

# MECS PRIMARY DISCIPLINE & BEHAVIOUR MANAGEMENT

*'Creating conducive learning environments where each student is seen'*



We are made in the image of God, designed to live in community and be uplifted by the positive relationships around us. Because God loves us, he disciplines us and requires us to live responsibly. He also requires that we discipline our children and lead them to responsible living.

For more information



Schoolbox



Discipline & Behaviour Policy

# INTRODUCTION

Mount Evelyn Christian School recognises that learning and teaching will thrive in a school climate that is caring and safe. The MECS approach to discipline follows the principles of Restorative Practice which recognises and helps students understand that relationships are damaged when behaviour goes wrong, or poor choices are made. MECS students are learning to respect themselves and others: fellow students, teachers and parents. Students learn to take responsibility for their actions and understand that there are consequences for behaviour.

These policies, guidelines and strategies for supporting student behaviour at MECS are designed to describe an approach to student behaviour that is fair, firm and consistent.

When a student's behaviour falls below the expectations of the school, disciplinary action will be holistic and positive rather than negative in its approach. Whilst maintaining respect for the student, disciplinary action will ensure that a safe learning environment is preserved.

This document seeks to outline a holistic scripturally-informed approach to restorative discipline. It is outlined within a framework that understands that God establishes the basis and boundaries for human behaviour and that His people are called to obedient service in response to God's grace into their lives.



# FEATURES OF A HOLISTIC APPROACH

Teachers and staff, in their relationships and dealings with each other and the students, should reflect standards that are consistent with those expected of students.

Each person in the community is an image bearer of God, called to be a **truth discerner, purposeful learner, justice seeker, welcoming advocate, awe dweller, community builder and creation keeper**. All people in the MECS community need to be treated with respect at all times, including respecting those God has placed in positions of authority.

Consequences and the application of correction to students should never be harsh or demeaning. Where it is necessary consequences should be administered in a spirit of love and concern for the person and for their growth and obedience to the Lord.

Good behaviour management should be intrinsic to our teaching and learning practice. Lesson content and method should be appropriate to the student's developmental level and individuality. The work should be meaningful and suitably paced utilising materials appropriate to student's needs. It should engage the student personally.

An important element of our partnership with parents is to keep them informed of behavioural issues with their child. Parents support the school and the school supports parents by working together at all times, including when there are problems.

A timely phone call, email or meeting keeps parents in the loop and ensures that students know that all the adults in their lives are working toward their growth and wellbeing. Feedback provided on positive behaviours and effort is also important aspects of communication with parents.

Accurate and objective Records should be kept of all disciplinary action taken, communication with parents and consultation that has taken place with other staff and students.

# STAGES OF DISCIPLINE

Stage	What is it?	Who's Involved?
1	<u>Good Behaviour</u>	Teacher & Student
2	<u>Minor Misbehaviour</u>	Teacher & Student Parent may be informed via Compass system
3	<u>Moderate Misbehaviour</u> <u>or repeated minor</u> <u>misbehaviour</u>	Team leader / Teacher & Student Parent informed (via phone or face-to-face)
4	<u>Severe Behaviour</u>	Head of Primary / Deputy Head Team leader / Teacher & Student Parent informed (face-to-face)
5	<u>Very Severe Behaviour</u>	Principal / Head of Primary / Deputy Head / Team leader / Teacher & Student Parent informed (face-to-face)

# 1. GOOD BEHAVIOUR

Appropriate behaviour that promotes and allows for a good learning climate and is considerate of the wellbeing of others

## EXAMPLES

(may include but are not limited to)

Students who are:

- Responsible, respectful, caring and honest.
- Good problem-solvers, resourceful and contribute to ideas.
- Promoters of school activities.

Students that:

- Are dependable and cooperative in teamwork.
- Actively participate in class.
- Show positive attitudes about life and learning.
- Show courtesy, respect and kindness and demonstrate high standards of honesty, reliability, concern for others.
- Listen to others.
- Play fairly in the yard and help reduce 'friendship fires'
- Treat everyone well and are concerned for minority groups and being inclusive.
- Contribute to the school or community with a positive and enthusiastic spirit.
- Show dedication and effort to achieve their best in their learning.

## NATURAL CONSEQUENCES

(may include but are not limited to)

- A feeling of self-worth and pride in oneself.
- Verbal compliments to reinforce good behaviour, recognition through incentives.
- Opportunities for participation in school activities that supplement the curriculum.
- Positive communication with parents.

# 2. MINOR MISBEHAVIOUR

Conduct that goes against the school expectations but does not involve physical or psychological harm to another member of the community.

Most behaviours of this type can be adequately addressed by the teacher.

## EXAMPLES

(may include but are not limited to)

- Unprepared for class.
- Late for class/school without a reason.
- Disturbing the learning of others with excessive chatter/ walking around the classroom without permission/ calling out.
- Entering a learning space without permission or entering a room in a manner that causes disruption.
- Use objects, materials or devices, related to ICT, for purposes other than for educational purposes.
- Not meeting the dress-code requirements.
- Misusing school property in a way that may cause damage.
- Leaving classroom without permission.
- Going out of bounds (within the school grounds).
- Being in 'out of cover areas' without a hat during Term 1 & 4.
- Littering/leaving work area messy.
- Chewing Gum.
- Public displays of affection (hugging, hand holding, lap sitting).
- Lack of respect during assemblies or community events.

## NATURAL CONSEQUENCES

(may include but are not limited to)

- Verbal reminder of the expected behaviour and our school values/expectations.
- Relocating a student within the learning area to encourage focus.
- Caution given on Compass System (parent informed of concern).
- Re-teaching of the behaviour expectations.
- Restorative discussion.
- Brief removal from class (time out within sight of teacher) to wait to be addressed.
- Behaviour/Learning Incident recorded on Compass System (parent not informed automatically).
- Seating arrangements for student in the class following lesson.
- Phone call to parents to discuss behaviour/concern.
- Assistance to clean rubbish in/around the classroom/yard.

# 3. MODERATE MISBEHAVIOUR

## OR REPEATED MINOR MISBEHAVIOUR

Inappropriate behaviour that is not frequent enough to disrupt the learning environment significantly or to potentially endanger the wellbeing of others. Most behaviours of this type can be adequately addressed by the teacher but may include consultation with the Year Level Coordinator, Deputy or Head of Primary. Consideration of a referral for support. Parent notification is required in this category.

### EXAMPLES

(may include but are not limited to)

- More frequent/repeated instances of Minor Behaviours.
- Running away from class or not returning to class after recess or lunch.
- Unproductive use of class time.
- Disturbing the educational process with actions such as making excessive noise, shouting, throwing objects in the classroom/hallways/learning areas.
- Entering a classroom during break times without permission.
- Using blasphemy, swearing, coarse or obscene language and insulting words/gestures.
- Obscene/offensive language or drawings on a student's own belongings.
- Over-familiar behaviour and a lack of respect towards a staff member.
- Breaching the mobile phone / smart watch policy by using their device during the school day.
- Being 'Mean on Purpose'

### NATURAL CONSEQUENCES

(may include but are not limited to)

- Learning/ Behaviour Chronical entry is made on Compass.
- Parent informed of concerning behaviour.
- Removal from class from a member of Primary Leadership (Supervised in alternate location until restorative discussion is possible)
- Phone call to parents to discuss concern.
- Seating arrangements for student in the class (ongoing).
- Verbal/Written apology
- Referral to student support - Learning/Wellbeing.
- Work completed in library during break time.
- Restorative Reflection sheet completed.
- Goal-setting meeting (see 5 Behaviour Card) with Year Level Leader OR stop / think / do chart.
- Walk with duty teacher.

# 4. SEVERE BEHAVIOUR

## EXAMPLES

(may include but are not limited to)

- Use of rude, disrespectful, obscene, vulgar or insulting language or gestures directed at any person in the school community.
- Insult, harass, or intimidate students or teachers by referring to race/ethnicity, sexual identity, disability, economic status or appearance etc.
- Unwillingness to cooperate and respond to staff.
- Physically assaulting others, throwing objects or spitting on another person.
- Attempting/threatening to inflict serious physical, emotional or psychological harm.
- Send comments, suggestions, or verbal or non-verbal statements with any sexual suggestion, such as touching, stroking, pinching, presenting lewd, obscene, indecent public behaviour, sending sexually suggestive images or messages.
- Perform acts of theft, vandalism or damage to school property or property belonging to others.
- More serious incidents of being 'Mean on Purpose'.
- Bullying, harassment or intimidation.
- Leaving the school property without permission during the school day.
- Selling belongings/consumables on the school premises without permission.
- Burning objects or risk of fire.
- Defamation of the school or staff member on any social media platform or public document.
- Performing consensual sexual acts (including kissing) while on the school premises.

## NATURAL CONSEQUENCES

(may include but are not limited to)

- Removal from class from a Member of Primary Leadership. (Supervised in alternate location until restorative discussion is possible)
- Seating arrangements for student in the class (ongoing).
- Phone call to parents to discuss behaviour/concern.
- Verbal/Written apology
- Referral to student support - Learning/Wellbeing
- Work completed during break time.
- Reflection sheet completed.
- Goal-setting meeting (See 5 Behaviour Card) with Year Level Leader.
- Stop / Think / Do chart.
- Lunchtime detention.
- In-School Suspension.
- External Suspension.

# 5. VERY SEVERE BEHAVIOUR

Some behaviours require immediate and urgent intervention.

Counselling/further support is an integral part of all the consequences for this level. For each incident of very serious behaviour a parent meeting and evaluation of suitability of enrolment will be conducted and the student's suitability to continue enrolment will be reviewed. Behaviour in this category involves the involvement of the Head of Primary and/or Principal and may involve referral to authorities and/or mandatory reporting.

## **EXAMPLES**

**(may include but are not limited to)**

- Possession, consumption and/or distribution of toxic-addictive substances (e-cigarettes, cigars, alcoholic beverages), non-prescription medication, chemical substances or drugs.
- Exercising physical violence to another person or inciting someone to do so to cause physical injury.
- Repeated severe misconduct, despite prior intervention/plans of action.
- Performing acts of sexual aggression individually or in groups, or forcing others to engage in sexual activity.
- Possession and/or use of a weapon or firearm.

## **NATURAL**

### **CONSEQUENCES**

**(may include but are not limited to)**

- External Suspension from school
- Asking parent/guardian/student to seek support from an external professional / specialized institution.
- Referral/reporting to police/SOCIT/DFFH.
- Round table conference with parents and student.
- See 5 Behaviour contract
- Stop / Think / Do
- Re-entry meeting

# MECS THREADS: BEHAVIOUR & EXPECTATIONS

	In Learning	In Our Community	High Expectations & Life Long Learning
Truth Discerner	<ul style="list-style-type: none"> <li>• I seek to understand truth</li> <li>• I listen thoughtfully to the ideas of others</li> <li>• I am discerning and honest in use of technology</li> <li>• I am honest about my mistakes and responsible for my actions</li> </ul>	<ul style="list-style-type: none"> <li>• I am honest about my mistakes and responsible for I seek to resolve conflict.</li> <li>• I make wise choices in social situations</li> <li>• I report safety concerns to a teacher</li> <li>• I am honest about my mistakes and responsible for my actions</li> </ul>	<ul style="list-style-type: none"> <li>• I identify that I am part of a bigger story</li> <li>• I seek to understand truth and pursue God's wisdom to make good choices</li> <li>• I use my understanding to help others and seek solutions to ethical, environmental issues.</li> </ul>
Purposeful Learner	<ul style="list-style-type: none"> <li>• I am engaged and curious</li> <li>• I maximise learning opportunities</li> <li>• I pursue excellence</li> <li>• I meet deadlines</li> <li>• I am prepared for class</li> <li>• I persevere</li> <li>• I ask clarifying questions &amp; seek help when needed</li> <li>• I respond to feedback</li> <li>• I seek to learn from my mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• I show initiative</li> <li>• I participate in events beyond the classroom</li> <li>• I listen attentively to speakers at community assemblies and events</li> <li>• I seek to learn from my mistakes</li> <li>• I embrace all opportunities to learn</li> <li>• I use my knowledge for the benefit of others</li> <li>• I apply my learning beyond the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• I seek to grow and make a difference, using my gifts and talents to serve others</li> <li>• I overcome setbacks with perseverance and imagine new ideas that align with God's plans</li> </ul>
Justice Seeker	<ul style="list-style-type: none"> <li>• I respect others &amp; their privacy</li> <li>• I demonstrate empathy</li> <li>• I raise my hand to contribute</li> <li>• I do not interrupt or talk over others</li> </ul>	<ul style="list-style-type: none"> <li>• I am aware of others' needs</li> <li>• I support those in need</li> <li>• I play fairly</li> <li>• I can be trusted</li> <li>• I stand up for others</li> <li>• I seek solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>• I seek to make the world a better place by following God's teachings about loving and supporting everyone</li> <li>• I show mercy and stand up for those who are treated badly</li> <li>• I forgive and try to fix unfair situations</li> </ul>
Welcoming Advocate	<ul style="list-style-type: none"> <li>• I sacrifice my needs and wants for the benefit of others</li> <li>• I seek to help others in their learning</li> <li>• I accept that different people learn in different ways</li> <li>• I am willing to work with all students</li> </ul>	<ul style="list-style-type: none"> <li>• I welcome new students to our community</li> <li>• I include others in my social activities</li> <li>• I do not use any language that is offensive to people groups</li> <li>• I listen to and learn from those from different cultures and backgrounds</li> <li>• I advocate for those with needs who are from a different background</li> </ul>	<ul style="list-style-type: none"> <li>• I embrace diversity, celebrating different backgrounds and perspectives, and actively pursue peace</li> <li>• I go beyond tolerance, showing deep care and respect for everyone, reflecting God's love and unity</li> </ul>




# MECS THREADS: BEHAVIOUR & EXPECTATIONS

	In Learning	In Our Community	High Expectations & Life Long Learning
Awe Dweller	<ul style="list-style-type: none"> <li>• I recognise beauty in creation</li> <li>• I celebrate the gifts of others, recognising they are made in the image of God</li> <li>• I celebrate beauty in the creations of others</li> </ul>	<ul style="list-style-type: none"> <li>• I ponder the world around me</li> <li>• I find joy in play</li> <li>• I appreciate the creation around me</li> </ul>	<ul style="list-style-type: none"> <li>• I find wonder in God's creation and celebrate the beauty of life</li> <li>• I take time to ponder the world around me and find joy in play and exploration</li> <li>• My appreciation for these things helps me draw closer to God and recognize His greatness in all aspects of life</li> </ul>
Community Builder	<ul style="list-style-type: none"> <li>• I am considerate and kind</li> <li>• I work effectively in groups with all students</li> <li>• I am punctual so that I don't interrupt others' learning</li> <li>• I speak and respond kindly to others</li> <li>• I look for opportunities to serve others</li> <li>• I respect others' personal space</li> </ul>	<ul style="list-style-type: none"> <li>• I use encouraging words</li> <li>• I am quick to forgive and serve</li> <li>• I do not enact public displays of affection</li> <li>• I share spaces and equipment</li> <li>• I do not swear or talk inappropriately</li> <li>• I ensure my movements and games do not interfere with others</li> <li>• I report problems I cannot solve to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>• I encourage a sense of belonging and help everyone grow together in faith and love, reflecting God's desire for a connected and loving community</li> </ul>
Creation Keeper	<ul style="list-style-type: none"> <li>• I am responsible in use of classroom resources</li> <li>• I return and store equipment responsibly</li> <li>• I dispose of materials appropriately, considering their effects on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• I respect and care for the environment</li> <li>• I encourage others to act responsibly</li> </ul>	<ul style="list-style-type: none"> <li>• I am active in appreciating and preserving creation</li> </ul>

# ADDITIONAL INFORMATION

- Stop Think Do
- See 5
- Dress Guidelines
- Mobile Phones and Smart Watches
- Restorative Practice
- Code of Conduct

# STOP THINK DO

<b>Student Name:</b>	<b>Teacher completing with student:</b>	<b>Date:</b>
Follow up:		
<input type="checkbox"/> Incident report on Compass	<input type="checkbox"/> Classroom teacher informed	<input type="checkbox"/> Parents contacted
<input type="checkbox"/> Other _____		
 <b>What I did</b>	 <b>What is my responsibility</b>	 <b>What I will do next time</b>
<input type="checkbox"/> Please scan and attach this document to incident report on Compass		

# SEE 5

## See5 Student Support Card

Name:

Year Level:

Date:

Goal that student is working toward:

Period	Day 1 (date)	Day 2 (date)	Day 3 (date)	Day 4 (date)	Day 5 (date)
Devos					
1					
2					
Recess					
3					
4					
Lunch 1st					
Lunch 2nd					
Read to class					
5					
6					
Afternoon Break					
Read to Self					
7					
Signature					

### KEY

Y	Goal Met
N	Goal Not Yet Met

# DRESS CODE

The dress code is intended to allow students guided freedom and the opportunity to demonstrate responsibility in making sensible and considerate choices. Student dress should:

- Support the central function of the school – learning.
- Be appropriate and comfortable for a school setting.
- Support the health and safety of students, including abiding by sun-smart and hat policies.
- Be neat, modest and clean.
- Not have images that are inconsistent with the Christian ethos of the school (e.g. violent images, guns, knives, blood or skulls).

See Student Uniform Policy for more details.

## MOBILE PHONES, SMART WATCHES & ELECTRONICS

Students need to hand their mobile phones in at the beginning of each school day and are secured until the end of the school day.

Any watch that can message, receive or make phone calls, take photos or record will be treated in the same way as a mobile phone and must be handed in each morning.

Any mobile phone (or watch that has the above features) that is seen during school hours will be confiscated until the end of the day. Students who have their mobile phone or watch confiscated a second or subsequent time, will face more serious consequences.

The school will bear no responsibility for student mobile phones, smart watches or personal electronic devices as these are the responsibility of the individual student.

Other Personal electronic devices such as airpods or personal headphones are not permitted to be used during school hours.

See IT Policy for more details.

# RESTORATIVE PRACTICE

The Restorative Practice approach acknowledges each person's perspective, helps to build relationships and helps students work towards restoring the problem. Students learn that issues and problems can be worked through resulting in forgiveness, healing and restoration. A bad choice is not the end - the restoration is; allowing all affected parties to move on and put the incident behind them.

Each discipline incident is approached by having a 'Restorative Chat' addressing five main questions:

- To respond to challenging behavior**
- 1** WHAT HAPPENED?
  - 2** WHAT WERE YOU THINKING OF AT THE TIME?
  - 3** WHAT HAVE YOU THOUGHT ABOUT SINCE?
  - 4** WHO HAS BEEN AFFECTED BY WHAT YOU HAVE DONE AND IN WHAT WAY?
  - 5** WHAT DO YOU THINK YOU NEED TO DO TO MAKE THINGS RIGHT?



Consequences appropriately applied help the student consolidate their understanding and set right the broken relationship. Restorative Practice works hand in hand with grace and forgiveness and the development of social skills and community building.