



STUDENT MANAGEMENT POLICY

Status	CURRENT
Classification	Operational /Students
Date of Policy	2005
Last Review	2026
Next Review	2028
Responsibility	Deputy Principal - Students

CONTEXT

St Augustine's College – Sydney is a Year 5 to Year 12 Catholic Congregational comprehensive school for boys teaching the Augustinian values of Truth, Love and Community.

The College seeks to promote the formation of the whole person; an individual who is well rounded and lives by the Gospel mission of justice, forgiveness, compassion and generosity.

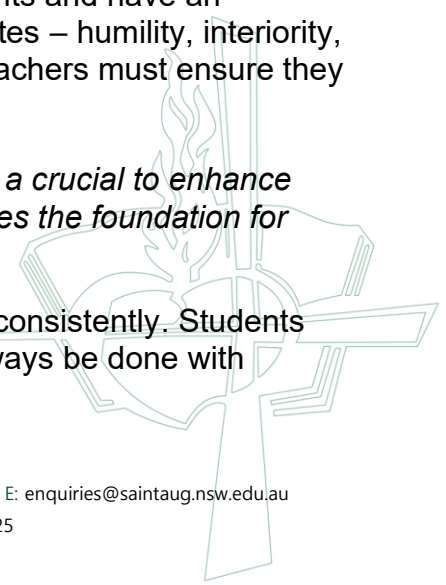
Key to an Augustinian education is friendship, a commitment to learning and the opportunity to achieve academic and personal excellence within a faith community.

Establishing relationships, expectations and effective teaching

Acknowledgement of the innate goodness of each student and of his brotherhood with Christ is central to the College's Student Management Policy. The Gospel values of love, justice and forgiveness underpin our mission as a Catholic school in the Augustinian tradition. The constitution of the Augustinian Order clearly states that the specific purpose of schools is the promotion of the human person and teaching should always be regarded as an essentially pastoral activity. An educator in an Augustinian context has a responsibility to develop meaningful relationships with their students and have an appreciation of the five lenses we strive to develop for our graduates – humility, interiority, community, restless search for truth, and ongoing conversion. Teachers must ensure they know their students and demonstrate a genuine interest in them.

Establishing and maintaining a positive classroom environment is a crucial to enhance the wellbeing and academic outcomes of our students and provides the foundation for the effective management of students.

Teachers must be clear about their expectations and apply them consistently. Students need to be made accountable for their actions and this should always be done with respect, even when the student may not demonstrate respect.



Focus should be on the behaviour, and not the student; *'hate the sin, love the sinner'*
'Love the sinner, but hate the sin'.

Teachers are encouraged to recognise and respond to positive behaviour more often than addressing disruptive behaviour. A ratio of 4:1 positive to negative feedback within a classroom environment is preferable.

The principles of restorative practice align with an Augustinian education. Staff must ensure that any conflict between students, or between staff and students, is addressed and resolved using a restorative approach. Consequences may still be required following an incident, but the restoration of the damaged relationship is imperative to maintain a positive school climate. A restorative meeting may be facilitated by the teacher, or in some cases, by another member of staff such as the Head of Primary, a Head of Year/House, Dean of Students, or Faculty Coordinator.

Restorative practice focuses on repairing the harm done to people and relationships rather than on punishing offenders. This process thus focuses on healing and the related empowerment of those affected by an incident and therefore enhances relationships and builds community.

A key feature of student management is to ensure high standards of academic application, behaviour, interpersonal relationships, uniform and College facilities. Although all teachers come to the classroom with varying experiences and philosophies about student management, at St Augustine's College we believe:

- that critical to the maintenance of high standards **are well-planned, engaging, challenging student-centred** lessons.
- in **encouraging** students to "do the right thing" because they want to.
- in **recognising, affirming** and **encouraging** positive behaviour.
- that there needs to be **consequences for inappropriate behaviour** which provide the student with an **incentive to change**.
- that **all teachers** share the responsibility for maintaining high standards.
- that staff and students should be treated **fairly, justly and with respect**.
- in **modelling the behaviour** we want students to adopt.
- that all students must be offered **procedural fairness** in all aspects of behaviour management strategies

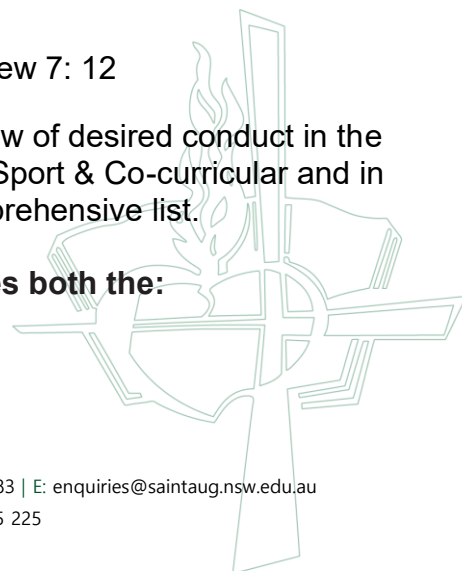
STUDENT EXPECTATIONS AND RESPONSIBILITIES

"Always treat others as you would like them to treat you." Matthew 7: 12

The College Expectation Grid provides students with an overview of desired conduct in the College domains: Classroom, Playground, Electronic Devices, Sport & Co-curricular and in Public. The intention of the grid is to provide a guide not a comprehensive list.





Student Management at St Augustine's College incorporates both the:

1. Reinforcement of positive student behaviour and
2. Response to disruptive or challenging student behaviour

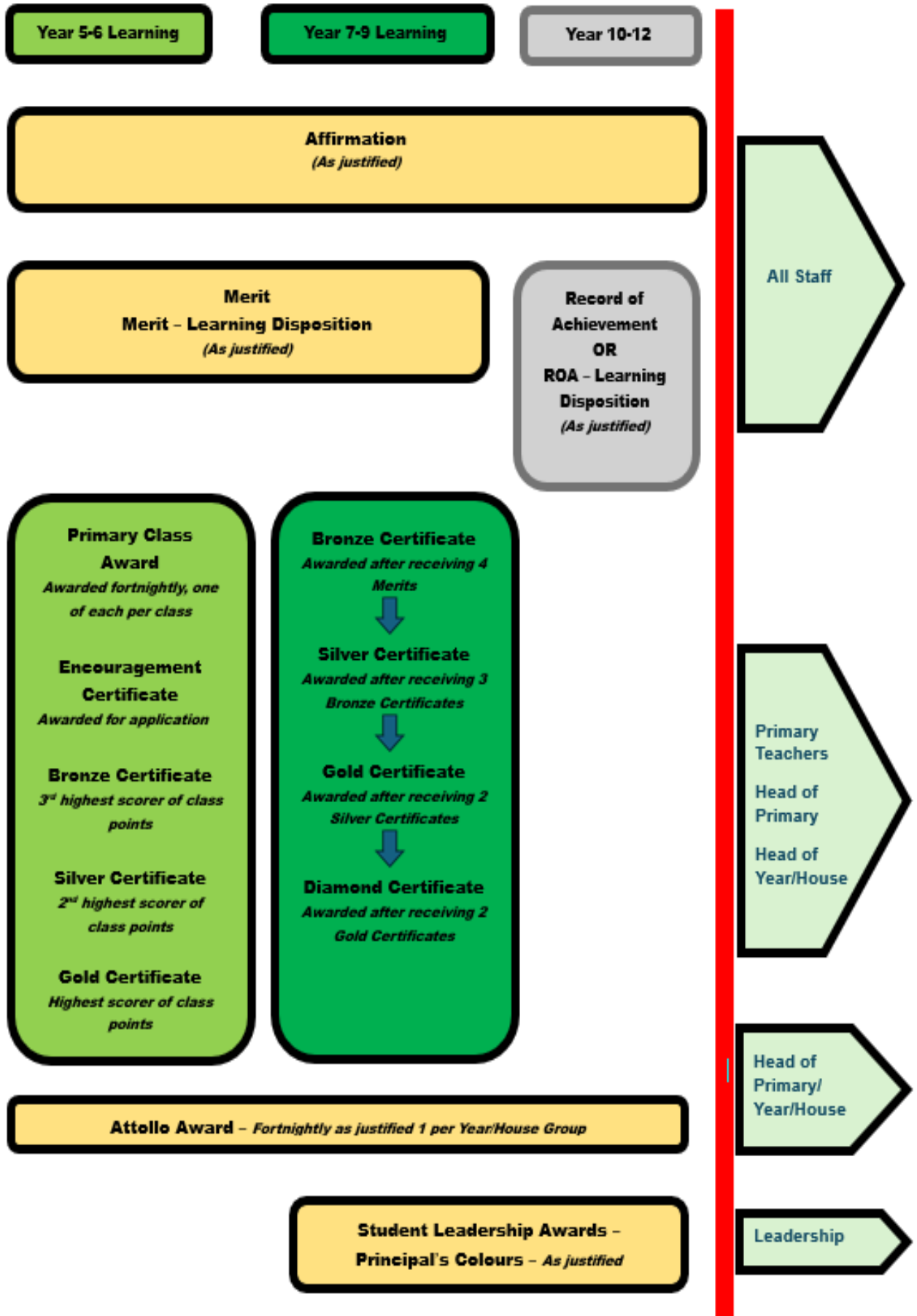


Expectations of a St Augustine's College Student

S A I N T S

STRIVE		ACCOUNTABILITY		INTEGRITY		NEW GROWTH		TEAMWORK		SERVICE			
 <p>CLASSROOM</p>	<ul style="list-style-type: none"> Meet the expectations of the classroom. Come to class fully equipped and ready to learn. Complete all learning tasks to the best of my ability. Strive to improve. 	<ul style="list-style-type: none"> Accept responsibility for my learning behaviours. Check SECTA and complete work I have missed. Own up to my actions and accept consequences. Read my DMs each day and action instructions or requirements. Ensure our shared learning space is kept clean and tidy. 	<ul style="list-style-type: none"> Respect others' right to teach and learn. Follow directions on the first request. Be polite and courteous. Care for the classroom and resources. 	<ul style="list-style-type: none"> Be proactive and take ownership of my learning, reflecting on my strengths, practices, and feedback. Celebrate accomplishments of myself and others. 	<ul style="list-style-type: none"> Collaborate to actively maintain a positive learning environment. Use my character strengths to engage with students outside my friendship group. 	<ul style="list-style-type: none"> Assist others through peer-teaching and learning. 	 <p>PLAYGROUND</p>	<ul style="list-style-type: none"> Keep the playground clean. Put my rubbish in the bin and encourage others to do so. Be patient with others in the playground, particularly younger students. 	<ul style="list-style-type: none"> Behave in a safe manner. Report to a teacher when someone is hurt, or a situation is concerning. Own up to my actions and accept consequences. 	<ul style="list-style-type: none"> Not to run in the corridors. Be mindful of the personal space of others. Listen and show respect for all staff and follow their direction regardless of their position. Use appropriate language. 	<ul style="list-style-type: none"> Speak up when I see things that are wrong (upstander not a bystander). Engage positively with my peers and staff. 	<ul style="list-style-type: none"> Be inclusive and look for students who need friends. Play by the rules. Cooperate with staff on duty. 	<ul style="list-style-type: none"> Use the recycle bins (return and earn) where appropriate. Pick up rubbish, even if it is not mine. Be inclusive of younger students.
 <p>ELECTRONIC DEVICES</p>	<ul style="list-style-type: none"> Manage my screen time and avoid distractions while learning. Always adhere to the College mobile phone policy. Use thoughtful research skills, not just Google. 	<ul style="list-style-type: none"> Take responsibility for things I send, post, respond to, like and share. Be responsible for my electronic devices and have a charged laptop for all classes. 	<ul style="list-style-type: none"> Speak online respectfully, as I do in person. Respect people's privacy and share with consent. Not to use or touch other people's electronic devices. 	<ul style="list-style-type: none"> Be a responsible digital citizen. Speak up when I see inappropriate usage. Only use my device when appropriate/instructed. 	<ul style="list-style-type: none"> Cyber bullying will not be tolerated. I will speak up if this happens. Look to encourage positive usage in groups and forums. 	<ul style="list-style-type: none"> Share my technical skills and help others. 							
 <p>SPORT AND CO-CURRICULAR</p>	<ul style="list-style-type: none"> Focus on my effort and application, not the result. Give my all at sport and co-curricular events such as training sessions, games, musical and drama performances, competitions, exhibitions and showcases. 	<ul style="list-style-type: none"> Follow through on the commitment I have made to my team. Be organised and punctual. Attend all training sessions, games, rehearsals, and workshops. 	<ul style="list-style-type: none"> Respectfully interact with coaches, referees, teammates, managers, opponents, and others. Respect all ability levels. Recognise that I must show respectful participation in my sport and co-curricular activities. 	<ul style="list-style-type: none"> Win with humility and lose with grace. Set myself realistic goals. Develop and improve. 	<ul style="list-style-type: none"> Support team members, coaches, managers, parents, and others when they make mistakes. Offer encouragement to others. Prioritise representing my College. 	<ul style="list-style-type: none"> Support St Augustine's College teams, troupes, ensembles when I see them play, perform, compete. Help coaches, parents and staff at training games and sessions. 							
 <p>IN PUBLIC</p>	<ul style="list-style-type: none"> Wear my uniform correctly with pride. Be mindful of spacing when in large groups. 	<ul style="list-style-type: none"> Be respectful and use appropriate language. Always tap on and tap off when using public transport. Speak up when I see something that is not right. Remember that buses and shopping centres are public areas. Acknowledge that what I do in public reflects on the College, my family and myself. 	<ul style="list-style-type: none"> Model a respectful way of behaving in public. Encourage my peers to act respectfully to others. Give up my seat to adults and anyone who needs it more than me. 	<ul style="list-style-type: none"> Ensure my actions uphold the good reputation of St Augustine's College. 	<ul style="list-style-type: none"> Always represent the College appropriately. Look out for the younger students to ensure they are safe. Hold other St Augustine's College students accountable. 	<ul style="list-style-type: none"> Offer to assist members of the public in need. Report concerning behaviour to someone who is able to help. Be supportive of College social justice initiatives. 							

Affirmation Outline



1. Reinforcement of Positive Student Behaviour

The merit system aims to recognise and reward students' achievements. Members of staff will award, **Affirmation, Merits/Record of Achievement or Noticeable Improvement** when they feel that a student has made a real effort in any aspect of their work or personal development at St Augustine's College Sydney.

Affirmations

Impressive behaviour over a two-week period, for example:

- Going the extra mile
- Cleaning the classroom without being asked
- Volunteer for prayer at the beginning/end of a lesson on a regular basis
- *Impressive one-off behaviour, for example:*
- Assisting a peer without being asked
- Assisting a teacher without being asked
- Impressive behaviour whilst in public eg: excursion
- Picking up rubbish without being asked to do so

Merit (Years 5 to 9) or Record of Achievement (Years 10 to 12)

Sustained effort over a month, for example, where a student constantly:

- Fulfils the basic expectation of an Augustinian student
- Outstanding result in an Assessment task
- Positive use of character strengths
- Being an upstander by challenging inappropriate behaviour

Noticeable Improvement Citation

To recognise improvement in behaviour and or attitude after a conversation with a staff member where a student has been reminded of the expectations of the College. These citations do not contribute toward the award system.

Primary School Award System

Class awards are awarded based on the accumulation of class points. Certificates will be presented by the Head of Primary during the Primary Assembly each fortnight, and will have their names published in the Tolle Lege:

Primary Class Award

Discretionary award for sustained effort.

Encouragement Certificate

For the accumulation of 20 class points.



Bronze Merit Certificate

For the accumulation of 30 class points.

Silver Merit Certificate

For the accumulation of 40 class points.

Gold Merit Certificate

For the accumulation of 50 class points.

Middle School Award System (Years 7 to 9)

The Head of Year will run fortnightly Seqta reports to keep records of the number of Merits a student has attained. The Head of Year will organise to have a commendation typed on a Certificate which will be presented at a Year Assembly.

Bronze Merit Certificate

Once a student receives four Merits.

Silver Merit Certificate

Once a student has accumulated three Bronze Merit Certificates.

Gold Merit Certificate

Once a student has accumulated two Silver Merit Certificates, the Head of Year will organise to have a commendation typed on a Gold Merit Certificate which will be presented at a College Assembly.

Diamond Merit Certificate

Once a student has accumulated two Gold Merit Certificates, the Head of Year will organise to have a commendation typed on a Diamond Merit Certificate which will be presented at a College Assembly.

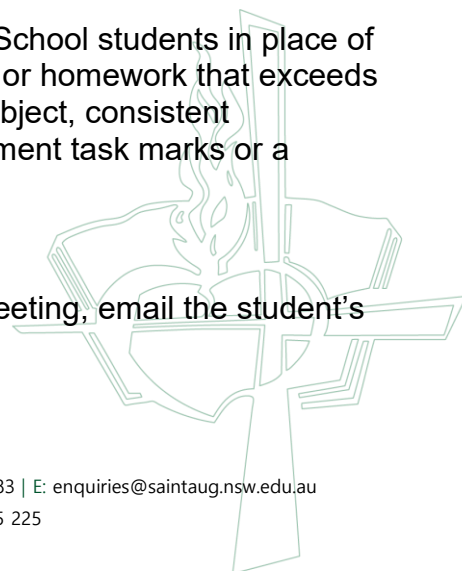
At the end of each school year, we celebrate the academic, religious, community and sporting and co-curricular achievements of the students at the Celebration of Excellence.

Senior School Award System (Years 10 to 12)

Senior School Record of Achievements are awarded to Senior School students in place of the Merit system. It is to commend boys on excellent classwork or homework that exceeds expectations, sustained improvement in effort or attitude in a subject, consistent application and effort over a period of time, outstanding assessment task marks or a significant deed.

Five Records of Achievement

The Head of House will acknowledge the student in a House Meeting, email the student's guardians to inform them of this achievement.



Ten Records of Achievement

The Dean of Students will inform the Head of House and acknowledge the student by writing to the student's guardians to inform them of this achievement. The Head of House will acknowledge the student in a House Meeting.

Twenty Records of Achievement

The Dean of Students will inform the Head of House and Deputy Principal - Students and the DP-S will acknowledge the student by writing to the student's guardians to inform them of this achievement. The DP-S will acknowledge the student in a House Meeting or College Assembly.

Thirty Records of Achievement

The Dean of Students will inform the Head of House, Deputy Principal- Students, Deputy Principal and Principal. The Principal will acknowledge the student by writing to the student's guardians to inform them of this achievement, and present them with a certificate in a College Assembly.

Additional Method of Student Recognition (Years 7 to 12)

Attollo Awards: Issued by the Head of Primary or Head of Year/House to one student fortnightly in their Year/House and published in Tolle Lege – Student Awards.



2. Response to disruptive or challenging student behaviour

Each staff member has a mandate of responsible care for each student. Staff are called to exercise guidance and control, to challenge and invite, to correct and support students while respecting the dignity of each student. Students' behaviour must be addressed if it:

- offends the dignity of another individual
- infringes the rights of another
- endangers the safety of another
- impedes learning
- fails to respect property
- undermines the values of the College

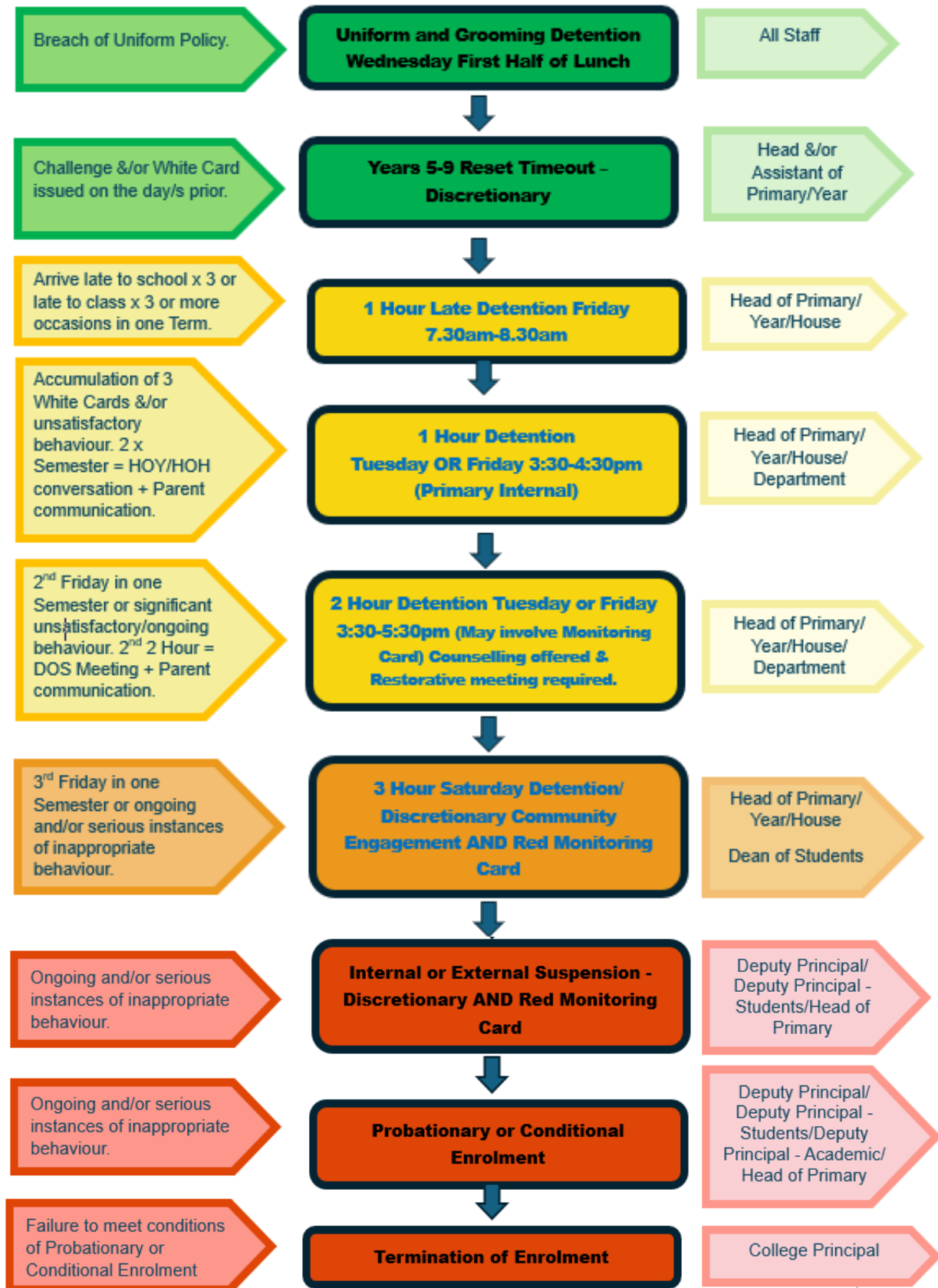
Thorough investigation must always precede any implementation of sanctions. Parents must always be informed throughout the process unless the circumstances require urgent intervention. Counselling of a student who instigates or is impacted by negative behaviour will be offered where necessary.

RESET

RESET is a classroom behaviour management process which allows for students who do not meet the expectations within the College to be offered an opportunity to rectify their behaviour in a timely manner before a formal SEQTA entry is made.

R	E	S	E	T
Level 1: Warning (Link to SAINTS Expectation Grid)	Level 2: Warning	Level 3: Recorded Discipline	Level 4: HOD/HOY/ HOH Intervention Recorded Discipline	Level 5: Dean/Deputy of Students or Dean of Teaching & Learning (Subject Specific) Intervention Recorded Discipline
R: REMIND	E: ESCALATE	S: SUPPORT	E: ENGAGE	T: TAKE IT HIGHER
SEQTA ENTRY				
<i>No Seqta Record</i>	<i>Challenge</i>	<i>White Card</i>	<i>RESET Discussion</i>	
ACTION				
Verbal Warning: Low-level incidents	Re-set Strategy: Breach of Level 1 warnings, repeated low-level incidents	Teacher Sanction: Breach of Level 2 warnings, higher-level incident or disrespectful behaviour	School Intervention: Level 3 sanction is unsuccessful or high-level incident	Deans/Deputy of Students: Intervention: high-level incident, repeated Level 3 /4 incident

Consequences Flow Chart



Consequences are at the discretion of the Students Office or Head of Primary.

The College has a 'hands-off' rule. This means students are not permitted to wrestle, pull, push, tackle or make any other contact that may cause students to lose their balance or lose control of their emotions. Appropriate contact in PE lessons or sport training sessions is accepted. Students that instigate or make unwarranted or inappropriate contact with another student will receive consequences such as a detention or suspension, depending on the severity of the contact, as well as participating in a restorative meeting with the relevant parties. Low-level contact must be addressed by the relevant supervising staff member and referred to the Head of Primary or relevant Head of Year/House if required.

Consequences

Challenge

Challenge may be issued for low level misconduct for behaviours such as:

- Disrespectful toward a staff member
- Shirt untucked after a verbal warning
- Entering a room without permission
- Rowdy classroom entry after being asked to settle
- Eating or drinking in the classroom without permission
- No equipment
- Talking over the teacher
- Talking over other students
- Distracting others from learning
- Non attempt at set work
- Interfering with another student's belongings

A record of Challenges on Seqta allows the Head of Primary or the Head of Year/House to monitor behaviour and support students to address issues before they escalate to the level of a White Card.

White Card

White Cards are issued for repeated low-level misconduct or medium level misconduct for behaviours such as:

- Repeated disrespect toward a staff member
- Repeated organisational issues
- Repeated low level misconduct
- Inappropriate classroom behaviour
- Significant disruption to the learning of others
- Disrespectful &/or offensive behaviour toward peers
- Challenging a teacher
- Chewing gum
- Swearing



- Breaking phone policy
- Making a purchase from the vending machine after the bell
- Disruptive during College Mass/Assembly
- Irresponsible use of technology

When a student has been issued a White Card, his parents / guardians will be notified by email and it will be recorded in the Pastoral Care Notes on Seqta.

The Head of Primary or Head of Year/House will run weekly reports on Seqta to keep a record of how many White Cards a student has been issued and, **as a guideline**, if a student accumulates three (3) White Cards, a Tuesday or Friday Detention may be issued.

Uniform and Grooming Detention (*Refer to College Uniform Policy for further information*)

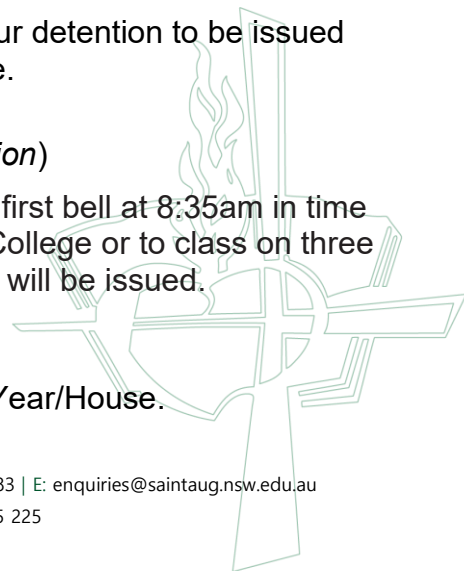
The College uniform is to be neat, clean, complete and to be worn with pride at all times. Students are responsible for maintaining high standards for themselves with regards to their uniform and grooming.

- Where a student has misplaced or forgotten part of their uniform or an injury prevents them from being fully attired in the uniform a Uniform Pass will be issued by the Head of Year/House/Primary when an email of explanation is received before 8:30am.
- Uniform Detentions may be issued to students by any staff member if they do not comply with the College's uniform policy.
- Uniform detentions will be entered into Seqta in the Pastoral care notes section.
- The teacher issuing the Uniform Detention should also tick the 'Email students guardians' box on Seqta so parents are emailed notification of this.
- The Head of Year/House will run weekly reports on Seqta to keep a record of how many Uniform detentions a student has been issued and further follow up and consequences will take place.
- Where a student has been placed on a Uniform Detention, they may lose the privilege of wearing sports uniform on Friday during terms one and four.
- Uniform Detentions are held each Wednesday at Lunchtime (first half only) by the Dean of Students.
- Failure to attend a uniform detention will result in a 1-hour detention to be issued by the Head of Primary or student's Head of Year/House.

Late Detention (*Refer to Attendance Policy for further information*)

It is a College expectation that all students arrive in time for the first bell at 8:35am in time for Period 1 to begin at 8.40am. Where a student is late to the College or to class on three or more occasions in one term a Friday Morning Late Detention will be issued.

- Detention takes place from 7.30-8.30am on Friday.
- Late Detentions are issued to students by their Head of Year/House.



Detentions will be entered into Seqta in the Pastoral care notes section. The staff member issuing the Detention should also tick the 'Email students guardians' box on Seqta so parents receive notification. Failure to attend will result in a 1-hour afternoon detention.

Tuesday / Friday Detention

Afternoon detentions are issued for behaviours such as:

- Defiance
- Truancy
- Leaving the classroom without permission
- Ongoing &/or significant disrespect towards a staff member
- Ongoing disruption after a White Card has been issued
- Breaking the hands-off rule
- Damage to classroom or other's belongings due to reckless behaviour

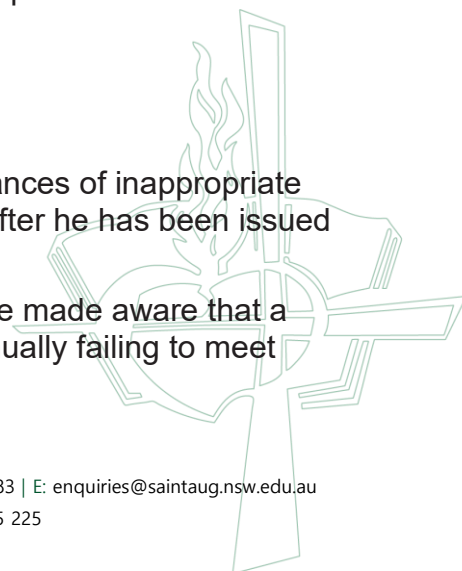
Afternoon detentions process:

- Primary detentions are issued by the Head of Primary and conducted by Primary school staff.
- Students whose behaviour is unsatisfactory may be placed on an afternoon detention which is held every Tuesday and Friday after school (from 3.30pm) for one or two hours.
- Students on detention must attend on the day specified on the issued Detention Notification on Seqta.
- Detentions may be issued to students by their Head of Year/House, the Dean of Students or a member of the College Leadership team.
- Detentions will be entered into Seqta in the Pastoral care notes section. The staff member issuing the Detention should also tick the 'Email students guardians' box on Seqta so parents are emailed notification of this.
- Students are expected to attend detention on the day closest the consequence being issued.
- For a serious reason, permission may be given to defer the detention to the following Tuesday or Friday, provided parents have contacted the relevant Head of Year/House, the Dean of Students or the Deputy Principal - Students well in advance of the scheduled detention.

Saturday Detention

Saturday Detentions are issued for ongoing and/or serious instances of inappropriate behaviour. A student will also be issued a Saturday Detention after he has been issued three Friday Detentions in any one semester.

If a student is issued a Saturday Detention his parents should be made aware that a serious problem/issue has occurred or that the student is continually failing to meet College expectations.



- Saturday Detentions will be entered into Seqta in the Pastoral care notes section. The Head of Year/House must call home to discuss the incident with the parents/guardians. The staff member issuing the Detention should also tick the 'Email students guardians' box on Seqta so parents are emailed notification of this.
- Saturday Detentions are held as required from 9.00am to 12.00pm and are supervised by a Head of Year/House, the Dean of Students, the Deputy Principal – Student or a Teacher in Charge of Sport.
- Students may be required to attend the College or report to a community event to assist a Teacher in Charge of Sport or Co-curricular.
- Students are to attend wearing full College sport uniform and pack a drink and snack.
- They are to meet the staff member on duty either at Student Services/Reception or the pre-arranged event at 9.00am.
- The only acceptable reason for being absent from a Saturday Detention is a medical condition that requires professional treatment. A Medical Certificate must be provided to the Deputy Principal - Students on the student's return to school.
- Extreme extenuating circumstances for postponement can be discussed with the Deputy Principal - Students prior to the date of detention.

MAJOR DISCIPLINARY SANCTIONS

Definition: Major Disciplinary Sanctions

These are actions that are only invoked with due process in the event of serious breaches of the College Management Policy. These sanctions are not to be confused with routine disciplinary sanctions such as detentions.

A serious breach is an activity or behaviour by a student which:

**** Seriously undermines the ethos of the College as a Catholic community; or***

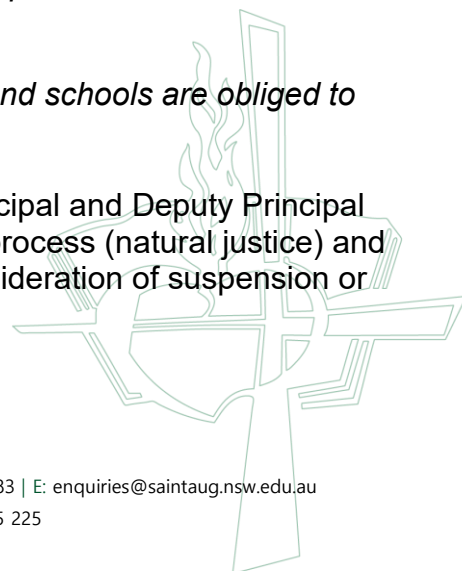
**** Is offensive or dangerous to the physical or emotional health of any staff member, student or visitor; or***

**** Consistently and deliberately fails to comply with any lawful order of the Principal or staff; or***

**** Consistently and deliberately interferes with the educational opportunities and endeavours of other students***

Some serious breaches are, by their nature criminal offences, and schools are obliged to observe legal requirements.

In every instance of a serious breach the Principal, Deputy Principal and Deputy Principal – Students or Head of Primary is primarily responsible for due process (natural justice) and appropriate support of student and family members before consideration of suspension or exclusion.



Internal Suspension

An internal suspension is used during normal school hours by removing a student from scheduled classes and placing the student in an isolated and closely supervised location. If an internal suspension is used, the student must be:

- Able to access assistance if necessary
- Able to access classwork on Seqta
- Permitted to have supervised recess and lunch break

Suspension

Definition: the temporary withdrawal of a student's rights to attendance at the College.

A student may be suspended from school by the Deputy Principal, the Deputy Principal – Students or Head of Primary. The length of suspension will vary in accordance with the seriousness of the offence. The following acts will likely result in a period of suspension from the school:

- Acts which break the law
- Serious violent acts such as striking to the head
- Serious bullying / harassment
- Malicious damage to property
- Being involved with the possession or knowledge of prohibited items or substances
- Being issued three Saturday Detentions
- Absenting self from Saturday Detention

Following any suspension parents are required to attend a re-entry interview with either the Head of Primary or Deputy Principal- Students or the Dean of Students and the relevant Head of Year/House. It is the student's responsibility to make satisfactory arrangements to submit an assessment task to the relevant teacher if it is due during a period of suspension.

Due Process Procedures for Suspension

- The student shall be given oral or written notice of the offences, including specific acts involved. If the student denies the charges, the student shall be given an explanation of the evidence supporting the charges.
- The student shall be given an opportunity to explain his conduct and to informally contest the charge. If the Deputy Principal or delegate then determines the student should be suspended, the student shall be informed, and the student's parents or guardian shall be notified by telephone of the suspension and the reasons for the action. If possible, an interpreter will be organised where necessary. The Principal will be informed.
- The two steps above may be postponed in emergency situations relating to health and safety. Emergency situations shall be limited to those instances where there is a serious risk that substantial harm will occur if suspension does not take place immediately.

- When parents cannot be contacted, the decision to send the student home, to allow the student to remain on school premises, or to refer him to the proper authorities must be made with consideration given to the student's age, maturity, and the nature of the misconduct that caused the suspension.
- A suspension notification letter, in the form of an email, will be sent containing the date, the reasons for the suspension, the length of the suspension, and the procedures that must be followed by the student and parents or guardian to regain entry to the College.
- Once the suspension has been completed, a College/Parent/Student re-entry meeting will be held.

Probationary Enrolment

In circumstances where a student seriously or regularly breaches the rules and expectations of the College the student may be placed on probation. In such cases, the Deputy Principal or delegate will interview the student with the parents / guardians, indicate the problem area(s), and place the student on Probationary Enrolment.

A Probationary Enrolment letter is issued by the Deputy Principal, Deputy Principal – Students, Deputy Principal – Academic, or the Head of Primary and is retained in the student's file and noted in Seqta. The length and review date of the Probationary Enrolment must be stated on the letter and will be monitored and reviewed by the Deputy Principal – Students, Deputy Principal – Academic, or the Head of Primary.

Failure to meet the requirements set out in the Probationary Enrolment may result in the termination of a student's enrolment.

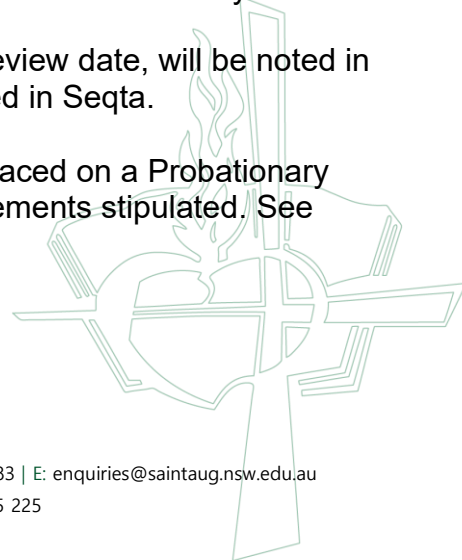
Conditional Enrolment

A student is placed on Conditional Enrolment as determined by the Deputy Principal, Deputy Principal – Students, Deputy Principal – Academic, or the Head of Primary following ongoing behavioural issues or alleged illegal activity. A parent/College meeting is scheduled to discuss the issues. During the period of Conditional Enrolment, families may be asked to explore alternate schools for their son. The student will be closely monitored by the Deputy Principal – Students, Deputy Principal – Academic, or the Head of Primary during this time. If during this period the student continues to make poor decisions regarding his responsibilities at the College, his enrolment will cease immediately.

Details of the Conditional Enrolment, including the length and review date, will be noted in a letter issued by the College to the parents/guardians and noted in Seqta.

If the student's enrolment continues at the College, he will be placed on a Probationary Enrolment for a determined period of time with expected requirements stipulated. See above for Probationary Enrolment.

Termination of Enrolment



Definition: the total withdrawal of a student's right of attendance at the school; it involves the determination of the contract entered into by the school and by the parents at enrolment.

The philosophy of the College suggests that termination of enrolment should be rare. However, in cases where continued enrolment appears not to be beneficial, parents may be advised to transfer the student to another school.

If students are involved with the following issues they may forfeit their right to continued enrolment at the College:

- Use, possession or distribution of illegal or prescription drugs or alcohol
- Use or possession of dangerous or illicit materials or substances
- Malicious damage of College or personal property
- Theft
- Violent behaviour
- Serious harassment of any member of the community
- Failure to meet the conditions of a Probationary Enrolment

A student's enrolment may also be terminated when:

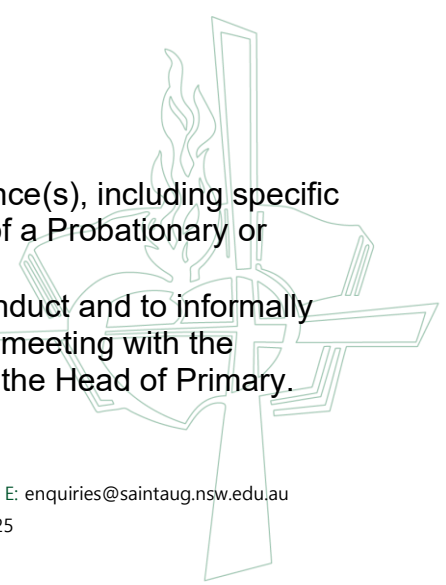
- the College's resources, both material and personnel, are being wasted or abused by the student
- the student is adversely affecting the education of other students
- the student's conduct is persistent and the student is unwilling to accept the authority of the College and the efforts of the College to rehabilitate the student
- the student's behaviour is injurious or potentially injurious to students or staff.

Termination of enrolment will normally be the final step in an extended process, unless in the case of a significant breach of the College rules and expectations. Documentation of action taken at each step will be recorded on Seqta. Parents will be informed at appropriate stages. The process may include:

- Warnings and discussions with the student of consequences of behaviour
- Parental contact and meetings
- Detentions
- Suspension from school
- Probationary Enrolment

Due Process Procedures for the Termination of Enrolment

- The student shall be given oral or written notice of the offence(s), including specific acts involved. This includes failure to meet the conditions of a Probationary or Conditional Enrolment.
- The student shall be given an opportunity to explain his conduct and to informally contest the allegations. Parents may be asked to attend a meeting with the Principal, Deputy Principal, Deputy Principal – Students or the Head of Primary.



- If the Principal determines the student should be excluded, the student and the student's parents or guardian shall be notified of the enrolment termination and the reasons for the action.
- The steps above may be postponed in emergency situations relating to health and safety. Emergency situations shall be limited to those instances where there is a serious risk that substantial harm will occur if expulsion does not take place immediately.
- When parents cannot be contacted, the decision to send the student home, to allow the student to remain on school premises, or to refer him to the proper authorities must be made with consideration given to the student's age, maturity, and the nature of the misconduct that caused the termination.
- The termination notification must state the date, the reasons for the termination.
- After the parents or guardian receive notice of the expulsion, a formal meeting will be arranged with the Principal and Deputy Principal - Students or Head of Primary if one has not already occurred.

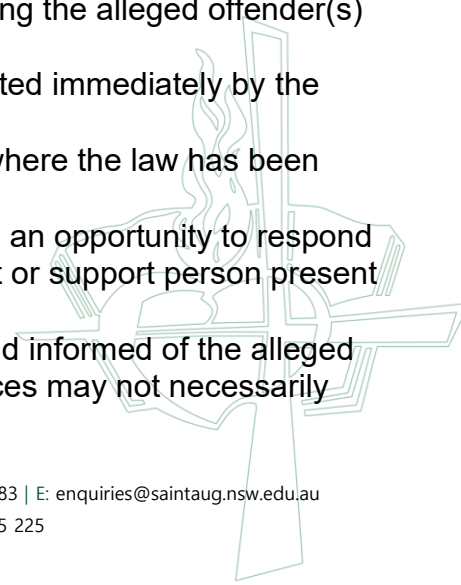
The Principal is the only person authorised to terminate a student's enrolment.

Reference to the *Complaints and Grievance Policy* is required for any appeals to major disciplinary sanctions.

DUE PROCESS IN CASES OF STUDENT DISCIPLINE

This may include an incident in a classroom, at lunchtime, in a co-curricular activity or off campus.

- Staff member witnessing the incident or reporting must notify relevant person verbally and later write a written report of the event
- Incident is referred to the Head of Primary (HOP) or the relevant Head of Year/House (HOY/H) or Dean of Students (DOS). The HOY/H may immediately refer to the DOS or Deputy Principal – Students if necessary.
- In serious incidents where students have received significant injuries or are at risk of immediate harm, report directly to the Head of Primary, Deputy Principal - Students or Principal. Students' safety is the priority, and first aid must be applied to any serious injury to students, including the calling of an ambulance if necessary.
- Investigating staff (HOP, HOY/H, DOS, or DP-S) to obtain verbal and written accounts from all relevant witnesses of the event, including the alleged offender(s) and victim(s) of any action.
- Parents of any students at risk or injured must be contacted immediately by the HOP or relevant HOY/H or DOS.
- Police notified by DOS, DP-S, DP or Principal in cases where the law has been broken
- Students identified as committing wrongdoing must have an opportunity to respond to the allegations. Students have a right to have a parent or support person present such as the HOP or their HOY/H or Tutor.
- Parents of the students concerned must be contacted and informed of the alleged or actual incident. A decision on appropriate consequences may not necessarily



have been made at this stage, however parents should be informed if a significant consequence may be issued such as suspension or exclusion.

- The decision and reasons for the decision must be communicated to the student and their parents.
- The accused student must be advised of a right of appeal and the steps involved in making an appeal.
- Unless in the exceptional event of an exclusion, a restorative meeting with the relevant parties is expected to be part of the process. Engagement with the Ambrose Team (College Psychologist/Social Worker) may also be necessary to support either the offending or harmed student(s).

Corporal Punishment

Corporal punishment at St Augustine's College – Sydney is strictly forbidden. Under no circumstances can it be used at the College. Nor does the College condone implicitly or explicitly the administering of corporal punishment by non-school persons, including parents to enforce discipline

