



SOPHIA
MUNDI

The Inner City Steiner School P-12

Student Behaviour Management Policy

Ratified by the School Board: 16 Feb. 2011

Version: 4.2 (August 2011)

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1. Policy

1.1 Background

Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to support them. This interdependent relationship between student wellbeing and student learning is fundamental to students' positive and successful engagement with their education. Sophia Mundi Steiner School aims to promote the link between wellbeing and learning in every aspect of the curriculum, school culture and environment.

The management of student behaviour is encompassed in the teaching and learning process. Sophia Mundi aims to create a safe and positive learning environment which:

- promotes pro-social behaviour and positive social interactions amongst staff members and students;
- provides opportunities for students to learn and practice appropriate social behaviours and self discipline;
- encourages appropriate and fair sanctions for students who display inappropriate behaviours.

Sophia Mundi aims to provide a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students need opportunities to develop appropriate behaviours, self control, and resiliency through interactions with teachers and other staff and through the curriculum; and they need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

1.2 Policy Statement

The School aims to provide a safe, secure and stimulating learning environment that fosters positive student behaviour. Detailed Behaviour Management processes are included in the Student Behaviour and Discipline Procedure.

The following principles will guide Sophia Mundi Steiner School in the management of all student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff members and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff member and the school community.
- Staff members will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.
- Corporal punishment is not permitted at Sophia Mundi Steiner School.

1.3 Definitions

1.3.1 *Breach of School Discipline*

Any act or omission that impairs the good order and proper management of the school.

1.3.2 *Educational Instruction*

Delivery of appropriate education (programs) both in and beyond the classroom through a variety of contexts including a teacher, computer program etc.

1.3.3 Education Program

An organised set of learning activities designed to enable a student to develop knowledge, understanding, skills and attitudes relevant to the student's individual needs.

1.3.4 Parent

Includes guardians and carers and refers to a person who at law has responsibility for the care, welfare and development of a student.

1.3.5 Procedural Fairness

A process that demonstrates procedural fairness is one in which:

- decision makers act fairly and provide reasons for decisions;
- the person affected is given a fair hearing;
- all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- all relevant arguments are considered and irrelevant arguments are excluded.

1.3.6 Restorative Practice

The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

1.3.7 School Activity

An activity that is organised or managed by a staff member as part of his or her duties.

1.3.8 School Community

All members of the school staff – both teaching and non-teaching, all students attending the school and all parents and family members.

1.3.9 Serious Breach of School Discipline

A breach of school discipline that adversely affects, or threatens, the safety of a person at the school.

1.3.10 Student Engagement Policy

Articulates the school community's shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and articulates the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment.

1.3.11 Whole School Approach

A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these

1.4 Relevant Legislation

- *Children, Youth and Families Act 2005*
- *Education and Training Reform Act 2006*
- *Education and Training Reform Regulations 2007*
- *Equal Opportunity Act 1995*

1.5 Policies and procedures to be read in conjunction with this policy

- *Student Engagement Policy*
- *Equal opportunity, Anti-Bullying and Anti-harassment Policy*
- *Student Behaviour and Discipline Procedure*

2. A Staged Response

Positive behaviours are most effectively supported through relationship-based whole-school and classroom practices. However, it is recognised that some individuals and groups of students require additional support in the development of pro-social, positive behaviours. For most of these children and young people, the development of pro-social behaviour is achieved in stages, and requires reinforcement and acknowledgement to support each step towards positive improvement.

Some students who are at risk of disengagement from their learning require evidence-based, targeted interventions that are monitored regularly to assist them to improve their wellbeing and educational performance. These students are best supported in calm, consistent and predictable school classrooms and environments that recognise their individual needs and provide appropriate support.

Students with problem behaviours can be responded to through a staged response.

2.1 Prevention

Implementing preventative and early intervention strategies to support positive behaviours is a key part of the *Student Engagement Policy*. Prevention and early intervention strategies should:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom processes for early identification of student experiencing academic and/or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

2.2 Intervention

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the child or young person. It is important that intervention strategies meet the following criteria:

- targeted interventions should be based on systemic collection and analysis of data
- intervention strategies should include the teaching and/or building of pro-social replacement behaviours
- progress should be measured and support reduced slowly and gradually
- intervention practices should occur in the classroom as the first option and should always involve the classroom teacher/s
- both academic and social strategies should be addressed
- partnerships should involve and support parents/guardians
- the formation of a student support group is a critical element in the staged response

2.3 Student Support Group

The student support group aims to:

- develop an understanding of the child or young person
- utilise data collection and monitoring systems that will inform decision-making
- identify the child or young person's learning, social, emotional, behavioural and environmental needs and the support or resources the student requires for improvement

- involve key specialist learning and wellbeing support staff, for example support education staff and/or the school chaplain
- develop an Individual Learning Plan with the student's classroom teachers and ensure support to implement the plan
- support referrals to community support agencies for specialist interventions delivered in partnership with the student support group school strategies

Meetings of student support groups must involve:

- Principal or delegate
- student (as appropriate)
- student's Class Teacher/Guardian
- parents/guardians
- professionals who have been supporting the student or their family, for example psychologist, youth worker, etc

Parents/guardians may be accompanied and supported by an advocate at a student support group meeting if they wish. Parents/guardians are required to organise the attendance of this advocate, who cannot act for a fee or reward. The role of the advocate is to provide emotional and moral support to the student and/or their parents/guardians and to act as a witness to the process of the student support group. The advocate should attend only as an observer, and should refrain from directing the process or answering questions on behalf of the student or their parents/guardians. The only circumstance in which the advocate should speak on behalf of or participate in the student support group is when a language or communication barrier has been previously identified by the student, their parents/guardians or the school.

3. Managing Breaches of School Discipline

Sophia Mundi behaviour management plans will include the use of appropriate consequences for breaches of school discipline as part of an educative and restorative process. The Sophia Mundi Discipline Process, outlined in Appendix A, utilises the following consequences for the management of behaviour.

3.1 After School Detention

Staff may detain a student after school for up to 45 minutes as a consequence of a breach of school discipline. Whilst in detention a student may be required to finish school work that has not been completed or undertake additional or new work or tasks. Regardless of the duration of the detention, staff members will ensure that detention only takes place when:

- parents have been contacted (at least 24 hours in advance) to inform them of the reasons for, and the duration of, the detention;
- detaining the student will not cause undue hardship due to family circumstances (e.g. when students regularly supervise younger siblings in the absence of parents); and
- the parent and the staff member have agreed on the way the student will return to the parent's care following the detention.

If duty of care requirements cannot be met, an alternative sanction needs to be imposed. Staff members must keep records of the use of detention. These will include the date and time of the detention and the length of the detention.

3.2 Withdrawal of Students from School Activities

Withdrawal of students from school activities is a planned strategy and will involve consultation between the Class Teacher/Guardian and the school's administration team.

Following a breach of school discipline, staff members may withdraw a student from:

- any class or classes of instruction;
- recess and lunch breaks, however, alternative breaks must be provided and students must be supervised; and
- identified school activities or programs.

Staff members cannot withdraw a student from any class or classes of instruction for more than five consecutive school days.

The withdrawal of a student from a school activity must be imposed in a timely manner that is as close to the occurrence of the incident as is possible.

Staff members will only consider withdrawal when it:

- is used to provide students exhibiting disruptive behaviour with the opportunity to calm down, and reflect on their own behaviour;
- provides an opportunity to negotiate and plan behaviour management strategies; and
- provides an opportunity for restorative processes to be implemented.

Staff members must provide a student withdrawn from classes with opportunities to complete assignments or assessments to fulfil course requirements.

Staff members must supervise students to ensure safety and security requirements are met at all times.

Decisions about the location, supervision arrangements and the duration of withdrawal must take into account:

- the developmental status of the student; and
- the potential emotional, academic and social impact of such withdrawal on the student.

Staff members must inform parents of their child's withdrawal from school activities and keep records regarding this process.

3.3 Suspension

3.3.1 Suspension – Guiding Principles

Students should only be excluded from school when all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action given the student's behaviour.

If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student's parents/guardians as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

Appropriate and meaningful school work must be provided to the suspended student. This work must be consistent with work provided in the student's classes. While completion of the work is not a requirement for re-entry to school, parents/guardians can assist the process by ensuring that the work is completed.

At any time during a suspension, parents/guardians can request that a student support group meeting be convened.

The Principal is responsible for student suspensions.

3.3.2 Procedures Prior to Suspension

With the exception of situations that require urgent action, the Principal should ensure that a range of options (in particular to accommodate the needs of students with a disability or impairment) have been considered before suspending a student.

The student must be informed that a suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the Principal is satisfied that urgent action (in the form of a suspension or expulsion) is required.

When it is believed that a student's behaviour warrants suspension, the Principal must ensure that every reasonable step is taken to arrange a meeting with the student's parents and, if appropriate, the student to discuss:

- the student's behaviour and performance;
- the strategies being developed in the school to meet the educational needs of the student;
- the possibility of suspension should the student's behaviour continue; and
- the responsibilities of the parents should suspension be considered necessary.

3.3.3 Grounds for Suspension

The Principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

- behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or
- commits and act of significant violence against a person or causes significant damage to or destruction of property or is knowingly involved in the theft of property; or
- possesses, uses, or deliberately assists another person to use prohibited drugs or substances; or
- fails to comply with any reasonable and clearly communicated instruction of the Principal, teacher or other staff member; or
- consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person

3.3.4 Procedures for Suspension

In determining whether to suspend a student, the Principal must ensure that this response is appropriate to:

- the behaviour for which the student is being suspended;
- the educational needs of the student;

- any disability or additional learning needs of the student;
- the age of the student; and
- the residential and social circumstances of the student.

When it is determined that a suspension is justified, the Principal must:

- convene a meeting of the student support group to:
 - explain to the student and their parents/guardians the reasons for the suspension, the school days on which the suspension shall occur and where the suspension will occur (e.g. in-school suspension);
 - provide contact details for additional support services to the student and their parents/guardians as appropriate;
 - develop a Student Absence Learning Plan that outlines the school work to be undertaken during the period of suspension; and
 - if the suspension is for five days, provide details of the post-suspension student support group meeting.
- ensure that:
 - a comprehensive range of strategies, including student support groups, have been considered and implemented by the school to meet the educational, social and emotional needs of the student; and
 - despite these strategies, the student's inappropriate behaviour persists.
- provide the student, their parents/guardians and the School Board with a Notice of Suspension prior to the day on which the suspension commences which must include:
 - the summary of outcomes of previous actions that have been undertaken by the school to support the student (the staged response);
 - the reasons for the suspension;
 - the school days on which the suspension shall occur;
 - the details of the post-suspension student support group meeting, if the suspension is for five days; and
 - the Student Absence Learning Plan and Return to School Plan (as appropriate).
- provide the student and their parents/guardians with a copy of the information brochure *Procedures for Suspension* which outlines the rights and responsibilities in terms of school exclusions.

3.3.5 Procedures for Immediate Suspension

The Principal may suspend a student immediately and prior to convening a student support group meeting if the student behaves in such a way that would provide the basis for a suspension ordinarily and their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

In such cases, the Principal has a duty of care to provide supervision of the student until they can be collected from school by a parent/guardian. If the parent/guardian is unable to collect their child, the student must stay on school premises and be adequately supervised by a staff member until the end of the school day.

The Principal must:

- give immediate verbal notification to the student and their parents/guardians;
- schedule a student support group meeting (this meeting must be held within 48 hours of the student being suspended);
- provide the student and their parents/guardians with a Notice of Suspension and a copy of the information brochure *Procedures for Suspension* which outlines rights and responsibilities in terms of school exclusions at the student support group meeting;
- develop a Student Absence Learning Plan and a Return to School Plan at the student support group meeting; and
- schedule a post-suspension student support group meeting if the suspension is for five days.

3.3.6 Period of Suspension

The maximum continuous period a student can be suspended at any one time is five school days and a student cannot be suspended for more than 15 school days in any one school year without approval from the School Board. The student must be provided with appropriate and meaningful schoolwork during the period of the suspension.

Any suspension must end at the end of the school term in which it was imposed and not continue into the following term. If a student is to be suspended for a period which is longer than the days left in a term the student may be suspended from attending school for the remainder of the term but must return to school on the first day of the following term.

The Principal is required to seek secondary consultation and/or direct intervention support to address the behavioural concerns for a student who has been suspended for eight days in a school year or who reaches a total of four individual suspensions in a school year.

If a student reaches 15 days suspension, an expulsion is not the automatic consequence.

3.3.7 Post-Suspension Student Support Group Meetings

If the suspension is for five days, the Principal must convene a post-suspension student support group meeting on the day of the student's return to school.

The post-suspension student support group meeting should consider:

- the Student Absence Learning Plan and develop a Return to School Plan, including a review of school work undertaken while excluded from school;
- the strategies to be developed within and outside of the school to meet the educational, social and emotional needs of the student; and
- the responsibilities of the student, their parents/guardians, the school and any other professional participating in the meeting to support these strategies.

3.4 Expulsion

3.4.1 Authority for Expulsion

The Principal is responsible for student expulsions. However, expulsion from a school is the most serious consequence open to the Principal. When expulsion is unavoidable, the Principal has a responsibility to demonstrate that expulsion is the only appropriate measure and that all other measures consistent with a staged response and the *Student Engagement Policy* have been implemented in good faith by the school without success.

Only the Principal has the authority to expel a student from the school. This responsibility cannot be delegated to any other person at the school.

3.4.2 Grounds for Expulsion

The Principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):

- the student does anything for which they could be suspended; 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 staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

In determining whether to expel a student the Principal must determine that expulsion of the student is appropriate to:

- the behaviour for which the student is being expelled;
- the educational needs of the student;
- any disability or additional learning needs of the student;
- the age of the student; and

- the residential and social circumstances of the student.

3.4.3 Procedures Prior to Expulsion

Prior to an expulsion, the Principal must ensure that:

- a comprehensive range of strategies, consistent with the staged response, to meet the educational, social and emotional needs of the student has been considered and implemented by the school; and
- despite these strategies, the student's inappropriate behaviour persists.

The student and parents/guardians must be informed that expulsion is being considered and must be given the opportunity to be heard. This should be undertaken through the student support group process.

The Principal may implement an immediate suspension pending expulsion, prior to a student support group meeting being convened, only when the Principal considers that the severity of the situation and the possibility of immediate physical threat to another person warrants such action.

3.4.4 Procedures for Expulsion

If the Principal considers that expulsion is justified, they must notify the School Board that a student support group meeting is being convened to discuss the expulsion.

When the School Board has been informed that the Principal is convening such as meeting, they must nominate a member of the Board to:

- attend the meeting;
- ensure that the appropriate education, training and employment options are considered for the student; and
- assist in implementing the course of action agreed to at the meeting.

The Principal must convene a student support meeting to:

- provide the student and their parents/guardians with a Notice of Expulsion before the day on which the expulsion commences ; The Notice of Expulsion must state the reason/s for the expulsion and state the date of the commencement of the expulsion.
- provide a copy of the Expulsion Appeal proforma to the student and their parents/guardians;
- ensure that the student and their parents/guardians have the opportunity to be heard; and
- identify the future educational, training and/or employment options most suited to the student's needs.

Every reasonable step must be taken to ensure that all relevant professional staff who have been working with the student can attend the meeting with the permission of the parents/guardians and the student. In exceptional circumstances a student support group meeting may occur outside the required timelines.

Following the student support group meeting, if the Principal determines that enrolment at another school an/or registered training organisation is the most appropriate option for the student, all members of the student support group must work to facilitate that enrolment.

It is the responsibility of the Principal to ensure that the student is enrolled at another school or registered training organisation if the student is of compulsory school age.

3.4.5 Procedures Following Expulsion

When a student has been expelled, the Principal must, within 24 hours of the commencement of the expulsion, forward a copy of the Notice of Expulsion to the School Board, with a written expulsion report which must contain:

- a short statement of the history of the student's time at the school, the grounds for the expulsion, any considerations in support of the expulsion including a comprehensive range of strategies employed to date and any representations made by the student or their parents/guardians;
- a summary of the options considered by all the student support group meetings and why expulsion is considered necessary;

- details of the arrangements that have been made for the continuing education and/or employment of the student; and
- recommendations on whether any further action either at the school, local, or community level is required, including strategies at the school to prevent the repeat of similar circumstances.

The School Board should work with the school to ensure that student is supported and the outcomes of the Expulsion Report are achieved.

3.4.6 Transition Arrangements

The school must schedule a meeting with the destination school or registered training organisation of the expelled student and ensure that information relevant to the needs of the student is passed to the enrolling school or registered training organisation in accordance with the *Information Privacy Act 2000*.

3.4.7 Appeal Process

The Principal's decision to expel a student can be appealed by the student or the student's parents/guardians.

Grounds on which an expulsion can be appealed are:

- that the expulsion process was not followed by the school;
- reasons for which the student was expelled are considered unfair; or
- other extenuating circumstances.

The Principal must provide the student and parents/guardians with an Expulsion Appeal proforma at the final student support group meeting. The appeal must be lodged with the Principal within 10 school days of receiving the Notice of Expulsion

3.4.8 Expulsion Review Panel

The person who filed the Expulsion Appeal (the student or their parents/guardians) must be present at the expulsion review panel and have an opportunity to put their case to the panel.

The student or their parents/guardians may be accompanied at the expulsion review panel meeting by another person who is not acting for a fee or reward. Legal practitioners are not permitted to attend this meeting on behalf of any member of the expulsion review panel, the student or their parents/guardians.

3.4.9 Role of the Expulsion Review Panel

The role of the expulsion review panel is to:

- observe procedural fairness by providing an opportunity for a student and parents/guardians to be heard; and
- review the decision to expel a student.

The panel must make a written recommendation to the Principal, who must act on the recommendation.

3.4.10 Procedures for the Expulsion Review Panel

The review must be held as early as possible within 10 school days of the School Board receiving the Expulsion Appeal. In exceptional circumstances this time limit may be extended for an additional five school days following approval from the School Board.

The attendance of qualified legal practitioners or other agents acting for fee or reward on behalf of any member of or participant in the appeal process is not permitted.

The Principal must provide the following documents to the expulsion review panel:

- a copy of the Notice of Expulsion;
- a copy of the Expulsion Report; and
- a copy of the Expulsion Appeal from the student or their parents/guardians.

The expelled student or the student's parents/guardians must be given the opportunity to be heard and articulate their case.

The expulsion review panel must complete a report, which must be forwarded to the School Board within 24 hours of the conclusion of the meeting. Copies of this report must be provided to the School Board, the person who submitted the Expulsion Appeal and the Principal. The decision of the panel must be unanimous.

If the panel is unable to reach a unanimous decision, the School Board must be notified within 24 hours of the conclusion of the meeting. The School Board must then make a decision regarding the appeal based on the Expulsion Review Panel Report and all other documents before the expulsion review panel. The School Board must make this decision within 48 hours of being notified of the outcome of the expulsion review panel's deliberations.

The School Board (or nominee) must verbally notify the person who has brought the appeal of the outcome of the appeal within 24 hours of the decision being made. This verbal communication must be followed up by written communication notifying the student or their parents/guardians of the panel's decision and must include a copy of the expulsion review panel report within five school days of the decision. This written communication must be provided to the person who submitted the Expulsion Appeal, the Principal and the School Board members.

During the appeal process, the school remains responsible for the student's educational provision and must provide the student with appropriate school work for the duration of the appeal. This must be monitored by the School Board's student support group nominee. The school should develop a Student Absence Learning Plan for the student to support the student's ongoing engagement with learning.

If the expulsion appeal panel overturns the Principal's decision to expel the student, the student must be readmitted to school immediately. The Principal must work with the student, their parents/guardians and the student's teachers to develop a Return to School Plan for the student. The Principal must also ensure that the record of expulsion is removed from the student's permanent record. Once this has occurred, the Principal must notify the student and their parents/guardians of this in writing. This process should be monitored by the School Board.

Discipline Levels System

NOTE: Staff reserve the right to implement Levels 3 and 4, without reference to Levels 1 and 2 for serious transgressions, including substance abuse, threatening the safety of others, harassment of any description, violence or any illegal activity.

LEVEL	REASON	CONSEQUENCE	HOW TO GET BACK A LEVEL	YOUR CHOICES
0	Normal level of responsible behaviour. You show self - discipline and self - control, respect others and their right to learn.	Normal participation in class activities and opportunities. You enjoy learning and make an effort to overcome difficulties. You also enjoy privileges offered to you appropriate to your age \ Class level.		Keep up the good work.
<p>Misconduct:</p> <ul style="list-style-type: none"> • A detention may be taken by the teacher in his or her own classroom at a time of their choosing. • At teachers' discretion as to warnings with sensitivity to students with particular difficulties • Detentions to be recorded in 'Daily Detentions' book; specialists to record and tell guardian. • After consultation with either the guardian of the student involved, or the Discipline Manager, a student can be put on Level One of the Discipline Policy, if it is deemed the appropriate course of action. 				

LEVEL	REASON	CONSEQUENCE	HOW TO GET BACK A LEVEL	YOUR CHOICES
1	<p>Your teachers are concerned over your lack of co-operation, disobedience or disrespect e.g.</p> <ul style="list-style-type: none"> Repeatedly causing problems in class or in the playground Being rude to teachers or teasing others Forgetting manners or crossing boundaries set Your teacher has reminded you too often You continue to disregard guidelines given as to what is acceptable and what is not. 	<ul style="list-style-type: none"> A phone call will be made to inform your parents A record sheet is to be completed by each of your teachers for 5 consecutive days after each session. Your parents / guardian will sign it each night and it will be returned to your guardian / class teacher the next morning. 	<p>Show you are genuine in wanting to modify your attitudes and behaviours.</p> <p>Act responsibly and with respect for others</p>	<p>To be proactive around difficulties. If a problem arises you seek the help of your teacher \ Guardian before it becomes a major issue. You show an awareness and understanding of the Code of Conduct</p>

LEVEL	REASON	CONSEQUENCE	HOW TO GET BACK A LEVEL	YOUR CHOICES
2	<p>Your difficulties are still present. Your behaviour and attitude are not improving.</p>	<p>Your teachers are very concerned.</p> <p>Your parents will receive a letter requesting they come in to see your Class Teacher \ Guardian for an interview. You may also be required to attend.</p> <p>You will now complete five (5) days of a negotiated behaviour record.</p> <p>You will not attend the next Class outing \ excursion unless you have significantly improved your record over the last 10 days.</p>	<p>You will talk more about your behaviour, attitude and plans to your guardian.</p> <p>You need to take notice of comments made by subject teachers and act on them.</p> <p>You complete the 5 days with consistently good behaviour and demonstrate you are genuine in modifying your behaviour and attitudes</p>	<p>Try to face the problems identified by your teachers. You will be encouraged to face these rather than avoid them. List the things you have difficulty doing which gets you into trouble. Seek advice on ways to improve. Ask questions and teachers will listen and help you</p>

LEVEL	REASON	CONSEQUENCE	HOW TO GET BACK A LEVEL	YOUR CHOICES
3	<p>You continue to display deliberate, irresponsible or unacceptable behaviour.</p>	<p>Your parents will be informed and you will be placed on a 3 day suspension:</p> <p>1 day suspension at home</p> <p>1 day in a junior class</p> <p>1 day cleaning at school, isolated at breaks from your peers</p> <p>You need to come up with a better plan than the previous ones.</p> <p>You will not be included in the next excursion or Class Camp</p> <p>You now need to complete ten (10) days of impeccably good behaviour once back with your class.</p> <p>During the 10 days you will complete Daily Conduct Record</p> <p>A letter will be sent to your parents recommending you see a counsellor</p>	<p>Show you are genuine in modifying your attitudes and behaviours in a demonstrated way.</p> <p>Complete the 10 days with impeccably good behaviour</p>	<p>You are in a serious position.</p> <p>Ask yourself if you want to stay at Sophia Mundi.</p> <p>Talk to someone about how to modify your behaviour and employ the necessary strategies.</p>

LEVEL	REASON	CONSEQUENCE	HOW TO GET BACK A LEVEL	YOUR CHOICES
4	Your behaviour is still unacceptable and you seem unwilling or unable to modify it.	<ol style="list-style-type: none"> 1. You will now complete 3 days of serious thinking time at home. 2. On returning to school you will complete 3 days of cleaning and 2 days in a junior class without peer contact. 3. You will then complete 10 days on a daily conduct record. 	You will need to show greatly improved behaviour in all aspects of school life.	<p>You have asked yourself again if you really want to be at this school.</p> <p>Get some help or help yourself.</p> <p>Coming to terms with these difficulties is important for your life - NOW.</p> <p>IF YOU DECIDE YOU REALLY NEED A CHANGE OF SCHOOL WE RELUCTANTLY ACCEPT THE DECISION AND WISH YOU ALL THE BEST.</p>

The staff and management at Sophia Mundi reserve the right to modify this procedure at any time.

Appendix B Daily Conduct Record



The Inner City Steiner School P-12

Daily Conduct Record

NAME:

CLASS:

DATE:

Teachers please comment on negotiated behaviour noted below-

DESIRED BEHAVIOUR:

	Comments Quality of work / Behaviour and Effort		Teacher
Main Lesson			
Recess			
Middle Lesson 1			
Middle Lesson 2			
Middle Lesson 3			
Lunch			
Afternoon Lesson/s			

Please take this home and have it signed by your parent.

Return it to your Class Teacher / Discipline Manager by 8:35 a.m. next day.

Parent's signature

Class Teacher / Guardian

Appendix C Strategies to help with class management

- Be on time for class!
- Have your materials ready beforehand
- Know your content (a specialist is an authority in the High School and students are looking to the knowledge and experience specialists carry)
- Warm up the lesson with an activity to break the previous lesson and draw them in anew
- Bring appropriate content – don't expect students to be interested just because you are; bring content that meets the group you have in front of you
- Give constant feedback; ensure reporting back is punctual; do marking promptly - give plenty of praise
- Clear boundaries and consequences from the beginning – they may need constant clarifying on specific points
- Follow through. Follow through. Follow through...do what you say
- Enthusiastic teaching, artistic where it can be (look at qualities of subjects, bring them in an atmosphere of wonder and beauty, be creative in how you bring it. Nourish as well as building skills.)
- Humour (plenty of sleep helps!)
- Get to bed early!
- Think about the class before going to sleep (even just to scan their faces where they normally sit in the room)
- Strive for relationship with the students
- Guardians and specialists speak together to find strategies for mutual effectiveness
- Recognizing times you need to clamp down again before relaxing into usual rhythm
- Appropriate seating
- Cater for all skill levels as far as possible. Try the 3 tasks approach.
- **Give students enough freedom to develop discipline out of themselves and provide strong boundaries when they're not able to act responsibly in that space of freedom.**

Appendix D Rules

D.1 Playground Rules at St Mary's Campus (2007)

- Balls only allowed on the riverside playground
- If a ball goes into a paddock leave for someone from Collingwood Children's Farm to return it
- If a ball goes into the swimming pool ask the teacher on duty to retrieve it
- If a ball goes onto the walking track wait for someone walking past and ask them politely to return it
- If a ball goes into the veggie garden ask the teacher on duty if you can get it
- Children are not to climb over or crawl under gates and fences
- Children are not to throw any objects into the horse paddock
- All children should be outdoors at recess or lunch or inside under teacher supervision
- Children without hats in first and fourth terms are restricted to corridor play areas
- No tree climbing unless supervised by a teacher
- Entry to riverside playground is along the farm path and through the side gate (not through the building, unless under teacher supervision)

D.2 School Rules (High School) May 2009

1. All students are to be courteous, co-operative and considerate
2. Students are to follow directions given by teachers at all times
3. Students progressing from one classroom to another to be considerate of classes in progress
4. Inside corridors – no running, sliding, bouncing balls
5. Stairways – no running, climbing upon any part. Walk up and down
6. No climbing of fences, gates or trees
7. No skateboards, roller blades or scooters to be used in the school.
8. No bicycle riding inside the school grounds
9. No students in classrooms or corridors at break times unless given specific permission by a teachers
10. No consumption of substances banned in the drug policy
11. No fighting or bullying of any description
12. No use of inappropriate language
13. Students must have permission to leave the school during school hours

Students must remain in designated areas at all times