

Discipline Policy

RANGS 3.7

Version 5.3

| | |
|-----------------|--------------------------------|
| Prepared by | Garry Binks: Principal |
| Number of pages | 9 |
| Date prepared | 15 th November 2005 |
| Monitored by | RCC Board |
| Review by | RCC Teacher |
| Date for Review | August 2018 |
| Status | Adopted Policy |

Version History

| Version | Date | Notes |
|---------|----------|--|
| 1.0 | 15.11.05 | Draft Document for Board Approval |
| 1.1 | 03.03.06 | Updated Policy |
| 2.0 | 18.03.09 | Re-issued without change |
| 2.1 | 18.03.11 | Re-issued without change |
| 3.0 | 23.05.11 | Amended in accord with BOS recommendations |
| 4.0 | 27.02.12 | Amended and adopted |
| 5.0 | 12.03.14 | Amended and adopted |
| 5.1 | 13.05.15 | Amended and adopted |
| 5.2 | 21.07.16 | Amended in line with BOSTES advice |
| 5.3 | 24.08.16 | Amendment to automatic expulsion |

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
- To have the option of a support person and/or interpreter in attendance
- 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

Any student who feels unfairly dealt with may instigate an appeal process based on the Grievance policy. A copy of the Grievance policy is available on the school website.

Parents will be informed of the Discipline Policy at the initial enrolment interview. A copy of this policy is available for viewing and downloading from the school website, alternatively a copy can be provided by the front office on request.

Corporal Punishment

Richmond Christian College does not support, encourage or allow any form of corporal punishment to be implemented during the course of any disciplinary procedures. The school **does not carry out corporal punishment**, nor does the school explicitly or implicitly condone the administration of corporal punishment on behalf of the school **by any person, including parents.**

Philosophy

It is helpful to place discipline within the broader context of discipling. Discipling involves encouragement, teaching, censorship, exposure, redirection, exclusion, modeling, nurture and the like. It is a *community* rather than an *us and them* process.

The aim of the Christian home is to raise a child of Christian character. This process of discipling endeavours to promote a discerning self-discipline that sees the consequences of poor behaviour and attitudes, results in its own sorrows; and the consequences of good behaviour and attitudes has its own reward. Richmond Christian College seeks to be an extension of the home and forms one of its strongest partnerships with parents in this area.

Discipling occurs during every minute of school life. It is shaped by the school buildings, prayer, the size of the class, Bible study, the outside play areas, the cohesiveness of staff, the outlook of the teacher. It is concerned with the expectations placed on students when completing given tasks, when lining-up, when playing, when interacting in groups, when working individually.

Expectations are promoted within an atmosphere of mutual trust, where one's *effort* not one's *achievement* is what counts.

Expectations

At Richmond they are summarised as-

| | | |
|----------|--------------------------------------|---|
| R | respect | for others for property for self |
| O | obedience | to God's Word to those who care for you |
| C | compassion | for those in need at RCC for those in need elsewhere |
| K | know Jesus and make him known | |

Discipling is not only concerned with what is positive and praiseworthy, it also deals with what is wrong. The over-riding motivation in such circumstances is that of reconciliation. When poor behaviour/attitudes are present it is necessary to restore relationships and undo wrong. This must be done on the basis of Bible truths. Counselling of students needs to point them toward God, His forgiveness and His direction.

Principles in all investigations

- All disciplinary investigations must be conducted in an impartial, independent and objective manner.
- Act in a timely manner – respond promptly to any disciplinary issues. Advise all parties of the outcome at the conclusion of an investigation, and record Level 2 or higher events in student records.
- Due process for all parties/procedural fairness – allow all parties an opportunity to respond to any disciplinary reports made with all parties having a fair hearing and an opportunity to present any relevant information.
- Transparency in the process – In Level 4 or higher advise parties of any relevant policies and the process that will be followed. Inform both parties of the findings of an investigation. All investigations must be fully documented.
- Confidentiality – maintain confidentiality at all times, pass on information on a need-to-know basis.

There are five levels of corrective discipline:

Level 1

- Reprimand / reminder / correction
- Time out in classroom or a buddy class
- Loss of privileges

Level 2 - Time

- 10 minutes time out during lunch, followed by a short review of behaviour with another teacher
- Teacher discretion may be used to determine behaviour that results in a time, normally two infringements in one day would equal a time.
- 3 'times' in the same term will equal a detention

Level 3 - Detention

- Students serve a lunch detention, completing tasks set by their teacher, and/or counseling. The teacher issuing the detention is to complete the Detention Record Folder entries.
- Staff will complete a Management Review form to reflect upon how to deal with the behaviours presented.
- High School - students being sent to the discipline coordinator for ongoing infringements will result in a detention
- Three Detentions in 2 consequent terms within the same year will result in a behaviour card/booklet with parents being involved in the discussion and the student will move onto a teacher initiated, *10 consecutive school days*, management plan.
- Teacher discretion may be used if infringement/s are significant enough to give a detention outright.

Level 4 – Teacher Initiated Management Plans (Primary)

- After the implementation of a teacher initiated management plan, any further incident while the plan is running will lead to the plan being extended.
- After successful completion of the plan the student will move back to level one.
- If the plan is not working then students will move to the next level.

Level 5 (Level 4 Secondary)

- If the teacher/discipline coordinator initiated plan is not working students will be placed on a more formal plan, negotiated by the discipline coordinator with the parents.
- Upon successful completion of this plan students will move to level 2 where inappropriate behaviour will lead to an immediate time.
- Further evidence of non-compliance may result in either out of school suspension or expulsion.

Notes -

Management plans

- Due to the nature of high school classes, management plans are monitored by the discipline coordinator.

Suspension and Expulsion

- An immediate suspension or expulsion may apply to any student: in possession of an illegal drug; initiating or involved in violent behaviour, or threatening serious physical violence; in possession of a prohibited weapon; who verbally abuses or threatens staff.
- Incidents that occur during the implementation of a Behaviour Plan may lead to suspension and/or expulsion
- An expulsion of a student must be ratified by the Board.

Conduct Outside of School

Sometimes students are involved in improper conduct outside the school. If this activity is brought into the school through shared knowledge of the student body, the school will be compelled to respond. This usually involves informing those affected by the student's actions, and could involve the Police Service. In the case of bus travel if the bus pass is confiscated students will automatically progress down to the next discipline level.

Records

Primary:

- All 'times' are recorded in a document in Google drive.
- All Time slips (Slips written to give a student a time) are kept by the discipline coordinator/primary.
- School Pro Behavior module is used to keep running records of negative student behaviors and actions taken.

Secondary:

- All 'times' are recorded in a document in Google drive.
- The reasons for 'times' and other disciplinary action are recorded in students diaries.
- School Pro Behavior Module is used to keep running records of negative student behaviors and actions taken.

INFANTS / PRIMARY

LEVEL 1
Teacher discretion used to give a **time**

LEVEL 2
Time (3/term = Detention)

LEVEL 3
Detention (3 in 2 consecutive terms/Send out = Management plan)

LEVEL 4
In Class management Plan (10 consecutive school days)

If behaviour / attitude is not meeting the schools requirements, refer to Discipline Coordinator

LEVEL 5
Management Plan

LEVEL 6
In school / out of school **suspension**

LEVEL 7
Expulsion

Students start on LEVEL 1 each year

If the students behaviour / attitude does meet the schools requirements

Class Teacher Initiated

School Discipline Coordinator

School Discipline Coordinator + School Principal

School Principal + Board

SECONDARY

LEVEL 1

3 infringements recorded in diary / day = **time** Teacher discretion also used to give a **time**

Students start on LEVEL 1 each year

LEVEL 2

Time (3/term = Detention)

Class Teacher Initiated

LEVEL 3

Detention (3 in 2 consecutive terms/Send out = Management Plan)

If behaviour / attitude is not meeting the schools requirements, refer to Discipline Coordinator

LEVEL 4

Management Plan (10 consecutive school days)

School Discipline Coordinator

LEVEL 5

In school / out of school **suspension**

School Discipline Coordinator + School Principal

LEVEL 6

Expulsion

School Principal + Board



Serious Breaches

Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.

Expulsion is the permanent removal of a student from one particular school.

Exclusion is prevention of enrolling in other schools.

NB This School does not exclude students.

If a discipline matter is experienced the following procedure will be followed:

- Staff will establish issue and comment via a written report to Discipline coordinator via an **Incident Report**
- Discipline coordinator will follow the policy.
- Student will be made aware of the issue and have right of reply
- Policy outcome is administered.

Further incidence:

Meeting of Principal, Parents and students

- Parents will be informed and a meeting organized
- Student and parents will have input into the meeting.
- Outcome will follow the policy

Parties will know the allegations and have a right to respond.

Principal will determine following procedural fairness.

NB: On some occasions the breach may be serious enough to go directly to the meeting with Principal, Coordinator, Parents and Students.

When a student is at risk of out of school suspension, either via the normal discipline system or because of a significant one off incident, the following things need to be kept in mind:

1. No suspension or expulsion should be carried out by the school without full and prayerful consideration of the incident, the most appropriate response to the incident and the short and long term impact of the school's response to the student/s involved and the wider school community. Although the school is a community that seeks to nurture relationships at all levels and to show Christ's love and mercy, we also need to recognise that sometimes showing love and mercy means that we must be exposed to the consequences (sometimes natural, sometimes imposed) of our actions.
2. In-school suspensions are administered by the Principal.
3. No staff member is to indicate that an offence means that the student will be suspended. They may indicate that the offence provides grounds for suspension, but they must not stipulate that suspension will be the outcome. This is because the Principal, whose responsibility it is to make that final decision, may be aware of confidential mitigating circumstances or may choose to show grace. This principle needs to be kept in mind whenever a student is referred to a higher level in the discipline system - the referring teacher should not turn the person on the next level into a "rubber stamp" by stating that the next level will do this or that.
4. Should a student be suspended, the parents are to be contacted by telephone informing them of the decision and an outline of the reasons behind the decision. Usually there will be a written and signed statement by the student and any relevant witnesses.
5. The student should be sent home with a letter explaining the reasons for the suspension, the length and the implications of the suspension (see point 8). A copy of the student's own statement should also be included.
6. Staff should be informed of the suspension, and under usual circumstances they

would also be informed of the reasons. Although we would not want to have staff telling other students details of what has happened, teachers who are armed with the information are better equipped to quell gossip.

7. Should the offence (or series of offences) warrant expulsion, the Principal would only do this after consultation with the School Board. Students may therefore be suspended until the next Board meeting pending final decision. Parents wishing to have input into the final decision would be required to write to the Board via the Secretary, who would provide a copy of the parent's letter to the Principal before the Board meeting.

NB; Parents have a right to review the decision

8. Under normal circumstances, a suspension would not extend more than 2 weeks.
9. The implications of suspension are as follows:
 - For out of school suspensions, the student is not permitted on school grounds during week days unless they are attending a church organised function that is aimed at his/her age group;
 - For out of school suspensions, the student is not permitted to attend any school function during the course of their suspension. This includes going to the same external venue at the same time as a school group on an excursion;
 - The student and his/her parents are to be interviewed by the Principal and/or Co-ordinator and show both contrition and a willingness to meet the school's expectations before being readmitted to class.
10. Once the suspension is completed the student will be placed onto (Level 4 Secondary), (Level 5 Primary) management plan for two consecutive weeks. Closer monitoring is expected but teachers will need to take care that the student is given a genuine chance for reinstatement and reconciliation with the school community.