



# **KINGDOM CULTURE CHRISTIAN SCHOOL**

## **DISCIPLINE POLICY**

## Mission

### “Raising Tomorrow’s Leaders”

#### MISSION AND VALUES

The school seeks to create a caring environment where Christian values inspire and affirm the highest ethical standards regarding the care, support, and well being of students.

#### INTRODUCTION AND PURPOSE

These policies related to a safe and supportive environment so that they:

- (a) Meet the legislative obligations concerning a safe and supportive environment.
- (b) Guide staff, volunteers and students on how to behave with students in the school.
- (c) Clarify the parameters of appropriate and inappropriate conduct for school staff and volunteers to create a safe and supportive student environment by the KCCS’s mission and values and its commitment to a Christian focus.
- (d) Model a contemporary workplace at the school that is faith-filled, collaborative, consultative and lawfully compliant with contemporary practice.
- (e) Outline procedures for training staff to fulfil their responsibilities
- (f) Create a caring environment where Christian values inspire and affirm the highest standards of ethical conduct regarding the care, support, and well being of the students entrusted to it.

#### SCOPE

The policies apply to all persons working in or providing services to the school and its students.

#### RELATED CODES & POLICIES

These policies and codes must be read in conjunction with these policies:

- (a) Child Protection Code of Conduct
- (b) Guideline for Protecting Children and Young People
- (c) Plan for Qualified Replacement Teachers
- (d) The Monitoring and Assessment of Premises, Buildings and Facilities - School WH&S and Security
- (e) The Cyber Safety User Agreements
- (f) The Culture of Honour Handbook

#### DUTY OF CARE

All school community members have a duty to reasonably care for the safety and well being of students in their care. That duty is to consider and take all reasonable action to protect students from known hazards or reasonably predicted risks of harm. The standard of care required of a School Community member must consider various factors, such as a student’s maturity and ability.

This duty of care owed to students by all School Community members applies during all activities and functions conducted or arranged by the School where a student is in the care of a School Community Member.

School community members must assess and manage the risk associated with any student activity. According to the law, a single serious failure to exercise an appropriate duty of care or persistent, repeated failures may constitute neglect or negligence if they cause actual harm or if significant harm to a student is potential.

#### PROFESSIONAL RELATIONS WITH STUDENTS

The School expects all members of its community to be caring, compassionate adults actively interested in students' well being and set appropriate boundaries for worker-student relations.

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School community members must be aware that their interactions with students are based on a trusting relationship arising from the nature of their role in the school and that those relationships are open to scrutiny.

School Community members must always treat students respectfully and behave in ways that promote their safety, welfare, and well being.

School community members must act professionally at all times. The KCCS Guidelines for Teaching and Protecting Children and Young People (see Appendix 6 Child Protection Policy) outline ways to assist teachers in maintaining professional relationships and boundaries with children.

## CHILD-FOCUSED MANAGEMENT

All school community members will ensure that they use child-focused risk management practices in all their activities per the School's policies and procedures.

In this regard, all school community members must comply with all legislative and policy obligations.

## STAFF OBLIGATIONS TO REPORT

The school requires staff to report any concern they may have about the safety and well being of a child or young person to the appropriate person and per the procedures, whether it is a welfare issue or a safety issue related to the physical environment.

## IMPLEMENTATION OF POLICIES

The responsibility for the Implementation of all well being and Safety Policies lies with the Principal.

### Accessibility

The PDFs of these policies are on the Share Google Drive for ready access by all staff.

### Communication and Training

The Principal oversees the communication of relevant policies to staff, students and parents/caregivers.

*Staff* - The Principal will communicate well being and safety policies to teachers in professional learning sessions and staff meetings. Concerning safety (WH&S, First Aid and Risk Assessment and Management), all staff members (including the property manager) will attend training sessions at the commencement of Term One and Term Three.

*Parents*—The principal will communicate the Code of Conduct for students and parents during the enrolment interview. At enrolment, all parents must commit to complying with all relevant codes of conduct. Relevant information about these policies are communicated to parents and students through the Parent Information Booklet, Facebook-KCCS Parents, Newsletters, Assemblies, and the Annual Report.

*Students* - The principal and teachers will communicate the Code of Conduct to students throughout daily school life. This includes but is not limited to, staff modelling Christ-like behaviour, instruction, the curriculum, assemblies, and co-curricular activities.

### Compliance

The principal is responsible for forming a KCCS culture that is a safe and supportive environment that reflects Christian beliefs, values and practices and enables the delivery of a quality education. The Property Manager is responsible for the maintenance and repair schedule associated with WH&S and risk management.

### Review

Policies are reviewed at specific times when required by legislation and at the end of each school year. Evaluation will involve feedback from users regarding the practical effectiveness of the procedures

## Discipline and Behaviour Management Policy

### CONTEXT

Kingdom Culture School aims to provide a Christian educational community centred of 21<sup>st</sup>-century teaching, learning, and service, founded on Biblically based beliefs, values, and practices.

The Bible commands Christians to act lovingly towards others, regardless of whether love is deserved. One must be willing to love, forgive, feel empathy, protect and be willing to serve others in all contexts to be a follower of Christ. 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 are 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 as this reflects that we are all created in God's image, uniquely and with dignity.

Staff are committed Christians whose lives reflect Christ's character. They support the school's culture by implementing policies that create a safe and supportive environment. Behaviour management and discipline are integral to pastoral care, fostering caring and supportive relationships that promote students' well-being and deliver quality education.

### PURPOSE

This policy aims to foster a safe and supportive environment in which students' attitudes and behaviours are consistent with the school's culture, as expressed in the code of conduct.

### POLICY STATEMENT

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

Corporal punishment is not sanctioned or practised by staff or non-school personnel. The School does not sanction or support the use of corporal punishment by parents or caregivers as a means of discipline outside of or on behalf of the school.

### RELATED POLICIES

The Discipline and Behaviour Management Policy is read in conjunction with:

- the Anti-Bullying Policy
- the Child Protection Policy

### PRINCIPLES

1. Discipline is a God-given responsibility of parents and carers and is essential to developing the whole child. It is understood to encompass all that is done to train a child in acceptable and preferable behaviour. It will involve both merit and demerit.
2. A 'Merit' 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. A 'Demerit' focuses on dealing with behaviour that is harmful to self or others or unhelpful to the development of the Christian community. When dealing with such behaviour, principles of pastoral care are applied to the relationship. Parents delegate the authority to discipline their children while they are at school.
4. Discipline aims to nurture self-discipline by developing empathy, mutual respect, consideration of others, and compassion.

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5. Discipline by demerit, as practised at Kingdom Culture Christian School, is based upon the two tenets of respect for authority and proper use of authority. Thus, discipline is administered with justice, fairness, and compassion and should involve obvious due process under the principal's responsibility.
6. Discipline by demerit may involve exhortation, guidance, instruction, training, and/or the implementation of consequences. All parties must be committed to listening to each other to achieve repentance, restitution, resolution, and reconciliation.
7. In accordance with the NSW Legislation, corporal punishment is not used at Kingdom Culture School, and the school does not authorise or endorse the implementation of corporal punishment by others on its behalf.
8. The principal may call 'The Police Youth Liaison Officer' to speak to children/students if necessary.

## PROCEDURAL GUIDELINES

1. Procedures should be addressed in class and out-of-class contexts.
2. Classroom discipline is primarily the responsibility of the teacher. They are to inform parents 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 efforts.
3. Persistent issues of classroom misbehaviour requiring discipline are to be referred to the assistant principal and/or principal. Playground issues are generally the responsibility of the staff member on duty or who witnesses behaviour requiring discipline.
4. Issues are documented on *Compass* and followed up as soon as possible within a week of the issue.
5. Significant misbehaviour and serious incidents must not be handled alone – the offending student must be removed from the situation or, if that is not possible, withdrawn from other students while support is obtained.
6. All teaching staff should familiarise themselves with the discipline procedures.
7. The staff member who addresses the behaviour monitors and records this information. All documentation related to a student's well being is retained in *Compass*.

## DISCIPLINE

Discipline is a God-given responsibility of parents and caregivers and is essential to developing the whole child. Discipline is directed toward the goal of self-discipline with the development of mutual respect and consideration of others. It encapsulates all the acts that train a child in what is acceptable behaviour that builds positive relationships.

The basic code of conduct at KCCS is that all community members honour and respect each other, act kindly and courteously towards others and not force themselves or anything they own physically, verbally or emotionally onto others. Each will do as asked and, if done respectfully, ask questions of another. This code is summarised by five keywords: RESPECT, KINDNESS, NON-ABUSE, OBEDIENCE and UNDERSTANDING. Records of meritable and demeritable behaviour from 2023 onwards are kept on *Compass*.

## MERIT/DEMERIT

Teachers can access *Compass* to issue merits or demerits to students. Teachers are responsible for entering disciplinary actions given to each student.

### MERIT

#### *Procedure Description*

Merits are used as a method of communication regarding student behaviour. This method of communication is between staff, students and parents. Students receive merits for appropriate and excellent behaviour. Merits accumulate throughout a student's enrolment at Kingdom Culture Christian School. Some ways a student can receive a merit are by demonstrating:

- the KCCS values of honour, integrity, and service
- perseverance
- excellent application
- resourcefulness or initiative
- excellent collaboration skills
- leadership
- peacemaking skills

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## Procedures

1. Staff members record a Merit on *Compass*, making sure they notify the student's teacher.
2. Teachers periodically review the number of merits their students have received to ensure they align with expected progress. An excellent student should receive approximately 73-74 points per year. This equates to:
  - 1 merit per week for a primary student (36 - 37 merits over a 38-week period)
  - 1 - 2 merits per week for a secondary student (73 - 74 merits over a 38 week period)

## Merit System

Primary (K-6)	High School
10 Dojos = 2 Points (1 Primary Merit) 5 Primary Merits = 1 White Certificate 3 White Certificate = Gold Certificate 3 Gold Certificates = Silver pin 3 Silver pins = Gold pin 3 Gold pins = Black and Gold pin	1 Merit = 1 Point 10 Merits = 1 White Certificate 3 White Certificate = Gold Certificate 3 Gold Certificates = Silver pin 3 Silver Pins = Gold pin 3 Gold pins = Black and Gold pin

## DEMERITS (DISCIPLINE)

### Demerit point system:

- 3 Infractions = 1 Demerit
- 3 Demerits = Detention 1
  - Student has received 3 demerits.
  - 30 mins after school detention 3:30-4:00 pm.
  - Behaviour goal weekly review on Friday afternoon.
  - Communicated with the teacher.
- 6 Demerits = Detention 2
  - Student has received 6 demerits.
  - 45 min after school detention 3:30 - 4:15 pm.
  - Behaviour report card - daily review.
  - Reviewed daily by teacher.
- 9 Demerits = Detention 3
  - Student has received 9 demerits.
  - 60 min after school detention 3:30 - 4:30 pm.
  - Behaviour report card - session review.
  - Reviewed daily by Principal or Coordinator.
- 12 Demerits = Full day in-school detention
  - Student has received 12 demerits.
  - Suspension for the day where they must complete their work independently of the class and are not permitted. on the playground during breaks.
  - Behaviour management plan.
  - Progress is monitored by the Principal.
  - Returns to class with a behaviour contract.
  - Students are reminded that the next step is a 2 day detention.
- 15 Demerits = Meeting with parents and 2 full day in-school detention.
  - they must complete their work independently of the class and are not permitted. on the playground during breaks.
  - Behaviour management plan.
  - Progress is monitored by the Principal.
  - Returns to class with a behaviour contract.
  - Students are reminded that the next step is a 3 day detention.
- 18 Demerits = Meeting with parents and a 3 full day in-school detention (Conditional enrolment implemented).
  - they must complete their work independently of the class and are not permitted. on the playground during breaks.
  - Behaviour management plan.
  - Progress is monitored by the Principal.
  - Returns to class with a behaviour contract.

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- Students are reminded that the next step is enrolment withdrawal of enrolment.
- 21 Demerits = Enrolment withdrawn.

## NOTE

Class teachers are not to keep children in for long periods (more than 10 minutes) at lunch break. Detentions are formal consequences and should not be confused with class management plans. Infractions and demerits will reset annually.

## Detention Policy & Procedures

### Purpose:

The purpose of the detention policy at Kingdom Culture Christian School (KCCS) is to maintain a high standard of behaviour, foster a culture of respect, and ensure that all students understand the consequences of their actions. This policy aligns with our School's values of Honour, Integrity, and Service. It is designed to reflect our commitment to developing students who respect authority and their peers and desire to develop their potential.

### 1. Overview of Detention Procedures

Detention is a consequence for students who violate school rules, including but not limited to poor behaviour, lateness, non-compliance with school expectations, disrespect towards peers or staff, or failure to bring necessary materials to class.

- **Detention Duration:**  
Detentions will be held for **30 - 60 minutes** after school depending on the severity or escalation of behaviours. Detentions start at 3:30 pm. The school leadership will decide this. A full day in-school detention will be from 8:20 am - 3:30 pm. The school leadership reserves the right to extend the full day in-school detention to more than one full day, depending on the student's attitude and response.
- **Location:**  
Detentions will take place in a designated **detention room**, which may or may not be a regular classroom. The environment must be free from distractions and allow students to focus on their behaviour.
- **Supervision:**  
A staff member (e.g., a teacher, an administrative staff member, or a school leader) will supervise detentions. The supervisor will ensure that students remain silent, focused on their tasks, and adhere to rules.

### 2. Detention Guidelines and Expectations

- **Silence and Focus:**  
Students are expected to remain in absolute silence during their detention period. They must remain seated, face forward, and focus solely on the assigned tasks. There will be no talking or side conversations.
- **Assigned Tasks:**  
Students must complete **academic work** or **reflective exercises** during their detention time. These could include:
  - **Reflection Sheets:** Write about their actions, why they were inappropriate, and how to improve.
  - **Academic Tasks:** Catch up on missed work or complete additional assignments.
  - **Restorative Justice Exercises:** Write letters of apology or reflect on how their behaviour impacted others.
- **Restorative Action:**  
Students may be asked to engage in **restorative justice activities in cases of more serious infractions**. This could include meeting with the affected parties (if applicable) to apologise or participating in a session with a counsellor to discuss the root cause of their actions.
- **No Distractions:**  
No personal items (e.g., phones or headphones) will be allowed in the detention room. Students must use the time solely for reflection or academic purposes.

### 3. Consequences of Non-Compliance

If a student refuses to comply with detention rules or continues to be disruptive, further disciplinary actions will be taken, which may include:

- An extension of the detention duration.
- A meeting with school leadership to discuss the student's behaviour and additional consequences.
- Referral to a school counsellor for further behavioural guidance.

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- Ongoing non-compliance may put the student's enrolment at the school at risk.

## 4. Communication of Detentions

- **Notification:**  
Parents/guardians will be informed by email or phone call whenever a student is assigned detention. This will include a brief description of the infractions or demerits and the duration of the detention.
- **Documentation:**  
Detentions will be logged in the school's discipline records on Compass. Accumulating multiple detentions may lead to reviewing the student's overall behaviour and implementing more significant consequences, such as a behaviour conduct card or suspension. Parents will be asked to withdraw their child's enrolment if a student receives a second suspension. If they decline, the student will be expelled, and this action will be recorded on their permanent educational record.

## 5. Positive Reinforcement

While detentions are a disciplinary measure, KCCS believes in reinforcing positive behaviour. Students who consistently adhere to school expectations will be recognised and rewarded through merit systems, assemblies, and leadership opportunities. We aim to support students in making better choices and growing in maturity, discipline, and respect.

## 6. Alignment with KCCS Values

The KCCS detention policy is grounded in our School's values of Honour, Integrity, and Service. We believe in treating all students with dignity, and detentions are intended not only to correct behaviour but to guide students toward positive changes. Students will be encouraged to reflect on their behaviour and take responsibility for their actions while being given the support they need to improve.

## 7. Review and Feedback

The detention policy will be reviewed annually by school leadership, and feedback will be sought from students, parents, and staff to ensure it continues to meet the school community's needs. This policy is designed to create a structured, consistent, and fair approach to discipline, ensuring that KCCS students learn the importance of accountability while fostering an environment supporting their spiritual, academic, and emotional growth.

## GENERAL ATTITUDE/BEHAVIOUR OBSERVATION

### Procedure Description

Observations are used as a method of communication regarding student behaviour. This method of communication is between staff only. These are issues that are a result of inappropriate behaviour. It is recorded on a Compass General Observation. After investigation or consultation with leadership these observations may become a demerit.

### Procedures

All incidents that do not require a demerit should be recorded as General Observation on *Compass*, adding the class teacher to the notification chain, and comments about the behaviour to ensure effective communication. This process is crucial in documenting and recognising any recurring minor behaviours.

### Types of Issues/Incidents

#### *Infractions*

The teacher will warn the students of their behaviour; if they continue, they will receive an infraction and a consequence; if this continues, they will receive a demerit.

#### *Major Offences*

Major incidents warrant immediate detention.

#### *Serious Offences*

Serious incidents are written up on *Compass* as an 'Incident Report' with the Coordinator and Principal being notified. You may need to complete an incident form if more details are required.



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## ***Critical Offences***

These are referred directly to the Principal.

### ***ACTIONS***

Teachers must document all playground incidents on *Compass* and refer to the class teacher using the notification chain. In the case of a major incident involving physical violence, teachers should follow the designated procedure for handling such incidents.

## ***Infractions***

- Littering
- Bad sportsmanship
- Class interruptions
- Excluding others from games for no apparent reason
- Talking at an inappropriate time
- Physical contact
- Not following classroom rules or procedures
- Failure to complete homework or assignments
- Arriving late to school or class
- Inappropriate language or gestures
- Not paying attention or being easily distracted
- Violating uniform guidelines, incorrect uniform, taking uniform items from others

It's important to address these minor misbehaviours promptly to maintain a positive and conducive learning environment.

### ***ACTIONS***

The class teacher is responsible for addressing these incidents and communicating the behaviour to parents through the use of infractions.

## ***Major Offences***

- Repeated minor incidences (as recorded per classroom management plan or through consistent referrals)
- Showing a lack of respect towards teachers or peers
- Arguing with teachers/ staff
- Lying by intentionally providing false information, such as making up excuses, exaggerating details, omitting important facts, fabricating events, breaking promises, assuming false identities, sharing misleading information, using white lies, plagiarising, or concealing mistakes.
- Swearing by using offensive, profane, or vulgar language involving explicit or socially taboo words
- Sharing of food (this is a serious health risk, including allergic reactions, hygiene concerns, dietary violations, breaching health and safety policy and parental consent).
- Playing games and watching videos unrelated to school work on devices.
- Sticking the rude finger or making rude gestures

### ***ACTIONS***

The class teacher is responsible for addressing these incidents and communicating the behaviour to parents through the use of demerits.

## ***Serious Offences***

- Slander: a form of spoken defamation that involves making false and damaging statements about someone with the intent to harm their reputation. It typically involves spreading untrue information that can injure the character, integrity, or standing of an individual, business, or other entity. Slandorous statements are spoken or communicated orally, and they have the potential to cause harm by tarnishing the subject's reputation or causing them to suffer negative consequences.
- Cheating on assignments, examinations, tests, assessments
- Physical violence refers to acts of physical aggression, such as kicking, pushing, punching, wrestling, fighting, strangling, hitting, or assaulting others.
- Bullying, either verbal or physical is repeated and intentional harassment, intimidation, or exclusion of a student.

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- Harassment or discrimination refers to targeting individuals based on race, gender, sexual orientation, religion, or other protected characteristics.
- Threats or intimidation can be verbal or written threats to harm oneself or others or engaging in behaviours that instil fear or distress.
- Persistent disruptive behaviour: Consistently engaging in disruptive actions that significantly interfere with the learning environment or the rights of others.
- Truancy or chronic absenteeism: Repeatedly skipping school without valid reasons or failing to attend classes regularly.
- Serious acts of defiance or insubordination: Openly and consistently refusing to follow instructions or comply with authority figures
- Mocking a staff member involves imitating, ridiculing, or making fun of a teacher's appearance, behaviour, speech, or actions disrespectfully or derisively. This behaviour is often intended to belittle or demean the teacher and can damage their authority, reputation, and the learning environment. Mocking a teacher can create a negative atmosphere in the classroom, hinder the educational process, and contribute to a lack of respect for authority figures.

It's important for schools to address these major behaviour issues promptly, involving appropriate disciplinary measures, counselling, and involving parents or guardians as necessary.

## **ACTIONS**

These serious incidents **REQUIRE THE ATTENTION OF THE PRINCIPAL** who will communicate with the class teacher to determine the appropriate action to be taken. A detention (3 demerits) will be issued and the teacher must ensure the incident is recorded on *Compass* and notify the principal.

## **Critical Offences**

- Illegal behaviours refer to actions that are not only serious but also violate the law. Here are some examples of illegal behaviours:
  - Assault: Physically attacking another person, causing bodily harm or injury.
  - Drug possession or distribution: Illegally possessing or selling drugs or controlled substances
  - Theft or robbery: Stealing personal belongings, money, or school property from others
  - Vandalism: Damaging or defacing school property, including graffiti or destruction of facilities
  - Arson: Setting fire to school property or attempting to do so
  - Weapon possession: Carrying or bringing firearms, knives, or other dangerous weapons on any school activities
  - Threats or intimidation with intent to harm: Making serious threats of violence or engaging in behaviour that creates a genuine fear for the safety of others
  - Sexual assault or harassment: Engaging in non-consensual sexual acts or unwelcome sexual advances or comments.
  - Cybercrimes: Encompass a broad range of illegal activities conducted through digital networks and technologies, including hacking, phishing, malware distribution, identity theft, online fraud, cyberbullying, cyber espionage, and other offences that exploit digital vulnerabilities for various malicious purposes.
  - Hate crimes: Committing crimes motivated by prejudice, discrimination, or bias against a particular race, religion, ethnicity, gender, sexual orientation, or other protected characteristics
  - Inappropriate Content: Storing explicit material on devices and sharing such content with fellow students. It is illegal for minors to have access to explicit content, especially pornography or other materials deemed harmful to minors.

These illegal behaviours not only warrant immediate attention from school authorities but also require involvement from law enforcement to address the legal consequences and ensure the safety and well being of students and staff. An immediate suspension will be issued.

## **ACTIONS**

These critical incidents **REQUIRE THE IMMEDIATE ATTENTION OF THE PRINCIPAL** who will communicate with the teacher to determine the appropriate action to be taken. The teacher must ensure an incident report has been recorded on *Compass* and notify the Principal.

## **Note:**

On certain occasions, it may be necessary to identify a student who is in crisis. In such cases, the standard disciplinary procedures may not be applicable for a specified and limited period. It is essential that the student and their family are open to accepting the school's assistance and are willing to follow the guidance provided during this declared crisis period. However, if the student or their family does not demonstrate a constructive approach in working with the school, all aspects of the regular disciplinary policy will be enforced.

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## BEHAVIOUR MANAGEMENT STRATEGIES

All students are explicitly taught and intentionally practise the **KCCS Culture of Honour Manual** during the first week of Term 1 each academic year. Teachers proactively address any potential off-task behaviour to ensure that 100% of students remain focused on every task in every lesson.

Classroom norms:

Every student must demonstrate "The Learning Etiquette of STARS"

- Sit up straight
- Tune-in
- Ask good questions
- Respond accurately
- Silence - speak when permitted.

Teachers promptly address any slouching, daydreaming, lack of focus, or distractions using the following preemptive strategies:

1. **Movement and stretching breaks:** physical movement helps to re energising. Teachers should plan movement into their learning sequence to assist students in maintaining their energy levels.
2. **Silent Non-Verbal Cues:** Hand signals, eye contact, facial expressions, a shake of the head, a sharp pause, or a finger click.
3. **Unnamed Prompt:** "Just waiting for 100%. Waiting for one more person... and 100%."
4. **Named Redirection:** "David, we are waiting for you. Thank you."

### Timeout

If a student persists in disruptive or inappropriate behaviour or fails to follow the teacher's instructions, they will be directed to take a "Timeout." During this time, the student will stand outside the classroom within sight of the teacher for period of time. The teacher will speak to the child before permitting them to rejoin the class.

If the behaviour remains unsatisfactory, the student will be sent to the front office to complete independent work for the remainder of the day under the supervision of a staff member or school leadership. Additionally, demerit points will be assigned to the student.

## GENERAL PRINCIPLES FOR SUSPENSION AND EXPULSION

In certain situations, the Principal may decide to impose an immediate suspension on a student, particularly when the safety of other students and staff is at risk. This may be due to serious acts of harm, illegality, or criminality. Kingdom Culture Christian School follows discipline policies based on principles of procedural fairness. Therefore, the following procedures are implemented for students who are accused of committing a serious offence that may result in out-of-school suspension or expulsion. It is acknowledged that all students have the right to be treated fairly and with dignity in an environment free from harassment, intimidation, disruption, and discrimination.

As outlined, the fundamental code of conduct at Kingdom Culture School expects all members of the community to treat each other with respect, kindness, and courtesy. No one should impose themselves physically, verbally, or emotionally on others, and all should comply with reasonable requests. Furthermore, every individual has the privilege, when done respectfully, to ask questions of others. This code can be summarised by the five key principles of respect, kindness, non-abuse, obedience, and understanding.

In specific circumstances, the Principal may decide to impose an immediate suspension on a student, primarily for reasons concerning the safety of students and staff. Examples include instances where the student has engaged in serious acts of harm, illegality, or criminal behaviour.

Parents/caregivers and other students should be aware that the school's discipline may extend to inappropriate behaviour outside of school if the student can be identified as a member of the school community and the behaviour could harm the school's reputation (e.g., inappropriate behaviour on public transport).

In most cases, suspension will only occur after the Principal has taken the following steps:

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- Ensured that appropriate well being strategies and disciplinary measures have been applied and documented.
- Involved appropriate support personnel within and outside of the school system.
- Engaged in discussions with the student and parent(s)/caregiver(s) regarding the specific misconduct that the school deems unacceptable and may warrant suspension.
- Developed a behaviour management plan, in collaboration with relevant school personnel, to help the student address inappropriate behaviour at an earlier stage.
- Provided a formal written caution outlining the inappropriate behaviours, clear expectations for future conduct, and information about the appeal process.
- Recorded all actions taken.

It is important to note that these procedures ensure fairness and due process in handling disciplinary matters at Kingdom Culture Christian School.

## 1. Suspension

Suspension refers to a disciplinary action where a student is temporarily removed from attending classes and participating in school activities. It is typically imposed as a consequence for violating school rules, engaging in misconduct, or exhibiting behaviour that disrupts the learning environment or poses a risk to the well being of others. During the suspension period, the student is not allowed to be present on school premises and might be required to complete certain tasks or reflect on their behaviour. Suspensions can vary in duration and severity, ranging from a few days to several weeks, depending on the nature of the offence and the school's policies.

### 1.1. In-School Suspension

During an in-school suspension, the student is required to attend school but will be removed from their regular classroom and playground activities. This arrangement is made in collaboration between the Principal and the student's parents or caregiver. The student will be provided with class work by their teacher and will have designated breaks as determined by the Principal or a delegated person.

It is important that the student is under appropriate supervision at all times, including during break periods. The student will be provided with written guidelines outlining the expected behaviour they need to demonstrate before they can be readmitted back to their regular class. As part of this process and to clarify these goals, the student will be asked to complete a Conduct Reflection form, as outlined previously.

### 1.2. 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 acted with great disregard to a key safety or code of conduct request which relates to their behaviour.

#### 1.2.1. 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); the possession, use or supply 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

#### 1.2.2. 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.

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- 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 well being of the student, staff and other students in the class and school after reviewing the recommendation of the respective senior.

## 2. Expulsion

Parents will be asked to withdraw their child's enrolment if a student receives a second suspension. If they decline, the student will be expelled, and this action will be recorded on their permanent educational record. 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.

This consequence may be given:

- After two or more suspensions
- After an extremely serious act of misbehaviour such as:
  - Physical Violence or Threats – Engaging in or threatening serious harm to students, staff, or others.
  - Possession or Use of Prohibited Substances – Bringing drugs, alcohol, or other contraband onto school grounds.
  - Weapons Possession – Having weapons or dangerous items that pose a safety threat.
  - Severe Bullying or Harassment – Persistent behaviour causing significant emotional, physical, or psychological harm.
  - Sexual Misconduct – Any inappropriate or unlawful sexual behaviour.
  - Theft or Vandalism – Serious damage or theft of school or personal property.
  - Disrupting School Operations – Actions that severely disrupt teaching, learning, or the broader school community.
  - Criminal Behaviour – Committing a crime on or off school grounds that compromises safety or the school's reputation.

## 3. Exclusion

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

### BEHAVIOUR MANAGEMENT PROCEDURAL FAIRNESS PROCESS

- When a student receives a formal detention, parents will be notified 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 demerit 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/Principal, and where appropriate, from other students, teachers and relevant witnesses, using non-leading questions.
- The student will be informed by the teacher/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 allegations 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

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on the electronic file of the student under well being.

- 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 a long 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 Chair. The Board Chair 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.

### PUBLIC DISPLAY OF AFFECTIONS

**Definition:** Public displays of affection (PDA) are acts of physical intimacy in the view of others. Physical affection has been defined as "any touch intended to arouse feelings of love in the giver and/or the recipient.". This includes physical contact including, but not limited to, intimate touching, hand holding, fondling, cuddling, and kissing between two students typically in a relationship.

KCCS recognises that genuine feelings of affection may exist between two students. However, students shall refrain from all Public Displays of Affection (PDA) while at school or while attending and/or participating in a school-related activity. Being overly affectionate at school can be offensive and is generally in poor taste. The expression of feelings toward one another is a personal concern between the two individuals and thus should not be shared with others in the general vicinity. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as innocent onlookers. Students are to conduct themselves respectfully at all times.