

# Heatherton Christian College

## Secondary Student Behaviour Management Procedures

No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it. ... *Hebrews 12:11*

Attention to “Behaviour Management” is a key to training in righteousness, which is what Jesus calls us to, and for those who follow Christ, righteousness is part of our true identity. We however, do not always walk in this identity. Heatherton Christian College, Behaviour Management is really belief management. Who do we believe Christ has made us to be? Light, salt, lovers of God, self and others, holy, growing in the fruit of the Spirit, self-disciplined. Poor behaviour forms habits that pull students away from being who Christ calls them to be. Behaviour management at Heatherton seeks to speak to the child’s potential rather than their performance, not to ‘call them out’ but to ‘call them up’ to who they were created to be.

Poor behaviour is of course symptomatic of what scripture (in Romans 6, for example) calls ‘sowing to the flesh’ and it does reap a harvest if allowed to settle and grow. We therefore seek to quickly redirect students to believe they are self-disciplined and can choose right, healthy, diligent, wise behaviours if they seek to do so. That also, they are part of a community where their role is to do their part to build others up, through their words, actions and example.

The intention is never to bring condemnation, but rather correction.

The Behaviour Management Procedures also seeks to recognise examples of excellent behaviour shown by students. It is a way to celebrate and recognise the positive contribution wise choices make to their own development and to the lives of those around them.

It is important to realise that the behaviours listed, along with the actions and consequences, are not intended - nor are they to be seen - as an exhaustive or complete list. They should however act as a guideline for reasonable responses by the school to student actions and for when communication to/with parents would be felt helpful or necessary. As a guideline, the procedures are not to be seen as fixed or inflexible when a situation and requires another reasonable approach. These procedures are written to aid the school in a consistent approach across the different year levels and by different staff. It should also give students and parents a confidence in how the school looks to manage student behaviour.

# Heatherton Christian College

## Secondary Student Behaviour Management Procedures

### Merits

Merits	
Merits are given to students for showing Christian character in line with the “5 Foundations of a healthy, whole Heatherton student”, a willingness to go above and beyond in quality of work, achieving excellent improvement, serving others or for “Random acts of kindness”	
Characteristic or Behaviour	Action
<b>Spiritual (Heart)</b> <ul style="list-style-type: none"> <li>• Joyful</li> <li>• Faithful</li> <li>• Prayerful</li> <li>• Secure in Christ</li> </ul>	5 Merits = <b>Merit certificate</b> presented in Monday Sub school assemblies
<b>Emotional (Soul)</b> <ul style="list-style-type: none"> <li>• Resilient</li> <li>• Humble</li> <li>• Confident</li> <li>• Honest</li> </ul>	
<b>Academic (Mind)</b> <ul style="list-style-type: none"> <li>• Diligent</li> <li>• Lifelong learner</li> <li>• Creative thinker</li> <li>• Effective communicator</li> </ul>	3 <b>Merit Certificates</b> = <b>Letter of commendation</b> , presented in Secondary assembly
<b>Physical (Body)</b> <ul style="list-style-type: none"> <li>• Disciplined</li> <li>• Determined</li> <li>• Courageous</li> <li>• Collaborative</li> </ul>	
<b>Social (Neighbour)</b> <ul style="list-style-type: none"> <li>• Empathetic</li> <li>• Generous</li> <li>• Just</li> <li>• Missional</li> </ul>	2 <b>Letter of Commendations</b> given at end of Term Secondary Assembly
<ul style="list-style-type: none"> <li>• Good sportsmanship</li> <li>• Random act of kindness</li> <li>• Achieving good level of improvement in effort and studies</li> </ul>	

## Demerits

### LEVEL 0

**These behaviours should be dealt with by the classroom teacher – no Compass recording of these but teachers should keep track of patterns of these behaviours**

Behaviour	Action	Consequence
<ul style="list-style-type: none"> <li>• Minor disturbances</li> <li>• Student out of seat</li> <li>• Poor work ethic in class</li> <li>• Not bringing correct equipment to class</li>   <li>• Not wearing a hat outside during Terms 1 &amp; 4</li>   <li>• “Out of bounds” within the school grounds</li>   <li>• Inside classroom when not authorised or without a teacher</li> </ul>	<p>Teacher to apply own classroom management strategies eg.</p> <ul style="list-style-type: none"> <li>• reminding of rules &amp; expectations</li> <li>• student moved to another seat,</li> <li>• teacher maintaining close proximity to student</li> <li>• student kept back and spoken to after class</li> <li>• note taken by teacher,</li>   <li>• Student sent to undercover area by the Yard Duty teacher</li>   <li>• Students sent to “in bounds” area</li>   <li>• Student sent out of classroom to line up (before class) or outside (recess or lunch)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning or action as described</li> </ul>

### LEVEL 1

**Warning & recording in Compass Chronicle - (1 point)**

Behaviour	Action	Consequence
<ul style="list-style-type: none"> <li>• Accruing three or more Level 0 Warnings</li> <li>• lateness to class and lateness to school (without valid excuse)</li> <li>• chewing gum in class or during school time, or littering</li>   <li>• incomplete class work or minor homework</li>   <li>• Repeated instances of not bringing required equipment to class (eg. Diary, books, iPad)</li>   <li>• low level inappropriate use of iPad (eg using them without permission, using or playing games before class or at recess/ lunch)</li> <li>• use of mobile phone during school hours</li> <li>• low level inappropriate verbal comments or language</li> </ul>	<ul style="list-style-type: none"> <li>• Warning &amp; recording in Compass Chronicle</li>   <li>• Chewing gum removed and placed into bin</li> <li>• Student picks up litter and cleans up general area around them</li>   <li>• Student completes work not done in a timely manner. Possible reduction in grade</li>   <li>• Teacher issues a warning and makes a note of this. Repeated issues lead to further action (LTD)</li>   <li>• Possible confiscation of iPad for the remainder of the lesson or during recess / lunchtime</li>   <li>• Phone confiscated by teacher and given to appropriate Head of Sub School. Student to collect phone at end of the day</li> <li>• Spoken to by teacher. Apology expected by student</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken to by relevant teacher</li> <li>• incident / issue recorded in Compass Chronicle for each offence</li> </ul>

LEVEL 2 Lunchtime detention (LTD) - (2 points)		
Behaviour	Action	Consequence
<ul style="list-style-type: none"> <li>• accruing three Level 1 Demerits</li> <li>• not wearing correct uniform without an explanatory note from parents</li> <li>• disobeying a reasonable teacher request / showing disrespect to a staff member</li> <li>• reckless or thoughtless behaviour potentially putting others at risk</li> <li>• lower level discrimination, bullying (cyber or other) or intimidation</li> <li>• accessing inappropriate sites on school internet</li> <li>• leaving class without permission during lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Student receives notification through Compass</li> </ul>	<ul style="list-style-type: none"> <li>• Student attends Lunchtime detention (please refer to LTD procedures below)</li> </ul>

LEVEL 3 – Amber level After school detention and letter sent home - (3 points)				
<p>These and other similar offences listed below may result in an after-school detention with a senior teacher from 3.30 - 4.15 pm on a specified day. Heads of School will be the ones to issue an After school detention after interviewing the student, with a letter sent home to parents informing them of the detention.</p>				
Behaviour	Action	Consequence		
<ul style="list-style-type: none"> <li>• accumulating 4 lunchtime detentions in a term</li> <li>• plagiarism / cheating on test or exam**</li> <li>• deliberately and publicly disobeying a reasonable teacher request / arguing with or showing disrespect to a staff member</li> <li>• offensive or abusive language</li> <li>• reckless and / or dangerous behaviour putting themselves or others at risk of injury (including physically striking or pushing with low level force)</li> <li>• deliberately missing or not attending class without permission or a valid excuse</li> <li>• low level verbal or physical discrimination, bullying (cyber or other) or intimidation (<b>Note</b> - may also be deemed as a <u>Level 4 offence</u>)</li> <li>• wilful and deliberate damage to property / theft of student property</li> <li>• graffitiing a surface (eg desk, wall, pathway, furniture etc)</li> </ul> <p><i>**Plagiarism / cheating on test or exam will warrant a zero grade being applied to the section, piece of work or test / exam in question and possible resubmission of work</i></p>	<b>1<sup>st</sup> Amber Level</b>			
	<b>1<sup>st</sup> Action</b>		<ul style="list-style-type: none"> <li>• Students to complete Responsible Choices worksheet</li> <li>• Meeting and discussion with HOSS</li> <li>• Written student apology as deemed appropriate</li> </ul>	
	<ul style="list-style-type: none"> <li>• Recorded in Compass by teacher, parent phoned by HOSS and letter sent home</li> <li>• Interview with Teacher &amp; Head of Sub School (HOSS)</li> </ul>			
			<b>2<sup>nd</sup> Amber Level</b>	
			<b>2<sup>nd</sup> Action</b>	
		<ul style="list-style-type: none"> <li>• Students to complete Responsible Choices worksheet</li> <li>• Meeting and discussion with HOSS</li> <li>• Written student apology as deemed appropriate</li> <li>• Student Responsible Choices contract put in place</li> </ul>		
		<b>3<sup>rd</sup> Amber Level</b>		
		<b>3<sup>rd</sup> Action</b>		
		<ul style="list-style-type: none"> <li>• As per 2<sup>nd</sup> Amber level</li> <li>• Meeting with Chaplain as deemed necessary to support student</li> <li>• Exclusion from incursions/ excursions / sport days</li> </ul>		
		<b>4<sup>th</sup> Amber Level</b>		
		<b>4<sup>th</sup> Action</b>		
		<ul style="list-style-type: none"> <li>• As per 3<sup>rd</sup> Amber level</li> <li>• Exclusion from Camps</li> </ul>		
		<ul style="list-style-type: none"> <li>• Recorded on Compass Chronicle</li> <li>• Parent interview with HOSS, HOSW &amp; Chaplain</li> </ul>		

## LEVEL 4 (1<sup>st</sup> Red Level)

### Suspension – duration and type of Suspension to be determined by the severity of the offence(s)

Behaviour	Action	Consequence
<ul style="list-style-type: none"> <li>• Accumulation of several Level 3 offences over a short period of time</li> <li>• wilful and deliberate defiance of a teacher, Head of Sub School, Head of Student Wellbeing or Head of Campus</li> <li>• very serious accidental or intentional damage to school or student property</li> <li>• theft of another student's property or college property</li> <li>• discrimination, bullying (cyber or other) or intimidation towards other students</li> <li>• physical violence directed towards another student (including physically striking or pushing with a level of force)</li> <li>• leaving the College premises without permission</li> <li>• deliberate sharing of inappropriate material (online or physical) considered to be:               <ul style="list-style-type: none"> <li>• discriminatory</li> <li>• racist,</li> <li>• pornographic,</li> <li>• blatantly opposed to a Christian worldview**</li> </ul> <p>This also includes posting and sharing of different forms of media without consent (such as images, video, audio of others) **</p> <p><i>* Plagiarism / cheating on test or exam at VCE will warrant a zero grade being applied to the section, piece of work or test / exam in question.</i></p> <p><b>**Note</b>, this may be deemed as a Level 5 offence depending on the severity.</p> </li> </ul>	<ul style="list-style-type: none"> <li>• Parents to meet with Head of Sub School, Head of Secondary &amp; possibly the Head of Student Wellbeing (Depending on the level of severity the Head of Campus may be involved in these meetings)</li> <li>• Follow up counselling provided by relevant staff (including College Chaplains) as deemed necessary</li> <li>• Repeated Internal Suspensions ... See extra notes below.</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded on Compass Chronicle</li> <li>• Internal or External Suspension may be from 1 to 4 days depending on the circumstances, intentionality and seriousness of the offence.</li> <li>• If Internal suspension, students work in isolation in the Meeting Room or Head of Campus office having different break times to other students - mobile phone to be handed in at the beginning of the day and collected at the end of the day</li> </ul>

## LEVEL 5 (2<sup>nd</sup> Red)

### Possible expulsion at the discretion of the Executive Principal

Behaviour	Action	Consequence
<ul style="list-style-type: none"><li>• accumulated Level 4 Actions</li><li>• further level 4 offences after 3 Suspensions</li><li>• behaviour that threatens the health and/or well-being of staff, volunteers and/or students</li><li>• serious discrimination, bullying or intimidation against other students</li><li>• physical violence towards student or staff member</li><li>• possession of or supplying of weapons</li><li>• sexually immoral behaviour at school or during camp</li><li>• smoking or associating with smokers</li><li>• drug possession and/or use, supplying of drugs</li><li>• alcohol possession and/or consumption or supplying alcohol to others</li></ul> <p><i>*Note: Any other inappropriate behaviour as determined by the College Leadership could result in a demerit, an immediate action and in the case of serious misconduct, suspension or exclusion.</i></p>	<ul style="list-style-type: none"><li>• These and other similar offences can, at the discretion of the Head of campus or Executive Principal, warrant expulsion from the college.</li><li>• Parents and the child to meet with the Head of Campus and Head of Secondary initially, then, if proceeding to an expulsion, with the Executive Principal &amp; Head of Campus</li></ul>	<ul style="list-style-type: none"><li>• Decision made on whether to continue with the student's enrolment or, if not an expulsion, to decide on the level of Suspension</li><li>• Recorded on Compass Chronicle</li></ul>

## EXTRA NOTES

### Level 2 - LTD (lunchtime detention) procedures

Lunchtime detention will be allocated by teachers on the next available lunchtime, preferably the same day or the following day. These detentions will be supervised by a rostered teacher from 1.00 pm until 1.20 pm. All students must attend until 1.20 pm after which they will be dismissed. Lunch may be eaten during the detention.

During the detention, if the detention is due to work not completed, students should work on that specific work. Students who are on detention for other reasons must bring some meaningful school work to complete. During detention, students will also need to resolve what they can do to avoid repeating the behaviour that brought them to the detention.

Students receiving multiple detentions through a term may be interviewed by their Head of School to discuss the reasons for this repeated pattern. If the Head of School deems it helpful or necessary, parents may be contacted and further action such as an after school detention or the use of a student contract.

### Level 3 – After school detention and letter sent home

Heads of Sub School may also choose to implement Student Behaviour Cards in order to provide ongoing feedback to students to help them develop improved patterns of behaviour.

## **Level 4 - Internal Suspension – duration to be determined by the severity of the offence(s)**

These and other similar offences result in an internal suspension issued by the Head of Campus. Head of Secondary and the Heads of Sub School would also be authorised to implement Student Behaviour Cards in order to provide ongoing feedback to students to help them develop improved patterns of behaviour.

The first 2 suspensions should be overseen by the Head of Secondary and involve an interview with parents. The third internal suspension should include an interview with the Head of Campus, Head of Secondary, the student and their parents and would require that the action be remedied immediately and behaviour show a consistent improvement in order for the student to maintain their enrolment at the College.

Counselling may therefore be either recommended or mandated and would be coordinated by the Head of Student Wellbeing. A student may, furthermore, be placed on a written contract to be signed by the student and at least one parent such that a breach of this contract would likely result in his or her expulsion from the College. A student who shows an unwillingness to make restitution for the offences leading up to this stage and/or a lack of remorse may move the issue into a Level 5 offence.

## **Level 5 - Possible expulsion at the discretion of the Executive Principal**

A accumulation of Level 4 offences or a Level 5 offence can, at the discretion of the Executive Principal, warrant expulsion from the college. Some offences may warrant police involvement. Parent interviews would be conducted as a part of the implementation of expulsion procedures by the Head of Campus and the Executive Principal.

## **HCC Behaviour Management procedures.**

### ***Parents***

Parents are informed about the procedures by them being posted in Compass. In considering what is right behaviour, the school looks to partner with parents in maintaining behaviour consistent with the hopes of a Christian home. Unity between home and school gives an important sense of security for the child, where loving 'authorities' in their life are working together. Parents show this unity to their children when they help their child fulfil the school expectations for behaviour, including uniform, grooming and homework. Parents are also encouraged to contact the College at any time to discuss their child's progress or welfare.

### ***Teachers***

Classroom teachers provide lessons which are relevant and which will assist students in their learning. They will help students whenever possible and will offer advice when they feel it is needed. In the first instance, teachers are responsible for dealing with any discipline problems in their class. They will notify the Head of School of any ongoing discipline issues and they will reward student effort and achievement when appropriate. They can also liaise directly with parents when necessary.

### ***Heads of Sub School***

The Heads of Sub School are the next level support for student behaviour change after the class teachers and Homeroom. They work closely with students, staff, chaplains, parents and the Head of Secondary in providing both encouragement and assistance in dealing with behaviour management issues.

### ***Head of Student Wellbeing***

The Head of Student Wellbeing will be involved in student issues of an ongoing or serious nature and will seek to be proactive in raising and working to deal with student issues before they become more serious in nature. Will work closely with the Heads of Sub School and Chaplains to improve student wellbeing in the college.

### ***School Chaplain***

The School Chaplain is able to assist students in solving problems that impact on their school life. Students and parents have direct access to this confidential service. Chaplains may also become involved in a situation as deemed helpful, usually by Heads of Sub School.

### ***Head of Secondary***

The Head of Secondary provides leadership and direction in relation to the Behaviour Management procedures at Heatherton Christian College and supports the staff and Heads of Sub School in implementing the procedures. Serious discipline issues may be referred directly to the Head of Secondary.

### ***Head of Campus***

The Head of Campus provides the key leadership and direction in relation to the Discipline Policy and Student Behaviour Management Procedure at Heatherton Christian College and supports the staff and school leadership in implementing this policy. The Head of Campus encourages an atmosphere which allows all students to achieve their personal best in all areas of school life and has the authority to take immediate action in situations where serious student misbehaviour occurs.

Primarily, their involvement will be sought where the issue is affecting the wider school community or there is involvement with outside agencies – e.g. police or child welfare. They will work closely with the Executive Principal should a student reach the point of facing expulsion from the school.

### ***Executive Principal***

The Executive Principal will have the final say on whether a student is to be expelled from the college.