

STUDENT DISCIPLINE POLICY

Executive Management Committee

SCOPE

This policy applies to all students enrolled at Discovery Christian College.

RESPONSIBILITY

Principal

POINT OF CONTACT

Principal

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Policy Owner:

Discovery Christian College Executive Management Committee

DISCIPLINE DEFINITION

Biblical discipline is the training and shaping of character and behaviour [including the development of Godly attitudes and habits], through the consistent and loving application of Biblical principles.

Proverbs 19:18

Biblical discipline should result in a person who is secure in their life purpose, self-disciplined in behaviour, not a slave to their emotions but able to make Godly choices in social issues of morality (Godly discernment).

Proverbs 22:6

AIMS

In the light of Ephesians 6:4, Discovery Christian College aims to work with parents to train their children to:

1. Foster dependence on God and His Word for a foundation for life, 2 Tim. 3: 16-17.
2. Encourage growth in self-discipline, Hebrews 12: 4 -12
3. Build respect and concern for others, Hebrews 12:14
4. Develop a respect for those in authority over them, Romans 13:1 & Hebrews 13:17.

OBJECTIVES

Discovery Christian College gains its authority to discipline the students at the College directly from the parents, believing that the parents are accountable to God for the training and nurturing of their children.

Together with the parents, Discovery teachers will:

1. Have high expectations of student behavior as outlined in the Student Code of Conduct (Appendix 1)
2. Model Christian living by their lifestyle, words and attitudes for students, Luke 6:40
3. Train and discipline students in the following ways:

TEACH

Teach the expectations and standards of Christian living, not only for the classroom, but in relationships and attitudes.

This teaching is continually revised and reinforced. Boundaries of College yard, speech and actions along with acceptable, loving and obedient attitudes and careful speech need constant teaching.

REBUKE

When the student is disobedient it is important to bring the child to the point where they can see that they are in error. It is important that children see this fact for themselves so that they can learn the link between choice of action and responsibility for consequences.

At a "Rebuke" the teacher may simply catch the child's attention and the child will respond or the teacher may need to gain eye contact and bring the child to the point of accepting responsibility i.e. as below.

The teacher may ask, "What do you know about" or "What is the rule?" Or.....

The child responds by saying what they understand. The teacher may then ask, "What did you do?"

Remember that children rarely know why they did a particular thing and it clouds the issue at the first instance to look at motives. In fact, teachers may be tempted to excuse or down grade the misdemeanour because of the provocation. The key issue must remain "What did you do?"

If there are other children involved, the teacher may need to speak with each one separately. When children do not acknowledge responsibility for a misdemeanour, extra time needs to be taken for them to do so. Further rebuking is ineffective if the student is not accepting their actions. Teachers and parents need to guard against wrongly accusing students. Always take time to establish the truth.

CORRECT

This is where the child has an opportunity to "get back on track", to correct their behaviour.

This may not need a long involved procedure. The child may sincerely apologise, ask for forgiveness and then return to the task or activity at hand.

At times it may be necessary to counsel and guide the child to ask for forgiveness, to restore fellowship or make restitution. Paul exhorts the people to repent and "do things to show that they had really changed", Acts 26:20 Children's N.I.V.

At this stage the child may be encouraged to pray to ask God for forgiveness. Repentance is a heart issue and cannot be forced. True repentance maybe accompanied by sorrow or remorse and tears.

TRAIN IN RIGHTEOUSNESS

“Training” (Gr. paideia) as used in the N.T., can mean instruction, chastisement and nurture but most commonly chastening. Hebrews 12:11, Ephesians 4:12, James 1:19-20.

This step in discipline should be a deterrent imposed in love.

IMPLEMENTATION

At Discovery there are two ways to implement this step of discipline.

1. The teacher may apply an imposition as simple as making up lost time - realising that this may cost some time for the teacher at the next break. It may mean cleaning up a mess, or it may involve a specific act of kindness for a friend with hurt feelings. The “training” depends on the situation and can be diverse. Training also needs to be age appropriate and appropriate for the offence.

At Discovery it is agreed that there is little benefit in writing “lines” and it is not an acceptable training application, however, the paraphrasing into the child’s own words of a suitable scripture or statement would be appropriate at times, as would the writing of a letter of apology.

Care is taken over the choice of a penalty. The aim is to involve the child with the activity by making it meaningful, i.e. making up wasted time at recess by cleaning up some mess plus doing some extra cleaning or re-doing a page. Detention involves giving the student work to do. Impositions need to be relevant to the deed.

2. There is sometimes a need for the teacher to be supported in the disciplining of a student by the college senior leadership team.

If a child needs constant rebuking and correction for the same or similar offences, the teacher should follow the behavior management process (see Appendix 2)

FAMILY INVOLVEMENT

Communication with parents when administering discipline to students who fail to respond to correction by changing their behaviour is vital. Families may be advised or recommended to consult agencies such as Community Services or Counselling services which can be accessed through the College, College chaplain, family church or family doctor.

Discovery Christian College aims to see each student graduate successfully, but, it is accepted that should the discipline procedures outlined here fail to achieve the positive behaviour changes necessary, the College may require the parents to withdraw the student.

Ultimately there is a requirement for parents and teachers to work together to train students to be obedient at home and College.

Appendix 1 – Student Code of Conduct

Discovery Christian College is committed to maintaining a community with a high standard of positive behaviour throughout. As a Christian College, we base our behaviour expectations on the values outlined within the Bible, particularly the teachings of Christ within the Gospels of the New Testament.

At Discovery, we continually emphasise the “four pillars” of our expectations for every student.

The Four Pillars are that students:

1. Arrive punctually for College in the morning and for each class.
2. Wear the correct uniform in a neat and tidy manner.
3. Put in their best efforts in all their learning.
4. Be polite and respectful to all fellow students, staff and parents.

These four expectations are not difficult to achieve for anyone, but in this document, we have created further detail so that students and parents can see more clearly what the expected behaviours are for all our students.

Pillar 1 – Attendance & Punctuality

At all times, students are to take responsibility for their Attendance and Punctuality

- Be on time for school every morning
- Arrive at every lesson on time ready to learn
- If you arrive late to class, first see the teacher and apologise before proceeding to your place.
- Except in the case of illness, a student should be in attendance on all days on which the College is open, unless prior arrangements have been made with the Principal.

Pillar 2 – Dress and equipment Code

- Wear the full DCC uniform correctly and neatly at all times
- Follow the uniform guidelines in regards to appropriate hair length/style, make-up & jewelry
- Students are not permitted to use mobile phones between 8:30am and 2:45pm.
- Students are not permitted to use tablets during recess and lunchtime

Pillar 3 – Do your best

- Be prepared to learn.
- At ALL times, put in your best effort during every subject and lesson
- Attempt every task that has been assigned to you to the best of your ability
- Submit all homework and assessments by the due date
- Bring ALL required books and equipment to every class
- Always ask for help if you do not understand something
- It is the student’s responsibility to catch up class work, homework and assignments missed while absent from College.

Pillar 4 – Respect & Compassion

- At all times, students are expected to exhibit good manners, respect for others, self and property.
- Remember to say ‘Please’ and ‘Thank you’.
- Ask if you wish to borrow something from another student.
- Respect the rights of others.
- Speak to teachers respectfully, using the correct tone of voice. Use the teacher’s Name, Sir, or Miss.
- Stand and greet when a visitor enters the room.
- Wait quietly outside your room in two lines until your teacher arrives.
- Put litter in bins – do not assume that someone else will clean up after you.
- The College has a ‘No Touch’ policy in relation to students in a relationship. For example, students are not to hold hands, hug or kiss whilst at school

Appendix 2 – Behaviour Management Processes

As outlined in the student discipline policy, it may occasionally be necessary for a teacher to escalate a process involving unacceptable student behavior. The processes outlined below form a clear framework of how student misbehavior will be followed up and hopefully rectified. The vast majority of students will not need to be concerned with these processes. Following the four pillars outlined in appendix 1 will ensure a student's disciplinary record remains exemplary for the duration of their time at the college.

Any commendation or misbehavior by a student is recorded in SEQTA. This is the Learning Management System which is used to keep a record of every aspect of a student's school life including academic, pastoral care, attendance, medical etc.

Behaviours, both positive and negative have a number of "SEQTA points" allocated. A student will accumulate positive or negative SEQTA points based on their behavior at school. (See table below)

If a student accumulates positive SEQTA points, it is likely that they will receive some form of end of term reward. They may also be recognized and awarded certificates at special assemblies.

If a student begins to accumulate negative SEQTA points, specific consequences outlined below will be triggered when the negative points totals reach certain thresholds.

Category 1	
1 SEQTA POINT	Late to class
	Incomplete Homework
	Uniform Violation

Category 2	
2 SEQTA POINTS	Very Poor Work ethic in class
	Disruptive Behaviour in Class
	Major Assessment not submitted
	Minor Bullying or Intimidation
	Minor Vandalism
Persistent disobedience	

Category 3	
3 SEQTA POINTS	Offensive or abusive behaviour in class or on the yard
	Rude or disrespectful behaviour towards a member of staff

Category 4	
4 SEQTA POINTS	Sent to focus Area
	Wilful Defiance
	Serious Bullying or intimidation
	Truancy
	Serious Vandalism

Level 1 (GREEN ZONE)	0-7 SEQTA points	No action required
Level 2 (BLUE ZONE)	8-15 SEQTA points	Community Service + Responsible behavior plan (Blue Card)
Level 3 (YELLOW ZONE)	16-23 SEQTA points	Parent interview + 1 day in-school suspension + Yellow Card
Level 4 (RED ZONE)	24-31 SEQTA points	Parents interview with Principal + 2 day in-school suspension + Red Card
Level 5 (BLACK ZONE)	32+ SEQTA points	Final Meeting with the Principal + Student placed on behavior contract

- At the end of every term, 4 SEQTA points will be deducted from the student's total negative points
- Positive SEQTA points may be used to reduce the student's negative points. Points are awarded at discretion of teachers.
- Certain extreme behaviours may result in immediate suspension or expulsion at the discretion of the Principal, depending on the severity of the behavior.

Appendix 3 – Classroom disruption Processes

Within the context of the classroom, it is reasonable to expect that every student should have the opportunity to make significant progress in their learning. If a student's behavior becomes disruptive for any reason, there is a 3 stage process that will be implemented consistently by every teacher to manage this disruption.

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| 1 WARN | The disruptive student will be informed that their behavior is unacceptably disruptive and receive a warning. |
| 2 MOVE | The disruptive student, having failed to rectify their behavior will be asked to move to an alternative seat within the classroom to give them the opportunity to return to their learning and also minimize disruption to others. (2 SEQTA Points) |
| 3 EXIT | The disruptive student will be ejected from the class and sent to either the supervised FOCUS area or to an alternative classroom where they will be supervised by another teacher. (4 SEQTA Points) |

Focus Area

- The Focus Area is the workbench in the Front Office
- Students are to 'sign in' via the Focus Area Sign Attendance Register
- Students are to be supervised by admin staff
- Students are to sit in silence
- Students are to complete the Responsible Thinking Plan sheet and hand it to the supervising staff member at the end of the session
- No technology is allowed in the Focus Area
- Students must remain in the Focus area until the end of the session.
- Teachers that send a student to the Focus Area must talk with the student before their next lesson together allowing them the opportunity to apologise for their behavior and negotiate their re-entry into their next class with that teacher
- If this brief discussion fails to resolve the issue, then the issue is immediately referred to the Year level Coordinator
- Assuming this rectifies the situation, the student must then seek out the teacher to apologise/negotiate.
- Continued failure to resolve the issue may result in the issue being escalated to a senior staff member or the Principal as outlined in Appendix 2