

DISCIPLINE AND BEHAVIOUR MANAGEMENT POLICY

Context

The purpose of Kingdom Culture School is to provide a Christian educational community as a centre of 21st century learning, founded on Biblically-based beliefs, values and practices.

The Bible very clearly commands that Christians must act lovingly towards others, regardless of whether love is deserved. To be followers of Christ, one must be willing to love, forgive, feel empathy, protect and be willing to serve others in all contexts. In Mark 12, Jesus teaches His followers about the greatest commandments:

Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.
(verse 30) AND

Love your neighbour as yourself. (verse 31)

Jesus states that there are no other commandments greater than these. To love God with all your being implies that you will treat others well. To love God is to live a humble, gracious, servant-hearted life that self-sacrificially seeks the betterment of others (i.e. Philippians 2:1-4, Colossians 3:5-9). The second command to 'love one another' is to love unconditionally.

If loving God and loving others is to be at the centre of the Christian life, then a caring and supportive community is key to a Christian education. We expect every member of our Community to give and receive care and respect. This reflects that we are all created in God's image: created uniquely and with dignity.

Staff are committed Christians whose lives are to reflect the character of Christ and they support the school's culture by implementing the school's policies in relation to a safe and supportive environment. Behaviour Management and Discipline are an integral part of pastoral care in fostering caring and supportive relationships that support the well-being of the students and the delivery of a quality education.

Purpose

The purpose of this policy is to foster a safe and supportive environment where students attitudes and behaviours are consistent with the culture of the School as expressed in the code of conduct

Policy Statement

The School's Discipline and Behaviour Management Policy and Procedures are based on procedural fairness. Procedural Fairness is related to the right of a fair hearing; the right of an unbiased decision; and the right of appeal.

Corporal punishment is not sanctioned nor practiced by a staff member or a non-school person. The School does not sanction or support the use of corporal punishment by parents/caregivers as a means of discipline outside of the School.

Related Policies:

Particular attention should be given to the following:

- Anti-Bullying Policy
- Child Protection Policy

Principles

1. Discipline is a God-given responsibility of parents and carers and is an essential part of developing the whole child. It is understood to encapsulate all that acts to train a child in what is acceptable and preferable behaviour. It will involve both commendation and censure.
2. Commendation is the formal recognition of behaviour that is exemplary in terms of the values of the community and that constructively builds the relationships within and the effectiveness of that community.
3. Censure is focused upon dealing with behaviour that is harmful to self or to others or that is unhelpful to the development of Christian community. However, in dealing with such behaviour the relationship with individuals, encompassed by the pastoral care principles of communion in Christ, reflection of His will for us and service to others, should never be broken or withdrawn.
4. Discipline of children at School is implemented under the delegated authority of parents.
5. Discipline is directed towards the goal of self-discipline with the development of mutual respect, consideration of others and compassion.

6. Discipline by censure as practiced at Kingdom Culture School, is based upon the two tenets of respect for authority and proper use of authority. Thus, discipline will be administered with justice and fairness and should involve obvious due process under the responsibility of the Principal.
7. Discipline by censure may involve exhortation, guidance, instruction, training and the implementation of consequences. All parties need to be committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation.
8. In conformity with the requirements of the NSW Legislation, corporal punishment is not used at Kingdom Culture School. Kingdom Culture School does not authorise or endorse the implementation of corporal punishment by others on its behalf.
9. The Police Youth Liaison Officer may be called to speak to student/students if the Principal deems it necessary.

Procedural Guidelines

1. The procedures should address in class and out of class contexts.
2. Classroom discipline is primarily the responsibility of the teacher, who is expected to keep parents informed early of any patterns of difficulty or critical incidents. There are support systems in place to help classroom teachers when students are not responsive to their effort.
3. Persistent issues of classroom misbehaviour requiring discipline should be referred to the Staff Student Relations Adviser (SSRA).
4. Playground issues are generally the responsibility of the staff member on duty or who witnesses behaviour requiring discipline.
5. Issues should be followed up and be documented within a week.
6. Significant misbehaviour and serious incidents should not be handled individually – the offending student should be removed from the situation, or if that is not possible, be withdrawn from other students while support is obtained.
7. All teaching staff should familiarise themselves with the discipline procedures.
8. Monitoring and recording of this information is the responsibility of the teacher/Principal addressing the behaviour. All documentation related to a student's welfare is retained in the electronic file of the student.

Discipline

Commendation/Censure/Referrals

Teachers are provided with their own pad of discipline slips. This is to be used as part of the class discipline procedures for issuing commendations, censures and referrals. Whilst on duty in the playground teachers are to use the designated discipline slip pads.

Commendations (Yellow slip)

Procedure Description

Discipline slips (Commendations) are used as a method of communication regarding student behaviour. This method of communication is between staff and student and staff and parents. These slips are issued as a result of appropriate and excellent behaviour.

Procedures

1. A staff member writes the commendation (two copies), recording the reasons.
2. These should always be referred back to the class teacher before handing to the student.
3. The Class teacher is responsible for keeping the slips, ensuring records are updated on the school's reporting system. Students do not need to return the parent copy.
4. The class teacher will identify students who have received 5 commendations and also to note any students who have received too few commendations.
5. Teachers are responsible for filing the paper copies of all slips issued. These are returned to the Principal at the end of the year.
6. The class teacher should have all the yellow copies and therefore be able to monitor who is up for the awards. The Staff Student Relations Adviser will print out a fortnightly sheet showing the commendation slips issued each week and a total for the term. These will be discussed these at the next staff meeting meetings.

Censures (Blue Slip)

Procedure Description

Discipline slips (Censures) are used as a method of communication regarding student behaviour. This method of communication is between staff and student and staff and parents. These slips are issued as a result of inappropriate behaviour.

Procedures:

1. A staff member writes the censure slip (two copies), recording the reasons.
2. These should always be referred back to the class teacher before handing to the student.
3. The class teacher is responsible to ensure the records are updated on the school's reporting system. The Class teacher must ensure a copy is sent home, signed by a parent and returned to school.
4. Teachers can write a censure for students in classes other than their own.
5. A class teacher ensure that all discipline slip notices are handed to the Staff Student Relations Adviser (SSRA) as soon as possible after they have been given to a student. (One copy is sent home to be returned)
6. The SSRA will check weekly to identify students who have received discipline slips.
7. Teachers are responsible for filing the paper copies of all slips issued. These are returned to the SSRA at the end of the year.
8. The SSRA ensures records are updated weekly on the school's reporting system
9. The SSRA will print out a weekly sheet showing the censure slips issued each week and a total for the term. The teachers may discuss these at staff meetings where appropriate.
10. A verbal warning is given to students by the SSRA when two discipline slips have been recorded.
11. Once three censure slips have been received, the class teacher is to contact the parents and discuss the matter. This call is also to inform the parents that a detention will be served.
12. Parents are contacted by the class teacher to inform them of the upcoming detention. Generally, a detention will not be given prior to parents being notified of an upcoming detention.
13. Detention is served with a delegated person and letter written and posted home. An immediate detention can be given at the discretion of the Principal.

Note

Class Teachers are not to keep children in for long periods (more than 10 minutes) at lunch time and nor call it a detention. Detentions are formal consequences and should be not confused with class management plans.

Referrals (White Slip)**Procedure Description**

Discipline slips (Referrals) are used as a method of communication regarding student behaviour. This method of communication is between staff only. These slips are issued as a result of inappropriate behaviour.

Procedures

1. Incidents that do not warrant a censure slip must be referred to the class teacher using the white discipline slips, ticking the referral box. This is an important communication as it allows any patterns of minor behaviours to be identified.
2. The class teacher refers inappropriate behaviour referrals to the Staff/Student Relations Adviser who updates records on the school's reporting system.

Types of Issues/Incidents**Minor/Major Issues**

These are monitored through the SSRA. Class teachers should communicate regularly with the SSRA regarding student behaviour. Major incidents that warrant an immediate detention will be forwarded to the Principal.

Serious Incidents

Serious incidents that are referred to the Principal should be written up as a referral. You may need to complete a pink incident form if more details are required.

Critical Incidents

These are referred directly to the Principal.

Minor - Day to Day Playground Incidents

Examples:

- Littering
- Bad sportsmanship.
- Inappropriate wearing of uniform; taking uniform items from others
- Excluding others from games for no apparent reason
- Inappropriate play

Actions

Teachers are to record all playground incidents onto the provided discipline pad as a referral. These are to be handed to the class teacher. If it is a major incident (physical violence) refer to the procedure for major incidents.

Minor - Day to Day Class Incidents

Examples:

- Littering
- Bad sportsmanship.
- Inappropriate wearing of uniform; taking uniform items from others
- Continued class interruptions
- Excluding others from games for no apparent reason
- Continued talking at inappropriate time
- Playing games on the iPad

Actions

These incidents are dealt with by the class teacher and a censure is used to communicate the behaviours to the parents. Parents are to sign the white copy and it is to be returned the following day. It is always good practice to maintain contact with parents via phone when censures are sent home.

Major – Class or Playground Incidents

Examples:

- Repeated minor incidences (as recorded per classroom management plan or through consistent referrals)
- Bullying – verbal/physical
- Deliberate disobedience
- Repeatedly uncooperative in class at sport or in playground
- Stealing
- Willful damage, with minimal repair
- Lying
- Deliberately hurting another student

Actions

These incidents require the attention of the Staff/Students Relation Adviser who will communicate with the class teacher to determine the appropriate action to be taken. The student will require a censure notice and at the discretion of the SSRA, a detention may also be issued. Teacher must ensure an incident form is completed fully and handed to SSRA.

Serious/Critical - Class or Playground Incidents

Examples:

- White Censure Slip for notification to parents has not been returned.
- Second major incident has occurred
- Truancy
- Behaviour resulting in serious damage to property
- Behaviour resulting in injury to another person (requiring outside medical help)

Actions

These incidents require the immediate attention of the SSRA who will communicate with the Principal to determine the appropriate action to be taken.

The teacher must ensure an incident form is completed and handed to the SSRA.

Note:

On occasion it may be necessary to identify a student who is in crisis. In a discipline context, the normal discipline procedure may not apply for a limited and identified period of time. The student and his/her family must be willing to accept the assistance of the school and act on school advice during the time they have been declared a student in crisis. All aspects of the normal disciplinary policy will apply if the student and or family is not willing to work constructively with the school.

Behaviour Management Strategies

1. Class Detention / Timeout

This is teacher initiated discipline and can include withdrawal from the student group or a supervised lunch detention.

A student would normally be placed on class detention for things such as:

- Repeated disruptive behaviour
- Inappropriate behaviour
- Failing to follow teacher's direction

2. Withdrawn During a Break

Reasons for a student being placed on isolation from others during a break:

Students may also be placed on withdrawal during a break for conduct such as the following:

- Continuing to be disruptive or uncooperative after in-class discipline
- Continuing with poor behaviour after in-class discipline
- Hurting another student beyond in-class discipline standards
- Taking or abusing another student's property beyond in-class discipline standards
- Being disrespectful beyond in-class discipline standards.
- Having prohibited items at school beyond in-class discipline standards

3. Formally Supervised detention during a Lunchtime

Each year the staff of each program will discuss how they may supervise students who are referred for formal supervision during lunch. The student will sit in silence under supervision for 5-20 minutes (time determined by the age of the student and the reason) and complete a reflection form. They should not speak with other students during this time. They will answer the following questions: (a) what they did that caused them to be in trouble (b) what they need to do to fix any problems that their behaviour has caused (c) what they need to do to prevent that happening again. They may then read or do school work.

4. In-School Suspension

The student is required to attend school but will be withdrawn from the class and the playground as arranged between the Principal and the student's parents/caregiver. The student will do their class work as supplied by the class teacher and will have breaks at the times determined by the Principal (or delegated person).

The student must be adequately supervised at all time, including break times. The student will have in writing the conduct that they need to demonstrate before being re-admitted back to class. At the start of this process, and in clarifying these goals, they will be asked to fill in a Conduct Reflection form as outlined above.

A student may be placed on in school suspension for things such as (but not limited to):

- They have continued to ignore or impair the well-being of others in the school, as in the general School rules and / or the specific classroom rules.
- They have not responded to teacher support.
- Continuing to be disruptive, disrespectful or uncooperative after in-class discipline
- Hurting another student beyond in-class discipline standards
- Taking or abusing another student's property beyond in-class discipline standards
- Having prohibited items at school beyond in-class discipline standards
- The severity of an incident dictates this action.

General Principles for Suspension and Expulsion

In some circumstances the Principal may decide to suspend a student immediately. This may be due to, but not limited to, reasons of safety of students and staff. Examples would include the student being involved in a serious act of harm, illegality or criminality. The Kingdom Culture Christian School discipline policies are based on principles of procedural fairness. As a consequence the following procedures will be used for students who are alleged to have committed a serious offence, particularly one for which out of school suspension or expulsion may be considered. To this end, there is the recognition that all students have the right to be treated fairly and with dignity in an environment that is free from harassment, intimidation, disruption and discrimination.

As stated, the basic code of conduct at Kingdom Culture School for all members of the community is that each will respect the other; that each will act kindly and courteously towards others; that each will not force themselves or anything that they own physically, verbally or emotionally on others; that each will do as asked; and that each has the privilege, if done respectfully, to ask questions of another. This code can be summarised by the five key words of respect, kindness, non-abuse, obedience and understanding.

In some circumstances the Principal may decide to suspend a student immediately. This may be due to, but not limited to, reasons of safety of students and staff. Examples would include the student being involved in a serious act of harm, illegality or criminality.

Parents/care givers and other students should be aware that a student may be subject to the School's discipline in regard to inappropriate behaviour outside of school if the student can be identified as a student of the school and the behaviour could be considered to have harmed the school's reputation.(such as inappropriate behaviour on public transport)

In most circumstances suspension will occur only after the Principal has:

- ensured that appropriate school student welfare strategies and discipline options have been applied and documented
- ensured that appropriate support personnel available within the school system and externally have been involved

- ensured that discussion has occurred with the student and parent(s)/caregiver(s) regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- developed, in conjunction with appropriate school personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour at an earlier time
- provided a formal written caution detailing inappropriate behaviours as well as clear expectations of what is required of the student in future, and processes for appeal
- recorded all action that has been taken

5. Out-of-School Suspension

The student is required to stay at home for a period of time as arranged between the Principal and their parents.

A student would normally be on out-of-school suspension if he or she has not shown improvement in their conduct or effort after notification and support has been given for this change. It might also be because they failed to comply with other significant discipline requests or acting with great disregard to a key safety or code of conduct request which relates to their behaviour. Examples of conduct (but not limited to) that could lead to the level of discipline are things such as:

- Stealing (minor)
- Significantly and wilfully injuring another person or their property
- Significantly verbally abusing a member of staff or fellow students
- Truancy
- Wilfully graffitiing, damaging, or destroying school property
- Forging a parent / caregiver's signature
- Swearing
- Being rude or uncooperative i.e. refuse to obey an instruction
- Fighting
- Displaying poor behaviour on public transport
- Deliberately cheating in an exam or test
- Physical non-compliance
- or similar offences

5.1. Short Suspensions

A student may be suspended for up to five school days for any of the following reasons:

1. *Continued Disobedience*. This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school (e.g. vandalism, theft); use of illicit drugs at school.
2. *Aggressive Behaviour*. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal

5.2. Long Suspensions

The Principal may impose a suspension of up to 20 school days for any behaviour such as the following:

- Physical violence
- Possession of a prohibited weapon such as a firearm or knife
- Use or possession of, a suspected illegal substance, or supply of a restricted substance
- Use of an implement as a weapon or threatening to use a weapon
- Serious criminal behaviour related to the school: Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises.
- If the incident occurred outside the school or outside school hours, there must be a clear relationship between the incident and a negative impact that it has caused the school.
- Persistent misbehaviour: Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

These principles direct the school's normal procedures. There are instances where a student's misdemeanours may be required to be reported to relevant agencies such as the Police or the Department of Family and Community Services.

In implementing these procedures the Principal will take into account the student's age, individual needs, developmental level and any disability. The Principal will also consider the safety, care and welfare of the student, staff and other students in the class and school after reviewing the recommendation of the respective senior.

6. Expulsion

The Principal recommends to the School Board that a student's enrolment be terminated. A date of departure will be entered into the school enrolment register or the parents requested to withdraw the student from the school.

This consequence may be given:

- After two or more suspensions
- After an extremely serious act of misbehaviour such as:
 - Use of a weapon occasioning serious harm to a person at school
 - A serious assault of a student or staff member
 - A serious act of vandalism at school
 - Selling of illegal drugs at school or in the community
 - Acts of criminality in or outside the school

7. Exclusion

Exclusion is the process of barring students from a school or group of schools. KCCS does not practice exclusion.

Procedures to implement procedural fairness related to matters of behaviour management

- Where a student receives a formal detention, parents will be notified at least 24 hours before the detention is applied. Parents have the opportunity to follow the complaint and grievance policy if they have a complaint regarding the discipline.
- Where a student receives a censure parents are able to follow the complaint and grievance policy where there is a complaint.

In relation to a serious misbehaviour or an allegation of misbehaviour the following procedures will be implemented.

- Information will be collected by the class teacher/ SSRA/Principal, and where appropriate, from other students, teachers and relevant witnesses, using non-leading questions.
- The student will be informed by the teacher/SSRA/ Principal the process that will be followed.
- There will be an initial interview, in which all relevant information will be supplied. The student will be provided with the specific allegation/s and any other information that will be taken into account in considering the matter.
- Parents/caregivers may be invited to attend this interview, depending on the perceived gravity of the allegation. Parents may invite a support person/observer to this interview to support the student.
- The student will be given the opportunity to respond to the allegation.
- In cases where an in-school suspension, suspension and/or expulsion may be contemplated there will be a second formal interview, to which parents and/or other appropriate support personnel will be invited, to provide the opportunity for a complete and considered response to the allegations.
- The parent/caregiver and the student will be told how to seek a review of any decision made in response to the allegations.
- If the decision is made to suspend the student, a program of home study will normally be organised for the student.
- The outcomes of formal interviews and action to be taken will be recorded in the form of written notes and placed on the electronic file of the student under welfare.
- In the case of in-school and school suspension, a formal letter written by the Principal detailing the inappropriate behaviours, the reasons for the discipline and what will be expected of the student in the future will be provided to the parents/caregivers.
- In the case of suspension, the Principal will arrange for a resolution meeting as soon as possible in order to determine the basis with which the suspension will be resolved, including any behaviour management plan that may be considered necessary.
- Conduct that is extreme may result in other authorities becoming the case manager. For example, the Police, FACS. The School may see their procedures become adjusted or replaced by those agencies procedural protocols.

Appeals

The student and parents/caregivers may request a review of a decision to impose along suspension or the expulsion of a student if they consider that correct procedures have not been followed or that an unjust decision has been made.

Appeals must be made in writing stating the ground on which the appeal is being made.

The appeal must be lodged with the Principal who will forward it to the Board Chairman. The Board Chairman will meet with the Principal and will review the procedures followed and the grounds on which the decision was made. The outcomes of the review and the reasons for the decision will be given in writing to the parents/caregivers.

Medical Review

The Principal can determine that a student can only resume school after a medical review, if the behaviour places themselves or others at risk. This may involve a psychologist, psychiatrist or mental health assessment.