



Related Policies

CECG Child Protection
CECG Exclusion, Expulsion and Transfer of Students
CECG Legal Responsibilities and Authority
CECG Restraint of Students
CECG Suspension of Students
CECG Student Management (Discipline)

Purpose

To manage student behaviour in a context that values individual differences but also encourages the students to be mindful of the needs of others, by ensuring there are logical consequences for transgressions and to encourage the use of sanctions that are fair and consistent.

Policy

This policy respects the College's values of truth and courage and provides a framework to ensure our school will be safe a safe caring learning environment in which the rights of students to learn and teachers to teach must be supported. The approach to behaviour management will be consistent across the College and align with CECG policy by:

- accepting that students will make mistakes.
- ensuring that students and staff are made aware of the rules that apply in the College.
- involving parents where appropriate and to encourage positive working relationships between home and school.
- developing positive behaviour in students.
- modelling qualities such as forgiveness, compassion and love.
- fostering an atmosphere of cooperation in which people's feelings are respected and where students' self-esteem is valued and supported.
- establishing a code of behaviour which encourages students to be self-disciplined and to take responsibility for their own behaviour.
- developing early intervention strategies which focus on behavioural ownership.
- providing appropriate student welfare support services.
- communicating that the school does not permit corporal punishment of students attending the school, and that the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at the school.

Definitions

Parents is inclusive of guardians and carers.

Appropriate consequence is an action that follows inappropriate behaviour. Each person in the school community has rights and responsibilities and when these are not respected an appropriate consequence occurs.

Student management relates to an agreed statement of principles, aims and outcomes which reflect the understanding of the school and community about discipline and behaviour management. Student management provides:

- strategies to promote good discipline and effective learning
- practices to recognise and reinforce student achievement
- strategies for dealing with inappropriate behaviour

Student welfare relates to the broad context for considering all matters concerning students.



Procedures

The orderly conduct of students is the responsibility of all teachers at all levels within the school. The following procedures provide processes for staff in managing student behaviour.

- Try to establish the cause of problems
- "Discipline" does not necessarily mean "punishment"
- Consequence of actions should assist students to develop.
- Students can be helped to see that the consequences of their actions can help solve problems, prevent recurrences and lead to better outcomes in future.
- Class discipline should be firm but kindly. Teachers are in charge of their class, and they must insist upon the authority which accompanies this responsibility and handle their own classroom discipline problems as far as possible. Consequences for those students who do not respond to usual classroom management techniques include detention and cleaning up the classroom or playground. Slips for this purpose are to be found in the main staffroom (green slips). Work missed because of misbehaviour can be given as homework but extra homework is not an appropriate punishment.
- It is essential that the Studies Coordinator be informed of any major disciplinary problems that the teacher is having. Should it be necessary to refer a student to the Studies Coordinator, follow the matter up to make sure the student has reported. Except in serious circumstances, do not go past the Studies Coordinator as they are responsible for maintaining discipline in the subject area. If the Studies Coordinator is absent, then refer the student to the Year Coordinator.
- If you refer a student to a senior colleague, then the consequences for the student (if any) will be decided by that person. Staff who refer students cannot determine the action of another teacher.
- Students whose behaviour has caused concern may be excluded from socials, sports teams and excursions (educational and other). These bans can be placed by the Principal, Assistant Principal or Year Coordinator. A student excluded from an educational excursion may suffer loss of marks.
- Students should be out of class only for good reason. The Organiser must be signed explaining the reason for the absence. A time interval should also be specified. Except in special instances having a drink or going to the toilet are not sufficient reason to leave the classroom. In a double period, do not release students from the room between periods unless special circumstances exist.
- Many strategies are available to classroom teachers to minimise possible disruption and deal with disruption once it has occurred.

Disruptive Behaviour

- Minimise disruptive behaviour by:
 - Have a plentiful supply of achievable tasks
 - Be early to class. If possible, greet the students as they arrive.
 - Use eye contact and a range of responses.
 - Be specific in your directions.
 - Encourage feedback.
 - Develop a system or routine.
 - Investigate seating and classroom layout.
 - Use humour to defuse tension.
 - Acknowledge mistakes.
 - Praise and encourage honesty and effort.
 - Recognise all effort.
 - Develop a range of questioning techniques.
 - Have plenty of steps in your management plan.
 - Deal with inappropriate behaviour using a hierarchy of responses.
 - Be consistent and fair.



- Describe the limits of acceptable behaviour.
 - Use the Student Organiser to communicate positive messages to parents as well as negative messages.
 - Listen to student explanations of events influencing classroom issues.
 - Seek information from colleagues on students who may have difficulties.
 - Be courteous; model the behaviour expected.
 - Use a range of teaching strategies.
 - Be aware of extraordinary events which may prompt behaviour changes.
 - Ensure that lesson content and materials are aimed at the student's level.
 - Make sure the room is physically comfortable (well ventilated, well lit, etc.)
 - Avoid raising the voice to correct students.
 - Avoid the use of threats.
 - Resist being drawn into conflict or power play.
 - Avoid sarcasm or ridicule.
 - Offer help to those having difficulties.
 - Carry out fair and regular assessment of student work.
 - Provide feedback about student progress.
 - Offer incentives/rewards (e.g. games, house points, and certificates).
 - Give students special responsibilities.
 - Award Merit Certificates.
 - Ensure that quiet students receive attention.
 - Give support/encouragement to any student receiving a poor result.
 - Be patient.
 - Provide some challenge.
 - Avoid comparisons between students and with siblings.
- Deal with Disruptive Behaviour by:
 - Make it clear that the behaviour is not acceptable but the person is still valued.
 - Make it clear that there are consequences for misbehaviour.
 - Imply that action will be taken; avoid escalation of disruption and by arranging to see the student later.
 - Have the student identify the behaviour eg. "What are you doing? Is that acceptable?"
 - Remind the student of the rule.
 - Point out the consequences of further misbehaviour.
 - Relocate the student.
 - Have the student repeat the required activity in the correct manner.
 - Remove the student from practical activity for a time.
 - Create a time to discuss the matter with the student.
 - Set extra work to be completed.
 - Depending on the issue and the dynamics of the class, invite other students to reflect on the effects of disruptive behaviour on the class.
 - Invite disrupting student to come up with a plan to address the problem.
 - Negotiate a contract with the student.
 - Send a message to parents via the Organiser and require it to be signed.
 - Phone parents to discuss the matter.
 - Have the student clean the room at the end of the lesson.

Failure to Complete Work/Homework

- Some of the above strategies are appropriate for work-shy students.
- Inform parents via the Organiser that homework has not been done.
- Ask the student to return to class at lunch to complete the work under supervision.



- Draw up a contract of work with the student.
- Seek explanations and possibly re-negotiate deadlines.
- Issue Academic Detention if appropriate
- Subtract marks for late work (consult departmental policies).
- Contact parents by phone.
- Extend the deadline to the end of the day, allowing the student to find the time and place to complete work.
- Outline the kind of report the student has earned to date.
- Consult with the Studies Coordinator and send out the standard letter which warns parents that the Year 10 Certificate is in jeopardy.

Issues Not Resolved at the Classroom Level

- Consult with the Studies Coordinator to determine further action. It may be decided to place the student on a red detention.
- Consult with the Year Coordinator; the student's behaviour may be similar for other teachers, and further action will reflect this. The Year Coordinator may circulate a progress report. The Year Coordinator may contact classroom teachers to gather further information.
- Serious offences may be taken directly to the Assistant Principal Student Wellbeing or the Principal.

Studies Coordinator

Once a classroom teacher has referred a student to the Studies Coordinator, the Studies Coordinator may choose to use strategies including the following:

- Consult with the student and classroom teacher together.
- Negotiate deadlines with the student.
- Request a daily verbal or written report from the student and/or teacher on progress.
- Visit the class regularly to observe student's behaviour.
- Issue a red detention for lunchtime on Monday or Thursday.
- Refer the student to the Year Coordinator should student problems persist.
- Change the student's class.
- Remove the student from a particular class for a time.
- Record the student's name so that the next report can be monitored for improvement.
- Contact parents by phone.
- Write to parents on the standard form noting that the Year 10 Certificate is in jeopardy.
- Spell out to the student that any referral outside the Department becomes part of school records. These records are kept by the Year Coordinators.
- Request an interview with parents.

It is the responsibility of the Studies Coordinators to see that **relief teachers** are equipped to supervise classes of absent teachers as fully as possible. Sets of prepared lessons may be kept on reserve to handle emergencies where teachers are called away from school unexpectedly. If absences are anticipated the teacher should prepare work for classes so that the relief teacher can execute these lessons accordingly. Class lists of students should be given to relief teachers.

Year Coordinator

A referral may be made to the Year Coordinator by a Studies Coordinator or by teachers reporting on matters of concern outside the classroom. In dealing with a referred student the Year Coordinator may choose to use strategies such as:

- Place the student on daily report for a time.
- Request a progress report from all the student's teachers.
- Arrange an interview with parents.
- Refer the student to the Counsellor so that assistance may be provided.



- Withdraw the student from selected classes and inform staff of this.
- Withdraw the privilege of extra-curricular activities
- Refer the student to the Assistant Principal Student Welfare.
- Require the student to report verbally on progress each day.
- Inform the student that mention will need to be made of this issue on the Semester Report.
- Organise remedial assistance in some subject areas.
- Have student prepare a personal checklist of areas to focus upon during subsequent weeks.
- Negotiate a contract with the student.
- Change subjects or classes after negotiation with Assistant Principal, Curriculum.
- Recommend career options for Years 9 and 10.
- Issue a red detention
- Issue a Friday detention.

Assistant Principal Student Wellbeing

A student may be referred to the Assistant Principal Student Wellbeing by a Year Coordinator or by any teacher in the case of a serious offence.

The Assistant Principal Student Wellbeing may choose to use strategies such as:

- Employ strategies not yet used at the Studies Coordinator or Year Coordinator level.
- Place student on an in-house suspension for one or more days for all subjects.
- Suspend the student at home for one or more days.
- Organise a panel of the student's teachers for parent and/or student appearance.
- Organise alternate lunchtime activities over some time for the student.
- Remove the student from some subjects/classes.
- Organise monthly meetings of review with parents.
- Refer the student to the Principal.
- Inform the student of the matters now entered on his/her record.
- Clarify what subsequent actions by the School are likely to be, should there be no improvement.
- Refer the student to external agencies such as counselling services, support agencies, and police.
- Seek the involvement of the Parish Priest.
- Stage a weekend detention.
- Recommend that a Conditional Enrolment be drawn up.

Principal

A student may be referred to the Principal after other referrals along the discipline network or referred directly for serious offences. The Principal may choose a number of strategies:

- Enter the student's name on the Year Coordinator's list for review procedures with the Principal.
- Organise a parent-student-teacher interview.
- Re-admit the student to the School on a Conditional Enrolment.
- Negotiate a contract with the student whereby any broken condition determines an immediate suspension.
- Notify the Catholic Education staff that the student is at risk of being asked to leave the school.
- Suggest to parents that a new start at a new school is in the student's best interests.
- Initiate steps to formally exclude the student from the school.

Counsellors

The Counsellors do not have a disciplinary role and do not function as part of the discipline network. They do, however, have a support role and may be called upon to become part of a student welfare support team. Discussions with counsellors are confidential. Students with difficulties may seek their services or may be referred by teachers. Generally, a referral by a teacher will be discussed with a Year Coordinator.



Suspension

The Principal may decide to suspend a student if a student:

- demonstrates consistent and wilful non-compliance
- acts violently or threatens violence
- threatens good order
- disrupts his/her learning or that of other students.

In the case of any suspension, procedural fairness will always be followed:

- provision of relevant policies and procedures to involved parties
- provision to these parties of the details of any allegations
- provision to these parties of the right to respond to allegations and, if appropriate, to appeal any decision
- the right to an impartial decision.

The Principal or delegate will:

- give the student a fair hearing and discuss the consequences of the behaviour before a decision is reached about the course of action
- discuss the issue with parents (this may occur after the decision is made)
- ensure appropriate supervision has been arranged by parents, if the student is to leave before the end of the school day
- advise parents of the suspension in writing, either delivered personally or via email
- provide appropriate support upon return to the College, so that the student may resume normal activities.
- arrange an interview with the student and parent/guardian before the student resumes normal classes. A restorative reflection paper will be part of this interview.
- implement a suspension period of up to 5 consecutive days
- notify the Head of Human Resources at the CEO of the suspension

References

SFX Student Wellbeing Procedure Manual

Forms

NIL

Information

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