



DISCIPLINE POLICY

Rationale

The basis of the College is respect for the rights of the individual; the right to teach and learn, to feel safe and be respected. Any behaviour which interferes with these rights must be dealt with appropriately, consistently and effectively. Behaviour which contributes to the development of a positive learning environment ought to be encouraged and rewarded appropriately. Behaviour expectations and College rules are clearly listed in the Student Planner and all relevant procedures and policies. Aquinas College had adopted a restorative approach to student management and prohibits any form of corporal punishment.

Aims

Aquinas College aims to:

- Create a caring College environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise those members of the College community whose exemplary behaviour promotes a positive and caring College environment.
- Establish a set of rules that protects the rights of all individuals.
- All members of the College community have the right to:
 - Be treated with courtesy and respect.
 - Work in and enjoy a safe, secure and clean environment.
 - Teach and learn without disruption.
 - Achieve their educational potential.
 - Have their property respected.

All members of the College community have the responsibility to:

- Show respect and courtesy to others.
- Keep our environment safe, secure and clean.
- Ensure that there is no disruption to another person's teaching or learning environment.
- Respect student, staff and College property.
- Ensure that their actions do not discredit the College.

Restorative Practice aims to promote resilience in the one harmed and the one causing harm. Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others. A variety of harmful situations are addressed, including truancy, bullying, drug use and harassment. Differences (racial, cultural, religious, economic, etc.) are respected, understood and given equal protection.

Implementation - Student Management

There are five levels at which student management occurs:

Classroom Teacher – tracks incident on SIMON

The first person to handle a problem is the classroom teacher. This person is responsible for ensuring a safe and respectful working environment.

The classroom teacher should employ corrective measures appropriate to the disturbance made. Examples of this level problem: homework not done, poor behaviour in class, distracting another student, not paying attention, being late for class, not having the right books, being impolite, being boisterous etc. Good behaviour and application to work should always be encouraged with recognition and praise.

The method of student management is as follows:

- Where students behave in a manner that is inappropriate or disruptive to learning, the teacher should discuss the incident with the student to resolve the issue. A Behavioural Tracking may be completed on SIMON (this should be done after class finishes) if required.
- The student should be removed from the class if the presence of the student in the classroom affects the tone of the group or is detrimental to the management of the group. If the subject teacher decides that the disruptive student needs to be removed from class they should send the student to another classroom with work to complete (a prior arrangement is to be made) or the subject teacher should send another student to the student office with a message written on a student pass, requesting assistance.
- The subject teacher is then responsible to meet the student; if needed the Homeroom teacher will assist. The Level Leader may also be consulted. It is important to record the student incident with a Behaviour Track on SIMON. The Homeroom teacher or the Level Leader may need to contact the parents.
- In serious cases a student management/discipline matter may need to be referred beyond the Level Leader to the Head Middle/Senior Years who may deal with the issue as well as communication with students, staff and parents.

Homeroom Teacher/Mentor (Level 1)

The Homeroom teacher is there to support the student, to provide understanding and lead the student towards recognition of their inappropriate behaviour. The ultimate aim is to lead to healing, growth, renewal of relationships and the development of appropriate behaviour.

Self-Management Plan

The Self-Management Plan is designed to assist individual students to better manage their needs and assist in the growth of responsible behaviours. It is a formal agreement between the student, Homeroom teacher and subject teacher, it aims to assist students to identify inappropriate behaviours and develop strategies to improve behaviour.

Level Leader (Level 2)

The Level Leader has overall responsibility for the pastoral, academic, spiritual, administrative and student management aspects of the Year Level. He/she supports and assists Homeroom teachers/Mentor teachers and classroom teachers in the fulfilment of their roles.

Behaviour Management Plan

A process that is recommended for addressing individual students' behaviour management needs and assisting in their growth in responsible behaviours is the Behaviour Management Plan. A Behaviour Management Plan is an agreement reached formally between the College (Level Leader), student and the student's parents/guardians, recorded in writing, signed and dated by these parties, regarding future behaviour of the student and their management. The following matters shall be considered and written into such a plan:

- The positive, formative purpose of the Behaviour Management Plan;
- Duration of the Behaviour Management Plan;
- Expectations regarding the student's future behaviour;
- Means by which the student will be supported in achieving this behaviour;
- Means by which the student's behaviour will be monitored;
- Means by which the student's behaviour will be managed;
- Arrangement to apply following a satisfactory conclusion of the Behaviour Management Plan; and
- Arrangements to apply if the student's behaviour is not in accord with the Behaviour Management Plan's stated expectations.

Head Middle/Senior Years (Level 3)

The Head Middle/Senior Years assist the Level Leaders and Homeroom/Mentor teachers in the fulfilment of their roles, ensuring that pastoral care responsibilities are being met as documented. A possible consideration when an incident is reported to the Head Middle/Senior Years is the implementation of a Behaviour Management Plan.

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Deputy Principal (Level 4)

The Deputy Principal has oversight responsibility for student wellbeing and discipline. He/She has the ability to foster and action experiences that provide an environment of rich learning and life development of students. The Deputy Principal has oversight for the teaching and learning within the College.

Principal (Level 5)

The College Principal is the final level within the Behaviour Tracking process. Taking into consideration the measures that could be applied from the incident being initially tracked to Level 4. The College Principal has the option to apply the CECV guidelines on Serious Offences – contract, suspension or expulsion. The College Principal may instigate the formation of a student support group when addressing a serious offence.

Student Support Group

A recommended process for addressing student wrongful behaviour of a serious nature (see below for CECV definition) is the engagement of a Behaviour Management Support Group consisting of:

- The Principal or his/her Nominee as the Convenor and Chairperson;
- The student;
- The parents/guardians of the student;
- The class teacher or the teacher nominated as having responsibility for the student (e.g. Year Level Leader, secondary);
- Specialist personnel who may assist (e.g. the Student Counsellor)

The Behaviour Management Support Group is convened following a judgement by the Principal (or Principal's nominee) that a student has engaged in wrongful school- related behaviour of a serious nature. The Behaviour Management Support Group seeks to:

- Consider all issues relevant to the behaviour of the student and the implication for others in the community;
- Identify the educational, personal and social needs of the student concerned;
- Once these needs are identified, determine what further behaviour management action, if any, within the College's formulated procedures, is most appropriate;
- Identify strategies which will enable the student to re-establish his/her place in the life of the College, parish and local community;
- Determine the appropriate steps required to meet these objectives;
- Consider the support and resources which may be available, from both within the College and outside, to assist in implementing the action;
- Ensure that accurate records of decisions are kept and the decisions are implemented;
- Maintain confidentiality at all times.

In line with VRQA Minimum Standards and Other Requirements for School Registration, Aquinas College does not permit Corporal Punishment.