



Discipline Procedures – Secondary School

Nature of behaviour	Some Generic Indicators
<p>Teacher Managed</p> <p>No formal disciplinary consequences, not formally recorded.</p>	<p>Inattentive, restless, low level off task conduct, slow to start a task.</p>
<p>Significant</p> <p>The teacher:</p> <ul style="list-style-type: none"> ▪ verbally warns the student and records that warning, with a brief explanation. 	<p>Disturbing the learning of others, teacher managed techniques not changing behaviour.</p>
<p>Substantial</p> <p>The teacher:</p> <ul style="list-style-type: none"> ▪ Sends the student out of the classroom to the student reception area and records in Compass the reason for the send out. <p>Office staff on reception:</p> <ul style="list-style-type: none"> ▪ refers the student directly to an available Secondary Leader or an alternate. <p>Secondary Leader:</p> <ul style="list-style-type: none"> – follows the procedures outlined in this document. 	<p>Second offence after a warning or a substantial first offence. e.g. Swearing, mistreatment of other students, defying a teacher, dangerous behaviour, minor vandalism.</p>
<p>Serious</p> <p>The same approach as for substantial, or the student may be directly referred to an Executive member.</p>	<p>More serious instances of swearing, mistreatment of other students, defying a teacher, dangerous behaviour. E.g. committing a physical assault causing injury, ongoing bullying behaviour</p>

Substantial

After the student arrives at reception, the office staff will:

- Phone an available Secondary Leader (eg. Year Coordinator or Head of Dept).

When the staff member receives the student, s/he should:

- check Compass for teacher note on incident in student chronicle.
- have an initial conversation with the student about what happened.
- ask the student to complete the Student Reflection form, describing what happened to result in them being sent out of class.
- if the student admits to wrongdoing:
 - the student may be required to attend a Reset Meeting. A more serious consequence may be applied depending on the circumstances and the student's prior discipline history.
 - record the Reset, and the reasons for it, in Compass. When entering in Compass, you are to ensure the notification settings notify the student, parent and PC teacher so that they all receive a confirmation of the incident/action. The class teacher who sent the student out and their HOD should also be added to the list of recipients.
- if the student claims to have done nothing wrong and that the information in Compass is false or misleading, as far as practicable, the following approach should be adopted:
 - inform the student that you will speak with the teacher who sent the student out to hear that teacher's version of the events. The student will be informed that if s/he has been dishonest about the extent of their behaviour, then the student will receive a punishment for their dishonesty as well as for the reasons they were originally set out of class.
 - if the student continues to deny wrongdoing, speak with the teacher who sent the student out at the first available opportunity to hear his/her version of events.
 - if the teacher acknowledges a misunderstanding, the student will be informed and the teacher will be offered additional support in relation to their classroom management.
 - if the teacher stands by what s/he wrote in Compass, the student will receive a consequence for the original misconduct and for subsequent dishonesty e.g. if the student would have received a Reset for the original misconduct and then subsequently lied about it, the student may receive an after-school detention. Document all actions in Compass.

Serious

The same process would occur as with substantial misconduct; however, the principal must be consulted on likely consequences. The Head of Secondary will exercise discretion to determine what constitutes serious misconduct, and should contact the Principal if in doubt.

Managing misconduct that comes to light after the event

Sometimes student misconduct will be reported or come to light after the event has occurred. In such instances the teacher who discovers the alleged misconduct will consider whether the conduct fits into the category of teacher managed, significant, substantial or serious. Where practicable, the teacher will follow the procedures outlined above. Alternatively, the teacher will seek the guidance of the Head of Secondary on how best to manage the situation.

Students who refuse to leave the room or playground

- The teacher sends another student to the student reception. Office staff will then contact an Executive member or Assistant Head of Secondary/Welfare Coordinator and ask that person to go to the classroom or playground to provide support. Depending on student's needs the welfare team may also be contacted.

Repeated misconduct

Students who incur 3 Resets are very likely to receive an after school detention. Students may receive an alternative to an after school detention where the Head of Secondary believes that an after school detention would be ineffective, although this would be the exception to the rule.

Conduct card

Conduct cards may be issued to specific students by welfare staff so as to monitor and improve that student's conduct. This will necessitate:

- Students producing the card each lesson.
- Teachers completing the card each lesson.

Playground behaviour

Apply teacher-managed techniques to ensure student safety. This may include asking a student to sit or stand in a particular location for a period of time. Where a student breaches the code of conduct, teachers should use their professional judgment to do one of the following:

- Send the student(s) to the student reception area. The student will then be seen by an available Secondary Leader.
- Isolate the student(s) in the playground for the remainder of recess/lunchtime and then:
 - report the matter to the relevant Year Coordinator and allow the student(s) to go back to class OR
 - take the students to the student reception area at the end of recess/lunch, not allow him/her to go back to class and leave them to be dealt with by the Head of Secondary (or delegate). Student reception will make these arrangements.
- Send another student not involved in the situation to the student reception area requesting that the Head of Secondary (or delegate) come to the playground to provide support.
- If a student is asked to go to reception and does not report, the teacher managing the situation should notify the Head of Secondary and the relevant Year Coordinator.
- Ensure that all issues and incidents are logged in Compass in a timely manner with sufficient detail.

Compliance issues

Compliance issues are:

- Uniform breaches
- Absences and lateness

Sometimes a compliance issue becomes a behavioural issue e.g. a student repeatedly defying a teacher over wearing the correct uniform.

Uniform – checked by teachers each lesson. Teachers use their discretion to issue a Warning for non compliance.

- Record the Warning in Compass

Standard consequences

- Sent out of class or off the playground = 1 Reset or greater
- 4 Warnings = 1 Reset
- 3 Resets = 1 after school detention

The Resets can be for an accumulation of Warnings or behaviour. In a limited number of cases, the Head of Secondary may vary the standard consequence where the standard consequence is unlikely to work e.g. removing a student from a sporting team instead of issuing an after-school detention.

Specific consequences

Specific consequences will be issued to students for:

- continued misconduct after receiving standard consequences – decision made jointly by the Welfare staff.
- serious misconduct – decision made in consultation with the Principal.

Specific consequences are outlined in the Discipline Policy

Year Coordinators

- Monitor students who are receiving consequences for misconduct and take **proactive** initiatives to address that misconduct.

Student injuries

Teachers should:

- Apply first aid if needed
- Provide assistance to take the student to sick bay if needed
- Report the injury to the Head of Secondary, including the names of any witnesses to the injury

The Head of Secondary will work with student reception to:

- organise for the injured student and witnesses to complete necessary documentation
- work with the appropriate Year Coordinator to provide ongoing support and assistance to the injured student and his/her family as needed.

A classroom environment conducive to learning involves

- Positive and respectful teacher/student relationships and peer relationships
- Clearly understood classroom routines and behavioural expectations
- Teachers fairly and consistently applying the routines and expectations
- An accessible curriculum and meaningful tasks for students to complete

Prior to determining that a student's behaviour is significant and deserving of a formal Warning, teachers should use their professional judgement and use a teacher managed technique such as:

- a non-verbal cue e.g. standing in close proximity to a student or pointing at a student
- a quiet word of redirection
- providing personal assistance to the student to help ensure that assigned tasks are completed.
- changing a pedagogical approach e.g. stop group work prematurely and commence an individual learning activity
- moving a student to a different area in the classroom