Rationale:
Student management aims to promote a positive environment in which all students and staff are able to develop as responsible members of a community. "Rupertswood" is proud of its Salesian heritage and reaffirms that Don Bosco's method of "reason, religion and kindness" is the foundation of both our theory and practice. The Salesian approach to student management is based on Don Bosco's Preventive Method which maintains a positive and proactive approach to building relationships with students and guiding them in their endeavours at school. This aims to educate the whole person and is designed with regard for the dignity of all members of our community and encourages individual responsibility and self-discipline. Corporal punishment is not permitted under any circumstances.

Wellbeing and Pastoral Care at Rupertswood:

- Permeates through all aspects of College life
- Values the dignity of each person within the community promoting love, respect and acceptance for each individual
- Encourages positive and respectful relationships among all members of the College community
- Promotes family life and the Family Spirit of Don Bosco
- Emphasises and promotes the importance of living a spiritual life, with Jesus as our role model, and reflects the policies and practices of the Catholic Church and the local Parish
- Raises an awareness of, and opportunities to, contribute to creating peace and justice within the world

To achieve these aims at Rupertswood we conduct ourselves in a manner that:

- has regard for the dignity and wellbeing of the individual and their rights, and shows courtesy and respect towards others within our college community (students, staff, parents and other community members)
- allows students to learn and teachers to teach
- cares for the environment in which we live and work
- takes responsibility for our actions and promotes a sense of self-discipline
- enhances and maintains the reputation of the college through all we do
- reflects the gospel values of justice, forgiveness and reconciliation

This policy was last ratified by the College Council on 2 December 2010
Implementation:

*Strategies and Practices to promote good discipline and effective learning within the College include:*

- appropriate and effective communication between students, parents and teachers
- a strong emphasis on the pastoral role of all teachers at the College
- opportunities for student input, negotiation and an understanding of clearly stated expectations
- expectations and consequences are reasonable and just
- a link to modern educational practices and pedagogy
- Provide formal and informal leadership opportunities for students
- Continue to promote and enhance the vertical house structure and its pastoral benefits
- The building of positive and respectful relationships between teachers and students
- Encourage and support the Homegroup Leader as they continue to develop positive and respectful relationships with their homeroom students and their parents
- Appropriate communication of transition material for all students entering the College with a particular focus on students needing support
- Focus on the early identification and intervention of ‘at risk’ students with appropriate referral and assessment procedures through the RAMP program and relevant post-venation strategies
- Maintain focus on the rights and responsibilities of all members of our community
- Set clear boundaries, consistent guidelines and apply reasonable and appropriate consequences for all students that will encourage positive attitudes and behaviour
- Strive to provide appropriate transition programs for all students in particular our new students and provide learning support to students in need
- Provide students with satisfying, challenging and relevant learning experiences and opportunities to develop their personal, life and leadership skills
- Provide opportunities for faith development
- Include meaningful opportunities for growth and reflection via pastoral periods and wellbeing programs at all levels
- Encourage student involvement in House activities and community service initiatives
- Clearly display agreed classroom expectations
- Ongoing personal and professional development of staff

*Strategies and Practices to recognise and reinforce student achievement*

- Student mentoring within the classroom
- Positive verbal feedback to students
- Positive comments written in student diaries
- Appropriate communication with parents via telephone conversation or formal parent teacher interviews.
- Recognition of positive student attitudes, efforts and achievements via High 5 certificates and vouchers (this includes tuckshop vouchers for appropriate wearing of the uniform)
- Annual presentation night awards
- End of year Year Level masses and awards ceremonies
- Formal recognition of the positive contributions and achievements of students through awards distributed at House and College assemblies
- Positive verbal comments and encouragement between teachers and students
- Offer opportunities to represent the college at special events
- Encouragement to pursue student leadership positions
- Acceptance of student applications for leadership positions
- Students being selected to be a Buddy or mentor for our new students
## Rights, Responsibilities and behavioural expectations of students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities and expectations of students</th>
<th>Examples of inappropriate behaviour</th>
<th>Possible consequences</th>
<th>Wellbeing response</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each person has a right to be accepted and treated with dignity, respect and courtesy in an environment which lives our gospel values</td>
<td>• showing respect, consideration and courtesy to others at all times&lt;br&gt;• seeking positive and respectful resolutions to conflicts&lt;br&gt;• supporting the Catholic and Salesian ethos of the College</td>
<td>• low level harassment&lt;br&gt;• breach of Hands Off Rule&lt;br&gt;• behavioural misdemeanours&lt;br&gt;• chewing gum at school&lt;br&gt;• inappropriate language towards other students&lt;br&gt;• inappropriate language towards teaching and non-teaching staff</td>
<td>Restatement of expectations / after-school detention&lt;br&gt;Behaviour recorded&lt;br&gt;Apologies issued</td>
<td>Restorative discussion / reflective piece and/or mediation / parents contacted</td>
<td>Classroom teacher, HGL and HC</td>
</tr>
<tr>
<td>Each person has the right to learn; and to develop interests, abilities and ambitions in a secure, supportive environment</td>
<td>• being prepared and punctual for all classes&lt;br&gt;• attending all scheduled classes and activities&lt;br&gt;• working cooperatively with others&lt;br&gt;• listening to and learning from others&lt;br&gt;• exploring and expressing relevant and thoughtful ideas and opinions&lt;br&gt;• striving to complete all set classwork and homework to the best of their ability&lt;br&gt;• behaving in a way that allows others to learn&lt;br&gt;• being accountable for their behaviour</td>
<td>• Lateness to homeroom and class&lt;br&gt;• Unprepared for class&lt;br&gt;• Attending classes without College diary&lt;br&gt;• Not attending timetabled classes</td>
<td>Restate expectations / opportunity to self-correct / lunchtime detention*</td>
<td>Restorative discussion / parents contacted / organisational strategies provided (see Appendix A) / restorative reflective writing piece / ongoing monitoring (conduct card)</td>
<td>Classroom teacher, HGL and HC</td>
</tr>
</tbody>
</table>

*Note: Detention time and severity may vary depending on the nature and frequency of the infraction.
| Each person has the right to achieve their best | striving to achieve their best by working consistently and with effort | Plagiarism  
Copying and cheating | Restate expectations / opportunity to self-correct / one on one discussion / redemption letter**  
Restate expectations / Confiscated / after-school detention / parents contacted  
One on one discussion with student / appropriate classroom management strategies (see Appendix A) / diary note / contact HGL, Parents, HC / Behaviour Management Report for repeated or serious concerns/ Lunchtime detention with classroom teacher / afterschool detentions for repeated inappropriate behaviour |             | Classroom teacher, HGL, HC, Pathways Team, Learning Support Team, Counsellor |
|-----------------------------------------------|--------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|
|                                               | • Using ipods or mp3 players without the expressed permission of the teacher  
• Not adhering to the mobile phone guidelines |                                                                 | Restorative chat and restorative reflective writing piece | Restorative chat with HGL / extra time with classroom teacher / parental support/ restorative reflective writing piece / discussion with Pathways Team, Learning Support Team, or Counsellor | Classroom teacher, HC, DPSS |
|                                               | • Disrupting the learning of other students  
• Behaving inappropriately in class  
• Uncooperative behaviour with either the teacher or other students  
• Not following teacher’s instructions  
• Not completing set work |                                                                 |                                                                 |                                                                 | Classroom teacher, HGL, HC, DPSS and DPTL, Pathways Team, Learning Support team, Counsellor |

**For serious concerns, it may be necessary to involve the school psychologist or other professionals.**
<table>
<thead>
<tr>
<th>Each person has the right to feel safe</th>
<th>Each person has the right to feel safe</th>
<th>Each person has the right to equal opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• acting in a safe and sensible manner with consideration for others at all times, including to and from the College and when using public transport</td>
<td>• Being out of bounds / Eating in inappropriate areas</td>
<td>• Treating others with respect and equality regardless of sex, sexual orientation, race, marital status (parents, staff and visitors), religious beliefs, physical and mental disabilities etc.</td>
</tr>
<tr>
<td>• respecting and following all safety rules</td>
<td>• Physically or verbally harassing other students</td>
<td>• Discrimination</td>
</tr>
<tr>
<td>• staying within the College grounds and following correct signing in procedures when inviting visitors on to the College property</td>
<td>• Violent behaviour</td>
<td>• Harassment of other students</td>
</tr>
<tr>
<td>• behave in a respectful and non-threatening way towards others</td>
<td>• Carrying a weapon or being in the presence of other students with weapons</td>
<td>• Bullying</td>
</tr>
<tr>
<td>• respecting that some areas are out of bounds for students</td>
<td>• Smoking at school</td>
<td>o exclusion/intimidation</td>
</tr>
<tr>
<td>• understanding that weapons, illegal and/or controlled substances are not to be brought to the College</td>
<td>• Consuming alcohol or drugs at school, or being at school under the influence of alcohol or drugs</td>
<td>o cyber</td>
</tr>
<tr>
<td>• acting in a safe and sensible manner with consideration for others at all times, including to and from the College and when using public transport</td>
<td></td>
<td>o emotional</td>
</tr>
<tr>
<td>• respecting and following all safety rules</td>
<td></td>
<td>o verbal</td>
</tr>
<tr>
<td>• staying within the College grounds and following correct signing in procedures when inviting visitors on to the College property</td>
<td></td>
<td>o physical</td>
</tr>
<tr>
<td>• behave in a respectful and non-threatening way towards others</td>
<td></td>
<td>Restatement of expectations / after-school detention / Behaviour recorded / in extreme cases of harassment</td>
</tr>
<tr>
<td>• respecting that some areas are out of bounds for students</td>
<td></td>
<td>Restorative discussion/ reflective writing piece and/or mediation / parents contacted / counselling</td>
</tr>
<tr>
<td>• understanding that weapons, illegal and/or controlled substances are not to be brought to the College</td>
<td></td>
<td>Classroom teacher, HGL, HC, STSW and DPSS, Principal Counsellor (possible involvement at any stage)</td>
</tr>
</tbody>
</table>
| Each person has the right to experience success; to receive praise for achievement | • taking up the opportunities provided by the College  
• encouraging and supporting others to achieve  
• graciously accepting praise and reward  
• acknowledging and praising others | • Showing a lack of respect towards other students  
• Not attending College activities | suspension may result / Apologies issued  
Mediation  
Parent Notification  
Community based service  
Ongoing follow-up |
|---|---|---|---|
| Each person has the right to have all personal or community property cared for | • Caring for all personal and community property  
• Ensuring all personal property is clearly labelled and using lockers sensibly keeping them locked and not compromising the security of their combination lock  
• using all property and resources appropriately  
• only bringing necessary and appropriate belongings to school, including valuable items or large amounts of money  
• keeping necessary valuable items safely locked away or with their House Coordinator  
• using bins and disposing of rubbish properly  
• caring for equipment, facilities and the environment of the College  
• participating in maintaining a clean and tidy College | • Vandalism  
• Theft  
• Graffiti  
• Inappropriate use of property or resources | Restatement of expectations / after-school detention  
Billed for damage or replacement  
Parents contacted / Restorative discussion/ reflective writing piece / community service – in school/ outside agencies |
| Each person has the right to a clean, tidy and attractive learning environment | • Caring for all personal and community property  
• Ensuring all personal property is clearly labelled and using lockers sensibly keeping them locked and not compromising the security of their combination lock  
• using all property and resources appropriately  
• only bringing necessary and appropriate belongings to school, including valuable items or large amounts of money  
• keeping necessary valuable items safely locked away or with their House Coordinator  
• using bins and disposing of rubbish properly  
• caring for equipment, facilities and the environment of the College  
• participating in maintaining a clean and tidy College | • Damaging or graffitying the school  
• Littering  
• Showing a lack of respect for College resources and property | Restatement of expectations / after-school detention  
Billed for damage | |
| Each person has the right to participate in the life of the College | • participating in the College’s decision making processes  
• participating in all Feast Day and extra-curricular activities  
• respecting and observing the College’s uniform policy and all other policies  
• taking all notices, newsletters and | • Not wearing College uniform appropriately  
• Not providing a note when out of uniform | Restatement of expectations / Yellow card or Red card issued / lunchtime or after school detention  
Parents contacted / Restorative discussion/ reflective writing piece |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents contacted / Restorative discussion/ reflective writing piece / community service – in school/ outside agencies</td>
<td>Classroom teacher, HGL, HC and DPSS</td>
<td>Teaching staff, HGL, HC and DPSS (if required)</td>
<td></td>
</tr>
</tbody>
</table>
| other forms of communication to their parents/guardians | • respecting formality of house, year level and College assemblies  
• respecting sacred places such as the College Chapel, Church and other places of worship | • Failing to attend lunchtime or afterschool detentions  
• Not attending Feast Days without providing a medical certificate (Saturday detention)  
• Not attending retreats, wellbeing days, sporting events, subject based excursions and camps and other house events  
• Behaving inappropriately in formal settings | communication with parents  
Restatement of expectations / after-school detention*/communication with parents | Reflective writing piece / parents contact / Pathways Team | HGL, HC, DPSS, DPLT |

* = repeated behaviours may result in afterschool and Saturday detentions  
** = as per redemption procedure and VCE guidelines, a reduced grade or a zero may be given
ORGANISATIONAL STRATEGIES:

- Spare timetable on locker door (colour coded)
- List of requirements for each subject on locker door
- Buddy system with senior student (Locker coach)
- Self-monitoring card
- Regular locker check for organisation
- Progress reports
- Study timetable / calendar (colour coded)

CLASSROOM MANAGEMENT STRATEGIES:

- Agreed classroom expectations – once established through consultation between the students and the teacher, these classroom expectations should be displayed in the classroom.
- Reward positive behaviour – this can include verbal and diary comments, stickers, prizes, phone calls home (after consultation with HGL or HC), etc.
- Restatement of expectations and provide choices – remind student/s of the classroom expectations that were agreed upon by the class. Then provide the student with the choice to alter their behaviour or accept the consequences of their continued inappropriate behaviour.
- Circle time – students sit in a circle, with clear rules established about one student speaking at a time. Many different activities can be undertaken at this point to establish relationships and understanding between students within the class.
- Traffic lights – the teacher responds to low-level misbehaviour and classroom disturbance by ignoring the behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to cue the student (green light). The teacher then adds a combination of strategies, i.e. restatement of expectations, giving choices, etc. to address student misbehaviour once the behaviour increases or continues (amber light). The red light is then given when students do not choose to change their behaviour. This may include the student moving to a designated seat within the classroom or moving to a buddy class.
- Seating plan – a designated seating plan for the class or for individual students.
- Bonus time in class – a natural consequence of staying focused on working and behaving well.
- Concentration corrals – screens are placed on students’ desks where they can concentrate on their own work and feel secure.
- Ask three before you ask me – when students have been set a task to complete, before asking a teacher for assistance with work they are to ask three other students sitting in close vicinity to them. If none of these students can answer the question then the student may ask the teacher. This helps promote independence and peer teaching rather than co-dependence.
• Personal and private comments to individual students – these are quiet reminders to individual students of the classroom expectations or the choices they have, etc.

• User pay system – natural consequences for time spent on dealing with student misbehaviour or preparation on extra resources, etc. This could include charity donations or lunchtime clean up.

• Three strikes (low level disruptive behaviour) – if a student reaches three strikes they are then to have a lunchtime detention with the classroom teacher.

• Buddy class (feeder room) – students are gracefully exited to another classroom, with work to do, that is located within eyesight of the original classroom. This is a reciprocal arrangement made prior to the class. Students must be reintegrated back into the class after a buddy class was utilised. It is important that the teacher supports the student in a solution-focused manner when the student rejoins the class group.

• Timeout (either move to a designated ‘break space’ seat within the classroom or a short break outside the classroom for a maximum of five minutes). If a time out break is utilised students must be reintegrated back into the class after a brief discussion with the teacher (Long discussions with the exited student take the focus of the group and therefore should occur at a later time). It is important that the teacher supports the student in a solution-focused manner when the student rejoins the class group.

• Prearranged team teaching lessons – teachers work together with a class or classes.

• Detentions (lunchtime, after school, Saturday) – dependent on the severity or re-occurrence of misbehaviour. Lunchtime detentions can be held by classroom teachers or in the case of students not having a diary in class, receiving two yellow cards for uniform infringements or being late to class, a House Co-ordinators lunchtime detention can be issued. Afterschool detentions and Saturday detentions are given by House Co-ordinators on the recommendations of Home group Leaders, or by the Deputy Principal Student Services or Senior Teacher Student Wellbeing.
APPENDIX B

1. Restorative Chat example
2. Restorative Reflective Writing Piece
3. Mediation Process and Performa
RESTORATIVE CHAT (example)

To the person who has done the harm:

- What happened?
- Who else was there when it happened?
- What were you thinking at the time?
- Who has been affected / upset / harmed by your actions?
- How do you think they have been affected?

To the person who has been affected:

- What was your reaction at the time of the incident?
- What did you think at the time?
- What have you thought about since?
- How has it upset / harmed / hurt you?
- What has been the worst or hardest thing about this for you?
- What is needed to make it right and to make you feel better?

To the person who has done the harm:

- Is there anything else you would like to say?
- What do you need to do to make things better? How can you fix this?

To the person who has been affected:

- Is that OK? Do you agree?
- Is that fair?

To both:

- How can we make sure this doesn’t happen again?
- Is there anything I can do to help?
- Is there anything else you would like to say?

Formally record agreement and congratulate them for working it out. Arrange a time to follow up/meet again to see how things are going.

A modified script for playground issues:

1. What happened?
2. Who was involved?
3. What harm has been done?
4. What can you do to make this better?
## RESTORATIVE REFLECTIVE WRITING PIECE

<table>
<thead>
<tr>
<th>Student name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of incident:</td>
</tr>
<tr>
<td>Date of incident:</td>
</tr>
<tr>
<td>Referring teacher:</td>
</tr>
</tbody>
</table>

### What happened?

### Who else was involved?

### What harm has been caused to others? How have they been affected?

### What harm has been caused to you? How have you been affected?

### What can you do to make things right?

<table>
<thead>
<tr>
<th>House Co-ordinator’s / Deputy Principal’s signature:</th>
<th>Parent’s signature / Comment:</th>
</tr>
</thead>
</table>
MEDIATION PROCESS

Stop!
Think!
Reflect!
Act it out!

Step 1:
- The mediator introduces him/herself
- The mediator agrees not to take sides
- The mediator agrees not to offer any solutions
- The students agree to speak one at a time and not interrupt each other
- They agree to show respect and not to blame or accuse each other

Step 2:
- The mediator asks Student A to describe the problem and how he/she feels
- The mediator then repeats back what has been said by Student A
- The mediator asks Student B to describe the problem and how he/she feels
- The mediator then repeats back what has been said by Student B

Step 3:
- The mediator asks Student A to describe how the Student B feels
- The mediator asks Student B to describe how the Student A feels

Step 4:
- The mediator asks Student A for suggestions to resolve this issue or to move on
- The mediator asks Student B for suggestions to resolve this issue or to move on

Step 5:
- The mediator then asks both students to agree to a solution
## The Mediation Process

| Date: _____________ | Mediator/s: ____________________________ |
|---------------------|________________________________________|

<table>
<thead>
<tr>
<th><strong>STUDENT A:</strong></th>
<th><strong>STUDENT B:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the problem and how you feel</strong></td>
<td><strong>Describe the problem and how you feel</strong></td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
<tr>
<td><strong>Explain how student B feels</strong></td>
<td><strong>Explain how student A feels</strong></td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>__________________________________________</td>
<td>__________________________________________</td>
</tr>
</tbody>
</table>

| **What do you suggest as a solution?** | **What do you suggest as a solution?** |
|______________________________________|______________________________________|
|______________________________________|______________________________________|
|______________________________________|______________________________________|
|______________________________________|______________________________________|
|______________________________________|______________________________________|
|______________________________________|______________________________________|

**Agreed solution:**

________________________________________
________________________________________
________________________________________
________________________________________