

Student Action and Possible Consequence Summary 2011

THE PRINCIPAL reserves the right to vary the above responses in accordance to the severity of the situation, the best interests and dignity of the individuals involved, and the best interests of the community as a whole.

To support the implementation of the College *Secondary Student Well-being and Behaviour Management Policy* and consistent practices, a guideline for responses to possible student actions has been compiled.

Existing Positive Behaviour Management structures and personnel complement these consequences. These may include the School Counsellor, Peer Mediation, Peer Support, Restorative Justice, Decisive Discipline, Team Leader/Assistant Principal/Principal interviews and linking with outside agencies but the initial point of contact should always be the Teacher/Learning Advisor. As much as possible, all school based responses should be made known to or involve parents as partners in promoting student well-being and making positive contributions to community. The focus remains on the identifying the reasons behind the behaviour, the potential impact that behaviour has on others and self and ultimately assisting students to make more positive choices in the future.

It is also imperative that incidents and responses are documented and maintained in a secure yet accessible manner.

STUDENT ACTION	TEACHER/SCHOOL RESPONSE
GENERAL	
Uniform incorrect, inappropriate hair style or colour, inappropriate jewellery	Parent notification via diary entry or phone call & record on STAR (T). Recurrent infringements with no parental explanation, T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Chewing gum	Parent notification via diary entry or phone call & record on STAR (T). Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Mobile phones and other personal electrical equipment eg Discmans, ipods ... (used inappropriately).	Student sent to front office with note to check device in for remainder of school day. Parent notification via diary entry or phone call & record on STAR (T). Recurrent infringements, refer to relevant TL to organise automatic device check in at front office each day with parental notification and STAR entry
Swearing or using inappropriate language	Parent notification via diary entry or phone call & record on STAR (T).



STUDENT ACTION	TEACHER/SCHOOL RESPONSE
	Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Late to school – no explanation	Parent notification via diary entry or phone call & record on STAR (T). Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Truancy – fractional or whole day	T to refer to relevant TL to organise for student to complete Incident Report, make immediate parental contact and STAR entry, in-school or after school hours community service imposed depending on duration/repetition of truancy
Misuse of school equipment (silly or reckless behaviour)	Parent notification via diary entry or phone call & record on STAR. Student to complete Incident Report for filing (T). Recurrent infringements with no parental explanation - T refers to relevant TL to organise in-school hours community service with parental notification and STAR entry
Vandalism, graffiti, deliberate damage of school equipment eg sport	T refers to TL. Incident Report completed by student and letter sent home requesting payment for loss or repair. In-school or out of school hours community service depending on degree/repetition of damage.
Theft/stealing (from school or other student)	T refers to TL. Incident Report completed by student(s), letter home, in-school or out of school hours community service depending on degree/repetition of behaviour and recovery of items
Out of bounds	Parent notification via diary entry or phone call & record on STAR (T). Recurrent infringements, T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Littering	In-school hours community service (T)
Throwing objects eg fruit or water in playground	Parental note in diary and in-school hours community service & record on STAR (T); more serious/recurrent = Incident Report (T) and referred to TL to organise out of school hours community service with parental notification/ interview
Bus Incidents	Incident Report, bus company warning and pass confiscation, notification to parents & record on STAR (TL)
Smoking	Incident Report and letter to Parents, in-school hours community service & record on STAR. Recurrence – parental interview and out of school hours community service (TL)
Bringing prohibited items to school eg alcohol, drugs, weapons	T referral to TL. Incident Report record on STAR. Immediate in school isolation and referral to AP & P.



STUDENT ACTION	TEACHER/SCHOOL RESPONSE
	Interview with parents arranged by letter. Referral to outside agencies if necessary.
CLASS	
Punctuality to class	Parent notification via diary entry & record on STAR (T). Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Repeated failure to bring equipment to class	Parent notification via diary entry (T). Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Homework not completed	Parent notification via diary entry or phone call (T). Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Assignments/assessments not completed	Must be dealt with as per Assessment Policy (TL)
Talking in class	Warning first and then parent notification via diary entry (T). Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Unacceptable or uncooperative behaviour in class	Parent notification via diary entry or phone call (T). Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Poor attitude	Parent notification via diary entry or phone call (T). Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification
Defiance in class.	Parent notification via diary entry or phone call with Incident Report completion depending on severity (T). Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Cheating on exams/tasks (copying)	Refer to assessment policy (TL)
Ongoing class problems and multiple IR	Monitoring Process, parent letter/interview (TL, AP, P)
WITH STAFF	
Disrespect, Inappropriate language/comments, swearing	IR (T) Depending on severity: isolation from class, interview with parents (TL/AP/P)
Argumentative, refusal to follow instructions with eventual compliance	IR (T) Depending on severity: isolation from class, interview with parents (TL/AP/P)
Defiance, verbally threatening staff	IR (T) Depending on severity: isolation from class, interview with parents (TL/AP/P)
Violence	IR (T) isolation from class (TL/AP/P) Police and CEO notified (P).



STUDENT ACTION	TEACHER/SCHOOL RESPONSE
WITH OTHER STUDENTS	
Inappropriate 'put down' remarks eg ridicule	IR (T) corrected by teacher. Warnings given. Then parent notification via diary entry or phone call (T). Recurrent infringements T refers to relevant TL to organise in-school hours community service till rectified with parental notification and STAR entry
Harassment including use of text messages and emails	IR (T) Letter or phone call to parents & entry on STAR. Repeated or serious offences: parent notification & interview <i>Refer to Learning Technologies Policy</i> (TL)
Bullying	IR (T) Letter or phone call to parents & entry on STAR. Repeated or serious offences: parent notification & interview. <i>Refer to Anti-Bullying and Harassment Policy.</i>
Hands Off	Warning (T) Depending on severity – IR, parental notification, in-school hours community service or referral to TL
Fighting and Violence	IR and isolation from class/playground (T) & referral to TL: Letter to parents & interview. Possible referral to outside agencies if persistent and/or mediation
Ongoing out of class problems and multiple IR/STAR entries.	Monitoring (TL) including frequent parental contact. Referral to AP/P for interview with parents

KEY:

(T) Teacher

(AP) Assistant Principal

(STAR) Student Behaviour Record Online management System Report

(TL) Team Leader

(P) Principal

(IR) Incident

INCIDENT REPORT

Student Name: _____ **Date:** _____

Learning Circle: _____ **House:** _____

Recorded by: _____

Referred to: _____

.....

Location of Incident: _____

Time: _____ **a.m./p.m.**

Other students involved: _____

Student to write details of incident:



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Restorative Justice Affective Questions

To be used in a 1:1 conversation after an incident has occurred which requires a change in a student's subsequent choices & behaviour. The focus is on the behaviour, not the person and directs the student to:

- *reflect on the impact poor choices have on those affected*
- *recognise the need to repair relationships damaged as a result*
- *identify more appropriate choices for the future.*

- 1. What happened?**
- 2. How did it happen?**
- 3. How did you act in this incident?**
- 4. Who do you think was affected?**
- 5. How were they affected?**
- 6. How were you affected?**
- 7. What needs to happen to make things right?**
- 8. If the same situation happens again, what will you do differently?**

A Scenario...

A student continually causes disruption to the learning of others in your class...

What is your response?

1. Low level response (Decisive Discipline):
 - Verbal reminders about appropriate behaviour, rules within the learning space, respecting the rights of others

The behaviour persists...

2. Call the student aside and use the affective questioning techniques (attached) to try to ascertain the cause and effect of the disengagement from the learning:
 - know the student, his/her learning needs, what the learning requires, what else is going on in the learning space – is the learning experience appropriate for the student?
 - try to refocus the student on the impact the behaviour is having on self and others
 - lead the student to identify alternative choices and behaviours that are available
 - allow them to choose to re-engage with others and the learning

The behaviour persists/diversifies/deteriorates...

3. Involve the other partners (parents) in the situation:

- Make a diary entry to notify parents or inform the student you will be phoning the parents to discuss the behaviour (and then follow through on this after the session)

4. Track the behaviour by completing a STAR entry so a profile can be developed to inform possible later intervention and consult the student's Learning Circle Teacher to find out if there is any known cause for the disengagement/relationship breakdown

The behaviour persists/diversifies/deteriorates...

5. Consult other team members in the learning space and provide time out options with them or seek advice/support in how to deal with the student

The behaviour persists/diversifies/deteriorates...

6. The student completes a **Student Incident Report** & the teacher completes a **Teacher Reflection** to provide accounts of what has happened
7. Refer the student to the relevant Team Leader for a joint interview to try to resolve the issue
8. Consequences determined eg community service at break time and communication to parents via letter or phone call. STAR entry completed for profiling purposes
9. Team Leader convenes an interview with teacher, student and parents if necessary

The behaviour persists/diversifies/deteriorates...

10. Team Leader refers student to Pastoral Care Team Leader for further parent consultation, placement on a behaviour monitoring report for a specified period of time, possible out of school hours community service/reflection time, involvement of other support personnel as pertinent eg. School Counsellor or outside agencies.
STAR profile updated

The behaviour persists/diversifies/deteriorates...

11. P.C. Team Leader refers to Assistant Principal for further interviews with possible exclusion from learning spaces for a specified period of time

The behaviour persists/diversifies/deteriorates...

12. Interview with Principal to determine future directions for student with parents

The teacher always remains part of the process and should ensure he/she is aware of outcomes and consequences because in the almost all cases, the student will remain in or be returned to the learning space after a restorative mediation meeting is convened to try to repair the damaged relationship.

Pastoral Care & Management of Student Well-Being

The flowchart outlining the process of dealing with students' behaviour is founded upon respect for the dignity of individuals, promotion of justice for all, recognition that mistakes can provide great opportunities for learning. The process supports and is supported by this learning community which seeks to live out the belief that authentic learning and growth are fostered through relationship.

