



## POLICY AND PROCEDURES MANUAL

### Discipline (Students)

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## 1. OVERVIEW

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<b>Owner:</b>	Principals
<b>Stakeholders:</b>	Staff, students, parents
<b>Child Safety:</b>	National Principles 1-4, 6-10

Rehoboth Christian College seeks to provide a learning environment in which all students are protected from harm and places the highest possible priority upon the safety and nurture of young people. The College expects all stakeholders to espouse this approach and to be aware of the Child Safe Framework, accessible from the College website.

Discipline, in its proper sense is the process of 'disciplining' or leading someone to become an obedient disciple of Christ. As such, it should cover many aspects, including praise, encouragement, teaching, nurturing, example, correction, and restoration. The teaching staff aim to create a safe school and classroom environment that is conducive to the social, emotional, spiritual, and academic growth of each child. The College also has a pastoral approach which fosters self-discipline. Teachers view their role as one of disciplining, which is inherent in the discipline process. Children are not only told when their behaviour is inappropriate but are instructed from a Christian perspective on how and why to behave differently.

Chastisement, retribution, punishment, and restitution, as well as aspects of justice, graciousness, repentance, forgiveness, and reconciliation will be taught and used in training students.

The basis of discipline at Rehoboth is that it should be fair, firm, and friendly. Teachers are expected to use the Low and Medium strategies suggested in the policy to deal with typical discipline issues that arise from time to time. Responsibility for classroom discipline falls upon the teacher who may implement a variety of strategies at increasing levels.

Discipline at Rehoboth may sometimes include the concept of punishment, but must be seen as being much broader than mere punishment for wrongdoing.



The underlying principle of our Discipline Policy is that the student receives a warning before a consequence, and there is an escalating series of consequences if the student's behaviour does not improve.

The measures used to reinforce acceptable behaviour should be enforced consistently, both for the individual teacher and for the College as a whole. Thorough and methodical records, ideally in SEQTA, need to be kept of disciplinary actions taken and to assist with following up on issues.

## 2. ATTACHMENTS AND REFERENCES

This policy should be read in conjunction with the following documents:

- Bullying – Bullying and Countering Bullying
- Code of Conduct (Students)
- Code of Conduct (Staff and Volunteers)
- Complaints and Grievances (Parents and Students) Policy
- Duty of Care Policy

## 3. TEACHER RESPONSIBILITIES

- a) Responsibility for classroom discipline falls upon the teacher who may implement a variety of strategies at increasing levels. In the cases where High or Very High strategies need to be used, or there are repeated offences where strategies are not working, or there are issues that occur outside the classroom, these should be referred to the Principals (in Primary) or relevant Head of Students (in Secondary).
- b) Teachers should speak to their Head of Learning Area/Mentor/Colleagues/Principals for advice should problems be ongoing. Buddy classes can be arranged with other classes at the same time, should students need 'time out' to work on their own, until their behaviour becomes acceptable.
- c) Classroom rules should be communicated clearly to each class. No student has the right to prevent others from learning. Control of the class begins from the moment the teacher arrives outside the room. Being on time, ensuring that students enter the room properly, and getting students engaged immediately are all strategies that are expected at Rehoboth. There is no one system that teachers are limited to but, in general, they should follow the procedures outlined in this section, so that there is consistency throughout the College.
- d) If a situation needs to be escalated, teachers should remove the student from the confrontation, and talk to them afterwards.



- e) If an unacceptable situation arises, it needs to be dealt with and not ignored. Where a student is sent to the Office, they will be kept there until the matter can be followed up by the class teacher, the Primary Principals or the relevant Head of Students if necessary.
- f) At the first available break, teachers should record what happened in the classroom, so that the incident can be followed up. As the student may be waiting for some time, they should be sent to the Administration Office or buddy class with work to do.

## 4. DISCIPLINE STRATEGIES

- a) The College expressly forbids the use of any form of child abuse, corporal punishment, or other degrading punishment in the discipline of students.
- b) Notes about any disciplinary actions taken must be recorded in SEQTA. Where this is not possible, teachers should keep a written record.
- c) **Low** level strategies may include:
  - i. moving the student to a different seating position in the classroom;
  - ii. verbal reprimand warning;
  - iii. speaking to the student after class;
- d) **Medium** level strategies may include:
  - i. **Sending students outside of rooms:** Students should stand (without moving) where teachers can see them through the open door, but other students cannot. Staff will speak to the student afterwards and the student will not be automatically dismissed with the rest of the class.
  - ii. **Lunchtime Detention or Playground Timeout:** In Secondary, teachers may choose to issue a Lunchtime Detention as a form of discipline, by speaking with the student and completing the details on SEQTA. In Primary, if a child is deemed a risk to other students, needs to regain their composure, or needs some time to reflect on their actions, using a short timeout strategy during lunch is appropriate.
- e) **High** level strategies may include:
  - i. **Student Behaviour Record:** Student discipline needs to be recorded on SEQTA as it enables all staff, including Administration, to have an accurate picture of a student's overall behaviour. The intention is to provide a tool which will help support staff in training students. In deciding whether to create a Student Behaviour Record:
    - the staff member should consider whether the behaviour or incident has been fully and effectively dealt with, if it is now closed, or whether there might be ongoing issues.



- If an incident is closed, and the staff member is satisfied with the outcome, it may not be necessary to create a Student Behaviour Record. If the behaviour or incident might continue, or if the staff member might need to involve parents or senior staff, then it is important to make a Student Behaviour Record. If the staff member has already referred the matter to senior staff or Administration, they should create a Student Behaviour Record at the first opportunity.
  - ii. **Sending students to the Office:** If staff are needing to send a child to the Office, they should send a quick email to Administration briefly explaining why the child is being sent. The staff member should then follow this up by informing the Principals and/or Head of Students about the details as soon as practical. Students should only be sent to the Office for serious offences, or in cases where, for any reason, the staff member feels they cannot cope with the situation appropriately at the time. Students in Primary should be escorted to the Office by an Education Assistant or, if safe to do so, by another child. Alternatively, the classroom teacher may call Administration for the child to be collected.
  - iii. **Student Contracts:** The College may sometimes require a student to enter into a written Student Contract, sometimes known as a behaviour contract, but not always limited in scope to behaviour. The Student Contract will be available on the student's file and uploaded to SEQTA.
- f) **Very High** level strategies may include:
- i. **Suspension:** In some cases, a student may be suspended from attending school. A decision to suspend a student is made by the Principal and/or a Head of Students and will usually be for serious or persistent problems (especially when a student's behaviour is harming others). If a decision is made to suspend a student, parents will be contacted as soon as possible to discuss the matter.

Stage	Period of suspension
Stage 1	The student will be suspended for one day in-school suspension.
Stage 2	The student will be suspended for one day out of school.
Stage 3	The student will be suspended for three days out of school.
Stage 4	The student will be suspended for five days out of school.
Stage 5	If there is a further incident, the student will be suspended indefinitely pending a decision by a Disciplinary Panel concerning the student's future at the College.

In the event of a serious breach of conduct, the consequences may be escalated more quickly to Stage 3. The child and at least one parent will also need to have an appointment with the Principal or Head of Students at the end of the suspension period to discuss re-admission. Sometimes a student may only be re-admitted on a conditional enrolment basis with various conditions being



documented. The student and parent will be required to sign the document (or contract) to indicate that they are aware that continued enrolment is subject to the stated conditions being met. In certain cases, a student may be suspended pending a possible decision about exclusion.

- ii. **Exclusion:** In some cases, a student may be excluded from attending the College. A student can only be excluded from the College if the Board (or its representative member) agrees to a recommendation from the Principal that such an action is necessary. This occurs after a review of the circumstances by a Discipline Panel. Suspension and exclusion are extremely rare occurrences at Rehoboth, but students and parents need to be aware of the policies that apply. Parents who would like to discuss these matters should contact their Principal or Head of Students.

## 5. DETENTION SYSTEM

- a) Students who misbehave in class, often come late, or fail to complete assignments on time may be required to attend detention. Teachers may informally detain students during break times, but this is not part of the main detention system.
- b) **Lunchtime Detention** is given for minor offences and consists of being detained for twenty minutes during the thirty-five minute lunch break:
  - i. After three Lunchtime Detentions during a Term, a warning letter will be sent home. It is suggested that parents follow this up by contacting the Principal or relevant Head of Students
  - ii. Attendance at Lunchtime Detention is mandatory and will take precedence over all other activities, training, etc.
  - iii. Failure to attend Lunchtime Detention will result in an escalation of the consequence to the next level.
- c) Although any disciplinary measures a school takes may cause inconvenience at times, it is our expectation that parents will support the College in such matters.

## 6. DISCIPLINE PROCEDURES

### 6.1 Role of the Form Teacher

- a) The Form teacher will be informed of behaviour and discipline problems with students in their Form groups and will follow up on the matter.
- b) Form teachers in each year level are to meet with individual students as the need arises for pastoral care.



- c) When three detentions are given in a Term, a letter will be printed and given to the Form teacher to sign and then sent home. The Head of Students will be sent a copy of the letter in order to follow up with the student.

## 6.2 Student Expectations

- a) A set of nine basic expectations has been compiled with the objective of improving the level of student behaviour. To build a safe and suitable environment which helps support learning and the development of good working habits, the expectations below are the minimum requirements which students are expected to follow.
- b) The expectations are:
- i. Students will line up quietly and on time outside the classroom before a lesson begins.
  - ii. At the start of each lesson, students are expected to bring everything which is needed for the lesson.
  - iii. Students will not distract other students from completing work and other tasks.
  - iv. Students will give their total focus to the teacher when the teacher is speaking. Total focus will include the student's eyes looking at the teacher and the student remaining silent and listening.
  - v. Students will show courtesy and respect to the teacher and to each other at all times. Sarcasm, rudeness, hurtful comments and speaking while someone else is speaking are all inappropriate behaviours. Everyone has the right to work in a peaceful, courteous and effective teaching and learning environment.
  - vi. Students will take responsibility to keep up with classwork and to keep their books, documents and files in an organized manner. When students are absent, they must make sure they find out what they missed out on, firstly by asking other students before coming to class, and then by asking the teacher.
  - vii. Students will submit homework on the due date unless an extension has been requested and granted before the due date.
  - viii. Students will raise their hands on each occasion when they wish to speak, and will not call out without being given permission to speak.
  - ix. Students will remain in their seats, only moving around the classroom with permission from the teacher.

## 6.3 Student Witness/Advocate

- a) When a student is being interviewed about a serious disciplinary matter, they may request to have a third party present. If a student makes this request, the interviewing staff member will arrange for any individual or combination of the following individuals depending on the request:



- i. Another staff member (this second staff member will not take part in the interview but will simply witness proceedings);
- ii. Parent(s) or guardian(s);
- iii. A trust adult advocate who is not a parent or guardian;
- iv. A friend or peer.