Disciplinary Levels - CONSEQUENCES AND COMMUNICATION

Despite our best efforts, there are occasions when a student may fail to act responsibly or may act in a way that impinges on the rights of others and the core values of the Westminster School community.

The following system of five levels of discipline outlines are intended to provide a consistent set of interventions for various types of rule breaking behaviours and repeated infringements within the classroom, the broader school environment and the general community.

It also indicates the personnel involved at each level, the communication required, the appropriate consequences applicable, and the support options available.

The discipline system comprises five levels. These levels, together with the disciplinary and interconnected welfare interventions at each level are outlined in the attached grid (see below). Relevant personnel and communication channels are also indicated in the grid.

All students begin their time in the Westminster Senior School free of any ongoing behavioural considerations. Any rule breaking behaviour results in the student moving to the appropriate behaviour level, depending upon the severity and/or frequency of the behaviours, progressing to another level and experiencing a more intensive intervention.

As a rule, the more extreme the rule breaking behaviour with respect to student and staff “rights and responsibilities”, the higher the level to which the student progresses, the more intensive the intervention applied and the more severe the consequences imposed.

Clearly, the consequences imposed at different levels vary, as do the personnel involved. Consequences, regardless of level however, are based on the application of natural and logical consequences. Interventions and consequences are aimed at making restitution for the impact of our negative behaviours and achieving appropriate rehabilitation.

The extent of parent involvement also increases if and as the student moves through the levels system.

It is possible for students to move throughout these levels in either direction.
Levels of Discipline

Students who fail to meet the School’s expectations or continue to repeat inappropriate behaviour will move onto, or up a level if required.

- **Level One** behaviour is where a student is involved in minor infractions in the classroom and around the School. Students can expect these issues to be dealt with by the classroom teacher. Online behaviour form to be completed but no consequence as it is a warning level (via Inspire: https://sharing.westminster.sa.edu.au/seniorschooloffice/ssoforms/Lists/Student%20Behaviour%20Management/AllItems.aspx)

- This is a warning level and students will come to the attention of Head of House, Head of Year 8, Head of Senior Students at this time so that their actions can be closely monitored and students can be counselled.

- **Level Two** behaviour is where a student continues with examples of Level One behaviour or for particular incidents where the consequences for their actions increase. Detentions and other consequences to be issued by Head of House, Head of Year 8 or Head of Senior Students.

  - Students on this level will be monitored closely by Head of House, Head of Year 8 or Head of Senior Students encouraged to exhibit more appropriate behaviours in future.

- **Level Three** behaviour is where a student continues with Level One and Two behaviours or for particularly serious incidents. At this Level the student will be counselled by at least one of the following: Head of House, Head of Year 8, Head of Senior Students or Head of Senior School. The Head of Activities may also be involved if the behaviour is related to a co-curricular activity.

  - Detention is to be issued by the Head of House, Head of Year 8 or Head of Senior Students.

  - The School Counsellor may also be asked to counsel the student.

- **Level Four** behaviour is where a student continues with Level One, Two or Three behaviours or for particular serious incidents. At this level the Head of Senior School will be directly involved.

  - A detention, student contract or suspension are possible consequences for actions at this level.

  - A re-entry meeting with the Principal prior to the re-commencement of class.

  - The student may be referred to the School Counsellor.

- **Level Five** behaviour is where a student continues with Level One, Two, Three and Four behaviours or serious incidents involving discrimination, harassment, bullying, legal and illegal drugs, smoking, extreme inappropriate behaviour and theft.

  - At this level the Head of Senior School will become involved and the student’s position in the School is likely to be reviewed.
## Process for Handling Behaviour

### Level 1 Type Behaviour

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Process to follow</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appearance:</strong> (incorrect uniform in class and on leaving class)</td>
<td>• Teacher to remind student of expectations.</td>
<td>• Student meet with teacher to discuss.</td>
</tr>
<tr>
<td><strong>Misbehaviour:</strong> (talking, calling out, inattention, rudeness, eating)</td>
<td>• Record behaviour using online form at <a href="https://sharing.westminster.sa.edu.au/seniorschooloffice/ssoforms/Lists/Student%20Behaviour%20Management/AllItems.aspx">https://sharing.westminster.sa.edu.au/seniorschooloffice/ssoforms/Lists/Student%20Behaviour%20Management/AllItems.aspx</a></td>
<td>• Complete homework during lunch.</td>
</tr>
<tr>
<td><strong>Lateness:</strong> (failure to be at class on time)</td>
<td>• Head of House/Head of Year 8 to be informed</td>
<td>• Student may be required to perform a task during recess or lunch</td>
</tr>
<tr>
<td><strong>Unprepared:</strong> (homework incomplete, books missing, no equipment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical/verbal actions against other students:</strong> (pushing, jostling, inappropriate comments toward another student)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Level 2 Type Behaviour

<table>
<thead>
<tr>
<th>Continued examples of Level 1 Inappropriate and abusive language: (swearing, inappropriate comments to staff and students)</th>
<th>Process to follow</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor property damage:</strong> (marks on desks, graffiti)</td>
<td>• Teacher notify Head of House/Head of Year 8 using online form at <a href="https://sharing.westminster.sa.edu.au/seniorschooloffice/ssoforms/Lists/Student%20Behaviour%20Management/AllItems.aspx">https://sharing.westminster.sa.edu.au/seniorschooloffice/ssoforms/Lists/Student%20Behaviour%20Management/AllItems.aspx</a></td>
<td>• Meet with teacher out of class time to discuss strategies for improvement</td>
</tr>
<tr>
<td><strong>Major work incomplete:</strong> (failure to complete assessment tasks, assignments)</td>
<td>• Teacher and Head of House/Head of Year 8 to provide key points for student to focus on to improve behaviour.</td>
<td>• Lunchtime detention to either complete work or pick up litter during a lunchtime under supervision of Head of House on Duty or Head of Senior School.</td>
</tr>
<tr>
<td></td>
<td>• Head of House/Head of Year 8 to inform parent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• House Head/Head of Year 8 to notify teacher of parental feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher to be notified of outcome.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If required other key people to be informed ie. Indigenous Students’ Co-ordinator, International Students’ Co-ordinator.</td>
<td></td>
</tr>
</tbody>
</table>
## Behaviour Management Process

### Level 3 Type Behaviour

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Process to follow</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| Continued examples of Levels 1 and 2  
Disrespectful: (deliberate rudeness and refusal to comply)  
Physical and verbal assault: (non-physical bullying, verbal abuse of student)  
Truancy: (missing classes whilst at school, leaving school without permission, ongoing lateness to school)  
Computer misconduct: (inappropriate use/damage) | - Teacher to inform Head of House/Head of Year 8.  
- Teacher complete online form at [https://sharing.westminster.sa.edu.au/seniorschooloffice/ssoforms/Lists/Student%20Behaviour%20Management/AllItems.aspx](https://sharing.westminster.sa.edu.au/seniorschooloffice/ssoforms/Lists/Student%20Behaviour%20Management/AllItems.aspx)  
- Head of House/Head of Year 8 to interview student with teacher present where appropriate.  
- Head of House/Head of Year 8 to inform parent via phone call/meeting.  
- Head of Senior School to send letter confirming and providing details of the detention  
- Notifying teacher to be informed of outcome  
- Other key people to be informed or involved ie. Indigenous Students’ Co-ordinator, International Students’ Co-ordinator. | - Meet with teacher and Head of House out of class time to discuss strategies  
- After School Detention – 1 Hour  
- Counselling |

### Level 4 Behaviour

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Process to follow</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| Continued examples of Level 1, 2 and 3  
Serious assault/bullying: (physical injury or persistent verbal and physical bullying)  
Gross disrespect to staff (inappropriate language directed at staff or aggressive behaviour towards staff)  
Truancy: (taking days off school, leaving school to miss classes)  
Academic misconduct in Assessment/Examinations | - Teacher inform Head of House/Head of Year 8  
- Head of House/Head of Year 8 calls for parent meeting to discuss ongoing behaviour issues.  
- Head of House/Head of Year 8 inform Director of Learning re Academic misconduct.  
- Head of House/Head of Year 8 informs Head of Senior School  
- Head of Senior School or Director of Learning make contact with parents  
- Notifying teacher to be informed of outcome  
- Other key people to be informed or involved ie. Indigenous Students’ Co-ordinator, International Students’ Co-ordinator. | - One hour after School detention imposed by Head of House after school detention in consultation with Head of Senior School  
- Contract of behaviour signed by student, teacher, Head of House  
- Appropriate Daily report card to be used for 2 weeks.  
- Internal suspension  
- Possible external suspension depending on physical nature of bullying or behaviour towards staff |

### Level 5 Behaviour

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Process to follow</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| Continued examples of Levels 1, 2, 3 and 4  
Legal and illegal drugs, smoking, theft  
Serious assault/bullying | - Teacher inform Head of House/Head of Year 8 and or Head of Senior School  
- Student interviewed  
- Parents informed by Head of Senior School  
- Notifying teacher to be informed of outcome.  
- Other key people to be informed or involved ie. Indigenous Students’ Co-ordinator, International Students’ Co-ordinator. | - Counselling, Imposition  
- Parent Contact  
- Notify of action  
- Parent Contact: Letter, Phone, Interview, referral  
- After School Detention – 3 Hours  
- Suspension  
- Expulsion |
### FLOW OF INFORMATION

**Teacher Completes Form on Inspire at:** [https://sharing.westminster.sa.edu.au/seniorschooloffice/ssoforms/Lists/Student%20Behaviour%20Management/AllItems.aspx](https://sharing.westminster.sa.edu.au/seniorschooloffice/ssoforms/Lists/Student%20Behaviour%20Management/AllItems.aspx)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Information goes no further but is stored for future reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Information goes to Head of House or Head of Year 8&lt;br&gt;If required may also go to International Students’ Coordinator or Indigenous Students Coordinator&lt;br&gt;Information stored for future reference</td>
</tr>
<tr>
<td>Level 3</td>
<td>Information goes to Head of House or Head of Year 8 and Head of Senior School&lt;br&gt;Also may go to International Students’ Coordinator or Indigenous Students Coordinator&lt;br&gt;Information stored for future reference</td>
</tr>
<tr>
<td>Level 4</td>
<td>Information goes to Head of House or Head of Year 8 and Head of Senior School&lt;br&gt;Also may go to International Students’ Coordinator or Indigenous Students Coordinator&lt;br&gt;If Academic Misconduct information also goes to Director of Learning&lt;br&gt;Information stored for future reference</td>
</tr>
<tr>
<td>Level 5</td>
<td>Information goes to Head of House or Head of Year 8 and Head of Senior School&lt;br&gt;Also may go to International Students’ Coordinator or Indigenous Students Coordinator&lt;br&gt;If Academic Misconduct information also goes to Director of Learning&lt;br&gt;Information stored for future reference</td>
</tr>
</tbody>
</table>

Description of follow up goes to reporting teacher