

Student Discipline and Behaviour Management

2019

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Policy Statement

This document is an integral part of Coast Christian School's Student Welfare Policy.

Our Policies are intended to provide a fair and equal opportunity for each student in the School, being based on the principles of procedural fairness.

This Policy is based on the 'hearing rule': that being the rights of a student to be heard and listened to, and the 'right to an unbiased decision'.

Disclaimers

1. Corporal Punishment is not used or condoned within the School precincts. The School's Discipline Policy which follows does not use or suggest the use of corporal punishment.
2. We do not implicitly or explicitly sanction the administering of corporal punishment by non-school persons, including parents, to support the School's discipline.

Coast Christian School's Mission Statement: "Creating an environment of discovery where God, people and purpose connect". In order to fulfil this mission statement within the context of this Policy it is necessary to have a clear understanding of the Biblical foundation of discipline and it's outworking in the whole of the School community.

At COAST Discipline is: the process of **disciplining** one another towards Christ-likeness by seeking to **replace foolishness with wisdom** within the context of **loving and supportive relationships**.

This means that discipline is NOT a synonym for punishment but it IS a **process of affirming and correcting**.

Why Should we Discipline our Children?

Some Biblical Principles:

1. If you are a Christian you have no choice. The Bible teaches us that we are to **correct our children out of love**, while there is still hope. Discipline is a sign that the children are loved, that they belong.
2. The child **really desires to be disciplined**. He/she wants to know who is in charge, who sets the rules, and who loves him/her enough to say 'no' and curb unsatisfactory behaviour.
3. **The child is not safe without discipline**. Without it she/he will not survive in a society which has an authority structure. If she/he does not learn to obey in his/her first environments – the home and the school – she/he will find it difficult to obey the laws of the land, and most importantly, the Lord.
4. It is right for children to **obey their parents**, and so by delegation, their teachers. (Ephesians 6:1) Disciplining in love inspires children with the courage to do what is right.
5. Because all authority is God given (Romans 13:1) **children are to come under the authority of their teachers**. They need this authority and spiritual direction for their proper development, exercised within the confines of membership of Christ's body.

6. The Bible says that children are to be brought up 'in the training and instruction of the Lord'. (Ephesians 6:1) Instruction or admonition translates the Greek word 'noutheto' which means to 'set in mind'. It means to **set truth in the minds of the person with a view to changing their behaviour and attitudes** in a way which will make them more mature and more wise.
7. We are fallen people and it is therefore realistic to expect sinful behaviour and to deal with it effectively. However, to maintain healthy relationships within the School community, **discipline must involve these elements: grace, mercy, reconciliation and restoration.**
8. God's discipline is a lifelong process. He teaches us through His discipline and loving correction. The work that we undertake with students at Coast Christian School is only a part of the overall growth towards responsible maturity and wisdom that God wants for all His children.

How should we Discipline our children?

As much as possible, the characteristics of our discipline should be modelled on God's discipline of us:

1. **God corrects us out of love that is unconditional.** He does not love us any more when we are good: he does not love us any less when we are disobedient. (Proverbs 3:12, Hebrews 12:6).
2. **God corrects because He delights in us.** (Proverbs 3:12). As Christ did with His disciples we must visualise what our students could become. We must resist making negative predictions based solely on present behaviour.
3. **God corrects us to enable us "to own" our wrong attitudes and motives.** (1 John 1:9) Unless we help our children to accept responsibility for their actions (as we too must do), there is no learning and no growth into wisdom.
4. **God corrects us to produce holiness and wisdom.** He doesn't do this in order to make us 'better' than anyone else, but to conform us to His image. (Romans 8:29, Hebrews 12:10).
5. **God corrects us to produce fruit in our lives:**
 - The fruit of repentance. (2 Corinthians 7:9-11)
 - The peaceable fruit of righteousness. (Hebrews 12:11, Galatians 5:22,23)
 - God forgives and "...will remember their sins no more". (Jeremiah 21:24, Hebrews 8:12, Titus 2:14)

In practice, the process of discipline in a Christian School aims to train the **whole person through instruction, example, correction and experience.** This is carried out in the light of the teaching of God's Word and in the context of a loving community, toward perceptive understanding and judgement, spiritual maturity and effective membership of the body of Christ. This can simply be described as 'the getting of Godly wisdom' and can be achieved "within a positive, creative, challenging and caring community".

Wisdom is looking at and reacting to life from God's perspective. As teachers our personal desire and basic approach to life should be to become people who exercise wisdom.

Consequently all that is involved in training children in the home, in the school and in the church must be directed towards wisdom.

In Ephesians 4:22-24 we are taught to 'put off the old man' and to 'put on the new man'. It is possible with the help of the Holy Spirit to 'put off' negative character qualities and to 'put on' positive character qualities.

- * We can put off disagreeableness and **put on agreeableness.**
- * We can put off confusion and **put on order.**
- * We can put off malice and **put on love.**
- * We can put off rudeness and **put on courtesy.**
- * We can put off indecision and **put on decisiveness.**
- * We can put off discouragement and **put on encouragement.**
- * We can put off pessimism and **put on optimism.**
- * We can put off harshness and **put on kindness.**
- * We can put off ignorance and **put on knowledge.**
- * We can put off insubordination and **put on obedience.**
- * We can put off dullness and **put on originality.**
- * We can put off laziness and **put on good workmanship.**
- * We can put off disrespect and **put on respect.**

How do we practice the process of Discipline?

At COAST we aim to:

- Train up a child in the way she/he should go Proverbs 22:6. The 'way she/he should go' is determined by what God desires for the child. A child has been created with a temperament, personality and talents given by a designer God in order to be His special child. We are not to usurp God's special plan by training him/her in the way *we think* she/he should go.
- Accept children as valuable in themselves and to give them a sense of being God's beloved children (Matthew 18:56, 19:14).
- Be aware that discipline is for the good of the child.
- Administer discipline in LOVE.
- Promote the School's Code of Conduct and expectations of Working Hard, Being Kind and Showing Respect.
- Use discipline as a means of building up a child in order to develop his/her character positively.
- Apply disciplinary strategies that are fair and just and that enables a child to understand the reasons for their application.
- Listen to a child in an appropriate time and setting and to discuss any grievances which may need to be heard.
- Discipline in a manner that helps the child to develop self-control.
- Forgive a child and to subsequently accept him/her back into the school community after making recompense for the misdemeanour.
- Encourage honesty, truthfulness, humility, and selflessness within the School community.

- Assist each child in the process of learning how to face the many challenges and obligations within our society.
- Envelop the school in an atmosphere of genuine love, undergirded by fair and consistent discipline.
- Create an environment which is characterised by the dignity of each person, by justice and forgiveness, and by the acceptance of differences, so that the unique value of each person before God is a living reality.
- Assist staff in upholding the School's authority and responsibility in accordance with its policies.

Who is responsible for the process of Discipline?

The objectives of this policy can best be fulfilled within the context of an active community. Our School recognises the interdependent relationship of three aspects of our community: the student, the home and the school. Fellowship will be maintained and strengthened through all parties having a common philosophy and a **commitment to communicating with each other (Speaking and listening/talking and being heard)**. In short, to know what the guidelines are, discuss the issues and come to a conclusion based on what is best for the child.

The part that each agency plays is set out in the following way:

The Student will:

- * Know the behavioural expectations at School. These expectations are provided in the Student Code of Conduct and in the Conditions of Enrolment.
- * Know what the consequences will be for their behaviours and what, if any, behaviours need to be modified.
- * Understand that it is the behaviour that is being rejected, not the student him/herself.
- * Be encouraged to provide their point of view of an incident knowing that this will be considered during the process of investigation.
- * Be told and taught how to live according to the Word of God.

The Home will:

- * Encourage and expect the respect (honour) from their child which is due to them as parents and carers before God. (Ephesians 6:1-4).
- * View the parent/child relationship as the first and the most important social interaction of the child (Deuteronomy 6:4-9)
- * Cooperate with the school in supporting effective discipline within the School context. This mutually supportive role which exists between the home and the school can best be described as a partnership.
- * Be supportive of the School's disciplinary measures.
- * Communicate with the School if they have matters of concern regarding their child's behaviour or if they would like to speak on behalf of their child.
- * Constantly pray for their children.

The School will:

- * Expect our students to be respectful of themselves and others.
- * Endeavour to demonstrate love, patience, kindness and understanding at all times.
- * Communicate with parents and carers if their child is involved in inappropriate behaviour at school.
- * Constantly pray for our students.
- * Assist each child in the process of learning how to face the challenges and obligations of life.
- * Provide reasonable, consistent discipline, undergirded by an atmosphere of genuine Christian love.
- * Ensure that all students are aware of and understand the School's Code of Conduct.
- * Exercise disciplinary strategies that are fair and equitable.
- * Actively apply teaching strategies which appropriately affirm and correct students.
- * Provide or recommend further intervention strategies when a student's inappropriate behaviours continue.

What strategies are applied in the Discipline process?

AFFIRMATION STRATEGIES:

Certificates of Recognition – to be presented at Monday morning Assemblies each week. At least two per class each week.

Values Awards – Awards that reflect the Values of the School: Grace; Growth; Gratitude; Genuineness; Generosity to be presented at Chapel service each week. At least two per class each week.

Caught you Being Good – Tokens are given to students during all settings when they are caught displaying “good” behaviour. These tokens are easily given out in playground settings. Students place these in the letterbox located on the playground. Each week, 2 students are randomly drawn from the “Caught you Being Good” box and win a free ice block. Staff also write their name on each “Caught you Being Good” token they give out. During the weekly draw one staff name is drawn for an ice block.

BM-06 Encouraging Letter – Letter to be mailed home to parents for their child's continued effort and good behaviour in class. At least 10 letters per class each term.

Celebration Assembly Certificates – to be presented at the Celebration Assembly held at the end of each school term. At least 4 per class each term.

Celebration Night Certificates – to be presented at the Celebration Night held at the end of each school year. At least 4 per class per year.

CORRECTION STRATEGIES:

1. Correction needs to be applied when the student has a clear understanding of what she/he has done wrong. Correction will be most effective when the student accepts responsibility for the misdemeanour.
2. Correction will take place if one of the Student Codes of Conduct is breached.
3. Correction will involve helping the student to understand how their behaviour has affected the community (the staff and other students). The process of reconciliation/restitution should follow correction.
4. Correction needs to be (and be seen to be) **equitable and fair**.
5. Correction needs to be appropriate to the misdemeanour **not an emotional response** to a difficult situation.
6. Classroom management and solutions to behavioural difficulties is done best by the classroom **teacher**.
7. In keeping with the school's partnership model, it is preferable that parents are informed on the day of the incident and become involved in affirmation and correction. A telephone call or an email should be used. Meeting with parents can help with the development and implementation of future preventative strategies.

The following correction strategies **could be used** for minor misdemeanours. They are arranged as a hierarchy.

- a) **In-class isolation:** movement of student to another desk or isolating them from other students.
- b) **Sending a student out of class only momentarily** and then speaking to them privately (students may not be out of the classroom for more than two to three minutes).
- c) **Lunchtime detention:** staying in at lunchtime to do work or simply being detained by the class teacher or sitting on the lunch seats at lunchtime and missing out on play.
- d) **Restitution activities** e.g. picking up papers, cleaning, repairing, tidying, redoing a poor job, returning or replacing stolen or broken property, apology.
- e) **Playground isolation:** not allowed to play in the playground – be seated outside the Principal's office.
- f) **Playground clean up:** Filling a plastic bag (using plastic gloves) under DIRECT teacher supervision.
- g) Sending a student to the **Principal** with a **referral note** explaining the difficulty which could not be solved.
- h) **Discussion with Principal** about different strategies to use for individual students.

What are COAST'S Discipline and Behaviour Management Procedures?

School staff are responsible for ensuring that each student experiences a safe and supportive learning environment. Teachers, in particular, are to monitor the discipline and well-being of each child. If teachers are concerned about the discipline and well-being of a student, they should discuss the matter with their supervisor. The child's parents may be contacted, if necessary, and individual action plans may be developed.

In accordance with the provisions of the Education Reform Amendment (Corporal Punishment) Act 1995, corporal punishment is not to be used in this school as part of its discipline and/or pastoral care policy. This school does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

Discipline of students at the school will be based on procedural fairness. Whilst it is the responsibility of the school to determine incidents that may require disciplinary action and nature of any penalties that may apply, the process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair.

- ✓ Suspension is a temporary removal of a student from all of the classes that a student would normally attend at the school for a set period of time.
- ✓ Expulsion is the permanent removal of a student from the school.
- ✓ Exclusion is the act of preventing a student's admission to a number of schools.

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- ✓ know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- ✓ know the process by which the matter will be considered
- ✓ respond to the allegations
- ✓ know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- ✓ impartiality in an investigation and decision-making
- ✓ an absence of bias by a decision-maker.

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, the school will establish any need for parents/caregivers to be provided with interpreter services and, if required, make them available.

While it is generally preferable that different people carry out the investigation and decision making, in the school setting this may not always be possible. If the Principal is conducting both the investigative and decision-making stages, he/she must and will be reasonable and objective. To be procedurally fair, the Principal must and will act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the Principal's responsibilities. Nevertheless, it may be preferable to have another appropriate staff member, such as an assistant principal or independent person, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should and will be recorded in writing.

GUIDELINES FOR DISCIPLINE AND BEHAVIOUR MANAGEMENT

The following guidelines apply in the discipline and behaviour management of students at COAST. Teachers will:

1. Provide the students with examples, through your own behaviour, of your expectations in regards to courtesy, punctuality, friendliness, tidiness, self-control etc.
2. Be clear, concise and confident in your expectations of students' behaviour. Provide clear directions and explain the consequences of not following your directions. Allow adequate time for your directions to be obeyed.
3. Give directions that the children are capable of obeying.
4. Be alert for, and quick to commend, good and acceptable behaviour – "Catch them being good".
5. Affirm acceptable behaviour through consistent positive reinforcements, such as:
 - ✓ Verbal and non-verbal praise and encouragement
 - ✓ Positive comments in students' workbooks
 - ✓ Awarding stamps, stickers etc.
 - ✓ Sending to Principal/colleague for special commendation
 - ✓ Class and individual responsibilities and privileges
 - ✓ 'Book of the Week' recognition by the Principal
 - ✓ Encouragement letters sent to parents
 - ✓ Special awards at Chapels, Celebration Assemblies and COAST community gatherings
6. Provide clear explanations of the COAST Behaviour Management system to all students at the start of each year, each term and at the commencement of any new student's enrolment.

7. Frequently check the students' understanding of the COAST Behavioural Expectations and the consequences connected to failing to meet these expectations. One way to do this is to ask a student: "what did you do; what should you have done; what will happen now as a result of your choice?"
8. Review the situation in an effort to try to find the reason for why a student or group of students are consistently failing to meet the agreed COAST behavioural expectations. Consider factors such as:
 - Unrealistic expectations
 - Classroom environment
 - Student's specific learning/behavioural needs
 - Student's previous negative learning experiences
9. Respond quickly to an improvement in behaviour, being quick to commend behaviour when appropriate.
10. Be prepared to accept the fact that teachers can also make mistakes and make incorrect judgements or assumptions. If necessary, apologise to the student/s if you find this is the case.
11. Have the confidence to refer a student to a senior teacher/supervisor if:
 - a) you are unsure of the appropriate response
 - b) the matter is of a serious nature
 - c) you feel your response/decision could be biased
 - d) the student's behaviour is sabotaging the teaching/learning experience for the rest of the class
12. Provide a response to unacceptable/inappropriate behaviours to the student immediately, or as soon as possible after the misdemeanour.
13. Never embarrass or humiliate the student. Be as discreet as possible in your Behaviour Management responses.
14. Seek to restore the relationship with the student as soon as possible, following disciplinary action.
15. Make fair disciplinary decisions using an open and transparent process. This is particularly relevant in the case of potential suspension, expulsion or exclusion. Parents and caregivers will be informed at each step of the process and will be provided with the opportunity to question the decision, with either the teacher or Principal/delegate.
16. Regard an incident in which a child uses physical force upon another student as serious and report this using the BM-05 "yellow slip".

17. Retain the responsibility to make a judgement about whether a threshold of 'Need to Report' has been crossed in all other matters of behaviour management. As a general guideline apply the following:

Write a YELLOW SLIP (BM-05) if you answer "YES" to any of these questions:

Does this behaviour sabotage the learning process for other students?

Does this behaviour stop me from teaching the other students?

Does this behaviour put anybody at risk of harm psychologically, physically or spiritually?

18. Respond accordingly in cases where the 'Need to Report' threshold has been crossed:

- the child is to have an appropriate consequence applied and an incident report (BM-05 "yellow slip") is to be written by the witnessing/attending staff member before the end of that school day.
- The parents are to be contacted by phone or email, preferably before the close of that school day.
- The completed "yellow slip" is then passed on to the Principal.
- The Principal will enter the details of the "yellow slip" onto the Student Behaviour Management database and will file the "yellow slip" in the student's file.
- The Principal and classroom teachers will collaboratively monitor the student's patterns of behaviour and consider if and/or when entry onto a level within the behaviour management system is appropriate.

COAST Christian School's Behaviour Management Levels

- a) All COAST students commence each school year on **GREEN** Level (the base level of the COAST behaviour management system).
- b) **YELLOW** is the first level of the Behaviour Management System. A child is placed on Yellow level if they have not yet responded to corrective actions given by their teacher. This means that they have not changed their behaviour to an acceptable level. This is a formal warning for the student and a detention may be issued. Parents will be notified if their child is on Yellow Level. (See letter BM-07). A child remains on Yellow Level for at least two school term weeks.
- c) If a child on **YELLOW** level receives 2 detentions in any one week or 3 detentions in a three week period they may be placed on **BLUE** Level. It may also occur that a child needs to move to this level immediately due to behaviour that is grossly inappropriate (e.g. fighting, severe swearing, vandalism, stealing, defiance and disrespect towards a staff member, using physical force). The teacher meets with the Principal to discuss strategies. The Principal will contact the parents to advise and the BM-09 letter is mailed to the home. A child remains on **BLUE** Level for at least 15 school days. The child is on a **BLUE** behaviour management card for this time and is expected to achieve 10 satisfactory days within the 15 school days on **BLUE** Level. A child on **BLUE** level is NOT eligible to participate in any off-site camps, excursions or sporting events. If successful on **BLUE** level, the child returns to **GREEN** Level (the base level of the system).

- d) If a child does not respond to the correction given by COAST staff whilst on **BLUE** level then the child is externally suspended and then placed on **RED** level. An interview with the parents/caregivers, the classroom teacher and the Principal must occur prior to the child returning to school from suspension. A child remains on **RED** Level for at least 15 school days. The child is on a **RED** behaviour management card for this time and is expected to achieve 10 satisfactory days within the 15 school days on **RED** Level. A child on **RED** level is NOT eligible to participate in any off-site camps, excursions or sporting events. If successful on **RED** level, the child returns to **BLUE** Level for a further 15 school days. If successful on **BLUE** level, the child returns to **GREEN** level.
- e) If a child still does not improve their behaviours after 15 school days on **RED** level then the child will be externally suspended, pending an Enrolment Committee review. The Enrolment Committee will meet to discuss whether the Student should be allowed to remain enrolled at the School. The Principal will advise parents that this meeting is taking place and parents are invited to provide any further information for the Committee's consideration. The Principal will contact the parents informing them of the Committee's decision.
- f) For severe behaviours affecting the rights and safety of others the student may be expelled without moving through the levels of the behaviour management system.

How are staff, students and parents advised of the Discipline procedures?

At the commencement of each school year, all staff attend a training session on the implementation of the COAST Discipline and Behaviour Management Policy. Staff sign an Attendance sheet which is kept on record in the School Office. Any staff not in attendance are required to read and sign their receipt and understanding of the Policy. Further training is provided to staff throughout the year and as the need arises.

A copy of BM-01: An Outline for parents and students detailing Student Behaviour Management procedures and BM-03 Hands Off, Feet Off Policy is included in the Parent Handbook each year. This same outline is also reproduced in the first Newsletter for each year and at the start of Term 3.

Classroom teachers provide information to parents and students regarding the COAST Discipline and Behaviour Management Policy at the Meet the Teacher Night to be held in February each year and at appropriate times during each year.

The COAST Discipline and Behaviour Management Policy is available on the School's website.

APPENDIX 1:



BM-00

COAST CHRISTIAN SCHOOL STUDENT BEHAVIOUR MANAGEMENT DIRECTORY and HOME COMMUNICATIONS

The following list gives the codes for a variety of Behaviour Management (BM) forms currently used in the School. Those in **Bold Type** indicate communication with parents.

Form	Description	Who uses it?
BM-01	Outline – detailing Student Behaviour Management procedures and table of behaviour levels - for parents, staff and students.	Principal
BM-02	Behaviour Management levels – detailed table of behaviour levels - for staff.	Principal
BM-03	Hands Off, Feet Off Policy - Outline & details	Principal
BM-04	Positive Behaviour report (Class or Values Award) – recognition of a child’s positive or outstanding behavior.	All staff
BM-05	Behaviour report (Yellow Slip) - feedback from teacher when a child has been involved in an incident or their behaviour is inappropriate and needs to be recorded.	Teacher/Teacher Aide
BM-06	Encouraging Letter - acknowledging a child’s effort.	Classroom Teacher
BM-07	Letter – a child has been placed on Yellow Level.	Classroom Teacher
BM-08	Letter – return to Green Level.	Classroom Teacher
BM-09	Letter – a child has been placed on Blue Level.	Principal/Executive
BM-10	Behaviour Card – used to record student’s behaviour daily when they reach Blue Level.	Principal
BM-11	Letter – Blue Level completed successfully. Return to Green Level.	Principal
BM-12	Letter – a child has been placed on Red Level.	Principal
BM-13	Behaviour Card – used to record student’s behaviour daily when they reach Red Level.	Principal
BM-14	Letter – Red Level completed successfully. Return to Blue Level.	Principal
BM-15	Letter- a child has been internally suspended.	Principal
BM-16	Letter- a child has been externally suspended.	Principal
BM-17	External Suspension Coversheet – a child is required to complete write-out on external suspension.	Principal
BM-18	Coversheet – a child is required to complete overnight write-out.	Principal
BM-19	Behaviour Card – used to record student’s behaviour daily in the playground.	Principal
BM-20	Letter – restitution or payment for Damage	Principal

BM-21	Letter- a child has been consistently late to school.	Classroom Teacher
BM-22	Letter- a child has not been wearing the correct uniform.	Classroom Teacher
BM-23	Letter - Homework not completed	Classroom Teacher
BM-24	Letter - a child's behaviour is inappropriate in a Specialist Subject (eg. PE, Music).	Principal
BM-25	Behaviour Card – used to record student's behaviour for Specialist Subject (eg. PE, Music).	Principal

COAST BEHAVIOUR MANAGEMENT PROCEDURES

Our emphasis at COAST Christian School is on pastorally caring for children by loving them, seeing them as God sees them and giving them direction and instruction for their lives. This Behaviour Management Plan is part of that care so that children will know their boundaries and COAST Christian School can better provide our children with safety and order.

The procedures written below have been implemented to provide clear guidelines and communication for parents, children and staff in the School. They are designed to provide a sense of accountability for students and therefore assist them in making wise choices at school. They also provide a means of communication between the School and the home. Therefore, communication with parents is built into each step of these procedures. We will endeavour to do our best to communicate openly and regularly with parents and we ask that you also bring your concerns to us so that we are working together as a team for your child's sake.

Each child at COAST Christian School will begin the year on **Green Level** and, if necessary, they will be moved down and through the colours until their behaviour is consistently acceptable. Please assume that your child is on **Green Level** unless you are otherwise notified.

The colours for each Level reflect the concepts of Green – Going safely, Yellow – Warning to stop, Blue – Cool Down time and think about your actions, Red – STOP!

A child will move back to **Green Level** from **Yellow** or **Blue Levels** if they have shown, after a period of time, that they are prepared to take responsibility for their behaviours and make better choices to act appropriately.

LEVEL	EXPLANATION
4 Green	A child on Green Level is generally obeying the School and classroom rules and the COAST staff's instructions. If the student is misbehaving, their teacher is correcting them (or other staff if the incidents are in the playground). Children are being encouraged and praised for good behaviour. (NB. Children at <u>any</u> level are encouraged and reassured that we care for them.)
3 Yellow	A child is placed on Yellow Level if they have not responded to corrective action given by their teacher. This means that they have not changed their behaviour to an acceptable level. This is a formal warning for the student and a detention may be issued. Parents <u>will be notified</u> if their child is on Yellow Level. (At COAST a detention means a withdrawal from the playground/loss of playtime).
2 Blue	If a child on Yellow level receives 2 detentions in any 1-week or 3 detentions in a 3-week period they may then be placed on Blue Level. It may also occur that a child needs to move to Blue level immediately due to behaviour that is grossly inappropriate (eg fighting, swearing, vandalism, stealing, defiance and disrespect towards a staff member). The teacher meets with the Principal to discuss strategies and parent/s are notified.
1 Red	If a child does not respond to the correction given by the Principal of COAST after an appropriate period of time on Blue Level then they will be externally suspended and then placed on Red Level. An interview with the parent/s will take place. If the child's behaviour STILL does not improve after a reasonable amount of time on RED level then the child will be externally suspended, pending an Enrolment Committee review. The Enrolment Committee will meet to discuss whether the

	student should be allowed to stay at the School. Parents will be contacted to inform them of the Committee's decision.
0	The child's enrolment is withdrawn from the School.

COAST BEHAVIOUR MANAGEMENT LEVELS

LEVEL	BEHAVIOUR	ACTION	PERSON	FORM
4 Green	Behaving well, Displaying School Values	Encouragement, Teacher acknowledges students efforts to display the School's Values.	Teacher	<ul style="list-style-type: none"> BM-01 (letter)
3 Yellow	A teacher informs a child that they are on Yellow Level when they make a judgement that they are displaying ongoing unsatisfactory behaviour	<ul style="list-style-type: none"> Teacher informs the child that they are on Yellow Level and explains the consequences if they don't improve. Teacher informs parent of observed behaviours that are unacceptable by email and/or phone. Teacher counsels child. Teacher may issue a detention for repeated unacceptable behaviours. Student stays on Yellow Level for a maximum of 2 full school weeks and then goes back to Green Level if their behaviour has been satisfactory. To Blue Level if unsatisfactory. <p>BEHAVIOUR MANAGEMENT STRATEGIES</p> <ol style="list-style-type: none"> Teachers analyse how they react when students misbehave. Teachers ask "Does what I am doing work?" If no - Make a change. Teachers give positive reinforcement when students are behaving well. Teachers ask disruptive students, "What are you doing?" Ask them to repeat the rule they are breaking. If misbehaviour continues give a consequence. <p>TYPES OF CONSEQUENCES- Move child, Kept in, Time Out, In class consequence, Loss of classroom privilege</p>	The teacher does not need to inform the PRINCIPAL but may choose to seek their advice, or the advice of members of their teaching team.	<p>Unsatisfactory behaviour is recorded in student's Behaviour file.</p> <ul style="list-style-type: none"> BM-05 (Yellow Level letter) BM-06 (Return to Green Level letter)
2 Blue	Unsatisfactory Behaviour has continued despite the above consequences OR Gross Misbehaviour (see below)	<ul style="list-style-type: none"> Teacher meets with Principal to discuss child's behaviours and further strategies. Parents contacted by the Principal. Face-to-face interview with the parents. Discuss with child an action plan. (A time limit will be set as part of this.) No participation in off-site School activities (Behaviour Card-Blue - 3 week period 10 'S' days required) <u>Other Possible Consequences</u> - overnight writeout, DT, play suspension, internal/external suspension, loss of privileges for the time on Blue Level. 	Principal	<ul style="list-style-type: none"> BM-07 (Blue Level letter) BM-08 (Blue Level behaviour card) BM-09 (Blue Level completion letter - Return to Green Level)
1a Red	No significant change in behaviour	<ul style="list-style-type: none"> Student is externally suspended. Face to face interview with the parents. Behaviour Card-Red (3 weeks - 10 'S' days required) If the student successfully completes Behaviour Card-Red then the student is moved back to Blue Level at the discretion of the PRINCIPAL. No participation in off-site School activities. 	Principal	<ul style="list-style-type: none"> BM-10 (Red Level letter) BM-11 (Red Level behaviour card) BM-12 (Red Level completion letter - Return to Blue Level)

1b Red	Unsatisfactory behaviour continues	<ul style="list-style-type: none"> • Student is externally suspended - pending a decision on their enrolment in the School. • Face to face interview with the parents. • If the student is allowed to stay at the School then they will remain on Red Level. 	Enrolment Committee	Personal letter from the Principal regarding the suspension.
0		<ul style="list-style-type: none"> • Enrolment withdrawn 	Enrolment Committee	Letter to parents from Principal regarding the withdrawal of the student's enrolment.

Suspension may occur at any Level for gross misbehaviour. Parent interviews may occur at any Level but are mandatory at Blue and Red Levels. Internal suspension letter BM 13, is used for internal suspensions not related to a Behaviour Card. eg. gross misbehaviour

HANDS OFF, FEET OFF POLICY

RATIONALE

At COAST Christian School we aim to create and maintain a safe, productive, supportive and caring work environment within which self, others, property, authority and God are treated with respect.

This policy is to promote an atmosphere in which all members of COAST Christian School community realise the importance of respecting the rights of self and others and promotes student, staff and school safety and security.

The basic premise of this policy is that students in the School are expected to keep their hands and feet to themselves.

GUIDELINES

Before acting, students are to think about "Treating others as you would have others treat you". That is, with kindness, courtesy and care.

All staff will teach, model and reinforce the *Hands Off, Feet Off Rule*, in their classrooms, at Assembly, in the playground and by their words and actions.

All students are expected to obey the *Hands Off, Feet Off Rule* at all times, and can expect a consequence if they disobey. Student Leaders are to model the guidelines at all times.

To help keep everyone safe, students are encouraged to tell a teacher or adult if someone breaks the *Hands Off, Feet Off Rule*.

The *Hands Off, Feet Off Rule* means respecting other people and their property, so no fighting, play-fighting, pushing, shoving, deliberately hurting others, damaging other people's property or touching other people's property without permission.

CLASS AWARD

Teacher's select an age-appropriate certificate and create a Class Award for Positive Behaviours.

The following details are to be included on the award.

STUDENT NAME: _____ CLASS: _____

THIS AWARD IS PRESENTED FOR:

TEACHER: _____ DATE: _____

VALUES AWARD

The School's Values awards are provided to staff to recognise a student who values: Grace; Growth; Gratitude; Genuineness; Generosity.

BM-05				<u>COAST STUDENT BEHAVIOUR REPORT</u> – YELLOW Slip			
Please Indicate: <input type="checkbox"/> FYI <input type="checkbox"/> Support Requested <input type="checkbox"/> Parent Contacted (how & when) _____ <input type="checkbox"/> Entered into Sentral							
Student's Name:				Class:		Current Behaviour Level:	
Date:		Place:		Time:		Staff Member:	
Student Behaviour Key Words:							
Incident: _____ _____ _____							
History/ Frequency:							
Action Taken:							
Positive Behaviour Strategies in Place:							
<u>Comment</u> by Principal/delegate:							

BM-06

Date ___/___/___

Dear Parents,

I am writing to acknowledge and congratulate your child,

_____, Class: _____

for their continued effort and good behaviour in class.

Your child has been _____

May they be encouraged to continue to do their best. Please help them to know that they are a blessing to those around them at Coast Christian School.

Yours faithfully,

Through the Principal:
Mrs. Alison Graeve

Classroom Teacher

Date ___/___/___

BM-07

Dear Parents,

The purpose of this letter is to inform you that your child, _____,
Class: _____ has been moved on to Yellow Level in the COAST Behaviour Management Procedures.
Yellow Level is the FIRST warning level.

Your child has been showing the following behaviour:

Your child will remain on Yellow Level for at least two weeks during which time I will be monitoring their behaviour. If your child's behaviour improves significantly in this time then they will move back to Green Level. If your child's behaviour does not improve significantly then you will be notified and they will move onto Blue Level and the Principal will be contacting you.

I would appreciate you taking the opportunity to discuss this situation with your child to ensure their full awareness of the School's response to their behaviour. Our goal is to help your child to take responsibility for their behaviour and see that they need to be accountable for the choices they are making.

Please do not hesitate to contact the School Office on 4368 3377 if you wish to make an appointment with me to discuss this further.

Yours faithfully,

Classroom Teacher

Through the Principal
Mrs. Alison Graeve

✂

PLEASE SIGN AND RETURN TO THE CLASSROOM TEACHER

Child's name: _____

Class: _____

I have received the letter informing me that my child is on Yellow Level in the COAST Behaviour Management processes.

I do / do not wish to make an appointment to discuss this further.

(Please circle one)

Signed: _____ Date: _____
(Parent/Guardian)

BM-08

Date ___/___/___

Dear Parents,

It is my pleasure to inform you that your child, _____
Class: _____ has been returned to the Green Level in the School Behaviour Management procedures.

Your child has been displaying consistent self-discipline and has made an effort to correct their behaviour to an acceptable standard.

Please continue to encourage your child to manage their behavior in accordance with the Christian values of the School.

Thank you for your continued support as we work together as a team in the Behaviour Management and training of your child.

Yours faithfully,

Classroom teacher

Through the Principal
Mrs. Alison Graeve

Date ___/___/___

BM-09

Dear Parents,

The purpose of this letter is to inform you that your child
_____, Class: _____has now been placed on the Blue Level in the COAST Behaviour Management process.
Blue Level is our SECOND warning level.

Your child has been placed on Blue Level for the following reasons:

I will be working closely with your child's classroom teacher to help them focus on the areas needed to improve their behaviour.

Your child will now be placed on a behaviour-monitoring card to help them take responsibility for their behaviour. This card needs to be signed by you and returned to the School each day.

To successfully complete Blue Level, your child will need to achieve **ten (10)** satisfactory days **within three (3) weeks/15 days** of beginning their card. If 10 satisfactory days are not achieved within that time, then your child will be externally suspended for one day. When they return from suspension, they will go on to Red Level. Red Level is our THIRD and final warning level. You will be notified if your child appears to be failing to complete their Blue Level card within the given time frame.Students who are placed on BLUE level are not permitted to participate in any off-site School activities including excursions, camps and sporting events.

Please sign the return slip below and return it to the School on the next day to acknowledge that you are aware of the consequences of your child's behaviour at Coast Christian School.

Yours faithfully,

Mrs Alison Graeve
Principal_____
PLEASE SIGN AND RETURN TO THE SCHOOL OFFICE

Child's name: _____ Class: _____

I have received the letter informing me that my child is on Blue Level in the COAST Behaviour Management processes and I understand the consequences as detailed in the letter.

I do / do not wish to make an appointment to discuss this further.

Please circle one

Signed _____

Date _____

Behaviour Card – Blue Level

Student: _____ **Class:** _____

	Monday / /	Tuesday / /	Wednesday / /	Thursday / /	Friday / /
Lesson 1					
Lesson 2					
Recess					
Lesson 3					
Lesson 4					
1 st half lunch					
2 nd half lunch					
Lesson 5					
Admin					
Parent					

1. At 8:50 am each day you need to have the card signed by _____.
2. This card is to be initialled by your teacher at the end of every lesson and by the teacher on duty at the end of Recess and Lunchtime. Your parent also needs to sign the card every day.
3. Your teacher will write ☺ for satisfactory and ☹ for unsatisfactory behaviours. Minimum time on this behaviour card is 2 weeks. Maximum time is 3 weeks.
4. Expected satisfactory behaviour will include:

1 Being on time and being prepared for your lesson	4 Not speaking rudely or calling out
2 Respecting your teacher and your fellow students	5 Obeying your teacher's instructions
3 Completing your work to the best of your ability	6 Behaving safely & responsibly in the playground.

BM-11

Date ___/___/___

Dear Parent,

I am pleased to inform you that your child, _____,
Class: _____ has successfully fulfilled the requirements at Blue Level and may now return to Green Level in the COAST Behaviour Management procedures. Therefore, your child will now be allowed to participate in all off-site activities organised by the School.

Your child needs to continue to display good behaviour in line with School values when they return to Green Level. If they revert to the inappropriate behaviour they have displayed in the past we will seriously consider placing them directly onto Red Level. Red Level is our THIRD and final warning and if your child's behaviour does not improve on Red Level they may be asked to leave the School.

I would appreciate you taking the opportunity to discuss this situation with your child to ensure their full awareness of the possibility.

I thank you for your support during the period in which your child has been on Blue Level. Your child has shown a significant improvement in their behaviour and I commend them for their effort in this. Please do not hesitate to contact your child's teacher or myself if you have any concerns in the future.

Yours faithfully,

Mrs Alison Graeve
Principal

Date ___/___/___

BM-12

Dear Parents,

The purpose of this letter is to inform you that your child _____,
Class: _____ has now been placed on the Red Level in the COAST Behaviour Management process.

Red Level is the THIRD and final warning level. Your child has been placed on Red Level for the following reason(s):

Placement onto the Red Level means that your child has not been improving their behaviour whilst on Blue Level. Your child's behaviour will continue to be monitored on a Behaviour Card (Red Level) to help them take responsibility for their behaviour. Please sign this each day and send it back to the School.

Your child will remain on Red Level until they have completed 10 satisfactory days. They will be given 15 days to complete this. If they complete the card in this time then they will return to Blue Level where they will remain on a behaviour card for a further maximum of 15 days. Having completed this, they will then move back to Green Level.

If during this time your child does not show a significant improvement in their behaviour then they will be externally suspended. During this time the Enrolment Committee will meet to decide whether they should be allowed to remain at the School. We will keep you informed about this decision.

Students who are placed on RED level are not permitted to participate in any off-site activities including excursions, camps and sporting events.

Please sign the return form below and return it to the School on the next day to acknowledge that you are aware of the consequences of your child's behaviours at Coast Christian School.

Yours faithfully,

Mrs Alison Graeve
Principal

PLEASE SIGN AND RETURN TO THE SCHOOL OFFICE

Child's name: _____ Class: _____

I have received the letter informing me that my child is on Red Level in the COAST Behaviour Management process.

Signed _____ Date _____

(Parent/Guardian)

Behaviour Card – Red Level

Student: _____ **Class:** _____

	Monday / /	Tuesday / /	Wednesday / /	Thursday / /	Friday / /
Lesson 1					
Lesson 2					
Recess					
Lesson 3					
Lesson 4					
1 st half lunch					
2 nd half lunch					
Lesson 5					
Admin					
Parent					

5. At 8:50 am each day you need to have the card signed by _____.
6. This card is to be initialled by your teacher at the end of every lesson and by the teacher on duty at the end of Recess and Lunchtime. Your parent also needs to sign the card every day.
7. Your teacher will write S (☺) for satisfactory and U (☹) for unsatisfactory.
Minimum time on this behaviour card is 2 weeks.
8. Expected satisfactory behaviour will include:

1 Being on time and being prepared for your lesson	4 Not speaking rudely or calling out
2 Respecting your teacher and your fellow students	5 Obeying your teacher's instructions
3 Completing your work to the best of your ability	6 Behaving safely & responsibly in the playground.

P.T.O. for comments.

BM-14

Date ___/___/___

Dear Parent,

I am pleased to inform you that your child,

Class: _____

has successfully fulfilled the requirements at Red Level and may now return to Blue Level in the Coast Behaviour Management procedures. Your child will remain on a Blue Level card until they have successfully gained 10 Satisfactory days within 3 weeks.

Thank you for your cooperation during the period in which your child has been on Red Level. Your child has shown a significant improvement in their behaviour and I commend them for their effort. Please do not hesitate to contact your child's teacher or myself through the School Office on 4368 3377 if you have any further concerns.

Yours faithfully,

Mrs Alison Graeve
Principal

BM-15

Date ___/___/___

Dear Parent,

Your child, _____, Class: _____

has been internally suspended for the period from _____ to _____.

Your child has been internally suspended because: _____

While internally suspended, your child has been withdrawn from their usual classes, and given class work to complete under the supervision of a teacher in another classroom. They have also been withdrawn from the playground.

We appreciate your support in this matter, and if you would like to discuss your child's progress, please feel welcome to arrange an appointment through the School Office on 4368 3377.

Yours faithfully,

Mrs Alison Graeve
Principal

BM-16

Date ___/___/___

Dear Parent,

Your child, _____, Class: _____
has been externally suspended for _____ day/s.

He/ she is suspended for the period commencing _____(day)
_____ (date) through to _____(day)
_____ (date).

Your child has been externally suspended for gross unacceptable misbehaviour, specifically:

Whilst externally suspended, your child will be given write-outs to complete. Please see the coversheet on the external suspension write-out pack for more details.

Upon returning to school on _____ (day & date)
your child will need to report to the School Office for a re-entry interview with the Principal or delegate. It is preferred that you also attend this interview with your child.

We appreciate your support in this matter. If you would like to discuss your child's progress, please feel welcome to arrange an appointment through the School Office on 4368 3377.

Yours faithfully,

Mrs Alison Graeve

Principal

BM-17

EXTERNAL SUSPENSION COVERSHEET

DATE: _____

Dear Parent/Carer,

Your child, _____ Yr _____

has been given an EXTERNAL SUSPENSION for _____ day/s from:

Day: _____, DATE _____

TO

Day: _____, DATE _____

Attached to this coversheet is a write-out master for your child to copy whilst on suspension. **5 copies are to be completed per day.**

As well as these write-outs, your child may complete revision, homework and assignments.

Upon return to school on (day/date) _____, please bring your child to the school office for a re-entry interview. He/she will be able to return to class once the correct number of write-outs have been sighted by Coast staff.

Thank you very much for your support,

Mrs Alison Graeve
Principal

OVERNIGHT STUDENT WRITE-OUT

STUDENT NAME: _____

CLASS: _____

DATE: _____

Directions:

You are to complete a write out of the pages attached to this sheet. Your hand-writing must be neat, and this sheet must also be in good condition. This write out with this letter (including your parent/carers signature) is to be handed to _____ tomorrow by 8:50am.

REASON:

(a)	Absence from detention	_____
(b)	Continual misbehaviour	_____
(c)	Disobedience	_____
(d)	Disruption in class	_____
(e)	Rudeness	_____
(f)	Other	_____

WRITE OUT GIVEN BY: _____

PARENT SIGNATURE: _____

PLAYGROUND BEHAVIOUR CARD

Student: _____ Class: _____

	Monday / /	Tuesday / /	Wednesday / /	Thursday / /	Friday / /
RECESS					
1 st half					
LUNCH					
2 nd half					
Admin					
Parent					

1. At 8:50 am each day you need to have the card signed by _____.
2. This card is to be initialled by the teacher on duty in the playground in the Recess and Lunchtime break. Your parent also needs to sign the card every day.
3. The playground duty staff will write ☺ for satisfactory and ☹ for unsatisfactory behaviour on the playground.
4. Minimum time on this behaviour card is 2 weeks. Maximum time on this behaviour card is 3 weeks.
5. Expected satisfactory behaviour will include:
 - Respecting staff and your fellow students
 - Behaving safely & responsibly in the playground
 - Obeying the Playground Duty staff's instructions
 - Compliance with Coast's Hands Off, Feet Off Policy

(Please see over)

BM-20

Date _____

Dear Parent/Carer,

The purpose of this letter is to inform you that your child, _____
Class: _____ has damaged either Coast property or another child's property.

Details: _____

It is important that you are informed of this so that you can talk to your child but we also strongly suggest that restitution/payment needs to be made for the replacement/repair of this item. May I suggest that you require your child to contribute to the replacement cost in some way.

Please contact me at the School on 4368 3377 at your earliest convenience to discuss this matter further.

Yours faithfully,

Mrs Alison Graeve
Principal

BM-21

Date ___/___/___

Dear Parent,

Your child, _____ Class: _____

has arrived late to School _____ times during Term _____.

At COAST, school commences at 8:50am each day. Arrival after 8:50am is considered to be a late arrival and is recorded in the COAST Attendance Roll accordingly.

By being consistently late, your child is missing an important part of their learning as well as interrupting the learning of other students. The learning that occurs in the first part of the day is an essential part of a child's education and missing these lessons on a consistent basis can have a detrimental effect on a child's learning in the long term. For this reason we ask that you make every effort to have your child at school on time each day.

Thank you for your cooperation and support in this matter.

If you would like to discuss any concerns regarding your child's learning development, please contact the School Office on 4368 3377 to arrange an appointment at a mutually convenient time.

Yours faithfully,

Through the Principal
Mrs. Alison Graeve

Classroom Teacher

NOTICE OF INCORRECT UNIFORM

Date __/__/__

Dear Parent/Guardian,

Your child, _____ Class: _____

has been informed that the following item of their uniform is incorrect:

- | | |
|--|--|
| <input type="checkbox"/> Shirt | <input type="checkbox"/> Dress |
| <input type="checkbox"/> Shorts | <input type="checkbox"/> Socks |
| <input type="checkbox"/> Shoes | <input type="checkbox"/> Sports Shirt |
| <input type="checkbox"/> Sports Socks | <input type="checkbox"/> Hat |
| <input type="checkbox"/> Sports Shoes | <input type="checkbox"/> Jumper / Jacket |
| <input type="checkbox"/> Sports Shorts | <input type="checkbox"/> Jewellery |
| <input type="checkbox"/> Hair | |

Details include: _____

We would appreciate you correcting your child's uniform as soon as possible. If you would like to discuss this further, please do not hesitate to contact the School Office on 4368 3377 to arrange an appointment at a mutually convenient time.

Thank you for your cooperation and support of the School uniform and standard of dress.

Yours faithfully,

Classroom Teacher

Through the Principal
Mrs. Alison Graeve

HOMEWORK NOT COMPLETED

Date ___/___/___

Dear Parent/Carer,

Your child, _____, Class: _____,

has failed to submit/complete homework on the following occasions:

I have explained the COAST Homework expectations to your child and I would appreciate your support and cooperation in this regard.

I know that you want to be kept informed so that you can support our efforts with your child here at school. If you would like to discuss any concerns regarding your child's learning development as well as any difficulties regarding Homework completion, please contact the School Office on 4368 3377 to arrange an appointment at a mutually convenient time.

Thank you for your cooperation and support in this matter.

Yours faithfully,

Classroom Teacher

Through the Principal
Mrs. Alison Graeve

✂ _____ PLEASE SIGN AND RETURN TO THE CLASSROOM TEACHER _____

I understand that my child, _____, Class: _____ has failed to submit/complete homework. I will endeavour to encourage my child to complete homework in the future.

Signed _____
(Parent/Guardian)

Date _____

BM-24

Date ___/___/___

Dear Parent,

Your child, _____,

Class: _____

has been placed on a Specialist Subject Card. As you would know, students at Coast Christian School are involved in some Specialist classes throughout the week. Your child has been placed on this card as they have been displaying the following inappropriate behaviour for the Specialist subject listed below.

Specialist Subject: _____ Specialist Teacher: _____

The purpose of this card is to keep you informed and to monitor their behaviour in these subjects in order to help them take responsibility for their actions outside their usual classroom.

Please sign the card at the end of every week when your child brings it home and take a moment to discuss your child's progress on the card with them.

Your child will be on the card for at least 4 weeks and will either be removed from the card or moved on to Blue Level in the COAST Behaviour Management system. If this is necessary, I will be making contact with you.

Please do not hesitate to contact your child's classroom teacher or myself regarding this card.

Yours faithfully,

Mrs Alison Graeve
Principal

SPECIALIST SUBJECT CARD

Student: _____ Class: _____ Date commenced: _____

	PE	Music	Library		
Week					
Specialist Teacher					
Classroom Teacher					
Admin					
Parent					
Week					
Specialist Teacher					
Classroom Teacher					
Admin					
Parent					
Week					
Specialist Teacher					
Classroom Teacher					
Admin					
Parent					
Week					
Specialist Teacher					
Classroom Teacher					
Admin					
Parent					

1. This card is to be taken to each of the specialty subjects for the weeks indicated on the table above.
2. Your teacher will check and initial your card at the end of every lesson.
3. The teacher will write ☺ for satisfactory and ☹ for unsatisfactory behaviour/s.
4. There will be a consequence for every '☹' given.
5. Your parent also needs to sign the card every week.
6. Bring your card to Mrs Graeve at the end of each week.
7. After 4 weeks your status will be reassessed and a decision will be made if you may come off the card.

Expected Behaviour:

- Obeying teachers' instructions
- Respecting both teachers and fellow students
- Following class rules

STUDENT CODE OF CONDUCT

WHAT IS EXPECTED AT COAST?

At Coast Christian School we strive to provide a positive, safe, caring and supportive environment that focuses on the needs and emotional well-being of all students. We provide a stimulating learning environment in which students accept increasing responsibility for their own learning and actions.

Our Student Code of Conduct and Student Welfare practices aim to foster a whole school climate where personal responsibility and self-discipline are developed.

Parents have an obligation to support the school in its efforts to implement the Student Code of Conduct in a fair and consistent manner.

Students, staff and parents have a clear understanding of the School's policies, expectations, rights and responsibilities and rules, all of which reflect the COAST School Rules:

- **WORK HARD**
- **BE KIND**
- **SHOW RESPECT**

Students, teachers and parents all have **rights** and **responsibilities**.

Rights: A **right** is something which belongs to you and cannot be taken away by anyone. Other children, teachers and parents have the same rights.

- ✓ **Students** have the right to work, play and learn in a safe, friendly and supportive school environment in which they are able to fully develop their talents, interests and ambitions.
- ✓ **Teachers** have the right to teach in a safe, orderly and co-operative school environment.
- ✓ **Parents** have the right to feel welcome and know their children work, play and learn in a safe, friendly and supportive school environment.

Responsibilities: There are some things you should do without being told. Some of these things you do for others and some you do for yourself. These are **responsibilities**.
Consequently:

We expect students at our School to:

- ✓ Demonstrate courtesy and respect for others;
- ✓ Allow others to learn in a positive environment;
- ✓ Respect the property of others;
- ✓ Remain within the safety and security of designated areas;
- ✓ Care for themselves and their school environment;

- ✓ Abide by the School's dress code; and
- ✓ Work, learn and play co-operatively together.

We expect the Principal and staff to:

- ✓ Implement a whole school approach to discipline, including a planned approach for recognising and responding to appropriate and inappropriate behaviour;
- ✓ Model appropriate behaviours;
- ✓ Employ a range of appropriate strategies to manage children's behaviour;
- ✓ Encourage positive, non-discriminatory relationships between all students; and
- ✓ Apply School Rules fairly, reasonably and consistently.

We expect parents and caregivers to:

- ✓ Support the school in its efforts to maintain a safe, productive teaching and learning environment; and
- ✓ Reinforce and clarify children's awareness of the School Rules, consequences, rights and responsibilities.

HOW DO WE IMPLEMENT THE CODE OF CONDUCT?

To provide a positive, safe, caring and supportive environment that focuses on the needs and emotional well-being of all students the following will be implemented:

- School goals and rules will be clearly established to delineate the expectations of the School and to assist in the management of behavior.
- Consequences for breaching the School Rules will be established and consistently applied. These consequences will be graded in severity. Emphasis will be on children being accountable for their own behavior.
- Each teacher will be responsible for developing classroom rules and strategies consistent with the School's Student Code of Conduct.
- Replacement/casual teachers will be supplied with a copy of the Student Code of Conduct. These teachers will support the program as outlined.
- All members of the School community will be fully informed of the School Rules and the graded consequences which will apply. At the start of each year, or upon commencement during a year, this information will be provided to staff and parents through the Staff Handbook or Parent Handbook. This information will be provided to students by their classroom teacher during their first week of school. Throughout the year reminders will be provided at School Assemblies, Year level and Stage meetings and through articles in the School's newsletter from time to time.
- The Principal has the authority to suspend or expel a student as outlined in the Student Discipline and Behaviour Management Policy. This Policy is available on the COAST website. A brief outline of this Policy is provided to parents each year in the Parent Handbook.

OUR SCHOOL RULES ARE:

- **WORK HARD**
- **BE KIND**
- **SHOW RESPECT**

THIS MEANS YOU SHOULD AIM TO:

1. DO YOUR BEST IN ALL THINGS

Whether in the classroom, on the sports field or the stage, on an excursion or camp or out on the playground – try your hardest to be the best you can be.

Colossians 3:23 "Whatever you do, work at it with all your heart, as working for the Lord, not for human masters".

2. LEARN ALL YOU CAN

Make up your mind to pay attention to your work, join in school activities and develop your learning skills during your school years.

Proverbs 23:12 "Pay attention to your teacher and learn all you can".

3. BE IN THE RIGHT PLACE AT THE RIGHT TIME

Don't be late for school or miss school, without your parent's consent. When you are at school don't go out of bounds where it is not safe.

James 4:17 "Whoever knows what is right to do and fails to do it, for him it is sin".

4. HAVE THE RIGHT ATTITUDE

Always bring the right attitude to each lesson and playtime. In all you do be gracious and loving, showing Christian qualities.

Philippians 2:5 "Your attitude should be the same as that of Christ Jesus."

5. LOVE AND SERVE OTHERS

Because of our appreciation for the loving sacrifice of Christ we want to honour Him in all that we do. Loving and serving others is a way that we can demonstrate our love for God and our thanks to Him. Put the needs of others before your own needs.

Philippians 2:7-8 Christ was humble. He obeyed God and even died on a cross.

6. SPEAK THE TRUTH

Be honest in all situations. Don't ever make up lies about others. Tell the whole truth, not just a part of the truth.

1 Peter 2v1 "Rid yourselves, then, of all evil; no more lying or hypocrisy or insulting language"

7. RESPECT GOD

In all you do, seek to honour and obey God. The great commandment in Matthew 22:34-40 says: "Love the Lord your God with all your heart, with all your soul and with all your mind."

8. RESPECT THE STAFF

Follow their instructions, address them politely, and seek their help in learning.

Titus 3:1 "Remind your people to submit to rulers and authorities, to obey them, are to do good in every way."

9. RESPECT YOUR FELLOW PUPILS

Be helpful whenever you can. Seek to support and encourage each other. Don't behave in a way that stops your classmates from learning. Don't cause fights and don't do anything that might cause injury to yourself or others.

1Thessalonians 5:11 "Therefore encourage one another and build one another up, just as you are doing".

10. RESPECT THE PROPERTY OF OTHERS AND OF THE SCHOOL

Don't steal or damage others' property and be sure to hand in lost property. Don't damage or deface School property.

Exodus 20:15 "Do not steal".

Proverbs 21:3 "Do what is right and fair; that pleases the Lord more than bringing Him sacrifices".

11. EARN COAST CHRISTIAN SCHOOL A GOOD NAME

Dress properly, behave well, respect visitors, play sports fairly, do your best in all school activities. You are a walking advertisement for our School.

1Timothy 4:12: "Do not let anyone look down on you because you are young; but be an example for the believers in your speech, your conduct, your love, faith and purity".

Acceptable Use Agreement

What is expected at COAST?

COAST Christian School supports the right of all members of the school community to access safe and inclusive learning environments, including digital and online spaces. This Agreement outlines the School's roles and responsibilities in supporting safe digital learning, as well as the expected behaviours for our students when using digital or online spaces.

At our School we:

- Have programs in place to educate our students to be safe and responsible users of digital technologies;
- Educate our students about digital issues such as online privacy, intellectual property and copyright;
- Supervise and support students using digital technologies in the classroom;
- Use clear protocols and procedures to protect students working in online spaces. This includes reviewing the safety and appropriateness of online tools and communities and removing offensive content at earliest opportunity;
- Provide a filtered internet service to block inappropriate content. We acknowledge, however, that full protection from inappropriate content cannot be guaranteed;
- Use online sites and digital tools that support students' learning;
- Address issues or incidents that have the potential to impact on the wellbeing of our students;
- Refer suspected illegal online acts to the relevant Law Enforcement authority for investigation;
- Support parents and care-givers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home. The following resource provides current information from The Children's eSafety Commission:
 - <https://www.esafety.gov.au/education-resources/iparent>

Safe, Responsible Behaviour.....WORK HARD; BE KIND; SHOW RESPECT

When I use digital technologies I **communicate respectfully** by:

- always thinking and checking that what I write or post is polite and respectful
- being kind to my friends and classmates and thinking about how the things I do or say online might make them feel (*ask students to reflect on how they would feel.*)
- not sending mean or bullying messages or forwarding them to other people.
- creating and presenting my own work, and if I copy something from online, letting my audience know by sharing the website link to acknowledge the creator.

When I use digital technologies I **protect personal information** by being aware that my full name, photo, birthday, address and phone number is personal information and is not to be shared online. This means I:

- protect my friends' information in the same way
- protect my passwords and don't share them with anyone except my parent
- only ever join spaces with my parents or teacher's guidance and permission
- never answer questions online that ask for my personal information
- know not to post three or more pieces of identifiable information about myself.

When I use digital technologies I **respect myself and others** by thinking about what I share online. This means I:

- stop to think about what I post or share online
- use spaces or sites that are appropriate, and if I am not sure I ask a trusted adult for help
- protect my friends' full names, birthdays, school names, addresses and phone numbers because this is their personal information
- speak to a trusted adult if I see something that makes me feel upset or if I need help
- speak to a trusted adult if someone is unkind to me or if I know someone else is upset or scared
- don't deliberately search for something rude or violent
- turn off or close the screen if I see something I don't like and tell a trusted adult
- am careful with the equipment I use.

At school we/I have:

- discussed ways to be a safe, responsible and ethical user of digital technologies.
- presented my ideas around the ways that I can be a smart, safe, responsible and ethical user of digital technologies.

I will use this knowledge at school and everywhere I use digital technologies.

Date: __/__/____

BM-27

Dear parent/caregiver,

Your child _____ was recently in breach of the School's Internet User Agreement. He/she disobeyed the terms of the Agreement and chose to do the following:

- | | |
|--|---|
| <input type="checkbox"/> sending/displaying offensive messages | <input type="checkbox"/> using obscene language |
| <input type="checkbox"/> defamatory comments | <input type="checkbox"/> damaging Network equipment |
| <input type="checkbox"/> violating copyright laws | <input type="checkbox"/> using another's password |
| <input type="checkbox"/> trespassing in another's folder etc. | <input type="checkbox"/> wasting Coast resources |
| <input type="checkbox"/> loading unauthorised programs | <input type="checkbox"/> listening to unauthorised music etc. |
| <input type="checkbox"/> accessing unauthorised sites | <input type="checkbox"/> disrupting another user |
| <input type="checkbox"/> unauthorised recreational activities | <input type="checkbox"/> theft of Network resources |
| <input type="checkbox"/> unauthorised private connection | <input type="checkbox"/> unlawful transmission |

As a result of your child's actions, they will now be denied access to the use of Coast electronic devices for:

- 1 week 2 weeks the stated period of time: _____

If you have any questions or concerns, please contact me through the Coast Office on 4368 3377.

Yours faithfully,

Mrs Alison Graeve
Principal

✂ _____ PLEASE SIGN AND RETURN TO THE SCHOOL OFFICE _____

Child's name: _____ Class: _____

I have received the letter informing me that my child has breached the Coast Internet User Agreement. I understand that the consequence for this breach is that he/she will now be denied access to Coast electronic devices until _____.

Signed _____ Date _____
(Parent/Guardian)