



## GOOD BEHAVIOUR POLICY

### ***'Love and do whatever you please' - St. Augustine***

Children feel safe, are happy and as a result grow best in a structured environment. They have a right to receive this but they also have a responsibility to contribute to its upkeep. In our College the emphasis on discipline stems from the love for our students. We discipline because we love. We discipline through love.

This good behaviour support policy is based on the national document: <http://education.gov.mt/en/resources/Pages/Policy-Documentation.aspx>

Every action, both positive and negative has a consequence in life. One of the pillars of discipline at school is to help students understand that our life choices lead us to positive or negative consequences. We need to help them understand that with more freedom in the secondary years, comes more responsibility and duty.

Effective teaching and learning can only take place in a well ordered environment. Promoting positive behaviour requires the commitment of all stakeholders involved in the students' lives, ie educators, guardians and the students themselves.

### **Discipline in a Catholic Church school**

As a Catholic Church College, we base our practices on the teachings of Jesus Christ who disciplined and corrected without condemning the person. Therefore, greater importance is given to the positive rather than the negative instances in a child's life. We catch them being good through praise and reinforcement. We believe that we would rather boost them through highlighting the positive than emphasize on the negative.

## **Discipline in an Augustinian College**

The positive and the negative are two sides of the same coin. All the appraisals and infractions stem from the same ten Augustinian values which we live every day at College and we want our students to contribute with in society once they leave our College.

## **Leadership structure**

The overall responsibility of this good behaviour policy rests with the Head of Campus in consultation with the SLT. However, this policy will not bear the right fruits if it is not owned by all educators, guardians and students in the College.

This good behaviour policy binds a student in our College from the time he leaves home to the time he arrives home and so is not restricted within the walls of the College premises. Students must remember that once they are with the College uniform they carry more responsibility because they represent the College and all its stakeholders.

Vigilance by all educators and parents at all times is solicited. They will respond promptly, take action and follow through instances of misbehaviour. At the same time, educators will also be on the look out to reward positive behaviour in order to catch them being good. Above all, adults – educators and guardians – aim to be role models for our children through our actions and choices.

Guardians cannot authorise students to bypass any College rule. This, obviously, also counts for the infringement of rules in the presence of a guardian. When children are sent to school, the rules of the College act as guidelines. Nonetheless, we urge families to also base their family discipline standards on the values below so as to provide the child with a seamless transition between home and school.

## **Appraisals**

The College has an appraisal list stemming from the Secondary School Certificate and Profile. These 10 values are the same values which a student will find in his SSCP when he leaves the school after Year 11. The same values are continuously highlighted through a child's journey from Year 1 to Year 11.

A positive appraisal for adherence to regulations is given to every student who has no negative report logged in the system during a term. Students with no conduct infractions will receive positive reinforcement during Assemblies.

Every appraisal given from Year 7 onwards will feature in the Secondary School Certificate and Profile.

## **Conducts**

Conduct reports in our College range from minor infringements to major infringements, with a rating ranging from -1 to -4.

When an educator issues a conduct report s/he is warning the student that he has made the wrong choice. Life is full of choices and so it is only normal that sometimes we make the wrong choices. The notification sent to parents, states that the child '**chose to**' because we believe that life is full of choices and the College has to help the child to choose well based on the Christian values of the gospel. Such logged infractions are the way in which the College is informing the guardians, who in turn are encouraged to discuss this with their children.

## **Notifications with a 0 rating**

There are instances when an educator feels it's better to give a notification (0 rating) rather than a negative report. The aim of this notification is to inform guardians about their son's negative behaviour. This is usually given on the first instance of a student's misbehaviour, however if this same misbehaviour persists, a negative report will be issued.

## **List of Appraisals and Conducts**

### **1. Take the road (*working on the key word COMMUNITY*)**

Appraisal: COMMUNITY WORK

- Voluntarily helps out in an activity or event at College to the benefit of the whole learning community
- Participates in an up-building activity which contributes to the sense of belonging within our learning community or in another community

Conducts:

- Chose to be disrespectful towards peers through his words (2)
- Chose to talk out of turn (1)
- Chose to arrive late (2)

### **2. Be the main actor in your own education (*working on the key word SPECIAL*)**

Appraisal: LEADERSHIP

- encourages and motivates others to work

- is able to handle assigned tasks appropriately
- is hard-working and persistent
- is organised and flexible
- shows and takes initiatives

### **3. Raise the level of your aspirations (*working on the key word STANDARDS*)**

Appraisal: ADHERENCE TO REGULATIONS

- accepts discipline as exercised by teacher/s
- attends class punctually and regularly
- follows class and school rules
- shows respect for the school environment
- work or tasks given are handed in on time

Conducts:

- Chose to present work which is not up to his standard (1)
- Chose to present incomplete work (1)
- Chose not to justify absence (2)
- Chose not to bring consent form (2)

### **4. Have faith in yourself**

**(working on the key word AMBASSADOR OUT OF COLLEGE)**

Appraisal: ALTRUISM

- assists peers and teachers
- dedicates own time to activities in schools
- places the good of others before her/his own
- recognizes and is aware of the needs of others
- shares with others

Conducts:

- Chose not to present himself to his best in his appearance (3)
- Chose not to follow rules when using the van (3)
- Chose to give a bad image to the school through his actions (4)

### **5. Seek your own understanding of what your teachers teach you (working on the key word AUTHORITY)**

Appraisal: SENSE OF RESPECT

- keeps her/his word and practises restraint
- respects diversity
- shows acceptable behaviour towards
- authority
- shows acceptable behaviour towards peers
- uses respectful language

Conducts:

- Chose not to follow instructions (3)
- Chose to be disrespectful towards authority through his words (4)
- Chose to be disrespectful towards authority through his actions (4)

## **6. Be critical and eager to search (working on the key word LEARNING EXPERIENCES)**

Appraisal: ENTREPRENURSHIP

- is able to take up initiatives
- is confident in own personal abilities and
- strengths
- is willing to accept new challenges
- manages to work well within a group
- shows creativity and innovation

Conducts:

- Chose not to bring resources needed for learning (1)
- Chose to disturb the learning situation (2)
- Chose to use cyber channels inappropriately (4)

## **7. Aspire to be master of yourself, before trying to understand the world (working on the key word ACTIONS)**

Appraisal: COMMUNICATIVE SKILLS

- is able to allow others to express themselves
- is able to ask questions
- is able to express her/himself clearly

- is able to listen attentively
- is able to voice her/his opinions, thoughts and feelings

Conducts:

- Chose to annoy or provoke (3)
- Chose to retaliate to provocation by others (4)
- Chose to be aggressive towards others (4)

## **8. Conquer and cultivate your authentic freedom (working on the key word RESOURCES)**

Appraisal: TEAMWORK

- collaborates and works with different persons
- deals effectively with challenging situations
- listens actively and cares about her/his peers
- motivates the group to achieve more
- shows perseverance in the task assigned

Conducts:

- Chose to be in possession of prohibited items (4)
- Chose to be negligent when using the resources of others (1)
- Chose to be part of vandalism on the resources of others (2)
- Chose to be negligent when using school resources (1)
- Chose to be part of vandalism on school resources (2)
- Chose to contribute to a disorderly environment (2)

## **9. Rather than 'knowing more', desire to be better (working on the key word MOTIVATION)**

Appraisal: SENSE OF RESPONSIBILITY

- admits when s/he is wrong
- completes assigned tasks
- is able to take responsibility of personal belongings
- manages time well
- shows capability to work independently

Conducts:

- Chose not to present assignment (2)

- Chose not to be part of the class (3)
- Chose not to be in class (4)

### **10. Point your life towards God, without anchoring yourself to the immediate and transitory (working on the key word LANGUAGE USE)**

Appraisal: COURTESY

- Chose not to say the truth (4)
- Chose to use socially unacceptable words (3)
- Chose to use morally unacceptable words (4)

### **Hairstyle**

One of the functions of schooling is that of preparing the student for his future life at the place of work and his role in society. Hairstyle should also be part of this preparation based on the expectations set at different places of work. Students are not to wear hairstyles in differing lengths, close shaves or untied long hair. Thus hairstyles need to be tidy and appropriate for school.

### **Uniform attire including formal shoes and running shoes**

All students are to wear the full St Augustine College uniform with pride. Failure to do so will result in negative consequences. There is a difference between a pair of shoes and a pair of runners. Shoes are worn to complement a shirt, tie and blazer. A pair of runners are worn with a PE Kit. Not all black footwear, even if explicitly stated by the supplier or salesperson, are accepted as formal shoes. The senior leadership team will not entertain discussions on whether a certain kind of footwear is a formal shoe or not.

### **Inappropriate belongings at College**

Items which are deviant, dangerous or associated with deviant and dangerous behaviour are not allowed at school and will be confiscated. The items which do not fall under the above are allowed at College. However, the College does not take responsibility when such items are misplaced, damaged or not found. Pocket money, when necessary, brought to school needs to be reasonable and any other money sent by parents with the child should be secured in an envelope, well labelled, and reach its destination as soon as possible. The safest thing is to bring to College only those items which are related to learning led by the teacher.

Mobile phones are not allowed at College except when overtly stated by the educator for an educational activity so as to be used for the task set by the educator. Should an exception be required, guardians are to communicate directly with the Heads of Campus, who may consider permission at his/her discretion.

While the request is being processed, the student is not allowed to bring the mobile phone to College. The Head will then decide whether to allow or otherwise. Only a written authorization by the Head will suffice. Should this permission be granted, a student will be asked to leave his mobile phone with the administration as soon as he enters the College grounds (and thus before assembly). The mobile phone will be kept in safe custody. However, the College cannot take responsibility for what happens to the mobile phone while on the College premises.

Should a student have a mobile phone without permission, the mobile phone will be confiscated for three school days. Moreover, smart watches are prohibited on premises.

Confiscated property (unless it is illegal or according to other policy) will be given to the family only when a parent comes to College for a meeting with the senior leadership team.

The use of audio, pictures or movies recorded during school time or during College activities (not necessarily held at College) is governed by the General Data Protection Regulation. Apart from disciplinary action and guidance sessions, the College **may take legal action should misdemeanour in this regard happen.** *The same counts for comments on the social media which are brought to the attention of the senior leadership team.*

### **Items of clothing and spectacles**

Items should be all labelled. During casual/dress down days, all College rules apply except the rule related to the uniform. Only school-appropriate clothing will be allowed on such days. The clothing for the day should be such that it reflects the ethos of a Catholic educational institution. Sleeveless tops are not allowed. Shorts/bermudas are never permitted in the Secondary Campus and in the Primary Campus bermudas only (not shorts) are allowed.

Whenever damage is incurred to items of clothing and spectacles, the senior leadership team tries to establish the events leading to the breakage, through annotated interviews, the dynamics of the happening. Through the picture which emerges, the just allocation of guilt is assigned. The cost of repair or for a new item of clothing or spectacles is then divided between those involved. The support of all guardians with interest in such a case is expected in order to further instill in our



students the concept of accountability for their actions. In the absence of this, every family has its own rights according to the laws of the country.

### **Aggression which might lead to bullying**

Aggression is one of the infringements which carries a heavy penalty point weight. We use the word aggression to distinguish it from bullying because bullying is the **repeated** action by the **same** person/group on **another same** person/group. Not all aggression can be called bullying. However, some aggressive behaviours are truly manifestations of bullying. The College follows the zero tolerance national attitude towards bullying:

<http://education.gov.mt/en/resources/Pages/Policy-Documentation.aspx>

The College has an Anti-Bullying Policy.

Should, following the senior leadership team's evaluation of events, bullying is established, the College will refer the case to the Anti-bullying services for further investigation.

### **Notification for the parents/guardians**

Whenever an infraction is logged, this has the primary aim of informing the parents of misdemeanours at College. The report itself is the notification to the parents. Unless there is further need, the College will not communicate with the parents in other ways on discipline matters.

All behaviour is logged in the online communication system and kept in the student's personal file.

### **Consequences**

Making a mistake once is not a problem. The problem arises when repeatedly, a person makes the wrong choice every time. It is there that the need for understanding about consequences arises. Notwithstanding the action, the school always condemns the action not the student.

The purpose of consequences for negative behaviour has only one sole aim - that of helping the child understand how his repeated action has damaged the community. It is an educational aim and not retribution.

The negative actions done are almost always the same and the school has a comprehensive fixed drop down list from which educators choose. The infringement which best describes the action (albeit not perfectly) is chosen. A report is given for an action, no matter who the child, because the primary aim of the online logging system

is to inform the guardians and keep record. However, the consequence needs to keep in mind the particular circumstances of the child. This is the job of the senior leadership team and they will exercise it with great fairness to the best of their ability. Families do not have a right to ask the school about the consequence given to another student other than their own son. The senior leadership team will not entertain comparisons between one child and another and the consequence given to one child and another. Sameness does not necessarily equate to fairness. Equity, as opposed to equality is one of our guiding principles.

Some consequences which might be used include:

- break detention or suspension from certain lessons to have time to reflect on ones' actions,
- giving additional or reflective work,
- community work as restorative justice,
- apology letter after a pastoral session with an SLT member,
- temporary separation from peers in order to safeguard the latter,
- another step could be the removal of privileges such as missing an opportunity to represent the college (such as the participation in the annual football matches for students in the senior years). Students who represent the College should always be impeccable students who do not cast any shadow whatsoever on the name of the college. Therefore, no matter the talent, a student will not represent the College if this talent is not paired with exemplary behaviour.

### **Serious consequences**

In our school respect towards authority is paramount. Students greet a visitor to class by saying "good morning/afternoon". When a senior leadership team member enters the room, students should also stand up.

Educators love the students and have a right to exercise their profession freely to show their love for the students. Therefore when a student shows lack of respect towards authority he is to appear in front of a Disciplinary Board formulated by the SLT, where his actions and their consequences are discussed with the student himself. Consequences, which may include writing a letter of apology and/or in-school suspension may be given to the student. The guardians will be notified if a student has an in-school suspension.

In the Secondary, at the -15 mark, a student is kept in break detention by the Assistant Heads responsible for his year group. In the secondary campus, this will also mean that the student would have obtained the lowest grade in behaviour for that year in the Secondary School Certificate and Profile.

For major infringements, a student might be asked to write a formal apology which is kept in his personal file. He might also be asked to do some community work in school. In the same way as he disappointed the community, he then needs to make up for his actions and be felt in a positive way in the community.

Other consequences which might be used should the repeated negative behaviour not cease include a temporary suspension from school should misbehaviour persist. All these steps are taken in dialogue with the parents but it is the school which has the ultimate say. The College has a suspension from school policy that guides this.

All the consequences listed in this section are never taken in isolation. Discipline falls within the remit of the Head of Campus but we pride ourselves in a strong pastoral care team. The senior leadership team of the College always work together. The work of the Assistant Heads who support the child both pastorally and curricularly are the bonds which bring together the two different services. The well-being team as well as the guidance teachers are included in supporting the student to reflect on his behaviour and address the issues being presented.

### **Substances**

No substances (including inhalers, paracetamol and antibiotics) are allowed to be brought to College unless with written consent from a legal guardian and handed straight to a member of the Senior Leadership Team. When permission is granted for these substances to be brought to College, they are not to be kept in the students' bags, but with the College administration.

### **Students leaving the premises**

There may be instances where for some valid reason, a student needs to leave early from school. This can only be done if a written guardian consent is presented prior to this need and permission is granted from the Head of Campus/Assistant Head.

### **Punctuality**

Punctuality is of utmost importance as missing part of the first lesson means that the work done is lost and it will be difficult for the student to follow the rest of the lesson. As a sense of respect, late arrival to school (unless for a valid reason) should be avoided as it disrupts both the teacher and the rest of the students.

In the Primary, the bell for assembly or start of lessons goes at 8.30am (depending whether it is assembly or lesson according to roster). In the Secondary, the bell goes at

7.40am.

All late arrivals will be recorded on Student Campus as late arrivals on the student's daily attendance.

### **College outings**

When students go on an outing, they are to be on their best behaviour as they are representing the College at all times.

The full uniform (as instructed prior to every outing) should be worn. Students who lack to wear the proper uniform attire as instructed will not be allowed to leave the premises unless the guardians go to College and provide their sons with the required uniform items as requested.

Whenever an outing is organized, guardians will be informed way ahead by receiving an announcement with the necessary information together with a consent form to be filled in and a link to send an online payment whenever this is required. Failure to fill in the consent form and sending the online payment by the deadline stipulated may result in not allowing a student to join the rest of the class for an outing.

Students who fail to obey and follow the instructions of their educators while on an outing will have to face a negative consequence, this depending on the gravity of their misbehaviour.

### **The Secondary School Certificate and Profile**

The College will always be just in the picture it presents about a student through the SSCP. We do this task conscientiously. This document is seen by educators in the post-compulsory education and employers.

### **Reciprocal support**

Following disputes, children make friends easily. Parents should promote this rather than use their own perceptions to decide the course of action their son is to follow. The school and the home are working together for the benefit of the child. We are not in competition. Therefore, the steps taken by the school when it is *in loco parentis* during the day need to be supported by the family.

## **Conclusion**

The aim of the Good Behaviour Policy is to instil a sense of self discipline in our students. The ideal situation would be to have students behave, not because they are being watched or because they are being rewarded for their positive behaviour. Good behaviour should be of an intrinsic nature, where students are on their best behaviour even if no one is watching or checking on them.

We believe that this ideal can be reached if both the College and the guardians work hand in hand in the best interest of all our students. A lot of care must be taken to correct in a timely and beneficial manner. Being firm and gentle at the same time should help to instil this ideal in our students.

Thus, all stakeholders involved should know their obligations well and follow the College regulations to the full to help create a happy and safe environment at school.

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