

## 3.0 Students

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### 3.5 Conduct and Discipline

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## Conduct and Discipline

### THE XXX WAY

*The XXX Way is a unique and on-going experience that inspires boys to develop confidence and humility.*

*It is built on a set of core values that shape our shared expectations about the way we work and play together.*

The core values and their affirmations are:

**Love                  Integrity                  Respect                  Excellence                  Service**

#### **Love**

As a loving person I show my love with thoughtful acts and kind words. I feel empathy with all that God has created.

#### **Integrity**

As a person with integrity I stand up for what I know is right. I am honest and sincere with myself and others. I do the right thing even if it is not the easiest or most popular choice.

#### **Respect**

I respect the dignity of others and treat them with consideration and courtesy, just as I would like to be treated myself.

#### **Excellence**

I strive to give my best effort in all that I do. I have the courage to set my own goals, using determination and patience to fulfil my potential.

#### **Service**

I look for opportunities to be of service to others. I am thoughtful and do not wait to be asked to act in a caring way. I make a positive difference to my neighbours and the world.

### PROCEDURES, RULES AND CONSEQUENCES

Courtesy and common sense are the guidelines for all behaviour by students, staff and parents in our community. We can expect consequences from using them or neglecting them in our daily interaction with each other. If they are adhered to we will have a School environment which is caring, tolerant, orderly and happy.

The basic classroom rules are:

- arrive quietly and on time
- respect the rights of others to work and learn
- wear the correct, clean uniform
- treat others with consideration and respect
- bring the appropriate equipment and homework

Some behaviours are strictly forbidden and will be viewed seriously, resulting in the withdrawal of privileges, appropriate community service within the School and or notification of parents:

- fighting
- vandalism (Parents will be notified of damage to be made good)
- bullying including cyber bullying
- verbal abuse
- bad language
- wilful disobedience of reasonable directions
- theft
- unsafe play

### **Uniform**

Boys are to wear their uniform correctly and with the correct items. A note is required for incomplete uniform to your son's teacher. (See uniform requirements for what is appropriate).

### **Hair**

It is recommended that boys do not dye their hair and that hair is free from hair gel or spray. Hair is to be kept short and tidy.

### **Deodorant**

Roll on deodorant is acceptable at School. However spray deodorant is not permitted.

### **Money**

It is neither necessary nor desirable for boys to have money with them at School except as required for use on public transport. We would be grateful for the cooperation of parents in this matter. Boys should be strongly discouraged from entering shops either on the way to or from School.

## **BULLYING AND WHAT CAN BE DONE ABOUT IT**

### **What is bullying?**

There are three common features:

- it is deliberate hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves.

There are three main types:

- physical - hitting, kicking, taking belongings, unwanted touching
- verbal - name calling, insulting, racist remarks, threats
- indirect - spreading of nasty stories, excluding someone from groups.

### **What is the School's policy?**

The School has a **zero tolerance** policy with regard to bullying and will investigate all complaints made by students, parents and teachers. A counselling strategy termed the "Peer Accountability Programme" has been used effectively with many reported cases to date and offers our community a guided process to assist students solve problems of bullying and teasing within the peer group. The School will determine the appropriate course of action in each case.

### **What does the School need to assist it in combating this problem?**

Often the School is informed about instances of bullying, which have been going on for months or even years. Nothing can be done if the School is not informed. If you suspect that your son is being bullied contact the **Deputy Principal on xxxxx**

### **What is the “Bottom Line?”**

If a boy persists with bullying behaviour after counselling and a parent conference he may be asked to leave the School.

## **THE PEER ACCOUNTABILITY PROGRAMME ACTION PLAN**

**NB: The School’s definition of bullying, above, must be read in conjunction with this action plan. Behaviour that is not defined as bullying is handled through the School’s discipline procedures.**

When bullying has been observed or reported, the School uses the Peer Accountability Programme to promote the necessary changes in peer group behaviour. This programme, explained in brief below, is a well-researched, well-documented and effective process to counter bullying. Its principal attributes are that it:

- places ownership of the problem within the peer group
- empowers the boys to bring about changes in their environment
- supports their plan with assistance from appropriate staff
- avoids blaming any individual or group. Blame exacerbates the problem.

The School library has videos and books about this approach, which parents are welcome to borrow.

The following steps outline the Peer Accountability Programme:

### **Step One: Talk with the victim**

The Deputy Principal encourages the victim to describe how he feels about what has been happening to him. The purpose is not to discover factual evidence about this or other events, but rather to be reflective. We also explain the steps that are going to be used. It is vital that the victim understands and gives consent to the process. We conclude the initial meeting by:

- checking that nothing confidential has been discussed which should not be disclosed to the group;
- asking the victim to suggest the names of those involved;
- asking the victim for some friends that he would like to be with him as support;
- inviting the victim to produce a piece of writing or a picture which will illustrate his unhappiness;
- offering the victim an opportunity to talk again at any time during the procedure if things are not going well;
- contacting the victim’s parents to inform them of the process;
- the parents of boys engaging in the bullying are not informed at this 'first offence' stage. It is a problem-solving approach and the students themselves are accountable for a positive outcome. Any repeat of the behaviour with the same or another boy within the period of one year will be reported to parents (see Further Action below).

### **Step Two: Convene a meeting with the people involved**

The boys who have been identified, including those who are in a supportive role, are brought together. This is done in an area away from the classroom setting.

### **Step Three: Explain the problem**

The problem is explained and the story of the victim’s unhappiness is recounted using the piece of writing or drawing to emphasise the distress. Details of the incidents or allocation of blame as to who is responsible are not discussed.

### **Step Four: Share responsibility**

When the account is finished the following statements are made to the group:

- no one is in trouble or going to be punished;
- there is a joint responsibility to help the victim to be happy and safe;
- the group has been convened to help solve the problem.

### **Step Five: Ask the group members for ideas**

Because no one has been pushed into a defensive corner by accusations, the power of the group has shifted from the “bully leader” to the group as a whole. Each member of the group is then encouraged to suggest a way in which the victim could be helped to feel happier. These are stated in the “I” language of intention.

### **Step Six: Leave it up to them**

The Deputy Principal ends the meeting by passing over the responsibility to solve the problem to the group. No written record is made – it is left as a matter of trust.

### **Step Seven: Meet them again**

About a week later the Deputy Principal discusses with each student, including the victim, how things have been going. This allows us to monitor the bullying and keep the students involved in the process.

### **What makes the process work?**

- Empathy and altruism: In some cases the bully may not have any concern for the victim, but if some of the group understand the victim’s pain, they often provide supportive strategies.
- Shame: The perpetrators are not identified, but they know who is responsible for the victim’s distress. There is no stigmatising shame to make them likely to seek revenge but an internalised shame that is likely to help them change their behaviour.
- Power: The intervention alters the dynamics of the group. Even if the bully does not want to change behaviour patterns, the rest of the group, with their statements of good intent, take the power away from the bully. He finds it very difficult to continue with the hurtful behaviour.
- Problem-solving: The approach moves very quickly into problem-solving. It creates a more positive atmosphere than the traditional investigatory and adversarial methods.
- Monitoring and evaluation: The composition of the healthy group brings the problem out into the open; many more people have knowledge of the problem and a commitment to do something about it. NB: The parents of the student accused of bullying are not informed of the complaint in order that the integrity of peer ownership of the process is maintained.
- Records are kept of all students who participate in the Peer Accountability Programmes. The School's management team tracks the progress of the boys concerned and contact is maintained with parents of the victims to ensure that the School is informed of the success or failure of the intervention.

### **Further Action**

A student who participates in a Peer Accountability Programme as a bully and re-offends against the same or another student during the course of a calendar year will automatically be placed on Step 4 of the Steps Procedures.

## **CONSEQUENCES – POLICY FOR THE APPLICATION OF CONSEQUENCES WHEN RULES ARE INFRINGED**

[This policy is an integrated part of the behaviour management practices used by the School as outlined in the *Information Handbook* under **Conduct and Discipline**. It should be read following the section entitled **Procedures, Rules and Consequences**.]

### **Rationale**

In Steve Biddulph's book, *Raising Boys*, we are reminded that boys, in particular, thrive in communities where rules are clearly known and appropriate consequences are fairly applied. In applying consequences the School places an equal emphasis on encouraging students to appreciate the reason for a particular rule, thereby promoting willing compliance, and on protecting the rights of those infringed by the inappropriate actions of others.

### **Guidelines**

- Teachers will first ascertain that a student is aware of the rule being infringed and the consequence that can be expected.
- In many cases, particularly for first or minor infringements, a warning will be the usual outcome.
- If the infringement is repeated an appropriate consequence shall be applied.
- In the case of repeated infringements, there will be further consequences and the teacher will meet with the student and his parents to set goals for the required improvement.
- Should there be a further infringement the student and his parents will be required to meet with the Dean, after which daily reporting by the student to the Dean will be required until improvements are registered.
- In the event of these measures not being effective the Deputy Principal will meet with the parents to discuss possible solutions.
- At the beginning of each term the record of Supervised Activities (Step 1) is cleared and the student begins with a "clean slate." The removal of Steps 2 and 3 is at the discretion of the Dean while the Deputy Principal's authority is required to remove Step 4.

### **Steps Procedures**

All departments of the School use the above guidelines in a series of steps that inform students and parents of increasing levels of infringement as they occur.

This procedure serves two main purposes:

- Consequences are clear to the student community.
- Appropriate staff members are assigned to assist the student and parents to bring about positive changes in behaviour through a range of interventions.

The following flow chart shows the operation of the Steps procedures for all age groups in the School.

<p><b>This policy will be reviewed every two years by the Deputy Principal</b> <b>Updated: May 2017</b> <b>Replaced Policy dated: January 2015</b> <b>Next Review: May 2019</b></p>
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## STEPS PROCEDURES AT XXX COLLEGE/SCHOOL

### Infringement of rule or reasonable expectation

Examples:

- Disruptive behaviour in learning activities or wider School activities.
- Being disrespectful to others.

**After receiving a warning for a specific infringement, the student will proceed to Step 1 if there is a recurrence within a reasonable timeframe.**

**NB: Serious matters e.g. willful disobedience, physical violence and vandalism will be regarded as an instant progression to Step 1, Step 3 or Step 4 depending on the situation. Bullying is managed by the Deputy Principal and Principal.**

	Years 1 - 3	Years 4-6
STEP 1	↓	↓
	<p><b>Teacher Contacts Parents /Supervised Activity (eg; Apology Letter)</b></p> <ul style="list-style-type: none"> <li>• Goals and strategies discussed</li> <li>• Occupies the student for 30 minutes and /or up to a maximum 60 minutes</li> </ul> <p><b>After two further infringements student progresses to next step</b></p>	<p><b>Class/Tutor Teacher Contacts Parents/Supervised Activity (eg; Apology Letter at Lunchtime)</b></p> <ul style="list-style-type: none"> <li>• Takes place during a lunch hour</li> <li>• Occupies the student for 30 -45 or up to a maximum of 60 minutes</li> <li>• Letter written and to be signed by parents</li> </ul> <p><b>After Two supervised activity sessions within one term he progresses to the next step</b></p>
	↓	↓
STEP 2	<p><b>Dean Contacts Parents</b></p> <ul style="list-style-type: none"> <li>• Daily reporting to parents by teacher via email</li> <li>• Student reports to Deputy Principal.</li> <li>• Dean/Student and Teacher meets with Parents to set goals</li> </ul> <p><b>After a further infringement, the student progresses to Step 3</b></p>	<p><b>Dean Contacts Parents/ 2 X Supervised Activities with Dean or Deputy Principal</b></p> <ul style="list-style-type: none"> <li>• Goals and Strategies discussed with student</li> <li>• Incentives and rewards used as appropriate</li> <li>• Consequences for non-compliance established – movement to step 3</li> <li>• Letter written and signed by parents</li> </ul> <p><b>After a further infringement, the student progresses to Step 3</b></p>
	↓	↓
STEP 3	<p><b>Deputy Principal Contacts Parents</b></p> <ul style="list-style-type: none"> <li>• Full review of student’s progress</li> <li>• Daily report card to monitor improvement</li> <li>• Student supervised at break/lunch times</li> </ul> <p><b>Step 4 results if no improvement</b></p>	<p><b>Dean or Deputy Principal Contacts Parents</b></p> <ul style="list-style-type: none"> <li>• Full review of student’s progress</li> <li>• Daily report card to monitor improvement</li> <li>• After-school detention/or 2x Lunch detentions for one hour</li> </ul> <p><b>Any further infringements result in Step 4</b></p>
	↓	↓
STEP 4	<p><b>Principal Contacts Parents</b></p> <p><b>The Principal reviews the case with the parents and the Dean and makes recommendations to the appropriate course of action for the student.</b></p>	

## **Steps Procedure for Year 7 and 8**

### **Step 1: Tutor Teacher Contacts Parents - Supervised Activity @ Lunchtime with tutor teacher**

- Takes place during a lunch break
- Occupies the student for up to 60 minutes
- Permission to attend socials and other public events revoked
- Punishment to fit, i.e. Continued lack of homework = completion of homework  
Misdemeanour = letter to affected parties

Where issues are evident for the subject teacher, these are reported to the tutor. The tutor, in discussion with the appropriate subject teacher decides whether the issue is worthy of Steps. Where this is the case, the tutor teacher then contacts parents and writes the incident(s) up for the Dean to enter onto Synergetics. This stops parents receiving four emails from different staff around the same issue.

### **Step 2: Dean Contacts Parents - Supervised After School Detention with the Dean**

- Goals and strategies discussed with student by the Dean
- Incentives and rewards used as appropriate
- Consequences for non-compliance established – movement to Step 3.
- Letter written at home and signed by parents
- Meeting with parents as appropriate

The after-school detention is to be undertaken on a Friday where either the Dean or another member of Senior Management supervises an activity relevant to the incident. This would be for boys who have been on Step 1 and the behaviour has not been modified or where an incident is serious enough that Step 1 is not sufficient. Repeated wilful disobedience, incidents that bring the senior school into disrepute (with our SKBS community), violence or bullying could be referred straight to Step 2 depending on the nature of the event.

### **Step 3: Deputy Principal Contacts Parents - Supervised After School Detention with DP**

- Full review of student's progress in conjunction with parents
- Daily report card to monitor improvement
- Incentives and rewards used as appropriate
- Consequences for non-compliance established – movement Step 4.
- Letter written at home and signed by parents
- Meeting with parents as appropriate

The after-school detention is to be undertaken on a Friday where the Deputy Head supervises an activity relevant to the incident. This would be for boys who have been on Step 2 and the behaviour has not been modified or where an incident is serious enough that Step 1 or 2 is not sufficient. Incidents that bring the school into disrepute, violence or bullying could be referred straight to Step 3. For a student to be referred to Step 3 immediately would indicate that isolation from the rest of the class/cohort may be necessary as the incident is of a very serious nature.

### **Step 4: Principal Contacts Parents - Internal Suspension/Formal Suspension possible**

- The Principal reviews the case with the parents, the DP and Dean and makes recommendations to the appropriate course of action for the student.