

Policy Title : Discipline Policy  
Pages : Page 1 of 8  
Document ref. : R/09/556

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## PART 1 – PRIMARY & SECONDARY

### Policy Statement

The object of discipline is to train the heart, help students make better choices and grow in consideration of others within community. It should be understood that discipline is not what is done to the child, but rather what is done for the child to discipline them and allow them to grow in Godly character.

### Implementation

All practices will comply with appropriate legislation.

There are various domains of the administration of Grace Christian School's discipline procedures.

For the purposes of this document, three are considered:

- 1) In the classroom
- 2) Out of the classroom
- 3) Serious discipline breaches

As a teacher enacts the discipline system, a distinction needs to be made between minor and more serious matters.

#### 1. IN THE CLASSROOM

There are three aspects of classroom discipline to consider.

Firstly, *avoiding problems* (creating a positive learning environment); secondly, when *students are disrupting learning* and thirdly when all attempts to bring the student to a point of *obedience and learning have failed*; what should the teacher do?

##### a. **Avoiding problems (creating a positive learning environment)**

There is a professional wisdom that suggests that discipline problems can be avoided by ensuring:-

- i) *Planning*
  - Program of work is thoroughly planned, relevant and stimulating
  - Classroom work is appropriate to the needs of the individual and cohort
- ii) *Classroom*
  - Classrooms are well organised, and clutter free; clutter causes confusion
  - Classrooms should be interesting and stimulating, use colours and change displays often.
  - Displays should enthuse learning and reinforce the Christ centred focus of Grace Christian School
- iii) *Communication*
  - Instructions are clear, concise and age appropriate
  - Expectations of students are clear

Policy Title : Discipline Policy  
Pages : Page 2 of 8  
Document ref. : R/09/556

---

iv) *Management*

- Establish a discipline plan (**see Appendix 1 for suggestions and ideas**)  
Including supportive feedback e.g., verbal recognition, commendation letters, postcards, positive notes to parents, phone calls etc.

v) *Relationship (Significant learning takes place in significant relationships)*

- Develop a safe and caring student/teacher relationship
- Listen to children, show interest in what they have to say
- Learn student names quickly
- Develop rapport outside the classroom
- Get to know about the child's family, interests, background

b. **Students disrupting learning**

- Corrective Actions, managed by teacher e.g. reminders, charts, peg boards, name on board, removal of privileges Step 1 (see below and **see Appendix 1**)

The teacher can deal with most minor discipline issues immediately and with common sense. In fact teachers have the responsibility to use their own methods to manage low level incidents of misbehaviour within the school.

c. **I've tried all the above it is no longer working, what next?**

When all attempts at managing a student in the classroom have failed, normal classroom discipline incidents are to be dealt with via an escalating process where there are 6 levels.

See **Discipline procedure** later in this document.

## 2. **OUT OF THE CLASS**

In some cases, it is the school's responsibility to intervene in out-of-school incidents.

- a. Where a student is wearing the school uniform, then the Code of Conduct still applies regardless of whether or not the student has left the school grounds.

If a student is travelling on either school hired buses, public transport or private vehicles, and their behaviour is less than exemplary, then punitive action can be taken.

Other environments where disciplinary actions may be appropriate:

- b. The play areas

The play areas are for the enjoyment of all, the following code of conduct is expected by all users:

- No bullying
- No exclusion
- No pushing, shoving or rough play
- Obey teachers
- Be courteous, considerate and greet people by name

- c. The verandah, walkways and undercover areas

**Policy Title** : **Discipline Policy**  
**Pages** : **Page 3 of 8**  
**Document ref.** : **R/09/556**

---

- Walk
- Keep clutter free
- d. The ovals and courts
  - Wear hats when appropriate
  - Be sensible and considerate of others
  - Use all equipment safely and properly
  - Stay in bounds
- e. Play equipment
  - Be considerate and sensible
  - Take turns
  - Walk safely
  - No throwing of sand or objects
- f. For out-of-classroom incidences, the teacher must attempt to determine if the student is being defiant or childish. Usually teachers would be able to manage the incident however the Head of School may need to be involved. The consequence depends upon what level the student is in the discipline system.  
Note: For more serious out-of-class breaches of behaviour please refer to the Head of School.
- g. A teacher witnessing an out-of-class incident is to :-
  - i) Use the opportunity to train the students involved
  - ii) Get the student to write an account of what happened (if this is deemed appropriate)
  - iii) Write down the names of any witnesses
  - iv) Refer to the Head of School if appropriate
  - v) The teacher or Head of School will log the incident on SEQTA Teach.

### 3. **FOR SERIOUS DISCIPLINARY BREACHES**

Serious breaches include: swearing directly at a teacher; smoking; consuming alcohol whilst at school and / or giving it to others; illegal substances such as drug use or possession; fighting; bullying; vandalism; cyber-crime such as hacking into the computer system, bullying or accessing pornographic material on the internet; or seriously disrupting the classroom processes).

If any of these matters occur, the student is to be escorted to Student Services and the Head of School notified. The matter will be dealt with by the Head of School in consultation with the Principal.

#### **Additional Consequences:**

- a. Subsequent involvement in Camps / Excursions and Sports Carnivals (Staff to check with Student Services as to a student's eligibility to attend an excursion)
  - i. One day suspension not permitted on camps or excursions for one term/ten weeks following suspension.

Policy Title : Discipline Policy  
Pages : Page 4 of 8  
Document ref. : R/09/556

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- ii. Three day suspension results in a student not attending camps or excursions for one semester/twenty weeks following suspension.
- iii. Five day suspension banned for the remainder of the year.
- b. Student contract (**See Appendix 2**)
- c. Out-of-class incidents should always be logged on to SEQTA Teach, giving as much detail as possible.
- d. In serious cases, individual reports must be collected from the students involved before they have time to collaborate on their stories.

Progression through the discipline process is at the discretion of the Head of School.

### **DISCIPLINE PROCEDURE (See Appendix 3 – Discipline Policy Flow Chart)**

#### **1. Level 1: In class management**

- a. e.g. Verbal warning with name written on the board, peg system, class clean ups, litter collection, lines, spelling words, letters of apology, in class time-out, buddy system, and quiet chair to name a few.
- b. Parents should be informed whenever practical to strengthen the partnership.
- c. It is important throughout this process students are given very clear explanations as to the biblical moral reason why it is inappropriate behaviour and what the appropriate behaviour is and given opportunity to repent and restore.
- d. The teacher is required to record details in SEQTA Teach as “Negative Behaviour” (please select from drop down box). Student behaviour profiles created from these observations will be an item on Pastoral Care Team’s agenda.

#### **2. Level 2: Detention (Primary) – See Policy R/11/2501**

- a. Parents should be informed whenever practical to strengthen the partnership.
- b. It is important throughout this process students are given very clear explanations as to why they are receiving detention. In the case where detention is for behaviour, students are to be given very clear explanations as to the biblical moral reason why it is inappropriate behaviour and what the appropriate behaviour is and given opportunity to repent and restore.
- c. The teacher is required to record details in SEQTA Teach as “Detention” (please select from drop down box). Student behaviour profiles created from these observations will be an item on Pastoral Care Team’s agenda.

#### **3. Level 2: Detention (Secondary)/Buddy Class**

While there are no formal detention sessions in secondary, teachers may organise and supervise their own detention should they choose to. Alternatively, teachers may send a student who continues to misbehave to Buddy Class.

#### **4. Level 3: Progress Cards**

Policy Title	:	Discipline Policy
Pages	:	Page 5 of 8
Document ref.	:	R/09/556

---

- a. When staff members have tried a number of strategies to transform the child's behaviour and there is sufficient recorded information on SEQTA Teach to indicate a pattern of behaviour, the Head of School will initiate further action and inform the parents.
- b. The Head of School will usually place the child on a Yellow Card to monitor their progress and note this in SEQTA Teach.
- c. Poor scores on the Yellow Card will result in an escalation to a Red Card. Poor scores on a Red Card will result in an escalation to Level 4 intervention.
- d. Whilst the normal order of cards use is Yellow to Red and back to Yellow, it is at the Head of School discretion as to which card is used in any given situation.

#### 5. Level 4: *Time Out*

- a. At this level, students will initially be placed in Time Out for a period of 1 day (subsequent repeats of poor behaviour will result in 3 days of Time Out) following parent contact to discuss the issues.
  - i. An entry should be made in SEQTA Teach.
- b. Place student in a suitable Time Out area.
- c. Students in Time Out are expected to complete all class work.
- d. While in Time Out students will be expected to reflect on their behaviour and attitude. A meeting with a school Chaplain should also take place while the child is in Time Out.
- e. Students who have served the time in Time Out will only be admitted to class if they can demonstrate a change of heart. Should the Head of School determine there has been no change of heart, Time Out should continue on a day-by-day basis.
- f. When it becomes apparent there has been a change of heart and restoration of relationship has taken place, a Contract will be agreed upon by student and Head of School prior to a student's return to class. Parents will be part of the process where possible.
- g. A Red Progress Card will be issued and monitored daily by the parent, teacher and Head of School. Good scores on the Red Card after one week will warrant progress to a Yellow Card. Good scores on the Yellow Card will end the process.
- h. All Time Out's will necessitate a letter, email or phone call home to parents from the Head of School.

#### 6. Level 5: *Suspension*

- a. Normally a child at this level would have a pattern of inappropriate conduct. Further incidences would warrant investigation and discussion would be held with parents and the Principal.
- b. Any repeated poor scores on Red Progress or Yellow Progress Cards following the second Time Out term served, will result in a Suspension of 1 day. Subsequent consequences will result in 3 days Suspension and on the third occasion, 5 days Suspension.
- c. Students at Suspension level should have had contact with the Chaplain. Home and school should be involved in the process in an attempt to redirect the student's heart attitude.

**Policy Title** : **Discipline Policy**  
**Pages** : **Page 6 of 8**  
**Document ref.** : **R/09/556**

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- d. Following Suspension, students will only be admitted to class if they can demonstrate a change of heart. Should the Head of School determine there has been no change of heart, Suspension should continue on a day-by-day basis. The Contract and Card system will follow any period of Suspension.
- e. All Suspensions require a formal letter of notification to the parents signed by the Head of School.
- f. Note: Suspension may also be given in the event of serious disciplinary breaches.

**7. Level 6: Expulsion**

- a. Following a period of three Suspensions of 1, 3 and 5 days, a child who continues to fail to comply will be expelled from the school.
8. If a student on a Contract for Continuing Enrolment receives an infringement, or breaks the contract, the Head of School is to:-
- a. Organise for the student to be supervised in the “Time Out” room, pending contact with his/her parents.
  - b. The Head of School and Principal will determine the outcome for the student.
  - c. If the decision for Expulsion is made, then the Principal:
    - i. Should call the parents to advise them of the outcome.
    - ii. Provide a letter to the parents advising of Termination of Enrolment.
    - iii. Ensure that all the appropriate documentation, notes, and a copy of the Expulsion letter is placed on the student’s file.
  - d. The School Chaplain is to offer support to the parents to deal with the issues they are facing.
  - e. All contact with parents at this stage of discipline will be through the Principal in conjunction with the relevant Head of School.

**Policy Title** : **Discipline Policy**  
**Pages** : **Page 7 of 8**  
**Document ref.** : **R/09/556**

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## **PART 2 – EARLY CHILDHOOD BEHAVIOUR MANAGEMENT**

### **Policy Statement**

Our desire at Grace Christian School is to train the heart of a child. Firstly, it is the parent's responsibility to nurture, love and correct their child so that the child is able to make good decisions that reflect Jesus Christ in attitude and behaviour.

The school, in partnership with parents, understands the importance of training students. The Early Childhood environment is set up in such a way that it enables children to learn how to get along in the world, to enjoy being with other children and follow directions of other adults other than their parent.

We believe that young children are gradually working towards being able to self-regulate their emotions and develop self-control. Teachers, therefore, will create an environment that builds trust, models respects and gives opportunities for students to build positive relationships and practise communication and problem solving skills.

### **Aim**

Our goal in the early years is to have students that are obedient, respectful, show self-control and take responsibility for their actions. Our students will be taught the expectations for correct behaviour and encouraged to live and act accordingly.

Our discipline policy in the Early Childhood area consists of the following strategies.

1. Have clear expectations and rules in the classroom.
2. Encourage those students who are doing the right thing and making good choices.
3. Encouraging children to use their words to solve a dispute and facilitate when necessary for a positive outcome.
4. Remove a child from the group. This allows the remainder of the class to work without distraction. It allows for correction to take place without unnecessary attention.
5. Notifying parents about behaviour concerns or incidents to allow for follow up at home.

### **Disruptive Behaviour**

Students with disruptive behaviours not only interrupt the educational program for themselves but for others also. The following behaviours are considered disruptive and will have consequences.

- a. A student who requires constant attention from staff
- b. A student who harms any staff member or another student
- c. A student who is disrespectful towards people or materials
- d. A student who continually disobeys the rules of the classroom
- e. A student who demonstrates verbal or physical activity that diverts attention away from the other class members

Students who attend Grace Christian School should be toilet trained. While toileting accidents may occur at times. Parents of children who repeatedly wet or soil their pants will be contacted and given information so they can follow up and get the support they need.

Referrals may be given to ensure there is no underlying medical condition. Children with disabilities are exempted.

**Policy Title** : **Discipline Policy**  
**Pages** : **Page 8 of 8**  
**Document ref.** : **R/09/556**

**Refer to:**

- Appendix 1 - Classroom Discipline Plan (R/15/2200)
- Appendix 2 - Student Contract following Time-out or Suspension (R/13/1202)
- Appendix 3 - Primary and Secondary Discipline Policy Flowchart (R/11/10)
- Appendix 4 - Early Childhood Behaviour Management Discipline Policy Flowchart (R/14/418)
- Appendix 5 - Commendation Letter Guidelines (R/17/3743)

<b>Review and Responsibility</b>			
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