



ST DOMINIC'S COLLEGE



## Student Management Policy



## ST DOMINIC'S COLLEGE STUDENT MANAGEMENT POLICY (Updated March 2025)

### 1. Background

St Dominic's College is committed to providing a safe, supportive, and inclusive learning environment that nurtures the dignity and worth of every student. This policy aligns with the NSW Education Standards Authority (NESA) requirements, including adherence to procedural fairness and the prohibition of corporal punishment. The College promotes a culture of positive behaviour management that encourages student accountability, fosters respect, and supports learning.

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### 2. Purpose

The purpose of this policy is to provide clear guidelines for:

- Promoting positive behaviour within the school community.
  - Managing student behaviour in a manner that respects the dignity of all individuals.
  - Supporting staff in implementing consistent and effective behaviour management strategies.
  - Ensuring compliance with procedural fairness and child safety standards.
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### 3. Scope

This policy applies to:

- All students enrolled at St Dominic's College.
  - Behaviour on school grounds, during travel to and from school, and during school-endorsed activities (onsite and offsite).
  - Behaviour in digital spaces where there is a connection to the College or its members.
  - All staff, contractors, and volunteers involved in managing student behaviour.
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### 4. Guiding Principles

1. **Respect for Dignity:** All individuals are treated with respect, dignity, and fairness.
  2. **Restorative Practices:** Focus on repairing harm, addressing the causes of behaviour, and restoring relationships.
  3. **Accountability:** Students are encouraged to understand and take responsibility for their actions.
  4. **Safe Environment:** The College ensures the safety and welfare of all students and staff.
  5. **Consistency:** Disciplinary processes are consistently applied across all students and contexts.
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### 5. Definitions

- **Suspension:** Temporary removal of a student from all regular classes.
  - **Conditional Enrolment:** Specific conditions set for continued enrolment.
  - **Exclusion:** Prevention of enrolment at another associated school.
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### 6. Roles and Responsibilities

#### 6.1 Principal

- Oversees the implementation of the whole-school approach to behaviour management.
- Approves major disciplinary actions, such as suspensions, conditional enrolments and exclusions.
- Ensures the policy aligns with child protection and legal standards.

#### 6.2 Deputy Principal

- Supports staff in managing high-level behavioural concerns.
- Oversees the development and implementation of individualised positive behaviour plans.
- Leads professional development on behaviour management strategies.

#### 6.3 Directors of Pastoral Care and Curriculum

- Coordinates the behaviour management processes within the College.
- Engages with parents regarding significant behavioural concerns.
- Monitors the implementation of restorative practices.

#### 6.4 Pastoral Coordinators (Year Coordinators) and KLA Coordinators

- Address moderate-level behavioural issues within their areas of responsibility.
- Liaise with parents and students regarding behaviour and academic concerns.
- Recommend targeted interventions, including counselling and monitoring plans.

#### 6.5 Teachers

- Maintain a positive and supportive classroom environment.
- Address low-level behaviours promptly and fairly.
- Refer persistent or significant issues to Middle Leaders.

#### 6.6 Support Staff

- Model respectful interactions with students.
- Reinforce College expectations in their interactions with students.



### 7. College Policy

This section establishes the framework through which St Dominic's College manages student behaviour, ensuring individuals are treated fairly and with dignity. Rather than prescribing specific programs or approaches, it provides a foundation for evaluating the suitability of these methods.

#### 7.1 Approach to Managing Student Behaviour

St Dominic's College recognises that positive student behaviour is foundational to successful learning and overall wellbeing. Maintaining effective teaching and learning relies on fostering positive human relationships and a supportive learning environment. Behaviour management at the College encourages students to understand that their rights and freedoms are balanced by responsibilities to others.

#### 7.2 Promoting Positive Behaviour

The College employs various strategies to promote a culture of positive behaviour, including:

- Setting clear behaviour expectations.
- Communicating these expectations to students and the wider College community.
- Acknowledging and celebrating positive behaviours through verbal recognition, awards, and the merit award system.
- Maintaining records of student behaviour to track patterns and progress.

#### 7.3 Addressing Disruptive Behaviour

On occasion, student behaviour may disrupt the learning environment or threaten the safety and wellbeing of others. In these cases, the College's approach involves:

- Identifying and addressing the causes and triggers of the behaviour.
- Applying consequences proportionate to the nature of the behaviour.
- Engaging students in restorative practices to repair relationships and mitigate harm.

#### 7.4 Prohibition of Corporal Punishment

In alignment with legal and ethical standards, the College:

- Prohibits all forms of corporal punishment.
- Does not condone or endorse corporal punishment by parents or non-school persons to manage behaviour.

#### 7.5 Procedural Fairness

The College ensures procedural fairness by:

- Informing students of allegations and allowing them to present their side of the story.
- Ensuring decisions are made impartially by unbiased individuals.
- Providing students and parents with opportunities for review and appeal.



### **7.6 Consequences of Not Meeting Behavioural Expectations**

Consequences for breaches of the College's behaviour expectations may include:

- Verbal or written warnings.
- Recess/Lunchtime or after-school detentions.
- Withdrawal from College activities or privileges.
- Suspension or Conditional Enrolment.
- Termination of enrolment for serious or repeated breaches.

### **7.7 Individual Positive Behaviour Plans**

For students exhibiting ongoing or significant behavioural challenges, Individual Positive Behaviour Plans may be developed in consultation with students, parents, and staff. These plans:

- Clearly define the desired behaviours.
- Outline adjustments to the learning environment.
- Include specific goals and timelines.
- Refer students to appropriate support services where needed.



## 8. Behaviour Management Sequence

### LOW LEVEL BEHAVIOUR

Managed by CLASSROOM TEACHER

- Non completion of homework, classwork/assessment
- Lack of application in class
- Not bringing equipment, laptop or failure to charge/maintain laptop
- Lack of respect for the learning environment (e.g. littering, eating/chewing gum)
- Disruption to the learning of other students
- Inappropriate language directed towards another student
- Lateness to class
- Breach of Mobile phone or ICT policy
- Minor breach of uniform/grooming Policy

### Possible CONSEQUENCES

- Conversation with student
- Recorded on Compass (Parent automatically notified)
- Recess or Lunchtime detention (repeated issues)
- Referral to the relevant Middle Leader if there is minimal to no change or student fails to attend class teacher detention



## MODERATE LEVEL BEHAVIOUR

### Managed by KLA COORDINATOR

- THREE “Classroom matters” chronicle entries for a single subject in a five-week period.
- Cheating or plagiarising
- Failure to complete assessment tasks
- Failure to follow instructions or directions
- Passive disrespect shown towards a teacher or a peer in the classroom setting

### Managed by PASTORAL (YEAR) COORDINATOR

- Bullying
- Offensive language/ insolence/ anti-social behaviour
- Passive disrespect shown towards a staff member outside the classroom setting
- Habitual absenteeism
- Truancy from school-based activities
- Ongoing minor uniform or grooming issues
- Major uniform/grooming issues
- Damage to College property
- Repeated lateness to school or class
- Repeated evidence of “Low Level Behaviours” in 2 or more subjects
- Repeated breaches of mobile phone policy
- Inappropriate use of ICT
- Transport matters (low level)

### Possible CONSEQUENCES (EXAMPLES OF)

- Student spoken to by KLAC
- Incident recorded on Compass
- “College Detention – KLA” may be issued.
- KLA Monitoring card may be issued.
- Parent contacted by KLAC via email and phone call
- Referral to Director of Curriculum if there is minimal to no change
- An Academic Concern (AC) Warning may be issued for students in Year 7 – 9
- An N Warning may be issued for students in Years 10 -12
- Student spoken to by PC
- Incident recorded on Compass
- “College Detention – Pastoral” may be issued
- Parent contacted via email or phone call
- *PC monitoring (Level 6) card* may be issued
- Withdrawal from class or loss of privileges i.e. playground, representative sports and co-curricular activities
- Uniform/grooming infringements that cannot be immediately rectified may result in the withdrawal of students from class and/or playground until rectified.
- Possible implementation of an Attendance Improvement Plan
- Possible referral to College counsellor
- Referral to the Director of Pastoral Care if there is minimal to no change



## HIGH LEVEL BEHAVIOUR

### Managed by DIRECTORS AND DEPUTY PRINCIPAL

- Repeated disengagement or non-attendance of College events and initiatives
- More than 3 College detentions in a Term
- Truancy from school
- Breaking the Acceptable Use of Technology Agreement including the Inappropriate use of technology, Cyberbullying, inappropriate sharing of material, or posting of material that reflects poorly on the College
- Blatant disrespect or deliberate defiance of a staff member
- Any comments or actions of a discriminatory nature
- Possession of inappropriate digital material of a critical nature
- Major incident e.g. bullying, physical assault, intimidation or threatening behaviour
- Transport related matters (significant and ongoing)
- Graffiti/Vandalism
- Smoking/vaping
- Theft of property
- Any actions that endanger the health and safety of others

### Managed by PRINCIPAL

- Prohibited weapons
- Possession/sale or use of illegal drugs or prohibited substances e.g. drugs, alcohol etc.
- Unlawful use of internet
- Engaging in sexualised behaviour
- Serious infringements that impact on the rights of others
- Any breach of sufficient gravity as determined by the College
- Failure to respond or comply with steps taken by the College

### Possible CONSEQUENCES (EXAMPLES OF)

- Review of student's history and chronology of interventions and supports
- Recorded on Compass.
- Possible internal or external suspension.
- Student and parents interviewed.
- Possible Conditional Enrolment
- Referral to College Counsellor
- Outside agency referral and/or Police notified
- Possible implementation of an Individual Positive Behaviour Plan
- Referral to Principal if there is minimal to no change
- Review of student's history and chronology of interventions and supports
- Recorded on Compass
- Student and parents interviewed
- EREA informed
- Possible Police involvement
- Possible suspension
- Possible exclusion from the College



### 9. Procedural Fairness

The College is committed to procedural fairness in all disciplinary matters. This includes:

- Informing students of allegations and evidence against them.
  - Providing students an opportunity to respond.
  - Ensuring decisions are made impartially.
  - Allowing appeals without delaying necessary consequences.
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### 10. Positive Behaviour Reinforcement

St Dominic's College promotes positive behaviour through:

- Verbal acknowledgment and a merit award system.
  - Celebrations of achievements during assemblies.
  - Leadership opportunities for exemplary students.
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### 11. Record Keeping and Review

All incidents and interventions are documented in Compass to:

- Track behavioural patterns.
  - Ensure consistency in application of consequences.
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### 12. Policy Review

This policy will be reviewed annually to ensure compliance with NESAs standards and to address the evolving needs of the school community.

