



## POLICY DOCUMENT

# Student Management Policy (2026)

### 1. BACKGROUND

The governing body of a registered individual school must demonstrate that the behaviour management and discipline of students observe the principles of procedural fairness and the prohibition of discrimination.

### 2. PURPOSE

The purpose of this policy is to provide direction and guidance on supporting and managing safe, responsible and respectful student behaviour.

Informed by the College's *Wellbeing Framework*, appropriate student behaviour management processes have been developed at the College, focusing on:

- creating a College climate that ensures that the dignity and worth of each individual is respected and nurtured through a sense of belonging
- ensuring an environment that provides high-quality teaching and learning, and effective discipline, and where there are high expectations of the individual student's overall performance
- ensuring an environment that is safe and caring, approaches student behaviour management positively, treats all in a fair and just manner, and is focused on acknowledging the impact of behaviour on others and rebuilding relationships within a framework of restorative practices.

### 3. SCOPE

This Policy and its Procedures apply to all students, staff, parents, volunteers and contractors at the school.

Student behaviour includes behaviour that occurs:

- at the College
- on the way to and from the College
- on College-endorsed activities that are off-site
- outside school hours and off College premises where there is a clear and close connection between the College and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

### 4. SOURCE OF OBLIGATION AND RELATED LEGISLATIVE INSTRUMENTS

The NSW Registration Manual requires the College's discipline policy to be based on principles of procedural fairness. The policy must either expressly prohibit corporal punishment or clearly and exhaustively list the school's discipline methods, plainly excluding corporal punishment. A school cannot explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline.

## 5. DEFINITIONS

Term	Definition
Suspension	Suspension is temporarily removing a student from all their normal classes.
Termination of enrolment	Termination of enrolment is permanently removing a student from the school.
Exclusion	Exclusion is preventing a student's admission at another school, where an exclusion policy or agreement exists between the schools.

## 6. ROLES AND RESPONSIBILITIES OF STAFF

Effective student management begins in the classroom and every staff member has a responsibility in this area:

### Principal

- Implement a whole-school approach to student management within curriculum, pedagogy and practices that is reflected in school culture.
- Encouragement and promotion of a supportive culture within the College.
- Approving requests for additional support including access requests, risk assessments and staff resources.

### Deputy Principal

- Support the Principal to implement a whole-school approach to student management within curriculum, pedagogy and practices that is reflected in school culture.
- Responding to appropriate referrals from the Director of Senior School or Director of Middle School in accordance with the student management guidelines.
- Providing support for students at risk in collaboration with staff and families.
- Developing behaviour and risk assessments.
- Providing professional learning to support the initiatives of the Student Wellbeing Procedures document.

### Director of Senior School & Director of Middle School

- Coordination of the operation of the Student Management Procedures within the College.
- Promoting the beliefs and practices of the Wellbeing Framework.
- Recommending professional development in the student management strategies.
- Liaising with staff, students and parents regarding student management strategies.
- Providing guidance for students as required including through development of individual learning plans and risk assessments where appropriate.

### Head/s of Department

- Professional learning for the implementation of the Student Management Procedures document.
- Promotion of the strategies outlined in the policy.
- Support to allow teachers to create positive learning environments.
- Monitor programs and assessments to ensure that they reflect modifications and adjustments for all students.

## **Year Coordinators and Assistant Year Coordinators**

- Providing a culture of open communication between students, staff and carers.
- Supporting staff and students in the implementation of the Student Management Procedures document.
- Providing effective mechanisms for integrating behaviour management, conflict resolution and support for students who are experiencing difficulties.

## **College Counsellors**

- Provide counselling, where appropriate, to any students experiencing problems at school or at home.
- Liaise between students, parents, carers, staff, community and outside agencies where appropriate to assist students.
- Implement and support wellbeing-based programs within the school.
- Complete access requests for identified students and support the development of personalised learning pathways and behaviour management plans.

## **Teachers**

- Take responsibility for managing challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.
- Provide quality learning experiences.
- Create and maintain a safe and positive learning environment.
- Model and promote socially responsible values and behaviour.
- Recognise and affirm students for their safe, respectful and responsible behaviours.
- Foster a positive relationship inside and outside the classroom
- Make referrals to the Diverse Learning Team as appropriate.
- Ensure that programs and assessments reflect modifications and adjustments to meet the needs of all students in accordance with their ability level.
- Take responsibility for managing challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.

## **Non-Teaching Support Staff in direct contact with Students (Student Services, Learning Support Officers, Executive Support Officers, IT Support, Coaches, Tutors)**

- Take responsibility for managing challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.
- Provide quality learning experiences.
- Create and maintain a safe and positive learning environment.
- Model and promote socially responsible values and behaviour.
- Recognise and affirm students for their safe, respectful and responsible behaviours.
- Foster a positive relationship inside and outside the classroom or other appropriate context
- Make referrals to the relevant Year Coordinator as appropriate.

## **7. COLLEGE POLICY**

### **Student Discipline**

This Policy sets the framework through which St Patrick's College manages student discipline whereby individuals are treated fairly and with dignity. It is not prescriptive of particular programs or approaches, rather providing a basis on which the suitability of these can be judged.

Before moving to a disciplinary response, the College will consider whether more effective and appropriate strategies can be put in place for the student, such as wellbeing, engagement and mental health supports. Every response will be assessed on a case-by-case basis.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment. Good student behaviour management is a key determinant of successful learning and general wellbeing and is essential for fostering student self-discipline and responsibility. The key to good teaching and learning in any school is the learning environment, and the quality of this environment is significantly determined by positive human relationships. Student management should help students to recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

Occasionally, behaviours are exhibited that are disruptive to the teaching and learning process, show disregard for the College's expectations and principles of wellbeing, and/or threaten the safety of members of the College community. Such behaviour has consequences that affect the student, other students, their families, staff or the College itself.

The College's approach to behaviour management is multifaceted, and its success requires working collaboratively with all members of the College community and external agencies to promote positive, respectful relationships.

Consequences for behaviour should always be proportionate to the nature of the behaviour and are most effective when they identify and address the causes and triggers of the behaviour.

### **Strategies to Promote Good Student Management**

The College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations
- establishing specific teaching and learning programs
- communicating expectations with the wider College community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- maintaining records with respect to student behaviour.

### **Prohibition of Corporal Punishment**

It is our policy that:

- we prohibit corporal punishment
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/guardians, to enforce discipline at the College.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

## Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- know what the rules are and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person
- be informed of, and have an opportunity to respond to, any allegations against them
- be heard before a decision is made
- have a decision reviewed (but not to delay an immediate punishment).

St Patrick's College is committed to ensuring procedural fairness when disciplining a student.

## College Rules and Expectations of Behaviour

Students are expected to abide by the rules of the College, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

- [School Rules: Shining the St Patrick's Way](#)
- [School Uniform and Grooming Policy](#)
- [Bullying Prevention and Intervention](#)
- [Safeguarding Policy](#)
- [Conditions of Enrolment](#)
- [SPC Student Usage of Mobile Devices Policy 2020](#)
- [Student Use of Illicit Drugs](#)
- ['Hands off' Rule Policy](#)
- [Assault \(Student Against Student\) Policy and Procedures](#)
- [Cyber Safety Policy and Procedures](#)
- [Student Use of Alcohol](#)
- [Harassment \(Student Against Student\) Policy and Procedures](#)
- [Anti-Bullying Policy](#)

## Consequences

There are a range of consequences that students will face if they breach College rules or are disobedient.

These include:

- warnings or reprimands (verbal or written)
- time outs
- clean up duties
- cancellation of privileges
- withdrawal from College activities
- detentions
- suspension
- Conditional Enrolment
- Termination of Enrolment

A decision to suspend a student may only be made by the Principal, Deputy Principal or an associated delegate. A decision to terminate the enrolment of a student may only be made by the Principal.

### **Individual Behaviour Improvement Management Plan**

Where the level of misbehaviour breaches the College's Student Code of Conduct, individual behaviour management plans may be made.

Plans will be negotiated between College staff, students and parents/carers, and will consider the student's:

- age
- developmental needs
- behavioural context.

The desired behaviour of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The College will refer the student to other support available and review, assess, change and modify the plan as needed.

### **Exclusion, withdrawal of a student and termination of enrolment**

The Principal has absolute discretion to temporarily or permanently exclude a student for:

- Breaches of College rules, discipline or policies.
- Behaviour prejudicial to the welfare of the College, its staff or students.
- In instances where the Conditions of Enrolment have been breached.

Parents will be given a right of reply before the College exercises its powers to terminate the enrolment or exclude a student. Where a student is permanently excluded, the enrolment is terminated.

Continued enrolment at the College is conditional upon satisfactory progress, standards of expected behaviour being met and College fees being paid.

## **8. IMPLEMENTATION**

This Policy is implemented through:

- staff training and professional development opportunities in student behaviour management
- communicating this Policy to the College community
- monitoring the effectiveness of the Policy
- reviewing and evaluating the Policy annually.

## **9. BREACH OF THIS POLICY**

St Patrick's College enforces the Student Management Policy.

In the event of any non-compliance, we will instigate a review, in a timely and fair manner, that may result in a range of measures including (depending on the severity of the breach):

- remedial education
- counselling
- increased supervision
- the restriction of duties

- suspension
- in the case of serious breaches, termination of enrolment.

## 10. POLICY REVIEW

A review of this Student Management Policy is conducted every three years or earlier if required, such as due to changes in legislation or practices and/or where a critical incident occurs.

The EREA NSW Colleges Ltd Board is responsible for ensuring that this Policy and its Procedures are reviewed and updated as needed and for approving this Policy and its Procedures.

## 11. RELATED DOCUMENTS AND LEGISLATIVE INSTRUMENTS

- [School Rules: Shining the St Patrick's Way](#)
- [School Uniform and Grooming Policy](#)
- [Bullying Prevention and Intervention](#)
- [Safeguarding Policy](#)
- [Conditions of Enrolment](#)
- [SPC Student Usage of Mobile Devices Policy 2020](#)
- [Student Use of Illicit Drugs](#)
- ['Hands off' Rule Policy](#)
- [Assault \(Student Against Student\) Policy and Procedures](#)
- [Cyber Safety Policy and Procedures](#)
- [Student Use of Alcohol](#)
- [Harassment \(Student Against Student\) Policy and Procedures](#)
- [Anti-Bullying Policy](#)

## 12. POLICY ADMINISTRATION

Action	Detail
<b>Responsible Director</b>	Director of Middle School & Director of Senior School
<b>Approved by</b>	Principal
<b>Approval date</b>	January 2026
<b>Effective date</b>	January 2026
<b>Review date</b>	December 2026
<b>Policy ID</b>	2026-01

## STUDENT MANAGEMENT PROCEDURES

TIER	PERSON RESPONSIBLE	TYPES OF BEHAVIOUR	POSSIBLE CONSEQUENCES
<b>TIER 1</b> <b>LOW LEVEL BEHAVIOUR</b>	<b>Classroom Teacher</b>  <b>Homeroom Teacher</b>  <b>Coach</b>  <b>Tutor</b>	<ul style="list-style-type: none"> <li>• Non completion, late or unsatisfactory completion of homework, classwork/assessment</li> <li>• Lack of application in class/ training</li> <li>• Not bringing necessary equipment for learning</li> <li>• Not having College diary at all times</li> <li>• Failure to charge/maintain laptop</li> <li>• Lack of respect for the learning environment (e.g. littering, eating/chewing gum in class)</li> <li>• Lack of courtesy towards a staff member/ coach/ tutor</li> <li>• Lack of punctuality to class/ training/ tuition lesson</li> <li>• Disruption to the learning of other students</li> <li>• Inappropriate language/ harassment directed towards another student</li> <li>• Misuse of phone or personal electronic device (first offence)</li> <li>• Minor uniform infringement</li> <li>• Failure to attend training/ scheduled tuition lesson</li> <li>• Breach of the hands-off policy</li> <li>• Unsportsmanlike conduct</li> <li>• Failure to return College equipment</li> <li>• Failure to complete goals (academic, co-curricular, wellbeing, service learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation with student</li> <li>• Infringement recorded on TASS (Parent notified through TASS)</li> <li>• 20-minute Lunch 1 OR Lunch 2</li> <li>• Referral to the relevant Tier 2 Middle Leader if there is minimal to no change OR student fails to attend class teacher detention</li> <li>• Phone confiscated, submitted to Reception; student collects from Finance Office at the conclusion of the school day</li> </ul>
<b>TIER 2</b> <b>MODERATE LEVEL BEHAVIOUR</b>	<b>Head of Department (HoD)</b>  <b>Head of Diverse Learning</b>  <b>Head of Teaching &amp; Learning (Stage 3)</b>  <b>Head of Curriculum (Stage 3)</b>	<ul style="list-style-type: none"> <li>• Inappropriate language/insolence/anti-social behaviour/ defiance towards the teacher/ coach/ tutor</li> <li>• Lack of application (including assessment related issues/ non serious attempt)</li> <li>• Cheating/plagiarism – assessment (Stages 3-6)</li> <li>• Truancy from class subject/ tuition</li> <li>• Inappropriate behaviour on an excursion</li> <li>• Misuse of personal electronic device (second or third offence) during a lesson</li> <li>• Persistent late to class</li> <li>• Inappropriate language/ harassment directed towards another student</li> <li>• Breach of the hands-off policy in the classroom</li> <li>• Failure to return College equipment</li> <li>• Lack of engagement on excursions/ incursions/ College functions</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Department speaks to student to identify the underlying problem</li> <li>• Infringement and consequence recorded on TASS</li> <li>• Faculty Detention 3.20-4.20pm.</li> <li>• College Detention issued 3.20 - 4.50pm</li> <li>• Student placed on Faculty Monitoring card</li> <li>• Parent contacted by HoD may result in a meeting</li> <li>• Referral to the relevant Tier 3 Director if there is minimal to no change</li> <li>• Phone confiscated, submitted to Reception; student collects from Finance Office at the conclusion of the school day. Device may be confiscated from student by a member of staff (depending on nature)</li> </ul>

TIER	PERSON RESPONSIBLE	TYPES OF BEHAVIOUR	POSSIBLE CONSEQUENCES
<b>TIER 2 MODERATE LEVEL BEHAVIOUR</b>	<b>Year Coordinator</b>  <b>Assistant Year Coordinator</b>  <b>Heads of Identity</b>	<ul style="list-style-type: none"> <li>• Disruption to the learning environment across two or more subjects</li> <li>• Inappropriate language/insolence/anti-social behaviour/ defiance towards the teacher/ coach/ tutor</li> <li>• Repeated evidence of Tier 1 behaviours</li> <li>• First instance of bullying</li> <li>• Offensive language/insolence/anti-social behaviour/ disobedience in the playground or travelling to and from school</li> <li>• Breach of hands-off rule in classroom/ playgrounds</li> <li>• Repeated absenteeism</li> <li>• Forgery e.g. signature or note or false entry in TASS</li> <li>• Truancy from homeroom</li> <li>• Repeated uniform/grooming issues</li> <li>• Inappropriate content on personal device/ laptop or a breach of ICT agreement</li> <li>• Damage to College IT equipment/ property/ vandalism</li> <li>• Persistent late to school</li> <li>• Transport matters (low level)</li> <li>• Cyberedge flag for inappropriate content</li> <li>• Misuse of phone (second or third offence)</li> <li>• Lack of engagement on retreats/ reflection days/ College functions</li> <li>• Failure to return College equipment</li> <li>• Failure to complete College service learning (SOL Service)</li> </ul>	<ul style="list-style-type: none"> <li>• Year Coordinator speaks to student to identify the underlying problem</li> <li>• Infringement and consequence recorded on TASS</li> <li>• Parent contacted by YCo may result in a meeting</li> <li>• Student placed on Strengths Based Monitoring Report</li> <li>• Student placed on Behaviour Improvement Monitoring Report [Level 1/ 2] to address the specific needs of the student including daily monitoring across all classes signed daily by parents/Year Coordinator</li> <li>• Student Management Detention from 3:20pm – 4.20pm</li> <li>• College Detention issued 3.20 - 4.50pm</li> <li>• Withdrawal from class</li> <li>• Suspension after consultation with Director / DP</li> <li>• Uniform/grooming infringements that cannot be immediately rectified may result in the withdrawal of students from class until rectified</li> <li>• Referral to College Counsellor</li> <li>• Referral to the relevant Tier 3 Director if there is minimal to no change.</li> <li>• Serious breaches need to be referred to Tier 3 immediately</li> <li>• Phone confiscated, submitted to Reception; student collects from Finance Office at the conclusion of the school day. Device may be confiscated from student by a member of staff (depending on nature)</li> </ul>
<b>TIER 2 MODERATE LEVEL BEHAVIOUR</b>	<b>Manager-in-charge (MIC)</b>  <b>Assistant Head of Sport</b>  <b>Head of Sport</b>  <b>Head of Co-curricular (Stage 3)</b>	<ul style="list-style-type: none"> <li>• Inappropriate behaviour directed towards a teacher, the coach, Manager-in-Charge (MIC), referee, umpire, member of the public or another student during either representative or school sport.</li> <li>• Absenteeism/ truancy from training/ games.</li> <li>• Breach of the hands-off policy at training</li> <li>• Unsportsmanlike conduct</li> <li>• Uniform/grooming issues repeated</li> </ul>	<ul style="list-style-type: none"> <li>• MIC, Head of Sport or Head of Co-curricular (Stage 3) speak to student to identify the underlying problem</li> <li>• Interview &amp; consequence recorded on TASS</li> <li>• Phone call to parents and/or interview with student and parents</li> <li>• Withdrawal from Sport</li> <li>• Student Management Detention 3:20pm to 4:20pm</li> <li>• College Detention issued 3.20 - 4.50pm</li> <li>• Loss of privileges (i.e. early leave, playground, representative sports and co-curricular activities)</li> <li>• Referral to the relevant Tier 3 Director if there is minimal to no change</li> </ul>

TIER	PERSON RESPONSIBLE	TYPES OF BEHAVIOUR	POSSIBLE CONSEQUENCES
<p style="text-align: center;"><b>TIER 3 HIGH LEVEL BEHAVIOUR</b></p>	<p style="text-align: center;"><b>Director/s</b></p>	<ul style="list-style-type: none"> <li>• Repeated non-engagement or support of Catholic life and culture</li> <li>• Repeated issues during Assessment tasks, examination misconduct</li> <li>• Truancy from school</li> <li>• Inappropriate content on personal device/ laptop or a breach of ICT agreement (significant)</li> <li>• Cyberbullying, inappropriate sharing of images, or posting of material that reflects poorly on the College</li> <li>• Engaging in behaviour inside and/or outside school that brings the College name into disrepute</li> <li>• Major incident involving staff and/or students e.g. bullying, physical assault, cyber-bullying or harassment</li> <li>• Significant and/ or repeated level of disrespect/ action directed towards a staff member/ student/ coach/ tutor/ members of the public.</li> <li>• Ongoing misuse of phone/ personal electronic device</li> <li>• Ongoing uniform/ grooming issues</li> <li>• Cheating/plagiarism – assessment (Stages 3-6)</li> <li>• Significant damage to College IT equipment/ property/ vandalism</li> <li>• Incident of a significant nature at training/ weekend fixture</li> <li>• Non-completion of assessment tasks across multiple subjects</li> <li>• Breach of the hands-off policy</li> <li>• CyberEdge flag for inappropriate content (significant)</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 Monitoring Report to address the specific needs of the student including daily monitoring across all classes signed daily by parents/ Director</li> <li>• Student and parents interviewed</li> <li>• Referral to College Counsellor</li> <li>• Consequence recorded on TASS</li> <li>• Withdrawal from classes, co-curricular activities, extra-curricular activities</li> <li>• Community Service Detention ( three hours)</li> <li>• College Detention issued 3.20 - 4.50pm</li> <li>• Internal or external suspension (YC can also contact family)</li> <li>• Outside agency referral</li> <li>• Police notification/ involvement</li> <li>• Referral to Deputy Principal if there is minimal to no change</li> <li>• Risk assessment conducted in consultation with College counselling team</li> <li>• EREA NSW Colleges Ltd Notified ( where necessary)</li> </ul>

TIER	PERSON RESPONSIBLE	TYPES OF BEHAVIOUR	POSSIBLE CONSEQUENCES
<p style="text-align: center;"><b>TIER 4</b> <b>HIGH LEVEL BEHAVIOUR</b></p>	<p style="text-align: center;"><b>Deputy Principal</b></p>	<ul style="list-style-type: none"> <li>• Any breach of sufficient gravity as determined by the College</li> <li>• Possession of inappropriate digital images of a critical nature</li> <li>• Engaging in behaviour inside and/or outside school that brings the College name into disrepute</li> <li>• Major incident involving staff and/or students e.g. bullying, physical assault, cyber-bullying or harassment</li> <li>• Transport related matters (significant and ongoing)</li> <li>• Breach of the Hands-off policy</li> <li>• Graffiti/Vandalism</li> <li>• Use of drugs/ / prohibited items/ weapons</li> <li>• Theft of property</li> <li>• Failure to comply with terms of conditional enrolment</li> </ul>	<ul style="list-style-type: none"> <li>• Review of student's educational history and chronology of interventions and supports</li> <li>• Student and parents interviewed</li> <li>• Individual Positive Behaviour Plan (Level 3) monitoring card continued</li> <li>• Withdrawal from class, co-curricular activities, extra-curricular activities</li> <li>• College Detention issued 3.20 - 4.50pm</li> <li>• Community Service Detention</li> <li>• Possible Suspension</li> <li>• Possible police notification/ involvement</li> <li>• Outside agency referral</li> <li>• Referral to Principal if necessary</li> <li>• Risk assessment conducted in consultation with College counselling team</li> <li>• Conditional enrolment issued</li> <li>• EREA NSW Colleges Ltd Notified (where necessary)</li> </ul>
<p style="text-align: center;"><b>TIER 5</b> <b>HIGH LEVEL BEHAVIOUR</b></p>	<p style="text-align: center;"><b>Principal</b></p>	<ul style="list-style-type: none"> <li>• Any breach of sufficient gravity as determined by the College</li> <li>• Use of drugs/ / prohibited items/ weapons</li> <li>• Possession/sale or use of illegal drugs</li> <li>• Unlawful use of internet</li> <li>• Serious infringements that impact on the rights of others and the learning environment overall</li> <li>• Failure to respond or genuinely comply with steps taken previously</li> <li>• Failure to comply with terms of conditional enrolment</li> </ul>	<ul style="list-style-type: none"> <li>• Review of student's educational history and chronology of interventions and supports</li> <li>• Recorded on TASS</li> <li>• Student and parents interviewed</li> <li>• Police notification/ involvement</li> <li>• Termination of enrolment from the College</li> <li>• EREA NSW Colleges Ltd Notified (where necessary)</li> </ul>

# Multi Tiered Approach to Student Management

