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NORTH CASINO

Discipline Policy

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*Grow in Grace
and Knowledge*

2 PETER 2:18

PRINCIPAL MR. PETER SPENCE
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A MINISTRY OF THE CASINO PRESBYTERIAN CHURCH - SINCE 1995

DISCIPLINE POLICY

PHILOSOPHICAL FOUNDATIONS

The School's Discipline Policy is based largely on principles inherent in Ephesians 6:1-4. It assumes that although every individual is created in the image of God and is therefore unique and important, man's fallen nature requires that his conduct be restrained by rules and imposed authority - with a view to leading him to submissiveness and obedience in Christ, a life lived by the Spirit. Our focus as a school is on the fact that all people are made in the image of God and that most people want to do the right thing.

In Hebrews 12:10 we are told: "Our fathers disciplined us for a little while as they thought best; but God disciplines us for our good, that we may share in his holiness." Discipline, therefore must always be for the good of the child - administered out of our loving concern for the child.

EFFECTIVE DISCIPLINE:

- is an essential part of sound Christian Education
- is based on love and concern for each child's well-being and personal development.
- needs to be fair, consistent and positive.
- is used to build up the child, assisting in the development of self-control and self-discipline.

Without discipline, learning and development are restricted. Effective discipline within the school means that learning can take place without frequent negative interruptions.

Sound discipline involves training as well as correction. Correction alone without thorough instruction is not effective discipline.

Through consistent discipline, involving both correction and training, the School aims to promote self-discipline by assisting students to be thorough, consistent, appreciative, responsive and thoughtful and to take pride in all that they do so that it is pleasing to the Lord.

Students are helped to make their own decisions and to come to their own conclusions within biblical principles and to accept consequences of their own choices. Character training through rules, principles and the formation of good habits is an important part of the school program.

Our approach to discipline involves:

- Accepting and valuing the child as they are, not for what they do.
- Emphasising correct behaviour rather than focusing on errors constantly.
- Chastising wrongdoing. This does not cause students to devalue themselves if they are sure that the other person values them as a person who is a precious, unique creation of God.
- Helping children to choose achievable goals.

Correction and training are to be expressed through mutual acceptance, encouragement and cooperation. The aim is to develop a truly Christian School Community.

The following principles being evident:

- Cooperation and a sense of security of belonging. This means working together, accepting each other and aiding each other's development.
- Accountability for behaviour.
- Acceptance of and obedience to authority.
- Mutual respect. Student ☒ Teacher.

STRUCTURE FOSTERS SECURITY

God has created a world to work within a structure, which we interpret and maintain by sets of rules. The basis of all rules is to "love the Lord your God with all your heart, soul, mind and strength and to love your neighbour as yourself."

- Rules are to focus first of all on attitudes and only secondly on behaviour. The danger of behaviour modification is its emphasis on outward behaviour. Rather we should be considering behaviour management by concentrating on modified attitudes.
- Rules should be appropriate. They should build up (1Cor 10:23) and take into account the needs of others. (Rom 14, 15, 16 and 1 Cor 8:9-13).

When the above are functioning effectively in a school, the children develop a noticeable sense of security and belonging within the bounds of the structure.

ACCEPTANCE OF AUTHORITY THROUGH OBEDIENCE

The source of our authority is God, delegated to parents and through them to teachers. The purpose of authority is to:

- provide a structure for society to function soundly, and
- be an instrument of God's purposes. Teachers are to be held up as disseminators of that authority, as well as parents (Eph 6:1).
- give us freedom, through submission and service (1 Pet 2:16).

The nature of authority is dominion exercised in order to serve. Christ personified the servant role of one in authority (Mar 9:35; 10:42-45; John 13:12-17).

It is God's will that children obey their parents and, by delegation, their teachers. The onus is on children to give obedience, not on parents/teachers to force it from them. Every teacher must make his/her pupils aware of this responsibility to God and towards parents or others to whom parents delegate their authority. If it is not given however, it has to be demanded - for their sakes.

Teachers and parents who allow disobedience from their children are not meeting God's expectations.

Children have a Biblical responsibility to honour and respect their parents and teachers. Respect is not fear and dread on the one hand, nor is it casual, easy familiarity on the other. Teachers must demand and command respect from students. Not to do so is against God's will. Our conduct, character, commitment and care should guarantee and command respect.

Finally, parents and teachers should not exasperate their children. Arbitrary, unjust or inconsistent treatment exasperates. A harsh, unremitting attitude, a failure to show compassion, just not bothering to find out the causes and circumstances in particular situations also exasperates. Be willing to explain reasons for rules, actions and policies.

POLICY STATEMENT

At Casino Christian School we believe that strong, positive and peaceful (Rom 12:18) working relationships are vital. Relationships of this type allow everyone to achieve their God-given potential and growth. Our belief is that a cooperative school, operating through the grace of God and Biblical values (Pro 1:1-7), is a happy, secure place where everybody's needs are considered and all have the opportunity to achieve success.

Our school has adopted a variety of strategies and programmes in order to foster cooperation and respect, which affects all aspects of school life. This policy endeavours to promote the well-being of all those who work in our school community.

In particular, this policy aims at imparting behaviour management and conflict resolution skills to students. The goals of these skills are a demonstration of mutual respect and cooperation in order that all students will gain confidence and demonstrate a consistent caring attitude to all people within our school community.

This policy is based on procedural fairness. It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, will be procedurally fair.

We, at Casino Christian School, believe it is our responsibility and privilege before God to disciple students (hence 'discipline') via Biblical principles (2 Tim 3:16). This policy aims to manifest these principles within our school community.

“Discipline your son, and he will give you peace, he will bring delight to your soul.” (Prov. 29.17)

It is the School's belief that major behavioural problems must be referred back to the parents. It is not the role of the School or the teachers to correct a child's behavioural problem alone. It must be emphasised that the School does not replace the role of the parents, but takes an active part in continuing the discipline of the parents.

Disclaimers: Due to the provisions of the Education Reform Amendment (School Discipline) Act 1995, corporal punishment is not to be used in this school as part of its Discipline and/or Pastoral Care Policy.

In addition, the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Casino Christian School will use and implement the following definitions:

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.

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 the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation (using witness statements) relating to a specific matter or incident whilst still considering of witness protection.

While it is generally preferable that different people carry out the investigation and decision-making, in our school this may not always be possible. If the principal is conducting both the investigative and decision-making stages, he or she will be reasonable and objective. To be procedurally fair, the principal will act justly and be seen to act justly. However, it may be preferable to have the relevant school co-ordinator, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

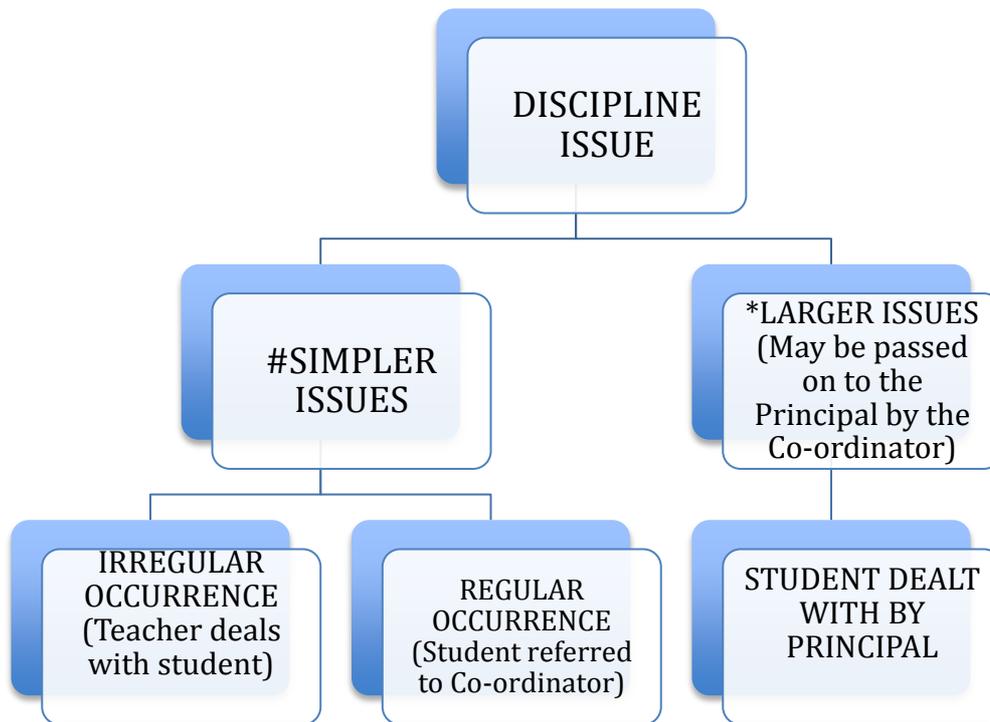
In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion will be recorded in writing.

General Procedures for Suspensions and Expulsions

- Suspensions of students will be decided upon by the Principal, and will be only used for more serious offences.
- Three suspensions of a particular student may result in expulsion, depending on the circumstances.
- After two suspensions the student and their parents will be warned in writing that a further suspension may result in expulsion.
- Expulsion may also be used at any time for very serious offences, regardless of whether or not suspensions have occurred previously.
- Parents and students will be notified that they have an opportunity to appeal suspensions and expulsion decisions.

DISCIPLINARY PROCEDURES FLOW CHART

This chart is the first document to follow, but reference should also be made to the Table “Expected Student Behaviour/ Teacher Action List” (Appendix 1)



POSSIBLE TEACHER ACTIONS

Verbal warnings
Isolation strategies
Bans
Counsel/ prayer
Time out strategies
Contacting parents
Detention
Service activity
Uniform default note

#eg: SIMPLER ISSUES TEACHER TO DEAL WITH

Talking/interruptions
Passive-aggressive behaviour
Minor defiance
Cheekiness
Homework not done
Name calling

POSSIBLE CO-ORD ACTIONS

Parents informed
Detention
Refer to Principal
Service activity
Isolation
Counsel/ prayer
After School Detention

* eg: LARGER ISSUES PRINCIPAL/ CO-ORD TO DEAL WITH

Gross disruption of class
Undermining authority
Outright defiance
Gross insolence/disrespect
Refusal to work at all
Bullying/harassment

POSSIBLE PRINCIPAL ACTIONS

Counsel/ prayer
Conference with parents
In-school suspension
Out-of-school suspension
Expulsion
After School Detention

EXAMPLES OF EXPECTED STUDENT BEHAVIOUR/ TEACHER ACTION

NB: To be read in conjunction with the disciplinary procedures flow chart

| Effective Student Behaviour | Possible actions upon irregular occurrence | Possible actions upon regular occurrence |
|--|--|---|
| Playground | | |
| All play ground contact games must be "touch" not "tackle" | <ul style="list-style-type: none"> Ban from playing at recess/ lunch time for that day | <ul style="list-style-type: none"> Principal informed Ban from playing for extended period |
| All students must remain at school throughout the day, unless written permission has been submitted & accepted | <ul style="list-style-type: none"> Refer student to the Principal in all cases of truancy from school or class | <ul style="list-style-type: none"> Parents contacted After School Detention In-school suspension Out-of-school suspension |
| No student should be "out of bounds" (unless under teacher supervision, or with <u>written</u> permission from a teacher) | <ul style="list-style-type: none"> Detention or service activity (clean up area) | <ul style="list-style-type: none"> Principal informed Parents contacted After School Detention In-school suspension |
| The playground should be kept tidy at all times, with all rubbish put in bins provided | <ul style="list-style-type: none"> Area cleaned up by students present | <ul style="list-style-type: none"> Principal informed Detention and clean up task |
| School Uniform | | |
| Correct school uniform should be worn at all times, including on buses (except on Mufti Days) A parental note is required for a temporary inability to comply | <ul style="list-style-type: none"> Verbal warning/ instruction Detention Uniform Default Note sent home | <ul style="list-style-type: none"> Principal informed Parents contacted After School Detention In-school suspension Out-of-school suspension |
| Students should not wear non-uniform items such as jumpers and jackets, coloured nail polish and incorrect jewellery | <ul style="list-style-type: none"> Confiscation of items (returned at end of week or term) Students asked to remove nail polish Uniform Default note sent home Detention | <ul style="list-style-type: none"> Principal informed Parents contacted After School Detention In-school suspension Out-of-school suspension |
| Classrooms | | |
| No student in a classroom without teacher supervision (including detentions) | <ul style="list-style-type: none"> Send out of room/verbal warning Detention | <ul style="list-style-type: none"> Principal informed |
| Students should complete all their work with due diligence, and attend to all required learning | <ul style="list-style-type: none"> Isolation from peers Detention Notes/ calls to parents | <ul style="list-style-type: none"> Principal informed Conference with parents Individual management plan After School Detention |
| Students should not be late for class | <ul style="list-style-type: none"> Record name Detention to make up time and work | <ul style="list-style-type: none"> Principal informed Parents contacted |

| Effective Student Behaviour | Possible actions upon irregular occurrence | Possible actions upon regular occurrence |
|---|--|---|
| Other | | |
| Students should leave their mobile phones at home (unless school has parental letter) | <ul style="list-style-type: none"> • Confiscation of phone • Loss of privileges • Detention | <ul style="list-style-type: none"> • Principal informed • Parents contacted • After School Detention • Suspension |
| Students should not have chewing gum at school | <ul style="list-style-type: none"> • Verbal warning/ gum put in bin • Detention | <ul style="list-style-type: none"> • Principal informed • Parents contacted |

The above listing of **some** expected behaviours and possible actions by staff has been compiled for the following reasons:

- As a ready reference for staff;
- Staff and students will be clearer about what is expected;
- Consistent insistence by staff will lead to less and less need to remind students of these expectations

The philosophy behind this is that we have as few 'rules' as possible but that all staff constantly and consistently require adherence to the 'rules' we have.

An attempt has been made to list actions that are appropriate to the misbehaviour. These actions are suggestions only, and are not prescriptive. The teacher should use their professional judgement to administer the actions that are appropriate to the particular student and circumstances, so that:

- We are consistent but fair in dealing with students;
- We are as least punitive as possible (“certainty rather than severity”); and
- Students can recognise the 'fairness' of the consequences.

Obviously if a student’s misbehaviour becomes a regular occurrence, the Principal will be advised via the relevant Co-ordinator, and he will then make a decision regarding the administration of possible consequences (exemplified in the right hand column) or delegate these.

Students should remember and consider the four “C’s” of good conduct:

- Consideration – always think of others first;
- Courtesy – be respectful and polite;
- Cooperation – listen to and obey those in authority;
- Common Sense – be sensible and responsible.

Students should try to show the fruits of the spirit at all times (see Galatians 5: 22-23). The following Student Code of Conduct is designed to assist you in this. It is based on the fruits of the spirit and many other important principles from God’s Word, the Bible.

Being a student at Casino Christian School is a wonderful privilege, therefore you should:

1. Take appropriate responsibility for your own progress by participating fully and cooperatively in all lessons and school activities, and by diligently completing homework.
2. Be positive and open about your learning. Don’t interfere with others’ learning by being disruptive and thoughtless. Listen carefully to all teachers and other presenters of learning. Don’t talk, interrupt or yell out. Raise your hand if you want to answer a question.
3. Show respect for and obedience to teachers and other adults, including parent helpers and school volunteers. When spoken to, answer clearly and with courtesy. Greet people respectfully and cheerfully.
4. Take correction respectfully. For example, don’t answer back, sulk or display temper or annoyance.
5. Be careful in your speech and conversation. For example, never blaspheme, swear or use bad language, and always maintain decent standards of conversation.
6. Be respectful of other students. For example, be friendly and helpful. Don’t name-call, jeer, sneer, make fun of or criticise others, either to their faces or behind their backs, and don’t exclude others. This is bullying.
7. Value and show respect for school property by not defacing, damaging or littering.
8. Respect the property of others including fellow students. When borrowing things (including library books) always look after them and return them properly.
9. Always be honest and truthful.
10. Be punctual to class. Always offer an apology and reason for lateness to the teacher.
11. Be careful of others’ safety. Don’t behave in a dangerous or careless manner, for example, running where there are lots of people around.
12. Be responsible. For example, pick up your own rubbish, tidy your own work station, report wrong behaviour by others, report breakages. Always show good manners and proper behaviour on bus travel to and from the school
13. Be patient. For example, don’t push in on a line or queue.
14. Be courteous and polite. For example, use names when addressing teachers and adults. Use “please”, “thank you”, “I beg your pardon” and “excuse me”. Knock before entering a room.
15. Wear the correct school uniform (see the Uniform Code), unless special permission is given. A note from home should be brought about uniform problems.
16. Remain inside the school grounds. No climbing or venturing over fences, or into rooms without permission.

Leave banned personal items at home. For example, chewing gum, ipods, and mobile phones (unless parental letter has been brought in to seek permission).

APPENDIX 2 CLASSROOM CONTROL IDEAS FOR NEW TEACHERS

Students are not somehow more self sufficient or autonomous than other social groups. They need an atmosphere of order and security. They expect teachers to be adults, NOT 'mates'; they expect to be directed at school and need, above all, the example of an ADULT world going about its business with faith and confidence.

Teaching must, therefore, mean not merely placating the rowdiest groups, this ultimately leads to frustration by many well meaning teachers. It is not enough that teachers have good intentions.

It is our professional responsibility to our students, to our fellow teachers and to ourselves to accept no behaviour which does not conform to normal social standards. Every time we let one negative incident pass, we make it harder for every other teacher in the school, for the student, and of course, ourselves.

Standards must be consistently maintained. As already stated, the staff of the school must be a team, but it is also a chain stretching from the Principal down to the newest and the least experienced member, and we all know on what the strength of the chain depends.

- Do not accept noisy, undisciplined behaviour.
- Do not accept loud mouthed, insolent speech.
- Do not accept cheeky familiarity.
- Do not meekly accept late comers to class.
- Do not accept unkempt, untidy, unequipped students to class.
- Do not dismiss classes until children are quiet, orderly and the room is in order.
- Do let the students know you expect courtesy and respect.
- Do insist wherever you are in the school that the area is tidy and clean.
- Do impress the students by your manner and attitude that you are both there to do the job and that you intend not only to do yours but also to see that they do theirs.
- Do line classes up at the door and quieten the students down before they enter the room.
- Do make sure that you are the last person out of the room.
- Do make every effort, where appropriate, to make your own room attractive and encourage students to take personal interest and pride in it.
- Do teach the students how to plan their day so they don't need to go to neither lavatory nor bag during lessons.
- Do make every effort to get to know your students and something of their background as soon as possible.
- Do praise actions, even the smallest thing, which is well done.
- Do pray for each of your students regularly.
- Do show an interest in your students, and show warmth towards them.

APPENDIX 3 PRACTICAL STEPS FOR NEW TEACHERS

Here are some practical steps to produce an atmosphere conducive to good discipline:

- Be prompt to class.
- Supervise entry and seating.
- Follow a standard procedure for settling the class.
- Prepare adequate material for the whole lesson and additional material in case it is required.
- Expect that the homework commitment will be fulfilled.
- Take disciplinary action if homework commitment is not fulfilled.
- Do not send known misbehavers on messages.
- Send only one pupil on messages (unless dealing with young or sick students).
- Do not accept late-comers without explanation.
- Do not release pupils during lessons without written authority.
- Do not dismiss classes before the end of the period (PE is no exception. Pupils should be dismissed as usual).
- Do not permit the class to leave at the end of a period, without instruction to do so from the teacher.
- Ensure that the room is tidy at the end of the lesson.
- Dismiss classes in a prompt but orderly fashion and supervise departures.
- Supervise movement to classes.
- Practice active, regular supervision in the playground.
- Speak to pupils who fail to observe school rules or whose dress is unsatisfactory.
- Promote cleanliness.
- Promote respect for the property of others, including school property.
- Ensure that classroom management, by example, promotes these qualities in pupils.
- Ensure that programs and teaching methods permit each pupil to achieve a measure of success.
- Be CONSISTENT in disciplinary attitudes towards both boys and girls.
- At all times maintain a professional attitude and approach to your teaching.
- Do mark student work frequently and regularly. Written feedback is a sure way to help settle a class having issues.
- Remember, PRAISE of actions is an effective counter to the necessity for punishment.
- Problems persisting inside or outside the classroom should, if measures taken are not effective, or if the problem is of a serious nature, be referred to the relevant Co-ordinator. (see Discipline Policy procedures section, and/or Appendix 1)

APPENDIX 4 NOTES ON REWARDS AND PUNISHMENTS

PUNISHMENTS

- The punishment should “fit the crime”; in other words, it must be fair.
- The punishment is not something which is done to the child; it is something which is done for the child.
- Punishment should teach the consequences of wrong doing.
- The punishment should be administered in a private setting, without belittling or embarrassment.
- The punishment should never be a personal thrust or vendetta against the child, or an expression of hostility. It should be corrective, in love.
- The certainty of punishment is a deterrent, it is wrong to rely exclusively on the fear of punishment, but it is equally wrong to do away with such a deterrent.

REWARDS/REINFORCERS

Immediate reinforcement is one of the most useful techniques in teaching responsibility to students and makes responsible effort worthwhile.

- Rewards should never be a substitute for authority.
- Rewards should be offered shortly after the desirable behaviour has occurred.
- Rewards can be many and varied eg an Encouragement Award may be used. This may be presented at the formal school assembly or one – to one. They are for effort, excellence or improvement; and not just for academic success.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is 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.

The review mechanism adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest.