



Discipline Policy

*A Whole School Approach to Student Welfare, Behaviour
Management and Student Development*



Notes

Name and Year of Policy: Discipline Policy 2018

Commencement Date: 1 February 2018

Review Date: 31 January 2019

Related Documents:

- Behaviour Management Program – Senior School
- Behaviour Management Program – Middle School
- Behaviour Management Program – Junior School

BOSTES Reference:

Registered and Accredited Individual Non-government Schools (NSW) Manual (*the RANGS Manual*), January 2016

Section(s):

- 3.6.2 Anti-bullying
- 3.7 Discipline
- 3.7.1 Procedural Fairness
- 3.7.2 Corporal Punishment Not Permitted



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Policy Statement

At Coffs Harbour Christian Community High School we believe that strong, positive and peaceful working relationships are vital. Our belief is that a co-operative school, operating through the grace of God and Biblical values, is a happy, secure place where everybody's needs are considered and all have the opportunity to achieve success.

Our school has adopted a **whole-school approach** to student welfare, behaviour management and discipline. We employ a variety of strategies and programs to foster cooperation and respect which affects all aspects of school life. Managing student behaviour requires a program of consistent discipline. This involves sanctions for poor or negative behaviour, but of equal importance is the delivery of rewards to support and encourage positive behaviour. The suite of behaviour management strategies employed at CHCCS are designed to express to students that they are of inherent worth as individuals and that good character is a valuable asset that they can carry with them throughout their lives.

This policy sets out the framework by which CHCCS meets its compliance obligations determined by BOSTES in relation to:

- Procedural fairness;
- Corporal Punishment;
- Bullying; and
- Procedures for suspensions, expulsions and exclusions of students.

This policy also describes how CHCCS meets its faith-based mission in relation to Biblical values.

When parents enrol their children with CHCCS they enter into a partnership, not only with the school itself, but also with our immediate school community. This partnership is based on shared responsibility and mutual respect. In partnership with parents, we all strive to develop good character in our students that is based upon Biblical values. This includes learning to be personally responsible for their own behaviour, showing empathy and consideration towards others and accepting the consequences of their personal choices regarding their behaviour.

As in all partnerships, there are expectations that each partner (CHCCS, students, parents and the wider school community) will contribute and support the aims of student behaviour management. In this case, that support is for the educational and character development of our boys and girls as they 'grow up into Christ'.

This document should be read in conjunction with the **Behaviour Management Programs for the:**

- **Senior School,**
- **Middle School and**
- **Junior School.**



Definitions

Bullying

Bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It includes cyberbullying.

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Corporal Punishment

Corporal punishment can be defined as **the use of physical force towards a child for the purpose of control and/or correction, and as a disciplinary penalty inflicted on the body with the intention of causing some degree of pain or discomfort, however mild.** It may include hitting, smacking, spanking, belting with a hand or an implement, kicking, shaking, biting and forcing a child to stay in uncomfortable positions.

Cyberbullying

Cyberbullying refers to bullying through information and communication technologies. Examples of these technologies include:

- Mobile phones (texting and calling);
- Social networks (Face Book, Twitter etc.); and
- Messaging services (email, Instagram and other 'live' messaging services).

NESA

NSW Education Standards Authority

Principal

The "Principal" refers to the Principal of CHCCS and/or the Principal's delegate.



Policy Development and Review

Good Behaviour Benefits All

CHCCS is committed to a collaborative approach in the development and ongoing review of the school's behaviour management policy. It has been developed and reviewed with input from the following people:

- Principal – Rodney Lynn
- Deputy Principal – Stephen Cracknell
- Deputy Principal – Andrew Lynn
- Head of Junior School – Terrence Yardley
- Head of HSIE – Deb Searle
- Director of Academic Studies – Wade Parker
- Supervisor Student Behaviour Services – Paul Edwards
- Middle School Boys Behaviour Management – Matt Pratley
- Senior School Behaviour Management – Dave Sochon
- Principal's Administration Assistant - Garry Graham

Input and endorsement has also been sought via the student executive, parent and caregiver representatives, along with the CHCCS Board of Directors. The CHCCS behaviour management policy is in line with current evidence based practice and incorporates reference to relevant government documents that have informed all included procedures.

A Balanced Approach

Our behaviour management and broader approach to student welfare provides a balance for recognising student achievement while also dealing with unacceptable behaviour. Our approach aims to develop and promote student responsibility while reinforcing respect for authority and creating supportive conditions for effective teaching and learning.



Procedural Fairness

All disciplinary action that may result in any sanction against a student including a negotiated behaviour contract, suspension, exclusion or expulsion provides processes based on procedural fairness.

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

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

- Know why the action is happening;
- Know the allegations related to a specific matter and any other information that will be taken into account in considering the matter;
- Know the process by which the matter will be considered;
- Respond to the allegations; and
- Know how to seek a review of the decision made in response to the allegations.

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

- Impartiality in an investigation and decision making; and
- An absence of bias by a decision-maker.

The review mechanism adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest. There is also an appeal mechanism in relation to disciplinary decisions taken by the school concerning serious cases of long term suspension, exclusion or expulsion.

As part of ensuring the right to be heard, parents may request an interpreter. The Principal will make arrangements for one to be available. The Principal shall also ensure that students and parents have access to policies and procedures under which action is being taken.

While it is generally preferable for the functions of investigating and decision making to be carried out by different people, in the school setting this may not always be possible. If the Principal is conducting both the investigative and decision making stages, he or she must be reasonable and objective. Ultimately, the Principal must 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 is preferable to have another appropriate officer, such as a deputy or assistant principal, carry out the investigation, if possible.



Biblical Values

Discipline is a God-given responsibility of parents and carers and is an essential part of developing the whole child.

At CHCCS discipline is focused upon dealing with behaviour that is harmful to self or to others or that is unhelpful to the development of our Christian community. However, in dealing with such behaviours, our relationships with individuals must abide by the principles of Communion in Christ, reflection of His will for us and service to others, and should never be broken or withdrawn.

With the purpose of strengthening the community, discipline will:

- Clarify our common vision in Christ;
- Test and strengthen the basis for how we should live together;
- Consider the needs of each individual in our community; and
- Restore relationships to bring a new level of commitment.

Corporal Punishment

In accordance with the *Education Reform Amendment (School Discipline) Act 1995*, **corporal punishment is prohibited** in this school, and our behaviour management strategies plainly exclude corporal punishment. Parents are neither encouraged nor instructed by the CHCCS to administer corporal punishment for school-related (or any other) offences.

Bullying

Bullying in all its forms is not tolerated at CHCCS (see **Anti-bullying Policy**). Bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It includes cyberbullying.

Our school maintains strict rules related to the use of communication technologies to protect both students and staff (see **Communications Policy**).

The protection of CHCCS students from bullying is promoted through teaching and intervention strategies designed to empower victims and to correct and bring about positive change in perpetrators.



Managing Behaviour

CHCCS employs a variety of strategies designed to ensure the wellbeing of our students and to assist in their character development. Descriptions and practical advice are given below for:

- General School Rules
 - Expected attendance, dress and behaviour
 - Prohibited items
 - Physical contact between students
- School Boundaries
- Classroom Control
 - Class Rules
 - Classroom Standards of Behaviour (Guidelines for teachers)
- Encouraging and Rewarding Positive Behaviour
- Sanctioning Negative Behaviour
 - Student Behaviour/Incident Report
 - Time-out
 - Red card
 - Student Suspension
 - Detentions
- Individual Behaviour Management Programs
 - Behaviour Contracts

Detailed descriptions for specific strategies are provided in the Behaviour Management Programs for each school (Senior, Middle and Junior).



General School Rules

Expected Attendance, Uniform and Behaviour

All students attending CHCCS are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn;
- Maintain a neat appearance, including adhering to the requirements of the school's uniform and dress code policy;
- Behave safely, considerately and responsibly, including when travelling to and from school;
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities;
- Treat one another with dignity and respect; and
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Prohibited Items

Prohibited items **not allowed** at school include:

- Mobile phones, cameras, tablets or sound devices;
- Chewing gum;
- Aerosol sprays;
- Dangerous or illegal items or substances;
- Laptops (unless the student is in Year 11 or 12 and in possession of their student laptop license approved by the Principal).

Physical Contact between Students

Inappropriate physical contact of a sexual nature, physical contact that could be misconstrued as being of a sexual nature and/or any behaviour considered as sexual harassment will be dealt with as a disciplinary issue and may have serious consequences requiring parental or police involvement.

The school has for many years operated with an unwritten code of a "30 cm rule" (boys and girls to keep a respectful distance from each other). While there is no intention to formulate a formal policy along this "urban myth", it is a good rule of thumb to which students should adhere, and for staff to assess appropriate physical contact between students.



School Boundaries

Students are to remain within the school's boundaries at all times, unless accompanied by a teacher for a particular purpose such as an excursion.

The following areas are out of bounds:

Bonville Campus

- Around dam or pool without supervision.
- Outside of the school boundary i.e. students can only visit horses and other school animals when supervised.
- Inside classroom without teacher's permission.
- The service road on top side of school.
- Bushland around oval.
- Back oval unless participating in Sport/PE or training with a supervising sports coach or teacher (senior students access to back oval revised regularly as per year 12 co-ordinator and senior behaviour management coordinator).
- Other areas as deemed necessary that are communicated to students accordingly.

Junior School

- Any area outside of the schools boundary fence.
- Inside classroom without teacher's permission.
- Other areas as deemed necessary that are communicated to students accordingly.



Classroom Control

Students are not somehow more self-sufficient or autonomous than other social groups. They need an atmosphere of order and security. They expect teachers to be adults, NOT 'mates'; they expect to be directed at school and need, above all, the example of an ADULT world to be going about its business with faith and confidence.

Teaching must, therefore, mean not merely placating the rowdiest groups, as this ultimately leads to frustration by many well-meaning teachers. It is not enough that teachers have good intentions.

It is our professional responsibility to our students, to our fellow teachers and to ourselves to accept no behaviour which does not conform to normal social standards. These standards must also be consistently maintained.

A Class Management Action Flowchart is provide at ATTACHMENT 1

Class Rules

Every teacher should develop a set of class rules that apply to specific situations and places (e.g. rules specific to the Science Laboratory).

Teachers are encouraged to develop a set of rules in consultation with students at the beginning of the school year. This strategy will foster a sense of empowerment and ownership of the rules that apply in the classroom setting. The agreed classroom rules will be displayed in the classroom and applied consistently and fairly at all times to maximise their effectiveness and benefit to both the teacher and students.

Classroom Standards of Behaviour

As part of the whole-school approach to managing behaviour, CHCCS applies a minimum standard of expected classroom behaviour. Such expectations place equitable responsibility on the teacher as well as students.

The school has been working towards establishing a system of preferred practices for establishing and maintaining orderly and consistent classroom rules and expectations. The adoption of these agreed standards will support the safe and supportive environment within our school that assists in the ongoing development of all students who attend. **Each Behaviour Management Program provides specific details relevant to the developmental levels of students.**

Playground Standards of Behaviour

The playground is a place where students can eat their recess and lunches, rest from normal class lessons, as well as socialise and build relationships with their peers. Student behaviour is an important part of managing the safety hazards ever-present in the playground.

Teacher on playground duties are required to wear high visibility vests to provide students with an easily identifiable point of reference for safety and guidance as required.

ATTACHMENT 2 provides a Playground Management Action Flowchart.



Encouraging and Recognising Positive Behaviour

An effective school behaviour management program must give as much priority to encouraging and recognising good behaviour as it does to discouraging and sanctioning negative behaviour.

Promoting good discipline will also encourage better learning. We can do this in a number of ways. One way is by providing curriculum that meets the needs of students within a Biblical worldview, and supporting students in achieving success through effective teaching strategies.

Another strategy is to provide simple, fair and achievable rules throughout the school environment and partnering with parents to promote acceptable behaviour in all aspects of a student's life.

Research has long demonstrated that children involved with Christian churches through all forms of participation, including church attendance, youth groups and schools with religious affiliation are more likely to develop patterns of positive behaviour and educational attainment (Fagan, 2006). Through these community connections, students can be helped to develop self-discipline, self-evaluation, communication and conflict resolution skills.

CHCCS implements a range of strategies to recognise and encourage positive behaviour as part of its whole-school approach to behaviour management.

For details of the strategies employed in each of the Senior, Middle and Junior Schools, please refer to [the Behaviour Management Program](#) for each School.

Ongoing care and modelling of positive behaviour by CHCCS staff.

Our staff members are role models for the student body, both within school and in our wider Christian community where they attend the same churches as some of our students. We take our responsibility seriously, and consider it a privilege to present positive examples of appropriate behaviour and engaging with our students in a positive manner that develops good character.

School Newsletter

Student achievements, awards and upcoming events are communicated to the entire school community through the Junior School and Bonville Campus newsletters.

Weekly Church Time and outreach activities

Students and staff attend Church Time every Thursday (Junior School) or Friday (Bonville Campus), during which praise and worship music is provided, as well items and messages building our Christian faith and guiding students in the development of their character.

Students are also involved in outreach activities to local or regional public schools where the Gospel message of hope and salvation are presented in contemporary ways.



Overseas Visits and Cultural Exchanges

Senior students from years 11 and 12 participate in trips overseas as part of our “Membantu Bali” (“Helping Bali”) ministries.

A program of student exchanges is also running whereby students from Bali are able to visit our school and we send students from years 9 and 10 to Bali for short visits. The cultural enrichment and relationship building that ensues from these programs is highly valued.

In the Junior School, we provide regular opportunities for students to interact with students in our partner schools in Bali, via Skype. This program also operates for students studying Indonesian language and culture in the Senior School. These programs provide valuable enrichment for students both in CHCCS and in Bali.

Special Awards and Commendations

At the Bonville campus specific student achievements are recognised at formal assemblies, held each Term.

Formal assemblies provide students with valuable experiences in formal settings where appropriate behaviour is expected, such as standing for honoured guests, singing the national anthem and school song, and responding with respect and politeness when recognising student achievements through special awards.

Promoting school and individual student achievements

CHCCS has a proud record of achievement through the efforts and commitment of our many talented and skilled students. These achievements are promoted through local media outlets, including newspapers, radio and television.

Our school raises significant amounts of money for overseas aid objectives through the cross-country athletics carnival, the “Run4Membantu”. We also raise funds during our “Indo Week” and “Hari Membantu Bali” (“Helping Bali Day”). We invite local media coverage for these events to celebrate and promote the generosity and efforts of our student body to give to others less fortunate than themselves.

Recognition and Encouragement Programs

In the Senior School (Bonville Campus), the “ONYA” Senior School Recognition Program offers recognition for students who are making good decisions or working particularly hard, sending a message to them saying, “Thanks for doing your best”.

For details of the “ONYA” program, please refer to [the Behaviour Management Program – Senior School](#).

In the Middle School (Bonville Campus), an integrated system of recognition and discipline operates that uses a series of progressive achievement awards (Bronze, Silver and Gold). These awards also require a commitment from students to participate in school and community service, providing further opportunities for positive character development.

For details of the Middle School Award and Discipline program, please refer to [the Behaviour Management Program – Middle School](#).



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In the Junior School an awards assembly is held twice every term, during which a number of students from each class are given an award for positive effort, achievement and attitudes. The aim is to give an award to every student by the end of the year. Each class teacher also devises and implements a program of reward and encouragement for their own students throughout the year. The Junior School also currently has a flourishing positive behaviour reward system for 3-5 sport.

For details of the Junior School Award and Discipline program, please refer to the Behaviour Management Program – Junior School.



Sanctioning Negative Behaviour

Philosophically, imposing disciplinary measures against students has been an area of great consternation, debate and innovation for decades. On one side of the divide are beliefs that humans are essentially good, and only require the correct environment and guidance to reach their potential and demonstrate characteristics that are socially constructive. On the other side is the belief that, while created in the image of God and of great potential, humans are innately corrupted by sinfulness. Therefore, our potential to reach great heights of goodness can only be achieved within the boundaries provided by effective discipline and guidance.

CHCCS holds a world-view consistent with the second of those belief systems. Ours is based upon biblical principles acknowledging the corrupted state of mankind and the need for effective but loving discipline to manage behaviour in the students under our care. We comply with the standards set by, and expected from the community, and required by law, in relation to student discipline and welfare. For instance, we comply with all requirements in relation to **corporal punishment** and **anti-bullying**. **Please refer to the relevant sections in this policy for details.**

Loss of school privileges

As a consequence of not following classroom or broader school rules the student may not be permitted to participate in, for example, school fun days or representing the school in sport etc. The student will be placed in time-out for a period of time (while their peers participate in the fun-day or sporting activities) in order for them to reflect upon their actions while considering more positive choices in future.

Loss of school privileges can also relate to reducing a student's risk of harm to themselves or others. This may be a component of the student's broader 'action plan' that has identified situations where the student is high risk of not coping due to a range of contextual factors.

Loss of school privileges is not punitive but rather a component of the CHCCS broader approach to supporting student growth and development. The details of this particular time-out may be decided by and/or enforced by the following people:

- The Principal;
- Senior Deputy Principal;
- Deputy Principal;
- Head of Junior School;
- Head of Middle School;
- Middle School Boys Discipline Coordinator; and
- Senior School Behaviour Management Coordinator.

Behaviour Management Flow Charts setting out the detailed steps teachers should follow when managing classroom behaviour are available in the Behaviour Management Programs for the Junior, Middle and Senior Schools.



A description of the various strategies and/or sanctions employed at CHCCS to manage negative behaviour is given below. These are to be viewed and applied within the framework of the entire School Behaviour Management Program.

Student and Teacher Conference

If a student has not followed the classroom rules appropriately the teacher may speak with the student directly after class and reiterate the following:

- The expected behaviour and specific rules not adhered to;
- Discuss consequences for any further breaches;
- Discuss the impact of the breach on self and others;
- Detail the appropriate behaviour for that situation;
- Reinforce positive behaviours;
- The teacher may phone home to inform parent/carer (details of any phone call home must be recorded by the teacher and the Head of School or Head of Department notified).

Student Behaviour/Incident Report

Incidents involving student behaviour need to be recorded and reported to the following people:

- Head of Department (Senior School) or Head of School (Junior and Middle Schools), herein referred to as HOD;
- Middle School Boys Discipline Coordinator; and the
- Relevant School Behaviour Management Coordinator (BMC) in either the Junior School or Bonville Campus (Middle and Senior Schools).

The incident should be recorded on the relevant Student Behaviour/Incident Report Form and completed as soon as possible following an incident. It should include as much relevant information as possible, and must describe actions taken to resolve any residual problems or impose disciplinary sanctions.

The completed report must be passed to the HOD who will monitor, review and action the situation within the department's discipline procedures. Senior School Head Teacher's will then forward it to the Senior School BMC for any further action and filing.

An incident need NOT be extremely serious before a report should be issued. Rather, a report can provide documentary evidence of behaviour patterns that may require further investigation with other teachers and perhaps some intervention involving parents. A documented record of ongoing behaviour issues, including actions taken, is an invaluable tool for both the school and the parents of those students involved. **It is also an important component of our commitment to procedural fairness.**



Responding to a Serious Behaviour Incident

Teaching staff should use their professional judgment to assess the severity of the incident and whether or not there are any risk of harm issues for staff or students. You may need to ask a student to get a teacher from another classroom or office to assist, send a red card to front office staff where a senior staff member will be contacted to assist in the situation. The student who is misbehaving will be escorted to time-out in the office with office staff providing a visual monitor.

A Behaviour Report Form must be filled out by the teacher as soon as possible and a photocopy given to the HOD and BMC.

The parent/carer of the student/s must be contacted informing them of the fact their child has been placed in time-out and (depending upon risk assessment) that they may need to come and pick their child up from school. Only a brief summary of the incident will be provided at this time as staff will need time to collect all the relevant information from a variety of sources.

A meeting with the parent/carer will be arranged at the earliest convenience to discuss the incident and resulting consequences in detail.

Phone call records to parents/carers

All behaviour management related phone calls to parents/carers must be recorded and passed on to Head of School and/or BMC.

Time-out

Allowing the student a period of time (outside of the classroom or away from playground/sporting activities) in order to calm down and make better choices in a low stimulus environment. This may involve:

- Completing a reflective sheet.
- Providing an apology letter to those involved.
- Creating a written assurance of more positive behavioural choices in the future.
- Time with school counsellor or classroom teacher to address specific identified lagging skills.
- Calling parents.
- Collecting papers.
- Staying back and do jobs as directed by staff.
- Staying back at lunch and writing how their behaviour has negatively impacted the class.



Red Card

If staff are presented with a serious and immediate behavioural incident that cannot be dealt with in a safe and orderly manner within the classroom, teachers have the option to use the red card system. When an incident has been deemed to be intractable by the teacher, a responsible student may be given the "red card" and sent to the office to seek assistance from another staff member. The arrival of a red card will trigger an immediate response from senior staff and an appropriate staff member will accompany the student back to the classroom. The offending student will be escorted from the classroom by the attending staff member and held in Time Out until the conclusion of the class. Depending on the nature of the incident, a decision will be made whether to contact parents, detain the student in Time Out for the day or return the student to the next class.

In the event of an incident requiring the use of the red card system, a Behaviour Report/Incident Form must be completed and submitted (along with any witness statements) to the BMC.

DO NOT send students to the Head of School or the Principal. Students misbehaving in the playground should be sent to the Head of Junior School (Years K to 5), Head of Middle School (Years 6 to 8) or to the BMC (Years 9 to 12).

Where a pattern of negative behaviour occurs the student will be referred to the Heads of School, Middle School Discipline Coordinator or Senior School Behaviour Management Coordinator and an investigation will be undertaken to determine the extent of the problem and initiate appropriate disciplinary measures.



Detentions

Detentions, like time-outs, can be used to get students to reflect on and redress inappropriate behaviour. **They are short-term, with duration of 20 minutes during lunchtimes.** No detentions are conducted in Fridays to avoid conflicting with weekly afternoon Senior School sports activities.

Detentions can be issued for the following reasons:

- **Non-compliant uniform** (without parental note or special exemptions from the Principal); or
- **Behaviour** (failure to comply with school rules; playground misdemeanours; showing disrespect to teachers or other students, etc.).

Detentions for mobile phone breaches

CHCCS maintains stringent controls over the possession and use of mobile phones at school by students. Please refer to the school's **Electronic Devices Policy** for details.

In all cases of a breach of the school's mobile phone policy, the mobile phone will be immediately confiscated. Parents/carers can collect the phone from the school's front office. If parents/carers cannot collect the phone, the student may collect the phone after 5 school days and after 3pm.

The following consequences will also result for mobile phone breaches:

- First offence – 3 detentions and BMC must be informed.
- Second offence - one day immediate internal suspension.
- Third offence – One day immediate internal suspension and meeting with Principal.
- Fourth offence – Student sent to time-out and a three day external suspension is imposed while the Principal assesses the student's enrolment status at CHCCS.

Afternoon detentions

A teacher wishing to keep a student back after school should liaise with the BMC and make sure that parents are aware that the student will be late. Details of the detention should be given to parents with 48 hours' notice. This is to be signed by parents.

- 3 lunchtime detentions during this school term will result in a letter home from the BMC informing parents of our concerned about their child's behaviour and this build-up of detentions.
- 5 lunchtime detentions (in total for the term) will result in a letter home from the BMC. The student will have to complete school service activities during their Friday afternoon sport time.
- 8 lunchtime detentions (in total for the term) will result in a letter home from the BMC. The student will be required to attend an afternoon detention.

Specific detention procedures that apply to each school (Senior, Middle and Junior) are provided in the respective Behaviour Management Programs.



Student Suspensions

Every effort is made to ensure that all students and staff at CHCCS are able to function in an environment that is safe and free from disruption, unfair treatment, intimidation, harassment and discrimination. We set and maintain high standards of behaviour and expected conduct from every person who attends, works and visits our school.

However, there will be occasions where, as a result of a serious incident or ongoing behavioural issues it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a defined period of time.

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.

Students need to be responsible for their behaviour in class and appreciative of how disruptive and/or inappropriate behaviour affects both themselves and other students and what the consequence of such behaviour might be in terms of their Record of School Achievement (RoSA) or Higher School Certificate. Students should not be sent outside classrooms for any great length of time & they must remain supervised by the classroom teacher at all times. However, where appropriate, and approved by the Head Teacher, students may be suspended from classes.

Students may be suspended from their classes on the grounds of repeated disruptive or inappropriate behaviour. Such suspensions should normally be for a period of one day. Up to three days may be given for subsequent offences.

Any students receiving more than three days (cumulative class suspension in any one term from multiple classes) may be suspended from school at the discretion of the Behaviour Management Coordinator. In serious cases, the Behaviour Management Coordinator may recommend a Principal's review of the student's enrolment at the school.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students.

Following any suspension, a student will be placed onto a behaviour contract for a period of time deemed appropriate to assist the student make the necessary behavioural adjustments that will lead to long-term compliance with school behaviour requirements.



Mandatory Suspension

Immediate suspension from school shall be mandatory for a period of time determined by the Principal for a student who:

- Uses physical violence resulting in injury, or whose violent behaviour seriously interferes with the safety and wellbeing of others;
- Is in possession of a firearm, knife or other implement being used as a weapon to threaten, intimate or harm others;
- Is in possession of any illicit or restricted substances, including alcohol, tobacco and drugs, or assists other students obtain illicit or restricted substances, including prescription drugs.

In such circumstances, the student will be restrained if required, and parents will be called immediately to attend the school. Where the incident involves a crime or possession of illicit drugs (except small quantities of tobacco or alcohol at the discretion of the Principal), the police will be called to attend, and appropriate police proceedings may be requested.

Discretionary Suspension

When considering to impose a school suspension (except in the case of mandatory suspensions), the Principal of CHCCS must be satisfied that the school's formal behaviour management protocols have been followed and documented, demonstrating that the suspension is a last resort and appropriate in the circumstances. The Principal will exercise discretion to suspend for a defined period only when appropriate personalised learning and support strategies, including discipline options have been applied. This includes:

- A documented sequence of consultations between the classroom teacher, head teachers and Behaviour Management Coordinator;
- Discussions between the student and parents regarding specific misbehaviour which the school considers unacceptable;
- Develop in conjunction with the Behaviour Management Coordinator, specific personalised learning and support to assist the student to manage inappropriate behaviour; and
- Provide a formal written caution detailing inappropriate behaviours and which may lead to suspension, as well as clear expectations of what is required of the student in future.

Discretionary suspensions may be conducted in-school, where the student comes to school and spends the day in 'time-out', or where considered beneficial and appropriate, spends the day in supervised work with school gardening staff or staff at the school farm.

Suspensions conduct away from school will be negotiated with caregivers of the student involved. The student who is under school suspension is expected to be kept at home under direct supervision of the caregiver. It must not be seen as a 'day off'. Should a student under school suspension be found away from home, in public places such as shopping centres, they will be considered truant from school. It is important for the welfare of the student that caregivers work closely with the school in administering school suspensions.



Duration of Suspensions

The Principal will determine the duration of any suspension, taking into consideration all relevant circumstances and in consultation with the Behaviour Management Coordinator and caregivers.

Short suspensions of up to and including 3 school days, and may be as short as half-days. Protocols are also in place for suspensions from specific classes (see 'Classroom Suspension') which are less formal and are imposed by classroom teachers in consultation with the student involved, head teachers, the Behaviour Management Coordinator and caregivers.

Long suspensions may be imposed for a period not exceeding 20 school days for more serious discipline issues. When considering long suspensions, the Principal will also review the enrolment of the student at CHCCS.



Review of Enrolment

Where serious long term behavioural problems persist, and appropriate personalised learning and support strategies fail to bring lasting resolution, the Principal will review the enrolment of the student involved.

Caregivers will be required to attend a formal interview with the Principal, and the issues that have led to the review will be discussed. If no resolution can be achieved, or is likely to be unachievable, the best interests of the school, its staff, the student body and the wider school community will prevail. In such cases, the Principal will generally accept a voluntary withdrawal of the student from enrolment at CHCCS by the caregiver.

Only when no voluntary resolution can be reached will the Principal exercise discretion to permanently expel the student from the school. Caregivers will be warned that expulsion may carry with it serious consequences for caregivers trying to enrol the student in another school.

Expulsion Process

Two Approaches

1. In the event that a parent/caregiver does not take up the option of withdrawal of a student's enrolment, the Principal may proceed to terminate the student enrolment (Expulsion).

The Principal will notify the parents/caregiver in writing that the expulsion has been implemented, giving reasons for the action based upon issues raised by the school and the investigation of those issues by school staff.

2. In cases of serious and unacceptable delinquent and/or criminal behaviour, the following procedural actions shall take place:
 - a. The student shall be suspended from school and the parents/caregiver informed in writing;
 - b. The incident(s) will be investigated further by school staff and a report submitted to the Principal; and
 - c. The Principal will then determine whether to call in police and/or terminate the student's enrolment without any offer to the parents/caregiver of enrolment withdrawal alternatives.

The Principal shall notify the parents/caregiver in writing at a formal interview, stating the reasons for the termination of enrolment. Such termination will take immediate effect.

All formal advice regarding the expulsion of a student should state the right to appeal the decision.



Appeals

Students and parents may appeal if they consider that correct procedures have not been followed as per CHCCS Policies and Procedures and/or they feel that an unfair decision has been reached. Appeals should be in writing, stating the grounds on which the appeal is being made and addressed to either the Principal or Chairman of the Board, Coffs Harbour Christian Community School.

Complaints and Grievances

As a part of its registration in NSW, CHCCS must have in place policies and procedures in relation to complaints and grievances. These policies are based on procedural fairness, and is clearly described in this policy document.

Complaints must be made in writing and include details of:

- The name, address and contact details of the individual(s) or organisation making the complaint.
- The individual(s) or organisation against whom the complaint is being made.
- The issue or matter to which the complaint relates.
- Evidence that options for pursuing the complaint at the school have been pursued without resolution, or an outline of the compelling reason(s) why this would not be appropriate.
- An account of any other action already taken in relation to the complaint.



ATTACHMENT 1

Class Management Action Flowchart

- **TEACHER outlines class rules and expectations; builds an atmosphere of mutual respect and calm**



- **STUDENT/s develop on-going / significant behaviour issue/s**



- **TEACHER works with student/s to develop healthy respect for class rules & expectations and teacher makes personal record all actions taken to curb behaviour issue/s.** Working with students in this context is best done one-on-one, not in front of peers. Utilise the 'Suggested Student Behaviour Scaffold'. Agree on future consequences of negative behaviour (e.g. wait back for 5 minutes, papers, lines, move seats for 2 weeks, detention, phone call home). Utilise ONYA system and / or other rewards to set positive behaviour goals.

- **STUDENT/s behaviour issue intensifies**



- **TEACHER requests assistance from HOD and TEACHER contacts parents**

Note: ANY behaviour-related phone call home to parents must be approved by your HOD.

It must then be recorded using the 'phone call record' sheet & a copy of this must be promptly given to the HOD



- **HOD works to achieve improved behaviour:**

- **HOD requests 'Behaviour Report Form from TEACHER**
- **HOD meets with the teacher and student to attempt to re-establish a positive learning environment**

At this time the HOD will outline future consequences of non-compliant behaviour (subject specific behaviour contract, afternoon detention, working in timeout, etc.) and completes '**HOD Action Plan**'

- **HOD promptly passes copy of 'HOD Action Plan' and 'Phone Call Record/s' on to BMC**
- **HOD works with the TEACHER to deliver the agreed consequences and 'HOD Action Plan'**
- **HOD makes further call/s home to discuss growing concern with the parent/s**



- **STUDENT/s pattern of behaviour remains unchanged**



- **TEACHER reports this to HOD; HOD reports this to BMC; BMC manages the situation accordingly**

BMC may utilise some or all of the following strategies: behaviour profile reports, interview/s with parents (HOD & Teacher/s may be required to attend), behaviour contracts, detentions, suspensions, review of enrolment, etc.

NOTE: In case of serious or unsafe student misconduct AT ANY TIME, the TEACHER is to ensure immediate safety of students (if necessary by sending for help from more senior staff).

TEACHER is then to complete a 'Behaviour Report Form' and hand the completed form to their HOD immediately. The HOD is to hand this directly to BMC for filing / action (if the HOD is unavailable, the TEACHER is to hand completed form directly to BMC)



ATTACHMENT 2

Playground Management Action Flowchart

*'Playground' refers to ALL activities outside of programmed SPORT and scheduled classes.
E.g. back oval, bus lines, school socials*

- **TEACHER enforces playground rules and expectations; builds an atmosphere of mutual respect and calm**



- **STUDENT/s exhibit low to moderate level behaviour issue/s**



- **TEACHER works with student/s to develop healthy respect for playground rules & expectations**

NOTE: Working with students in this context is best done one-on-one, not in front of peers. Agree on suitable consequences of negative behaviour (e.g. warning, removed from area, papers, time-out, detention). Utilise ONYA system and / or other rewards to set positive behaviour goals.



STUDENT/s exhibit significant OR repeated behaviour issue/s
(behaviour is significantly unsafe or in significant breach of recognised school codes of conduct)



- **TEACHER takes action to ensure the immediate safety of students**
(if necessary send for help from more senior staff) **and informs the BMC directly of the incident** (if BMC unavailable inform other available executive staff)



- **BMC manages the situation accordingly**
BMC may utilise some or all of the following strategies: immediate removal from scheduled activities, areas become off-limits, behaviour profile reports issued, interview/s with parents (Teacher/s involved may be required to attend), behaviour contracts, detentions, suspensions, review of enrolment

NOTE: For UNIFORM related concerns, please complete a 'Uniform Report' and submit it to Stephen Cracknell immediately. (He will direct the concern to the relevant roll call TEACHERS, or to BMC if necessary)