

DISCIPLINE

PUPIL MANAGEMENT / DISCIPLINE POLICY

PREAMBLE

Red Bend Catholic College aims to provide an environment for students to grow as fully functioning Christian people. The school exists to assist the students in the development of their intellectual, emotional, cultural, social, moral, spiritual and physical attributes.

In setting discipline (or behaviour modification structures) we should be very careful not to allow personal agenda or preferences to interfere with the established right and proper order of the College. There needs to be a proper balance and perspective in discipline; when to be lenient, when to be demanding. Without human dignity, discipline procedures lack integrity.

There are a variety of age groups at Red Bend Catholic College and therefore differing levels of reasoning and maturity. What might be a good form of discipline for one group, may not always be appropriate for another. Having said that, it does not necessarily imply that there has to be three sets of regulations for the students in the school - one set for years 7 and 8 another for years 9 and 10 and yet another for the senior classes. There are basic procedures which aim at the following bases of everyday school life;

- i) To ensure the personal welfare of the students and their property.
- ii) To ensure the personal welfare of the staff and their property.
- iii) To enable the school to run efficiently as an educational establishment.
- iv) To safeguard the school's buildings, property and equipment.

The implications drawn from all of the above is that it is not the regulation that is difficult to interpret, but how the regulation is to be administered according to the age level and depth of maturity of the students. In any failing, we are looking for a positive response. Punishments or consequences for students abusing College regulations ought to be appropriate to the breach committed.

Teenagers are often caught between conformity as a pattern of behaviour and their own wanting to establish a personal identity. Sometimes this is expressed in ways which are very aggressive towards authority, especially when they see a request as unreasonable. Communication with all students is essential so that they understand that school rules exist for the maintenance of good order within the school community and in the wider society.

Teenagers generally have a real sense of justice and can see that people who break the rules must be dealt with. While the College should be very reasonable, it should also be just to the whole community when dealing with students.

While many students remain at the questioning stage, there are those who have progressed beyond this and are setting their behaviour and moral values at a higher level. These people define their moral values apart from the authority of groups and persons; in other words they own their own values, even when they may parallel the accepted norms (I do things because I believe in this action, rather than because I am told to do it). These students like to be involved in decision-making processes and feel part of the rational considerations which are part of discipline structures.

The following regulations have been formulated through custom, consultation and practice. They need to be reviewed from time to time.

It is worth remembering that discipline in a school is only as effective as those who administer it. There must be consistency and a genuine interest in the welfare of the whole school body.

THE AIMS OF PUPIL MANAGEMENT AND STUDENT WELFARE POLICY:

The aims of this policy are to:

- a) Create a positive relationship between teachers and students.
- b) Allow optimum learning to occur.
- c) To foster the growth of mutual respect.

Teachers have a duty of care and accept responsibility for pastoral care of all College students. The teachers will assist students to reflect on their behaviour; they will challenge them to explore better ways of relating to others and dealing with conflict. At times the teachers will affirm them; at other times they will correct and/or sanction students. At all times they are helping them evaluate the effects their behaviour has on them and others.

The College strives to develop self-discipline in its students. This is based on justice, self-esteem and reconciliation. The teachers are very aware of the importance of self-discipline when they impose sanctions on a student. Students should accept any such disciplinary measures in the spirit in which they are imposed, that is as a way of helping them develop better self-discipline.

The College recognises that teachers have the right to:

1. Teach without interference or disruption, whether from students or from unannounced variations to routine.
2. Meet the learning needs and aim for the maximum academic, social, physical and spiritual growth of each student.
3. Discipline students firmly, justly and according to consistently applied expectations.
4. Support from other teachers, House Coordinators, the Deputy Principal, Principal, and from the parents or guardians of students.

The College recognises that:

1. Students can behave acceptably. **The student chooses his/her behaviour.**
2. Students need discipline to protect themselves against self-destructive behaviour and disruptions from others. **Even though they may act as though they don't want discipline, students still need it.**

PUPIL MANAGEMENT PROCEDURES

Corporal punishment is not permitted in any form at Red Bend Catholic College nor do we countenance the use of corporal punishment by parents in response to school based incidents.

With the above principles in mind, Pupil Management procedures at the College are as follows.

REWARDS FOR POSITIVE BEHAVIOURS

1. Classroom teachers should use the Student Handbook pages during their lessons to note good behaviour or work.
2. Teachers will reward outstanding efforts and achievement with Merits. Merits are awarded for meritorious conduct, attitude or application to work.
3. If they receive 80 Merits in any one year you will be eligible to be presented with a College pen by your House Coordinator and an award will be presented in House Assembly.

4. Students who do not receive a demerit during the school year will be eligible for a Merit Certificate for “Excellent Conduct and Cooperation” (this Certificate will not be counted toward the presentation of a College pen).
5. In addition a Platinum Award will be presented on Prize Giving Day to the student in each House that receives the greatest number of merits in each House.

THE AWARD SYSTEM

10 Merits	=	Merit Certificate (Up to a Bronze award)
20 Merits	=	Bronze Award
40 Merits	=	Silver Award
80 Merits	=	Gold Award – Presented on Presentation Day

No Demerits across a Semester = Excellent Conduct and Cooperation Award

STUDENT BEHAVIOURAL MANAGEMENT AND WELFARE POLICY

Aim of Behaviour Management and Student Welfare Policy

The aim of this policy is to create a positive relationship between teachers and students, allowing optimum learning to occur, and fostering the growth of mutual respect.

Your teachers have a duty of care and accept responsibility for pastoral care of all College students. Teachers will assist you to reflect on your behaviour; they will challenge you to explore better ways of relating to others and dealing with conflict. At times, teachers will affirm you; at other times they will correct and/or sanction you. At all times they are helping you evaluate the effects your behaviour has on yourself and others.

The College strives to develop self-discipline in its students. This is based on justice; self esteem and reconciliation. Your teachers are very aware of the importance of self discipline when they impose sanctions on you. You should accept any such disciplinary measures in the spirit in which they are imposed, that is as a way of helping you develop better self discipline.

Your teachers have the right to:

1. Teach without interference or disruption, whether from students or from unannounced variations to routine.
2. Meet the learning needs and aim for the maximum academic, social, physical and spiritual growth of each student.
3. Discipline students firmly, justly and according to consistently applied expectations.
4. Support from other teachers, Coordinators, the Deputy Principal and Principal, and from parents or guardians of students.

The College recognises that:

1. You can behave acceptably. You choose your behaviour.
2. You need discipline to protect yourself against self-destructive behaviour and disruptions from others. Even though you may think at times you don't need discipline, the College recognises it as necessary.

With the above principles in mind, Behaviour Management procedures at the College are as follows:

1. REWARDS FOR POSITIVE BEHAVIOURS

Classroom teachers will use your Handbook pages for their lessons to note good behaviour or work and award Merits.

2. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

Classroom teachers may use your Student Handbook page for their lessons to comment about poor behaviour and/or lack of work and issue Demerits.

Non-Academic offences which occur inside or outside the classroom are:

- Disruptive behaviour during lessons
- Bullying, fighting, abuse, victimisation
- Stealing, vandalism, littering
- Anything to do with cigarettes, alcohol or drugs, including smoking in town in school uniform
- An attitude of indifference, such as persistent lateness to classes; loitering or wandering around the yard during lesson time without a note from a teacher
- Insolence, disobedience, obscene or offensive language
- Truancy
- Being out of bounds
- Misbehaviour on buses
- Over-affectionate behaviour (eg. Kissing) that is inappropriate in a school setting

3. DEMERITS

- A student who gains three (3) demerits in one day will be sent to their House Coordinator.
- A student who gains five (5) demerits in one week will be sent to their House Coordinator and receive a further sanction (eg. Detention).
- A student who receives five (5) demerits in the same subject area in a week will be sent to the relevant Faculty Coordinator.

4. LUNCH DETENTIONS – FRIDAY

Your House/Faculty Coordinator will advise you in writing if you have a lunch detention and when and where you are to attend it.

Lunchtime detentions commence at ten minutes after the start of lunch in Room 23. Lateness or absence, without sufficient and written reasons, will incur further lunchtime detention. If you miss any of these then you will be required to attend a Tuesday Detention. Lunchtime detentions normally take precedence over sports practices, meetings and extra-curricular activities. Detention concludes at five minutes before the end of lunch. If your behaviour during detention is not appropriate, the teacher on detention will ask you to leave. Your House/Faculty Coordinator will be informed and another detention will be issued.

If you are required to attend an excursion or similar activity during the specified lunchtime detention period, then you must inform the teacher issuing the detention. If you are unaware of this activity or forget to tell the teacher at the time, then remedy this situation when you return to school. Your detention will then be transferred to the following Friday.

Failure to attend lunchtime detentions will firstly result in an additional lunchtime detention. Continued failure to attend another lunchtime detention will result in Tuesday afternoon detentions.

5. TUESDAY DETENTION

- These may be imposed by your House Coordinator/Faculty Coordinator for certain offences or for numerous uniform detentions.
- These detentions start at 3.30pm and finish at 5.00pm.
- Day students are required to arrange their transport home.
- The House Coordinator/Faculty Coordinator or Deputy Principal will inform your parents and yourself by letter prior to the Tuesday Detention. If you misbehave in detention or do not attend to the task given, further action will be taken.
- If you miss a Tuesday detention your parents will be contacted by phone the next day. You will be required to attend another detention. Students will be required to do a minimum of 4 pages of written work plus 30 minutes of community service.
- Students who receive a Tuesday detention are not to attend the Disco in the term that the detention is issued.

6. INTERNAL SUSPENSION

You may be placed in isolation if your behaviour warrants this. Your parent/guardian(s) will be informed of this. Isolation will always entail being given written work which is to be completed to an acceptable standard.

You will be required to:

- Sit and work in isolation in House Coordinators Office or the Time Out Room adjacent to the Student Coordinators Office.

7. EXTERNAL SUSPENSION

If a student is suspended from school the student will be required to complete an amount of written work which will need to be shown to the Deputy Principal upon returning to the College and placed on a monitoring sheet for two weeks.

UNACCEPTABLE BEHAVIOUR IN THE CLASSROOM

This is dealt with in these ways:

1. Students may be sent from class to the Student Services Office with a red card. This indicates unacceptable behaviour in class and the student will be seen by the Student Coordinator or Deputy Principal and the followed-up by the House Coordinator. Parents/cares of the child will be notified via a message in the student handbook, email or phone call.
2. Teacher detentions. Teachers may require students to attend detentions which they or Faculty Coordinators supervise. You will be told by your teachers when and where to attend this detention. These detentions will be advised to the relevant House Coordinator. If you know that you have Lunch Detention, or some other commitment which prevents you from attending the Teacher Detention, YOU MUST TELL THE TEACHER IN ADVANCE OF HIS/HER DETENTION, then arrange to report at another time that suits both you and your teacher.

Failure to attend a Teacher Detention, without a good reason supported by a note from a staff member, will result in further action.

3. Unsatisfactory Progress Letters. For persistent academic omissions or offences, your teachers will forward an "Unsatisfactory Progress" letter to your parents or guardian informing them of the problem(s). Once this letter is sent teachers may write unsatisfactory grades or comments on your school reports if you do not improve your application to your work. "Unsatisfactory Progress" letters also ask your parents/guardians to check your books. Student Handbook and assignments more closely and regularly.
4. Unsatisfactory Progress; second or later letters. If your parents/guardian receive two or more "Unsatisfactory Progress" letters from any of your teachers, another letter is sent home warning them that your academic progress is causing serious concern, and requesting your parents/guardian to attend an interview at the College with your teacher(s), Faculty Coordinators and Director of Curriculum to discuss the problem. You may have to attend this interview.

PREVENTION AND MANAGEMENT OF BULLYING, DISCRIMINATION AND HARASSMENT

The College is committed to developing a greater awareness and addressing problems associated with bullying, harassment and discrimination.

BULLYING DEFINITION

Bullying is when a student/students repeatedly and deliberately try to harm, humiliate or distress another student/students. There is a power imbalance involved and the bully's behaviour impacts on the bully and the victim. Bullying may be verbal, physical, social or psychological and includes but is not limited to the following:

1. Physical violence and attacks
2. Verbal taunts, name-calling and put-downs
3. Threats and intimidation
4. Extortion or stealing of money and possessions
5. Exclusion from the peer group
6. Electronic harassment between students of the school during or after school hours (using any form of Information Communication Technology, for example text messaging, Facebook, MSN Messenger, Snapchat etc).

If you, or someone you know has been bullied, you should report it by:

- Notifying a staff member, House Coordinator, Student Coordinator or the Deputy Principal
- Giving a note to a teacher
- Seeing a staff member
- Talking to parents

When events are reported they will be treated with the strictest confidence.

DISCRIMINATION/HARASSMENT

The Law

The Commonwealth Sex Discrimination Act and the New South Wales Equal Opportunity Act make sexual harassment and all forms of discrimination unlawful.

1. Harassment, intimidation, bullying and racist behaviour create a hostile and offensive environment in which both males and females can be victims.
2. For behaviour to constitute harassment it must be unwanted and uninvited. It may be just one incident or a series of incidents.
3. Any use of sexist, racist, intimidatory, or other discriminatory language or behaviour, which might be deemed so, are totally unacceptable.
4. Red Bend Catholic College is totally opposed to harassment in any form and will take appropriate action necessary to overcome any occurrences, which cause disadvantage or distress to any member of our school community.

RESTORATIVE PRACTICES

Management of students at Red B follows a Restorative Practices approach. This is a way of viewing relationship-building and behaviour management of students, that works to strengthen community among students and between students, teachers and parents, through educative processes.

The Restorative Approach, starts from a different set of questions:

- What happened?
- Who has been affected?
- What needs to happen to repair some of that harm?
- What to do differently next time to avoid the situation

A Restorative Approach.....

- Encourages students to appreciate and understand the consequences of their actions for others
- Enables students to make amends where their actions have harmed others
- Requires students to be accountable for their actions
- Encourages respect for all concerned
- Is not an absence of consequences – it's about natural and logical consequences

'BE YOUR BEST'

At Red Bend Catholic College we strive to provide quality Catholic education in a safe and stimulating learning environment. We encourage students to become respectful and responsible lifelong learners always aiming to 'Be Their Best'.

'Be Your Best' reinforces and supports our Behaviour Management and Student Welfare practices, our Restorative Practices approach and our current Merit/Demerit processes.

'Be Your Best' is about teaching and rewarding positive behaviour.

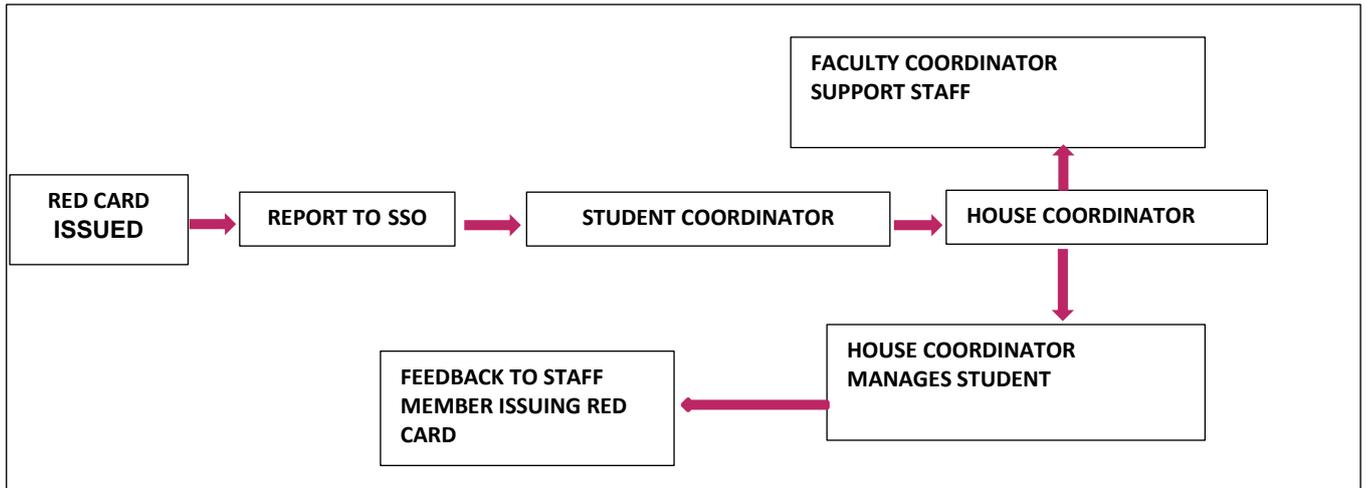
The 'Be Your Best' strategy promotes, Being an Active Learner, Being Responsible, and Being Respectful.

AWARD SYSTEM – HOW DOES IT WORK?

The staff will use a token reward system with the following specifications:-

- Each teacher is given 25 tokens to give out to students per week as a reward for positive outcomes demonstrated that are in line with the focus at that time.
- When a student receives a token they need to write their name and house on that token and place in the boxes in the House Coordinators office.
- At the end of each three weeks a draw will be completed at assembly where a token is drawn out of the boxes from each house. The winner will receive a prize for their efforts.
- At the end of the year all student tokens will be put into a major draw for a prize to be drawn in each house.

The Red Card Process



SUGGESTED DEMERIT CONSEQUENCES

3 Demerits / Day	=	Sent to their House Coordinator / Isolation
5 Demerits / Week	=	Detention
10 Demerits / Term	=	Warning Letter Home and Conduct Sheet
15 Demerits / Term	=	Conduct Sheet and / or Interview with Parents

- A student carrying a conduct sheet will have this sheet checked near the end of the school day. 'Unsatisfactory' ratings for application, conduct or punctuality will normally result in further sanctions.

OTHER ISSUES RELATING TO PUPIL MANAGEMENT

OUT OF CLASS

If a student is out of class, they must carry their Handbook and it must be signed by their teacher or another appropriate member of the school staff. Students who do not have signed permission will be sent back to class.

SEARCHING BAGS / LOCKERS

The College reserves the right for student's bags or lockers to be searched if deemed necessary. This would only be done by the Principal or Deputy Principal. Where practicable another member of staff should be present to act as a witness.

USE OF PHONE

Students needing to make phone calls between 8.45 am and 3.20 pm should report to the SSO. Permission to use the school phones will be given on a case by case basis and only in exceptional circumstances.

MOBILE PHONES / IPODS, MP3 PLAYERS

Students are NOT to bring mobile phones / iPods / MP3 Players to school.

If these are at school, teachers will confiscate them. As soon as practicable, confiscated items are to be brought to the SSO by the staff members who have confiscated them. The SSO staff will label the item with the students' name and place it in their file.

Confiscated items will be retained for a week unless parents come to school to collect them

TRANSPORT TO AND FROM SCHOOL

Student movement to and from school is by bus or parents/guardians. Any exception to this must be confirmed by the College. Students who have a drivers licence may obtain permission from the Deputy Principal to drive to and from the College. Any passengers must also obtain permission from the Deputy Principal. Forms are available from the SSO.

USE OF HEALTH CENTRE

A student must have their Handbook signed by the relevant supervising teacher and signed by the Health Centre staff on their return.