

# DISCIPLINE

(Also see Motivation)



## Discipline is:

1. The encouragement of Christ-likeness
2. The discouragement of unChrist-likeness
3. The acceptance of self-direction
4. The development of solidarity and common purpose

## We believe:

1. There is no wrongdoing for which Christ has not taken the penalty in God's eyes for His people.
2. All good things are affirmed in Christ's resurrection
3. Discipline is an act of love
4. Discipline is a means God uses for our growth in grace and progress towards Christ-likeness
5. Christ's death is the highest price for every pleasure and the deepest comfort in every pain
6. Discipline involves hope and opportunities to deal with challenges and problems positively
7. Parents and teachers must work in partnership
8. Students will obey teachers
9. Discipline should not exasperate students
10. Discipline is not behaviour modification (i.e. conformity to patterns or rules)
11. Discipline is relational
12. Some discipline can bring short term tears, but long term happiness
13. Compassion, wisdom and common sense outlast rule-keeping
14. Teachers have relational power and role power...in the end, not controlling power
15. Self-sacrifice is more fulfilling than self-promotion
16. Shame, repentance and forgiveness should lead to assurance, not torment
17. Doing what is right, good and true should lead to humility, not pride
18. Knowing what is right is good; knowing and doing what is right is better; knowing and doing what is right with a heart set on living Christ's story is best

## **and we value:**

1. Focussed, effective and efficient learning
2. Peaceful classrooms
3. Safety in all areas of school life
4. Harmonious relationships amongst all members of the school community

## **... therefore we will:**

**Be** what we believe – obedient, humble, kind, forgiving, confident, ashamed and self-disciplined in response to the Gospel.

1. Expect of ourselves what we are expecting of others
2. Relax in God's sovereign grace

**Relate** to all students with respect, patience, understanding, forthrightness, interest and unconditional love in ways that show Christ.

1. Promote pastoral care of all students
2. Acknowledge our students' emotional needs
3. Assure students of our acceptance
4. Avoid humiliation, sarcasm and shouting
5. Postpone dealing with a student when angry

**Unfold** the story of Christ's life, death, resurrection, rule and return

1. Lead students to see all layers of self-esteem – peace with God, impact in life, contentment, friendship, fun and being loved
2. Enhance students' confidence in God's grace expressed in what Jesus has done on our behalf
3. Negotiate a code of behaviour with students
4. Implement the code of behaviour. (Teachers will avoid the temptation to curry favour with students by overlooking behaviour requirements. This is unfair and unprofessional. It can place another staff member, who enforces the code, in an awkward predicament.)
5. Engage students in meaningful, interesting and worthwhile learning

**Inspire**, invite and insist on appropriate behaviour

1. Maintain high expectations of all students
2. Promote responsibilities, rather than rules
3. Have clear achievable responsibilities
4. Reinforce good behaviour with more opportunity to do likewise, with increased responsibility, with affirmations, with appreciation (no artificial, extrinsic rewards)
5. Penalise poor behaviour by withdrawal of privileges with consideration to age, maturity, current factors and in ways that lead to repentance and restoration (To treat someone as if they should have known better is to treat them with dignity.)
6. A privilege must never be made to be a punishment in the mind of a child. For example, if picking up papers in the playground is seen as a privilege (serving) then it should never be the punishment. Writing out tables is a privilege (learning) - it should never be a punishment.

**Structure** learning so that it is achievable, worthwhile and interesting and thereby provide the basis of good learning behaviour.

1. Keep parents informed of good and bad behaviour
2. Provide support services as needed – special ed, counselling
3. Keep important information on file in Office

**Enable** students to exercise self-discipline, self-management, servant leadership, self-direction and corporate responsibility

1. Engage students in contextual learning - meaningful, practical and cooperative
2. Promote community.

# MANAGING STUDENT BEHAVIOUR

As teachers live Christ's story in their personal and professional lives, their management of student behaviour will be anchored in the following which stand apart from any structures:

- **Relationships, Relationships, Relationships**
- **Mercy**
- **Justice**
- **High expectations**
- **Consideration of the student's age** (e.g. self-direction and emerging adulthood will be expected of a senior student), **background** (including exposure to issues) **and any diagnosed disability** (being justly proactive e.g. not expecting of these students things of which they are not capable and which might cause misbehaviour; being justly reactive e.g. using means of punishment that accommodate the disability and do not cause exasperation)
- **Consideration of the intent and effect of behaviour** (e.g. Lack of intent does not cancel responsibility for the effect of behaviour; consequences need to be based on intent and effect.)
- **Respect and Restoration**

Teachers are strongly encouraged to seek help as needed from Team Leaders and / or the Principal with regard to student behaviour at any level.

At NCS the **structured approach** to behaviour management involves **6 layers** as indicated below. The discretion and wisdom of teachers in applying these structures is assumed, as is the requirement that teachers abide by this structure.

## LAYERS OF BEHAVIOUR MANAGEMENT

**Respect** Level 0

O. Relax → Rejoice

**Restoration** Levels 1-5

1. Remind → 2. Reprimand → 3. Recompense → 4. Reform → 5. Refer

# OVERVIEW OF LAYERS OF BEHAVIOUR MANAGEMENT

When things are going right (*with a spirit of celebration*)

<b>Layer 0</b>	<p><b>Relax &amp; Rejoice</b> on the run.</p> <p>Affirming, assisting, engaging, celebrating, encouraging.</p>	<p>Teacher</p> <p>Parents</p>
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When things are going wrong (*with a spirit of restoration*)

<b>Layer 1</b>	<p><b>Remind</b> on the run.</p>	<p>Teacher</p>
<b>Layer 2</b>	<p><b>Reprimand</b> on the spot or after class or outside classroom</p>	<p>Teacher</p>
<b>Layer 3</b>	<p><b>Recompense</b> (just consequences)</p> <p>Treating the student with dignity - as if they should have known better</p>	<p>Teacher</p> <p>Parents</p> <p>Home Class Teacher</p>
<b>Layer 4</b>	<p><b>Reform</b></p> <p>Teacher may send student to Team Leader (or Principal if Team Leader is not readily available)</p>	<p>Teacher</p> <p>Home Class Teacher</p> <p>Deputy (or Team Leader if Deputy is not readily available)</p> <p>Parents</p> <p>Professionals</p>
<b>Layer 5</b>	<p><b>Refer</b></p> <p>Teacher informs Team Leader who informs Principal.</p> <p>Team Leader and Principal take responsibility for the student.</p>	<p>Teacher</p> <p>Team Leader</p> <p>Deputy</p> <p>Principal</p> <p>Parents</p> <p>President of the Board</p>

## What to do when things are going right... (See Layer 0 Behaviour Management)

1. **Have core routines in place.** Entry procedures (enter in silence and unpack, enter and do...etc), seating arrangements, attention cue, class discussion procedures, group work procedures, departure procedures (row by row, straighten furniture, remove residual litter etc).
2. **Have negotiated Class or KLA responsibilities** in place. These can be negotiated with (and therefore owned by) students at the beginning of the year. These should comply with whole school responsibilities. They can form part of the class's story.
3. **Have relaxed vigilance.** Being alert to the things that matter.
4. **Have clear expectations.** When entering class, social time finishes and learning community time commences.
5. **Engage students in lessons** that are worthwhile, achievable and interesting. Have a negotiated break if suitable. (Concentration period = age + 5 min?) Accommodate individual learning styles, intelligences and abilities.
6. **Know your students** – their past difficulties, triggers, frustrations. Speak with previous year's teacher(s). Anticipate and avoid possible unhelpful situations.
7. **Pray** for your students. Sitting in students' seats can provide a helpful outlook.
8. **Give clear instructions.**
9. **Be the sort of person** with whom students will want to comply – Christ-like, forthright, friendly, focussed, competent, real, with a good sense of humour.
10. **Have presence.** This consists of:
  - \* Certainty – confident to tell students what to do  
-- assured that teachers can expect to be obeyed and respected
  - \* Forthrightness – clarity of direction, instruction and request
  - \* Alertness – wisely “suspicious” of student behaviour and intentions  
-- checks that directions have been followed
  - \* Rigorous Relating – maintains positive interactions in spite of all.
11. **Encourage Christ-likeness** by providing opportunities, affirmations and appreciation

# PROCESS OF RESPECTING (When things are going right)

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<p><b>Layer 0</b></p>	<p><b>Relax &amp; Rejoice</b> on the run.</p> <p>Affirming, assisting, celebrating, encouraging.</p> <p>Uses email or Student Organiser to inform parent of good behaviour and attitude.</p> <p>Employs motivational strategies based on relationship, contextual learning &amp; playfulness.</p> <p>Engaging students in meaningful, interesting and worthwhile learning is a vital element of discipline.</p>	<p>Teacher</p> <p>Parents</p>	<ol style="list-style-type: none"> <li>1. Shows love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.</li> <li>2. Is focused, friendly and compliant.</li> <li>3. Is courteous (Says "Please, excuse me, thank you, I beg your pardon, OK.")</li> <li>4. Uses teacher's name ("Thank you, Mr Parker.")</li> <li>5. Encourages other students &amp; teachers.</li> <li>6. Obeys teacher directions immediately.</li> <li>7. Works to the best of their ability.</li> <li>8. Is open to Christian outlook.</li> <li>9. Engages in learning with a positive spirit.</li> <li>10. Is safe.</li> <li>11. Gives teacher their attention in lines, at the beginning of lessons and as needed without being asked.</li> <li>12. Completes tasks without close supervision.</li> <li>13. Complies with school structures.</li> <li>14. Is prepared for lessons.</li> <li>15. Arrives at the right place on time.</li> <li>16. Forgives others.</li> <li>17. Accepts advice &amp; criticism openly.</li> <li>18. Plays &amp; socialises helpfully.</li> <li>19. Expresses disagreement respectfully ("Excuse me, Mrs Squires ....question")</li> </ol>

## What to do *when* things are going wrong... (See Layers 1-5 Behaviour Management)

1. **Tactically ignore inconsequential issues.** Give selective attention to issues that matter.
2. **Move from least intrusive to most intrusive disruption** when dealing with poor behaviour – quiet reminder, touch on shoulder, refocus, eye contact etc.
3. **Remove offender from the learning** to discuss the issue.
4. If needed, **repeat direction** to offender to accompany you to discuss issue. Do not argue.
5. **Give time out** or cool off time, if necessary.
6. Avoid unnecessary confrontation.
7. **Describe obvious reality.** “I noticed that...” “You have been ...” Do not ask why.
8. Create self-awareness of the behaviour by discussing, drawing a picture, mirroring behaviour (with student consent).
9. Focus on behaviour, not the student.
10. **Indicate that poor behaviour does not support school approach**, class responsibilities, group routines etc. Explore what agreed responsibility has been ignored. Reflect on Christ-likeness.
11. Be certain, not severe.
12. **Ask for student’s response** or right of reply.
13. Where possible, **use partial agreement** with what the student indicates. Use emotional understanding to acknowledge student’s feelings.
14. Be assertive without being aggressive.
15. Do not have “point scoring” mentality.
16. **Give student choice**, but with only one realistic alternative. “You can either put your mobile phone on my desk or in your bag.” “You can either work cooperatively in your group or come back at lunchtime to complete your work.”
17. Always make **impartial decisions based on facts.**
18. Rebuke, repair, rebuild, restore. **Instigate deferred consequences** if necessary – continuum from after class chat, to detention, to send to Team Leader etc depending on seriousness of behaviour (consider frequency and intensity). If serious, consider Individual Behaviour Plan.
19. Any consequences should be related to the poor behaviour, be reasonable and inspire respect.
20. If it is an ongoing difficulty, brainsurf for **ways to fix the problem.** Arrange another meeting to check that all is well.
21. **Encourage student agreement.** Pray if suitable.

# PROCESS OF RESTORATION (When things are going wrong)

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<b>Layer 1</b>	<p><b>Remind</b> on the run.</p> <p><i>With a spirit of restoration</i></p>	Teacher	<ol style="list-style-type: none"> <li>1. Low level "one off" disruption, danger, non-compliance etc</li> <li>2. Poor manners</li> <li>3. Disrupting one student</li> <li>4. Talking with neighbour</li> <li>5. Not looking at teacher when teacher is speaking</li> <li>6. Cool to Christian outlook</li> <li>7. Day dreaming</li> <li>8. Being late</li> <li>9. Calling out</li> <li>10. Lazy bookwork</li> <li>11. Unkindness</li> <li>12. Forgets to give teacher attention</li> <li>13. Being physically over zealous</li> <li>14. Minor tampering with another's belongings</li> </ol>

# PROCESS OF RESTORATION (When things are going wrong) *Continued.*

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<b>Layer 2</b>	<p><b>Reprimand</b> on the spot or after class or outside classroom</p> <p>Remove distraction</p> <p>Isolate student (in room)</p> <p>Isolate student (outside room - stand at window/door facing away from room, visible to teacher; no more than:                      * 5min for Infants                      * 15 min for Primary                      * Remainder of period for Secondary)</p> <p>Require student to stand behind chair</p> <p>See "What to do when things go wrong" under Discipline in Handbook.</p> <p><i>With a spirit of restoration</i></p>	Teacher	<ol style="list-style-type: none"> <li>1. Increased levels of disruption, defiance, danger etc</li> <li>2. Any pattern of Layer 1 behaviour</li> <li>3. Disrupting / annoying a few students</li> <li>4. Calling out loudly</li> <li>5. Low level rudeness – expressed in words, signs, body language or facial expression etc</li> <li>6. Swearing as a response</li> <li>7. Hurtful comments to others (Put downs, causing some embarrassment)</li> <li>8. Argumentative with Christian outlook</li> <li>9. Defiance with mitigating factor (eg work is too hard, social problem, external disruption)</li> <li>10. Offhanded sexual, sexist, racist or bullying comments</li> <li>11. Being physically hurtful</li> <li>12. Minor theft (something from pencil case, up to \$10 etc)</li> </ol>

# PROCESS OF RESTORATION (When things are going wrong) *Continued.*

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<p><b>Layer 3</b></p>	<p><b>Recompense</b> (just consequences)</p> <p>Treating the student with dignity - as if they should have known better</p> <p>Teacher detention Lunchtime Detention Loss of privileges Remove from room (stand at window/door facing away from room, visible to teacher; no more than: * 5min for Infants * 10 min for Primary * Remainder of period for Secondary) After school detention</p> <p>Pray with student</p> <p>Seek repentance (Can expect students to realise the wrong of their action. Cannot insist that student apologises.)</p> <p>Arrange restitution (return stolen gear, assist teacher, make up time, complete work)</p> <p>Inform parent via email or Student Organiser or phone call.</p> <p>Home Class teacher will monitor emails or Student Organiser and establish any pattern of behaviour.</p> <p>Teachers will not use corporal punishment.</p> <p>Teachers will not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p>	<p>Teacher</p> <p>Parents</p> <p>Home Class Teacher</p>	<ol style="list-style-type: none"> <li>1. Substantial levels of disruption, defiance, danger etc.</li> <li>2. Any pattern of Layer 2 behaviour</li> <li>3. Any persistent Layer 1 behaviour</li> <li>4. Disrupting whole class</li> <li>5. High level rudeness – expressed in words, signs, body language or facial expression etc</li> <li>6. Open defiance</li> <li>7. Swearing wantonly</li> <li>8. Intimidating comments to others (Serious put downs, causing serious embarrassment)</li> <li>9. Antagonistic to Christian outlook</li> <li>10. Annoying actions to several others</li> <li>11. Harassment of others</li> <li>12. Open defiance without mitigating factor</li> <li>13. Purposeful sexual, sexist, racist or bullying comments</li> <li>14. Substantial theft (mobile phone, more than \$10 etc)</li> <li>15. Serious tampering with the belongings of others</li> <li>16. Bullying</li> <li>17. Using physical force to hurt, compel or intimidate.</li> </ol> <p><i>With a spirit of restoration</i></p>

# PROCESS OF RESTORATION (When things are going wrong) *Continued.*

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<b>Layer 4</b>	<p><b>Reform</b></p> <p>Teacher may send student to Deputy (or Team Leader if Deputy is not readily available)</p> <p>Teacher informs Deputy</p> <p>Deputy follows up at their discretion with Teacher consultation.</p> <p>Deputy or Teacher arranges conference with Parents and student.</p> <p>Teacher or Deputy counsels student - discusses impact of behaviour, alternative behaviour, aspects of character (WHOK); rehearses alternative behaviour; prays with student.</p> <p>Follow guidelines:  <u>Discover:</u>            1. What happened?            2. What was your part in it?            3. What were you thinking / feeling at the time?  <u>Empathise:</u>            4. Who do you think was affected?            5. How were they affected?            6. How were you affected?  <u>Assure</u>            7. Inform the student of God's grace, your forgiveness and your disappointment.  <u>Look:</u>            8. How can we make things right?</p> <p>Teacher or Deputy arranges a "Behaviour Plan".</p> <p>Teacher or Deputy may recommend assistance of a professional counsellor etc.</p>	<p>Teacher</p> <p>Home Class Teacher</p> <p>Deputy (or Team leader if Deputy is not readily available)</p> <p>Parents</p> <p>Professionals</p>	<ol style="list-style-type: none"> <li>1. Serious levels of disruption, defiance, danger etc</li> <li>2. Any extreme Layer 3 behaviour</li> <li>3. Any pattern of Layer 3 behaviour</li> <li>4. Any persistent Layer 2 behaviour</li> <li>5. Any defiant Layer 1 behaviour</li> </ol> <p style="text-align: center;"><i>With a spirit of restoration</i></p>

# PROCESS OF RESTORATION (When things are going wrong) *Continued.*

LAYER OF BEHAVIOUR	TEACHER RESPONSE	WHO'S INVOLVED?	EXAMPLES OF STUDENT BEHAVIOUR / ATTITUDE
<b>Layer 5</b>	<p><b>Refer</b></p> <p>Teacher informs Deputy and Team Leader. Deputy informs Principal.</p> <p>Deputy and Principal take responsibility for the student.</p> <p>Principal contacts parents to arrange a conference.</p> <p>Principal informs President of the Board as needed.</p> <p>Principal will recommend the assistance of a professional Counsellor, program etc.</p> <p>Principal may suspend the student (at school or at home) until matter is resolved.</p> <p>Principal may raise possibility of expulsion with School Board. (See Expulsion Guidelines.)</p> <p><i>With a spirit of restoration</i></p>	<p>Teacher</p> <p>Team Leader</p> <p>Deputy</p> <p>Principal</p> <p>Parents</p> <p>President of the Board</p>	<ol style="list-style-type: none"> <li>1. Pattern of Layer 4 behaviour</li> <li>2. Persistent Layer 3 behaviour</li> <li>3. Defiant Layer 2 behaviour</li> <li>4. Wanton undermining of Christian outlook</li> <li>5. Any serious violence</li> <li>6. Any drug activity</li> <li>7. Any alcohol activity</li> <li>8. Any smoking activity</li> <li>9. Any sexual activity</li> <li>10. Any truancy</li> <li>11. Any serious theft</li> <li>12. Possession of weapon</li> </ol>

# BACKGROUND INFORMATION

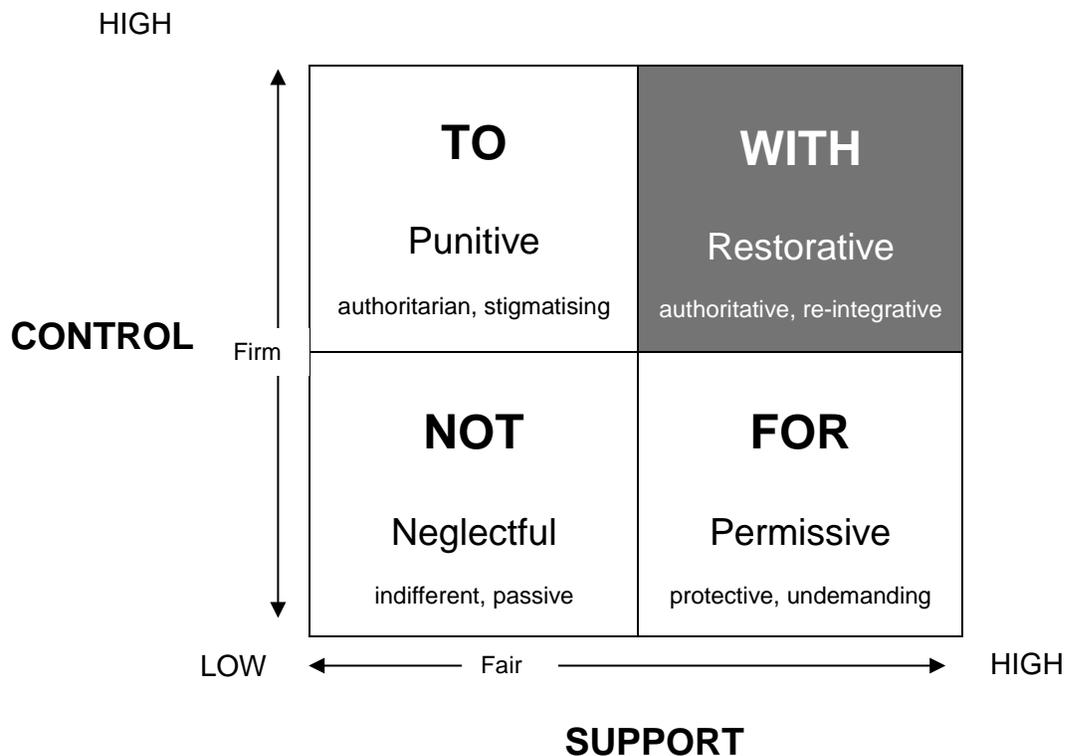
## Behaviour Management Structure

These layers of behaviour management are based on respect and restoration. This structure serves relationships.

As with any structure, it is our desire that it supports our Christian outlook, does not hinder our Christian outlook and, in the end, draws student attention to Jesus.

As we engage in our learning community,  
with a good sense of our own shortcomings as teachers  
and as we relax in God's sovereign grace

...we seek to be FIRM and FAIR, and to work WITH our students, maintaining a good balance between control and support (as indicated in the graph below)



Students and parents are more likely to engage with a structure that is transparent to them. Hence, we will explain the faith and rationale that is driving this structure to students and parents.

Students and parents are more likely to trust and cooperate with this structure – whether they themselves win or lose by the structure – when procedural fairness is involved. Aspects of procedural fairness are:

1. Teachers will clearly explain any wrongdoing to the student.
2. Students and parents will have the opportunity to state their thinking and feelings.

3. Students and parents will be heard and understood.
4. Teachers will be impartial in their decision making.
5. Respect and restoration will drive decision making.
6. Truth, peace and hope will be promoted.
7. Justice will be done and be seen to be done.
8. Confidentiality and privacy of all participants will be maintained.
9. Parents may access their child's personal file.

## **BEHAVIOUR MANAGEMENT STRUCTURE**

### **BRUISEing this Structure**

As we implement the levels of behaviour management, we need to:

#### **Be what we believe**

- Desiring not to do the things for which we are reprimanding students i.e. no hypocrisy.
- Showing love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.
- (See Code of Conduct.)

#### **Relate in a Christ-like way**

- Forgiving
- Not responding to wrongdoing with righteous indignation
- Humbly condemning wrongdoing
- Being honest
- Not humiliating

## **U**nfold things in the shadow of the Cross

- Explaining the Gospel
- Training in Christ-likeness
- Affirming Christ-likeness
- Giving reasons to students
- Clearly explaining wrongdoing and its effects
- Relaxing in the Gospel

## **I**nspire students in the light of the resurrection

- Modelling right behaviour ourselves
- Explaining the structure to students
- Sharing hope
- Understanding any mitigating factors
- Not being naive

## **S**tructure procedures in harmony with the Gospel

- Informing students of the structure.
- Maintaining procedural fairness
- Keeping thorough records as needed

## **E**nabling students to be responsible followers of Jesus in an exciting, yet broken world.

- Providing optimum conditions for good behaviour
- Providing opportunities for leadership and peer mentoring / mediation

In seeking to manage student behaviour we are mindful that Jesus provided ample evidence of how to deal with people who had a bent toward self-centred behaviour. Jesus taught, warned, rebuked, forgave, condemned and loved.

Not putting an obstacle in the way of another, reproving someone with gentleness, a servant spirit, bearing one another's burdens are relevant scriptural themes.

## Important aspects of the layers of behaviour management are:

1. The fostering of an awareness in students of how their actions affect others
2. An increasing involvement by people that is commensurate with the student behaviour (i.e. Trust and teamwork)
3. Involvement of the student in the process of restoration.
4. Inclusion of parents / carers .
5. Acceptance of ambiguity (Often fault is unclear and people need to accept this.)
6. Willingness to pray with students.
7. Acknowledgement that the deed cannot be separated from the doer. (The deed is a window into the doer.)
8. Viewing wrongdoing and conflict as opportunities for forgiveness and learning.
9. Expectation of teacher discretion (situational) as well as compliance with the structure (systemic).
10. Solidarity between teachers, students and parents as we all stand in need of God's grace enacted in the life, death and resurrection of Jesus.
11. A spirit of restoration.
12. Procedural fairness.
13. Channeling student attention to the peace, hope and love that can be realised in the Gospel.
14. Recognition that God is in sovereign control of His universe and that He changes hearts and minds. (We can be the instrument of this.)
15. Emphasis on the future and restoration, rather than on the past and blame.
16. Promotion of individual responsibility, rather than rule-keeping.
17. Consistency will always be subservient to wisdom which considers the maturity of the student, specific needs, gender differences, emotional well-being etc.
18. Stage 6 students will be treated as young adults with the accompanying expectation of maturity, initiative and self-monitoring.

## Misdemeanour management (Wisdom, discretion and solidarity.)

Misdemeanour	First offence	Repeat Offence (i.e. twice)
No hat (Even if in bag, hand etc)	Sit on verandah for rest of break	Sit on verandah for rest of break
Hat on inside building	Remind to remove	As for first offence
Ball games near buildings in breaks	Confiscate – 1 week Non-owner must redeem owner's ball with own ball or similar.	As for first offence
Mobile phone on or being used or not in bag or pencil case	Confiscate for 7 days – Send to Deputy with name & date Child to collect	As for first offence
iPod	Confiscate for rest of day – Child to collect	As for first offence
Chewing Gum	Place gum in bin Sit on veranda for rest of break Withdraw for rest of lesson	Inform Team Leader Team Leader will inform parents Place gum in bin Sit on veranda for rest of break Withdraw for rest of lesson
½ mast pants	Remind student to pull up pants Sit on veranda Withdraw from rest of lesson	Inform Team Leader Team Leader will contact parents Sit on veranda Withdraw from rest of lesson
Wrestling	Send to veranda for rest of break	Inform Team Leader Team Leader will contact parents
T-shirt under shirt Must be non-visible, except at neck if in school colour.	Sit on veranda for rest of break Withdraw for rest of lesson	Inform Team Leader Team Leader will contact parents Sit on veranda for rest of break Withdraw for rest of lesson
Out of bounds	Send to veranda for rest of break	Send to veranda for rest of break
Litter	Clean up around area being used	Clean up around area being used
Make –up	Send to wash off	As for first offence
Jewellery contrary to appearance guidelines	Confiscate for 1 week – send to office in envelope with name and date. Student to collect.	As for first offence
Not lining up in two lines outside room with no movement or mess and no empty spaces	Rebuke Move to rear of line Remain in line and enter at teacher direction	Lunchtime practice Loss of privileges

Not giving teacher attention in lines when teacher is ready	Rebuke Move to rear of line Remain in line and enter at teacher direction	Lunchtime practice Loss of privileges
Not entering room in silence and giving teacher attention when teacher is ready	Rebuke Return to line and enter at teacher direction	Lunchtime practice Loss of privileges
Using "Ma'am" or "Sir" instead of teacher name	Reminder on the run Rebuke Counselling	As for first offense
Not using teacher name when greeting or initiating chat with teacher (not during classroom interaction)	Reminder on the run Rebuke Counselling	As for first offense
Not saying "Thank you" after receiving something from a teacher	Reminder on the run Rebuke Take back what has been given for 5min	Counselling Loss of privileges (e.g. part lunchtime)
Not saying "Please" when asking a teacher for something	Do not agree to request – student may return in 5min or not at all Reminder on the run Rebuke	Counselling Loss of privileges (e.g. part lunchtime)
Not saying "I beg your pardon" when asking a teacher to repeat something	Do not repeat words Reminder on the run Rebuke	Counselling Loss of privileges (e.g. part lunchtime)
Not saying "OK, fine, no worries" or similar After a teacher has requested an individual to do something	Reminder on the run Rebuke	Counselling Loss of privileges (e.g. part lunchtime)

## *Creating a culture of respect, kindness and focused learning*

# Documentation

Every member of staff should record **significant events and conversations** with students and parents and place this record on Edumate or in the student's file in the Office. The detail will depend on the circumstances. Note the date, people involved, a summary of the discussion, action required and time frame. The written record of the students involved and any witnesses should also be placed on Edumate / file.

Significant events and conversations might include:

- Poor behaviour requiring referral to a Team Leader, Deputy or the Principal
- Extreme behaviour requiring immediate action
- Complaints from parents about the way in which a discipline problem has been addressed
- Interviews of students (perpetrator, victim and witness)

Minor misdemeanours should be recorded in the Student Organiser or sent via email. E.g. behaviour that requires temporary withdrawal from class, failure to complete tasks or assignments

# Corporal Punishment

Staff Members will not use corporal punishment

Staff Members will not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school

# SUSPENSION AND EXPULSION GUIDELINES

NCS seeks to declare the Gospel by treating people fairly and with respect in an environment that is focused, happy, friendly, safe and accepting - free from disruption, intimidation, harassment or discrimination.

When a serious breach of student responsibilities occurs or when there is a defiant pattern of breaches, it may be in the best interests of the school and the student involved, for the student to be removed from the school for a period of time (suspension) or completely (expulsion).

Suspension and expulsion at NCS will be characterised by:

- Their infrequent use
- Their use, in general, after other avenues of reforming the student have proved ineffective
- Highlighting the parents' responsibility to take an active role, in partnership with the school, in changing the behaviour of the child.
- Highlighting the student's responsibility to change their behaviour
- Procedural fairness (See below)
- A spirit of restoration
- Collaboration between the student, staff and parents
- Consideration of the maturity and needs of the child
- Justice, compassion and humility

The Principal will maintain a register of students who are suspended or expelled.

# Suspension

1. Only the Principal may suspend a student.
2. A student may be suspended immediately if the student:
  - Is in possession of a suspected illegal drug (the police will be informed).
  - Is in possession of a prohibited weapon (the police will be informed).
  - Sexually assaults another person (the police will be informed)
  - Is in possession of alcohol
  - Is violent or threatens serious physical violence
  - Engages in criminal behaviour related to the school
3. A police investigation will not remove the Principal's obligation to deal with behaviour as an internal disciplinary matter.
4. A student may also be suspended for a defiant pattern of breaches of student responsibilities such as
  - repeated disobedience
  - insolence
  - verbal harassment
  - disruption of the teaching and learning
  - bullying
5. Suspension may be up to 20 days or as necessary to resolve the situation.
6. The Principal will inform parents of the suspension by phone and in writing.
7. The Principal will inform the President of the Board within 24 hours of suspending a student.
8. The parents will be afforded the opportunity of meeting with the school to discuss the issue or appeal the decision. The parents may have a support person at this meeting. The Principal can request the presence of a Board Member.
9. The decision and the process will be documented and filed.
10. Parents are free to appeal the decision via the Principal or the Board

# Expulsion

## Only the Board may expel a student.

If there is the possibility of a student being expelled, the Principal will inform the President of the Board. (It is the Principal's role to present the facts to the Board for their decision, whether or not the Principal believes expulsion is warranted.)

## Before expulsion

1. Except as a result of a most serious incident, the Principal will ensure that all student welfare strategies and discipline options have been implemented and documented.
2. The student will be placed on suspension pending the outcome of the decision making process by the Board.
3. The parents will be notified in writing that expulsion is being considered. Seven days will be allowed for the parents to respond.
4. The parents will receive all documentation on which any consideration of expulsion is based.

## Basis for expulsion

A student of any age may be expelled if the student:

1. Engages in serious misbehaviour related to:
  - drug possession
  - prohibited weapons
  - physical assault
  - sexual assault
  - criminal behaviour related to the school (directly or indirectly e.g. brings the school into disrepute, or poses a threat to people and or / property)
2. Displays a defiant pattern of misbehaviour that seriously disrupts the learning of the student and other students
3. Jeopardises the safety and well-being of others (students and staff)
4. Defiantly undermines the school's Christian ethos
5. Does not participate satisfactorily in learning and is of post-compulsory school age. Before expulsion the student will be:
  - provided with a program of improvement
  - given a reasonable period of time to improve
  - given at least one written formal warning that expulsion is being contemplated.

## Process for Expulsion

1. The Board, in consultation with the Principal, will decide on the expulsion.
2. The Principal will enact the Board's decision of expulsion by:
  - Informing the parents by phone and in writing of the expulsion and their right of appeal
  - Seeking to arrange an alternative school within the local Christian School sector where at all possible
  - Managing the effects on any siblings and on any classmates
  - Activating the appropriate Student Departure Checklist
3. School fees will be charged up to the day of the expulsion only. The Business Manager will finalise this matter with the family.
4. Parents are free to appeal the decision via the Principal or the Board

## PROCEDURAL FAIRNESS

Out of respect and compassion for our students and families, procedural fairness will accompany the process of suspension and expulsion. This involves:

1. **The right to be heard** which includes:

- Knowing why the action is happening
- Knowing the way in which the issues will be determined
- Knowing the allegations in the matter and any other information which will be taken into account
- Responding to any allegations
- Being free to appeal

2. **The right to an impartial decision** which includes:

- Impartiality in the investigation and decision making phases
- Absence of bias in the decision maker
- The consideration of facts - not innuendo, gossip, perception or inference

# SUSPENSION OR EXPULSION SUMMARY

