



▪ CORRECTION STRATEGIES

Toongabbie Christian College expressly prohibits the use of corporal punishment under any circumstances.

Toongabbie Christian College does not explicitly or implicitly sanction the administration of corporal punishment.

▪ PURPOSE

To function as a Christian community in supporting families by providing quality education to develop the whole person in a Christ-centred, caring environment for life and eternity.

▪ BIBLICAL MANDATE

A Biblical Understanding of Discipline

'Discipline is the process of assisting others in developing a commitment to Christ-likeness within the context of loving relationships.' The driving out of foolishness and building of wisdom occurs within this framework.

The goal of discipline is for students to take responsibility for their own behaviour. Students are encouraged to live in community, sensitive to the needs of others and willing to serve others. Students are encouraged to develop their own internal restraints on behaviour, ie, self-discipline. Being well behaved is not merely a matter of obeying a set of rules but derives from a personal discernment of what is appropriate and Christ-like behaviour.

The Biblical pattern for the Toongabbie Christian College Discipline Policy is based on the Biblical narrative, in particular the Book of Proverbs.

In practice, the process of discipline in a Christian College aims to train the **whole person through instruction, example, correction and experience**. This is carried out in the light of the teaching of God's Word and in the context of a loving community, toward perceptive understanding and judgement, spiritual maturity and effective membership of the body of Christ. This can simply be described as 'the getting of godly wisdom' and can be achieved "within a positive, creative, challenging and caring community".

The characteristics of our discipline should be modelled on God's transforming work in the lives of His people.

- God corrects us out of love that is unconditional.
- God corrects because He delights in us.
- God corrects us to enable us "to own" our wrong attitudes and motives.
- God corrects us to produce holiness and wisdom.
- God corrects us to produce fruit in our lives.

Why should we Discipline our Children? Some Biblical Principles

- The Bible says we are fallen people and it is, therefore, realistic to expect sinful behaviour.
- The Bible teaches us that we are to **correct our children out of love**, while there is still hope. Discipline is a sign that the children are loved; that they belong.
- The child **really desires to be disciplined**.
- The Bible teaches children to **obey their parent/carers**, and so by delegation, their teachers.
- The Bible says that children are to be brought up 'in the training and instruction of the Lord'.

▪ THE LEGAL MANDATE

Toongabbie Christian College has the legal mandate to implement policies and procedures to provide a safe and supportive environment in which students can learn. A supportive environment fosters the social, academic, physical, emotional and spiritual development of students.

The Toongabbie Christian College Discipline Policy operates in conjunction with the following policies: Anti-Bullying Policy and Child Protection Policy. It reflects general principles adopted to deal with complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students, teachers/staff or parent/carers. As such, it follows procedural fairness. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker

Condition of Enrolment

Condition number 5 of the Enrolment conditions states:

"That the parent/carers accept the right of the College to employ such discipline as it seems wise and expedient for the child, and agree to uphold in every way possible the College's authority and right to administer appropriate discipline in accordance with the policies of the College."

▪ LEVELS OF RESPONSIBILITY

The objectives of this policy can best be fulfilled within the context of an active community. Our College recognises the interdependent relationship of four aspects of our community:

- the student
- the home
- the teacher and
- the College (including its management) and Board.

Support will be maintained and strengthened through all parties having a common philosophy and a commitment to communicating with each other.

▪ IMPORTANT ASPECTS OF DISCIPLINE

1. Effective discipline should lead to a change of student behaviour

The basic goals of College discipline include setting helpful boundaries for children, protecting the community, driving out foolishness and instilling wisdom. Wise living protects our privileges and reflects God's intention for us because God disciplines those whom he loves.

We would aim to lead students through the following steps:

- a) recognition of wrong doing
- b) remorse for the wrong doing
- c) repentance leading to a change of behaviour
- d) restitution where possible.

In a school context, sinfulness and a wilful, unrepentant heart lead to continued broken relationships and can damage a school community. Occasionally, all reasonable efforts in discipline become exhausted and little change is observed. A school community must aim to issue discipline that leads to change. We know that discipline works best in relationship and relationships take time and commitment.

2. Quality Teaching is an effective way of engaging students.

3. The Importance of Planned Discipline

Planned discipline is important in providing consistency and security. Teachers should know why and how they will discipline.

4. The Importance of Just Discipline

The Bible provides us with a pattern which, when followed, removes the emotional stress factor, providing stability and positive results. Components of the pattern are:

- **Investigation** _____ Allowing all parties the right to be heard and understood.
- **Decision** _____ Decisions are to be impartial.
- **Reasonable Consequence** _____ As appropriate to the child's stage of development and particular needs of the child (English as an Additional Language/Dialect, Students With Additional Needs).
- **Restoration** _____ Provide and facilitate an opportunity for this to occur.
- **Timeliness** _____ Timeliness in the discipline process needs to be age and disability appropriate. Staff should ensure that any discipline consequence happens in an appropriate timeframe.

5. The Importance of Parent/carer and College Partnership

Discipline is most effective when the College is able to work in partnership with families.

Facilitating opportunities for communication between the College and the student's family is important at different stages of the process.

Early intervention to solve problems is appreciated by parent/carers. Teachers are strongly encouraged to contact parent/carers to discuss student progress.

▪ CODE OF CONDUCT K-12

As a student at Toongabbie Christian College, it is expected that you will:

- 1 Respect God and appreciate who He is**
 - Always try to speak and act in a way that pleases God
- 2 Respect and obey the staff**
 - Always listen to and obey staff members and be polite when speaking to them
- 3 Respect and care for each other**
 - Be kind and caring towards each other
 - Respect individual differences
 - Be helpful whenever you can.
 - Be aware of the needs of others
 - Help make our College a safe place
 - Encourage each other
 - Play sports and games fairly
 - Respect other people's belongings
 - Ask the owner's permission before using things that belong to others
 - Take care of College property
 - Keep our College clean and tidy
 - Always be honest
- 4 Help yourself and others to learn**
 - Try to do your best in all lessons and College activities
 - Always be on time for lessons
 - Pay attention and be a good listener
 - Obey the rules of your classroom
 - Join in all activities and be willing to keep trying, even if something is hard to do
 - Use the abilities that God has given you, and develop them

▪ DISCIPLINE PROCESSES - PRIMARY

The key aim in the Primary School is to assist the students in moving from imposed discipline to managing their own behaviour. Therefore, the structures in place to manage discipline are more than rules and punishments. Through guidance and modelling, it is hoped that students are able to make wise choices about how they act, speak and interact with others. In order to build a positive learning environment:

- Staff are encouraged and supported to consider how their own teaching style can build appropriate relationships with students. Primary students crave authentic interactions that allow them to know that they are loved and supported. Staff members are encouraged to address this through the way they greet, speak with and meet the needs of their students.
- Staff members are encouraged to consider how their classrooms reflect an environment of effective learning, good fun and mutual respect. This also involves ensuring that student seating (to meet both physical and emotional needs) and grouping is intentional, not accidental.
- Staff members utilise quality teaching principles and appropriate differentiation in order to promote student engagement in learning. This includes adjustments made for students with supplementary, extensive and needs.
- Students are introduced to the College Code of Conduct. This is done at the beginning of the school year and involves the students understanding why each aspect is important and how it looks in everyday life.
- Staff members introduce standards for their class in terms of behaviour. These are created in consultation with the students. They are usually displayed and reiterated frequently.
- Each class has their own reward system that reflects the teacher's personal style and is reflective of the students in their class. It is important to maintain a positive classroom and the reward systems help in this area. Staff members are encouraged to reward effort over achievement.
- All Stage 2 and Stage 3 students have the opportunity to earn points in their 'Frequent Tryer' books for behaviours that uphold the Code of Conduct and for reaching personal goals. These points are accrued each term and rewards are given based on the number of points reached. This system is implemented by classroom teachers and the oversight is managed by the Head of Stage.

It is recognised that it is helpful to have common language to describe behaviour. In addition, staff members need to feel empowered to know the steps to take to ensure their students are safe and respectful learners. In order to work towards these goals, the following charts have been introduced to Stage 3 staff members and their classes.

Behaviour Steps for Managing Student Behaviour

In the Primary School we have a multi-step approach to discipline. This is a five-step system where the teachers and the student have a role in creating and making choices that help to foster an environment where each child feels safe and able to learn. As such, the following procedures are displayed in classrooms and followed by teachers. These steps are designed for general classroom behaviour management, and different processes may be required for students with additional needs. The students are given a simplified version of the following table.

Early Stage 1 & Stage 1 Learning Choices

RED	Step 4 – Behaviour Meeting & Behaviour Support Plan established
AP	The AP will be informed of students at this level and the Behaviour Support Plan that will be put in place.
HOJP	Creates a Behaviour Support Plan, in conjunction with the teacher and parents/carers to set behaviour goals to assist them in moving to a lower step. AP will be informed at this time.
Student	The student is removed from the playground/class and supervised by the HOJP. They will be placed on a behaviour monitoring system (formal or informal) to assist them with making better learning choices.

ORANGE	Step 3 – K-2 Reflection
Teacher	Sends student to K-2 Reflection Time (in the nearest break) during which the student will complete a reflection activity, assisted by HOJP. Teacher is to present student information to LAST meeting.
Student	Has 15 minutes away from the playground during which they will fill in a reflection sheet, assisted by HOJP. The student takes home a letter from HOJP notifying parents/carers of their child's learning choices.
Response	Following a Reflection Time with HOJP the student works with the teacher to set achievable goals to change their behaviour. The HOJP may work with the staff member to help plan for the student.

YELLOW	Step 2 – Specific Strategies
Teacher	Withdraws student from play at the nearest break for a short time or sends student to another classroom with work to complete for a set period of time. The teacher will have a Reflection Time with the student at the nearest break.
Student	is withdrawn from play at the nearest break for a short time to have a Reflection Time with their class teacher. The teacher will notify my parents through a phone call or Boomerang Book.
Response	Following the consequence, the teacher will devise strategies specific to that student to assist them to move to a lower step.

BLUE	Step 1 – Reminding & Prompting
Teacher	Gives several verbal reminders for the student to make good learning choices.
Student	Needs continual reminder for expected learning choices within a short period of time. In class consequences according to class behaviour system.
Response	Class level behaviour system (corrective).

GREEN	Entry Level – All students begin here
Teacher	Uses multiple tools to engage and manage off-task behaviour that suits their teaching style.
Student	Responds to teacher instructions and peer prompts to stay on task and manage their own behaviour.
Response	Class level behaviour system (positive).

Early Stage 1 & Stage 1 Learning Choices

RED STEP

My learning choices have not improved. I will have a K-2 Reflection Time with Mrs Smith.

Mrs Smith (Head of Junior Primary) will be talking with the Deputy Principal and my parents.

ORANGE STEP

I have continued to make poor learning choices. I will have a K-2 Reflection Time with Mrs Smith to talk about my behaviour.

A note will be going home to my parents or carers.

YELLOW STEP

I am still not making good learning choices. I will miss out on some play time at recess or lunch and have a Reflection Time with my teacher.

I need to start making good learning choices so I can return to the green step.

BLUE STEP

My teacher has given me lots of reminders to follow instructions.

I need to make good learning choices.

GREEN STEP

I am listening to the teacher's instructions and I am making good learning choices.

Behaviour Steps Stage 2 & 3

<p>RED</p> <p>Teacher</p> <p>Head of Stage</p> <p>Student</p> <p>*If a student has had a number of detentions with the HoS, further consequences will be required, and parents/carers will need to be involved in a meeting to discuss a Behaviour Support Plan. AP will be informed at this time.</p>	<p>Step 4 – Behavioural Intervention</p> <p>Refers student to HoS if specific behaviour goals are not met.</p> <p>Works with the students during the detention to discuss previous behaviour and may work with the teacher to implement a behaviour monitoring system (formal or informal).</p> <p>Has a detention with HoS and may be placed on a behaviour monitoring system (formal or informal). Takes home a letter from HoS notifying parents/carers of their child's behaviour.</p>
<p>ORANGE</p> <p>Teacher</p> <p>Student</p> <p>Response</p>	<p>Step 3 – In class detention / reflection</p> <p>Works with student to develop behaviour goals to move them back to lower steps and provides a significant consequence for previous behaviour choices. May use Reflection Folder.</p> <p>Has a lengthy time away from the playground during which the teacher helps the student reflect and plan better behaviour choices.</p> <p>Teacher will record details in their welfare folder. HOS informed and may advise staff member.</p>
<p>YELLOW</p> <p>Teacher</p> <p>Student</p> <p>Response</p>	<p>Step 2 – Specific Strategies</p> <p>Provides a consequence for a student who is not responding to behaviour prompts, and strategies help them to move to a lower step (following the consequence).</p> <p>Is withdrawn from play at the nearest break for a short time or is sent to another classroom with work to complete for a set period of time.</p> <p>Teacher will record details in their welfare folder.</p>
<p>BLUE</p> <p>Teacher</p> <p>Student</p> <p>Response</p>	<p>Step 1 – Reminding & Prompting</p> <p>Gives several reminders to a specific student to help him/her manage their behaviour.</p> <p>Needs continual reminder for expected behaviours within a short period of time.</p> <p>Class level behaviour system (corrective).</p>
<p>GREEN</p> <p>Teacher</p> <p>Student</p> <p>Response</p>	<p>Entry Level – All students begin here</p> <p>Uses multiple tools used to engage and manage off-task behaviour that suits their teaching style.</p> <p>Responds to teacher instructions, peer prompts and uses self-discipline to manage his/her own behaviour.</p> <p>Class level behaviour system (positive).</p>

It is important to recognise that there are some students for whom being a safe and respectful member of the community is a significant challenge. These students require additional support, love and care as we guide them in making wise choices. It is important to acknowledge that partnering with the students' parent/carers, the Toongabbie Christian College counselling team and external agencies is vital in this process. Students with additional needs in the area of behaviour may benefit from a Behaviour Support Plan, which is written by the class teacher in conjunction with the relevant HOS and other Toongabbie Christian College staff as required. A Behaviour Support Plan includes patterns of behaviour, key triggers, safe people and behaviour goals for the student. It is helpful for all relevant staff to be made aware of this document so that strategies are implemented appropriately. As part of creating the Behaviour Support Plan the following strategies may be useful:

- Observations of the student in the playground and classrooms to understand the behaviour and assess any possible triggers
- Planning for and providing support during the times and situations that most challenge the student
- A structured reward and consequence system that is tailored to the student's individual needs
- Planned, consistent communication with parent/carers about the student's progress with his/her behaviour
- Appointing a staff member who will make key decisions for the student's management on a day-to-day basis
- Consideration of any relevant external testing and support services that may be required (including sessions with the TCC Counselling Team).
- Taking Space – this strategy is used by students as a circuit breaker. It is a negotiated strategy.



▪ STRATEGIES TO FACILITATE A POSITIVE CLASSROOM & PLAYGROUND

In Class or Playground (Managed / Administered by Teacher)

- Discussing and establishing class rules and procedures
- Careful arrangement of seating and pupil placement
- Well prepared, organised and managed learning activities
- Tactical ignoring of behaviour
- Reinforcing, reminding, supervising
- Conflict resolution strategies.
- Counsel (on-going with all discipline strategies)
- Non-verbal expression of disapproval
- Verbal cues (stating child's name, reminding child of required behaviour)
- Removal of cause of distraction
- Moving student to another place in room
- Reprimand
- Loss of privileges in class
- In-class isolation
- Withdrawal from play if in playground
- In-class detention
- 'Room detention' with behaviour
- Restitution (cleaning, repairing, apologising)
- Parent/carer involvement (reporting emerging behaviour pattern)

Beyond the Classroom

(For long term behaviour patterns or serious offences – managed by Executive staff).

- Counsel
- Reflection time
- Supervised detention
- Behaviour monitoring system
- Restitution (cleaning, repairing, apologising)
- Contact with parent/carers, family conference
- In class time out and playground exclusion
- Behaviour Monitoring Books system
- Suspension
- Expulsion

Counselling

When speaking with a student in the context of discipline, it is important that the student be brought to a point of admission and reconciliation. Through questioning and discussion (and maybe role-play) the child could be led through the following stages:

- explaining the action/offence/behaviour, and admitting wrong (*"What have you done wrong?"*)
- discussing the error of the behaviour (*"Why was that the wrong thing to do?"*)
- exploring alternative behaviours (*"What should you have done? Where should you be heading?"*)
- determining/listing alternative strategies (*"What can we do, together, to help you head in the right direction?"*).

Conflict Resolution and Restoration

When dealing with conflict between students, the opportunity may be taken to use the situation to enable students to develop conflict resolution skills and strategies. These could include:

- listening, without interruption, to another's point of view
- in turn, students in conflict state what they see as the problem, and then state ways of solving the problem
- all students involved then decide on the 'best' resolution to the problem, even if a compromise
- recognising/understanding/knowing when a problem needs to be referred to a third party (teacher) for help in solving it.

Restitution

The offending student is required to undertake specific tasks in order to restore property, materials or relationships. This may involve cleaning, repairing, tidying, redoing a poor job, returning/replacing stolen or broken property, or restoring relationships by apologising and/or serving another.

Reconciliation

When conflict has occurred between members of the community, there will be an opportunity for apology and reconciliation so that relationships can be restored. Restoration sessions will be guided by an appropriate staff member.

Contact with Parent/carers Involvement

In keeping with the College's 'partnership' model, it is essential that parent/carers be informed of discipline, in cases of significant negative behaviours and/or a developing negative profile. This may be achieved through personal, informal contact, a telephone call or a letter. It can be very helpful to arrange to meet with parent/carers to discuss future strategies, so that parent/carers and staff are working together to achieve common goals.

In the event of a serious incident, the parent/carers of any students harmed and the student who is alleged to have caused the harm will be notified immediately.

In-Class Time Out

If isolating a child for a period of time, it is essential that the child is able to continue to be monitored and supervised. Students should not be sent to sit outside a room unless they are within visual contact of staff member. Students could be isolated by the careful placement of the child's desk and chair, or through the use of the withdrawal room.

Playground Withdrawal

The student could be isolated from play by being asked to sit in a shady place where the teacher on duty can observe the student. The student must be given time to visit the bathroom, and eat and drink.

In-Class Detentions

For offences that occur in the classroom, class teachers could use this strategy. Students should be detained in the classroom and be under the supervision of the class teacher. Such detentions should not be any longer than one half of the play period. Students should always be given the opportunity to finish eating their food and have the chance to visit the bathrooms. During such detentions, students could be asked to complete work. If a staff member needs to detain one child this must always be done in a location where the child and teacher are visible to other members of the College community.

Stage Detentions

Stage detentions are run by the Head of Junior Primary and Head of Senior Primary. This strategy could be used for playground offences, for serious classroom offences or for students with long-term negative behaviour profiles. This type of detention is not intended as a general discipline strategy, for class teachers, for day-to-day class discipline. During the Stage Detention, the HoJP or HoSP will often guide the student through a reflection time. The duration of "Stage Detention" would normally be during the play period. The HoJP or HoSP records the names and reasons for students serving a Stage detention.

The parent/carers of all students placed on a Stage detention will receive a note advising them that their child had been placed on detention.

Parent/carers will be notified in writing if a student has been placed on a Stage Detention four times in a term. This student will then be given a "Yellow Monitor Book" so that their behaviour can be closely monitored by the Head for the next two weeks. The HoJP or HoSP will discuss goals for the period with the student.

Behaviour Monitoring Books

The Behaviour Monitoring books aim to clearly communicate to parent/carers, students and staff that a student is in the process of correction and is experiencing close monitoring. This system is used for significant and serious incidents or negative patterns of behaviour. The parent/carers must sign the book each night. Sanctions will be imposed for unsigned books or when the student has been unsatisfactory in reaching the set goals.

• **Level 1 Yellow book**

This level booklet will be used whenever a student has received four Stage detentions or as determined by the Deputy Principal Primary or HoJP or HoSP in a term. The student will be monitored by the HoJP or HoSP for a period of time. The HoJP or HoSP and class teacher will set goals with the student.

• **Level 2 Blue book**

The Deputy Principal - Primary may place a student on Blue book monitoring after a student has served an in-school suspension. The student will be placed on Blue book for a period of time. The Deputy Principal Primary and the HoJP or HoSP will set goals with the student. At the end of the period, the Deputy Principal Primary may decide that the student will be placed on a yellow monitoring book for a period of time. A student may also remain on Blue book if they have not responded appropriately.

• **Level 3 Red book**

The Principal may choose to monitor a student for a period of time if the offence was serious or if the student has failed to respond to Blue book monitoring.

If persistent difficulties with behaviour occur, students may remain on a level though they will more likely be transferred to a higher level.

Executive Level Discipline

The Executive (Principal and Deputy Principal) are the only staff to make decisions about the imposition of serious penalties. The process that leads to the imposition of serious penalties, particularly but not exclusively in relation to suspension and expulsion, will follow the principles of procedural fairness.

Suspension is a temporary removal of a student from all of the classes that a student would normally attend a school for a set period of time. At TCC suspension may take the form of an in-school suspension, which is supervised by the Deputy Principal or HoJP or HoSP, or an out of school suspension where, for a specified length of time the student is not permitted to attend school.

Expulsion is the permanent removal of a student from one particular school. This will only occur after the Principal has referred the matter to the College Board which will make the final determination.

The following principles are to be followed before the imposition of serious penalties:

1. Students, parent/carers will have access to the policies and procedures under which disciplinary action is taken. The Discipline Policy is available for perusal on the College's website. An explanation of the Discipline Policy will be forthcoming during the discipline process.
2. Students, parent/carers will be provided with details of an allegation relating to a specific matter or incident. This will usually involve providing information as a result of an impartial investigation which includes:
 - a) the interviewing of witnesses and the collection of their statements. Their statements are securely stored
 - b) consideration of witness protection
 - c) ensuring the right to be heard, which includes TCC providing parent/carers interpreter services when necessary
 - d) having different people carry out the investigation and decision-making. At TCC, the HoJP or HoSP will -
 - i. conduct investigations. A proforma entitled, "Record of Interview" will normally be used to collate student interviews and or student testimonies.
 - ii. communicate the process of investigation undertaken. A proforma entitled, "Incident Report" will normally be used.
 - iii. provide the evidence collected to the Deputy Principal and/or Principal.
3. Foremost in the process, investigators and decision makers must act justly and be seen to act justly. Any possible conflict of interest between a student and an investigator or a student and a decision maker must be considered. The welfare of every student involved must be paramount.
4. Decision-making
 - a) The penalty of In-School Suspension will be decided by the Deputy Principal.
 - b) The penalty of Out of School Suspension will be decided by the Principal.
5. Contact with the parent/carers through telephone and face-to-face interview aims to
 - a) facilitate communication about the matter
 - b) to explain the process of investigation

- c) to gather any other information
- d) to aide decision making
- e) to explain the penalty.

6. **Appeal Process**

The parent/carer/carer's response is important and in the event of a disagreement to the penalty, a review mechanism is in place. In the event of a parent/carer being dissatisfied with the process or outcome of the investigation, the parent/carer is to be directed to the College's Grievance Policy.

- 7. In matters where a long suspension or expulsion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should be recorded in writing.
- 8. A letter will be forwarded to the parent/carer summarising the matters leading to the serious penalty

9. **Behaviour Contract**

A Behaviour Contract may be drawn up for the student after a meeting has taken place with the Principal.

- 10. **Partial Attendance:** Partial attendance may be offered to students as a means of a circuit breaker from school. This is usually given to students with particular difficulties in complying with the demands of full time attendance.
- 11. **Contacting Welfare Agencies or Police:** As per the TCC Child Protection Policy, the Principal will be required to contact outside agencies or the Police for serious crimes that endanger community safety, such as dealing drugs or sexual assault.
- 12. This process may be varied when it is deemed to be in the best interest of the student and will be communicated to the parent/carer.



CONSEQUENCES FOR SPECIFIC BEHAVIOURS

The following table may be used as a guide in the administration of consequences for specific behaviours.

Behaviours & Consequences for Specific Behaviours

GENERAL Behaviour	SPECIFIC Behaviours	Range of Appropriate Discipline Measures
Minor	<ul style="list-style-type: none"> ▪ Discourteous, ill-mannered behaviour ▪ Not completing class work, homework to teacher expectations ▪ Disruption to class activities or lesson ▪ Late for class after Recess or Lunch ▪ Venturing into out of bounds areas of playground or College buildings ▪ Inappropriate behaviour in lines/assembly/chapel 	<ul style="list-style-type: none"> ▪ These behaviours fall within the framework of the Behaviour steps.
Significant	<ul style="list-style-type: none"> ▪ Deliberate injury to others ▪ Inappropriate language and behaviour ▪ Endangering the safety of others through own actions, neglect or irresponsibility ▪ An incident of degrading, insulting, demoralising or hurtful words or actions towards another ▪ Repeated disobedient or disrespectful behaviour towards a staff member ▪ Theft or damaging of College or other's property 	<ul style="list-style-type: none"> ▪ Stage Detention/Reflection ▪ Parent/carers informed ▪ Referral to AP ▪ Behaviour monitoring books ▪ In-school suspension ▪ Restitution ▪ Conflict resolution and restoration
Serious	<ul style="list-style-type: none"> ▪ Deliberate injury to others ▪ Fighting ▪ Bullying ▪ Indecent/offensive behaviour ▪ Continued disobedience or defiance of a staff member ▪ Student has not responded to all attempts to help remedy an ongoing pattern of behaviour ▪ Ongoing disruptive behaviour which affects the learning and wellbeing of other members of the community ▪ Inappropriate physical contact with a staff member ▪ Intimidation (physical or verbal) 	<ul style="list-style-type: none"> ▪ Counsel ▪ Restitution ▪ In-school suspension ▪ Contact with parent/carers, family conference ▪ Conflict resolution and restoration ▪ Behaviour monitoring books - overseen by AP or Principal ▪ Referral to Principal ▪ Suspension, recommendation of expulsion to College Board
Major	<ul style="list-style-type: none"> ▪ Incidents which endanger community safety 	<ul style="list-style-type: none"> ▪ Immediate Principal referral (Contact College Board & Police as required)



■ SPECIFIC STRATEGIES – SECONDARY (Years 7-12)

1. Teacher Strategies

The following correction strategies **could be used** for minor misdemeanours. In keeping with the College's partnership model, it is essential that parent/carers be informed and become involved in affirmation and correction. A phone call, a diary note or a letter may be used. Meeting with parent/carers can help arrange future strategies on which to work together. They are arranged as a flexible hierarchy and may be adjusted to suit a particular circumstance.

- (a) **Teacher warning:** explaining to the student the appropriate behaviour and likely consequence.
- (b) **In-class isolation:** movement of student to another desk or isolating them from other students.
- (c) **Cleaning Consequences:** eg picking up litter, cleaning, repairing or tidying an area. Litter clean ups are used for mainly minor organisation issues such as forgetting a book, leaving homework at home (on the odd occasion).
The length of the clean-up is to be written on a particular proforma - what they have received it for and the teacher's name. Students then need to take the proforma to the teacher on duty and have them sign it. It is the student's responsibility to then return the signed proforma to the teacher who issued the clean-up.
- (d) **Lunchtime detention:** staying in at lunchtime to do work or simply being detained. (A student is not permitted to have detention for more than half of lunchtime on the same day.) Failure to attend a lunch detention without an adequate reason will lead to an after school detention. The Detention Coordinator will monitor students who fail to attend lunch detentions and refer them to the HoS.
- (e) **Sending student to Head of Curriculum:** If a student needs to be excluded from the classroom, the student must be sent to the HoC with a note explaining the situation, accompanied by another student. Ideally send work with the student. Locating the HoC or HoS can be done by using Sentral. If the HoC cannot be located, the teacher may send the student to any available Secondary Leadership Team teacher. A quick phone call to the HoC's room should be made to alert them of the student being sent. The HoC will then discuss the matter with the classroom teacher. HoC's and HoS's will email the SLT to notify them of any students who have been sent out of class.
- (f) **Discussion with HoC or HoS** about different strategies to use for individual students. These include identifying triggers that lead to negative behaviours.
- (g) **Playground Exclusion:** issued and supervised by the relevant HoS. Students are to be released 20 minutes before the end of Period 4 to eat lunch in a specified location.
- (h) **After School Work Detentions** are permissible if the teacher ordering the detention supervises it. Parent/carer notification is necessary. After School Work Detentions will be negotiated by the supervising teacher. (A student cannot normally serve a behaviour detention (see i) and a work detention on the same day.) The HoC must countersign the note.
- (i) **Behaviour detentions** are on Wednesday afternoon for thirty minutes or sixty minutes. These can be given after consultation with the HoC or HoS. If a student accumulates two hours or more of detention within a short period of time, then he / she must serve an executive detention. Written notice must be given at least 48 hours prior to a detention being served.
- (j) **Persistent failure to complete homework / completion of assessment** will be closely monitored by the HoC. Class teachers must inform the HoC if a task is missing. A register will be kept on the T-drive outlining what assessments have not been done. Some follow up will be done by the HoC. If a task has not been completed within two weeks the student will be referred to the relevant HoS. A possible withdrawal from class will occur via the Deputy Principal.

2. Secondary Leadership Team Strategies include:

- (a) Meeting with the student and teacher and identifying issues and appropriate consequences.
- (b) An After School Behaviour detention *may be* issued by the HoS or HoC to be served on Wednesday afternoon. At least 48 hours must be given.
- (c) The HoC can arrange a meeting with the parent/carers in person or via the phone. The classroom teacher would normally be part of the process.
- (d) The HoC can place the student on a faculty-based monitor card if the student has been persistently sent out of class and low level correction has not led to a change of behaviour. This may include after school detentions and further contact with the parent/carers. If a faculty monitor card is issued then the HoC will alert the relevant HoS via email.
- (e) The HoC may refer the student to the relevant HoS if improvement isn't evident in the student's behaviour.

- (f) If a satisfactory modification of behaviour hasn't occurred, the HoS may present the student's name at a SLT meeting or liaise directly with the Deputy Principal.

3. Academic Referral to Heads of Stages

This may be given to a student and will be issued by the HoC. It is an indication that the student is having difficulty dealing with the responsibilities associated with study in a subject area. Refer to the Homework Policy for details.

4. Close Monitoring Level

The use of the **Correction Level Monitoring System**

- (a) If misbehaviour is not generalised, the HoC will be responsible for closer monitoring of the student in an individual teacher's classroom.
- (b) If the behaviour is generalised and the SLT believe it would be helpful, the student may be placed onto a Monitor Card. Please see 13 for a description of the Correction Card Monitoring system.

5. Secondary Leadership Team Discipline

The College's Secondary Leadership Team may use the following at its discretion:

- (a) **Friday Executive Detention:** Parent/carers will be informed and students will serve a 2½ hour afternoon detention at College on a Friday, which is supervised and determined by a HoS.
- A student who accumulates 2 hours of Wednesday detention is automatically placed on a Friday Executive Detention.
 - A student may receive this detention for serious misbehaviour.
 - If a student receives further Executive Detention, he/she may be referred to the Deputy Principal.
- (b) **Class Withdrawal:** A HoC or HoS has the authority to withdraw a student from class for up to a fortnight. The Deputy Principal would need to be notified and a letter is to be sent home and a phone call made. The HoC or HoS will arrange suitable supervision of the student.
- (c) **Playground Exclusion:** An exclusion from the playground can occur due to breaches of the Code of Conduct. Students will serve this break from the College Community but will be given adequate lunch and recess breaks.

6. Executive Level Discipline

The Executive (Principal and Deputy Principal) are the only staff to make decisions the imposition of serious penalties. The process that leads to the imposition of serious penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, will follow the principles of procedural fairness.

Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time. At TCC suspension may take the form of an in-school suspension, which is supervised by the Deputy Principal or HoS, or an out of school suspension where, for a specified length of time the student is not permitted to attend school.

Expulsion is the permanent removal of a student from one particular school. This will only occur after the Principal has referred the matter to the College Board which will make the final determination.

The following principles are to be followed before the imposition of serious penalties:

1. Students, parent/carers will have access to the policies and procedures under which disciplinary action is taken. The Discipline Policy is available for perusal on the College's website. An explanation of the Discipline Policy will be forthcoming during the discipline process.
2. Students, parent/carers will be provided with details of an allegation relating to a specific matter or incident. This will usually involve providing information as a result of an impartial investigation which includes:
 - a) the interviewing of witnesses and the collection of their statements. Their statements are securely stored
 - b) consideration of witness protection
 - c) ensuring the right to be heard, which includes TCS providing parent/carers interpreter services when necessary
 - d) having different people carry out the investigation and decision-making. At TCS, the relevant HoS will -
 - i. Conduct investigations. A proforma entitled, "Record of Interview" will normally be used to collate student interviews and or student testimonies.
 - ii. Communicate the process of investigation undertaken. A proforma entitled, "Incident Report" will normally be used.
 - iii. Provide the evidence collected to the Deputy Principal and /or Principal.
3. Foremost in the process, investigators and decision makers must act justly and be seen to act justly. Any possible conflict of interest between a student and an investigator or a student and a decision maker must be considered. The welfare of every student involved must be paramount.

4. Decision-making
 - a) The penalty of In-School Suspension will be decided by the Deputy Principal.
 - b) The penalty of Out of School Suspension will be decided by the Principal.
5. Contact with the parent/carers through telephone and face-to-face interview aims to
 - a) facilitate communication about the matter
 - b) to explain the process of investigation
 - c) to gather any other information
 - d) to aide decision making
 - e) to explain the penalty.

6. **Appeal Process**

The parent/carer's response is important and in the event of a disagreement to the penalty, a review mechanism is in place. In the event of a parent/carer being dissatisfied with the process or outcome of the investigation, the parent/carer is to be directed to the College's Grievance Policy.

7. In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should be recorded in writing.
8. A letter will be forwarded to the parent/carer summarizing the matters leading to the serious penalty.
9. **Behaviour Contract**
A Behaviour Contract may be drawn up for the student after a meeting has taken place with the Principal.
13. **Partial Attendance:** Partial attendance may be offered to students as a means of a circuit breaker from school. This is usually given to students with particular difficulties in complying with the demands of full time attendance.
14. **Contacting Welfare Agencies or Police:** As per the TCC Child Protection Policy, the Principal will be required to contact outside agencies or the Police for serious crimes that endanger community safety, such as dealing drugs or sexual assault.
15. This process may be varied when it is deemed to be in the best interest of the student and will be communicated to the parent/carer.

■ **THE USE OF CORRECTION CARD MONITORING SYSTEM**

The Correction Card Monitoring System aims to clearly communicate to parent/carers, students and staff that a student is in a process of correction and is experiencing close monitoring.

1. A student would ordinarily be placed on a monitor system only after a variety of teacher-related correction strategies have been used and after the relevant HoS has been informed. Heads of Curriculum may monitor student behaviour for some time before recommending the student be referred to the relevant HoS.
2. Once on a monitoring card, the normal procedure will be:
 - (a) The student on a **Yellow** monitoring level will be on this level normally for two weeks. The HoS supervises the student and their progress is to be reviewed at the weekly SLT meeting. If the student's progress is deemed unsatisfactory a review of level will occur.
 - (b) Initially, students placed on a **Green** monitoring level will remain on it for two weeks. The HoS supervises the student and their progress is to be reviewed at the weekly Secondary Leadership Team meeting. If the student's progress is deemed unsatisfactory, a review of level will occur.
 - (c) Initially, students placed on a **Blue** monitoring level will remain on it for two weeks. The Deputy Principal supervises the student and their progress. (If unsatisfactory, an executive detention or in-school suspension will be considered).
 - (d) Initially, students placed on a **Red** monitoring level will remain on it for two weeks. The Principal will monitor the student and their progress.
3. If persistent difficulties with behaviour occur, students may remain on a level, though they will more likely be transferred to a higher level.
4. The card issued to the student by the HoS will require the signature and comment of each class teacher.
5. The card will have **monitoring criteria**, which allows the teacher to rate both the student's behaviour or work habits.
6. The HoS will inform parent/carers that the student has been placed onto a monitoring level. A parent/carer interview would normally be arranged during the process of monitoring.
7. The HoS will ensure appropriate communication with parent/carers.

Responsibilities

Yellow Level ___ Monitored by the HoS at the beginning of each day and at lunch.

Green Level ___ Monitored by the HoS at the beginning of each day and at recess and lunch.

Blue Level ___ Monitored every morning and every recess and lunch by the Deputy Principal.

Red Level ___ Monitored by the Principal as organised.

The following Table may be used as a **guide** in the administration of correction techniques where the student's conduct is consistently contrary to the College's Child Protection Code of Conduct.

Monitoring Booklet Level	Reason for Level	Consequences
No Booklet	Every student begins at this level.	Students participate freely in all College activities.
Yellow Level	<ul style="list-style-type: none"> ▪ Not responding to measures taken by a range of classroom teachers ▪ Disruption to classes, rudeness to teachers ▪ Failure to comply with College expectations, eg continual lateness to class, unexplained absences, out of bounds ▪ Constantly ill equipped ▪ Constant uniform infringements ▪ Two or more detentions in one week 	<ul style="list-style-type: none"> ▪ After using a variety of correction strategies and contact with a parent/carer, a teacher may refer the student to the HoC (who may place student on an after school detention or use some other form of correction tool) ▪ HoC may bring name of student to SLT Meeting ▪ The student may be placed on Yellow card for ten school days ▪ Review of progress at each SLT meeting ▪ HoS issues and monitors the booklet
Green Level	<ul style="list-style-type: none"> ▪ Failure to comply with Yellow card requirements ▪ The student is experiencing problems in a variety of classes or situations ▪ Other infringements such as minor vandalism, indecent or offensive language, minor fighting, cheating ▪ Failure to improve behaviour 	<ul style="list-style-type: none"> ▪ Parent/carer interview ▪ Ten school days on green card ▪ Possible exclusion from classes or recess and lunch ▪ Possible exclusion from sporting activities and excursions ▪ Possible referral to Counsellor or Psychologist ▪ HoS issues and monitors the booklet
Blue Level	<ul style="list-style-type: none"> ▪ Failure to comply with Green card requirements ▪ Significant class and/or playground disruption ▪ Significant disinterest in his/her education ▪ Bullying ▪ Other infringements of a more serious nature, eg serious fighting, verbal or physical violence, high level vandalism ▪ Failure to improve behaviour ▪ Offensive language directed to a staff member 	<ul style="list-style-type: none"> ▪ Parent/carer interview with Deputy Principal and other staff ▪ Ten school days on blue card ▪ Loss of privileges, eg excursions, representing College at sports events, attendance at camps ▪ Possible in-school suspension ▪ Principal informed ▪ Possible referral to Counsellor or Psychologist ▪ Deputy Principal to issue and monitor the booklet

Red Level	<ul style="list-style-type: none"> ▪ Serious bullying ▪ Failure to comply with Blue level requirements ▪ Little change of behaviour despite significant discipline and welfare intervention ▪ A deterioration in behaviour rather than an improvement ▪ Affecting progress of other students or teachers within school ▪ Other severe infringements such as: <ul style="list-style-type: none"> ▪ Harassment – sexual, racial, gender, physical and mentally challenged ▪ Sexual activity ▪ Possession/use of illegal substances such as cigarettes, drugs or alcohol ▪ Theft 	<ul style="list-style-type: none"> ▪ Student referred to the Principal ▪ Ten school days on Red card. ▪ Student will be excluded from all classes and/or undergo a short suspension from school until a parent/carer interview takes place ▪ Principal may suspend for a longer period after parent/carer interview ▪ Other loss of privileges will apply as at Green and Blue levels. ▪ The Principal may recommend expulsion of student to the College Board. Only this body has the right to expel a student. ▪ Principal to issue and monitor the booklet.
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▪ COMMUNICATION OF DECISIONS REGARDING AFFIRMATION & CORRECTION OF STUDENTS

Staff will be notified about students on any monitoring level via SLT Meeting Minutes and/or an email. The HoS will be responsible for this.

▪ DISCIPLINE RELATED TO SPECIFIC EVENTS OF A SERIOUS NATURE

Such incidents may include, but are not limited to, truancy, an act of violence, sexual harassment, bullying, cyber-bullying, damage to property and stealing. In these cases, the determination of the appropriate discipline will involve the consideration of:

- Previous patterns of behaviour exhibited by the student
- The seriousness of the event related to its impact on other members of the College Community and the person themselves
- The specific involvement of a student in inappropriate group behaviour.

The appropriate discipline will be determined by the Deputy Principal or the Principal. In certain circumstances the Principal may recommend expulsion of student to the College Board.