

## Primary School Discipline Procedures

### Definition and Purpose of Discipline

An aim of a discipline policy and procedure is to promote high standards of behaviour amongst the College community and to prevent the development of those behaviours that require sanctions.

The purpose of this policy is to provide a framework for effective training so that students and staff may work in an orderly and secure environment, in which the rights of people are protected and mutual responsibilities are encouraged.

#### Classroom practice:

Teachers must establish high standards of classroom practice including appropriate standards of behaviour and consequences to student misbehaviour in the classroom. This may be done in consultation with the students if desired and appropriate. Students are to be made clear of expectations involving their behaviour and procedures that will be used in the classroom.

The approach each class should take to discipline procedures is hierarchical or step wise. This is particularly so in the case of off task behaviours. The teacher and the student should be clear where in this hierarchy of the student's behaviour there will be consequences. Consequential approaches to discipline are to be used where possible. That is, students who are disrupting others could leave the class and catch up later. Damage to equipment due to carelessness, breaking safety rules and vandalism are to be cleaned up and paid for by the student responsible or their family. Whole class punishments are to be strenuously avoided as the means of dealing with the inappropriate behaviour of individuals.

Rewards for good behaviour are encouraged and should be incorporated in teacher's procedures. During classes students must obey teachers without objection. Students who have objections to their treatment by the classroom teacher may raise these after the class with the teacher, or take their objection to their class teacher, the Section Coordinator, or the Head of Primary.

## Managing Student Behaviour

As teachers live Christ’s story in their personal and professional lives, their management of student behaviour will be anchored in the following which stand apart from any structures:

- **Relationships, Relationships, Relationships**
- **Mercy**
- **Justice**
- **High expectations**
- **Consideration of the student’s age** (e.g. self-direction and emerging adulthood will be expected of a senior student), **background** (including exposure to issues) **and any diagnosed disability** (being justly proactive e.g. not expecting of these students things of which they are not capable and which might cause misbehaviour; being justly reactive e.g. using means of punishment that accommodate the disability and do not cause exasperation)
- **Consideration of the intent and effect of behaviour** (e.g. Lack of intent does not cancel responsibility for the effect of behaviour; consequences need to be based on intent and effect.)
- **Respect and Restoration**

Teachers are strongly encouraged to seek help as needed from Section Coordinators and / or the Head of Primary with regard to student behaviour at any level.

At PVCC the **structured and hierarchical approach** to behaviour management involves **6 layers** as indicated below. The discretion and wisdom of teachers in applying these structures is assumed, as is the requirement that teachers abide by this structure.

### Hierarchy of Behaviour Management

**Ready to Learn** Level 0

O. Ready to Learn

**Restoration** Levels 1-5

1. Remind → 2. Reprimand → 3. Recompense → 4. Reform → 5. Refer

## Overview of Hierarchy of Behaviour Management

When things are going right

<b>Layer 0</b>	<p><b>Respectful and Ready to Learn</b> on the run.</p> <p>Affirming, assisting, engaging, celebrating,</p>	<p>Teacher</p> <p>Parents</p>
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When things are going wrong (*with a spirit of restoration*)

<b>Layer 1</b>	<p><b>Remind</b> on the run.</p>	<p>Class Teacher</p>
<b>Layer 2</b>	<p><b>Reprimand</b> on the spot or after class or outside classroom</p>	<p>Class Teacher</p>
<b>Layer 3</b>	<p><b>Recompense</b> (just consequences)</p> <p>Treating the student with dignity - as if they should have known better</p>	<p>Class Teacher</p> <p>Parents</p> <p>Home Class Teacher</p>
<b>Layer 4</b>	<p><b>Reform</b></p> <p>Teacher may send student to Section Coordinator (or Head of Primary if Coordinator is not readily available)</p>	<p>Teacher</p> <p>Class</p> <p>Section Coordinator (or Head of Primary if Coordinator is not available)</p> <p>Parents</p> <p>Professionals</p>
<b>Layer 5</b>	<p><b>Refer</b></p> <p>Teacher informs Section Coordinator who informs Head of Primary. Head of Primary and Principal take responsibility for the student.</p>	<p>Class Teacher</p> <p>Section Coordinator</p> <p>Head of Primary</p> <p>Parents</p> <p>Principal</p>

## What to do when things are going right...

(See Layer 0 Behaviour Management)

1. **Have core routines in place.** Entry procedures (enter quietly and unpack, enter and do...etc), seating arrangements, attention cue, class discussion procedures, group work procedures, departure procedures (by group, straighten furniture, remove residual litter etc).
2. **Have negotiated Class responsibilities (Essential Agreements)** in place. These can be negotiated with (and therefore owned by) students at the beginning of the year. These should comply with wholeschool responsibilities. They can form part of the class's story.
3. **Have relaxed vigilance.** Being alert to the things that matter.
4. **Have clear expectations.** When entering class, social time finishes and learning community time commences.
5. **Engage students in lessons** that are worthwhile, achievable and interesting. Have a negotiated break if suitable. (Concentration period = age + 5 min?) Accommodate individual learning styles, intelligences and abilities.
6. **Know your students** – their past difficulties, triggers, frustrations. Speak with previous year's teacher(s). Anticipate and avoid possible unhelpful situations.
7. **Pray** for your students. Sitting in students' seats can provide a helpful outlook.
8. **Give clear instructions.**
9. **Be the sort of person** with whom students will want to comply – Christ-like, forthright, friendly, focused, competent, real, with a good sense of humour.
10. **Have presence.** This consists of:
  - \* Certainty – confident to tell students what to do  
-- assured that teachers can expect to be obeyed and respected
  - \* Forthrightness – clarity of direction, instruction and request
  - \* Alertness – wisely “suspicious” of student behaviour and intentions  
-- checks that directions have been followed
  - \* Rigorous Relating – maintains positive interactions in spite of all.
11. **Encourage Christ-likeness** by providing opportunities, affirmations and appreciation

**Respectful and Ready to Learn** (When things are going right)

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<p><b>Layer 0</b></p>	<p><b>Respectful and Ready to Learn</b> on the run.</p> <p>Affirming, assisting, celebrating, encouraging.</p> <p>Uses email, phone call or personal chat to inform parent of good behaviour and attitude.</p> <p>Employs motivational strategies based on relationship, contextual learning and playfulness.</p> <p>Engaging students in meaningful, interesting and worthwhile learning is a vital element of discipline.</p>	<p>Teacher</p> <p>Parents</p>	<ol style="list-style-type: none"> <li>1. Shows love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.</li> <li>2. Is focused, friendly and compliant.</li> <li>3. Is courteous (Says "Please, excuse me, thank you, OK.")</li> <li>4. Uses teacher's name ("Thank you, Mr Parker.")</li> <li>5. Encourages other students &amp; teachers.</li> <li>6. Obeys teacher directions immediately.</li> <li>7. Works to the best of their ability.</li> <li>8. Is open to Christian outlook.</li> <li>9. Engages in learning with a positive spirit.</li> <li>10. Is safe.</li> <li>11. Gives teacher their attention in lines, at the beginning of lessons and as needed without being asked.</li> <li>12. Completes tasks without close supervision.</li> <li>13. Complies with school structures.</li> <li>14. Is prepared for lessons.</li> <li>15. Arrives at the right place on time.</li> <li>16. Forgives others.</li> <li>17. Accepts advice &amp; criticism openly.</li> <li>18. Plays &amp; socialises helpfully.</li> <li>19. Expresses disagreement respectfully ("Excuse me, Mrs Squires ....question")</li> </ol>

## What to do *when* things are going wrong... (See Layers 1-5 Behaviour Management)

1. **Tactically ignore inconsequential issues.** Give selective attention to issues that matter.
2. **Move from least intrusive to most intrusive disruption** when dealing with poor behaviour – quiet reminder, touch on shoulder, refocus, eye contact etc.
3. **Remove offender from the learning** to discuss the issue.
4. If needed, **repeat direction** to offender to accompany you to discuss issue. Do not get into a head-to-head argument.
5. **Give time out** or cool off time, if necessary.
6. Avoid unnecessary confrontation.
7. **Describe obvious reality.** “I noticed that...” “You have been ...” Do not ask why.
8. Create self-awareness of the behaviour by discussing, drawing a picture, mirroring behaviour (with student consent).
9. Focus on behaviour, not the student.
10. **Indicate that poor behaviour does not support school approach**, class responsibilities, group routines etc. Explore what agreed responsibility has been ignored. Reflect on Christ-likeness.
11. Be certain, not severe.
12. **Ask for student’s response** or right of reply.
13. Where possible, **use partial agreement** with what the student indicates. Use emotional understanding to acknowledge student’s feelings.
14. Be assertive without being aggressive.
15. Do not have “point scoring” mentality.
16. **Give student choice**, but with only one realistic alternative. “You can either put your mobile phone on my desk or in your bag.” “You can either work cooperatively in your group or come back at lunchtime to complete your work.”
17. Always make **impartial decisions based on facts.**
18. Rebuke, repair, rebuild, restore. **Instigate deferred consequences** if necessary – continuum from after class chat, to detention, to send to Section Coordinator etc depending on seriousness of behaviour (consider frequency and intensity). If serious, consider Individual Behaviour Plan.
19. Any consequences should be related to the poor behaviour, be reasonable and inspire respect.
20. If it is an ongoing difficulty, brainsurf for **ways to fix the problem.** Arrange another meeting to check that all is well.
21. **Encourage student agreement.** Pray if suitable.

## Process of Restoration

(When things are going wrong)

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<b>Layer 1</b>	<p><b>Remind</b> on the run.</p> <p><i>With a spirit of restoration</i></p>	Teacher	<ol style="list-style-type: none"> <li>1. Low level "one off" disruption, danger, non-compliance etc</li> <li>2. Poor manners</li> <li>3. Disrupting one student</li> <li>4. Talking with neighbour</li> <li>5. Not looking at teacher when teacher is speaking</li> <li>6. Cool to Christian outlook</li> <li>7. Day dreaming</li> <li>8. Being late</li> <li>9. Calling out</li> <li>10. Lazy bookwork</li> <li>11. Unkindness</li> <li>12. Forgets to give teacher attention</li> <li>13. Being physically over zealous</li> <li>14. Minor tampering with another's belongings</li> </ol>

## Process of Restoration

(When things are going wrong) *Continued.*

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<b>Layer 2</b>	<p><b>Reprimand</b> on the spot or after class or outside classroom</p> <p>Remove distraction</p> <p>Move student away from other students (in room)</p> <p>Move student away from others (outside room – stand at doorway facing away from room, visible to teacher; no more than:                      * 5min for Prep-2                      * 15 min for Years 3-6</p> <p>Require student to move in a pre-designated area of the classroom</p> <p><i>With a spirit of restoration</i></p>	Teacher	<ol style="list-style-type: none"> <li>1. Increased levels of disruption, defiance, danger etc</li> <li>2. Any pattern of Layer 1 behaviour</li> <li>3. Disrupting / annoying a few students</li> <li>4. Calling out loudly</li> <li>5. Low level rudeness – expressed in words, signs, body language or facial expression etc</li> <li>6. Swearing as a response</li> <li>7. Hurtful comments to others (Put downs, causing some embarrassment)</li> <li>8. Argumentative with Christian outlook</li> <li>9. Defiance with mitigating factor (eg work is too hard, social problem, external disruption)</li> <li>10. Offhanded sexual, sexist, racist or bullying comments</li> <li>11. Being physically hurtful</li> </ol>

## Process of Restoration

(When things are going wrong) *Continued.*

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<b>Layer 3</b>	<p><b>Recompense</b> (just consequences)</p> <p>Treating the student with dignity - as if they should have known better</p> <p>Teacher detention Lunchtime; Detention Loss of privileges Remove from room (stand at window/door facing away from room, visible to teacher; no more than: * 5min for Prep-2 * 10 min for Year 3-6</p> <p>Pray with student Seek repentance (Can expect students to realise the wrong of their action. Cannot insist that student apologises.)</p> <p>Arrange restitution (return stolen gear, assist teacher, make up time, complete work)</p> <p>Inform parent via email or or phone call. Class teacher will monitor emails or SEQTA reports and establish any pattern of behaviour.</p> <p>Teachers will not use corporal punishment or explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p><i>With a spirit of restoration</i></p>	<p>Teacher</p> <p>Parents</p> <p>Home Class Teacher</p>	<ol style="list-style-type: none"> <li>1. Substantial levels of disruption, defiance, danger etc.</li> <li>2. Any pattern of Layer 2 behaviour</li> <li>3. Any persistent Layer 1 behaviour</li> <li>4. Disrupting whole class</li> <li>5. High level rudeness – expressed in words, signs, body language or facial expression etc</li> <li>6. Open defiance</li> <li>7. Swearing wantonly</li> <li>8. Intimidating comments to others (Serious put downs, causing serious embarrassment)</li> <li>9. Antagonistic to Christian outlook</li> <li>10. Annoying actions to several others</li> <li>11. Harassment of others</li> <li>12. Open defiance without mitigating factor</li> <li>13. Purposeful sexual, sexist, racist or bullying comments</li> <li>14. Serious tampering with the belongings of others</li> <li>15. Bullying</li> <li>16. Using physical force to hurt, compel or intimidate.</li> <li>17. Theft</li> </ol>

## Process of Restoration

(When things are going wrong) *Continued.*

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<b>Layer 4</b>	<p><b>Reform</b></p> <p>Teacher may send student to Section Coordinators (Head of Primary if Section Coordinators not available)</p> <p>Teacher informs Section Coordinators</p> <p>Section Coordinators follows up at their discretion with Teacher consultation.</p> <p>Section Coordinators or Teacher arranges conference with Parents and student.</p> <p>Teacher or Section Coordinators counsels student - discusses impact of behaviour, alternative behaviour, aspects of character; rehearses alternative behaviour; prays with student.</p> <p>Follow guidelines:  <u>Discover:</u>                      1. What happened?                      2. What was your part in it?                      3. What were you thinking / feeling at the time?  <u>Empathise:</u>                      4. Who do you think was affected?                      5. How were they affected?                      6. How were you affected?  <u>Assure</u>                      7. Inform the student of God's grace, your forgiveness and your disappointment.  <u>Look:</u>                      8. How can we make things right?</p> <p>Teacher or Section Coordinator arranges a "Behaviour Plan".</p> <p>Teacher or Section Coordinator may recommend assistance of a professional counsellor etc.</p> <p><i>With a spirit of restoration</i></p>	<p>Teacher</p> <p>Class Teacher</p> <p>Section Coordinator (or Head of Primary if Section Coordinator is not readily available)</p> <p>Parents</p> <p>Professionals</p>	<ol style="list-style-type: none"> <li>Serious levels of disruption, defiance, danger etc</li> <li>Any extreme Layer 3 behaviour</li> <li>Any pattern of Layer 3 behaviour</li> <li>Any persistent Layer 2 behaviour</li> <li>Any defiant Layer 1 behaviour</li> </ol>

## Process of Restoration

(When things are going wrong) *Continued.*

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<b>Layer 5</b>	<p><b>Refer</b></p> <p>Teacher, and or Section Coordinator informs Head of Primary. Head of Primary informs Principal.</p> <p>Section Coordinator and Head of Primary take responsibility for the student.</p> <p>Head of Primary contacts parents to arrange a conference.</p> <p>Head of Primary will recommend the assistance of a professional Counsellor, program etc.</p> <p>Head of Primary may suspend the student (at school or at home) until matter is resolved.</p> <p>Head of Primary may raise possibility of expulsion with The Principal</p> <p><i>With a spirit of restoration</i></p>	<p>Teacher</p> <p>Section Coordinator</p> <p>Head of Primary</p> <p>Principal</p> <p>Parents</p>	<ol style="list-style-type: none"> <li>1. Pattern of Layer 4 behaviour</li> <li>2. Persistent Layer 3 behaviour</li> <li>3. Defiant Layer 2 behaviour</li> <li>4. Wanton undermining of Christian outlook</li> <li>5. Any serious violence</li> <li>6. Any drug activity</li> <li>7. Any alcohol activity</li> <li>8. Any smoking activity</li> <li>9. Any sexual activity</li> <li>10. Any truancy</li> <li>11. Any serious theft</li> <li>12. Possession of weapon</li> </ol>

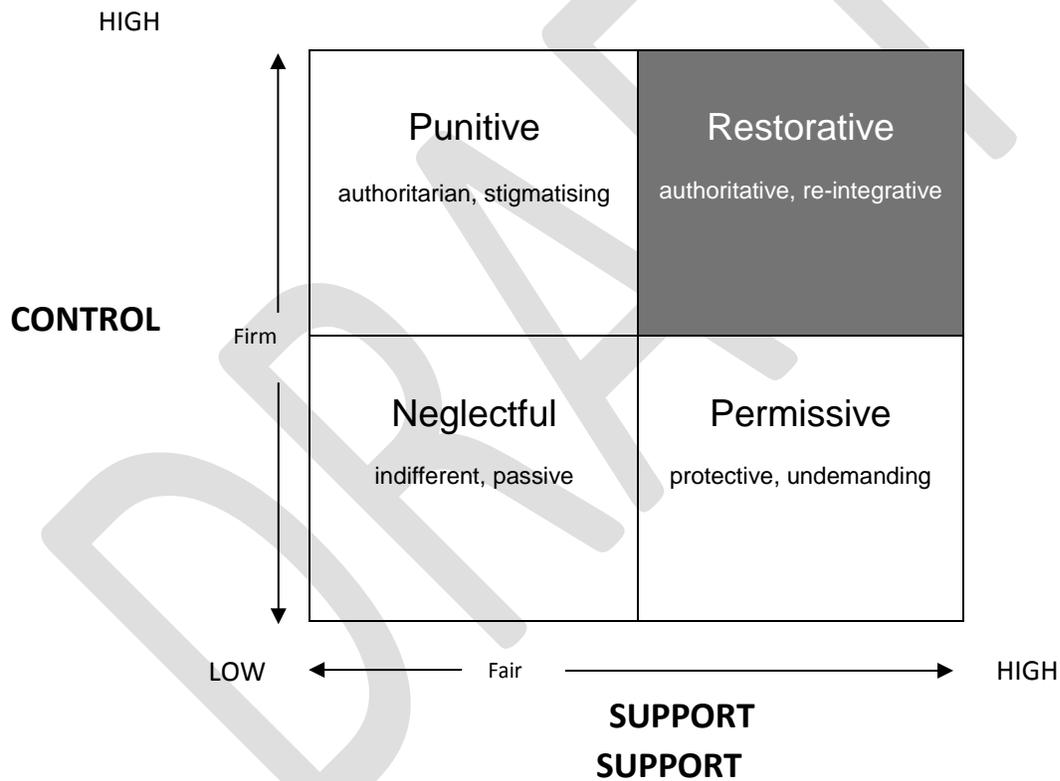
## Behaviour Management Structure

These hierarchical layers of behaviour management are based on respect and restoration. This structure serves relationships.

As with any structure, it is our desire that it supports our Christian outlook, does not hinder our Christian outlook and, in the end, draws student attention to Jesus.

As we engage in our learning community, with a good sense of our own shortcomings as teachers and as we rest in God's sovereign grace

...we seek to be FIRM and FAIR, and to work WITH our students, maintaining a good balance between control and support (as indicated in the graph below)



Students and parents are more likely to engage with a structure that is transparent to them. Hence, we will explain the faith and rationale that is driving this structure to students and parents.

Students and parents are more likely to trust and cooperate with this structure – whether they themselves win or lose by the structure – when procedural fairness is involved. Aspects of procedural fairness are:

1. Teachers will clearly explain any wrongdoing to the student.
2. Students and parents will have the opportunity to state their thinking and feelings.
3. Students and parents will be heard and understood.
4. Teachers will be impartial in their decision making.
5. Respect and restoration will drive decision making.
6. Truth, peace and hope will be promoted.
7. Justice will be done and be seen to be done.
8. Confidentiality and privacy of all participants will be maintained

**Important aspects of the layers of behaviour management are:**

- The fostering of an awareness in students of how their actions affect others
- An increasing involvement by people that is commensurate with the student behaviour (i.e. Trust and teamwork)
- Involvement of the student in the process of restoration.
- Inclusion of parents / carers .
- Acceptance of ambiguity (Often fault is unclear and people need to accept this.)
- Willingness to pray with students.
- Acknowledgement that the deed cannot be separated from the doer. (The deed is a window into the doer.)
- Viewing wrongdoing and conflict as opportunities for forgiveness and learning.
- Expectation of teacher discretion (situational) as well as compliance with the structure(systemic).

- Solidarity between teachers, students and parents as we all stand in need of God's grace enacted in the life, death and resurrection of Jesus.
- A spirit of restoration.
- Procedural fairness.
- Channeling student attention to the peace, hope and love that can be realised in the Gospel.
- Recognition that God is in sovereign control of His universe and that He changes hearts and minds. (We can be the instrument of this.)
- Emphasis on the future and restoration, rather than on the past and blame.
- Promotion of individual responsibility, rather than rule-keeping.
- Consistency will always be subservient to wisdom which considers the maturity of the student, specific needs, gender differences, emotional well-being etc.

## Documentation

Every member of staff should record **significant events and conversations** with students and parents and place this record on SEQTA. The detail will depend on the circumstances. Note the date, people involved, a summary of the discussion, action required and time frame. The written record of the students involved and any witnesses should also be placed on SEQTA (scanned).

Significant events and conversations might include:

- Poor behaviour requiring referral to a Section Coordinator or Head of Primary
- Extreme behaviour requiring immediate action
- Complaints from parents about the way in which a discipline problem has been addressed
- Interviews of students (perpetrator, victim and witness)

Minor misdemeanours should also be recorded on SEQTA. E.g. behaviour that requires temporary withdrawal from class, failure to complete tasks or assignments

## Disciplinary Consequences

### Discretion and Forgiveness

Human relationships are very much influenced by context, that is, the environment, personal emotional states and the moment. Teachers should use their discretion in all cases that may technically warrant intervention in student behaviour. No one relates to each other in an identical manner and this is an inherent part of the diversity in humanity. Therefore, the interpretation of student behaviour needs to be made with due care. Where there is a willingness to set things straight between people in conflict, or in cases where student behaviour is unintentionally inappropriate, the option of restitution, apology and forgiveness where offered should be taken.

In many situations that are otherwise time consuming and perhaps given too much attention in view of the misbehaviour, simply asking a student if they believe their behaviour is acceptable will produce the necessary response, and no further action need be taken. In all discipline procedures, the integrity of the human being is paramount. Even the most lawless person is made in the image of God. Discipline is to be done in love and in the knowledge of the great debt we all owe to Christ in His act of redemption. Therefore, demeaning, unfair, humiliating and rigorous discipline procedures that do not bring about the wholeness, completeness and unity in love that is desired by Christ are to be avoided. That is, we are called to live as a Christian community knowing that relationships and our treatment of each other affect the whole group. This is also clear in the understanding of how the gifts we have are to be used for the good of the community. However, this is not to say that strict disciplinary measures should be avoided when necessary. As Christians we have a responsibility to the office and authority to which we are appointed, to each other and to parents for the correction and training of students in the College community. However, it is to say that restorative justice is a key principle in the College code of conduct.

### Detention

Detaining a student is to be avoided where possible and should be limited to situations where students need to reflect on their behaviour. The activities students are assigned during a detention should be useful for students in terms of their learning from the experience. Work tasks set for detention periods should contribute to the desired behavioural change in students. Examples include a clean-up of the yard, removal of graffiti, gardening tasks, written apologies, public apologies, catch up on College work, writing about behavioural antecedents and assisting staff in specific tasks.

### Probation

Probation is a monitoring system for existing or new students who have a history of failure to meet the College's requirements in work, attitude or behaviour. It will usually be entered into by way of a contract after consultation with parents and will include some form of monitoring such as a behaviour record. Through this procedure, the College is giving notice that enrolment may be withdrawn unless a student meets the requirements within agreed time lines.

### Meetings

Meetings may be arranged between staff and parents at any mutually convenient time in regard to matters of student discipline.

## Conferencing

Conferencing is at the discretion of the Head of School or Principal. A conference between relevant parties including the student concerned may be held at any agreed time to facilitate the solution to difficulties being felt by College representatives or the student. This process may complement, or be independent of, other discipline procedures and may be requested by anyone deemed to be a 'relevant party'.

Conferences should be seen as a cooperative means of problem solving and may include the setting of goals, contracts and strategies that will be helpful to all concerned. Where agreed, specialist staff from the College or community agencies may be invited to attend such a conference by the Head of School. Minutes of a conference must be made and consequently held by the Head of School.

## Withdrawal of Privileges

Co-ordinators may withdraw College privileges from students including the right to be in a class. This action should be reserved for times when students significantly impede the rights of other students or the ability of a teacher to manage a class. The withdrawal of privileges is to be a short-term sanction only and should not exceed one school day. The student will be provided a location and work to do on the day in question. Parents must be notified when this procedure is enacted.

## Suspension

This is a measure for the serious misdemeanours. After a decision to suspend a student has been taken, every reasonable effort will be made to contact the student's parent prior to them going home with work for a specified period not exceeding ten school days. A letter informing parents of the reasons and length of a suspension will be provided for parents. Suspended pupils will not be readmitted to College until they have been interviewed with their parents by the Head of School. The re-establishment of cooperation with the aims and procedures of the College will be sought at the interview and expectations of appropriate behaviour discussed. Suspensions from school may only be made by the Principal or Heads of School. It constitutes a serious form of discipline and, by way of example only, should be reserved for conduct by a student (having regard for age and circumstances) who:

- endangers the health of others;
- causes significant damage to property;
- improperly or illegally uses drugs (tobacco and alcohol included);
- fails to comply with the reasonable instructions of College staff;
- impedes the educational opportunities of others;
- discriminates or harasses others as covered in the prohibited behaviours policy;
- blatantly or consistently contravenes the behaviours expected within a Christian ethos of life or schooling.

**Expulsion**

As a consequence of a history of misconduct where little or no attempt is made by a student to alter unacceptable behaviours, a recommendation may go to the Principal from senior staff that a child's enrolment at the College be withdrawn.

In other exceptional circumstances the Principal may request parents withdraw their child from the College without any reference to past student conduct. Exceptional circumstances include behaviour exhibited by a student that is uncontrollable, dangerous, defiant of the College staff, criminal or otherwise unacceptable in terms of the arrangements and Christian ethos of the College. In such a situation, parents will be notified and the child withdrawn from College immediately, with any final appeal for re-enrolment to be dealt with by the Principal. Where a student has been expelled from the College, the College has no further organisational responsibilities to that individual.

**Corporal punishment**

Corporal punishment is not to be used under any circumstances.

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## Examples of Misdemeanour management *(with a spirit of grace)*

Misdemeanour	First offence	Repeat Offence (i.e. twice)
No hat (Even if in bag, hand etc)	Sit on P6 verandah for rest of break	Sit on verandah for rest of break
Hat on inside building	Remind to remove	As for first offence
Chewing Gum	Place gum in bin Sit on P6 veranda for rest of break Withdraw for rest of lesson	Inform Section Coordinator Section Coordinator will inform parents Place gum in bin Sit on veranda for rest of break Withdraw for rest of lesson
Uniform worn incorrectly eg skirt turned up or pants worn too low	Remind student to adjust uniform Sit on P6 veranda Withdraw from rest of lesson	Inform Section Coordinator Section Coordinator will contact parents Sit on veranda Withdraw from rest of lesson
Wrestling – Rough Play	Send to P6 veranda for rest of break	Inform Section Coordinator Section Coordinator will contact parents
Out of bounds	Send to P6 veranda for rest of break	Send to veranda for rest of break
Litter	Clean up around area being used	Clean up around area being used
Nail Polish	Send to office to remove	As for first offence
Jewellery contrary to uniform policy	Other than earrings, have student remove jewellery and place in their bag. Send uniform violation notice to parents	As for first offence
Not lining up properly outside classrooms	Rebuke Move to rear of line Remain in line and enter at teacher direction	Lunchtime Yard Duty Loss of privileges
Not giving teacher attention in lines when teacher is ready	Rebuke Move to rear of line Remain in line and enter at teacher direction	Lunchtime Yard Duty Loss of privileges
Not entering room quietly and giving teacher attention when teacher is ready	Rebuke Return to line and enter at teacher direction	Lunchtime Yard Duty Loss of privileges
Using “Ma’am” or “Sir” or other colloquial term instead of teacher name	Reminder on the run Rebuke Counselling	As for first offence
Misdemeanour	First offence	Repeat Offence (i.e. twice)

Misdemeanour	First offence	Repeat Offence (i.e. twice)
Not using teacher name when greeting or initiating chat with teacher (not during classroom interaction)	Reminder on the run Rebuke Counselling	As for first offence
Not saying "Thank you" after receiving something from a teacher	Reminder on the run Rebuke Take back what has been given for 5min	Counselling Loss of privileges (e.g. part lunchtime)
Not saying "Please" when asking a teacher for something	Do not agree to request – student may return in 5min or not at all Reminder on the run Rebuke	Counselling Loss of privileges (e.g. part lunchtime)
Not saying "Excuse me" when asking a teacher to repeat something	Do not repeat words Reminder on the run Rebuke	Counselling Loss of privileges (e.g. part lunchtime)
Not saying "OK, fine, no worries" or similar After a teacher has requested an individual to do something	Reminder on the run Rebuke	Counselling Loss of privileges (e.g. part lunchtime)

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