



## POLICY STATEMENT THE STUDENT MANAGEMENT TEAM

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### 1.0 Introduction

- 1.1 In an age of uncertainty and rapid change, adolescents face difficult tensions and choices. This places the adults whose role it is to care for those students in an equally difficult and often ambivalent situation.
- 1.2 Schools respond in their own distinctive ways to this, and Hillbrook's core values of balance, cooperative behaviour, on-going learning and personal development are the key elements of the school's approach.

### 2.0 Policy

- 2.1 The **Declaration of Rights & Responsibilities** and the **Rules of the Road** are the working documents on which student management and behaviour are founded.
- 2.2 The fundamental principle of the Declaration is also a fundamental principle of a democratic society: the need to balance rights and responsibilities.
- 2.3 The broad aim of the Student Management Team is to empower students to do this, with particular emphasis on respect, trust and fairness.
- 2.4 Within this context, the Student Management Team works to enhance the welfare and progress of students, and does so as part of a collaborative, cooperative and educative school culture.

### 3.0 Some Relevant Quotes

*"I don't care what you know until I know that you care."*

(A student, speaking at the International Principals' Conference Sydney, 1995)

*"Don't think we are failing if kids don't get it right. They are all at different stages of 'knowing'. We just need a learning approach to mistakes."*

(Robert Kegan, 1994)

*"Empowering students is not about giving power to students. It's about giving them skills to make decisions about things that are important in their lives."*

(A student, speaking at the International Principals' Conference, Sydney, 1995)



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*"We solve conflict in the present and the future. Punishment is about the past. If we use consequences, natural consequences are the best ones.*

*Who creates them: Do we? Does the student? Or do we negotiate them? Ideally, in some way the student needs to be an active contributor to the solution."*

(Brad Greene, 1997)