Creek Street
Christian College

Procedure on Student Behaviour Education

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Introduction

Discipline is a necessary part of our life, yet it is often misunderstood. Unfortunately, discipline is usually associated with punishment.

Effective discipline teaches student about appropriate behaviour. Good discipline teaches students to take responsibility for their own actions. It does not involve physical harm. However, it does require firmness and consistency.

Creek Street Christian College has a discipline program in place that teaches students to take responsibility for their own behaviour. Life is about making choices. We all make the wrong choices, from time to time. When we do, we need to take responsibility for the consequences that go together with these choices.

To support students with the necessary strategies to prevent them from making these wrong choices again, the College has a Lunch time program to equip them with alternative ways of dealing with situations and building their social, emotional and academic capabilities.

Here is a process by which students are taught to monitor their own behaviour by taking responsibility for what they do. Rather than telling students what to do where you do the thinking, why not ask them what they are doing in relation to the rules or standards of where they are? That means teaching them how to think on their own and create their own effective plans rather than someone else doing the thinking for them.

Some suggestion for teachers

- Establish clear limits and boundaries for students. Rules need to be clear and specific.
- Stop, think, and go against your first impulse when students misbehave. If you feel you are losing your cool with your students, take a walk (if you can) or even count to ten before interacting with them.
- Cue student once when giving instructions or directions. Repeated requests or threats only encourage 'teacher deafness' in students.
- Act when students do not stick to the limits or refuse to co-operate. Rather than nag or entice students into doing the right thing, implement a consequence that is related to their misbehaviour.
- Identify the underlying reason for the student's misbehaviour.
- Encourage students at every opportunity.

REMEMBER, CONSISTENCY RATHER THAN SEVERITY IS THE KEY TO EFFECTIVE DISCIPLINE.

When a student is sent out of class

- A student is not allowed to be sent outside of the classroom for more than five minutes. The student always needs to be in sight of the teacher.
- If the student continues to make wrong choices, the student is taken/instructed to report to the Reflection Class. The student needs to do a reflection sheet while in the Reflection Class. A student is not to be in the Reflection Class for more than 30 minutes.

At the conclusion of the lesson, or at a more convenient time on that day, inform the Assistant Principal and Principal of the situation by completing a chronicle on Compass.

Immediate Referral to Office (College Executive Team)
NB: An CET member should be notified immediately in these situations to escort student

Examples which could result in an immediate removal from class are:

- Racism

- Breach of Safety, e.g.
    - throwing an object in class
    - deliberately hurting others
    - knocking a student off a chair
    - not following safety guidelines in practical lessons (e.g. Science lab)

    - bringing a weapon into the College
    - leaving college grounds

- Physical Abuse, e.g.
    - punching another student
    - hitting a teacher

- Verbal Abuse, e.g.
    - dropping the "f"-Bomb or equivalent (high-level swearing)
    - swearing at another student
    - swearing at a teacher

- Misuse of Computers or Other Equipment, e.g.
    - changing settings of classroom or Library computers
    - Using an electronic device at Break times
    - Sending messages to other students or parents and/or caregivers during school hours
    - accessing or attempting to access inappropriate material via the internet
    - playing unauthorised games, or playing games when they are not supposed to
    - adding a Virtual Private Network (VPN)
    - attempting to access restricted areas on the College computer network
    - intentional misuse of equipment provided in a lesson

- Sexual Abuse, e.g.
    - Being in possession of and or distributing pornographic material at school
    - Indecent exposure
    - inappropriate physical contact of a sexual nature

- Illicit drugs, e.g.
    - Smoking/vaping/sniffing any substances.
    - Being at school under the influence of any form of drugs

- damaging property, e.g.
    - scratching name/s into furniture
    - deliberating ripping pages of a College library book
    - graffitiing a wall/door, etc.

- Theft

The examples given in each section are not comprehensive but are provided as a guide. Any other inappropriate behaviour as determined by the College Executive Team will be dealt with individually.

The Student's role

- **Choose your behaviour; choose your consequences**
- Discuss any issues with the teacher and develop strategies to support you to correct own behaviour
- Work collaboratively with teachers
- Keep the staff and your fellow students safe by displaying appropriate behaviour

The Parent's/Caregiver's role

- Discuss any issues with the student and develop strategies for the student to correct behaviour
- Contact teacher/s with any concerns/suggestions
- Work collaboratively with teachers and other agencies to develop strategies to support the student

The Teacher's role

Before the name is recorded…

Classroom teachers are the cornerstone of effective behaviour management. Teachers reduce the incidence of disruptive behaviour by:

- **Establishing good relationships and a positive classroom atmosphere**
- Be confident
- Providing lessons which are both relevant and interesting
- Selecting teaching methods which are appropriate for the students
- Establishing clearly defined expectations that are consistently enforced
- Displaying expectations in the classroom to constantly bring to the students' attention the appropriate behaviour
- Encouraging and rewarding students who are working well
- Being a good role model
- Treating students in a quiet and fair manner always
- Giving clear and timely instructions relating to both the management and the lesson
- Using consequences which are appropriate and not exacerbating the conflict
- "Looking" at students / quietly saying their name / focus student attention
- Seating plans
- Include all students in teaching i.e. do not teach to just one section of the room
- Avoid potentially 'bad' situations - be prepared, plan ahead, be confident

After name and/or first tick is recorded…

- Quietly move student to another part of the room
- Walk and stand in the problem area
- Discuss behaviour with the student quietly if appropriate
- Be active in your supervision - continually sighting all persons in the room
- Never send a student to sit outside the room where you cannot adequately supervise the student
- Once the student's name goes on the board the teacher should also record a warning on Compass
- Because ordinary classroom management is relied upon before a first warning is given, three warnings within a given day could result in a Demerit

General:

- Support students to make better choices for improved behaviour
- Record Chronicles as often, about student behaviour, as possible.
- Contact families about concerns/ commendations
- Homeroom teachers need to familiarise themselves with each student's progress on Compass at least once a week

The Assistant Principal's Role

If students are regularly getting their name recorded (and/or tick) in a class, then the teacher can refer the student to the Assistant Principal (AP) who can:

- discuss the matter with the student and develop a strategy for the student
- contact parents/guardians about concerns/commendations
- deal with re-entry interviews with students and parents
- establish if this is a problem across all classes
- work collaboratively with teachers and other agencies to develop strategies to support the student/s in the class/playground
- refer continued challenging behaviour incidents to the Principal
- collect information about student welfare including managing Chronicles, identifying concerns and referring to the Chaplain or other support agencies if needed
- organise Responsible Choices Class (RCC)
- report to the Principal in severe circumstances
- Support staff

The Principal's role

- Support students and staff, ensuring that students and staff are in a safe learning and teaching environment.
- Deal with reflections and re-entry interviews with students and parents.
- Deal with cancelation of enrolments.
- Meet with parents/caregivers in the case of serious misconduct to determine consequences.

Demerits

Demerits need to be used sparingly and should be used as a last resort. Before a demerit is issued, teachers need to apply all possible measurements to support a student to make better choices. Use of the warning system, could be advantages. Students will hopefully respond to these reminders before getting a demerit. See: teacher's role.

Demerit levels

1		Unacceptable class or yard behaviour, e.g. not prepared for class, continued carelessness, tardiness, out-of-bounds, disruptive talking, deliberate procrastination, dishonesty, in possession of energy drinks or chewing gum and/or use of aerosols in closed areas, uniform infringement (RCC for repeated 1's)
2	RCC referral	Disruptive behaviour, leaving class without permission, defiance, bullying, disrespect, discrimination, physical violence, abusive behaviour, low-level swearing, blasphemy, breach of safety.
3	Principal and AP Referral	Repeated Level 2 referrals, leaving college grounds, high-level swearing ("F"-bomb and equivalent) swearing at someone, racism, serious physical violence, damaging property, pornography, theft, drugs, alcohol, smoking, vaping, inappropriate physical contact of a sexual nature, indecent exposure. Any other inappropriate behaviour as determined by the College Executive Team.

Excursions and Incursions

Along with the privilege of attending Excursions and Incursions, it is an expectation that students will maintain a good standing at the College. By this, the College always expects students to display exemplary behaviour – both inside and outside the classroom. If the College believes that any student will be a safety risk to self and/or others, the College reserves the right to exempt them from attending excursions and incursions.

Warnings

When students need to be reminded to make better choices, it is considered to be a warning. Students need to be reminded first to stay within the boundaries. See Subtle correction.

If a student continues to make wrong choices, a warning is given. This needs to be recorded to enable staff to refer to the incident/s, as well as determining possible behaviour patterns. (That can be rectified with early intervention)

Credits

Credits are handed to students for positive behaviour and as an incentive to continue to make wise choices, which is contributing to their House awards.

Letters of commendation

Letters of commendation will be handed to students each year in Term 4. To qualify for a letter of commendation, students need to display exemplary behaviour throughout the year.

Subtle correction

In situations where students show signs of disregard for acceptable behaviour expectations or there are minor breaches of College rules, subtle correction deemed to be appropriate to the student's indiscretion, applied by the teacher detecting the behaviour.

This may include:

- verbal correction from a teacher
- the need for a verbal or written apology
- additional work to be completed outside class time
- remaining within the classroom at Recess or Lunch time for up to 15 minutes under the supervision of a teacher
- grounds maintenance tasks for up to 15 minutes e.g. sweeping or 'emu bobbing'

- withdrawal from classroom and given 'time out' under supervision of the Principal or Assistant Principal as available.

Reflection days and cancelation of enrolment

Summary

Only the principal has authority to make the decision to suspend or expel a student. This authority cannot be delegated. Ministerial Order 1125 was taken in consideration when developing this procedure. This order, called Procedures for Suspension and Expulsion of Students in Government School, defines the grounds and process for suspensions and expulsions in Victorian Government schools.

Definitions

Reflection

The process of excluding a student from the standard instruction or educational opportunities being provided to other students at the College for part of a day, a full day or multiple days, otherwise known as suspension.

Cancelation of enrolment

The process of excluding a student from the College, otherwise known as expulsion.

Reflection

An option at this time will be an internal reflection. The student will work independently in the Interview room and will not be permitted to communicate with other students. They will take their breaks when all other students are in class and will work under the direct supervision of the Principal or Assistant Principal.

Should the student still continue to fail to meet acceptable standards of behaviour, a second meeting will be arranged with the student's parents, and they will be informed that continued failure to meet behaviour expectations will result in the child being suspended from the College for a period of time.

Upon his/her return to the College the student and parent will be expected to attend a re-entry interview with the Principal and Assistant Principal: Student well-being and the student will need to conform to the expected behaviour patterns. Should this not be the case, parents will be required to withdraw their child from the College.

Behaviour Management Booklet (Report Card System)

When a student continues to fail to respond positively to requests for more appropriate behaviour at the College, a Behaviour Management Booklet will be considered and implemented by teachers if it is felt likely to be beneficial to the situation. This will be implemented after discussion with the parents/caregivers of the student.

This procedure will require that the student obtains a written report and ratings of his/her behaviour and work attitude at the end of each lesson throughout the week. The report card booklet, on which evaluations are given, will need to be signed by the child's parent daily.

This system is not designed to be used long-term but rather for a one-to-three-week period.

Grounds for reflection

For reflection to be an option, the following conditions must be in place. The student's behaviour must have occurred:

- whilst attending the College
- or travelling to or from the College
- or while engaged in any College activity away from the College
- or travelling to or from any College activity
- and, the student's behaviour must meet one or more of the following conditions:
    - behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or well-being of any person
    - causes significant damage to or destruction of property
    - commits or attempts to commit or is knowingly involved in the theft of property

- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age, breastfeeding, gender, identity, impairment, industrial activity, lawful sexual activity, marital status, parent or carer status or status as a carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student

- Note: For incidents between students that occur outside of school hours or in locations other than those listed above, a reflection cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours or off College premises on students is acknowledged, however, if the behaviour does not occur at the College or a College activity or when travelling to or from the College or College activity, reflection is not an available recourse. external behaviour may be considered when determining the response to an in-school incident.

Cancelation of enrolment

For continued misbehaviour, a parent conference will be required. The College reserves the right to dismiss or deny re-admission to students for reasons the College Office deems fit. These may come under the following categories:

- attitude incompatibility
- uncooperative spirit
- rebellion towards discipline
- chronic complaining
- sowing discord
- chronic unsubstantiated absences or lateness
- non-conformity to standards of conduct or grooming
- lack of parental cooperation/support
- inability to respond to curriculum provided
- lack of willingness to complete set work requirements
- displaying behaviour in or out of College that could be seen to discredit the College's reputation.

It is our experience that when these types of issues are brought out into the open then they can be dealt with quickly. All issues which occur at College need to be dealt with at College so that students can move on with their studies uninhibited.

Please note: Corporal punishment is not permitted to be used at any time for the discipline or correction of students at Creek Street Christian College.

Grounds for cancelation of enrolment

A principal may expel a student from the school if, whilst attending school, travelling to and from school or engaging in any school related activity away from school (including when travelling to or from that activity) the student:

- behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- causes significant damage to or destruction of property
- commits or attempts to commit or is knowingly involved in the theft of property
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age, breastfeeding, gender, identity, impairment, industrial activity, lawful sexual activity, marital status, parent or carer status or status as a carer, physical features, political belief or activity, pregnancy, race, religious belief

or activity, sex, sexual orientation, personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes

- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student and the student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs, expulsion is the only available mechanism.

Register of external suspensions and expulsions

A register of external suspensions and expulsions will be kept confidential by the Assistant-Principal: Student Well-being and the Principal.

Record Keeping

The Public Records Office of Victoria requires suspension records to be destroyed one year after the student leaves the school.

Unfinished work, homework, and assignments

These do not form part of the College's behaviour management procedure.

Students who do not hand in set work on the prescribed date, will need to attend the Responsible Choices Class at Lunch times until the work is complete.

If the work to be handed in is a marked assignment or piece of work, the student will be penalised 5% of the total marks for each day late after the due date. Please note days accumulate over the weekend.

The parents of students who do not hand in work on time will be notified.

Secondary College students are responsible for making sure they are aware of due dates and are to take responsibility for this area of their own learning. Teachers need to give appropriate reminders and instruction.

Once students have been referred to the RCC to complete work, they will need to attend, regardless of completing the work beforehand or not. They will also have to stay for the entire Lunch (they will be dismissed 5 minutes before the bell goes to give them time to get a drink and go to the toilet.) If teachers are not satisfied with the work they have produced, students need to be sent back by completing a separate Chronicle to notify the teacher on duty in the RCC.

Students refusing to attend, will receive a Level Two Demerit for defiance.

Homework

Homework should be kept to a minimum with regular Maths Mates, Spelling Words and Reading forming the major tasks. All other homework should only be work not completed in class because a student has not worked to the level, they are capable or because the student has been absent. Work not completed because of longer illnesses or absences will need to be discussed with the Assistant Principal (in charge of Student Wellbeing) for a second opinion on the action to be taken.

Relevant legislation

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Education and Training Reform Act 2006 (Vic)
- Ministerial Order 1125 — Procedures for Suspension and Expulsion of Students in Government School

Course of Action

Demerits Levels 1&2

Student makes poor choices

Demerit Level 3

Is it a serious incident?

STEP 1:
Teacher needs to apply BE strategies e.g.:
- Moving student to another desk
- being in close proximity of student
- Reminding student of rules, etc.

STEP 2:
Without a fuss and not necessarily a verbal exchange, the teacher writes the name of the disruptive student/s on the board or elsewhere. Record on Compass.
This is the 1st warning

STEP 3:
Further disruption will result in a tick next to the student's name.
Record on Compass.
This is the 2nd warning

STEP 4: Demerit
Following further disruption from the student/s, record the incident as a **demerit in Compass**. The student needs to go to the Reflection Class to complete a Reflection sheet. Attach reflection sheet to Chronicle.

STEP 5: Removal from class
Following further disruption from the student: Student needs to go to the Office and RCC at Lunch time.
Compass alerts the Assistant Principal and Junior College Coordinator to inform them of the student visiting the RCC.

Deal with the incident.
Refer student/s to the College Office. Send a support student with them.
Inform the Assistant Principal or Principal

At the conclusion of the lesson, or at a more convenient time on the same day, complete the Accident/Incident report and email this to the Assistant Principal and Principal.

At the conclusion of the lesson, or at a more convenient time on the same day, record the incident in Compass.

Incident investigated and action taken by Assistant Principal.
Assistant Principal or Principal to inform parents about incident and the results of the investigation within 24 hours.