



Student Discipline Policy

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Student Discipline Policy & Procedures

1. Introduction

Discipline is one of the means by which the students become like Jesus. It is a means of discipleship where, in the school setting, students are disciplined to use the skills and knowledge they are acquiring to be God's person in God's place under God's rule. Discipline redirects a student and addresses the future and not just the past. Discipline of students must be a demonstration of God's grace.

Discipline concerns the development of appropriate and responsible attitudes and behaviours in students. It implies the development of self-discipline and the ability to distinguish right from wrong.

Students learn most effectively in a secure, ordered and well-disciplined environment in which both staff and students take pride in achievement.

A well-disciplined environment provides a system of relationships, rules and rewards as well as consequences for unacceptable behaviours designed to promote effective learning. A strong emphasis on the use of positive practices will assist students to develop the ability to accept responsibility for their behaviour and show respect for others. The Education Act requires that policies related to the discipline of students be based on procedural fairness. It is the responsibility of the school to determine incidents that may require disciplinary action and the 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.

Home, School and the community have complementary roles to play in setting and maintaining an acceptable standard of student behaviour. They have a joint responsibility to influence students to accept and observe that standard.

HopePoint Christian School's Discipline Policy encourages children to accept responsibility for their own behaviour and it includes practices for commending acceptable behaviour as well as practices for dealing with unacceptable behaviour.

In keeping with the role of the school as an integral part of the community, the HopePoint Christian School Discipline Policy seeks to enlist the help and support of parents as well as students.

Whatever happens, conduct yourselves in a manner worthy of the Gospel of Christ.
Philippians 1:27

2. Classroom

A good working atmosphere in the classroom is the result of a partnership between teachers and students. It is based on a shared commitment to learning. Teachers should exercise leadership in a pastoral way to inspire and maintain this commitment and students should respond respectfully to the teachers' leadership.

Teachers, in their relationships and dealings with each other and students, should reflect standards which are consistent with those expected of students.

Teachers' communication to students should be explicit, clear and respectful.

Teachers are encouraged not to act hastily in anger in a stressful situation, but to allow time to restore emotional equilibrium before judging the situation.

Sensitive, confidential consultation with other members of staff is encouraged where difficult behavioural issues persist.

Good discipline and good teaching go hand in hand. Lesson content and method should be appropriate to the students' developmental levels and suited to the students' learning styles.

2.1 School Behaviour Values

These have been developed to ensure the rights and responsibilities of the students are carried out. Children demonstrate pride in our school by observing them. The school values are based on courtesy and respect so that a large group of people can work together harmoniously and safely.

Kindness

Ephesians 4:32

Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.

Students will be kind to others by behaving in a responsible, polite and courteous manner.

Courage

Deuteronomy 31:6

Be strong and courageous. Do not be afraid or terrified because of them, for the Lord your God goes with you; he will never leave you nor forsake you."

Students will choose to be courageous, and encourage their peers to be too.

Respect

1 Thessalonians 5:12-13

Respect those who work hard among you, who are over you in the Lord and who admonish you. Hold them in the highest regard in love because of their work. Live in peace with each other.

Students will make choices to show respect with their words, actions and attitudes to everyone.

Excellence

Colossians 3:23-24

Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.

Students will show responsibility in the management of time, equipment, wearing their uniform correctly, property (school and personal) and school work.

2.2 Positive Consequences

Class Rewards

Teachers may implement a number of strategies to encourage children to model the school values. This may include, but not be limited to, dojo points, table points, stickers, class awards, house points, vouchers or similar awards.

Whole School Positive Behaviour for Learning Awards

- This reward program is an on-going award system operating across all years, beginning in Kindergarten, and progressing from year to year until reaching Year 6.
- It begins with a Bronze award: This award is given by teachers for anything deemed worthy of an award.
- Ten bronze awards (small bronze certificates) = one silver award.

(When ten Bronze awards have been attained, they need to be handed back to the teacher who will then sign each one, indicating the bronze awards have been handed in. The teacher will then give the child one silver award).

- Five silver awards = one gold. Once a term all children who have earned five silver awards, will receive their gold award. The parents will receive an email saying their child is receiving a gold award.

(When five silver awards have been attained, they need to be handed back to the teacher who will then sign each one, indicating the silver awards have been handed in. The teacher will then award the child one gold award to be handed out at the next Award chapel).

- Five gold awards = one platinum award. This is expected to be earned across their whole educational journey. When receiving the Platinum award, the student will also receive a medallion.

(When five gold awards have been attained, they need to be handed back to the teacher who will then sign each one, indicating the gold awards have been handed in. The teacher will then award the child the platinum award to be handed out at the next Award chapel).

Criteria for the PBL awards

Anything that is deemed worthy of rewarding in either the classroom or in other educational settings. This can be given by teachers and/or other staff can refer students for these bronze awards by referring the child to their teacher. These awards can be earned during Sport times, RFF lessons, Library times, lunch times and for book work, or behaviour, etc,

Merit Certificates

These awards recognise good behaviour, academic or sporting achievement, or they are used as an encouragement. Each child should receive a minimum of one certificate per term. The date and reason for a certificate should be recorded by the Teacher.

House Competition

House points are awarded for demonstrating the school values in any school activity. The house with the most points at the end of the term is awarded a House Mufti Day on the first Tuesday of the following term or the last Tuesday in Term 4.

2.3 Negative Consequences

Each classroom has a modified version of the Dot system, but the steps will remain the same. A general verbal warning is always given before any name is written on the board.

At each stage the student is always given an opportunity to correct or self-regulate their behaviour.

1: First warning:

Most classroom discipline issues will be dealt with by the classroom teacher. Students who are in some way misbehaving and have an understanding of the behaviour expectations will have their name recorded on the board.

2: Second warning:

If the inappropriate behaviour continues, a dot will be added to their name. Each dot represents 5 minutes of their next break time. (5 minutes no play)

3. Third warning:

If the inappropriate behaviour still continues, a second dot will be added to their name. (10 minutes no play)

Every entry from steps 4 – 6 will be communicated with a supervisor.

4. Fourth warning: Time out in class

If the inappropriate behaviour continues the teacher will respond by giving a short time out within the classroom. (15 minutes no play)

5. Fifth warning: Buddy class

If the student continues to display inappropriate behaviour, the student will be sent to another class for 10 minutes.

6. Sixth warning: To Principal

If the student continues to display inappropriate behaviour, the student will be sent to the Principal. A note will be sent home to the parents informing them that their child was sent to the Principal after a number of steps.

The Principal will decide whether the student returns to their classroom or has further time out to reflect on their behaviour.

Serious offences will include

- Violence of any nature
- Inappropriate language
- Bullying (for more information, please refer to the HopePoint Christian School Anti-Bullying Policy and Procedures)
- Insolence - blatant disrespect or disobedience to a teacher or visitor
- Stealing
- Damage to property
- Unsafe behaviour

When establishing the seriousness of an action consideration should be given to:

- The student's background
- Personality
- Maturity level
- Intent of the action
- Possible cries for help
- Previous problems in the same or similar areas
- Child's inability to understand normal social or behavioural conventions (perhaps ADD or other medically diagnosed condition).

Corporal Discipline

Due to the provisions of the Education Reform Amendment (School Discipline) Act 1995, corporal discipline is not to be used in this school, nor requests made to outside agents to act on our behalf.

3. Playground

3.1 Negative Consequences

Serious offences in the playground such as physical violence, verbal abuse, swearing, insolence etc, will result in the immediate removal of the child from the playground for the rest of that break time and the next break. A record will be kept of these incidents.

This process will begin with the teacher on duty sending the child with an orange card specifying "Playground Behaviour Incident" to the office. The cards will be kept in the playground bag on the staff room glass door

handle. The office will then notify the Principal and the child will spend time off the playground with the principal for counsel and discussion.

The student will also lose their play time in the following break spending that time in a specific place e.g. the office, outside the Principal's office etc.

After three of these serious incidents, the child's behaviour is recorded, and a note sent home to the parents from the Principal. The Principal will notify the classroom teacher that this entry is required as well as a note to remind the teacher when the child is off the playground. The child will spend three days off the playground following the third playground entry.

After more than three serious incidents in the playground, the child will be placed on a modified behaviour program. This will include only being allowed to play on the green area during all breaks and requiring to be signed off at each break by a staff member on an Individualised behaviour checklist form. The student will need to stay on the modified playground program for two weeks and will need to gain a tick for each break; proving they can be trusted to play cooperatively and respectfully in the playground. They will also lose privileges such as playing organised games with their peers e.g. basketball on Fridays and/or other sports like soccer or netball training.

4. Suspension and Expulsion

For information on Suspension and Expulsion within our School, please see the HopePoint Christian School Suspension and Expulsion Policy & Procedures.