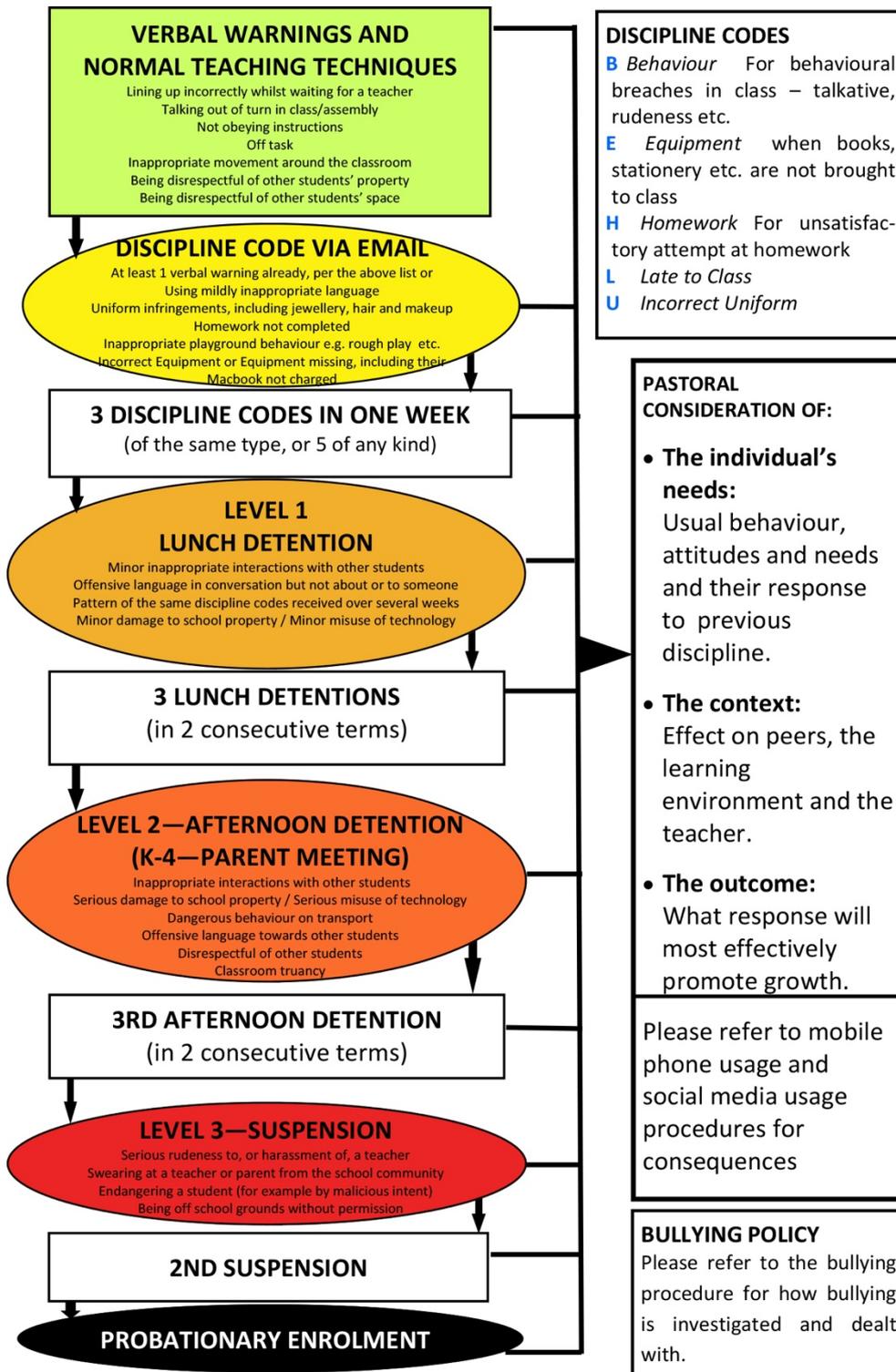


Trinity College Gladstone Disciplinary system



Pre-amble

The commendation and discipline system both work in unison with the same goal, that is found in Proverbs 22:6:

“Start children off on the way they should go, and even when they are old they will not turn from it.”

As such, the discipline exists as a framework to assist in students understanding how to live God’s way. This is not simply about following school rules, but instead about providing a scaffolding to train students, so that later in life they will benefit from understanding how to behave and act.

It is a deliberate scaffold, which, like scaffolding as you build a house, will be able to come down (not needed to be applied) when it is no longer needed once the building is finished, or in this system’s case, once the student no longer needs a formal discipline system.

Commendation and Discipline Systems

The commendation and discipline systems are part of the College’s training of our students for the rest of their life. They aim to provide the student with achievable standards of behaviour and encouragement to do their very best in all spheres of school life, and beyond. Clearly defined codes of conduct are outlined along with the consequences for stepping outside those guidelines.

Commendation

Rewarding students who display positive attitudes and behaviour helps build a confident character and purpose in learning, as well as a positive incentive towards doing good. The College’s reward system gives commendation to students who set fine examples to others in the College community and/or show excellence in any field of school endeavour.

Discipline

The Discipline system comes from the root word ‘Disciple’ – that is, to show students the right way to live, in the same way that Jesus had his own disciples whom he taught, encouraged, and rebuked. In the same way, the discipline system’s key goal is to provide all effort towards students. Where possible, the discipline system will reflect God’s word and advice.

As 2 Timothy 3:16-17 says:

“All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.”

Small Infringements by students can receive any of the following:

- A Verbal warning first.
- Move the student to another location.
- A mark on the board to indicate an issue.
- Depending on the situation the student will be asked to stand at the back of the room.
- Sent to stand out of the class (in full view) for a short period of time.
- A supervised clean-up of an area of the College.
- Time at recess or lunch with the Teacher.
- A note in their diary- to be followed up, or a note in TASS for secondary (and the Pastoral Care teacher notified).
- Writing an apology or summary of what happened.

- Repeated small infringements after consequences have been issued could escalate to Minor infringements.
- Repeated Minor infringements after consequences have been issued could escalate to the Level 1 Infringement category.

If further behaviour of the same type continues, consideration will be given to issuing a Level 1 Detention.

If behaviour warrants, or if despite a warning the behaviour does not change, a letter code in the student's diary can be issued. At this point, further intervention by the teacher to prevent another code being issued is advisable. (such as moving the student from where they were being distracted).

Level 1 Discipline by students **will** receive:

- For Years 5-12, students gain a 'lunch detention' with the detention coordinator on Tuesday or Thursday lunchtime.
For K-4 the detention is with the coordinator of the sub-school. The student is given an additional age appropriate task for them to do.
- Parents will be contacted by phone to notify them of the lunch detention and reason why the detention was given.
- The reflection document from the detention will be returned to the teacher who issued the detention. A further conversation, between the teacher who issued the detention and the student, is to be had at the next lesson or sooner, to ensure restoration of relationship.
- After the teacher who issued the detention has had the subsequent restorative meeting with the student about their responses, the reflection document goes to the relevant Teacher in Charge, with any additional comments regarding that meeting, for filing.
- Three Level 1 infringements (within 2 Terms) after consequences have been issued will escalate to the Level 2 Infringement category (that is: 3 Level 1 detentions equal one Level 2 detention)

No MacBook/Diary?

If a student does not have their diary, the student will either gain an E for incorrect equipment, or if this is a pattern of behaviour, a Level 1 detention should be issued. No MacBook or a MacBook not charged should also incur an E for equipment.

Level 2 Infringements by students can receive:

- An urgent messenger is sent to get someone to remove the student from class (the class may need to be removed from the student!).
- Description of incident entered onto the student's record.
- The student (5-12) is MOST LIKELY to be on an after-school detention.
- For K-4 students, this is a parent meeting where the student is present, with an action plan developed to ensure the behaviour does not continue.
- A Level 2 Detention is issued by the Teacher in Charge or Head of Primary / Secondary. They will have the phone conversation with the parent(s). Level 2 Detention letters (with the date of the detention) need to be signed by the parent/guardian and returned by the student to the Coordinator prior to the detention.

- Repeated Level 2 infringements after consequences have been issued could escalate to Level 3 (suspension), a continued enrolment agreement or expulsion.

Level 3 Infringements by students are very serious and will usually involve the Deputy Principal. Suspensions can be either in school or out of school, which will be determined by the Head of School.

Parents will be requested to attend a meeting with the Coordinator or Deputy Principal (and possibly the teacher involved). This is a required step. A parent meeting is required about the student's behaviour with the parents and the student, explaining the incident, the consequences and the student contract (set out below).

Students who have received a Level 3 infringement (suspension) will progress onto a Monitoring Sheet, which will be issued to the student on their return from being suspended.

For a student who is suspended due to an accumulation of Level 1 and Level 2 detentions, there will be a default two (2) week period of monitoring before review.

For a student whose behaviour results in a Level 3 suspension immediately, the default length of the contract is four (4) weeks of monitoring before review.

During these periods, weekly feedback is gathered by the Head of School, weekly meetings held with the student, reviewing the responses with the student, and copies scanned and emailed to the parents.

Students are not allowed on school excursions or sporting events during the period where the Monitoring Sheet is in place.

At the review point, parents will be given feedback.

Roll Over

Letter codes put into TASS last for the active week only, they do not stack from one week to another.

Disturbing patterns that avoid them adding up to a Level 1 infringement can be flagged by the Pastoral Care teacher and parents notified if beneficial for improvement.

Level 1, Level 2, and Level 3 infringements last for two school terms (i.e. if they receive the Level 1 infringement in Term 2, then it is 'active' in adding up with other Level 1 infringements for all of Term 2 and all of Term 3).

All consequences do not carry from one school year to the next.

Monitoring Sheet and in School suspension

Monitoring sheets and in school suspension will continue to be administered as a part of the discipline system, however, are additionally 'independent' of the 'infringement' list. These can be used for problems that run over more than one subject. If a student has continual disruptive behaviour, or endangers the safety of other students, then these systems can be employed by the Teachers in Charge in consultation with the Head of Primary or Secondary.

Bullying investigation

If the consequence appears to be a part of a bullying trend (That is, repeated and intentional), please ensure that the Bullying investigation process is commenced through the relevant Teacher in Charge. Please see the Bullying Policy and Procedure for further details.

Emphasis for staff for the discipline system to work effectively and at its best:

- Ensure that TASS web is checked weekly, as a communication tool home - checking for notes from parents via email or Class Dojo. Remind students when setting work to be done at home, or a test coming up, to add the task to their diary. ALL students are to have their MacBook with them for ALL subjects, except practical PE and sport lessons.
- As Pastoral Care teachers check TASS for behaviour codes, please check attendance patterns as well. If there is a disturbing trend, please alert the Head of School.
- Emphasise the importance and correlation between a lack of right equipment in class, and lack of work and concentration in class.
- Work hard to manage the 'I can't do this' reaction in some students, particularly those with special needs. It is very important to set achievable work for them to be able to complete, and if necessary, to tailor their workload and outcomes. Failing to do this can lead to poor behaviour.
- The power of routine. Ensuring students are lined up before class, greeting each other formally ("Good morning Year Seven.") and prayer to settle the class can have a powerful effect towards ensuring students are ready to learn.
- Reinforcing the 'chain of command' - that first step is in class discipline, then the Teacher in Charge and then the Head of School.
- It is incredibly valuable and worthwhile time investment in contacting parents by phone - for BOTH student excellence (dramatic improvement) and disciplinary issues.
- If it is a disciplinary matter, please **do not email** the parent. A phone call or a face to face meeting is much better and is not open to being misinterpreted.
- Encouraging and fostering good behaviour with rewards - be it the merit system, or in class activities such as games (either individual or as a group). This extends to tidy rooms.

Examples of behaviours and consequences:

1. Billy pushes Bob intentionally from behind - Level 1 Detention
2. Jasmine says to her friend that she had a (swear word emphasis) good weekend - Level 1 Detention.
3. Richard swears at a student who spilt milk on him accidentally - Level 2 Detention
4. Frankie bumps into Dave accidentally while walking and refuses to apologise. "Well why are you standing there?" - B letter in diary
5. Gertrude and Bruce are caught holding hands 'secretly' - Level 1 Detention

Please note that in many cases, deciding the appropriate consequence is not 'cut and dry'. For example, a boy is found in the girl's toilets. This could range from anything from a verbal warning (e.g. if the student is in kindergarten and got lost) to a suspension from school! Please see therefore that professional judgement is required to fit the behaviour into the appropriate consequence. This requires consideration of many factors such as:

- The context of the situation
- Whether provocation was involved
- The age of the student.

Please see however, that it is important to work this out from a professional consistency perspective (that is, what is most appropriate given the school's system) and NOT from a 'what do I feel like doing today?' or 'What do I personally think?' point of view.

Communication with Parents and Guardians

Lastly, it is very important to COMMUNICATE with parents. The system is designed for lots of communication to parents through email or Class Dojo, although for Level 1 and 2 detentions a phone call or speaking face-to-face is required. By this, we allow greater partnership between the parents and the school to discipline our students together.

Consideration of Pastoral Needs

As a part of dealing with student behaviour, please consider the underlying cause, and ramifications of the incident on anyone involved. Notifying the Pastoral Care teacher is necessary for all incidents of Level 1 and up, please consider any recommendations to them in regard to pastorally caring for the students involved.

In some behaviour incidents, involving the Chaplain for wellbeing reasons can be an advantage. If the behaviour fits that criteria, please complete a Chaplain referral form. Please note that the involvement of the Chaplain will sit completely separately to all consequences and a referral is a completely separate process.

Measurements for evaluation and monitoring:

There should be several qualitative and quantitative measures in place for the discipline system to be reviewed effectively.

Qualitative measures:

Discussions at staff meetings

Individual feedback from staff, relaying positive teacher/student conversations

Interviews with parents and feedback from them on the new system

Interviews with students or representatives of the student body (Student council?) and asking them to gauge measures of improvement (of student behaviour).

Quantitative measures:

The number of level 1 detentions over time.

The improvement of students on the discipline system, moving from level 2 and level 1 detentions, to only receiving letters in TASS, for example.

Staff survey:

Identifying trends in the detention data, including teachers who are 'outliers' (either not issuing any, or issue many more than peers).

Key Measure:

The ability for the Discipline system to develop in students an ability to self-regulate correct behaviour - with a strong desire for this to be from an internal motive to please God.