Discipline Policy – February 2016

At PCW Melbourne the Discipline Policy is grounded in the philosophy of student and staff wellbeing whereby all members of the School community are treated with dignity and justice, and feel safe and secure.

In partnership with parents, staff engage students in learning as a life-long process. Discipline is inextricably linked to student learning and growth as cooperative and self-disciplined individuals and includes the acceptance of responsibility to self and community.

Students are at the centre of our teaching. We see them and listen to them, as important citizens of the future. We believe that all children can, and have the right to learn. Professionally, we seek to refine learning and teaching through the adoption of researched strategies and reflective practice. Teaching is a process of shared learning achieved through the experiences and relationships within the classroom.

All staff and students have the right to be involved in the teaching and learning process unhindered by anti-social behaviour. The College does not use corporal punishment.

In valuing learning we:

- challenge students to achieve their personal best;
- aim to develop independent and critical thinkers;
- provide experiences that encourage curiosity, increase motivation and promote a love of learning;
- encourage participation and celebrate achievement;
- accept change and support each other as we encounter its challenges.

Effective Learning Behaviours

Students at PCW Melbourne:

- attend school and are prepared for learning each day
- observe set expectations for cooperative and collaborative classroom behaviour
- respect and value the knowledge and experience that the teacher brings to the classroom
- work towards learning new skills and gaining increased knowledge through the process of completing learning tasks
- establish and maintain respectful relationships with their peers and teachers that lead to enhanced learning
- are supportive of other learners and share knowledge and skills with their peers
- undertake reasonable challenges and seek support from teachers
- employ a range of thinking skills
- work towards being critical thinkers
- seek to understand their individual learning style/s
- are prepared to participate in a range of both classroom and co-curricular learning activities
- respect the physical environment in which they learn.

Guidelines:

Our Discipline Policy will ensure that:

- teachers retain the right and have the responsibility to manage their own classroom discipline, including their own supervised detentions;
- personal grooming and uniform standards are adhered to as outlined in the Uniform Regulations;
- all teachers have a responsibility for maintaining student behaviour in non-classroom situations;
- Homeroom teachers have a particular responsibility for enforcing student accountability – communications with family, uniform, etc.
- Year Level Coordinators/Heads of House coordinate the efforts of Subject/Homeroom teachers and liaise with parents in the resolution of student discipline matters;
- The Deputy Principal, Students monitors the effectiveness of relevant protocol in conjunction with Year Level Coordinators/Heads of House and is directly involved in the most serious breaches of discipline.
Consequences:

The College will:

- accept each student’s enrolment on the condition that she is prepared to comply with the standards of behaviour set by the College as outlined in the Positive Student Behaviour Guidelines.
- regard each student as a cooperative, responsible and self disciplined individual.
- provide guidelines for the management of breaches of the Positive Student Behaviour Guidelines.

Student Management Guidelines Management Plan

This system sets out to:

- modify inappropriate behaviour;
- identify habitual offenders; and
- facilitate the effective use of the wellbeing network within the College.

Note: For serious one-off situations in the classroom the key person with responsibility is the subject teacher

(A) The subject teacher challenges the student and outlines the concern. An appropriate consequence is applied such as:

- teacher supervised detention (for persistent minor misdemeanors)
- email/phone call to parents (keep a record of contact on portal)
- inform YLC/Head of House of action.

(B) The subject teacher continues to monitor student work / attitude / behaviour. If there is no improvement in behaviour, and/or previous advice ignored, the subject teacher challenges the student again, outlining their concern, eg. you have interfered with the rights of others / you have not made sufficient effort in your work. The homeroom teacher and YLC/Head of House are informed at this point via the Portal. The Homeroom teacher clarifies the issue with the subject teacher and then monitors student's behaviour.

(C) The homeroom teacher acts on referral by contacting parents and advising them of the student's behaviour in some subjects. The Homeroom teacher collates and presents feedback to the YLC/Head of House. If appropriate, the homeroom teacher refers the student to the School Counsellor, and notifies YLC/Head of House.

Portal note also outlines action taken
(D) If a change in behaviour is not evident as a result of the action taken at Stages B & C, the YLC/Head of House will now monitor student progress / behaviour and apply appropriate consequences, or make recommendations. The homeroom teacher's role in this stage is to keep the YLC/Head of House informed of student misbehaviour. At this point the YLC/Head of House will inform the Deputy Principal, Students of the seriousness of the student's behaviour.

YLC/Head of House determines appropriate action:

- consult with Subject teacher and/or
- consult with other Subject teachers and homeroom teacher and/or
- interview student which may be followed by:
  - contact with parents, or
  - detention
  - daily monitoring
  - counselling
  - participation in groups within the school, eg. Anger management

(E) At this stage the student has continued to behave in a manner that is contrary to the values of the school and is having a detrimental effect on effective classroom management and effective learning.

At this level the YLC/Head of House involves the Deputy Principal, Students. At this stage the action may be to inform parents that the child is withdrawn from formal classes until management strategies can be devised and put in place (formal suspension). A letter will be sent home providing parents with information regarding reasons for the withdrawal and requesting them to make an appointment with the Principal and Deputy Principal, Students.

The interview will set out conditional entry back to classes based on adherence to very clear criteria. At this stage, the student returns to school after entering into a contract between the parents and College (YLC/ Head of House, Deputy Principal, Students and Principal).

*Student returns on a contract*

(F) This level is for the student who has negotiated a return but has failed to show commitment to the expectations of the College as outlined in the contract. Principal and Deputy Principal, Students interview parent and student to discuss concerns, commitment to PCW Melbourne.
Consequences for inappropriate student behaviour

The Discipline Policy outlines stages for managing student behaviour, which contravenes PCW Melbourne’s expectations. At each stage, students should be challenged in a manner that is just, and appropriate action taken. It is assumed that where students are aware of irresponsible behaviour, this process will allow them to make a personal response and adjust their behaviour. The College does not support the use of corporal punishment.

Procedures for Implementing Uniform Regulations

It is the responsibility of all staff members to monitor the correct wearing of uniform and enforce the uniform regulations. It is expected that students wearing a variation of College uniform provide a note on that day to the Homeroom teacher.

List of Possible Consequences for other Misdemeanours

The following list of possible consequences is to be used at the discretion of teachers and are not listed in any particular order. In general, after school detentions and Time Out for classroom misbehaviour should be used after several other management strategies have been tried.

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<tr>
<th>INFRINGEMENTS</th>
<th>POSSIBLE CONSEQUENCES</th>
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<tr>
<td>Lateness to school/class</td>
<td>Student to make up time. 3 late arrivals, detention issued. Parents contacted. Lunchtime clean-up duty</td>
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<tr>
<td>Wagging a Lesson</td>
<td>Student to make up time. Parents contacted</td>
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<tr>
<td>Wagging a Day</td>
<td>Student to make up time. Parents contacted. Formal meeting required. Lunchtime clean-up duty, after school detention, student-free day detention</td>
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<tr>
<td>Wearing Jewellery, make-up, in- correct runners, PE uniform on non-PE day</td>
<td>Immediate confiscation of non-essential items and removal of makeup/ nail polish</td>
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<td>Lunchtime/Monday detention</td>
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<td>Repeated offences may require the student to be sent home (phone call to parents by YLC/H of H) and remaining home until student/parents comply with regulations</td>
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<tr>
<td>Obscene Language</td>
<td>Discuss with student/s. Written apology. After school detention/suspension</td>
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| Smoking in uniform/on excursions or camps | Student to place cigarette into a bin. Remaining cigarettes and lighter collected/confiscated  
Inform the YLC/ H of H as soon as possible.  
Parents contacted. If on excursion/camp, student may be sent home at parents’ expense. Suspension |
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<td>Posting inappropriate photos/information about students or teachers on sites such as Facebook. Inappropriate use of school email/internet access.</td>
<td>Student will be required to remove the offending material. Suspension of access to internet. Parents contacted. Penalty negotiated with YLC/ H of H. May include suspension, apologies</td>
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<tr>
<td>Inappropriate use of technological devices (including iPads, mobile phones)</td>
<td>Immediate confiscation of device, handed to YLC/H of H. Return of device negotiated with YLC/H of H</td>
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<tr>
<td>Forging Documents</td>
<td>Parents contacted.</td>
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| Verbal abuse, bullying, teasing, name calling | Name given to homeroom teacher and YLC/ H of H. Detention/ suspension.  
An after school detention on a second occurrence for minor infringements.  
Parents contacted by YLC/ H of H for serious offences. Internal suspension |
| Fighting and acting in a manner that could cause harm to students | Suspension. Parents contacted |
| Impolite, disrespectful, rude or defiant behaviour | Lunchtime detention. Name given to YLC/ H of H if warranted. |
| Not being prepared for class, not completing homework, being late for class | Name to homeroom teacher if continues to be a problem.  
Lunchtime or afterschool detentions negotiated to complete work/make up for lost time by subject teacher. |
Sending Students Out of Class

Time Out is part of PCW Melbourne’s Classroom Management Plan. The referral of a student to Time Out is part of a series of procedures. When a student is referred to Time Out, the College is communicating that their behaviour is unacceptable, as it disrupts other students’ right to learn, to be safe, or the teacher's right to teach and manage a class.

Time Out is a time away from the group for the student to reflect on inappropriate behaviour and how to correct the problem so that it is not repeated. It encourages responsibility for one's own behaviour.

It is on these grounds that a student who continues to interrupt the rights of other students to learn, and the teacher’s right to teach in a pleasant, cooperative environment, should be referred to Time Out.

What Type of Behaviour Qualifies?

In general, disruptive, disrespectful behaviour that prevents a teacher conducting the lesson. The behaviour must:

- interfere with rights of others;
- be deliberate;
- be repetitive; and therefore
- be serious.

Examples:

- constant disruptive talking.
- disrespectful behaviour eg. swearing, answering back, insolence.
- verbal or physical aggression.
- refusal to cooperate, open defiance.

NB. (Failure to bring correct books, arriving late, or a single act of the above, would not qualify)

Time Out Guidelines

Time Out has been established as a support for class teachers where, in extreme circumstances, a student’s behaviour has become unmanageable. It is intended as a last resort and should only be used in exceptional circumstances where other approaches have failed or a serious and / or persistent misdemeanor has occurred. Under normal circumstances, the student will remain in Time Out for the duration of the lesson.
Students should only be sent to Time Out if:

- a student continually disrupts the class
- learning of other students is being prevented by continued unacceptable behaviour
- a student refuses to cooperate with the teacher’s instructions
- a serious misdemeanour has occurred

The teacher sending the student to Time Out must:

- contact Reception by phone (ext 700) personally before the student is allowed to leave the room. Follow up by contacting the YLC/Head of House about this issue

Reception will contact the following person/people:

1. The relevant YLC/Head of House
2. Deputy Principal, Students
3. Other Leadership Team Member

Guidelines for students in Time Out:

- the student is to be cooperative and polite at all times
- the student is not to interact with other students
- the student will remain in Time Out until asked to leave
- the student is not allowed to use a mobile phone or other device whilst in Time Out
- the student must meet with her YLC/Head of House after the incident

Responsibility of the student:

- the student should reflect on her behaviour
- meet with her YLC/Head of House to discuss the impact of the misbehavior and meet with the teacher concerned prior to the next lesson about the behaviour
1. Class (subject) Teacher
2. Homeroom Teacher
3. Year Level Coordinator/Head of House/ (School Counsellor)
4. Deputy Principal, Students
5. Principal

- All incidents, at every stage, are to be recorded on the College portal