

Student Discipline Policy

1. RATIONALE

The approach to discipline at Verity Christian College is based on God's word and consistent with what is expected in a Christian home.

Discipline is sometimes considered in a negative context. Actually, it has a much broader meaning and can be defined as "Character development through instruction, challenge and correction."

In applying discipline, it must be remembered that for a Christian, it should not bring condemnation (Romans 8:1). In disciplining, the child is 'separated' from the behaviour; that is, the behaviour may be condemned but the child is not. This allows for co-operation between child and teacher to correct the inappropriate behaviour. Students therefore can be trained to receive and respond to discipline, understanding that it is something positive in their life. This is certainly how it is viewed in the Bible:

Proverbs 3:11 - 12 My child, don't ignore it when the LORD disciplines you, and don't be discouraged when he corrects you. For the LORD corrects those he loves, just as a father corrects a child in whom he delights.

We expect that each student at VCC will display many of the Biblical character traits of good discipline. Students are expected to show respect for all at the College and in the wider community in which they live and to develop an appropriate level of self-discipline.

Children are under authority from a number of sources including God, parents, churches, teachers and government. The Bible tells us that all authority is delegated from God and so we all remain accountable to God. It is in this light that the school exercises authority from Him. Ephesians 6:4 reads

And you fathers, do not provoke your children to wrath, but bring them up in the nurture and admonition of the Lord.

The word "nurture" is associated with the total upbringing of the whole child. In various translations it is interchanged with a range of thoughts, including "education, upbringing, training, punishment, discipline, instruction, correction or chastening." Similarly "admonition" can be taken to mean: "put in mind right values, kindly reprove, seriously advise, admonish, counsel, instruct, warn, encourage, keep right, train or steer."

With the above as the underlying philosophy of VCC, its task is to support parents in being an extension of the Christian home and to encourage the development of a personal relationship between their children and God.

All discipline is to be used wisely ensuring that:

- The child is not disciplined unduly, unfairly, or as a result of teacher frustration with a class in general;
- The student is disciplined in love and is made to understand that the discipline imposed is for their own good;
- The student is helped to realise that although the discipline was necessary, they are still accepted as an important part of God's creation.

Underpinning this approach is the importance of disciplinary procedures which are based on **procedural fairness** incorporating restorative practices, through reconciliation and restitution, repairing and rebuilding relationships as an integral part of any consequences or penalties. The process of imposing sanctions must follow principles of **procedural fairness**, particularly when serious consequences such as suspension, expulsion or exclusion are being considered.

2. SCOPE

All staff will be aware of this policy. Teaching staff will be made aware of this policy document via new Staff Induction, Staff Manual and at regular staff meetings.

3. RELATED POLICIES / DOCUMENTS

- *VCCP3.51 - Handheld Devices Policy*
- *VCCP4.07 - Counselling Services Policy*
- *VCCP6.01 – Student Welfare Policy*
- *VCCP7.01 - Detention Policy*
- *VCCF12.72 - ICT Acceptable Use Procedures and Agreement*

4. RELATED LEGISLATION

- *Crimes Act 1900 (NSW)*
- *Education Act 1990 (NSW)*

5. DEFINITIONS

Corporal Punishment: the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student).

Exclusion: the act of preventing a student’s admission to a number of schools. In extreme circumstances, the Principal of the College may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the College is a member, or from other schools.

Expulsion: the permanent removal of a student from the College.

Procedural Fairness: a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’.

Suspension: the temporary removal of a student from all of the classes that a student would normally attend for a set period of time. This may be served internally or at home.

6. POLICY / PROCEDURAL FAIRNESS

- 6.1. The staff are responsible to the College Board through the Principal for maintaining an environment of correct student behaviour and for creating safe, orderly, productive, harmonious, respectful and successful learning environments.
- 6.2. Christian principles form the foundation of the College philosophy. These Biblical principles are incorporated into our overall programme, in conjunction with the very best of what is currently acceptable educational practice.
- 6.3. The College keeps abreast of research and developments in behaviour management and pastoral care and is keen to appraise what possibilities exist, as reported in the literature, professional associations and in other leading schools.
- 6.4. While the most important agency in shaping behaviour is the family, and then the church community, the College is also a vital contributor to shaping and supporting wholesome self-discipline, the College operates under the delegated authority of the parents.
- 6.5. The individual student is responsible for their behavioural choices, they can’t blame shift to other people or groups in the community. This includes abiding to the College rules as well as teacher / staff directives.
- 6.6. The College rules are based on three basic rights:
 - 6.6.1. The right to feel safe
 - 6.6.2. The right to learn
 - 6.6.3. The right to be treated with dignity and respect.

VERITY CHRISTIAN COLLEGE

COLLEGE DOCUMENT | POLICY | 2022

SECTION: 7 – Discipline

POLICY: 5 - Student Discipline

Reference:	VCCP7.5
First Issued:	July 2017
Last Amended:	October 2022
Review:	Annual
Page:	3 of 14

A Child Safe School

- 6.7. Correct behaviour will be taught across the curriculum and modelled by the staff team. College student leaders bear a special responsibility to show leadership by their attitudes and actions in this area also.
- 6.8. Consequences and sanctions for irresponsible behaviour choices will consistently and fairly be applied across the student body. An appeal process will be available when students and/or their parents believe that a situation has not been adequately dealt with.
- 6.9. The staff makes responses to wrong behaviour choices which do not involve a form of physical punishment, emotional hurt or verbal harassment. Corporal punishment is prohibited and parents understand that if children present at school with injuries then Mandatory Reporting means the staff member detecting the injury has no option but to inform the authorities. Teachers are not to advise or direct parents to use corporal punishment for wrong behavioural choices made at school.
- 6.10. The disciplinary procedures undertaken by the College will vary according to the seriousness of the alleged breach. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
- 6.11. The sanctions imposed will vary according to the seriousness of the behaviour, the age and the prior record of the student. At the lower end of the scale, an admonishment, apology or detention may be appropriate. For more serious breaches, the behaviour could result in suspension, expulsion or exclusion, following a process incorporating the principles of **procedural fairness**. NB. Teachers are expected to avoid the use of a raised voice when disciplining students.
- 6.12. Serious sanctions must only be applied following a process of **procedural fairness**. The essential elements of **procedural fairness** should be:
 - 6.12.1. **The right to be heard:** This includes the right to know of any allegation and the way in which issues will be determined. It also provides the right of the student to respond to or explain their version of any allegation. The use of Student Response Sheets in time-out allows students to provide their explanation of what happened.
 - 6.12.2. **The right to an unbiased decision:** Every effort is to be made to show impartiality in an investigation and decision making. Any bias or perceived bias must be removed from the investigative process or by persons conducting the investigation. This may mean involving other staff in the process and in some cases parents.
 - 6.12.3. **Justice:** The consequence of inappropriate behaviour should be reasonable, consistent and appropriate.
- 6.13. The College strives to maintain a learning environment free from sexual harassment, racism and bullying, as well as being a community free of illicit drugs and theft.
- 6.14. Respect and caring for each other and the property of others are foundational basics of our code, Christian ethics emphasise deferring one's immediate comfort and gratification for others.
- 6.15. A culture of reward for choosing right actions rather than one that is punitive and looking to sanction the wrong, is the desired ethos of the College. Recognition and affirmation are essential dimensions of the pedagogy of our staff.
- 6.16. Wrong behaviour may well not be the problem, it could be the symptom, (e.g. teacher has a poorly planned lesson, that does not engage the student or the student does not engage because of their creative rather than their attentive nature).
- 6.17. The College behaviour management programme will be constantly reviewed and revised and will always reflect the foundation vision and currently acceptable educational practice. The staff team will regularly reflect on policies and procedures and renew practices as is appropriate.
- 6.18. Where English is a second language for a student or their parents / caregivers, the College will offer the services of an interpreter for the purposes of any interviews, procedural meetings or investigative process related to the disciplinary procedure.

VERITY CHRISTIAN COLLEGE

COLLEGE DOCUMENT | POLICY | 2022

SECTION: 7 – Discipline

POLICY: 5 - Student Discipline

Reference:	VCCP7.5
First Issued:	July 2017
Last Amended:	October 2022
Review:	Annual
Page:	4 of 14

A Child Safe School

7. PROCEDURES

7.1. Structure for Progressive Discipline and Corrective Strategies

Note: At no time is corporal punishment an acceptable discipline strategy. Also, the Coordinator or for Serious/Most Serious Breach the Principal MUST be advised before any parent contact is undertaken.

Alleged Breach	Process	Possible Actions
Less Serious Breach Non-compliance with teacher instruction, teasing, name calling, out of bounds, rough play, minor property damage	Behaviour that disrupts the <u>learning</u> of themselves and others. Classroom teacher investigate and develop appropriate strategies Coordinators support classroom teachers.	1st Breach: warning, redirect 2nd Breach: time out, loss of privilege 3rd Breach: parent/guardian contact (Coordinator’s approval must be sought)
	Behaviour that could cause <u>harm</u> to themselves or others. Teacher on playground duty intervene and redirect to appropriate play. Removal from playground for time out.	1st Breach: warning, redirect 2nd Breach: time out, loss of privilege Property Damage: restitution
Serious Breach Continued non-compliance with teacher instruction, teasing name calling, out of bounds, physical aggression, theft, racial vilification, property damage, deliberate vandalism, truancy.	Behaviour that disrupts the <u>learning</u> of themselves and others. Class Teacher implements appropriate behaviour management plan. Class Teacher and Principal will investigate and access expert help as required.	1st Breach: implement Behaviour Modification Program 2nd Breach: letter home, parent interview, restorative meeting, other possible consequences 3rd Breach: seek professional advice and involve parents in the process
	Behaviour that could cause <u>harm</u> to themselves or others. Teacher on duty to remove from playground. Coordinator or Principal to supervise during time out. Possible in school suspension.	1st Breach: time out 2nd Breach: reduced playground access 3rd Breach: parent/guardian contact Property Damage: parental contact, restitution, possible suspension
MOST Serious Breach Intentional injury to students or staff/ throwing items or equipment in class/ bullying and/ or harassment/ behaviour where frequency or severity prevents the teacher from carrying out their duty of care, major and deliberate property damage	Behaviour that disrupts the <u>learning</u> of themselves and others. Class Teacher and Coordinator included in investigation and contact parents. Second or third breach, Principal to investigate – follow process of procedural fairness and review if suspension is a possible consequence. The Principal will make the final determination of the sanction. Parents will be involved in this process.	<ul style="list-style-type: none"> • Immediate isolation and internal suspension. • Parents contacted. • Principal informed and decides appropriate action.
	Behaviour that could cause <u>harm</u> to themselves or others. Class Teacher and Coordinator included in investigation and contact parents. Second or third breach, Principal to investigate – follow process of procedural fairness and review if suspension is a possible consequence. The Principal will make the final determination of sanction. Parents will be involved in this process.	<ul style="list-style-type: none"> • Immediate isolation and internal suspension. • Parents contacted. • Principal informed and decides appropriate action.

A Child Safe School

7.2. Process of Investigating a Disciplinary Matter

While it is generally preferable that different people carry out the investigation and decision-making, this may not always be possible. If the principal is conducting both the investigative and decision-making stages, they must be reasonable and objective. To be **procedurally fair**, the principal must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the principal's responsibilities. Nevertheless, it may be preferable to have another appropriate College Staff Member or independent person, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should be recorded in writing.

In cases where disciplinary sanctions are likely to be imposed, the process of applying these sanctions will follow principles of **procedural fairness**. The following steps should be applied in investigating a serious alleged breach and applying sanctions. The student and parent / caregiver should:

- Know and understand the allegations related to a specific matter and any other information which will be taken into account in considering the matter.
- Know the process by which the matter will be considered. The process should be impartial with an absence of bias from decision makers. In most cases where the allegations are of a serious nature more than one person will be involved in the decision making process.
- Have an opportunity to respond to the allegations.
- Be offered the opportunity to have present an appropriate support person and/or an interpreter.
- For breaches that result in a suspension or expulsion from the College, know how to make an appeal of the decision made in response to an allegation.

Where the offending behaviour is of such a nature that it may result in suspension, expulsion or exclusion, the student also will be:

- Informed of the alleged breach. In some case this may mean providing copies of statements made by others involved in an investigation. However the school also needs to ensure the privacy of other students and parents who may have made statements. Therefore, details of the allegations made in the statements may be used, but every effort should be made to not include names or other details that may identify complainants or witnesses.
- Informed as to who will make the decision on the penalty. For serious breaches, where suspension or expulsion is a possible outcome, this would normally be the Principal.
- Informed that they will be afforded a right of review or appeal. All appeals should be in writing to the Principal, stating the grounds on which the appeal is being made.
- Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to serious allegations and allegations relating to matters concerning child protection.

The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view.

7.3. Review Process

The student (and parent/s) will be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The request for a review must be made within one week from the date of notification of decision. The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided. During this process of considering an appeal the Principal will:

- Deal with the appeal in a timely manner.
- Ensure that communication lines are maintained with the appellant.
- Review all relevant material.
- Ensure all appropriate information is available to the student and parent or caregiver.

VERITY CHRISTIAN COLLEGE

COLLEGE DOCUMENT | POLICY | 2022

SECTION: 7 – Discipline

POLICY: 5 - Student Discipline

Reference:	VCCP7.5
First Issued:	July 2017
Last Amended:	October 2022
Review:	Annual
Page:	6 of 14

A Child Safe School

- Discuss relevant issues with the person(s) making the appeal and other parties as appropriate.
- Advise all the parties of the decision and the specific reasons for reaching the decision.

Following serious breaches a review/assessment process should be undertaken involving the following staff as appropriate:

- Principal, who is responsible for final action.
- Any member of staff who reported the incident, was affected by the actions of the student or otherwise would need to be involved in a debriefing.

Policy Continues Next Page...

VERITY CHRISTIAN COLLEGE

COLLEGE DOCUMENT | POLICY | 2022

SECTION: 7 – Discipline

POLICY: 5 - Student Discipline

Reference: VCCP7.5
First Issued: July 2017
Last Amended: October 2022
Review: Annual
Page: 7 of 14

A Child Safe School

7.4. Managing ICT in the Classroom

Students are given clear guidelines as to what is acceptable and what is not acceptable when using ICT at school. Specifically the VCCF10.72 - ICT Acceptable Use Agreement and VCCP3.51 - Handheld Devices Policy address these guidelines and are provided to students and their parents annually via written correspondence, College website and regular reminders at student assemblies. The following matrix provides guidelines to managing breaches, the severity of breaches and the recommended management of discipline.

Severity Level	Behaviours	Responsibility	Strategies
Level One (Minor)	<ul style="list-style-type: none">• Laptop not charged• No laptop• Refusal to close computer or follow instructions• Using websites such as Facebook, instant messaging, personal email, etc. (without explicit instruction or permission)• Using a mobile phone without permission• Using a portable music device without permission	Classroom Teacher	<ul style="list-style-type: none">• Reiterate classroom procedures with student• Give a warning• Lunch detention• Confiscation of device for the lesson• Note in diary
Level Two (Escalating)	<ul style="list-style-type: none">• Continued repetition of Level 1 behaviour• Playing games without explicit instruction or permission• Circumventing the school web filtering system to access blocked sites	Classroom Teacher in consultation with the Principal	<ul style="list-style-type: none">• Give a warning• Lunch detention - catch up on classwork• Inform the Principal• Contact parents
Level Three (Severe)	<ul style="list-style-type: none">• Continued repetition of Level 2 behaviour• Intentionally accessing and engaging with websites with adult, pornographic or violent content• Initiating or participating in any form of online bullying	Classroom Teacher / Principal Pastoral Care / College Chaplain	<ul style="list-style-type: none">• Contact parents• Inform Principal and Chaplain• In cases of possible criminal behaviour, inform Youth Liaison Officer• Notification to the Department of Communities and Justice

8. STUDENT BEHAVIOUR

Christian principles form the foundation of the College philosophy. These Biblical principles are incorporated into our overall programme, in conjunction with the very best of what is currently acceptable educational practice. The staff are responsible to the College Council through the principal for maintaining an environment of correct student behaviour and for creating safe, orderly, productive, harmonious, respectful and successful learning environments.

The College will keep abreast of research and developments in behaviour management and pastoral care and is keen to appraise what possibilities exist, as reported in the literature, professional associations and in other leading schools. One of the key references used in improving the student management policy is the ***Interactive Management – Teacher Guidelines Policy*** produced by Behaviour Management in Education.

While the most important agency in shaping behaviour is the family, and then the church community, the College is also a vital contributor to shaping and supporting wholesome self-discipline, the College operates under the delegated authority of the parents.

Correct behaviour will be taught across the curriculum and modelled by the staff team. College student leaders bear a special responsibility to show leadership by their attitudes and actions in this area also. The College staff put fair and safe behaviour restrictions on student choices. The individual student is responsible for their behaviour choices, they can't blame shift to other people or groups in the community.

Consequences and sanctions for irresponsible behaviour choices will consistently and fairly be applied across the student body. An appeal process will be available when students and/or their parents believe that a situation has not been adequately dealt with based on **procedural fairness**. The staff will make responses to wrong behaviour choices which will not involve a form of physical punishment, emotional hurt or verbal harassment. Corporal correction is prohibited and parents understand that if children present at the College with injuries, then a process which may lead to a Mandatory Report being submitted will begin in accordance with **VCCP6.31 - Child Protection Policy**.

The College strives to maintain a learning community free from sexual harassment, racism and bullying, as well as being an environment free of illicit drugs and theft. Respect and caring for each other and the property of others are foundational basics of our code, Christian ethics emphasise deferring one's immediate comfort and gratification for others.

Wrong behaviour may well not be the problem, it could be the symptom, (e.g. teacher has a poorly planned lesson, which does not engage the student)

The College behaviour management programme is constantly being reviewed and revised and will always reflect the foundation vision and currently acceptable educational practice. The staff team will regularly reflect on policies and procedures and renew practices as is appropriate, and with consideration of input from the student leaders and Student Representative Council (SRC).

8.1. Restorative Practices

- 8.1.1. The College values restorative justice to restore power imbalances that affect an individual student's relationship with others. Wrong doing primarily causes harm to relationships and the College sees that this needs to be repaired for full progress to occur in resolving issues.
- 8.1.2. The College values healing and restoration over hurting and punishment.
- 8.1.3. The process seeks to diminish rejection, shame and alienation and to put in mechanisms to restore pride in the school and in the individual self. The staff and student leaders seek to reaffirm and repair relationships wherever possible.
- 8.1.4. There is a role for the SRC (when formed) in participation in restorative conferencing. Restorative practice encourages students to appreciate the consequences of their actions on others and to make amends.

VERITY CHRISTIAN COLLEGE

COLLEGE DOCUMENT | POLICY | 2022

SECTION: 7 – Discipline

POLICY: 5 - Student Discipline

Reference:	VCCP7.5
First Issued:	July 2017
Last Amended:	October 2022
Review:	Annual
Page:	9 of 14

A Child Safe School

8.1.5. In a dispute situation all parties need to be committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation.

8.2. Work Ethic

8.2.1. The College encourages and supports good work ethics, including positive attitudes, engagement in lesson activities and homework and study practices among students. The regular behaviour management practices are set in train if a student is showing evidence of a poor attitude to study and learning, where all other variables impacting study performance have been considered and eliminated.

9. BEHAVIOUR MANAGEMENT PROCESS

Kindergarten to Year 12

LEVEL 1

Classroom Teacher

This Level is issued and monitored by the classroom teacher, following sufficient verbal warning from the teacher. It could be used for a variety of low level, consistently displayed negative behaviours in the classroom, during sport, or on the playground and may include misbehaviour, disobedience, disruption, lack of classwork, late to class (unexplained), lack of equipment, offensive language (not directed at a teacher or student) or technology misuse.

Possible Consequences:

1. Assigned seating in the classroom
2. Lunch detention (classroom or playground) or Sports detention (sport time only)
3. Phone call or email to parents (by classroom teacher)
4. Incident entry on Millennium
5. WHITE Level 1 monitoring card for 3 consecutive lessons (parents must be notified)
6. Possible removal from school excursions after consultation with the Executive (while on monitoring)
7. Classroom teacher is to follow up where necessary.
8. Picking up "X" pieces of litter
9. Record of incident into school diary
10. Written apology signed by parent required

LEVEL 2

Co-ordinator

This Level is initiated by the classroom teacher, in consultation with the relevant Co-ordinator. It is to be monitored by the relevant Co-ordinator through feedback from the classroom teacher. It is to be used when the Level 1 monitoring card has not been successful in deterring the behaviours, OR in the event that a more serious negative behaviour has occurred. This may include, but is not limited to, persistent lateness, persistent disobedience, persistent misbehaviour, lack of class work, swearing, and aggression towards another student.

Possible Consequences:

1. Phone call or email to parents (by relevant Co-ordinator)
2. Incident entry on Millennium
3. Students interviewed by Co-ordinator and strategies put in place for subsequent lessons
4. YELLOW Level 2 monitoring card (2 weeks), checked by Co-ordinator daily
5. Written reflection by students of how behaviour could have aligned more closely to Core Values
6. Possible removal from school excursions after consultation with the Executive (while on monitoring)
7. Failure to comply with Level 2 results in student being moved to Level 3.
8. Lunch time detention
9. Daily behaviour record card

VERITY CHRISTIAN COLLEGE

COLLEGE DOCUMENT | POLICY | 2022

SECTION: 7 – Discipline

POLICY: 5 - Student Discipline

Reference: VCCP7.5
First Issued: July 2017
Last Amended: October 2022
Review: Annual
Page: 11 of 14

A Child Safe School

LEVEL 3

Co-ordinator or Principal

This Level is initiated by the Deputy and/or in consultation with the Co-ordinator ONLY in cases where the behaviour is severe, or where a Level 2 monitoring card has not been successful in deterring the behaviour.

Behaviours that result in a Level 3 monitoring card may include, but are not limited to, persistent misbehaviour, damaging property (minor or severe), dangerous behaviours (minor or severe), disobedience/defiance (severe), disruption (severe), physical conflict (minor or severe), persistent truancy and theft. Repeated misbehaviour at Level 2, disobedience in front of class to teacher/defiance/rudeness, vandalism, fighting, racial or sexual harassment, bullying, theft, absence without permission.

Possible consequences:

1. Phone call or email to parents (by Co-ordinator)
2. Incident entry on Millennium
3. One week off the playground
4. Written reflection by student of how behaviour could have aligned more closely to Core Values
5. Students will not be allowed to attend any school excursion, incursion, or school event
6. Sent to office of Principal
7. Orange card issued
8. Internal suspension

Level 4

Principal

This Level is initiated only by the Senior Executive. Suspension will result where a student has failed to comply with Level 3 monitoring, or where a student has broken the College behaviour code for Students.

On return from suspension, the student will complete a Behaviour Management Plan and reflection of how behaviour could have aligned more closely to Core Values. Examples of unacceptable behaviour include but are not limited to; Repeated misbehaviour at Level 3, Intentionally dangerous behaviour, Possession of prohibited substances or items and aggression towards a staff member

Possible consequences

1. Conditional enrolment status
2. External suspension
3. Interview with parents
4. Withdrawal of all privileges
5. Exclusion

See **Appendix One** for further tables and flowchart

Level Monitoring Cards can be found on the School Drive VCC>ADMIN>Policy Documents>Behaviour Management

VERITY CHRISTIAN COLLEGE

COLLEGE DOCUMENT | POLICY | 2022

SECTION: 7 – Discipline

POLICY: 5 - Student Discipline

Reference:	VCCP7.5
First Issued:	July 2017
Last Amended:	October 2022
Review:	Annual
Page:	12 of 14

A Child Safe School

10. COMMUNICATION AND RECORDING CORRECTION ISSUES

Unlike the family situation upon which we model our training procedures, the College by necessity, has teachers working together to train a larger number of children. To facilitate the necessary communication on issues of unacceptable behaviour, the following mechanisms are required.

10.1. Communication with parents

10.1.1. It is important that parents are informed of the attitudes and behaviour of their children and the actions taken by the College to correct them. College staff should make an effort to work with parents and to gain their active support in the management of students. With this in mind the following communication channels are recommended:

- All detentions should be clearly noted in Detention Register, and a Detention Notice will be sent home for parent perusal and signature with comment as needed.
- Teachers should phone parents when they become aware of a significant ongoing concern with a student's behaviour patterns.
- The College will contact parents in the process of pursuing the application of disciplinary action or in the process of arranging an In-School Suspension.

10.2. School Correction Records

The record of the student misdemeanours corrected will be maintained in the Detention Register and regular reports will be accessed by the Principal for consideration of further action.

10.3. Student Files

If teachers become aware of issues/information that is likely to be of longer-term significance in other teachers' management of the student, they should make a relevant note and put it in the student's personal file.

10.4. Confidential Reports

In line with **VCCP9.31 - Privacy Policy**, notes regarding student issues about which a number of staff should be informed immediately can be given to the Principal. The Principal will then produce a "Confidential Memo" which will be issued to appropriate teachers and other staff members. One copy will be placed in the student file. Teachers must destroy or securely file confidential memos after reading them; they must not be left accessible to other people.

VERITY CHRISTIAN COLLEGE

COLLEGE DOCUMENT | POLICY | 2022

SECTION: 7 – Discipline

POLICY: 5 - Student Discipline

Reference: VCCP7.5

First Issued: July 2017

Last Amended: October 2022

Review: Annual

Page: 13 of 14

A Child Safe School

APPENDIX ONE: Behaviour Management Table to support the maintenance of a safe supportive learning environment in which all students can flourish.

Level 1 Teacher Managed Behaviours Less Serious Breach (no referral)	Level 2 Coordinator Managed Behaviours Less Serious Breach (Referral from Teacher)	Level 3 Executive Managed Behaviours Serious Breach (Referral from Coordinator)	Level 4 Principal Managed Behaviours MOST Serious Breach (Referral from Exec)
	Repeated Misbehaviour at Level 1	Repeated Misbehaviour at Level 2	Repeated Misbehaviour at Level 3
Refusal to participate in program of instruction/non-compliant with routine – failure to bring equipment – work avoidance – non completion of homework or assessment	Persistent work/classroom task avoidance – general disengagement – continued and ongoing incomplete classwork	Verbal Misconduct/Threats to others – racial slurs, swearing directly at others – threats – threatening behaviour including confrontations	Intentional Dangerous Behaviour
Physical Misconduct – wrestling, pushing, shoving, kicking, unsafe play-fighting, throwing objects – unsafe physical behaviour	Aggression toward another student	Bullying / Harassment – ongoing verbal, online, physical abuse – discriminatory language – inciting violence/disharmony – sexual harassment	Possess Prohibited Items – drugs, cigarettes, alcohol, – drug paraphernalia including vapes
Verbal Misconduct – talking back, whispering, laughing, rudeness, ignoring, swearing, teasing	Persistent lack of equipment/materials – not bringing pen, book, workbook, laptop, school diary	Repeated/ongoing non-compliance – defiance – not following uniform policy (Student may need financial support)	Aggression Toward Staff Member
Other Conduct (prejudicial) – inappropriate behaviour – prohibited items (not weapons) e.g. markers, speakers, mobile phone misuse	Persistent Disobedience	Fighting / Physical Misconduct – hitting, kicking, pushing, shoving, biting, spitting, hitting inappropriately, etc. – repeated unsafe play-fighting behaviour	Inappropriate Sexual Behaviour
Disruptive – talking in class – calling out – distracting other students	Persistent Misbehaviour – Defiance – Sexual references/inuendo	Property Misconduct – vandalism of school, staff or another students' property theft of school, teacher or other students' property	
Property / IT Misconduct – taking others students property – looking in other student' bags – inappropriate use of devices (iPad, Laptops, Phones)	Persistent inappropriate use of devices – laptop misuse (games, websites, physical damage/abuse, inappropriate content/wallpapers, taking inappropriate photos/videos, touching another student's device	Misconduct involving object – weapon or object that threatens staff/student safety – Sexual referencing/inuendo	
Dress Code (uniform) – uniform infringement in class and assembly	Assessment – late completion – non-completion – academic misconduct as per school assessment policy	Truant/Skip Class – deliberately leaving class/school grounds	
Late – late arrival to class without a note or slip from office	Persistent Lateness	Repeated student conflict – ongoing name calling, relationship breakdowns, arguments/disagreements	
Student Conflict – name calling, relational breakdowns, arguments, disagreements	Unsafe curriculum specific behaviour (Hospitality, Sport, etc.)		

VERITY CHRISTIAN COLLEGE

COLLEGE DOCUMENT | POLICY | 2022

SECTION: 7 – Discipline

POLICY: 5 - Student Discipline

Reference: VCCP7.5

First Issued: July 2017

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Review: Annual

Page: 14 of 14

Behaviour Management Flowchart

A Child Safe School

Observe problem behaviour

Is the behaviour:

Teacher Managed | Co-ordinator Managed | Executive Managed | Principal Managed

