



Nurture for today • Learning for tomorrow • Character for eternity

# Student Management Guidelines (Secondary)

## A Model for Positive Behaviour Management

The core of the Student Management Guidelines (Secondary) is based on the work of Bill Rogers as represented in his published work in the areas of teacher disposition and behaviour management.

These foundational principles of the Bill Rogers approach to behaviour management are key to the KAS approach to student behaviour management:

- **Positive Correction:** teachers and schools should adopt a non-confrontational approach to discipline, based on positive teacher-student relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for student self-discipline.
- **Prevention:** planning for good behaviour; teaching the routines and the rules.
- **Consequences:** a clear structure that students understand and use to inform the choices they make.
- **Repair & Rebuild:** the imperative to work hard to build and repair the damage that is done when things don't work out.

In practice at KAS these foundational principles will look like:

1. Students and parents are made aware of the expectations and procedures for student management upon enrolment at KAS.
2. If a student chooses to disregard the Code of Conduct and Expectations of KAS a teacher will remind the student of the rules and ask the student to change his/her behaviour.
3. If a student chooses to disregard the instruction of the teacher, the student will have chosen to subject themselves to the processes of the Student Management Guidelines (Secondary) as outlined in this document.
4. KAS is committed to a process of restorative justice.

### Behaviour Levels

There are times when, for a variety of reasons and despite the best efforts of KAS staff to encourage responsible thinking, a student may persist in disregarding the expectations of KAS. At such times, there is a need for further disciplinary action.

In such cases the Student Management Guidelines (Secondary) includes a clearly defined process for both the management and re-instatement of a student.

- If a student chooses to continue to disregard KAS Code of Conduct and Expectations, he/she will progress through a series of levels. At each level, positive interventions are put in place to help the student remedy the behaviour problem and remain a part of the KAS program
- Students who continue to disregard the KAS Code of Conduct and Expectations will lose privileges, and ultimately face possible loss of the privilege of attending KAS
- A student's choice is made known by his/her actions. A student who continues to disrupt, communicates to the teacher and the KAS community that he/she is choosing to

violate the rights of others, and is, therefore, choosing to subject themselves to the processes of the Student Management Guidelines (Secondary). In the same way, a student who complies with classroom/learning environment expectations is choosing to remain in the KAS community

- Students who make a positive choice to meet KAS Code of Conduct and Expectations will be encouraged and recognized

It is the responsibility of the student to make positive behavioural choices. The role of the KAS Student Management Guidelines (Secondary) is to teach and to encourage positive choices.

Hence, the aims of the Student Management Guidelines (Secondary) include:

- A student/teacher relationship based on mutual respect
- A high standard of classroom/learning environment conduct
- A clear communication of KAS Code of Conduct and Expectations
- The involvement of parents/guardians in dealing with student's behavioural problems
- An 'ownership' of behavioural problems by the student
- The identification of clear and logical consequences for poor behaviour

### **Student Management Guidelines (Secondary) and Registration**

The KAS Student Management System values the support of the school administration, teachers, students, parents/guardians and the School Council. As such at the point of registration each year both students and their parents/guardians will be asked to sign a student management document acknowledging receipt of a copy of the KAS Student Management Guidelines (Secondary) and their acceptance of its processes. Failure by either students or parents to sign the student management document will result in the student being considered ineligible for registration.

### **Student Management Guidelines (Secondary) Processes**

#### **Recognition of Positive Behaviour**

The KAS Student Management Guidelines (Secondary) values the contribution of student behaviour within the school environment that enhances the school community spirit. As such students who complete a full term without losing Merit points will be acknowledged for the contribution they have made to KAS through a Rewards Day. Such acknowledgement will be made in a form and at a time at the discretion of the KAS Deputy Principal (Secondary).

For students to be considered eligible for a Rewards Day program they would have lost no merit points, have exhibited exemplary behaviour, effort and attitude towards all school events and have worn their school uniform appropriately at all times.

## Recognition of Positive Examples of Behaviour

KAS places a high value upon positive relationships between all members of our school community. As such, this policy includes measures to address ongoing issues of behaviour management together with measures that recognize and reward a range of behaviours that are highly valued within a school community.

KAS recognizes that from time to time young people may behave in a manner that is out of character and results in them incurring Demerit points under this policy. KAS also recognizes that the Biblical teachings of redemption and forgiveness, as taught by Christ, provide numerous examples of individuals who had the opportunity to make things right when they may have fallen short of community expectations or standards.

For this reason, the KAS Student Management Guidelines (Secondary) also provides all students with the positive expectation of students keeping Merit points. All students begin each term with a total of 48 points.

Some examples of activities/behaviours that may maintain Merit Points are listed below;

- Making good choices
- Responsibility
- Resilience
- Self Control
- Conflict Resolution
- Compassion
- Empathy
- Affirmation
- Leadership
- Mentoring
- Teamwork
- Communication
- Friendship / Inclusion / Peer Support
- Hospitality
- Voluntary service activities
- Peer tutoring / Mentoring
- Jobs
- Monitors
- Extra school work activities
- Outside school registered activities. (A written statement must be provided by the supervisor of the student)

Positive behaviours are encouraged through a range of strategies including Letters of Commendation, Letters Home and a menu of choices at the end of term in relation to the level of points they have retained. Separate to this Stage 4 students can earn commendations towards a Dean Award, followed by a Principals Award. Please refer to the end of the policy for a flow chart that outlines Student Management for students.

## Management of Negative Behaviour

It is important to note that general classroom/school discipline is the teacher's responsibility. However, the Demerit system, as outlined below, is designed to support the teacher beyond normal classroom management.

### Demerit System

Students may lose Merit points when they receive a Student Management Guidelines (Secondary) Behaviour 'Demerit' in a system that differentiates between major and minor demerits. Minors are worth four points and majors are worth twelve points. A student serves a detention session for each twelve points accrued, i.e. either one major Demerit or three minor Demerits. Demerits may be accrued, but are not limited to the following types of behaviour:

**Minor Demerits** may include, but is not limited to the following:

- late to class/appointments
- eating in class/chewing gum
- littering/eating in carpeted areas
- lack of books/equipment
- untidy/incorrect uniform
- other minor Demerit

**Major Demerits** may include, but is not limited to the following:

- absent from class
- inappropriate language/behaviour
- damage to property
- disrespect for teachers
- failure to report to a detention
- inappropriate use of IT facilities
- use/possession of articles banned in the KAS student handbook
- other major Demerit

3. Upon serving a **second detention** in a given term, a letter will be sent home to the parents/guardians notifying them of the nature of the Demerits.
4. Upon serving a **third detention** session in a given term, parents/guardians will be notified of the details by letter and will be contacted to arrange a time to meet with the Stage Dean. The student will also go on report with their Stage Dean for a minimum of a week requiring a teacher's signature each period during the day. The report card will be specifically designed to set positive goals to work towards and monitor the nature of the Demerits
5. Upon serving a **fourth detention** session in a given term, parents/guardians will be notified of the details by letter and will be contacted to arrange a meeting with the Deputy Principal. It is likely to be referred to the Discipline Committee who will decide on appropriate actions and any conditions to be included in a contract. Students are at

risk of suspension. In most cases the student will be on report with the KAS Deputy Principal for a minimum of two weeks.

6. Upon serving a **fifth detention** session in a term, it will be directly referred to the Discipline Committee. The student will be at risk of de-registration requiring a \$50 cash re-registration fee to return to classes and the signing of a contract with the school. If this Contract is then broken, the case will be referred directly to the KAS Student Management Committee for their consideration.

Please refer to the end of the policy for a student flowchart explaining Student Management processes for students.

### **Exceptional Circumstances**

The KAS Executive, consisting of the Principal and the Deputy Principals, reserves the right, notwithstanding the processes outlined above, to when it is deemed necessary by the KAS Executive, refer any matter directly to the KAS Student Management Committee for consideration or action.

### **KAS Student Management Committee**

In the event that a student breaks the contract they have made with the school as per above they will be required to appear directly before the KAS Student Management Committee. In such cases the KAS Student Management Committee will consist of:

- The Deputy Principals
- The student's Stage Dean/class teacher
- The KAS Chaplain
- The KAS Counsellor
- The KAS School Captains (At the discretion of the KAS Principal)

### **Appeal of a Decision Made by the Student Management Committee**

A decision made by the Student Management Committee is considered as final. However, in the event that a student/family directly connected to a given decision made the Student Management Committee wishes to have a given decision reviewed and/or reconsidered, the following process will apply:

- Any request for a review must be made in writing to the KAS Principal.
- Any review will be conducted by the School Executive.
- A party requesting a review will be notified in writing by the Principal of the any decision made by the School Executive in regards to the requested review.
- Any review conducted by the School Executive will be considered as final.

### **Anti-Social Behaviour (Bullying of other students or staff)**

The KAS Student Management Guidelines (Secondary) acknowledges that KAS is essentially a microcosm of society. Hence, while members of the student body will always be encouraged and supported to achieve the highest standards of social behaviour, there will from time to time, despite the best efforts of both students and staff, be those students whose behaviour falls within the category of bullying.

It is important to note that bullying is not an anti-social behaviour that occurs solely in schools. It is in fact a social phenomenon that is present across all sections and levels of society regardless of income, ethnicity, religious or other apparently contributing factors. Psychologists describe the concept of bullying as a societal norm and have identified bullying within the Australian adult population as being akin to a 'silent epidemic' which contributes significantly to diminished levels of individual happiness, both in domestic and workplace settings.

Hence the presence of bullying, if or when it does occur, does not immediately indicate a failure on the part of KAS to address such anti-social behaviour. KAS students will in large part reflect behaviours that they see displayed within the context of the broader Australian society of which we are all a part. KAS does however seek to create a school environment where all students feel safe, valued and able to learn and grow as individuals without unwelcome interference from other students. Within the context of the broader societal environment as described above, the KAS Student Management Guidelines (Secondary) will focus on the concept of harm reduction in relation to bullying. Harm reduction will be achieved via a multi-faceted approach that is described later in this section.

### **Bullying Defined**

Psychologists define bullying generally as being anti-social behaviour that is voluntary, intentional and harmful. More broadly, bullying is broken into two specific areas, those being;

- **Physical aggression:** Includes direct bodily harm, such as hitting, or harm directed at another's possessions.
- **Relational aggression:** Includes psychological harm resulting from verbal harassment such as the spreading of rumours, name calling, the breaking of confidences, ostracism and negative looks or gestures.

### **Anti-Social Behaviour (Bullying) Processes**

The harm reduction strategy employed at KAS to address instances of bullying will follow the outline listed below:

Each academic year all primary students at KAS will take part in an education program aimed at not only identifying various types of anti-social behaviour and understanding how such behaviours occur, but also aimed at equipping student with the necessary skills to overcome the negative effects of bullying, regardless of when or where such behaviour occurs.

**First bullying incident:** Upon becoming aware of an incident involving bullying, primary staff, after satisfying themselves that such an incident has occurred, must direct both the bullied student and the student who is accused of being a bully, to the Deputy Principal-Primary for counselling. Any such counselling may occur in the presence of the particular student's teacher who first reported the incident or a KAS Chaplain or Counsellor. The purpose of such counselling is to allow students to identify the negative effects of any anti-social behaviour that has occurred and assist students in developing understanding and skills to address issues that may arise in the future. As bullying behaviour involves both anti-social behaviour and victimisation, the parents/guardians of affected students will be notified by letter that a counselling procedure has occurred.

Once a student has been involved in the initial counselling process as described above, where they have been identified as a bullying student, any future instances of bullying which occur within the same academic year will result in the student moving through the following process:

**Second bullying incident:**

Detention and counselling as described above together with a phone call followed by a letter of notification to parents/guardians of both affected students)

**Third bullying incident:** At this point a student will be referred directly to the KAS Student Management Committee. (Parents/Guardians of both affected students will be notified by letter). The KAS Student Management Committee may take the following actions in relation to the particular student that may include, but is not limited to;

- Suspension from KAS
- Return to KAS conditional upon the signing of a behaviour related contract
- Professional counselling (funded by the student)
- Expulsion from KAS

**Exceptional Circumstances**

The KAS Executive, consisting of the Principal and the Deputy Principals, reserves the right, notwithstanding the processes outlined above, to when it is deemed necessary by the KAS Executive, refer any matter directly to the KAS Student Management Committee for consideration or action.


**Prevention and Early Detection of Bullying Behaviour**

Anti-social behaviour has the potential to rob students of self-confidence and happiness in what psychologists have identified as one of life's most difficult transition periods. That is, the transition from child to adult. To this end the KAS Student Management Guidelines (Secondary) encourages all members of the school community, including but not limited to staff, students and parents/guardians, to be aware of the insidious nature of bullying. All members of the school community are encouraged to discuss openly and honestly when incidents of bullying first occur. And also to recognise the value of the Student Management Guidelines (Secondary) in supporting all students to both identify bullying and develop strategies to deal with incidents of bullying if and when they occur within the KAS community.



**Evaluation**

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

 Adopted by the SC    /    / Signed _____ (SC Chairperson) Date for review    /    /
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### KAS Secondary Student Code of Conduct

Central to a student’s development is the acceptance of responsibility for their own conduct. As such, all students at KAS are encouraged through the school’s Student Management Guidelines (Secondary) to develop a high level of personal responsibility. Such responsibility is demonstrated through the signing of the KAS Code of Conduct each school year. The Code of Conduct as set out below is supported by the KAS Student Management Guidelines (Secondary) both in its intent and expectations of student’s behaviour.

KAS Code of Conduct:

1. I will support and be respectful of the spiritual activities of the school
2. I will endeavour at all times to conduct myself in a manner which will demonstrate respect for my classmates regardless of their cultural, ethnic or social heritage
3. I will also endeavour at all times to conduct myself in a manner which will demonstrate respect for my family and my school
4. I will avoid the use of inappropriate language – including obscene language and language designed to vilify others
5. I will ensure that all use of electronic media, whether it be mobile phones, school or personal computers or other devices, are used in accordance with school policy and culture.
6. I will avoid all forms of physical violence and will respond in an appropriate way, such as informing a teacher, if I witness violations of this section of the Secondary Code of Conduct
7. I accept that I have a responsibility to ensure that my conduct during lessons does not interfere with a student’s right to learn or a teacher’s right to teach. In effect, I have an obligation to conduct myself in such a way that I make a positive contribution to the learning of others
8. I will wear the school uniform as prescribed by the school administration. My personal grooming will conform to the expectations of the school administration with regard to such factors as jewellery, make-up and hairstyles. In this way I can demonstrate my support of the Uniform Standards at KAS
9. I will not use cigarettes or alcohol. I will not use illicit drugs in any form and accept that the distribution of drugs by me would result in me having to appear before the KAS Student Management Committee. I am able to demonstrate my care for others by reporting any drug usage incidents to teachers and or principal
10. I will perform homework tasks conscientiously and will commit to meeting any long- term assignment due dates as prescribed. In this way I can demonstrate my support of the Academic Standards at KAS
11. I will respectfully follow directions given to me by my teachers. However, if I am unhappy with a direction I have been given, I may choose to make an appointment to politely discuss my concerns after class with my teacher
12. I recognize that peer pressure may result in bullying which can occur either physically or relationally, (gossip, innuendo and exclusion). I accept that the emotional harm caused by this bullying can be intense and highly damaging, both to the individuals concerned and the KAS community and I will endeavour to respond in an appropriate way to stop bullying from occurring. Such a response may include informing a teacher/counsellor/chaplain when a bullying incident has occurred. In this way I can demonstrate support for all members of the KAS community

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

Student Signature: \_\_\_\_\_

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

## KAS Secondary **Student** Management Process

All students begin each term with 48 points

### What happens if you make good choices?

You will be developing positive habits that will help you to be successful in life.

Each term you will be allocated 48 points. Students who keep their 48 points will be acknowledged in the first chapel of each term with a certificate and their name published in the school newsletter.

Each term students the accrued points will mean reaching one of the following levels:

Gold level- 48 points

Silver level- 43

Bronze level- 35

At the end of each term there will be a choice of activities for students in the different levels to choose from.

If you are in Stage 4, students will be issued merits by their teachers. Students who receive five commendations slips= 1 merit, 3 merits= 1 Deans award, 3 Deans Award= Principals awards (Letter Home)

Students in other Stages are able to earn merits back by being issued commendations as above. Homeroom teacher will log the merits. Students can earn back points for up to one category above.

Letters of Commendations will be given out or sent home by teachers when making positive choices.

At the end of each year, staff will recommend to Stage Deans students who have achieved Gold level consistently and who have exhibited a positive attitude, positive action and exceeded expectations for a Diamond level award that will be presented at Presentation Night.

### What happens if you don't make a good choice?

You will receive a consequence to help you understand that each action has a re-action and set goals to target behaviours that require improvement.

If you are disturbing the learning of others or not following instructions, you will be asked to change your behavior, then move seats and failing to change your behavior, will be sent to BUDDY CLASS where you will complete a 'Working it Out' sheet. You may receive a minor or major demerit depending on what led you being sent to BUDDY.

Letter of Concern or Contact with Parents/Caregivers- If you continue to be unsettled, unfocused or generally not on task during your learning times, a letter of concern may be sent home or a phonecall may be made home.

Any unfinished work from class, or learning that is overdue will need to be caught up during lunchtime in the computer room. If you don't turn up to this session, you will be allocated a Major Infringement.

Any MINOR or MAJOR Demerits you are issued will reduce points from your total of 48.

If it is a MINOR Demerit, the teacher will tell you that they are issuing you a MINOR Demerit. This means you will lose 4 points.

If it is a MAJOR Demerit the teacher will tell you that they are issuing a MAJOR Demerit which means you will lose 12 points .

Every 12 points will result in a detention with your Stage DEAN  
If you lose 24 points, a second detention will be served with your Stage Dean and a phonecall home and letter will be sent home outlining your choices.

If you lose 36 points, a third detention will be served and your parents/caregivers will meet with your Stage Dean and you will go on behavior report and be monitored by your Stage Dean.

If you lose 48 points, you will be on a behaviour report card which will be monitored by the Deputy Principal and your behavior may be referred to the Discipline Committee

Any further incidents will be referred back to the Discipline Committee where de-registration may occur.

Individual incidents may be referred to the Discipline Committee at any point.