

SECONDARY STUDENT MANAGEMENT POLICY

What you need to know

- As a Christ-centred learning environment, Mount Annan Christian College is committed to providing a safe and supportive environment where the welfare of its students is integral to its existence.
- We believe that all students should be able to learn and develop in a safe and secure Godly environment.
- We value the importance of student safety and wellbeing as essential prerequisites for effective learning.
- We desire to see our students trained in the ways of God so that when they are older, they will not depart from them (Proverbs 22:6).

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Vision Statement

To provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose.

Purpose

This policy aims to support students in becoming self-directed and responsible. A strong emphasis is placed on positive, proactive whole-school practices that promote a partnership between the College and families based on shared responsibility and mutual respect. This policy outlines the importance of a safe and supportive learning environment that promotes student wellbeing, maximises learning and reflects best practice.

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The purpose of this policy is to:

- promote a safe, supportive, and positive environment for all learners and staff of the College.
- show commitment to overcoming challenging behaviours through proactive approaches to promote positive choices and behaviour.
- inform students and parents of the College's expectations and foster a productive partnership which helps to maintain positive relationships between students, staff, and parents.
- ensure that negative behaviour is dealt with fairly and consistently and that appropriate discipline and restorative practice principles are applied to restore relationships and move forward positively.

Scope

This policy applies to all Secondary students enrolled at the College. It also provides information and procedures for staff and parent/carer(s) to be aware of and uphold in order to maintain positive relationships between home and school and support students in making positive behaviour choices.

Providing a safe and supportive environment

A safe environment for students is one where the risk of harm is minimised, and students feel secure. Harm refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment, and racial vilification.

A supportive environment fosters the social, academic, physical, and emotional development of students. A supportive environment can be described as one in which:

- Students are treated with respect and fairness by teachers, other staff, and other students
- Members of the school community feel valued
- Effective teaching and learning takes place
- Positive support and encouragement are provided by members of staff and students
- Non-discriminatory language and behavioural practices are defined, modelled, and reinforced by members of the school community
- Consultation takes place on matters relating to students' education and welfare.

Corporal Punishment

In meeting the requirements of the Education Reform (School Discipline) Act 1995, corporal punishment is expressly prohibited at Mount Annan Christian College. The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

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Student Welfare

Student welfare encompasses the spiritual, mental, physical, and emotional wellbeing of the student. Student welfare policies and programs are essential for developing a sense of self-worth and fostering personal development. Student welfare could include:

- Programs that the school provides to meet the personal, social, and learning needs of the students
- Effective discipline early intervention programs for students at risk
- Student, family, and community support networks
- Opportunities that the school provides for students to enjoy success and recognition
- Making useful contribution to the life of the school
- Deriving enjoyment from their learning

Wellbeing refers to the overall health and holistic wellness of the individual; where they:

- Develop a positive sense of self
- Develop a sense of belonging and connectedness
- Realise their own abilities
- Are empowered to make healthy choices to thrive and flourish
- Are supported within a safe environment

Procedural Fairness

The College's Student Management Policy and Procedures are governed by principles of procedural fairness. Procedural fairness is a basic right of all when dealing with authorities.

Students who are alleged to have breached the Student Management Policy have the right to an unbiased decision, including the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker
- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

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Expectations for student behaviour

Our expectation is that all of our students will model the College's Core Values in the way that they behave towards all College staff, their peers, and the wider community.

We understand that there will be times when a student breaches the College rules in some way. In these situations, students will be counselled and disciplined in a compassionate, fair, firm, and consistent manner. The disciplinary measures used will vary according to the maturity of the student, his/her past behaviour, and the seriousness of the behaviour.

College Rules

Within the College, I will:	Within the classroom, I will:	Within the community, I will:
<ul style="list-style-type: none"> Behave sensibly Accept responsibility Seek opportunities to be kind and helpful to others Care for the College environment Be a great ambassador of the College at all times 	<ul style="list-style-type: none"> Be positive and always do quality work Learn enthusiastically Complete every task to the best of my ability Work cooperatively Bring the correct equipment 	<ul style="list-style-type: none"> Be considerate of others Obey all rules set by the bus company Wear the College uniform with pride

Restorative practices

Restorative Practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions (NSW Department of Education 2019). At Mount Annan Christian College, the aim of using restorative practices is to help students understand the impact of their behaviour by holding them accountable through repairing harm and making amends. Our goal is to help children from the situations in which they find themselves and help them develop strategies for coping with future challenges or conflict.

Effective Restorative Practice Questions

What happened?

- Value the student's voice and perspective.
- Focus on the timeline of events without blame.
- Understand and identify triggers.

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What were you thinking about at the time?

- Develop emotional literacy by linking thoughts, feelings, and actions.

What have your thoughts been since?

- Assess reflection following the incident when emotions have de-escalated.

Who has been affected by what happened?

- The key question to trigger empathy and remorse.
- Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.

In what way have they/you been affected?

- Name or describe the impact and acknowledge the consequences.

What do you think you need to do to make things right?

- Devise agreed, realistic and meaningful resolutions to heal the harm.

If the same thing happened again, what would you do differently?

- An opportunity for learning and verbalising alternative strategies.

Recognising positive behaviour and learning

We also believe in the power of recognising and rewarding students for their efforts in developing their learning muscles. As students display any of the MACC Learner dispositions, this will be recorded as a 'Commendation' on our online platform, Sentral.

Strategies for dealing with challenging behaviour

There is acceptance by all members of the Secondary School community that young people will make mistakes and from time to time, they will breach College procedures and expectations. We instil in our students an acceptance that people and relationships are harmed or affected by their actions and mistakes. Students in Secondary must accept that there will be consequences for mistakes or harm done to others and that consequences can help them to learn from their mistakes.

Each student needs to be involved in the 'restorative phase' of repairing the harm done to others.

Students will be provided with opportunity with a range of self-management strategies to redeem themselves and move forward after consequences have been enforced. Students and teachers work daily in relationships founded on mutual respect, tolerance and understanding.

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Intervention Procedures in the Classroom and Playground

If rules are broken in the classroom or playground, teachers will determine an appropriate response after an assessment of any incident. The following opportunities to change misbehaviour remain consistent. It should be noted that examples of extreme misbehaviour and/or violence will be referred immediately to the Director of Wellbeing.

Teachers will communicate either 'Commendations' to reinforce positive behaviour OR 'Matters of Concern' to notify of negative behaviours. This is achieved through a teacher entry into Sentral.

Students are notified verbally by teachers when entries are made.

Wellbeing entries on Sentral accumulate in the following ways:

Positive Behaviour

- For every 5 'Commendations' accumulated, a Learner Award is issued.
- For every 5 'Learner Awards' accumulated, a Head of School Award is issued.
- For every 3 'Head of School Awards', accumulated, a Headmasters Medallion is issued.
- Commendations are accumulated throughout a student's academic year.

Negative Behaviour

- For every 4 'Matters of Concern' within a weekly cycle, an After School Detention is issued.
- Weekly 'Matters of Concern' return to zero each week.

Secondary Awards Model

Secondary Awards	
Level 1	Commendation – For every five (5) Level 1 'Commendations' accumulated, a Learner Award is issued.
Level 2	Learner Award – For every five (5) Level 2 'Learner Awards' accumulated within a year, a student advances to the Head of School Award .
Level 3	Head of School Award – For every three (3) Level 3 'Head of School Awards' issued within a year, a student advances to the Headmasters Medallion .
Level 4	Headmasters Medallion – Awarded by Headmaster for attaining three (3) Head of School Awards. Presented at Secondary Presentation Day.

Commendations are accumulated throughout a student's duration within Years 7-12.

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Please note: A student may receive a Learner Award or be placed on After School Detention at the discretion of the Year Coordinator and/or Heads of Faculty for isolated issues.

Wellbeing Categories

Commendations	Matters of Concern
1. Relational	1. Uniform
2. Resilient	2. Lateness
3. Resourceful	3. Behaviour
4. Reflective	4. Preparation for learning
5. Reciprocates	5. Engagement with learning

Pastoral Care/Discipline Stages

Addressing challenging behaviour in Secondary is implemented following these guidelines:

- Classroom Teacher correction needs to take place when the student has a clear understanding of what she/he has done wrong.
- Correction will be most effective when the student accepts responsibility for the misdemeanour.
- Correction will involve helping the student to understand how their behaviour has affected the community (the staff and other students). The process of reconciliation/ restitution should follow correction.
- Correction needs to be (and be seen to be) equitable and fair.
- Correction needs to be appropriate to the misdemeanour, not an emotional response to a difficult situation.
- Classroom management and solutions to behavioural difficulties is done best by the classroom teacher. The teacher models authority and should be seen as the one trying to create a Godly relationship with the student. To this end, most inappropriate behaviour should be dealt with by the classroom teacher. Ongoing patterns of behavioural difficulties will be the responsibility of the Year Coordinator / Heads of Faculty, the Director of Wellbeing and in more serious cases, the Head of Secondary or Headmaster.
- Parents are to be informed of serious or repeated problems, and the procedures in operation to help overcome those problems. An email, telephone call, diary note or letter, or an interview may be used. It is essential that parents become involved in the affirmation and correction.

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Apart from the issuing of a Matter of Concern, the following correction strategies may be used for minor misdemeanours. They are arranged as a hierarchy.

1. In-class isolation: movement of students to another desk or isolating them from other students.
2. Playground isolation: not allowed to play in the playground.
3. Lunchtime detention: staying in at lunchtime to do work or to write a reflection entry. (A student is not permitted to have detention for more than half of lunchtime.)
4. Restitution activities: E.g., playground clean up, repairing, tidying, redoing a poor job, apology etc.
5. Discussion with Year Coordinator / Head of Faculty or Director of Wellbeing about different strategies to use for individual students.
6. Sending student to Head of Faculty: If a student needs to be excluded from the classroom, the student must be sent to the Head of Faculty, once the Head of Faculty is contacted and notified.

Procedures

Mount Annan Christian College is committed to ensuring that the relevant Student Management Policy is made available to students and parents/guardians.

Details of an alleged student breach (specific matter or incident) of the policy are communicated to parents through a diary entry, phone call, Detention Notification, or Suspension Letter and/or parent interview. In some circumstances, additional staff may be asked to carry out the investigation and decision-making stages, as directed by the Head of Primary or Secondary or Headmaster. Parents are entitled to contact the College to clarify the details of any disciplinary incident that involves their child.

In serious alleged student breaches of the policy, such as matters that may involve a suspension or expulsion, a support person (parent/guardian) may attend formal interviews, and the key points will be recorded in writing.

Follow-up Actions:

When Matters of Concern are recorded in Sentral, the staff member will apply one or more of the following follow-up actions to support the student in making more appropriate and positive choices:

- Restorative conversation in class
- Restorative conversation out of class
- Sent out of class
- Detention
- Referred to Head of Faculty or Year Coordinator (only if behaviour is continued)

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Notifying Relevant Staff:

In recording Matters of Concern on Sentral, the staff member will notify the other relevant staff members of the challenging behaviour which has taken place to ensure adequate support and accountability for students.

Recording Follow-up of Behaviour:

Staff may record on Sentral follow-up for challenging behaviour exhibited by students such as:

- Detention
- Counselling
- Interview request
- Behaviour plan modification
- Severe consequences
- Outside agency involvement

Year Coordinator / Head of Faculty Intervention

The Pastoral (CARE Group) Teacher will take an integral role in the referral of student concerns and the distribution of Learner Awards.

Intervention and support for students include:

- In the event of excessive negative diary comments, the Pastoral Teacher will notify the Year Coordinator.
- Intervention may involve a teacher progress report, student interview, or parent/carer interview and placement on a College Behaviour Monitoring Booklet to monitor behaviour daily for a nominated period.
- Subject-specific problems will also involve the Head of Faculty intervention.

After School Detention

After School Detentions are issued for persistent misbehaviour or negative behaviour which requires more than the issuing of a 'Matter of Concern', such as swearing or breaking the hands-off rule. The following procedures apply:

- Students who receive a detention will receive a Detention Notification Letter and/or communication via a phone call by the Year Coordinator or Head of Faculty. Parents should sight, sign, and return this letter.
- Students are required to find their own way home at the completion of detention. It is the parent's responsibility to make alternative transport arrangements if needed.
- Detention is held on Friday between 3:00pm and 4:00pm.
- Students who are required to serve an After School Detention must report to the designated room by 3:00pm, where a teacher will supervise the detention.

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Suspension and Expulsion

Serious breaches of behaviour will result in an immediate referral of a student to the Director of Wellbeing or Head of Secondary immediately.

Examples of this serious behaviour may include:

- Violence, discrimination, harassment, bullying or intimidation.
- The carrying and/or use of weapons, illegal drugs, alcohol, vapes or tobacco

Continued non-compliance or repeated lesser breaches of behaviour within the classroom, playground or non-responsiveness to corrective measures will also be referred to the Director of Wellbeing and Head of Secondary.

In these circumstances, the Headmaster or his delegate will be consulted, and they may initiate a suspension or expulsion. The College may issue the following types of Suspension, depending on the guidelines relating to the severity of the behaviour demonstrated. These types of suspension are:

In-School Suspension is the temporary withdrawal from the classroom and playground. The student works in isolation under the supervision of the Head of Secondary (or delegate). Parents/Caregivers of students receiving this type of Suspension will be notified through an In-School Suspension Notification letter as well as a phone call home from the Head of Secondary (or delegate). This is NOT recorded as a Suspension on the Student Attendance Roll.

Out of School Suspension is the temporary removal of a student from all classes they would normally attend for a set period of time. It is served for a major incident or as a result of persistent misbehaviour where the intervention of the College has had no effect in changing the student's behaviour. Parents/Caregivers of students receiving this type of Suspension will be notified through a Suspension Notification letter as well as a phone call home from the Head of Secondary.

During the suspension period, the College will review and plan appropriate support required for the student to accommodate a successful return to school. The student should complete set work as provided by the school, under the responsibility of parents/carers. The Suspension will be recorded on the Student Attendance Roll. A suspension resolution meeting may be held prior to the student returning to school. This resolution meeting will be sought in the best interest of the student and be held with the Head of Secondary, Headmaster, student, and parents/caregivers.

Expulsion is the immediate termination of a student's enrolment. It may be applied for a major incident or as a result of serious persistent misbehaviour where the intervention of the College has had no or limited effect in changing the student's behaviour.

Students who are expelled will be required to attend a meeting with the Headmaster (with a parent/guardian present) and will receive an Expulsion Notification Letter from the Headmaster.

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Grievance procedures

If a Parent/Carer or student wishes to seek a review of the decision made in response to an allegation, this grievance procedure should be undertaken.

1. In the event that a student has been through the Discipline Procedures above and does not agree with the process or outcome of the decision, they may lodge a grievance in writing to the Headmaster, setting out the nature of the grievance and grounds in support of the grievance.
2. After giving consideration to the grievance, the Headmaster may do one or more of the following:
 - i. refer the matter back to the relevant College Executive member or to a nominee, with advice, for resolution; or
 - ii. initiate an investigation into the matter; or
 - iii. seek to resolve the matter directly.
3. Any determination made by the Headmaster in accordance with Step 2 of these Procedures with regard to the grievance will be final.
4. By initiating the Grievance procedure, the student will be deemed to have agreed that no communication engaged in or any information granted to the student as part of the grievance procedures will be used for any other purpose.

Related policies and procedures

- Education Act (1990)
[Education Act 1990 No 8 - NSW Legislation](#)
- Education Reform Amendment (School Discipline) Act 1995
[Education Reform Amendment \(School Discipline\) Act-1995-93 \(nsw.gov.au\)](#)
- Restorative Practices NSW Dept of Education & Training (2019)
[Restorative practices \(nsw.gov.au\)](#)
- [Australian Student Wellbeing Framework](#) booklet
- Secondary Student Management (Discipline) Policy
- Mandatory BYOD Acceptable Use Policy
- Mobile Phones Acceptable Use Policy
- Staff Code of Conduct
- Grievance Policy
- Statement of Faith
- This policy needs to be read in conjunction with all other College policies