



ST MARY'S
COLLEGE

St Mary's College

Student Conduct Guidelines & Procedures

Student Conduct Guidelines

The Student Conduct Guidelines for St Mary's College are but one aspect of the overall pastoral care of our students, which has at its heart that the College exists for the good of all its students.

These Guidelines are *reconciliatory* by nature. They recognises individual needs and place any dealings with students in the context of developing the whole person to take his/her place in the community to which he/she belongs. As members of a Catholic school community, we believe that our actions must model the values we espouse.

Guidelines

At St Mary's College we value Respect, Responsibility, Relationships and use a 'School Wide Positive Behaviour' framework (Presentation Values) to produce a matrix which describes the behaviours to promote these and develop Resilience in our students.

The expectation is that the conduct of students at St Mary's College is based on mutual respect for all in the school community, and the recognition that all have an equal right to a stable and supportive environment in which to learn. All students are accountable for their own actions and are responsible for their behaviour at all times. The steps within the Guidelines are graded but not necessarily sequential. Within the steps there are possible alternative responses for teachers. The choice of response by the teacher will depend on the severity of the misdemeanour and the student's history of behaviour.

At St Mary's College we believe that all teachers have the right to teach and all students have the right to learn. Students have the responsibility to cooperate with teachers and fellow students within the classroom. Students will be given the opportunity to create with their teachers, rights and responsibilities for all their subjects.

Our school is based firmly on the Gospel values of love, tolerance and respect. It is a place where all children should feel safe and secure, and where individual differences are celebrated.

We want our students to be caring, thoughtful and well-behaved. This can be achieved through a consistent and reasonable approach to behaviour support.

The following procedures have been developed to ensure justice and equity in our dealings with students.

One Face Beyond...



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Behaviour Support – Junior School

Significant factors in dealing with any incident include:

- the child's age (especially with JS children, aged between 4 and 12)
- type of incident (eg bullying, as opposed to a minor infringement of class routines)
- extenuating circumstances

It is not possible to treat all children in the same way. Specific circumstances should be considered, and staff members are usually aware of these.

It is worth noting the difference between discipline and punishment. The aim of discipline is to help children take responsibility, in a positive manner, for their own behaviour by teaching them acceptable ways to respond to situations. Punishment is reactive. It focuses on penalising unacceptable behaviour. This is not our preferred method of dealing with behaviour issues. Successful behaviour management involves understanding rules and the consequences for other people when rules are broken. Our Behaviour Support strategies encourage self-discipline, responsibility and an awareness of the rights of all people.

Rules about school uniform, playground behaviour, the anti-bullying behaviour and other issues are set out in the school diary and staff handbook. This allows staff to be consistent about upholding these rules. **Consistency is the key to successful Behaviour Support.**

The practice of democratically establishing classroom rules at the start of the school year sets the scene for positive, cooperative behaviour. It can be done in all Junior School classes.

Class Teachers have their own methods of behaviour management, such as using an acknowledgement/reward system at an individual or group level. (Presentation Values Certificates and Pins are given to Prep-Year 6 students.) Bearing this in mind, the following sequence is the basis of action to be taken by teachers when dealing with inappropriate behaviour in the classroom:

1. verbal reminder – unobtrusively, if possible
2. second verbal reminder
3. timeout in classroom, away from other students
4. timeout, out of classroom (monitored)
5. partial loss of playtime at lunch (supervised)
Kindergarten – Year 2: parent informed as necessary
Year 3 – 6: phone call to parent and note in diary, to be signed by parent
6. If behaviour persists then, with parental knowledge, student will be counselled in consultation with the Director of Junior School using restorative practice guidelines
7. Teacher and Director of Junior School speak with parent
8. Individual plan for behaviour modification (possible consultation with School Counsellor)

For incidents in the playground, duty staff will give 2 reminders. The Class Teacher will be informed and Steps 5 – 8 followed at discretion of teacher.

“There can be no keener revelation of a society's soul than the way it treats its children.”

Nelson Mandela

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Behaviour Management – Senior School

Senior School teachers have their own methods of behaviour management, with an emphasis on the recognition of positive behavior by using the 'School Wide Positive Behaviour' (Presentation Values) certificates and pins. Bearing this in mind, the following actions may be taken by teachers in an appropriate sequence, depending of the severity of the inappropriate behaviour and the history of the behaviour:

- verbal reminder – unobtrusively, if possible
- second verbal reminder
- meeting between teacher and student to discuss expectations
- note in diary
- Lunchtime Reflection or Environment Duty/supervised partial loss of lunchtime
- After School Reflection
- meeting with Counsellor for behavior management strategies
- contact parent, which may include meeting with House Coordinator, Deputy Principal or Principal
- individual contract
- termination of enrolment

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