



STUDENT MANAGEMENT POLICY

Status	CURRENT
Classification	Operational /Students
Date of Policy	2005
Last Review	2018
Next Review	2020
Responsibility	Deputy Principal - Students

QUICK REFERENCE GUIDE:

- **Reinforcement of positive student behaviour:** **Page 5**
- **Detailed response to challenging student behaviour:** **Page 15**
- **Strategies for effective classroom management:** Refer to *Teaching & Learning Document*

Establishing relationships, expectations and effective teaching

Acknowledgement of the innate goodness of each student and of his brotherhood with Christ is central to the College's Student Management Policy. The Gospel values of love, justice and forgiveness underpin our mission as a Catholic school in the Augustinian tradition. The constitution of the Augustinian Order clearly states that the specific purpose of schools is the promotion of the human person and teaching should always be regarded as an essentially pastoral activity. An educator in an Augustinian context has a responsibility to develop meaningful relationships with their students and have an appreciation of the five lenses we strive to develop for our graduates – humility, interiority, community, restless search for truth, and ongoing conversion. Teachers must ensure they know their students and demonstrate a genuine interest in them.

Establishing and maintaining a positive classroom environment is a crucial to enhance the wellbeing and academic outcomes of our students and provides the foundation for the effective management of students.

Teachers must be clear about their expectations and apply them consistently. Students need to be made accountable for their actions and this should always be done with respect, even when the student may not demonstrate respect. Focus should be on the behaviour, and not the student; *'hate the sin, love the sinner'*. Teachers are encouraged to recognise and respond to positive behaviour more often than addressing disruptive behaviour. A ratio of 4:1 positive to negative feedback within a classroom environment is preferable.

The principles of restorative practice align with an Augustinian education. Staff must ensure that any conflict between students, or between staff and students, is addressed and resolved using a restorative approach. Consequences may still be required following an incident, but the restoration of the damaged relationship is imperative to maintain a positive

school climate. A restorative meeting may be facilitated by the teacher, or in some cases, by another member of staff such as a Formation Leader or Faculty Coordinator.

Restorative practice focuses on repairing the harm done to people and relationships rather than on punishing offenders. This process thus focuses on healing and the related empowerment of those affected by an incident and therefore enhances relationships and builds community.

↑ HIGH control (limit-setting, discipline)	TO punitive authoritarian	WITH restorative authoritative
	NOT neglectful irresponsible	FOR permissive paternalistic
LOW	→ HIGH support (encouragement, nurture)	

RP Restorative Questions
@V

WHEN CHALLENGING BEHAVIOUR

- ★ *What happened?*
- ★ *What were you thinking of at the time?*
- ★ *What have you thought about since?*
- ★ *Who do you think has been affected by what you have done? In what way?*
- ★ *What do you think you need to do to make things right?*

RP Restorative Questions
@V

WHEN SOMEONE HAS BEEN HARMED

- ★ *What did you think when you realised what had happened?*
- ★ *What impact has this incident had on you and others?*
- ★ *What has been the hardest thing for you?*
- ★ *What do you think needs to happen to make things right?*



Graham George, Villanova College, Brisbane

A key feature of student management is to ensure high standards of academic application, behaviour, interpersonal relationships, uniform and College facilities. Although all teachers come to the classroom with varying experiences and philosophies about student management, at St Augustine's College we believe:

- that critical to the maintenance of high standards **are well-planned, engaging, challenging student-centred** lessons.
- in **encouraging** students to “do the right thing” because they want to.
- in **recognising, affirming** and **encouraging** positive behaviour.
- that there needs to be **consequences for inappropriate behaviour** which provide the student with an **incentive to change**.
- that **all teachers** share the responsibility for maintaining high standards.
- that staff and students should be treated **fairly, justly and with respect**.
- in **modelling the behaviour** we want students to adopt.
- that all students must be offered **procedural fairness** in all aspects of behaviour management strategies



STUDENT EXPECTATIONS AND RESPONSIBILITIES

"Always treat others as you would like them to treat you." Matthew 7: 12

A STUDENT CAN EXPECT;	STUDENT'S RESPONSIBILITIES WHICH GIVE THEM THESE RIGHTS;
1. to be himself and to be treated as an individual.	Students have the responsibility to respect others as individuals; not to pick on them, tease them, hurt their feelings, or persecute them for being different.
2. to be treated with respect and politeness.	Students the responsibility to respect the authority of teachers. If necessary, they should be able to disagree without being offensive.
3. to obtain maximum benefit from all lessons, classes and other educational activities, and that other students will not deprive him of this right by their behaviour.	<p>Students have the responsibility to cooperate with teachers and other students for the smooth running of lessons.</p> <p>Students have the responsibility to keep up-to-date with required work, to be on time for class, and to take part in activities offered at the College.</p>
4. to be safe and not to feel threatened by danger to their person. They do not have the right to take the law into their own hands nor to swear or use offensive language.	<p>Students have the responsibility to help make other people feel safe in the College by not bullying, threatening or hurting others.</p> <p>They have the responsibility to abide by the 'hands off' rule.</p>
5. their property to be safe at College.	<p>Students have the responsibility not to steal, damage, destroy or interfere with the property of other students.</p> <p>They have the responsibility to take care of their own belongings.</p>

6. to belong to a College with a healthy environment and in which they can keep good health.	Students have the responsibility not to smoke, use alcohol or drugs. They have the responsibility to maintain personal hygiene.
7. to enjoy a clean and attractive College environment and to take pleasure in its surroundings...	Students have responsibility to care for the College environment. They will not: a) litter the College premises. b) deface or damage furniture or rooms. c) make the environment offensive to others. They should be prepared to keep the College environment neat and clean and to remove litter and rubbish.
8. to be informed of what is happening in the College.	Students have the responsibility to listen attentively at assemblies, to take College correspondences home as required and to make it their business to find out what they need to know.
9. justice and fair treatment.	Students have the responsibility to recognise that they are open to penalties if they do the wrong thing, as well as expecting praise and recognition for their achievements.
10. to be seen as a member of the St Augustine's College community with the resulting good name of the College carries in the wider community.	Students have the responsibility to respect the traditions of this College, including those which relate to uniform & grooming, and to represent the College well in public.
I can expect the above while I am a student at St Augustine's College, Sydney.	Students have the responsibility to protect these rights and those of others by living up to my responsibilities at all times.

Student Management at St Augustine's College incorporates both the:

1. *Reinforcement of positive student behaviour and*
2. *Response to disruptive or challenging student behaviour*

1. Reinforcement of Positive Student Behaviour

Primary School Merit Award System

The merit system aims to recognise and reward students' achievements. Members of staff will award merits when they feel that a student has made a real effort in any aspect of their work or personal development at St Augustine's College Sydney.

Merits can be awarded for:

- Improvement in standard of work or behaviour
- Display of personal responsibility
- Organisation and presentation
- Effort and achievement
- Consistent improvement in levels of academic achievement
- Evidence of extra effort with homework or independent research
- Sporting and arts achievement
- Attendance and help at school functions
- Support for other students
- Meeting a specific target agreed between student and teacher
- Other classroom based reasons specified by the teachers.

Procedures:

1. Each Core Teacher will implement his / her own class based merit point system.
2. Every 2 week period the Core Teacher will submit (via email) the names of 3 students who have highest point scores for the 2 week period. A fourth student is also to be nominated to receive an ENCOURAGEMENT Award. These are to be emailed to the Secretary of Primary School on the Monday following the conclusion of the 2 week period. Please also forward a copy of final scores for each student on a class list to the Dean of Primary School at this time.
3. The highest scorer will receive a GOLD Award Certificate. The next highest scorer will receive a SILVER Award Certificate and the third highest scorer will receive a BRONZE Award Certificate.
4. These students will receive the certificates at an appropriate Year Meeting and will have their names published in the Tolle Lege. These certificates will be prepared by the Secretary of Primary School and signed by the Head of Primary School.
5. The point system within each Core Class commences again to give all students a fresh start encouraging all students to make an effort.
6. A GOLD Award will be worth 50 points, a SILVER Award will be worth 40 points, a BRONZE Award will be worth 30 points and an ENCOURAGEMENT Award will be worth 20 points.

7. At the end of each school year we celebrate the achievement of students at a Primary School Assembly.

Merit Award System (Years 7-9)

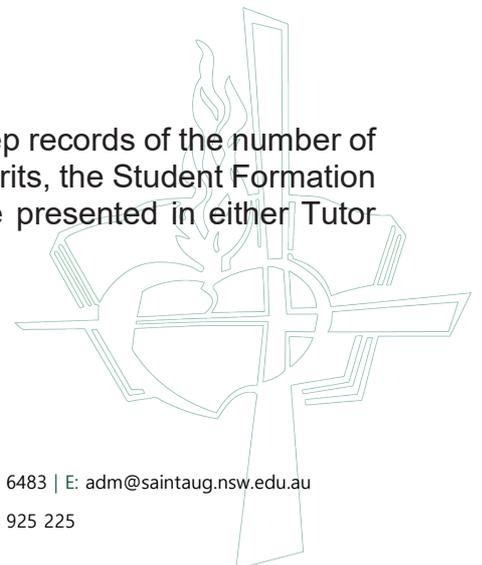
The aim of this affirmation system is to acknowledge and record a student's achievement in any of the following areas.

- Improvement in standard of work or behaviour
- Display of personal responsibility
- Organisation and presentation
- Effort and achievement
- Consistent improvement in levels of academic achievement
- Evidence of extra effort with homework or independent research
- Sporting and arts achievement
- Attendance and help at school functions
- Support for other students
- Meeting a specific target agreed between student and teachers
- Other classroom-based reasons specified by the teachers
- Service to the College or to the community
- Outstanding achievement
- Consistent good effort
- Leadership
- Exemplary character
- Thoughtfulness and consideration of others
- A spirit of co-operation
- Any other area that the teacher wishes to acknowledge.

The issuing teacher inputs a commendation Merit (Years 7-9) in to 'Pastoral Care Notes' on Seqta. The Merit will display on students' 'Dashboard' for Student Formation Leaders and parents / guardian's observation. The teacher issuing the Merit should also tick the 'Email students guardians' box on Seqta so parents are emailed notification of this achievement. Student Formation Leaders run weekly reports on Seqta to keep a record of how many Merits each student has attained.

Bronze Merit Certificate

Student Formation Leaders will run fortnightly Seqta reports keep records of the number of Merits a student has attained. When a student receives four Merits, the Student Formation Leaders will organise a Bronze Merit Certificate which will be presented in either Tutor Group or at a Year Assembly.



Silver Merit Certificate

Once a student has accumulated four Bronze Merit Certificates, the Student Formation Leaders will organise to have a commendation typed on a Silver Merit Certificate which will be presented at a Year Assembly.

Gold Merit Certificate

Once a student has accumulated two Silver Merit Certificates, the Student Formation Leaders will organise to have a commendation typed on a Gold Merit Certificate which will be presented at a College Assembly.

At the end of each school year, we celebrate the academic, religious, community and sporting and co-curricular achievements of the students at the Celebration of Excellence.

Senior School Record of Achievement (Years 10-12)

Senior School Record of Achievements are awarded to Senior School students in place of the Merit system. It is to commend boys on excellent classwork or homework that exceeds expectations, sustained improvement in effort or attitude in a subject, consistent application and effort over a period of time, outstanding assessment task marks or a significant deed.

The issuing teacher inputs a commendation Record of Achievement (Years 10-12) in to 'Pastoral Care Notes' on Seqta. The Record of Achievement will display on students' 'Dashboard' for House Formation Leaders and parents / guardians observation. The teacher issuing the Record of Achievement should also tick the 'Email students guardians' box on Seqta so parents are emailed notification of this achievement.

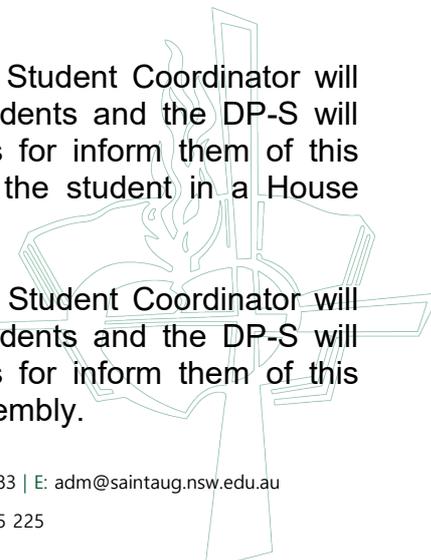
House Formation Leaders run weekly reports on Seqta to keep a record of how many Record of Achievements each student has attained.

When a student receives **five** Record of Achievements, the House Formation Leader will acknowledge the student in a House Meeting and email the student's guardians for inform them of this achievement.

When a student receives **ten** Record of Achievements, the Student Coordinator will inform the House Formation Leader and acknowledge the student by writing to the student's guardians for inform them of this achievement. The House Formation Leader will acknowledge the student in a House Meeting.

When a student receives **fifteen** Record of Achievements, the Student Coordinator will inform the House Formation Leader and Deputy Principal- Students and the DP-S will acknowledge the student by writing to the student's guardians for inform them of this achievement. The House Formation Leader will acknowledge the student in a House Meeting.

When a student receives **twenty** Record of Achievements, the Student Coordinator will inform the House Formation Leader and Deputy Principal- Students and the DP-S will acknowledge the student by writing to the student's guardians for inform them of this achievement and present them with a certificate in a College Assembly.



Additional Methods of Student Recognition

1. **Attollo Awards:** Issued by Student/House Formation Leaders to one student each week in their Year / House and published in Tolle Lege Newsletter.
2. Pastoral Care Notes in Seqta – **Informal Discussion (Affirming)**. Entered by staff to recognise positive attitude or improvement. Issued for effort, improvement or positive contribution to the lesson that would not warrant a Merit.
3. **Principal's Colours and Awards Scheme.** Refer to end of document on page 19.

2. Response to disruptive or challenging student behaviour

Each staff member has a mandate of responsible care for each student. Staff are called to exercise guidance and control, to challenge and invite, to correct and support students while respecting the dignity of each student. Students' behaviour must be addressed if it;

- offends the dignity of another individual
- infringes the rights of another
- endangers the safety of another
- impedes learning
- fails to respect property
- Undermines the values of the College

Thorough investigation must always precede any implementation of sanctions. Parents must always be actively involved in the process unless the circumstances require urgent intervention. Counselling of a student who instigates or is impacted by negative behaviour will be offered where necessary.

The College has a 'hands-off' rule. This means students are not permitted to wrestle, pull, push, tackle or make any other contact that may cause students to lose their balance or lose control of their emotions. Appropriate contact in PE lessons or sport training sessions is accepted. Students that instigate or make unwarranted or inappropriate contact with another student will receive consequences such as a detention or suspension, depending on the severity of the contact, as well as participating in a restorative meeting with the relevant parties. Low-level contact must be addressed by the relevant supervising staff member and referred to the relevant Formation Leader if required.

Informal Discussion- Challenge

Informal Discussion – Challenge may be issued for low level misconduct. A record of Informal Discussions on Seqta allows Formation Leaders to monitor behaviour and support students to address issues before they escalate to the level of White Card.

White Card

White Cards are issued for repeated low-level misconduct or medium level misconduct. When a student has been issued a White Card, his parents / guardians will be notified by email and it will be recorded in the Pastoral Care Notes on Seqta.



Student Formation Leaders run weekly reports on Seqta to keep a record of how many White Cards a student has been issued and, **as a guideline**, if a student accumulates three (3) White Cards, a Friday Detention may be issued.

Uniform Detention (*Refer to College Uniform Policy for further information*)

The College uniform is to be neat, clean, complete and to be worn with pride at all times. Students are responsible maintaining high standards for themselves with regards to their uniform and grooming. Uniform Detentions may be issued to students by any staff member if they do not comply with the College's uniform policy. Uniform detentions will be entered in to Seqta in the Pastoral care notes section. The teacher issuing the Uniform Detention should also tick the 'Email students guardians' box on Seqta so parents are emailed notification of this.

Student Formation Leaders run weekly reports on Seqta to keep a record of how many Uniform detentions a student has been issued and further follow up and consequences will take place.

Uniform Detentions are held each Wednesday at Lunchtime (first half only) by the Student Coordinator in the detention room. Failure to attend a uniform detention will result in a 1-hour Friday detention to be issued by student's Student/House Formation Leader.

Late Detention (*Refer to Attendance Policy for further information*)

Students who arrive late to the College on three or more occasions in one term receive a Friday Morning Late Detention. This takes place from 7.30-8.30am. Late Detentions are issued to students by their Student/House Formation Leader. Detentions will be entered in to Seqta in the Pastoral care notes section. The staff member issuing the Detention should also tick the 'Email students guardians' box on Seqta so parents receive notification.

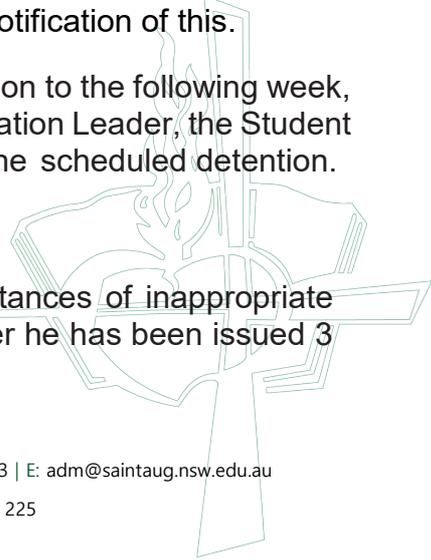
Friday Detention

Students whose behaviour is unsatisfactory may be placed on Friday detention which is held every Friday after school (from 3.30 pm) for one or two hours. Students on detention must attend on the day specified on the issued Detention Notification on Seqta. Detentions may be issued to students by their Student/House Formation Leader, the Student Coordinator or a member of the College Leadership team. Detentions will be entered in to Seqta in the Pastoral care notes section. The staff member issuing the Detention should also tick the 'Email students guardians' box on Seqta so parents are emailed notification of this.

For a serious reason, permission may be given to defer the detention to the following week, provided parents have contacted the relevant Student/House Formation Leader, the Student Coordinator or the Deputy Principal- Students well in advance of the scheduled detention.

Saturday Detention

Saturday Detentions are issued for ongoing and / or serious instances of inappropriate behaviour. A student will also be issued a Saturday Detention after he has been issued 3 Friday Detentions in any one semester.



If a student is issued a Saturday Detention his parents should be made aware that a serious problem / issue has occurred or that the student is continually failing to meet College expectations.

Saturday Detentions will be entered in to Seqta in the Pastoral care notes section. The Formation Leader must call home to discuss the incident with the parents/guardians. The staff member issuing the Detention should also tick the 'Email students guardians' box on Seqta so parents are emailed notification of this.

Saturday Detentions are held once per term from 9.00am to 12.00pm and are supervised by Student/House Formation Leaders, the Student Coordinator and the Deputy Principal - Students on a roster basis. Students are to attend wearing full College uniform. The only acceptable reason for being absent from a Saturday Detention is a medical condition that requires professional treatment. A Medical Certificate must be provided to the Deputy Principal-Students on the student's return to school. Extreme extenuating circumstances for postponement can be discussed with the Deputy Principal - Students prior to the date of detention.

Corporal Punishment

Corporal punishment at St Augustine's College – Sydney is strictly forbidden. Under no circumstances can it be used at the College. Nor does the College condone implicitly or explicitly the administering of corporal punishment by non-school persons, including parents to enforce discipline.

MAJOR DISCIPLINARY SANCTIONS

Definition: Major Disciplinary Sanctions

These are actions that are only invoked with due process in the event of serious breaches of the College Management Policy. These sanctions are not to be confused with routine disciplinary sanctions such as detentions.

*A **serious breach** is an activity or behaviour by a student which:*

- * seriously undermines the ethos of the College as a Catholic community; or*
- * is offensive or dangerous to the physical or emotional health of any staff member, student or visitor; or*
- * consistently and deliberately fails to comply with any lawful order of the Principal or staff; or*
- * consistently and deliberately interferes with the educational opportunities and endeavours of other students*

Some serious breaches are, by their nature criminal offences, and schools are obliged to observe legal requirements.

In every instance of a serious breach the Principal and Deputy Principal - Students is primarily responsible for due process (natural justice) and appropriate support of student and family members before consideration of suspension or exclusion.



Internal Suspension

An internal suspension is used during normal school hours by removing a student from scheduled classes and placing the student in an isolated and closely supervised location.

If an internal suspension is used, the student must be;

- Able to access assistance if necessary
- Able to access classwork on Seqta
- Permitted to have supervised recess and lunch break

Suspension

Definition: the temporary withdrawal of a student's rights to attendance at the College.

A student may be suspended from school by the Principal or the Deputy Principal – Students. The length of suspension will vary in accordance with the seriousness of the offence. The following acts will likely result in a period of suspension from the school;

- Acts which break the law
- Serious violent acts such as striking to the head
- Serious bullying / harassment
- Malicious damage to property
- Being involved with the possession or knowledge of prohibited items or substances
- Being issued three Saturday Detentions
- Absenting self from Saturday Detention

Following any suspension parents are required to attend an re-entry interview with either the Deputy Principal- Students or the Student Coordinator and the relevant Student/House Formation Leader. It is the student's responsibility to make satisfactory arrangements to submit an assessment task to the relevant teacher if it is due during a period of suspension.

Due Process Procedures for Suspension

- The student shall be given oral or written notice of the offences, including specific acts involved. If the student denies the charges, the student shall be given an explanation of the evidence supporting the charges.
- The student shall be given an opportunity to explain his or her conduct and to informally contest the charge. If the Principal or delegate then determines the student should be suspended, the student shall be informed and the student's parents or guardian shall be notified by telephone of the suspension and the reasons for the action.
- The two steps above may be postponed in emergency situations relating to health and safety. Emergency situations shall be limited to those instances where there is a serious risk that substantial harm will occur if suspension does not take place immediately.
- When parents cannot be contacted, the decision to send the student home, to allow the student to remain on school premises, or to refer him to the proper authorities

must be made with consideration given to the student's age, maturity, and the nature of the misconduct that caused the suspension.

- The suspension notification must state the date, the reasons for the suspension, the length of the suspension, and the procedures that must be followed by the student and parents or guardian to regain entry to the College.

Probationary Enrolment

In circumstances where a student seriously or regularly breach the rule and expectations of the College the student may be placed on probation. In such cases, the Principal or delegate will interview the student with the parents / guardians, indicate the problem area(s), and place the student on Probationary Enrolment.

The Probationary Enrolment letter is signed by the student and witnessed by parents or guardians and is retained in the student's file. The length and review date of the Probationary Enrolment must be stated on the letter and will be monitored and reviewed by the Deputy Principal- Students.

Failure to meet the requirements set out in the Probationary Enrolment may result in the termination of a student's enrolment.

Termination of Enrolment

Definition: the total withdrawal of a student's right of attendance at the school; it involves the determination of the contract entered into by the school and by the parents at enrolment.

The philosophy of the College suggests that termination of enrolment should be rare. However, in cases where continued enrolment appears not to be beneficial, parents may be advised to transfer the student to another school.

If students are involved with the following issues they may forfeit their right to continued enrolment at the College;

- Use, possession or distribution of illegal or prescription drugs or alcohol
- Use or possession of dangerous or illicit materials or substances
- Malicious damage of College or personal property
- Theft
- Violent behaviour
- Serious harassment of any member of the community
- Failure to meet the conditions of a Probationary Enrolment

A student's enrolment may also be terminated when:

- the College's resources, both material and personnel, are being wasted or abused by the student;
- the student is adversely affecting the education of other students;
- the student's conduct is persistent and the student is unwilling to accept the authority of the College and the efforts of the College to rehabilitate the student;



- the student's behaviour is injurious or potentially injurious to students or staff.

Termination of enrolment will normally be the final step in an extended process, unless in the case of a significant breach of the College rules and expectations. Documentation of action taken at each step will be recorded on Seqta. Parents will be informed at appropriate stages. The process may include:

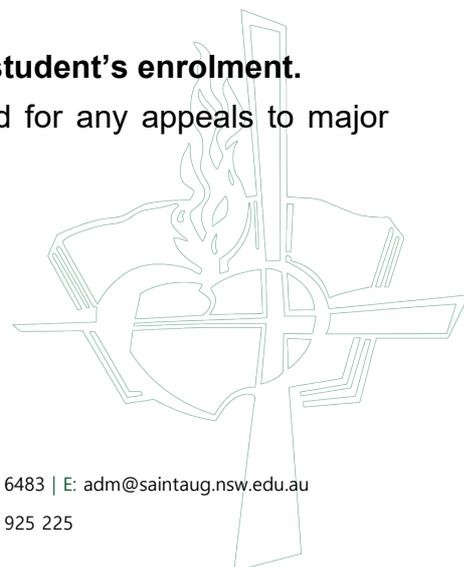
- Warnings and discussions with the student of consequences of behaviour;
- Parental contact and meetings;
- Detentions;
- Suspension from school;
- Probationary Enrolment

Due Process Procedures for the Termination of Enrolment

- The student shall be given oral or written notice of the offence(s), including specific acts involved. This includes failure to meet the conditions of a Probationary Enrolment.
- The student shall be given an opportunity to explain his conduct and to informally contest the allegations. Parents may be asked to attend a meeting with the Principal or Deputy Principal – Students.
- If the Principal determines the student should be excluded, the student and the student's parents or guardian shall be notified of the enrolment termination and the reasons for the action.
- The steps above may be postponed in emergency situations relating to health and safety. Emergency situations shall be limited to those instances where there is a serious risk that substantial harm will occur if expulsion does not take place immediately.
- When parents cannot be contacted, the decision to send the student home, to allow the student to remain on school premises, or to refer him to the proper authorities must be made with consideration given to the student's age, maturity, and the nature of the misconduct that caused the termination.
- The termination notification must state the date, the reasons for the termination.
- After the parents or guardian receive notice of the expulsion, a formal meeting will be arranged with the Principal and Deputy Principal - Students if one has not already occurred.

The Principal is the only person authorised to terminate a student's enrolment.

Reference to the *Complaints and Grievance Policy* is required for any appeals to major disciplinary sanctions.



DUE PROCESS IN CASES OF STUDENT DISCIPLINE

This may include an incident in a classroom, at lunchtime, in a co-curricular activity or off campus.

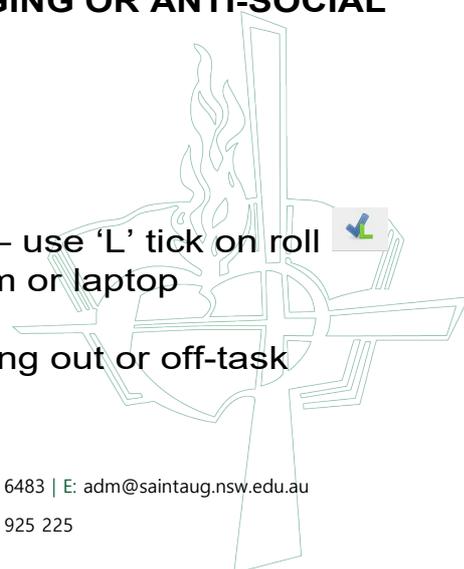
- Staff member witnessing the incident or reporting must notify relevant person verbally and later write a written report of the event
- Incident is referred to the relevant Formation Leader (FL) or Student Coordinator (SC). Formation Leader may immediately refer to SC or Deputy Principal – Students if necessary.
- In serious incidents where students have received significant injuries or are at risk of immediate harm, report directly to Deputy Principal- Students or Principal. Students safety is the priority, and first aid must be applied to any serious injury to students, including the calling of an ambulance if necessary.
- Investigating staff (FL, SC or DP-S) to obtain verbal and written accounts from all relevant witnesses of the event, including the alleged offender(s) and victim(s) of any action.
- Parents of any students at risk or injured must be contacted immediately by relevant FL or SC.
- Police notified by SC, DP-S or Principal in cases where the law has been broken
- Students accused of committing wrongdoing must have an opportunity to respond to the allegations. Students have a right to have a parent or support person present such as their FL or Tutor.
- Parents of the students concerned must be contacted and informed of the alleged or actual incident. A decision on appropriate consequences may not necessarily have been made at this stage, however parents should be informed if a significant consequence may be issued such as suspension or exclusion.
- The decision and reasons for the decision must be communicated to the student and their parents.
- The accused student must be advised of a right of appeal and the steps involved in making an appeal.
- Unless in the exceptional event of an exclusion, a restorative meeting with the relevant parties is expected to be part of the process. Engagement with the College Psychologist may also be necessary to support either the offending or harmed student(s).

DETAILED RESPONSE TO DISRUPTIVE, CHALLENGING OR ANTI-SOCIAL BEHAVIOUR

Level 1

Student Action:

- Late arrival to class (after the class has started) – use 'L' tick on roll 
- Not prepared for lesson eg no book, PE uniform or laptop
- Non/poor attempt at homework
- Persistent minor disruption to class such as calling out or off-task discussions
- Inappropriate language/comments



- Disrespectful behaviour to peers
- Inappropriate use of technology inc. mobile phone
- Interfering with another student's belongings
- Chewing gum – ask student to put in 'general waste' bin

Suggested Staff Action:

- Discussion with student during or at end of lesson.
- Teacher to refer to Student IEP and ensure appropriate teaching strategies are implemented.
- 'Informal discussion' entered in Seqta by classroom teacher **if required**.
Should be concise and include subject area.
Eg John arrived 15 minutes late to PDHPE without his workbook.
- Seqta Notification must include 1) 'email student's coordinators' 2) 'email student's guardians' and 3) Faculty Coordinator (FC) via 'email individual' tab. *Formation Leader (FL) to run weekly Seqta reports for 'informal discussions' and identify patterns of behaviour or learning engagement issues. FL to meet with student if necessary and log in Seqta.*

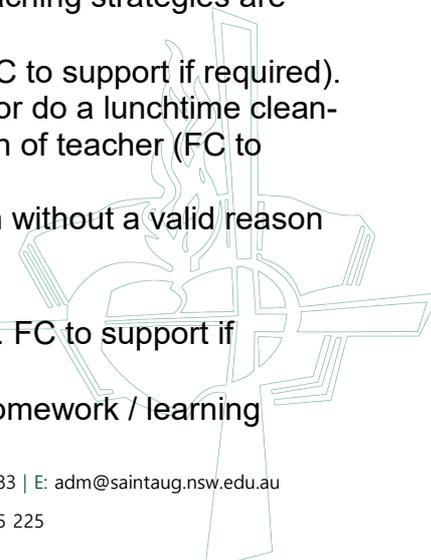
Level 2

Student Action:

- Repeated organisational issues eg late to class / no book / no homework on 3 occasions
- Repeated low level misconduct eg often off-task over a number of lessons
- Significant disruption to the learning of others
- Disrespectful towards staff (eg raising voice when being spoken to)
- Ongoing disrespectful behaviour towards peers
- Peer conflict (verbal)
- Accidental damage to another student's belongings due to reckless behaviour

Suggested Staff Action:

- Repeat issues should have already been logged in Seqta under 'Informal discussion' by classroom teacher.
- Teacher to refer to Student IEP and ensure appropriate teaching strategies are implemented (FC to support if required).
- Teacher discussion with student at recess or lunchtime. (FC to support if required). Student may be asked to complete classwork / homework or do a lunchtime clean-up for one half of lunch (20 minutes total) under supervision of teacher (FC to support if required).
Students who do not attend the designated lunch detention without a valid reason may be issued a 1-hour Friday Detention.
- 'White Card' noted in Seqta.
- Teacher may make phone call home to parents by teacher. FC to support if required.
- "Faculty Detention" may be issued by FC for classwork / homework / learning engagement issues (noted in Seqta, parents notified).



- Teacher/FC to collaborate with FL, Leader of Teaching & Learning or Learning Support & Enrichment Coordinator if required
- FL to liaise with College Psychologists if required
- *Formation Leader to run weekly Seqta reports for 'White Cards/Informal Discussions' and identify patterns of behaviour or learning engagement issues. FL to meet with student if necessary and log in Seqta.*
3 White Cards = 1 Hour Friday Detention issued by FL.

Level 3

Student Action:

- Repeated disruption to the learning of others (after White Card/s)
- Defiance towards teacher (eg refusal to move seats or engage with learning, swearing, walking out)
- Physical altercation
- Obscene language
- Bullying behaviour – refer to Student Bullying and Harassment Policy
- Inappropriate online behaviour
- Inappropriate behaviour at weekend
- Accumulation of detentions
- Smoking (out of school)
- Truancy
- Off-site without permission
- Driving without permission (eg at lunchtime or no parental permission note)
- Failure to meet co-curricular expectations
- Intentional damage to another student's belongings

Suggested Staff Action:

- Referral to FL or Student Coordinator
- Referral to FC if academic-related matter, who will liaise with relevant FL or SC
- Consequence from:
 - Friday detention 1 or 2 hour
 - Saturday detention
 - Suspension
 - Probationary enrolment
- Restorative meeting may be held with student(s) and staff member (if appropriate), run by one of FC/FL/SC.
- Parental Meeting – FL and/or SC or DP-S
- FL to liaise with Learning Support & Enrichment Coordinator or College Psychologists if required
- FL to organise compensation to replace any damaged belongings

Level 4

Student Action:

- Threatening behaviour towards staff
- Illegal behaviour eg drugs/alcohol/weapons/theft/ vandalism/violence



- Ongoing bullying behaviour not rectified from Level 3 – refer to Student Bullying and Harassment Policy
- Sexual harassment
- Smoking – onsite or whilst representing the College
- Highly inappropriate or offensive online behaviour
- Reckless or dangerous behaviour outside of school hours– bringing the reputation of the College into disrepute
- Reckless or dangerous driving.

Suggested Staff Action:

- Referral to SC/DP-S
- SC/DP-S to inform Principal and liaise with relevant FL and FC (if relating to their staff)
- Consequence from:
 - Saturday detention
 - Suspension
 - Probationary enrolment
 - Exclusion
- Parental meeting – SC or DP-S and FL or Principal
- Restorative meeting may be held with student(s) and staff member (if appropriate), ran by one of FL/SC/DP-S
- FL to liaise with College Psychologists if required

Overview of response to disruptive and challenging behaviour:

3 <u>Informal Discussions</u>	=	White Card	(Per Term)
3 <u>White Cards</u>	=	<u>Friday detention</u> (1 or 2 hour)	(Per Term)
3 <u>Friday detentions</u>	=	<u>Saturday detention</u>	(Per Semester)
3 <u>Saturday detentions</u> (Per Year)	=	<u>Suspension</u> and/or <u>Probationary Enrolment</u>	



Principal's Colours and Awards Scheme

The Principal's Colours and Awards Scheme includes academic excellence, excellence in the performing arts and Augustinian service. The sporting colours will have two additional levels added to the full and half colours, which include Gold and Red badge awards. All awards are at the Principal's discretion and are awarded by the Principal. Badges are to be worn on the left lapel of the College blazer during winter and on the College tie during summer.

Student Leadership

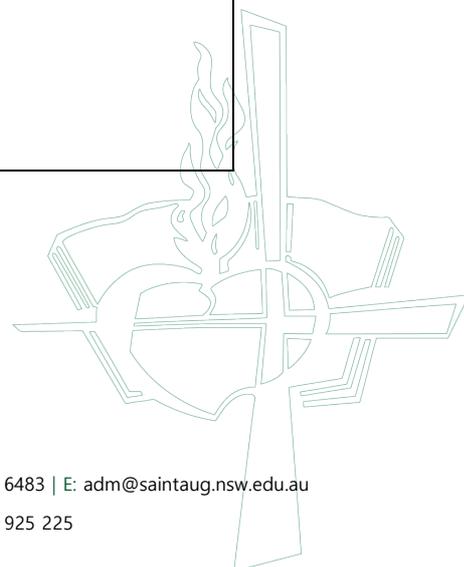
College Captain	Full Colours
College Vice Captain	Half Colours
College Head Prefect	Half Colours
Student Leadership Team	Prefect Badge
Student Representative Council	SRC Badge
Bus Monitor	Bus Monitor Badge

Academic Structure

	Criteria	Award
Dux Award	Years 10, 11 & 12	Full colours
Academic Excellence	Awarded to students who finish in the top 10 for three consecutive years	Half colours
Dux Awards	Years 7, 8 & 9	Gold badge

Sport Structure

Award	Criteria
Full Colours	Australian Representatives – School based sports 15 Years – Open Age
Half Colours	NSW Representatives – School based sports 15 Years – Open Age
Gold badge	Captains of Sports ISA Representatives
Red badge	1 st Representative in: <ul style="list-style-type: none"> • Rugby • Basketball • Cricket • Football • Water Polo • Rowing



Music and Drama

Award	Criteria
Full Colours	AMusA Award (Associate of Music, Australia) Instrumental Achievement
Half Colours	8 th Grade AYO (Australian Youth Orchestra) & SYO (Sydney Youth Orchestra)
Gold Badge	Outstanding performances in College Productions – recommended by Faculty Co-ordinator Drama

SEA Program

Award	Criteria
Gold, Green and Red Badges	Students are required to provide evidence of service completed in both the College and wider community, promoted and recorded through the Primary, Middle and Senior School Service Education Programme. Badges will be awarded at the discretion of the College Principal, Deans, SEA Programme Co-ordinators and student leaders.

Duke of Edinburgh

Award	Criteria
Half Colours	Gold Award Participants

