



MACQUARIE COLLEGE

Student Management Guidelines

Rationale

Macquarie College (MC) seeks to provide a learning community which enhances the academic, social, emotional and spiritual growth of every student. MC uses procedural fairness and natural justice based on the principle of restorative justice. As such, MC believes that while students do make mistakes from time to time, they are responsible for repairing any harm that they cause. With this principle forming the basis of the *MC Student Management Guidelines*, students are encouraged to further develop a growth mindset equipping themselves with skills that will enable them to develop a character that sees them able to become positive, contributing members of society.

The intent of the *MC Student Management Guidelines* is to encourage students to become self-disciplined and to take responsibility for their own actions, with emphasis placed on positive behaviour rather than merely punishing negative behaviour.

MC expressly prohibits the use of corporal punishment in disciplining students attending the school. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to support the student management processes of the school.

The Rights and Responsibilities of Students

All students at MC have the right to learn in an environment free from bullying and the influence of behaviours which fail to consistently meet the cultural expectation of the College. The following table outlines the rights and responsibilities of MC students:

Rights	Responsibilities
I have the right to be safe.	I have the responsibility to make the College safe by not threatening, hitting or causing harm to anyone.
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 take good care of my own property.
I have the right to obtain maximum benefit from all lessons and classes. Other students should not deprive me of this by their behaviour.	<p>I have the responsibility to cooperate with teachers and other students to make sure that lessons proceed and that I keep up-to-date with required work. I will not behave so as to interfere with other students' rights to learn.</p> <p>I also have the responsibility to be punctual, to attend school regularly and to take part in activities that will be of benefit to me.</p> <p>I have the responsibility to bring required books</p>

	and equipment for each lesson.
I have the right not to have my health jeopardised in any way.	I have the responsibility not to jeopardise the health of others by smoking, taking alcohol or drugs; and I have the responsibility to not encourage others in this way.
I have the right to have a pleasant, clean and well-maintained college and grounds.	I have the responsibility to care for the College environment - to keep it neat and clean and to be prepared to remove litter.
I have the right to be provided with a College in which I am not in any physical danger. When defects occur, they will be repaired.	I have the responsibility of telling teachers about defective buildings and facilities.
I have the right to expect the local community to support, respect and have pride in the College.	I have the responsibility to behave so that the community will respect and have pride in the College. I have the responsibility to wear my college uniform in a way that brings honour to the College.
I have the right to be helped to learn self-control.	I have the responsibility to learn self-control.
I have the right to expect that all rights will be mine so long as I attend to my full responsibilities.	I have the responsibility to protect my rights and the rights of others by carrying out my responsibilities at all times.

Student Management Processes

1. Classroom teachers will manage students' day to day behaviours using positive reinforcement and restorative strategies, and will have systems in place to affirm, educate and encourage students to make positive behaviour choices.
2. Classroom and playground misdemeanours are handled by the teacher in charge.
3. In all such instances a teacher must record behaviour of concern, strategies used to address the behaviour, along with a summary of their investigation on SEQTA.
4. Ongoing or more serious behaviour may be referred on to Stage Coordinators / Year Advisors for investigation and resolution.
5. In all such instances Stage Coordinators / Year Advisors must record behaviour of

concern, strategies used to address the behaviour, along with a summary of their investigation on SEQTA.

6. Behaviour that continues despite Stage Coordinator / Year Advisor intervention may be referred to the Assistant Principal (Student Wellbeing) for investigation and resolution.
7. In all such instances the Assistant Principal (Student Wellbeing) must record behaviour of concern, strategies used to address the behaviour, along with a summary of their investigation on SEQTA.
8. The Assistant Principal (Student Wellbeing) may, as appropriate, seek input and assistance from the Deputy and Assistant Principals JS/SS in the investigation and resolution of a said matter.
9. Under the direction of the Assistant Principal (Student Wellbeing), significant misconduct issues may be referred directly to the applicable JS/SS Student Management Committee. Such referral may result in either in or out of school suspension or exclusion.
10. Disability and Special needs - All students, including those with disabilities and special needs, have the right and also the responsibility, to both be respected and also respect others without discrimination. As required by the Disability Discrimination Act 1992 and the Disability Standards Act for Education 2005, a student's disability will be taken into consideration along with any required adjustment by the MC student management team to ensure they are being treated fairly and without discrimination.

Summary of Process – Responding to Misdemeanours

Please note: prior to punitive measures being used, it is expected that positive reinforcement strategies and restorative approaches are in place in each class. See examples and references following for further information.

1. Class Teacher:
 - a. Responds to classroom or playground misdemeanours
 - b. Ongoing or more serious behaviour is referred.
 - c. Class teacher records behaviour and strategies used, including parent communication in SEQTA.
2. Stage Coordinator/Year Advisor:
 - a. Responds to ongoing or more serious behaviour.
 - b. Records strategies used, including parent communication and teacher support, in SEQTA.
 - c. Refers behaviour that has continued despite their intervention / or major misdemeanours to the Assistant Principal (Student Wellbeing).
 - d. Please note that Senior School Coordinators may act as an intermediary step between class teachers and Year Advisors where appropriate / necessary.
3. Assistant Principal (Student Wellbeing):
 - a. Responds to ongoing behaviour that has continued despite Stage Coordinator / Year Advisor support / intervention.

- b. Responds to major misdemeanours.
 - c. Records additional strategies used, including support provided to teachers, and parent communication in SEQTA.
 - d. Refers to applicable Student Management Committee.
4. Student Management Committee
- a. Significant misconduct / major misdemeanours – reported to the Assistant Principal (Student Wellbeing) by Stage Coordinators / Year Advisors. Investigation has been recorded on SEQTA
 - b. Continued misconduct – referred to Assistant Principal (Student Wellbeing) by Stage Coordinators/Year Advisors. Investigation and strategies used to address has been recorded on SEQTA.

Positive Reinforcement

“Establishing a learning environment where the teacher focus is on appropriate rather than problematic behaviour, significantly reduces problem behaviour in the classroom.” (NSW Government – Education Website)

Strategies that consistency acknowledge and reinforce appropriate behaviour rather than punish inappropriate behaviour are consider positive reinforcement.

For further information see: <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/positive-behaviour/effective-behaviour-programs>

Examples:

- Rewards/affirmation for on task behaviour as opposed to punishment for off-task behaviour.
- Earning of additional play time / free time.
- Could be individual, group or whole class.
- Contracts that state and reinforce the desired behaviour rather than highlight / punish inappropriate behaviour, e.g. Timmy will use kind words.

Restorative Strategies

“Restorative practice is a whole school teaching and learning approach that 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.

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.” (NSW Government – Education Website)

For further information see: <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/positive-behaviour/whole-school-approaches/restorative-practices>

Examples:

- Discussion to unpack and understand what led to the behaviour. Then supporting the child to

repair the harm and make better choices.

- Saying sorry
- Writing a letter of apology
- Picking up rubbish / fixing to problem
- Social skills training
- Etc.

Minor / Major Misdemeanours and the Detention Process

Outlined below are some of the behaviours which may be defined as either minor or major misdemeanours for the purposes of these MC Student Management Guidelines. These descriptors are not exhaustive and are to be used as a guide only. For example, in circumstances where a given student/s behaviour includes several minor misdemeanours in combination, the applicable Deputy Principal (or their delegate), may determine that the behaviour, in the circumstances, falls within the category of a major misdemeanour.

1. Minor misdemeanours:

Minor ongoing behaviour issues are managed by the attending teacher (classroom or duty). The classroom teacher may involve the Stage Coordinator/ Department Coordinator or Year Advisor if extra support is needed. It is also the classroom teacher's responsibility to communicate concerns and strategies put in place to address the concerns with parents / guardians.

Examples of minor behaviours are: disruptive behaviour, failure to follow basic class rules, rudeness, littering, misuse of equipment.

****All minor misdemeanours are to be logged into the given student/s SEQTA record - this may be in the form of a welfare note or a formal detention***

2. Major Misdemeanours / Significant Misconduct:

It is expected that the class teacher will gather details and information related to major misdemeanours in order to determine appropriate action to be taken. Major misdemeanours may be initially referred to the Stage Coordinator or Year Advisor who may determine if the matter should be referred to the Assistant Principal (Student Wellbeing).

Examples of major misdemeanours include, but is not limited to: behaviour that threatens the safety of students and/or staff and may also include but are not limited to patterns of or significant instances of disrespectful behaviour / noncompliance, property damage, inappropriate language, ICT misconduct, possessing or displaying literature of a pornographic or obscene nature, dishonesty.

****All major misdemeanours are to be logged into the given student/s SEQTA record***

3. Punitive/Disciplinary Strategies

It is important to note that punitive measures are used as part of a larger restorative strategy which is grounded in positive reinforcement.

Each teacher is expected to create their own behaviour management system / approach for their class which takes into consideration the needs of their students. Stage coordinators can assist teachers with this.

Examples of punitive measures may include but are not limited to:

- Missing out on part of their play time
- Doing an extra job
- Writing an apology letter
- Being placed on a contract for a short period of time
- Missing out on a class privilege
- A call or email home to a parent
- A short ban from a particular playground area or activity

Senior School - Detention Process

Detentions are to be served from 1:30pm - 1:55pm under the supervision of the detention duty teacher who will require students to reflect on their behaviour. Where possible students will spend their time restoring the harm they have caused. (E.g. Picking up rubbish if a student has been caught littering, writing up a uniform plan if they are continually out of uniform or writing an apology letter to a teacher or peer who has been poorly treated).

The detention duty teacher is to refer students with repeated (three or more) detentions for the same misdemeanour in a term to the relevant Year Advisor. The Year Advisor will then have a welfare meeting with the student at which point a period check may be issued to help monitor behaviour. Any major behavioural concerns must be progressed through to the Assistant Principal (Student Wellbeing).

****All detentions are to be logged into the given student/s SEQTA record***

Bullying

Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and social behaviours and/or digital communication that either intends, or in the circumstances could reasonably be expected to cause physical, social and/or psychological harm. It may involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved. MC is committed to building resilience in young people to better equip them in dealing with difficult and unwelcome circumstances which they may well encounter in the future throughout their professional and private lives.

MC has a policy of zero tolerance to bullying. Students who are victims of or witnesses to these practices should report them immediately to a staff member whom they feel comfortable to confide in or make a report via the on-line “bully button”, or box inside the MC Library Information Centre.

On receipt of a report, the matter will be investigated by an appropriate MC staff member. Students found to have bullied will be managed per the outline provided by the MC Student Management Guidelines. As with all student management processes at MC, such matters will be undertaken through an intentionally restorative justice methodology.

Responses by MC to incidents of bullying may include, but are not limited to: In-school reflection session/suspension, student conferences (bully and victim), parent/carer meetings, student contracts, mandatory counselling, mentoring support, etc.

Repeat incidents of bullying may result in the matter being referred to an MC Student Management Committee where a given student’s enrolment may be reviewed and, where appropriate, Police intervention may be requested.

****All instances of bullying are to be logged into the given student/s SEQTA record***

Laws of Natural Justice and Procedural Fairness

MC will abide by the legislation pertinent to the provision of a student management system (including but not limited to suspension, expulsion and exclusion of students) that is based on the laws of natural justice and procedural fairness. This includes the right of the student to:

1. know the allegation and any other information related to it;
2. know the process by which the matter will be considered;
3. make a response to the allegation;
4. know how to have any process or decision reconsidered;
5. expect impartiality in the investigation and the decision making; and
6. an unbiased decision-maker.

JS / SS Student Management Committees

In circumstances where student behaviour does not meet the expectations of MC, such behaviour may be referred to a JS / SS Student Management Committee for consideration.

An MC Student Management Committee may consist of:

- Applicable Deputy Principal and/or Assistant Principal JS/SS
- Assistant Principal (Student Wellbeing)
- As necessary, applicable Student Wellbeing staff as deemed appropriate by the AP (Student Wellbeing)
- Applicable Stage Coordinators / Year Level Advisors.

- As necessary, applicable classroom teachers
- Senior student leader (SS only and by invitation)

An MC Student Management Committee may recommend the implementation of a broad range of age/circumstance appropriate responses to a given behaviour, including, but not limited to responses such as student contracts, classroom/playground intervention strategies, time out, suspension etc. which will be intended to support appropriate behaviours by students.

Alternatively, the applicable MC Student Management Committee may consider the circumstances of the matter and provide a recommendation to the MC Executive Committee to either expel or exclude a given student.

****All Student Management Committee decisions are to be logged into the given student/s SEQTA record.***

Student Management Committee - Process

1. Complaint / report made
2. Preliminary interview / investigation with child and any witnesses
3. Student is given opportunity to respond to allegations / incident
4. Any necessary further investigation occurs
5. DP / AP refers the matter to the applicable student management committee for review
6. Student Management Committee Meeting is called – AP/DP
7. DP / AP notifies parent of the date/time of meeting and provides the parent/guardian with an opportunity to share any relevant information.
8. Committee meets to determine outcome
9. DP / AP notifies parent/guardian of meeting outcome. The parent/guardian has opportunity to appeal the decision prior to outcome implementation.
10. Outcome is implemented. This may include a behaviour contract or suspension.
11. If the committee recommends termination of enrolment the matter is referred to College executive. If the executive concurs and wish to proceed with the termination of enrolment, the College Principal will notify the family.
12. For suspension: A return to school/class meeting is called prior to a student returning to school/class. The DP and/or AP and class teacher or Year Advisor meets with the student to discuss re-entry. The tone of the meeting is restorative.

Suspension, Expulsion and Exclusion Defined

Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.

Expulsion / Termination of Enrolment is the permanent removal of a student from one particular school.

Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system that the school is a member of, or from other schools.

Where the offending behaviour is of such a nature that it may result in suspension, expulsion or exclusion the student and parents/carers will be:

- (a) informed of the alleged infringement;
- (b) informed as to who will make the decision on the penalty;
- (c) informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- (d) afforded a right of review of appeal.

Review of Student Management Committee Decisions

Following a decision by an MC Student Management Committee in relation to a given student, that student and/or their parent and/or carer, may request a review of the MC Student Management Committee's decision.

Such a request for review of a MC Student Management Committee decision must be made in writing to the MC Principal within 2 working days of the MC Student Management Committee's decision having been made known to the students and/or their parent/carer.

Following receipt of a written request for review of an MC Student Management Committee decision, the MC Executive Committee may review the MC Student Management Committee decision in a timely manner and provide a response to the given student and or their parent/carer within 2 working days.

Any decision made by the MC Executive Committee in response to a request to review an MC Student Management Committee decision will be considered as final.

Exceptional Circumstances

The MC Principal, or their delegate, reserves the right, notwithstanding the processes outlined above to:

- Suspend a given student or students, within the framework provided by procedural fairness, prior to consideration of a said matter by the Student Management Committee.

and/or

- Apply an appropriate student management outcome, within the framework provided by procedural fairness, without referring the matter to the Student Management Committee for consideration or action.

Evaluation

These guidelines will be reviewed as part of a three-year school review cycle.

Adopted by the MCC / /
Signed
(MCC Chairperson)
Date for review / /