



Student Discipline and Behaviour Management Policy

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1. Policy Statement

This policy is an integral part of general Student Welfare at Coast Christian School (the 'School') as per the School's Student Welfare Policy.

2. Policy Approach

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.

The principles set out in this policy are 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'.

3. Special Note re Corporal Punishment

Corporal Punishment is not used nor condoned at the School and is expressly prohibited.

We do not implicitly or explicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

4. Our Vision, Mission and Values

This policy is intended to align with our Vision, Mission and Values. In particular, our Mission is:

“Creating an environment of discovery where God, people and purpose connect”.

In order to fulfil this Mission within the context of this policy it is necessary to have a clear understanding of the Biblical foundation of discipline and its outworking in the whole of the School community – this is described below.

5. What is Discipline?

At the School, discipline is the process of discipling 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.

6. Why Should we Discipline our Children?

Some Biblical Principles:

- The Bible teaches us that we are to correct our children out of love. Discipline is a sign that the children are loved, that they belong.
- Children need to be disciplined and to know; who is in charge, who sets the rules, and who loves each child enough to say 'no' and curb unsatisfactory behaviour.
- Children are not safe without discipline. Without it they will not survive in a society which has an authority structure. If the children do not learn to obey in their key forming environments – the home and the School – they will find it difficult to obey the laws of the land, and most importantly, the Lord.
- 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.
- 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.
- 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 from the Greek word 'noutheto' which means to 'set in mind'. It means to set truth in the minds of people with a view to changing their behaviour and attitudes in a way which will support growth in maturity and wisdom.
- 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.
- God's discipline is a lifelong process. He teaches us through His discipline and loving correction. The work that we undertake with students at the School is only a part of the overall growth towards responsible maturity and wisdom that God wants for all His children.

7. How Should we Discipline our Children?

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

- 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).
- 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.
- 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.
- 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 into His image (Romans 8:29, Hebrews 12:10).
- 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 gaining 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. The personal desire and basic approach to life for teachers 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.

8. How do we Practise the Process of Discipline?

At the School we aim to:

- Train up a child in the way one should go (Proverbs 22:6). The 'way one 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 children in the way we think they 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 enable 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 provide acceptance 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.

9. Who is Responsible for the Process of Discipline at the School?

The objectives of this policy can best be fulfilled within the context of an active community. The 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 individual student.
- 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 the School 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.

10. What Strategies are applied in the Discipline process?

10.1. Affirmation strategies:

Classroom Rewards and Expectations System

In the first week of Term 1 each year, class teachers, in collaboration with the class students, create and agree to standards of behaviour. The specific rewards and expectations system integrates the School Rules and Values, Internet User Agreement summary and the Student Code of Conduct.

Class Awards – To be presented at Monday morning Assemblies each week. At least two per class each week which incorporate the

Values of the School: Grace; Growth; Gratitude; Genuineness and Generosity.

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, two 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 a hot beverage.

Celebration Night 'Class Awards' – To be presented at the Celebration Night held at the end of each School year whereby which some children in each class are teacher nominated to receive book prizes based upon specific academic excellence, academic effort, creativity and Christian citizenship achievements. These awards are intended to be an encouragement to students and, as such, the aim is to allocate these awards to many students in the cohort across their Kindergarten to Stage 3 years at the School.

Presentation Day 'Class Certificates' – Class teachers prepare a certificate of achievement for each student in the class that identifies the unique strengths, successes and/or contributions the child has made to the class and School throughout the year. These are presented at the Presentation Day, held at the end of each School year alongside additional Excellence Awards recognising student representation and achievement at state level or in fields of expertise.

10.2. Correction Strategies:

- Correction needs to be applied when the student has a clear understanding of what one has done wrong. Correction will be most effective when the student accepts responsibility for the misdemeanour.
- Correction will take place if one of the Student Codes of Conduct is breached.
- Correction will involve helping the student to understand how the behaviour has affected the School community (the staff, other students, volunteers and/or visitors). The process of reconciliation/restitution should follow correction.
- Correction needs to be (and be seen to be) equitable and fair.
- Correction needs to be appropriate to the misdemeanour not an emotional response to a difficult situation.
- Classroom management and solutions to behavioural difficulties is done best by the classroom teacher.
- 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. A note should be added to Sentral if a call about an incident is made to the home.

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

- In-class isolation: movement of student to another desk or isolating them from other students.
- 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).

- Lunch time detention: staying in at Lunch time to do work or simply being detained by the class teacher or sitting on the lunch seats at lunchtime and missing out on play.
- Restitution activities such as; picking up papers, cleaning, repairing, tidying, redoing a poor job, returning or replacing stolen or broken property, apology.
- Playground isolation: Not allowed to play in the playground – be seated outside the Principal’s office.
- Playground clean up: Filling a plastic bag (using plastic gloves) under teacher supervision.
- Sending a student to the Principal with a referral note explaining the difficulty which could not be solved.
- Discussion with Principal about different strategies to use for individual students.

11. The School’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 wellbeing of each child. If teachers are concerned about the discipline and wellbeing 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 wellbeing and 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 a member of the executive 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 Principal will also offer, where deemed relevant, the support of a member from the School's Wellbeing Team or provide contact references for counselling and/or psychologist support. The key points of the interview/discussion should and will be recorded in writing. In the case of privacy and/or child safe concerns, the Principal will be responsible for storing the written record securely as per the School's Child Safe Policy .

12. The School's Discipline And Behaviour Management Guidelines

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

- Provide the students with examples, through their own behaviour, of teachers' expectations in regard to courtesy, punctuality, friendliness, tidiness, self-control etc.
- Be clear, concise and confident in their expectations of students' behaviour. Provide clear directions and explain the consequences of not following their directions. Allow adequate time for these directions to be obeyed.
- Give directions that the children are capable of obeying.
- Be alert for, and quick to commend, good and acceptable behaviour – "Catch them being good".
- 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 emails or Dojo messages sent to parents
 - Special awards and certificates at Assemblies, Celebration Night, Presentation Day and community gatherings.
- Provide clear explanations of the School Behaviour Management system to all students at the start of each year, each term and at the commencement of any new student's enrolment.
- Frequently check the students' understanding of the School 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?"
- 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 School behavioural expectations. Consider factors such as:
 - Unrealistic expectations

- Classroom environment
 - Student's specific learning/behavioural needs
 - Student's previous negative learning experiences
- Respond quickly to an improvement in behaviour, being quick to commend behaviour when appropriate.
- 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.
- Have the confidence to refer a student to a senior teacher/supervisor if:
 - you are unsure of the appropriate response
 - the matter is of a serious nature
 - you feel your response/decision could be biased
 - the student's behaviour is sabotaging the teaching/learning experience for the rest of the class
- Provide a response to unacceptable/inappropriate behaviours to the student immediately, or as soon as possible after the misdemeanour.
- Never embarrass or humiliate the student. Be as discreet as possible in your Behaviour Management responses.
- Seek to restore the relationship with the student as soon as possible, following disciplinary action.
- 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.
- Regard an incident in which a child uses physical force upon another student as serious with immediate consequence and report this using a white slip and note on Sentral, which also requires a phone call to the parents of the students involved
- 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, write out a white slip and/or a note in Sentral if you answer "YES" to any of the following 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?
- Respond accordingly in cases where the 'Need to Report' threshold has been crossed:
 - the child is to have an appropriate consequence applied and a white slip and possibly an incident report (Sentral) is to be written by the witnessing/attending staff member before the end of that School day. In the case of a Teacher Aide witnessing an incident, the class teacher will be responsible for creating a white slip and/or Sentral report and informing parents. The teacher/aide (such as the playground duty teacher) who gave the white slip is required to inform the class teacher so that the class parents can be informed by the class teacher in the afternoon.
 - The parents are to be contacted by phone or email, preferably before the close of that School day.
 - 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.

13. The School's Behaviour Management Levels

13.1. Overview

The system is based around four coloured levels: Green, Blue, Yellow and Red.

All students begin on the Green level, and most will stay there. If necessary however, they will move down, but with the aim to return to the Green level quickly.

White Slips are small squares of white paper supplied to teachers by the Office Team for classroom and playground use. These are used to note down the name, date and reason a child has been issued a White Slip by a staff member. The White Slip is given to the child's class teacher for parent notification prior to being given to the Office for upload onto the School's central management system (Sentral).

White slips are to accompany an immediate consequence for a child's behaviour that deviates from the three School Rules. Further details are outlined below.

13.2. Moving down a level

To move down a level, students would receive three White Slips in one week. They would receive a White Slip for demonstrating behaviour either in the classroom or playground that goes against our three School rules, therefore, for:

Unkindness (the rule is **Be Kind**)

Disruptiveness (the rule is **Work Hard**)

Disrespectfulness (the rule is **Show Respect**)

Three White Slips in a week would mean the student spends Friday lunchtime on detention with the Principal and the student's parents are notified. However, a child who receives a White Slip ought to also have an immediate consequence given with the aim to minimise an additional lunchtime detention by Friday.

13.3. Moving up a level

Less than three White Slips the following week and the student moves up a level, while three or more White Slips in one week constitutes the student dropping down another level.

13.4. Consequences

The consequences increase as levels are dropped whilst communication with home remains consistent.

Green level: Signifies good behaviour

Blue level: Reached by three White Slips. Consequence is Friday detention

NB: If and when the Blue level is reached on three different occasions in one term, the student will miss any extra-curricular activities for the remainder of that term.

Yellow level: Reached by three White Slips while on the Blue level. Consequence is Friday detention and the following week the child spends recesses and lunches in sight of the duty teacher.

Red level : Reached by three White Slips in one week while on the Yellow level (or in rare cases, a serious one-off incident). Consequence is same for Yellow level but includes non-attendance at any excursions for the remainder of the term, along with a meeting between the child, parents and Principal. Reaching Red level has serious consequences that can include the suspension or expulsion of a student.

Consistent approach within each level:

Step 1: Students' parents are contacted for any misdemeanour that is written as a White Slip. White Slips are then given to and processed by the Principal's PA as an incident note on Sentral.

Step 2: If further misdemeanours are recorded then parents are requested to attend a meeting.

Step 3: The problem is outlined and expectations clearly re-stated.

Step 4: If unacceptable behaviour continues the Principal can use his/her discretion to determine an appropriate consequence (e.g. detention, in-School/out-of-School suspension).

Step 5: If the unacceptable behaviour continues, the Principal can issue a final warning to the parents to say that either a longer suspension or expulsion could be the result unless there was a change in the child's behaviour.

- Steps 2 and 3 can be skipped if there was a serious 'one-off' incident, especially that included violence.

14. How are staff, students and parents advised of the discipline procedures?

On a regular basis, staff attend a training session on the implementation of this policy. Staff sign an Attendance sheet which is kept on record by the Office Manager. 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.

An outline for parents and students detailing Student Behaviour Management procedures and the School's 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 again during Semester 2.

Classroom teachers provide information to parents and students regarding this policy at the Meet the Teacher Night to be held in February each year and at appropriate times during each year.

This policy is to be made available on the [School's website](#).

15. Related Policies

Child Safe Policy and Codes of Conduct
Student Welfare Policy
Vision, Mission and Values