



DISCIPLINE POLICY

POLICY

Christadelphian Heritage College Sydney (CHCS) strives to educate students in a safe, respectful and happy environment, reflecting Bible values and ethics, as outlined in our Mission Statement.

The discipline policy incorporates the policies and statements within the Child Protection policies, the Australian Student Well-being Framework and the Values for Australian Schooling document.

The College has established rules and encourages children to develop self-discipline, accepting responsibility for their own behaviour. There are procedures in place to promote positive student behaviour, to recognise and reinforce student achievement and to manage inappropriate behaviour.

Inappropriate physical force or corporal punishment forms no part of the discipline policy of CHCS.

PROCEDURE

CHCS affirms:

- That community aspects of love, tolerance, co-operation, honesty and respect for authority and property should be highly regarded in all interactions and relationships;
- That disciplining an individual involves the positive aspects of training, instruction and knowledge as well as the consequences of reproof, correction and appropriate punishment;
- That discipline is a process of enabling students to assume responsibility for their own behaviour;
- That established rules should be followed.
- That **corporal punishment is never to be administered by a CHCS staff member** nor condoned by the College as an appropriate response by a parent to any behaviour of a child enrolled at the College.

COLLEGE RULES & EXPECTATIONS

At CHCS, students should uphold the College values, and strive to:

1. Be kind to, cooperate with and respect others
2. Work, move and play safely
3. Care for the school environment
4. Attend school regularly and punctually
5. Wear the appropriate school uniform

At the beginning of the year and at other appropriate times, College and class rules are to be discussed with students, by class teachers and year advisors.

PROMOTION OF POSITIVE BEHAVIOUR

A Christadelphian School aims to provide quality education based on Biblical principles. CHCS therefore strives to provide:

- College personnel who are positive role models in their speech and conduct towards students and all others
- Bible lessons which focus on Godly attitudes and behaviour
- Student leadership opportunities through School Captains, House Captains, leadership groups and year group responsibilities.
- Appropriate support programs both for classes and individuals. These may include counselling sessions as well as pastoral care and year advisor programs.
- A range of extra-curricular activities such as visits to care groups, fundraising for Australian and overseas charities, participation in sporting activities and music/dramatic presentations
- Positive partnerships with the school and ecclesial community through Parents and Friends group, newsletters, open days and information evenings
- Programs in various Key Learning Areas and/or Year Advisor time which recognise inclusion and reconciliation, multicultural, gender, discrimination and other relevant issues
- Support for teachers in developing excellent teaching/ learning practices and programs through ongoing professional development
- Interaction with students from and other schools.

RECOGNITION OF STUDENT ACHIEVEMENT

CHCS aims to reward students who display student achievement during their school life in the following ways:

- Positive feedback in student/staff interactions and relationships
- Contact with parents/caregivers in person, by telephone or letter
- Acknowledgement in school newsletters
- Reports and references
- Recognition at K-6, 7-12 or whole school assemblies
- Annual House Competition
- Heritage learner profile which focuses on Character, Teamwork and Learning, with points and rewards for various levels
- Presentation Night includes awards such as Academic, Music and Sporting achievement, Improvement, Panoply Awards for demonstration of Bible principles, Principal's Award, Heritage and other awards
- Honour boards for various awards including Dux, Panoply etc. are updated regularly and displayed around the College
- Performances and displays in creative and performing arts
- Sporting achievement at Zone, Regional, State and National Championships
- Other extra-curricular activities.

MANAGEMENT OF INAPPROPRIATE BEHAVIOUR

Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the college, staff members or other students, the student may be subject to disciplinary action. The aim in matters of discipline is the recovery of the offender, empowering the student to recognise the consequences of their actions and making changes to deal with their inappropriate behaviour. Staff need to take into account the impact on learning and the safety of other students and members of staff as a result of the students behaviour. The individual students' learning needs and context will also inform the nature of the follow up.

Classroom

Each teacher should manage their classrooms with rules and rewards appropriate to the subject and age/ability of children and in-line with the Discipline Policy. This should be discussed with all students in the class.

Redirection and positive attention for correct behaviours should provide a model for students to know what is expected from them. Consequences for inappropriate behaviour may include a warning, moving a child to a different position in the classroom, sending out of class to another teacher e.g. using the exclusion from class timetable, detention or further action involving executive staff where necessary. This may also include a letter home to parents if exclusion from class was necessary.

Student incident reports

In order to keep a record of significant breaches of the discipline code, teachers will record the incident in Sentral. Follow up may be required in line with the following management procedures.

Playground or out of school

This may relate to inappropriate behaviour in the playground or out of the school grounds e.g. travelling to and from school or an excursion. A staff member will speak to the pupil and record the incident in Sentral. If appropriate, the pupil/s may be removed from the scene of the incident in order to keep themselves or others safe or allow an investigation to proceed. Appropriate reparation may be sought and consequences administered. Executive staff and parents may be notified if necessary. Notification **must** take place if someone is endangered or injured. The attitude of the child to his/her behaviour and the discipline and correction they receive is important in deciding the further stages of this process. It may be necessary to place a student on a discipline level. For any incidents of wilful damage to school or personal property, reparation will be sought in a letter to the parents.

Discipline Levels

A system of five discipline levels (levels A, B, C, D and E) operates, enabling students to make positive decisions to improve their behaviour, by accepting the consequences described at each level. It also provides incentives for students who demonstrate positive behaviour. Additionally, students with disruptive and inappropriate behaviour should not disadvantage the education of others.

The terminology used when discussing discipline consequences and levels should be age appropriate. Generally the placement of a student on a particular level will be a consultative decision between executive and class teachers/year advisors.

Level A

- All students are placed on this level at the start of the year.
- Students on level A are eligible for incentives such as reward points and Certificates as well as preference for the opportunity to attend excursions and within school activities.

Level B

- Students are placed on this level if they are repeatedly causing problems in class, across multiple KLAs or in the playground, having received a number of incident reports.
- Parents are sent an email, so that they are aware of their child's unacceptable behaviour. Records of incidents and parent communication to be made in Sentral by class teacher (Primary) or Year Advisor/Senior Teacher (Secondary).
- They may be placed on detention/s or school service activities. For younger students this may take the form of time out to reflect on behavior (maximum 10 minutes) while for older students this may be time for a resolution meeting or more formalised reflection activity with their class teacher / year advisor (up to 20 minutes).
- Students remain on this level until their behaviour shows noticeable improvement (minimum of 5 days).

Level C

- Students are placed on level C if they receive more discipline reports or a serious incident occurs.
- An Executive staff member or Principal speaks to the student.
- Parents are sent a “Discipline Notification” letter so that they are aware of their child’s unacceptable behaviour and a conference (telephone or face-to-face meeting) is arranged.
- Students on level C are ineligible for level A incentives.
- Students are placed on lunch time detention/s (supervised by executive staff) and a daily behaviour report.
- Executive staff will take a Risk Management approach and take into account things like risk to the public or reputation of the College, safety of other students and/or staff as part of their considerations. As a result, students on this level are may **not be allowed** to take part in:
 - i. excursions (offsite)
 - ii. social activities
 - iii. sport away from school
 - iv. music activities, etc.
- Students remain on this level until their behaviour shows noticeable improvement (minimum of 10 days).
- Students have the opportunity to return to level A if their behaviour improves.

Level D

- Students are placed on level D if, despite help from their parents and teachers, their behaviour continues to deteriorate or there is an incident of a serious nature.
- Students are excluded from the same activities as on level C.
- Students may be excluded from the classroom and/or playground.
- An interview will be arranged with the student, parents and Executive staff to discuss their child’s behaviour. Professional counselling may need to take place.
- Students remain on this level until their behaviour noticeably improves.
- Students have the opportunity to return to level A if their behaviour improves.
- Students from Years 3-12 may be asked to fill in a Reflection Booklet.

Level E

- Students are placed on level E if they have consistently shown that they do not want to fit in with others at school.
- Students placed on level E will be given a “short suspension” (this may be in-school or at home depending on the circumstances).
- After the “short suspension”, level D restrictions will apply.
- Further misbehaviour may lead to another “short suspension” or in extreme cases a “long suspension”.
- Students remain on level E until their behaviour noticeably improves.
- Students from Years 3-12 may be asked to fill in a Reflection Booklet.
- Students on level E have the opportunity to return to level A if their behaviour improves.

The Principal has the discretion to remove privileges or suspend a student at any level, if necessary.

Lunch Detention

A student may be given a Lunch Detention by executive staff if he/she has breached college behavioural expectations resulting in one or a number of discipline reports or placement on a discipline level. The purpose of the detention should be for reflection and will generally be held during the first half of lunch. Detentions should not exceed 30 minutes, ensuring students also have a break for lunch.

Student Daily Behaviour Report

For a student exhibiting significantly inappropriate behaviour and/or very regular instances of inappropriate behaviour in the classroom or in the playground resulting in a discipline level, the Principal, or delegated Executive Staff Member, will contact the student's parents to introduce a Daily Report program for a certain period of time. The Daily Report is intended to provide a link between the College and home, with the aim of teachers and parents working together for the benefit of the student.

Interview Form

When parents are contacted, staff need to record the relevant points of the conversation on Sentral. Parents need to be informed that notes from the conversation are being taken. These are saved in the Welfare drive.

OTHER CONSEQUENCES

For a student presenting ongoing serious concerns or for any serious incident deemed by the Principal to be in direct opposition to the rules, standards and expectations of the college, the following may, at the Principal's discretion, apply:

- Withdrawal from excursions and college events
- Withdrawal from attendance in class or association with other students during recess breaks
- Suspension or termination of leadership roles eg college captain or house captain
- Suspension, or in extreme cases, expulsion from the college

A student who has been extremely insolent, persistently disobedient, physically or non-physically violent, or guilty of vandalism, sexual or immoral behaviour, gross indecency, stealing or using/distributing harmful substances (eg. alcohol, cigarettes, drugs) may be suspended or expelled from the college. Any one major incident or a repetition of less serious offences may be sufficient to warrant suspension. A student of any age may be suspended or expelled.

A student undergoes a period of suspension that may be either out of college or within college for a period of time determined as suitable by the principal. It is the responsibility of the parent/caregiver to provide supervision to a student who has received an out-of-college suspension as during this time the student must not attend college. For a student who has received a within-college suspension as a consequence of their behaviour it is the responsibility of the principal to arrange supervision as for the duration of this suspension the student will attend college but not attend normal classes and/or associate with students in the playground during breaks. A support program and a probationary period on a Student Daily Report card, deemed appropriate in length by the college management in consultation with the student's parents, will follow the period of suspension. During the suspension, the student will complete all set work.

Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parent's responsibility for remediation of that behaviour. The college will work in partnership with parents in assisting the student to rejoin the college community. The suspension from college highlights for the student, as long as the behaviour is unacceptable, the student's continued enrolment will be in jeopardy.

A student may be expelled from College by the authority of the Principal. The reasons for this decision are listed above. A student who has been expelled has had their offer of enrolment at the College terminated. The Principal would inform the College Board of the reasons for this action.

Parents have the right to hear the reasons for any disciplinary action. They have the right to appeal the decision through the procedures outlined in the following sections.

PROCEDURAL FAIRNESS

Any disciplinary action that may be required will include a process of procedural fairness. Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. The 'hearing rule' includes the right of the person against whom an allegation has been made to:

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

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

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

Procedural fairness includes making available to students and parents or caregivers policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection.

The disciplinary procedures undertaken by the College will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. Parents and any support people will be invited to be part of the process.

The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted whether by college persons or non-college persons, including parents to enforce discipline at the college.

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:

- Informed of the alleged infringement;
- Informed as to who will make the decision on the penalty;
- Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- Afforded a right of review or appeal to the College Board.

The Principal, or delegated Executive Staff Member, will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view. The student (and parent/s) would be advised that if they wish this to be reviewed they may make application to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided. Throughout the process the investigator must be just and be seen as just and copies of records will be made available, upon request, unless the documentation would potentially jeopardize or endanger a witness.

APPEALS

The student and parents or carers may request a review of a decision to impose a long suspension or to expel a student if they consider that correct procedures have not been followed or that an unfair decision has been made. Students will be provided a program of home study whilst a child is suspended or during the appeal process until the decision of expulsion is upheld.

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

The appeal must be addressed to the College Board and lodged with the Principal who will forward it to the Board Chairman. The Chairman will convene a meeting of the Board that will review the procedures followed and the grounds on which the decision was made. The outcome of the review and the reasons for the decision will be given in writing to the parents or carers.

ACCOUNTABILITIES

Position	Accountabilities
Staff	Comply with College Policies and Procedures
Exec	Review whether staff are following this Policy
Welfare team	Comply with College Policies and Procedures Maintain Minutes of meetings and other relevant documentation Refer Child Protection issues to Principal Maintain confidentiality when necessary due to Privacy concerns

AWARENESS

Posted on College website

DEFINITIONS

Term	Definition
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REFERENCES

Documents that should be referred to in conjunction with this Policy are listed below:

Document Type	Title
Legislation	Child Protection Anti-Discrimination Student Welfare
Code of Practice	Staff Code of Conduct, Parental Code of Conduct
Standards	

Other Policies	Enrolment Policy Anti- Bullying Policy Complaints and Allegations Policy WHS Policy Learning Support Policy Privacy Policy Aims, Goals & Educational Philosophy Policy
Forms	Ethos Statement, Help Learner Profile

DOCUMENT CONTROL

1. Ownership and Approval

Role	Name	Position title	Date
Owner	Melissa Sharman	Principal	March 2024
Approver		Principal, Exec	March 2024

2. Review

Stage	Date
Original Policy	2009
Policy revised	October 2014, September 2020
This review	March 2024
Next review	March 2029