
Emmaus Catholic College

Kemps Creek



Student Management Policy

EMMAUS CATHOLIC COLLEGE

STUDENT MANAGEMENT POLICY

INTRODUCTION:

The Emmaus Catholic College community seeks to be a Catholic, caring learning community, walking together with Jesus on a journey of connection and revelation; As we seek to do this, we focus on creating a cooperative learning environment. We strive to be respectful and inclusive.

We take personal responsibility for our choices and actions. It is in this context that we work together to develop and sustain life-enhancing relationships.

Learning is the core of our day-to-day activity. For effective learning to take place, we need to have the appropriate learning environment. There will be consequences for those members of the community who through their choices interrupt this learning. Equally, each member of the community has a right to feel safe. Behaviour that threatens this safety will not be tolerated.

At Emmaus Catholic College, we believe that each of us has the capacity to learn. Effective learning takes place when the individual makes appropriate choices. The right choices lead to positive consequences. Inappropriate choices lead to negative consequences.

Aims of the Student Management Policy

1. To identify, promote and develop the strengths of students at the College and develop a climate that promotes self and mutual respect.
2. To make the College a place where productive and positive relationships exist between all members of the school community including students, staff and parents.
3. To encourage students to behave in a manner that respects the mental, physical, spiritual, social and emotional wellbeing of themselves and others and to encourage students to respect the physical environment and act in a sustainable way, as stewards of the community.
4. To develop an understanding of the purposes for guidelines of behaviour, the need to respect these guidelines and the need to have consequences as a means of development.
5. To establish systems where appropriate behaviour is affirmed and positive contributions to the school community are rewarded and, where necessary, appropriate consequences are applied where behaviour is inappropriate or unacceptable.
6. To provide teachers with a process whereby they can make decisions in accordance with the Student Management Policy by exercising concern, care, common sense, fairness and consistency, understanding the dignity of each person's individuality. To allow teacher's to effectively exercise personal responsibility for student management.

The value of consequences lays in their consistent, expected, fair and followed-through nature. Where possible, the teacher with whom the student has transgressed should apply the consequence.

Positive Strengths and Restoration

All interaction with, and management of, students is based on the premise that students are inherently good and have worthwhile strengths. The process of student welfare and management is to cultivate and develop strengths in students to encourage them to be more positive contributors to the College community.

At all times students are to be treated fairly and without bias when an incident is being investigated and consequences issued. All procedures included in this policy document support **Procedural Fairness Principles** and the student's right to an unbiased decision as supported by Parramatta Diocesan Policy.

Procedural fairness requires us to act justly in resolving discipline and pastoral issues.

"Processes will be conducted with procedural fairness ensuring fair practice and equity"
(*Maintaining Right Relations*, 2003).

Students should:

- Be afforded the opportunity to give their version of events (the right to be heard – Hearing rule)
- Know why the proposed action is happening, how the issues will be determined, what the allegations are and how any matters related to these will be taken into consideration.
- Be given a timeline in which steps will be taken. They should also be given an opportunity to respond.
- Be asked if they would like to have a support person present when the allegations are serious.
- Be afforded the right to seek and receive advice.
- Be advised of their right of appeal.

Procedural fairness requires impartiality of the decision maker.

Corporal punishment is never to be used by anyone as a consequence for misbehaviour at Emmaus Catholic College. This is a child protection issue and is supported by Parramatta Diocesan Policy.

Please Note: As legislated under the **Children and Young Persons Care and Protection Act**, all teachers are mandated to report to the Principal any suspicion, evidence or notification of corporal punishment being used in the home.

Enrolment Understanding

In accepting an offer of enrolment at Emmaus Catholic College parents and their children agree to participate actively in the life of the school and to work together to build a community in which the best possible education is offered. The **Annual Statement of Enrolment Understanding**, as presented in the College Student Learning Planner, provides an outline of the College's expectations and the conditions under which each student is enrolled.

RESPECT FOR SELF, OTHERS AND THE COMMUNITY

Respectful relationships govern our interactions with each other at Emmaus Catholic College and are summed up in the table below:

Respect at ECC – What should it look like?

Respect for Self	<ul style="list-style-type: none"> • Wear uniform correctly and with pride • Accept responsibility for your own behaviour • Bring all learning equipment to school and keep it in good order • Always use appropriate language (no swearing) and a respectful tone of voice • Make own positive choices and not be influenced by others to make poor choices • Be organised and prepared for learning (e.g. ipad fully charged, all necessary equipment brought to class) • Look after your own possessions (keep valuables with you at all times) • Set goals for your learning and self assess these goals regularly • Work hard to achieve bronze, silver, gold and platinum awards. • Be the best person you can be at all times and be proud of your achievements and your work • Think positively about yourself! • Maintain good hygiene and never spit <p>Behave safely at all times</p>
Respect for Others (peers and staff)	<ul style="list-style-type: none"> • Always adhere to the ‘hands off’ policy • Speak in a voice that is respectful and polite – always use good manners (Speak to others the way you would like to be spoken to) • Make eye contact and use a person’s name • Always be prompt to class • The way we greet someone (e.g. in the classroom, at Assembly) is important • Listen when others are speaking • Follow teacher instruction • Show respect to all school staff, including visiting teachers • Always use social media in an appropriate way and be aware of others’ feelings. • Understand that school rules are there for a reason and follow them • Think before you speak – is this a respectful, kind and appropriate thing to say? • Be aware of others and their needs and always look for the good in others
Respect for our Community (ECC and wider community)	<ul style="list-style-type: none"> • Put my own rubbish in the bin and maintain a clean area • Treat school property (and any other public property) with respect • Return school property after borrowing it • Be road safe e.g. walk around the student car park and staff car park. Stay in approved areas. • Show a sense of occasion at Assembly and at other events and/or excursions • Be welcoming and show hospitality to others • Get involved in school activities/extracurricular opportunities • Show generosity of spirit by supporting fundraising and charity initiatives • Treat the wildlife, flora and fauna that we are lucky enough to have at ECC with respect • Behave appropriately on public transport and when out in public • Be accepting and considerate of cultural beliefs and religions – ‘Everyone Matters @ ECC’

GENERAL GUIDELINES FOR EFFECTIVE CLASSROOM WELFARE AND MANAGEMENT

EFFECTIVE CLASSROOM PRACTICES

The aim of this stage is to establish and develop a positive classroom environment whilst also being preventive. To be an effective classroom teacher at Emmaus Catholic College the following welfare and management practices must be consistently implemented in every classroom.

Management Practices	General Guidelines
Know your students	<ul style="list-style-type: none"> • know all the names of your students, their interests and background • speak to them outside the classroom • greet the students in the playground • show the students that you value their presence • get involved in extra-curricular activities, sport, debating etc.
Be prepared	<ul style="list-style-type: none"> • always plan your lessons, using a variety of activities and teaching strategies to ensure engagement, creativity and quality learning opportunities • set realistic and achievable learning intentions and success criteria
Be consistent	<ul style="list-style-type: none"> • be punctual and demand this from your students • be assertive and set clear limits of acceptable behaviour • be firm but fair (students respect teachers with good classroom management skills) • model what you want from your students: respect, attentiveness, calmness, diligence, interest in the work • listen to your students and learn from them
Develop management and learning routines <i>(refer to College Whole School Practices)</i>	<ul style="list-style-type: none"> • have a formal start to your lessons; students stand, greeting, prayer, students sit when you direct • do not commence your lesson while the room is messy or furniture is not arranged • start and finish with a clean board • ensure students are properly attired before starting; shirts/blouses tucked in, caps off, ties done up • always encourage students to sit towards the front of the room
Be assertive	<ul style="list-style-type: none"> • set the tone in the first five minutes of your lesson, this time should be formal and structured • do not instruct while a student is talking and insist students look at you • students should require permission to leave their seats • structure your notes and material and demand the same standard from your students • dismiss the students formally, the bell is an indication to you, not the class • insist that the students speak to you and each other politely
Be “Positive”	<ul style="list-style-type: none"> • Use the College Award system • Acknowledge good behaviour • Reaffirm good work • Make example of good work and behaviour.
Waiting for teachers between lessons.	<ul style="list-style-type: none"> • Students are to line up outside classrooms quietly. • Teacher to give Bag Duty to students who fail to do what is expected.

“If you believe it you will see it”

Guiding Principles in dealing with misbehaviour

- **It is the teacher most immediately concerned who should engage with, and if necessary discipline, the student. The classroom teacher must deal with a classroom problem. Other avenues should be seen as complementary, not replacements.**
- Action must take place 'on the spot'.
- Discipline must always be fair, firm and friendly
- The consequence must fit the misbehaviour, and should always be appropriate, eg extra work for learning preparation not done; payment for damaged or stolen goods
- All staff members have a responsibility to insist that students meet all College expectations at all times. To ignore a problem is to condone it. Staff must always take action where the uniform is being worn incorrectly, when students are in the wrong place, and other regulations are being ignored.
- Teachers must look for ways to acknowledge and reward good conduct, attitude and work habits frequently – possibly many times each lesson. These should heavily outweigh actions taken to deal with misbehaviour (use the Emmaus Student Awards Scheme)
- Teachers must maintain a record of strategies and consequences implemented when dealing with difficult issues when consulting with a Leader of Welfare [LOW] or Leader of Learning [LOL], Director of Learning [DOL] or Director of Welfare [DOW], Assistant Principal.

3.2 Things to Avoid

- **Shouting, speaking over the top of noise**
- **Sarcasm, comments which embarrass, humiliate, or put the student down**
- **Taking a student on in front of the class, thus putting your authority at risk of public challenge**
- **Having students congregate at the front desk (go to them)**
- **Move around the room**
- **Detaining a whole class**
- **Publicly embarrassing a student in front of the class or their peers**
- **Backing a student into a corner**
- **Not following up on consequences**

Hands off Policy at Emmaus

To ensure that Emmaus Catholic College provides a school environment, which is safe and secure while students are on school premises a “hands off policy” exists.

Students have a responsibility to avoid:

- Having inappropriate physical contact with another student i.e. holding hands, hugging, kissing; deliberate pushing, shoving, rumbling or fighting
- stealing, vandalising or defacing any other student's property or College property.

If a student is found to be in breach of this policy the teacher should take immediate action by speaking to the students. If the breach of this policy is minor, students will be issued with a warning or detention by the

LOW. In the event the breach of the policy is serious students will be isolated whilst an investigation occurs, parents will be contacted and be required to attend an interview with the Director of Wellbeing, Assistant Principal and/or Principal. Consequences may be a Student Monitoring Contract, internal or external suspension from the College. The DOW/ Assistant Principal in consultation with the LOW concerned will determine the serious nature of the “hands off policy”.

Levels of Response at ECC

To ensure effective management of student behavior a level of response

