



Welfare and Discipline Policy

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Review Date	May 2014
Associated Documents	• N/A

“The pupil, when he has completed his training, will be like his teacher”. (Luke 6, 40)

RATIONALE

Underlying the College’s Welfare and Discipline Policy is our Motto, “Peace Through Justice”. The way in which people relate to one another is crucial in the development of an environment conducive to learning and growth. The structures which are developed must facilitate positive relationships based on the rights and responsibilities of each member of the community.

Principles underlying behaviour management must be consistent with Christian belief accordingly; the unique dignity of the person must be paramount in our relationships. Similarly, procedures must enhance that dignity, strive to be liberating, help to promote the growth (maturity) of the individual towards personal autonomy and lead to a heightened level of moral reasoning.

Rather than deny individual responsibility by suppression and/or punishment, procedures must be such that the individual recognises and accepts personal responsibility for the consequences of all behaviour.

A balance must be struck between the need to provide the person with freedom to exercise initiative, to discover, to explore, to make mistakes and the need to establish limits which preserve the rights of all and which control impulse and irresponsibility. Limits and sanction must be educative and self-disciplining as well as controlling. Penalties, when applied, must be in keeping with the nature of the violation and as educative as possible.

Any rule or procedure, which may cause physical or psychological harm to any student, is inconsistent with and has no justification in, a Christian community. Corporal punishment, therefore, is inappropriate within a Catholic College.

SIGNS OF SUCCESS

If the College’s policy on Behaviour Management is effective then it is probable that:

- relationships will be informal and friendly
- disagreements will be resolved by dialogue and negotiation
- misdemeanours will be few and imposition of punishments or sanctions will be infrequent
- students will accept that teachers and College requirements are fair
- students will be spoken of positively by staff
- property and the environment are respected (there will be an absence of rubbish, damage, breakage, graffiti)
- there will be a feeling of a positive College climate.

AGREED PRACTICE

- Students will be made aware of the link between behaviour and consequences in the interests of learning, harmony and safety.
- Procedures and rules will be clearly spelled out to students.
- Teachers will endeavour to be consistent in demands and application of requirements.
- Behaviour, not motivation, worth or value, will be the focus of judgment / assessment.
- Staff must comply with and apply the principles and procedures of this policy.
- Structure and process of the Welfare and Discipline Policy and workbook rules will be followed and adhered to.

BASIC PRINCIPLES

1. Every teacher is responsible for her/his classroom discipline.
2. The College discipline policy should be followed in establishing an appropriate learning environment in the classroom and beyond.
3. Students should be referred to a LOL, in the case of subject specific issues, or the Deputy only after all other strategies have been attempted and proven to be ineffective.
4. Learning Vandals are those students who purposely destroy the learning environment in a classroom. Teachers need to discern between a 'Learning Vandal' and a student who is careless in her/his behaviour. Learning vandalism is unacceptable at St Joseph's College.
5. Teachers are expected to set the tone in their classroom and are required to model correct behaviour eg in their professionalism, their speech, their promptness and the like.
6. Consistency between teachers is central to the establishment of an effective academic 'tone' in the College.
7. Teachers are expected to set standards that both challenge students to do their best and that are achievable.
8. Every student has the right to learn and achieve to the best of her/his ability. Personal success is to be promoted as a value to be aspired to.

EXPECTATIONS/RESPONSIBILITIES OF STAFF AND STUDENTS**PRINCIPAL**

- Ensure that an appropriate standard of professionalism exists amongst staff in their teaching and non-teaching duties.
- Promote and support professional development of staff.
- Communicate relevant issues with parents when appropriate.
- Uphold Gospel values as the basis for all relationships between members of the College community.
- Speak to the staff and students often about the vision for our school as a place of learning.
- Communicate expectations to staff and students of what makes an appropriate learning and teaching environment in a classroom.
- Promote learning, excellence, involvement, personal success and pride in oneself and school as values to be strived for.
- Support Deputy Principal, Coordinators and teachers in their efforts to build high standards.
- Be a credible instructional leader and an exemplary teacher.
- Communicate with the Deputy Principal, Coordinators and teachers about issues that arise to do with the classroom behaviour and the tone in the College.

DEPUTY PRINCIPAL

- Support KLAs, LOPCs and teachers in their endeavour to maintain appropriate standards.
- Communicate with Principal any concerns or issues regarding student behaviours.
- Remind teachers and students, when necessary, about expectations.
- Communicate with parents regarding any issues concerning students.
- Support the Principal in promoting and reinforcing acceptable standards and sound pedagogy.
- Model appropriate standards and practice.
- Monitor the College Merit System.
- Oversee and direct the pastoral, welfare and discipline tone of the College.

LEADERS OF PASTORAL CARE

- Ensure teaching spaces and surrounding areas (including playground areas) are kept neat and tidy.
- Build and model appropriate relationships with students.
- Support homeroom teachers in their efforts to maintain appropriate behaviours and standards.
- Communicate with Assistant Principal and/or KLAs regarding issues which arise.
- Follow through diligently and thoroughly the discipline process.
- Communicate with parents regarding issues which arise.
- Monitor student community service and the merit system.
- Support teachers and follow through any complaints by teachers about students and communicate back to the teacher action taken. (This may have to be preceded by the question... "What have you done to date to rectify the situation?"...)

- Speak to the students regularly about the value of learning and striving to reach one's potential.
- Reinforce expectations and issues raised by Principal and Deputy Principal at every opportunity (eg homeroom, year meetings, assembly).
- Teachers to be present in interviews with parents regarding student behaviours or concerns.
- Refers students to the School Counsellor when necessary.

LEADERS OF LEARNING

- Be familiar with "what's happening" in each teacher's classroom. (Regular visitation)
- Articulate to their staff clear and detailed expectations on how they want their classrooms to function.
- To follow through diligently and thoroughly the discipline process.
- Support teachers in their efforts to maintain appropriate classroom behaviours and reinforce the expectations.
- Communicate with Acting Principal and/or LOPCs regarding issues which arise.
- Communicate with parents regarding issues which arise.
- Model appropriate behaviours and relationships with students.
- Monitor student performance and achievements and promote positives.
- Provide proper instructional leadership and model to other teachers good practice and sound pedagogy (in other word, be an exemplary teacher).
- Classroom teachers to be present in interviews with parents regarding student behaviour.
- Ensure there is a common and appropriate standard of work, projects and assignments.
- Ensure that assessment policies and deadlines are kept and that communications with parents are followed.
- Ensure an adequate level and degree of homework is regularly set, checked and corrected.

CLASS TEACHERS

- Model correct behaviour and social skills (eg manners).
- Be on class on time.
- Ensure students enter room in an orderly manner.
- Students who are inexcusably late are placed on detention.
- Diaries are used according to school regulations.
- Workbook rules are adhered to by students.
- Ensure an appropriate tone and standard of behaviour is maintained.
- To follow the College discipline structures and to place students on detention having exhausted all other avenues.
- That work in each class is productive, relevant and challenging, and that a variety of strategies are employed.
- That homework is set, checked and with regular collection of work which is promptly returned.
- Keep parents informed if and when necessary of a student's lack of progress, co-operation or effort.
- Ensure room is left clean, tidy, blackboards cleaned and students leave the room in an orderly fashion.
- Students are regularly rewarded for their efforts and performance via the College merit system and that merit stamps are issued according to the criteria set.
- Maintain accurate records of homework detentions.
- Be present in interviews (with KLA/LOPC) with parents concerning their child's behaviour.
- LOLs and/or LOPCs are informed of any concerns regarding a student's behaviour or the tone of the class.

HOMEROOM TEACHERS

- To be in homeroom on time.
- Begin the day with a prayer.
- Daily notices are read.
- Rolls are marked accurately and appropriate checks followed to ensure integrity of the roll.
- Student diaries are regularly checked and signed.
- Students enter and leave the room in an orderly manner.
- LOPCs are kept informed of students not meeting expectations or not co-operating.

SPORTS TEACHERS

- To accompany students to and from sport.
- Supervise students while on sport.
- Maintain accurate rolls.
- Attend Sports Assemblies

- Supervise students upon returning from sport.
- Notify the Sports Coordinator of any students not in attendance or misbehaving.
- Ensure appropriate standards of dress, conduct and sportsmanship are maintained.

PASTORAL ASSISTANTS

- To attend pastoral care periods and assemblies.
- Assist Homeroom teachers ensuring diaries are regularly checked and signed.
- To inform the LOPC of students not meeting expectations or not cooperating.
- To deliver the pastoral care program.
- To participate in Reflection Days as required.
- To attend Speech Night as required.

TEACHERS ON PLAYGROUND DUTY

- To be on duty on time.
- Be active and mobile in supervising the area.
- Supervise the cleaning up of the area.
- To remain on duty until relieved by next duty teacher.
- Refer any matters to the Deputy Principal or LOPC.

CASUAL RELIEF TEACHERS

- To familiarise oneself with the College's Welfare and Discipline Policy.
- Lessons are delivered as per teacher's instructions.
- To maintain effective classroom standards as per outlined for classroom teachers.
- Consult with relevant LOL as required.
- Arrive at school by 8:30am and prepare for the day's schedule of lessons and leave at 3:30pm following afternoon homeroom.
- Extra duties may be required upon request by Principal or Deputy Principal.
- To be aware of the College's professional dress standards.

EXPECTATIONS/RESPONSIBILITIES OF STUDENTS

- Be at class on time.
- Wait outside the classroom and move into the room in an orderly manner, when instructed by the teacher. Year 11-12 may enter the room before the teacher arrives unless otherwise specified.
- Listen to and follow instructions by the teacher and listen to other students.
- Be courteous and polite to teachers and other students.
- Engage positively in classroom activities.
- Allow an appropriate learning environment to exist in the classroom.
- Complete homework as required and on time.
- Keep the classroom neat and tidy.
- Take personal pride in your school work and endeavour to achieve to your full ability.
- Follow procedures regarding the merit system.
- Bring appropriate books (including diary) and equipment to every lesson.
- Make sure the diary is signed weekly.
- Keep the diary free of graffiti and in a good condition.

DISCIPLINE STRUCTURE

The discipline structure at St Joseph's College is inclusive of all behaviour and conduct of the students whether they are at sport, in the classroom, on the playground or while on excursion. It is essentially linear in structure, however, teachers should ensure that they maintain fair and just procedures and deal with breaches of the discipline code as they arise.

Vandalism of Learning and Justice:

"A consistent and demanding but not inhumane, discipline is not incompatible with sensitive pastoral care. To fail to address even low-level but consistent disciplinary problems is not being truly caring to the individuals concerned." (1)

We define Vandalism of Learning as:

“Pupils who through a variety of distracting and disruptive behaviours cripple the effectiveness of the teaching/learning environment.” (2)

The challenge for the staff:

“Significant inroads will not be achieved in the short term – staff have to work hard on it in a sustained way for a way for a period of time to establish a better tradition of self-discipline and learning.” (3)

It is therefore essential that all staff address discipline problems as they arise.

Strategies for use by teachers:

- isolate student in the room from friendship group
- supervised lunchtime detention to make up for last time, work
- self-review reflection – this can be completed that night and signed by parents
- referrals to LOL if earlier strategies prove unsuccessful
- ask students to apologise to the class if the lesson has been disrupted
- restate expectations you have of students in your class
- take time to explain to students what is inappropriate about their behaviour

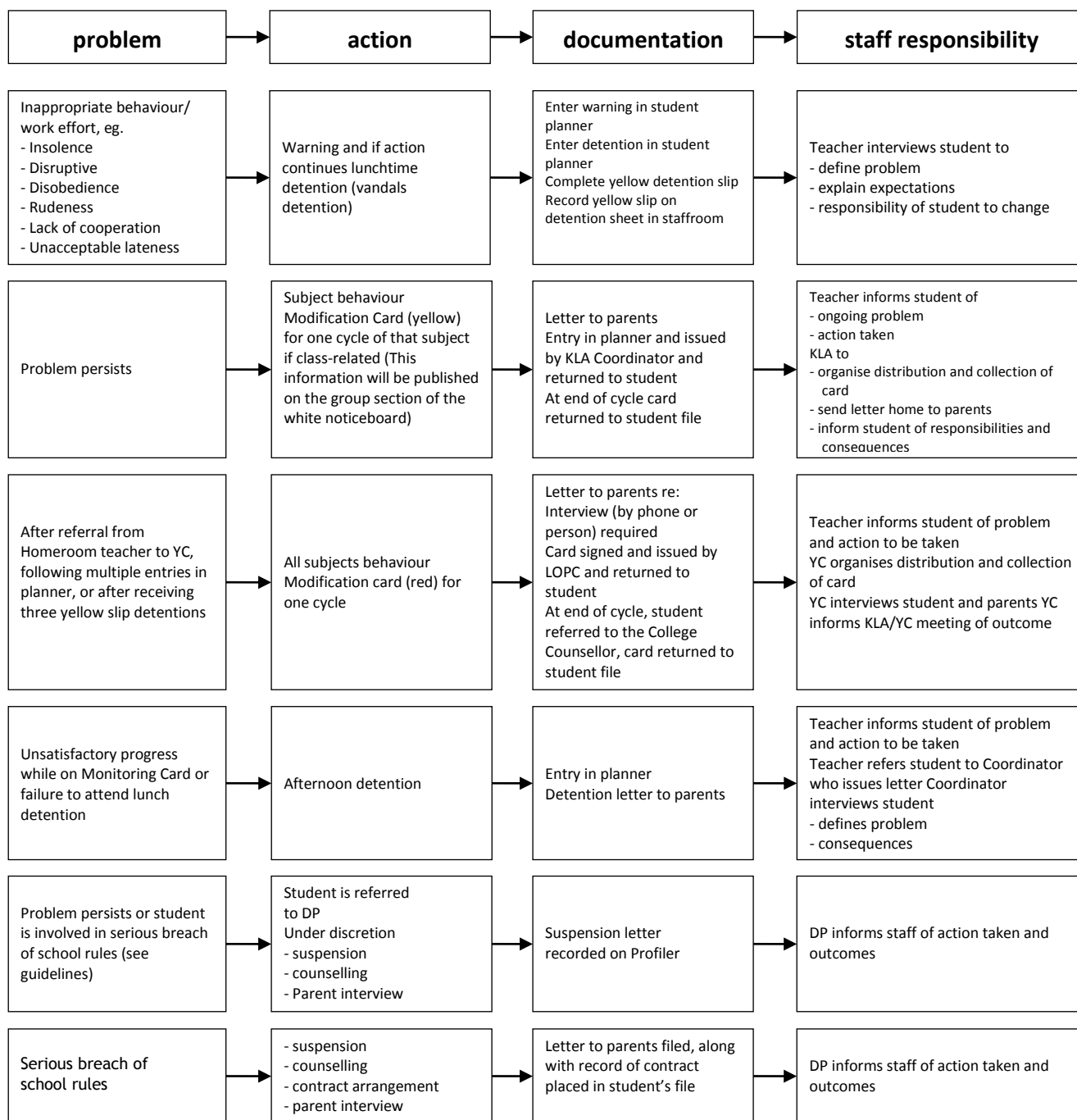
[(1), (2) & (3) – The Vandalism of Learning: Crawford and Rossiter]

What is not acceptable or appropriate:

- meaningless extra work (eg. writing lines)
- sarcasm
- prolonged removal from room
- detaining students during recess or for the whole of lunch

Should these measures prove ineffective, staff are asked to refer to the Discipline Chain.

DISCIPLINE CHAIN



EXPLANATORY NOTES

AFTERNOON DETENTION

After school detention is for serious discipline breaches (which include repeated offences) or for student failure to report for lunchtime detention. Consequently, students may be placed on afternoon detention only by LOLs or LOPCs. Detention notification will be recorded in the relevant section on Profiler by the issuing coordinator. Parents must be given reasonable notice of detention (at least 24 hours).

CLEAN UP DUTY

Clean up duty is seen as a fair and reasonable option for staff to address minor breaches of the discipline code that do not warrant a lunch time vandals detention. The majority of these breaches will take place out of the class room and involve issues of incorrect uniform.

When a breach occurs or noticed the student is to be questioned by the staff member. A note is placed in students diary informing home of the issue. Teacher informs the student to see the teacher on Quad duty at lunch for a 5 minute clean up duty.

Students name and reason is placed on proforma kept in folder on shelf near staff room door.

Teachers on Quad supervision (predominately Year Coordinators) take folder out to supervision at lunch, mark off names as students report and direct students to areas to see staff on duty and complete 5 minutes of clean up.

A green slip is given to students to present to the supervising teacher of area sent to who signs it. Student returns the slip to the teacher on Quad duty.

Students who fail to show have clean up time extended.

CORPORAL PUNISHMENT

Corporal punishment is not permitted at St Joseph's College under any circumstances.

PHONE CONTACT

Parents should be contacted for serious breaches of the discipline code such as afternoon detentions. It is often best to speak personally with a parent, explaining the issue in advance to any written communication arriving home.

SUSPENSION OR ISOLATION FROM CLASS

Students will be suspended or isolated from class for any of the following extreme cases -

- serious breaches of school rules;
- repeated disobedience or disregard for school uniform code;
- possession or use of drugs or weapons at school;
- outrageous behaviour;
- bringing the College into disrepute; and/or
- one-off situations, eg.
 - fractional truancy;
 - smoking;
 - stealing;
 - vandalism;
 - fighting; and/or
 - disobedience having had reasonable direction.

Students returning to school/class will be placed on monitoring card.

SUSPENSION AND EXPULSION OF STUDENTS

Statement of policy

Once students are enrolled in a parish school they and their parent(s)/carer(s) become part of the parish and the system of Catholic schools in the Diocese of Lismore.

This policy embodies and guides the living out of *Catholic Education in the Diocese of Lismore, Foundational Beliefs and Practices - The Essential Framework in Parish School Communities*.

Any decision to remove a student on a temporary basis from the full life of the school will be as a result of a documented and transparent process. This process will give due consideration to the confidentiality of all parties. Procedural fairness, consultation and appropriate pastoral and educational support will inform all decisions.

Scope

This policy and these procedures apply to students enrolled in parish schools in the Diocese of Lismore.

Principles

- Enrolment in a parish school involves mutual rights and responsibilities of the principal and staff, the parent(s)/carer(s), and the student.
- The parish school values the worth of every individual student and has a focus on student wellbeing and pastoral care.
- Restorative practices that focus on the rebuilding of relationships are important.
- The decision to suspend a student rests with the parish school principal. The principal will take into account the fact that students have different levels of maturity and understanding.
- The promotion of quality teaching and learning is a fundamental obligation of all who are involved in Catholic education.
- Parish schools are educational communities and all members are entitled to a safe environment conducive to quality teaching and learning.
- Procedural fairness is demonstrated in the decision making process.
- Confidentiality is an essential consideration when dealing with matters of suspension.
- Matters that have resulted in any suspension need to be attended to as soon as possible so a return to school plan can be enacted.
- The expulsion of a student is an option considered only in exceptional circumstances.

Definition

Procedural fairness

Procedural fairness includes the right to be heard, the right to be treated without bias, the right to be informed of complaints being made and to be provided with an opportunity to respond to them and the right to information regarding the status of the complaint.

In matters relating to suspension it is important that all involved are accorded procedural fairness.

Investigation and decision making

While separating the two steps of investigation and decision making may not always be possible it is advisable to do this as far as it is practicable. A suspension decision should not be made until all the facts are known, the student has had the opportunity to respond, the parents are involved and, in serious cases, the student has had an opportunity to obtain advice.

Further advice on investigation and decision making can be found in the appendix to this policy.

Suspension

There are two forms of suspension:

1. **In school suspension.** The school changes the formal learning arrangements of the student so that the student does not attend regular class and school activities for the duration of the in school suspension. Appropriate supervision and work are provided during this period in a space separated from the student body. Generally the student would not participate in special school events held during the in school suspension period.
2. **Out of school suspension.** The principal has the delegated authority from the Director of Catholic Schools to suspend a student from school. While the principal is on the school premises the responsibility is not delegated to other staff. If the principal is off the school premises the responsibility can be delegated to the Assistant Principal or the next senior person on staff. A principal must inform the person prior to departing the premises that they have the responsibility to act on behalf of the principal.

Out of school suspension is designed to allow a period of time when the school, parent(s)/carer(s) and the student involved can work together on the resolution of the problem that has led to the student's suspension. In such cases the parish priest and Catholic Education Office should be informed and a record kept. Therefore, the student's right to attend school has been withdrawn for a defined period of time. Responsibility for the student's safety and welfare during this time is transferred to the parent or caregiver. The student is not to be on the school premises during this period.

Duration of suspension

The duration of any suspension is an important decision. Factors that must be considered include issues such as any previous suspension, the age of the student, family and personal circumstances, recognised disability, the behaviour in question and its impact on others.

Suspensions of 1-3 days can be determined by the principal without reference to the Education Consultant. Suspensions over 3 days are considered very serious and can be determined by the principal only after consultation with the Education Consultant. A suspension of 10 days or more is considered exceptional and can only be determined by the principal after consultation with the Director of Catholic Schools.

A complete record which includes the student's name, reason for suspension, the type of suspension and length of suspension must be kept at the school in all cases (see Appendix 2). In the case of long term suspensions (over 3 days) notification to the Assistant Director Education Services on the correct form is required within 24 hours. This information will be required by the Catholic Education Office as part of diocesan compliance.

The school has a responsibility for the educational wellbeing of the student while on suspension and must put in place appropriate measures to ensure the student's learning needs are catered for during this period.

Re-entry Meeting

A re-entry meeting must be conducted before the student's return to school. The principal will inform the parents who will be in attendance at the re-entry meeting. The student should be present. The principal may decide to extend the suspension if the re-entry meeting does not meet the desired outcomes.

Parent involvement in suspension

See Appendix 1 for information on parent involvement in suspension. Questions relating to the suspension can be made in the first instance to the Principal. If the issue cannot be resolved at that level the student, parent(s)/carer(s) may discuss the matter with the Education Consultant.

Negotiated Transfer

When all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour, a negotiated transfer may be considered. Negotiated Transfer means a documented and mutually agreed move to another school is arranged. Generally such transfers are managed by the Education Consultant in consultation with all relevant parties in both schools, including the parish priest, and with the parents of the student involved. A Negotiated Transfer may be considered as a way of giving a student a "fresh start".

Responsibilities

While the actions detailed in this policy will apply to a minority of students, it is essential that parish schools clearly communicate on a regular basis to all parents, carers, students and staff, school policies on student management, complaints handling and behavioural expectations.

Clear documentation and communication play an important role in ensuring that decisions and actions are based on published principles and follow pastoral and consistent processes. Reference to school procedures in matters relating to suspension should be made in school pastoral care / welfare / discipline policies.

Record Keeping

All records pertaining to any incident involving suspension must be carefully recorded, filed and retained according to the Diocesan Student Records Policy. The Catholic Education Office may seek information from schools on the number, reasons for and frequency of suspension and expulsion decisions.

Expulsion

The expulsion of a student from the community of a Catholic parish school should only be considered in exceptional circumstances. A principal can only expel a student after consultation with the parish priest and the approval of the Director of Catholic Schools.

Parents are notified of the expulsion decision by the principal.

Right of appeal against expulsion

Students and their parent(s)/carer(s) have the right to request a review of the expulsion.

Parents have a right of appeal through the Director of Catholic Schools.

Any review of a decision to expel will reference all relevant records to determine if principles of procedural fairness were followed in the decision making process.

APPENDIX 1

Investigation and decision making considerations

Before a suspension or expulsion decision is made principals are to ensure that:

1. A methodical and comprehensive investigation of the incident(s) has occurred and all available witnesses have been interviewed.
2. All matters raised in any interview/investigation are recorded in writing and kept according to the Diocesan Student Records Policy.
3. The student has been heard in the matter(s) under investigation and has had the opportunity to respond to the complaint(s).
4. The age, developmental levels and specific needs of the student have been taken into consideration in the investigation. Consideration has been given to extenuating circumstances before any action is taken.
5. The student understands the decision timeline and the steps that will be taken in any investigation.
6. Where possible a second school based adult should be present in interviews where the incident involves the possibility of suspension or expulsion.
7. As far as possible the student's parent(s) have adequate and timely information on the incident, time to assess the information and the opportunity to respond to the complaint(s). Parents have the right to be present for interviews particularly where suspension or expulsion is a possibility.
8. A letter detailing the incident and reasons for suspension is provided to the parent.
9. Parents are aware of the right of appeal mechanism.
10. The principal may decide that immediate suspension is appropriate and at times essential when issues involve possible criminality, intimidation, serious breaches of the school's Code of Conduct or concerns about the safety of staff and students.
11. In the case of an immediate suspension the Parent/Caregiver must be informed. Students are never to leave the parish school premises until parents/caregivers have been notified and arrangements for the student's return home have been confirmed.

APPENDIX 2

Record Keeping

A yearly record is to be kept at the school which includes the following information:

Year:	Detail
	Student name
	Class teacher
	Date of suspension
	Length of suspension
	Reason for suspension
	Date of reentry meeting
This was the student's [] suspension	Number
	Location of all correspondence

The Catholic Education Office will require schools to produce suspension data.

Student Suspension Record Short term suspension (1-3 days)

Suspensions of 1-3 days can be determined by the principal without reference to the Education Consultant.

Student Suspension Record Long term suspension (4-10 days)

Suspensions of 4 days to 10 days are considered very serious and can be determined by the principal only after consultation with the Education Consultant.

Long term suspensions must be recorded on the appropriate form in the Violence on Schools Package. A copy is to be forwarded to the Assistant Director Education Services within 24 hours and a copy must be kept at the school. Also included in the Violence in Schools Package are copies of correspondence relating to suspension decisions.

Student Expulsion Record

A record is kept at the school of expulsion decisions. The record includes:

Year	Detail
	Student name
	Class teacher
	Date of expulsion
	Reason for expulsion
	Date Director and Parish Priest first notified of concerns
	notified of concerns
	Location of all correspondence

The Catholic Education Office will require schools to produce suspension data.