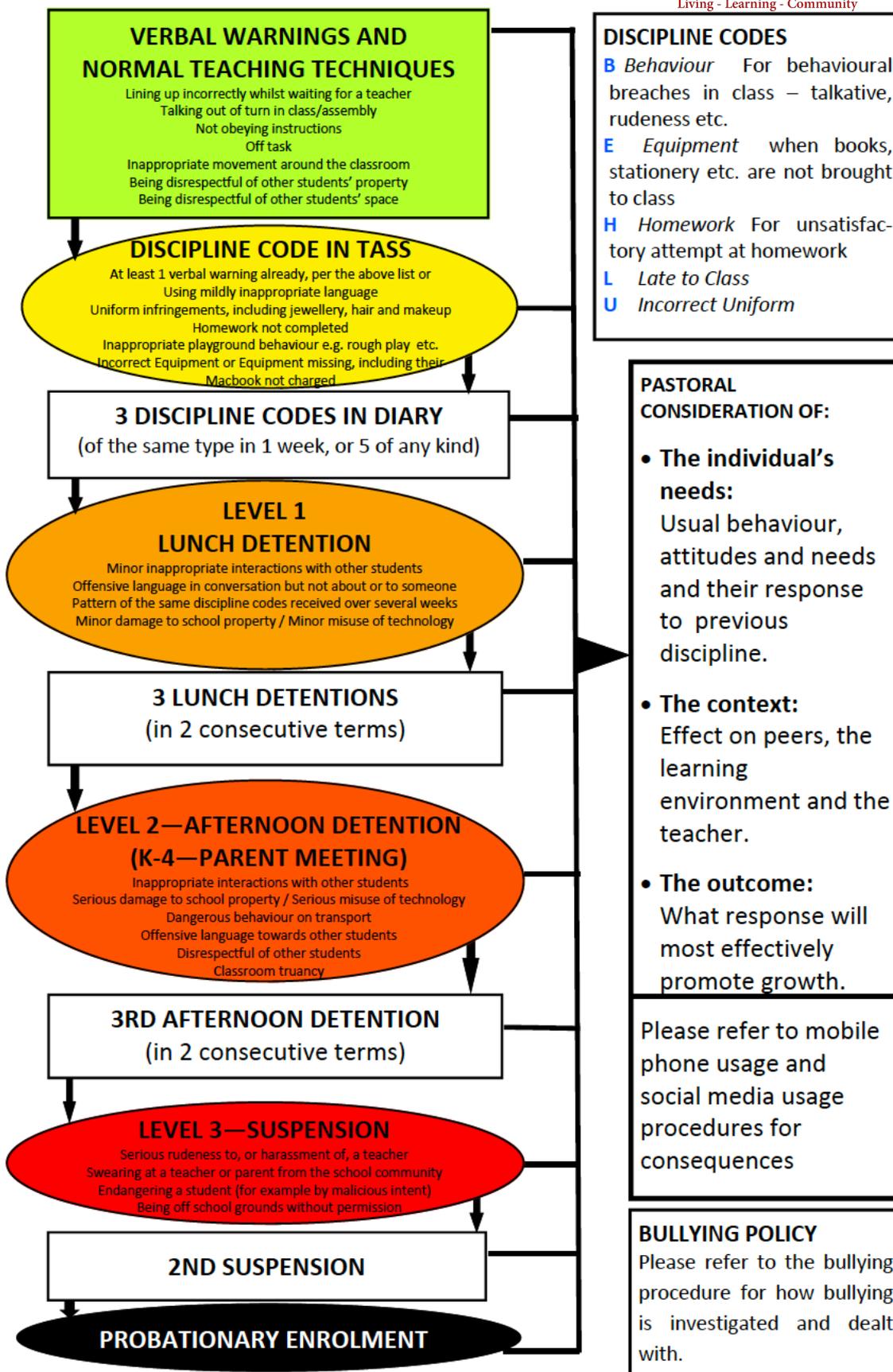


# Trinity College Gladstone Disciplinary system



**Trinity College**  
GLADSTONE  
Living - Learning - Community



## **Pre-amble**

The commendation and discipline system both work in unison with the same goal, that 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. For further details about the Commendation System please refer to this procedure.

### **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 teacher techniques, or other teaching techniques.

- A Verbal warning first
- Move the student to another location.
- A mark on the board to indicate an issue
- Tell the student to stand at the back of the room (depending on the situation).
- Sent to stand out of the class (where you can see them) for a short period of time
- A supervised clean-up of an area of the College
- Time at recess or lunch with you
- 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

Please note that more than one letter code of the same type is NOT to be issued in the same lesson. If further behaviour of the same type continues, consider if the student needs to be given a Level 1 Detention instead.

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).

When writing/typing in the infringement, the Code should be written at the beginning, followed by a dash - then a brief explanation of why the student is receiving this letter code. Lastly, your name should be put at the end of the note if in the communication book.

e.g.

**B** - Billy was out of his seat repeatedly to talk to Sarah, despite warnings.

Mr. Babbage.

**U** - Wilma does not have correct footwear on today. She should have black, leather lace up shoes and not ballet flats.

Mr. Babbage.

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

- For 5-12, Students gain a 'lunch detention' with the detention coordinator on Tuesday or Thursday lunchtime (days to be confirmed with timetable).  
This Detention and reason must be entered into SEQTA.
- 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 are to be phoned** after consultation with the Pastoral Care teacher and communication to the Teacher in Charge, to ensure parents hear the school's perspective on why the detention was given.
- The reflection document from the detention will be returned to the teacher who issued the detention through their pigeon hole. 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 (In student language - 3 Level 1 detentions equal one Level 2 detention)

It is important to use the Level 1 system properly - not to aggravate the student, but rather to diffuse the situation (cf. Ephesians 6:4 *"Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord."*)

Detention is most effective with 5 students or less at a time - and it is expected to **not** be used heavily (By keeping detention small it allows quality conversation with the students who have the consequence).

Please note that teacher professional judgement needs to be applied to the process of teaching staff checking TASS for 'three of a kind' or '5 of any kind' Discipline codes creating a level 1 detention. If there are not enough letters to trigger a detention, but there is a concerning pattern, the Pastoral Care teacher **should issue a Level 1 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.

### **MacBook Infringements in Secondary**

Please note that MacBook infringements of misuse normally carry a consequence of removal of the MacBook off the student. This can need to be handled sensitively so as not to impact assessment tasks, so please talk to the relevant Teacher In Charge.

### **Level 2 Infringements**

- 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 what went on entered into TASS Web
- 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 (see next point).

DO NOT promise to a student that they will receive a Level 2 detention or After School detention. These are for the Teachers in Charge, or Heads of Primary / Secondary to issue. Instead use words like 'I am recommending that you receive an after school detention' or 'it is likely that you will receive...'

- 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 sooner than 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 brought in and talked to** 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 (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, this will be a default 2 week period before review. For a student whose behaviour results in a level 3 suspension immediately, the default length of the contract is 4 weeks 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.

## **Termination for Singular Serious Incident (All Students)**

Examples of singular serious incident which would result in termination may include but are not limited to the following:

- Violence towards a staff member;
- Violence of an extreme nature towards another student;
- Possession of illegal substances or banned articles at College;
- Being in possession of a weapon at College;
- Wilful damage to property;
- A singular extreme example of bullying, eg; posting derogatory material about another;
- Activity which would be deemed to be sexual harassment or assault;
- Inappropriate indecent or sexual activity at College.

Where appropriate or necessary, the College reserves the right to involve Police or Child Safety in any of the above incidents. In some of the above situations the College is under legislative obligation to report the issue to the Police and/or Child Safety authorities.

Procedure:

1. The student will be isolated immediately;
2. Parent will be contacted to collect the student;
3. A written statement outlining reasons for termination will be handed personally or posted to parents.

## **Termination for failure over time to correct repetitive less serious breaches**

These breaches could involve a range of activities detailed earlier in this policy. In particular the College emphasises that the failure to correct continual disruption of the teaching/learning environment or the failure to correct bullying or unsafe behaviour towards other students may result in termination.

Before termination would occur a number of processes may have been followed which may have included:

- Student being placed on a monitoring sheet;
- Internal or external suspension;
- Review of enrolment in a formal meeting with the parents;
- Parental interviews;
- A probationary period on a continued enrolment agreement (after Level 3).

In all of the procedures above parents will be kept fully informed and a process of natural justice will be followed whereby the student is allowed to express their viewpoint in the issues being discussed. The process is designed to allow time for the student to correct attitude/behaviour which has put their place at the College in jeopardy.

### **Roll Over**

Letters 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.

### **Sending a student out of class**

When a student is sent somewhere - they are unsupervised. Sending a student who is in trouble somewhere to receive discipline by another teacher, has the likelihood of the student not making it to the actual destination (further defiance) or further disobedience in a less supervised location.

If a student is needed to be removed from the learning situation, phone the Teacher In Charge, if you can locate them. If possible, send the student with a Teacher Aide to the Teacher in Charge. If not, contact the office, and sit the defiant student (if they will comply) somewhere in the room or even outside where you can still observe them until someone comes.

Unless the situation is dire, it is best to leave the student in class or at least observed (i.e. standing at the back of the room, stand out outside the classroom).

Sometimes there is no-one in the office and it could take some time for someone to come - or no-one might be available. Keep the disruptive student outside class. Be careful not to promise that "Mr. Babbage will come now" in case that cannot happen.

### **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 it's 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 Macbooks 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 the necessary of 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. Consider similar routines such as prayer and a formal parting at the end of the lesson.
- 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 foster 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 girls 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.

### **Boyfriends/Girlfriends – student to student relationships**

Trinity College does not condone the need or benefit of 'dating' at a school age. Trinity College's official position is that the process of 'dating' is to pursue a prospective marriage partner, therefore should be left for after secondary schooling is completed. This position is irrespective of the parent's position of boyfriends/girlfriends or their condoning of the relationship.

In the interests of the school's Child Protection Policy and biblical care, the school's position is that boyfriends/girlfriends are unhelpful and potentially harmful. For example:

- An 'exclusive' boyfriend/girlfriend relationship can exclude others, a form of unintentional ostracising.
- Breakups can cause emotional harm, regret and significant negative emotions.
- The secular notion of dating can lead to inappropriate intimacy, biblically left for marriage, including things which are sexual in nature and illegal for minors to be involved in.

Any demonstration of physical affection between 'boyfriends/girlfriends' at Trinity College is not permitted, including:

- Hugging
- Hand Holding
- Lying on or leaning on each other
- Kissing

At the first sign that there is a relationship of this nature existing, Pastoral Care teachers should log a note on TASS, and contact parents to inform them.

Appropriate consequences for breaching school rules (for displays of physical affection, as above) should then be applied.

One rule of thumb is that students in this kind of relationship sitting next to each other should leave space for a standard size bible to be placed lengthwise in between them. Or, as worded historically in some Christian Schools, "Leave room for the Holy Spirit."

### **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 a talk face-to-face is required. By this, we allow greater partnership between the parents and the school to disciple 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 and the Teacher In Charge is necessary for all incidents of Level 1 and up, please consider any recommendations to them in regards 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.

Student attitudes to teachers and the discipline system.

#### 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.