

## **Brigidine College St Ives**

### **Student Management and Discipline Policy Reference/Version 1021-2**

#### **Policy**

The management and discipline of the students at Brigidine College is designed to assist them to develop as strong and gentle women who make a difference in the world. Students are encouraged to be Christian disciples whose words and actions help build a community that honours dignity, respect and care for all.

#### **Purpose**

Our students are growing as adolescents and young adults so clear expectations and boundaries are needed to help them in their holistic development as Brigidine women.

#### **Guiding Principles**

- the student and her welfare is at the centre of all actions and practices
- the discipline measures and responses are based on the principles of restorative justice and forgiveness. Procedural fairness and natural justice are afforded to all students and in all disciplinary situations.
- **no corporal punishment is ever used in the management and discipline of students in the College. This policy is inclusive of all non-school persons and parents in the enforcement of discipline at the College.**
- Positive Education concepts and consistent affirmation of good behaviour will enable students to develop a positive self-image and assist in the positive approaches to College life
- building and supporting effective relationships is critical for effective pastoral care of students in the College
- all students have the right to learn in a safe and supportive environment to enable them to flourish as human beings.

#### **Related Procedures and Documents**

- Student Wellbeing
- Student Code of Conduct
- Student Rights and Responsibilities
- Restorative Justice Framework
- Merit Award System
- Student Code of Behaviour
- Disciplinary Committee Procedures

**Person Responsible:** Deputy Principal Faith and Wellbeing

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## Student Code of Conduct

It is expected that as a student at Brigidine you will:

- be punctual in your attendance, in your work and in commitments made with others
- show respect for yourself and other members of the College community
- treat your own equipment and the resources of the College with care
- actively participate in lessons by bringing all your equipment, engaging in the lesson and completing the tasks required
- be responsible for your own actions and aware that the rights of others are to be respected
- take pride in your appearance and your school work
- be polite, well-mannered and courteous to all – both inside and outside the College
- accept the consequences which result from inappropriate behaviours with maturity and self-discipline
- work to the best of your ability in all aspects of your learning.

## Student Rights and Responsibilities

Our College community upholds the values of **‘Fortiter et Suaviter’**.

Each student recognises her **rights** and accepts her **responsibilities** so that as a community we can live out the ideals of our Brigidine heritage and traditions.

Students live out the College values through the support of the following ‘Rights and Responsibilities’.

<b>RIGHTS “I HAVE THE RIGHT...”</b>	<b>RESPONSIBILITIES “IT IS MY RESPONSIBILITY...”</b>
To feel safe at school.	To create a safe environment. To respect the personal space of others. To accept difference and the individuality of others.
To be treated with respect and dignity.	To respect others in the way I speak and interact with them.
To be supported in my learning.	To be supportive of others in our community, and not disrupt the learning of others.
To feel I belong in this community.	To wear the uniform with pride, and be inclusive of others so they feel connected.
To have opportunities for growth in faith and moral courage.	To be respectful in times of quiet and reflection and considerate of the need for spiritual and moral growth in others.
To have a voice, and be confident and assertive.	To listen to others, be co-operative, and work out issues in a spirit of collaboration to build a better community.
To be valued, and be justly and equitably treated.	To be patient, kind and fair, respecting the privacy and property of others at all times.
To be happy at school.	To always do my best, help others to be happy, and voice when I am unhappy.

To have my efforts and achievements recognised.	To acknowledge and celebrate the efforts and achievements of others.
To have an environment that is clean and tidy.	To always keep the College clean and tidy and be a responsible steward of our resources.

### **Restorative Justice Framework**

The management of students is done through Restorative Justice Principles at Brigidine. The management of students needs to be in the light of working 'with' students to help them make the right choices about their learning and their class behaviour which may affect the learning and safety of others. The approach is neither punitive nor permissive and is based on the need for a right relationship between staff and students. The teaching staff is encouraged to use the 'Affective Questions' approach and technique when managing situations with students and restore the student to the class as soon as possible.

### **A Whole school Approach – Using Restorative Justice Model.**

In the event of a teacher witnessing behaviour which is inappropriate, irresponsible or diminishes the rights of another student or staff member the teacher is to ask the eight (8) affective questions from Restorative Justice.

### **Affective Questions**

1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

### **Positive Affirmation - Use of Merit System**

Students are awarded merits by class teachers for excellent class work, effort, consistent and excellent behaviour and for involvement in charitable and cocurricular activities. These will accumulate into Year Coordinator Awards which then accumulate to Bronze, Silver, Gold and Platinum Principal's Awards that are presented at College Assemblies.

Positive praise for individuals and for groups is encouraged to motivate students. For less positive comments students are spoken to individually and not in front of the class where possible. Praise is given for the group and every endeavour made to re-focus the individual.

All new staff should familiarise themselves with the Student Management Policy in the Student handbook.

### **Rationale**

The Merit system in the College encourages and supports the students who are contributing to College life through their words, actions and deeds. They are meeting College expectations in a consistent and effective way and are making a significant input to others and the community through their choices and involvement. It is designed to affirm and encourage students and to acknowledge their significant contributions to the College.

### **Principles for Merit System**

- All students in the College can gain merits. The Merit system is progressive and students can build up their merit total to achieve Bronze, Silver, Gold and Platinum awards during their time as Brigidine students.
- All staff are encouraged to consider the consistent and considered use of merits for all students in the College.
- Merits should be attained through the following general guidelines –
  - showing initiative and creativity
  - organising people and working with others as a team
  - improvement in skill and ability in an activity or lesson
  - showing altruistic giving and community mindedness
  - displaying honesty and integrity
  - effectively communicating a message in written, oral and technological form
  - showing environmental concern, spiritual awareness and commitment to a cause or charity
  - consistent adherence to College expectations for behaviour and uniform.

### **Procedures**

The current diary structure for Merits is to be maintained. Platinum Merits are designed to be a rare occurrence and only given to students who attain two Gold awards in their time at Brigidine College.

The College database 'Sentral' provides a simple framework for students to be acknowledged with Merits in class and for other community works as well. This also allows parents to view the Merits via the Parent Portal.

### **Award Scheme**

#### **Merit Award**

4 Merit Awards = 1 Mentor Award

Any teacher/coach can give Merit Awards

#### **Year Coordinator Award**

2 Mentor Awards = 1 Year Coordinator Award (You need 8 Merit Awards)

**Principal's Bronze Award**

2 Year Coordinator's Awards = Principal's Bronze Award (You need 16 Merit Awards)

**Principal's Silver Award**

2 Bronze Awards = Principal's Silver Award (You need 32 Merit Awards)

**Principal's Gold Award**

2 Principal's Silver Awards + no more than 1 Late Stamp in a Term + recommendation of Year Coordinator or Deputy Principal (You need 64 Merit Awards).

With the exception of merits you receive at the very end of a year, you must submit all merits in the same year you receive them and not accumulate them over two or three years. A Principal's

**Platinum** Award may be given to students who attain two Gold awards while at the College.

Principal's Awards are presented only at College assemblies and Year assemblies and not at Graduation ceremonies. A database is maintained to track these awards and the awards will be included on semester reports each year.

**Students' Code of behaviour****Before Class:**

1. Store bags and valuables in locked lockers and keep locker tidy
2. All items required for classes should be taken with you and lockers only accessed before school, recess, lunchtime and after school.

**In Class:**

1. Be punctual and have all books and equipment ready
2. Be courteous to all, at all times
3. Stand if the Principal, Deputy Principal or a visitor enters the room and keep classrooms tidy.

**Between Classes:**

1. Move quickly and quietly to class, keeping to the left on stairs and corridors.

**In the Playground:**

1. Place all rubbish in the bins provided
2. Line up correctly at the canteen
3. Keep within the required areas of the College grounds, and out of restricted areas
4. Keep out of the classrooms and corridors during recess and lunch unless accompanied by a teacher or for wet weather reasons.

**The following are not allowed:**

1. Chewing gum or fundraising chocolates and other confectionary items
2. Eating inside the corridors or classrooms – except for wet weather days
3. Leaving the College during the day without the permission of your Year Coordinator
4. The use of liquid paper
5. Graffiti or stickers on school bags or lockers
6. Illicit drugs, alcohol, prohibited substances and weapons
7. Any flammable material including matches, cigarette lighters and aerosol substances.

### **Illicit Drugs, Alcohol, Tobacco Products, Prohibited Substances and Weapons**

Involvement with any of these has potentially serious legal consequences.

If you possess, use, traffic, deal or otherwise involve yourself in drugs, alcohol, tobacco products and prohibited substances or weapons while under the jurisdiction and care of the College (which includes excursions, camps, retreats, travel to/from College), you will be suspended from College pending your showing cause as to why you should continue as a student of the College.

A further suspension or termination of enrolment may ensue.

If you possess, use, traffic, deal or otherwise involve yourself in drugs, alcohol, tobacco products and prohibited substances or weapons while under the jurisdiction and care of your parents you may be required to show cause as to why you should continue as a student of the College.

### **Possession of Knives by Students:**

You are not to bring knives of any description (eg for lunch or birthday cakes) on to the College premises.

You are not to be asked by staff to fetch or carry metal knives at the College.

Breach of this policy may result in suspension or detention.

### **Other Serious Offences**

The process of 'showing cause', outlined above, will also apply to any serious breach of the College Code of Conduct and to repeat offenders.

### **Sanctions**

Uniform infringement – Lunchtime detention with Year Coordinator

Repeated misbehaviour or significant act – Lunchtime detention with Leadership Team Member

3 Lunchtimes per term leads to a Friday Detention – with Director of Student Wellbeing. Friday detentions and suspensions from class are organised by the Director of Student Wellbeing.

Uniform management is the responsibility of all staff in the College. Incorrect Jewellery is confiscated by staff and delivered to Reception where it will be locked until the end of term.

All staff are familiar with the Uniform Expectations in the College Handbook.

Senior student misbehaviour or misconduct will lead to the student being spoken to and then asked to improve her actions and behaviour (Restorative Justice Principles). Failure to follow through will possibly lead to the removal of senior privileges, e.g. early departure from the College during study periods and possible meeting with parents to resolve the matter.

## **DETENTION**

Detentions are held at College either at lunch time or from 3.30-4.30pm (on days as advised).

Detentions may also be held on other days as decided by the College Leadership team. Students may be excluded from classes for serious offences. Principal's Detentions are held at nominated times.

Students will complete forms that explore the 8 Affective questions from Restorative Justice Principles. These are signed by parents and returned to the DP F&W. Students perform some type of community service activity for the remainder of their detention time.

### **Restorative Justice – Self Evaluation Form (distributed on Detention)**

Student Name: \_\_\_\_\_

Reason given for detention: \_\_\_\_\_

Date: \_\_\_\_\_

What happened?

How did it happen?

How did you act in this incident?

Who do you think was affected?

How were they affected?

How were you affected?

What needs to happen to make things right?

If the same situation happens again how could you behave differently?

### **Any other Comments**

Signature \_\_\_\_\_