# FCC SECONDARY STUDENT MANAGEMENT POLICY

## 1. Introduction

Fremantle Christian College (FCC) is committed to creating a safe environment for all students. The ten National Principles for Child Safe Organizations underpin the College practices and the Keeping Safe (child protection curriculum) is embedded in the College curriculum. The aim of the College is to ensure that all students are safe and engaged.

The goal of student management is to engender self-discipline, respect for appropriate boundaries and the recognition that all behaviour choices have consequences, both positive and negative.

## 2. Scope

This policy applies to everyone who is in a teaching, administrative, practicum, or management position or role in the College. The purpose is to support students to continue to develop self-behaviour management and to take responsibility for their own actions in a caring community.

The Pastoral Care Team is defined as the Deputy Principal (Pastoral), Pastoral Care Coordinators and the Principal. On rare occasions the Pastoral Care Team will also include the College's other Deputy Principals.

## 3. Code of Conduct – Rights and Responsibilities

To effectively guide and respond to student behaviour, staff, parents and administrators must support each other and send consistent messages to students.

The college aims to achieve this by having a well-balanced reward and discipline system. As part of this balance, the College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. Please see below for a description of these terms, as defined in the Child Safe Organisations Guide.

## 4. Child Abuse

Four forms of child abuse are covered by WA law.

### 4.1. Physical Abuse

Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.

### 4.2. Sexual Abuse

Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:

- the child is the subject of bribery, coercion, a threat, exploitation or violence
- the child has less power than another person involved in the behaviour
- there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour

### 4.3. Emotional Abuse

Emotional abuse includes:

- psychological abuse

- being exposed to an act of family and domestic violence

### 4.4. Neglect

Neglect includes failure by a child's parents/guardians to provide, arrange or allow the provision of:

- adequate care for the child

- effective medical, therapeutic or remedial treatment for the child

### 4.5. Corporal Punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light, typically involving hitting the child with the hand or with an implement, can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm. (From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.)

### 4.6. Degrading Punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. (From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007.)

## 5. Positive Guidance and Restorative Practices

FCC aims to foster a climate that enhances responsibility and cooperation by defining, recognising, and actively promoting positive behaviour using guidance and restorative practices. This can include aspects such as House Points or Effort achievement awards to reward positive behaviour or modelling restorative justice.

## 6. Student Management Process

FCC aims to foster a climate that enhances responsibility and cooperation by actively encouraging students to respect themselves and the College. Part of the responsibility of the College is to create a system to manage student behaviour when they are not compliant with their responsibilities.

To help promote student behaviour, FCC has three aspects of discipline depending on severity and location. These are:

- Infringements

- Inside System

- Outside System

### 6.1. Infringements

Infringements are recorded by teachers for behaviour that reflects lack of appropriate, expected behaviour. A record of infringements is maintained using the student management software and can be viewed by parents.

Students do not receive any detention or suspension or get sent to the Student Services for one infringement. The College will communicate regularly via email when students have obtained infringements. Usually every fifth infringement.

### 6.1.1. Examples of Infringements

Infringements include, but are not limited to:

- chewing gum

- throwing food or littering

- swearing (that is not directed at another person)

- lateness to class after lunch or recess

- non-compliance with the Uniform Policy

- being out of bounds or loitering

- non-compliance with the Homework Policy

- not being prepared for class including not having a diary

- lateness to Pastoral Care Group (PCG). PCG is a dedicated time each morning before formal classes begin. It provides students with the opportunity to check in, have the roll marked, ensure uniforms are in order, and prepare themselves positively and purposefully for the day ahead.

### 6.1.2. After 15 Infringements:

Parents are contacted, and the student receives an External Suspension. Parents are requested to attend an interview with the Principal or Deputy Principal.

### 6.1.3. After 20 Infringements:

Parents are contacted, and the student receives an External Suspension. Parents are requested to attend an interview with the Principal or Deputy Principal.

### 6.1.4. After 25 infringements:

The student is excluded from the College.

## 6.2. Inside System

The Inside System is followed throughout the College. It is designed to enable students to learn with distraction minimised and students to be trained to respect the learning experience of themselves and others.

Inside the classroom (including class activities that are outside the classroom such as excursions or lessons in the grounds), a simple three step process is implemented (known as the Canter System).

When a student does not respond to the teacher's correction, the student's name is placed on the board. This is the first warning.

If disruptive behaviour continues, a second warning is issued, and a tick is placed next to the student's name.

If disruptive behaviour continues, the student is removed from the classroom and sent to the Student Services.

Some behaviour warrants an immediate send out, without the two warnings. These behaviours include the following types of behaviour:

- intentionally pushing or knocking another student off a chair or intentionally hitting another student.
- throwing an object or using projectiles in the classroom in a manner that could or did cause injury.
- swearing at a staff member or another student.
- unsafe or inappropriate use of equipment in a manner that could or did cause injury.

When sent out of class, the student presents themselves at Student Services and waits to be seen by a member of the Pastoral Care Team, a Deputy Principal, or the Principal.

### 6.2.1. The Inside Send Out System in Summary:

#### 6.2.1.1. 1 Inside Send Out:

A verbal warning from the Principal, Deputy Principal or Pastoral Care Team. A phone call and a letter will be sent to the parents to inform them of the Send Out and the reason for it.

#### 6.2.1.2. 2 Inside Send Outs:

The parent is contacted via phone, and another letter is sent home. Parents are requested to attend an interview.

#### 6.2.1.3. 3 Inside Send Outs:

The student receives an External Suspension. Another letter is sent home, and parents are requested to attend an interview.

#### 6.2.1.4. 4 Inside Send Outs:

The student receives an External Suspension. Another letter is sent home. Parents are requested to attend an interview and informed clearly about the consequences of a further send out.

#### 6.2.1.5. 5 Inside Send Outs:

The student is excluded from the College.

## 6.3. Outside System

Outside the classroom, discipline is classified as minor, moderate or major.

### 6.3.1. The Outside Send Out System in Summary:

#### 6.3.1.1. Minor Outside Offences:

These are dealt with by the responsible teacher as deemed appropriate and usually do not involve the Senior Leadership Team (SLT). Minor offences are recorded as Outside Send Out Minor and are designed to track repeated low-level offences.

The behaviours that warrant this correction include safety concerns or negative behaviour amongst students.

### 6.3.1.2. Moderate Outside Offenses

Moderate Outside Offences are more serious than minor behaviours and indicate a pattern of concern or a significant lapse in judgement. These matters are referred to the relevant member of the Senior Leadership Team (SLT) and are recorded as an Outside Send Out Moderate.

Moderate offences may result in consequences such as detention, loss of privileges, behaviour contracts, parent communication, or in-school suspension. They serve as a formal warning that behaviour is escalating and must be addressed promptly to prevent further consequences.

The behaviours that warrant this correction include repeated minor offences, ongoing defiance, disrespect towards staff or students, unsafe conduct, or actions that negatively impact the wellbeing or learning environment of others.

### 6.3.1.3. Major Outside Offences:

Major Outside Offences result in an immediate Out-of-College suspension. With each suspension, a letter is sent home.

Major Outside Offences include but are not limited to the following types of behaviours:

- willfully damaging property (i.e. vandalism or graffiti).
- causing hurt to others or damage to property through careless behaviour.
- overtly refusing to follow a teacher's instructions.
- willfully hurting or intimidating another person.
- truancy (either onsite or offsite).
- stealing.

## 6.3.2. Consequences

### 6.3.2.1. After 1 Major Outside Send Out:

A letter is sent home, and parents are requested to attend an interview. A Behaviour Management Plan and counselling are implemented as appropriate. Students and parents are clearly informed about consequences of further Outside Send Outs.

A major offence involving drugs, alcohol or violence will result in the student not returning to class for that day and an external suspension will occur until the investigation has been completed and consequences determined.

The first Major Outside Send Out will result in an External Suspension.

### 6.3.2.2. After 2 Major Outside Send Outs:

A letter is sent home, and parents are requested to attend an interview. Any behaviour management plan and counselling are reviewed as appropriate. Students and parents are clearly informed about the consequence of a further Outside Send Out.

A major offence involving drugs, alcohol or violence will result in the student non returning to class for that day and an out-of-College suspension will occur until the investigation has been completed and consequences determined.

The second Major Outside Send Out will result in an External Suspension.

### 6.3.2.3. After 3 Major Outside Send Outs:

The student is excluded from the College. This can include 5 Moderate Outside Send outs counting as one Major Outside Send Out, 10 as 2 and 15 as 3.

**A student can be excluded immediately from the College, for a first severe offence. Examples of severe offences warranting immediate exclusion include, but are not limited to, incidents of physical abuse, sexual abuse, bringing a weapon to the College, drug possession or use and severe breaches of FCC's cyber safety rules.**

## 6.4. Out of College Offences

The College reserves the right to apply the Student Management System outside of the College when students are wearing the College uniform or are identified as an FCC student. This includes travelling to and from the College and time spent in public places.

Furthermore, if the College receives images (photographic or video, posted online or shared) clearly identifying FCC students carrying out activities that would warrant discipline if they had occurred on the College site, the College will apply its Student Management Policy to the situation.

If a student bullies or harasses another student or staff member online and if evidence of this is provided to the College in any form, such as screen shots, then the College will apply the Student Management Policy as outlined above. Similarly, if a student sends, or requests others to send, inappropriate images, and if evidence of this is provided to the College, the student will be disciplined in accordance with the Student Management Policy.

It is a requirement of our Duty of Care obligations that students may not leave the College grounds without permission. This applies from the time the student first enters the College grounds. Any student who leaves the College grounds without permission may receive an Major Outside Send Out. This also includes students involved in after-College activities who are not permitted to leave and return to the College grounds without permission from a teacher or parent/guardian.

## 7. Phone Use

FCC maintains a **zero-tolerance** policy regarding student phone use on campus. Phones are not to be seen, touched, used, or operated at any time during the school day. Please see Appendix A for more information.

## 8. ICT Use

At FCC, all student 1:1 devices are closely monitored to ensure the safe, responsible, and effective use of technology in learning. Every device is protected by the College's firewall and monitored through Senso, a classroom management and monitoring system.

Any action that breaches College policies or triggers the firewall, such as accessing restricted websites, sharing inappropriate content, or attempting to bypass security, automatically generates an email alert that is sent to the IT Department and the Deputy Principal of Pastoral Care for review. Please see Appendix B for more information.

## 9. Clean Slate

At the end of the College year, all students will be given a 'clean slate' as far as sanctions for behaviour are concerned. Exceptions to the clean slate policy apply where there is severely

inappropriate activity that does not warrant immediate expulsion. These offenses will receive a maximum of one warning throughout a student's time in the Secondary College of FCC.

All disciplinary records remain in a student's file. The Principal may, at their discretion, impose specific conditions on a student from the beginning of a new school year, with the goal of moving the student toward making appropriate behavioural choices, notwithstanding the clean slate.

**10. Disputes**

A student or parent/guardian may have concerns about whether the student was involved in the incident that they were held to account for. If this is the case, either party can ask for a review via an email to the Principal up to a week (5 school days) after they were first notified of the incident. Any request to investigate after this point will not be entered into.

A student or parent/guardian may have concerns about the level of consequence given for the incident. If this is the case, either party can ask for a review via an email to the Principal up to a week (5 school days) after they were first notified of the incident. Any request to downgrade the level of consequence after this point will not be entered into.

A student or parent/guardian may have concerns about the validity of the investigation or application of College policy. If this is the case, a complaint must be made in writing to the Principal regarding the investigation process up to a week (5 school days) after they were first notified of the incident. If any party feels that the Principal has not upheld the College policy or that the investigation was not sufficiently thorough, then they have the right to write to the College Council to outline their concerns.

The Director General of the Department of Education is responsible for ensuring that the College observes the registration standards, including the standard about its complaints and disputes handling process. Any student, parent or community member is entitled to contact the Director General with concerns about how the school has dealt with a complaint. Information is available on the Department of Education website. While the Director General may consider whether the College has breached the registration standards, the Director General does not have power to intervene in a complaint or override the College's decision.

For further clarity, see the College's Complaints and Disputes Policy.

**APPENDIX A – PHONE USE**

FCC maintains a zero-tolerance policy regarding student phone use on campus. Phones are not to be seen, touched, used, or operated at any time during the school day

**Storage:**

- all student phones must be stored in lockers throughout the day.

**On-Campus Breaches:**

- If a student is found using their phone anywhere on campus grounds (including lockers, bathrooms, or outdoor areas), this will be classified as a Major Send Out.

- If a student is found using their phone in a classroom, this will be classified as an Inside Send Out.

- Off-Site Activities: At any structured, planned, or timetabled College activity off-site (e.g. off-site PE lessons, carnivals, excursions), phone use will be classified as an Inside Send Out, as these activities fall under the parameters of structured learning.

This policy is designed to remove classrooms distractions, protect student wellbeing, and uphold a safe and focused learning environment.

**APPENDIX B – ICT USE**

At FCC, all student 1:1 devices are closely monitored to ensure the safe, responsible, and effective use of technology in learning. Every device is protected by the College's firewall and monitored through Senso, our classroom management and monitoring system. Teachers are able to view student screens in real time within their own classrooms, providing immediate support and guidance when off-task or inappropriate behaviour occurs.

Any action that breaches College policies or triggers the firewall, such as accessing restricted websites, sharing inappropriate content, or attempting to bypass security, automatically generates an email alert that is sent to the IT Department and the Deputy Principal of Pastoral Care for review. This ensures rapid response to potential risks and supports a safe learning environment for all students.

Students who trigger an Inside Send Out level offence, on their first occasion, will receive a formal ICT Warning. This initial warning is intended to educate and redirect students before more serious consequences are applied.

All outcomes listed in the ICT Misuse Matrix are reset annually in line with the College's New Year Clean Slate Policy, giving students a fresh start each year to demonstrate responsible use of technology.

The ICT Misuse Matrix provides a clear framework for responding to incidents. By categorising behaviours according to intent (accidental, careless, or deliberate) and impact (low, medium, high, or severe), staff are able to consistently determine the appropriate consequence, from Infringements to Major Outside Send Outs or Expulsion.

This matrix is important because it:

- promotes clarity and consistency in responses to inappropriate device use

- helps students understand the expectations and consequences of their online behaviour

- supports teachers in managing ICT risks proactively while maintaining a positive learning environment

- ensures that serious breaches are swiftly escalated to protect the wellbeing of students and the integrity of the College's systems

- reinforces the educative approach of ICT monitoring, giving students opportunities to correct behaviour before severe consequences are applied

By using this framework, the College encourages students to engage with technology responsibly, promoting both their learning and their personal development in a safe digital environment.

### ICT Misuse Matrix

| Impact and Intent | Low Intent (Careless/Unintentional) | Moderate Intent (Reckless/Disobedient) | High Intent (Deliberate/Malicious) |
|---|---|---|---|
| **Low Impact** | **Infringement** E.g. A student uses a Chromebook during a non-permitted time such as a break, briefly engages in off-task browsing during class, or accidentally accesses a non-approved website and exits immediately when redirected. | **Inside Send Out** E.g. A student accesses a non-approved website after being redirected, or repeatedly engages in off-task device use within a lesson despite clear expectations and warning. | **Inside Send Out** E.g. A student deliberately attempts to bypass classroom monitoring or filtering systems during a lesson, including through the use of a VPN or hotspot. |
| **Moderate Impact** | **Inside Send Out** E.g. A student accidentally accesses inappropriate content and fails to report it or carelessly shares inappropriate material without malicious intent. | **Inside Send Out** E.g. A student deliberately accesses blocked content after prior warning, uses a VPN or workaround to bypass College restrictions, or records a peer without consent in a non-sensitive context. | **Major Outside Send Out** E.g. A student engages in a significant incident of cyberbullying, impersonates another student online, or posts harmful digital content targeting an individual with moderate impact. |
| **Major Impact** | **Inside Send Out** E.g. A student's negligent action results in a minor security breach, such as accessing restricted network material without malicious intent. | **Major Outside Send Out** E.g. A student shares inappropriate images or videos, records or distributes images of others without consent in a sensitive context, or uses derogatory, discriminatory, demeaning or abusive language online. | **Immediate Expulsion** E.g. A student engages in sustained cyberbullying, distributes explicit material, or undertakes targeted harassment using derogatory, discriminatory or threatening language, including coordinated online abuse with major impact. |
| **Severe Impact** | **Major Outside Send Out** E.g. A student's serious negligence results in a significant breach impacting College systems or data security. | **Immediate Expulsion** E.g. A student repeatedly or deliberately disrupts College ICT systems or persistently circumvents major network protections. | **Immediate Expulsion** E.g. A student hacks College systems, facilitates a large-scale data compromise, shares illegal material, engages in online fraud or threats, or undertakes conduct that places students, staff or the College at significant risk. |

**END OF DOCUMENT**