <p>(c) Being inconsiderate to the teacher and other pupils.</p> <p>(d) Misbehaviour in the class or playground.</p>	<p>1. Homeroom teacher, Subject teacher or Supervising teacher will tell the student the problem he is causing.</p> <p>2. The student will be given a chance to correct his problems himself.</p> <p>3. If he doesn't do anything about the problem, some appropriate discipline will be imposed. For example:</p> <ul style="list-style-type: none">- Extra homework.- Stand up the back of the room for the lesson.- Detention for part of lunchtime.- Assigned extra duties.- Loss of Subject/Class privileges. <p>4. If it is necessary to remove a student from your class, normally it should be for only a short period and there should never be more than one person outside at a time. Any student outside should be under your direct supervision and eyesight.</p>

STAGE 2: YEAR CO-ORDINATOR and/or KLA CO-ORDINATOR

Introduction

Only if the Homeroom/Subject teacher feels he or she is unable to deal with the issue or the student has continued to disregard warnings and efforts to modify behaviour, should the teacher move to this stage. The decision as to which Co-ordinator to refer to, depends on the nature of the situation. In general, it is recommended that issues concerning homework, academic progress and classroom management, go to the KLA Co-ordinator. This is because the KLA Co-ordinator is directly responsible for curriculum matters and associated behaviours. Other types of behaviour concerns should be sent to the Year Co-ordinator. Whenever a teacher submits a report to a particular KLA Co-ordinator, a copy of the report should also be given to the Year Co-ordinator. This will help the Year Co-ordinator build up a picture of students and their issues in his particular Year group.

Student Management Procedures

Reasons for being placed on this stage.	What happens to students on this stage?
<p>1. The student has been placed on this level because his teacher has not noticed any improvement in his behaviour.</p> <p>2. The student has continued to ignore the rights of other people in the College.</p> <p>3. The student has not shown interest in looking after his own education.</p> <p>4. The student has not accepted responsibility for his actions and behaviour consistent with belonging to a Christian community.</p> <p>5. The student needs help to modify his behaviour to prevent him from going to Stage 3.</p>	<p>1. A KLA Co-ordinator or Year Co-ordinator will discuss the reasons for being placed on this level.</p> <p>(a) His rights and responsibilities will be discussed.</p> <p>(b) He will have a chance to reflect and improve his behaviour.</p> <p>(c) He may be referred to the school Counsellor.</p> <p>2. If he does not improve, the following action may be taken -</p> <p>(a) He may be placed on a daily progress card.</p> <p>(b) He may be placed on detention.</p> <p>(c) He will not be allowed to take part in College functions eg disco, excursions, sporting activities.</p> <p>(d) His parents will be informed of his Behaviour.</p> <p>(e) His parents may be asked to come in to the College and discuss his problem.</p>

STAGE 3: ASSISTANT PRINCIPAL

Introduction

This is the stage at which the Year Co-ordinator or KLA Co-ordinator have dealt with the issue and feel more action is required. The Year Co-ordinator or the KLA Co-ordinator will direct students to the Assistant Principal. Only in exceptional circumstances (e.g. due to: hairstyle, weapons, physical violence, drugs, gang activities, illegal/unlawful activities) should a student move directly to Stage 3. **Students must not be sent to the Assistant Principal for minor offences.** It will serve to weaken the system if the correct procedure is not followed. Again, KLA Co-ordinators who request that a student be moved to Stage 3 are to inform the Year Co-ordinator so he/she is aware of what is happening. Movement to this stage would be again with a written report supported by further reports located in the student's file.

Student Management Procedures

Reason for being placed on this stage.	What happens to students placed on this stage?
<ol style="list-style-type: none">1. The student has ignored people who have tried to help him.2. The student has definitely shown that he does not want to fit in with others at this College.3. The student has not tried to help himself by modifying his behaviour.4. Repeated examples of misbehaviour as given for Stages 1 and 2.	<ol style="list-style-type: none">1. His parents will be asked to come to the College for an interview with the Assistant Principal.2. Suspended from specific classes.3. He may be suspended from the College for a period of time.4. Conference with all concerned.5. Involve Outside agencies. i.e Marist Youth Team.6. His parents may be required to sign a Conditional Enrolment indicating that continued misbehaviour would result in his being asked to leave the College.

STAGE 4: PRINCIPAL

Introduction

This stage will be reached in only a few cases. It is up to the Principal to make the final decision as to whether a student will be asked to leave the College, in consultation with the Regional Consultant.

Student Management Procedures

Reason for being placed on this stage.	What happens to students placed on this stage?
1. Continued misbehaviour of the type indicated in Stages 1, 2 and 3.	1. After talking to the student, his parents and College staff, the Principal may determine that: (a) The student has failed the year and must repeat, OR 5. Conference with all concerned. 6. Involve Outside agencies. i.e Marist Youth Team. (b) His parents will be asked to find another school for him.

5.0 FURTHER CLARIFICATION OF PROCEDURES:

5.1 A Student Report Form

This form (special coloured paper), which is a written report, needs to be lodged with the Year and/or Studies Co-ordinator, detailing any ongoing concerns relating to students.

The *Student Report Form* is stored in the official forms unit (located outside the printing room, with the staff pigeon holes).

5.2 Confiscation of Student Property

A student who is wearing jewellery, incorrect items of clothing, has a walkman, mobile phone etc. visible to the teacher should have the item confiscated. The object should be placed in an envelope, clearly labeled with the student's name and homeroom on it and given to the Year Coordinator.

The Year Coordinator will then handle the matter according to the College Policy.

5.3 Students sent from the classroom

Students sent from the classroom may remain outside the room in full view of the teacher for an immediate "cooling off" period (this is a "duty of care" issue) and should be no more than a few minutes. If the student needs to be out of class longer, the student can be sent to the K.L.A. or Year Coordinator with an accompanying student who will give the Coordinator a note in the diary stating the problem.

5.4 Conduct Report Card

Students will be placed on a Conduct Report Card when several teacher's, or K.L.A. Coordinators have alerted the Year Coordinator of consistent poor behavior, attitude or application. The report is to be filled in every lesson by the subject teacher and is to be signed by the Parents each night and given to the Year Coordinator each morning.

5.5 Parental Contact

By telephone – teachers are encouraged to make contact by telephone with parents in relation to the students in their care. Teachers are to inform Year Coordinators that they are contacting parents, in case there is further information about the student that the teacher is not aware of. The *Parental Phone Contact Form* is stored in the official forms unit (located outside the printing room, with the staff pigeon holes).

For interviews – once again teachers are encouraged to conduct interviews with parents if necessary. On these occasions it is suggested that;

- the interview takes place in the interview room.
- a Coordinator is present.
- the interview takes place with the parents first, explaining the situation, when there has been a sufficient sharing of ideas the student should be brought in and dealt with in an appropriate manner.

5.6 Hands off Policy

To ensure that Patrician Brothers' College, Fairfield provides a school environment which is safe and secure while students are on school premises a "hands off policy" exists.

Students are not to:

- have physical contact with another student i.e. fighting; rumbling; scruffing, and
- handle or deface any other student's property or school property i.e. theft, vandalism and graffiti.

If a student is found to be in breach of this policy immediate action should be taken by the teacher. If the breach of this policy is minor, the Year Coordinator will issue students with a afternoon detention. In the event the breach of the policy is serious students will either be internally or externally suspended from school until parents attend an interview with the Assistant Principal.

The serious nature of the "hands off policy" will be determined by the Assistant Principal in consultation with the teacher concerned.

5.7 Sport Student Management

Students who misbehave while at sport or traveling to and from sport should be reported to the Sports Coordinator.

Sport detentions will be issued for the first and second offence. This results in the student withdrawal from sport and attending detention class on a Thursday afternoon.

Recurrent offenders will involve the Sports Coordinator and the Parents/Guardian of the students involved.

5.8 Lunchtime Detention

Any teacher can use a lunchtime detention. The details of the detention should be written in the student diary and the teacher should keep a personal record. The teacher placing the student on a lunchtime detention is responsible for the student's supervision and the task to be carried out by the student. The only exception to this is when the student is to report to the teacher on playground duty as the designated task.

Failure to attend a lunchtime detention could result in a formal school detention after consultation with the Year Coordinator. Students on a lunchtime detention are to have at least 15 minutes to have lunch and use the toilet. **There is to be no detention at recess.**

5.9 Teacher Afternoon Detention

This can be imposed by any teacher as a consequence of continuing misbehaviour. Details of the after school detention need to be recorded in the students diary and the teacher should also retain a record. Teacher Afternoon Detentions will be supervised by the teacher issuing the detention and they will also provide written work for the student to complete. Parents must have at least 24hours notice of an afternoon detention. Students who fail to attend a Teacher Afternoon Detention will be issued a College Afternoon Detention, after consultation with the Year Coordinator and the issuing teacher will inform the KLA Coordinator and Year Coordinator before contacting parents.

5.10 College Afternoon Detention

Any teacher may use the system described below after exhausting Stage 1 Strategies and for serious offences. College Afternoon Detention slips can be obtained from the Staff pigeon holes. The completed detention forms are handed to the Detention Co-ordinator. The detention scheme operates on Wednesday afternoons between 3.30pm and 4.30pm. Rostered teaching staff supervise Friday afternoon detention. The system operates for all students from Years 7 to 12.

The Detention Slip is to be sent to the parent/guardian of the student, giving at least 24 hours notice of the detention. This slip is to be filled out in appropriate detail. In particular, the reason for detention and work set during the detention period, are to be clearly stated.

The Detention Co-ordinator administers the detention system.

5.11 Saturday Morning Detention

Saturday Morning Detention will take place in conjunction with the term Working Bee and can only be issued after consultation with the Assistant Principal.

Students who attend Saturday detention should arrive in clothes for manual work. The detention time will be stipulated on the written notification for parents, although the Working Bee runs from 8am to 12pm. A Saturday detention is notified to parents/guardians by letter.

5.12 Internal College Suspension – From a Class

An Internal College Suspension from a subject class will be imposed by the K.L.A. Coordinator, after consultation with the Assistant Principal, as a consequence of unacceptable behaviour in a subject. The K.L.A. Coordinator will contact parents of the student and send a letter informing them of the reasons for the internal suspension from the subject. The KLA Coordinator will organise work for the student during the period of internal suspension. Students will return to class pending an interview with the parents and the K.L.A. Coordinator.

5.13 Internal College Suspension – From All Classes

Internal College Suspension from all classes will be imposed by the Assistant Principal after consultation with the Principal, as a consequence of anti-social offensive behaviour. The Assistant Principal will send a letter to parents informing them of the reasons for the Internal Suspension from all classes. The Year Coordinator will organise work for the student during the period of Internal Suspension. Students will return to classes pending an interview with the parents and the Assistant Principal.

5.14 External Suspension, Expulsion, Transfer of Students

No student may be suspended from the College without the approval of the Assistant Principal, in consultation with the Principal.

5.15 Power of Search

A search of a boy's belongings-bag and or desk/locker may occur only by the Principal/Assistant Principal if they have reasonable grounds or on the balance of probabilities to believe that a student is in possession of a dangerous or illegal item. The Principal may also ask a student to empty his pockets, and the police may undertake a body search if required. It is understood and a condition of enrolment at Patrician Brothers'

College Fairfield that such searches are permitted. The Power of Search will be conducted under the CEO Guidelines on “Strategies for dealing with Prohibited Weapons in Schools”.

5. 16 Procedural Fairness

School investigations will be conducted under the principles of Procedural Fairness. The following principles underpin the basic rights of all individuals when dealing with boys/parents:

- The right to respond (the hearing rule), and
- The right to an unbiased hearing (the bias rule).

All staff must be mindful of these principles when applying the following policy and procedures required in the CEO Guidelines outlined in the document “Pastoral Care of Students in Catholic Schools”.

Please refer to the College Policy on Suspension, Expulsion and Transfer of Students.

6.0 SUPPORTING DOCUMENTATION

- Pastoral Care of Students in Catholic Schools – CEO Sydney, 2003
- Illegal Substances Policy – PBCF, 2004
- Prohibited Weapons Policy – PBCF, 2004
- Suspension, Transfer, Expulsion Policy – PBCF, 2004
- Anti - Bullying Policy – PBCF, 2004
- Child Protection Code of Professional Standards for Employees in Catholic Schools -.PBCF, 2005.

All supporting documents available on the College “Myinternet” or from the Principal or Assistant Principal.