



For the Whole of Their Life

**St. Philip's Christian College
Gosford**

**Discipline Policy
2019**

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The College's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the *Education Act* and of the Board of Studies for registration of the school.



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1 POLICY

St Philip's Christian Community College, Gosford will create and maintain a safe, secure, productive and happy learning environment for the spiritual, emotional, academic, social and physical development of all students in our care.

2 GUIDING BIBLE REFERENCES

(Good News Bible)

HEBREWS 10:24 Let us be concerned for one another to help one another to show love and to do good.

HEBREWS 12:10 Our human fathers punished us for a short time, as seemed right to them; but God does it for our own good, so that we may share His holiness.

COLOSSIANS 3:23 Whatever you do, work at it with all your heart, as though you were working for the Lord and not for men.

GALATIANS 6:2 Help carry one another's burdens, and in this way you will obey the law of Christ.

2 TIMOTHY 2:15 Do your best to win full approval in Gods sight, as in a worker who is not ashamed of his work.

PROVERBS 29:15 Correction and discipline are good for children. If a child has his own way, he will make his mother ashamed of him.

EPHESIANS 6:4: Fathers do not provoke your children. Instead, bring them up in the training and instruction of the Lord.

3 PURPOSE OF THIS DOCUMENT

This document is written for parents, students and teachers to enable all to understand the policy, its basis and underlying principles as well as the procedures relating to discipline at St Philip's Christian College, Gosford, in the context of Pastoral Care.

It is vital that as members of the College community we all work together in support of the principles and practices outlined within this document in order to effectively nurture each child in a loving and caring manner.

It is acknowledged that the discipline of a child can be an emotional experience for those involved and therefore parents and teachers are reminded that a calm, supportive and objective response is the most beneficial in each situation. Experience shows that initial responses can change as the full facts of an incident are brought to light.

It is expected that parents will support and uphold the decisions of the College and should the need arise to seek further information about an incident, this will be done at a suitable time and in an appropriate manner (refer to, "The role of the Parents.").

4 BELIEFS AND GENERAL PRINCIPLES

St Philip's Christian College discipline is not confined to mere control of student behaviour. It has a training aspect to it. Discipline is an important part of our educational process and, intrinsic to discipline is love. This is because we believe that discipline is a subset of pastoral care. Historically, this is reflected in the way that the concept of 'discipline' comes from the concept of to 'disciple'.

4.1 Pastoral Care Policy Statement

The purpose of Pastoral Care at St Philip's Christian College is to protect and enhance the realities of being persons in relationship, called together for the building up of the College community in Christ.

4.2 Discipline Policy Statement

St Philip's Christian College Gosford is committed to working together with the home to disciple (train and nurture) students who need attention to their response to authority and to their disrespect in relationships, for the building up of the College community in Christ.

4.2.1 The ultimate objective of discipline is to teach self-discipline.

4.2.2 Just as God is at the centre of our curriculum, God is at the centre of our discipline. Obedience and submission to our Heavenly Father's will are vital aspects of the students' Christian life and must be modeled in the teachers' lives.

4.2.3 Teachers are to take a listening approach when disciplining, as modeled by God in His grace e.g. Genesis 3 and 4.

4.2.4 Teachers are to therefore discipline in such a way as to ensure that the *offence* and not the *person* is the focus of any rebuke. They must never ridicule or use sarcasm.

4.2.5 Unconditional forgiveness must be seen and taught at every level. Good, lasting relationships are not possible without a willingness to forgive when hurt or wronged and seek reconciliation with others and God.

4.2.6 All are encouraged to attain the highest possible level of morality. This is God's standard as revealed in the Bible.

4.2.7 The presence and control of the Holy Spirit in the lives of people of all ages brings about the behavioural changes needed to make them Christ-like.

4.2.8 Christ is our ultimate model for conduct in relationships.

4.2.9 It is understood that students will take responsibility for their own actions, according to their stage of moral development.

4.2.10 Teachers stand in the place of students' parents during all school activities so the direction of Ephesians 6:1 ('Children obey your parents') directs students to obey staff. The staff have a legitimate authority and discipline mandate.

4.2.11 In brief, St Philip's Christian College staff believe that discipline is:

- an expression of love and concern
- the setting of boundaries
- self modification of inappropriate conduct
- the application and enforcement of school rules
- maintaining acceptable standards
- protecting children and the rights of others
- demonstrating correct models of behaviour
- building children up in the nurture and admonition of the Lord
- an opportunity for teaching and nurture

4.3 Respecting the Child

Glasser, a respected educational psychologist, states that...

"Discipline cannot be successful without respect and that respect cannot be earned without discipline."

We will, at all times, uphold the dignity and respect of the child by:

- Instructing staff and parents not to use corporal punishment
- speaking and relating to the child in a respectful manner
- dealing with the child directly and in private where possible
- avoiding comparisons between children
- protecting the child's reputation
- ensuring collegial discussions about children remain professional
- not publicising children's offences
- gaining permission of any child before their school work is made public

offering to listen to the student's account of any event that may lead to disciplinary action
explaining to the student the options he/she has if they are not content with the outcomes of the disciplinary process
maintaining regular communication between all involved parties including parents and caregivers

5 FACETS OF OUR DISCIPLINE PROCESS

5.1 Procedural Fairness

The discipline processes and policies of the school will reflect the principle of Procedural Fairness. "Procedural Fairness" is generally recognised as having three key elements: the right of a "hearing"; the right of an "unbiased decision"; and the "right of appeal". In all matters pertaining to student welfare and discipline staff should be aware of these key principles and seek to ensure that students are treated with respect by allowing them these "opportunities." In relation to major issues where significant consequences may occur the procedures of the College are designed to ensure that "Procedural Fairness" is ensured. This means that students have a right to a fair hearing and a right of appeal in all matters relating to discipline but especially where consequences such as suspension or exclusion are involved.

5.2 Teaching

Students are taught what God requires of them and what school procedures and expectations are. Discipline involves communication and guidance towards what is right. Each classroom teacher, together with the class, makes several positively worded classroom rules specifically for that class. The teacher then enforces these rules for the well being of all class members. It is expected that all students will know their class rules and that the rules will be communicated to the parents.

5.2 Modelling

Teachers' lives should be fine examples of positive Christian living. Teachers can have a huge impact upon students in this way.

5.3 Unconditional Love

When children are loved and valued their emotional needs can more readily be met and they can behave happily and appropriately. Being loved unconditionally combats feelings of resentment, guilt and insecurity.

5.4 Planning, Organisation and Supervision

Effective planning, efficient time management and careful supervision of all student activities in and outside of the classroom, promote good discipline. Lack of organisation and the failure to adequately meet the needs of the children may be a catalyst for misbehaviour.

5.5 Rewards

Rewards are given regularly to pupils who do well in any area of school life. They are not awarded only for achievement. These rewards encourage students in their efforts and provide incentives to other students. Rewards range from praise and applause to special privileges and prizes. A system of Commendation Awards throughout the School is in place. The Commendation system is detailed in the Commendation policy 2015.

5.6 Chastening

A discipline system is in place in the School. This system is designed to provide fairness in disciplinary matters and enables students to achieve short-term goals as they work with

teachers and parents to solve discipline problems. The system is detailed elsewhere in this policy.

However, the discipline system does not replace chastening methods employed by the class teacher. Teachers employ a range of corrective responses in class to direct disobedient and inattentive students as their professional judgement allows. They may use the following:

- (a) non-verbal corrective methods - e.g, frown, etc.
- (b) verbal correction - a reprimand
- (c) relocation of student - in classroom or playground
- (d) isolation - sending student to a withdrawal area
- (e) privilege withdrawal that should be related to the offence
- (f) penalty work – eg: picking up papers

It is acknowledged that immediate chastening actions are often necessary and not all situations necessitate a formal detention.

Chastening actions are not an attack on the student, but a response aimed at eliminating undesirable behaviour. As such the dignity of the child is respected and where possible, stronger forms of discipline or those related to issues of a more personal nature should be carried out away from other students. The actions set an example and precedent for all students. Children need to see that justice is done, that procedures are applied to everyone equally and that they are protected from the misbehaviour of others.

In accordance with Government Legislation, **St Philip's Christian College does not use corporal punishment** as part of its student discipline policy. Nor does the school explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

5.7 Behavioural Goal Setting

Depending on the offence, the subject teacher or Pastoral Care Teacher, in conjunction with Pastoral Care Executive or Head of School, with the student, make an achievable goal/s to enable the student to work towards changing a behaviour.

5.8 Restitution

The students will be taught that there are often times when they can, and should, seek to make amends for what they have done to "right the wrong". Teachers will guide the students to determine their own appropriate course of action that shows remorse and genuine concern for others.

5.9 Student Planners

The Student Planners, which are supplied to all students from Year 5 to 12, have a space where both positive and negative codes may be recorded to show the efforts and behaviours of the student. A place for comments allows both the parents and teachers to communicate effectively with each other. This must be signed by a parent and the Pastoral Care teacher each week.

5.10 Behaviour Monitoring Card

This is a means of reporting to a student whether his or her behaviour over a short period of time has been good, fair or unsatisfactory. The Level Conduct Card is completed by the teacher at the end of each lesson and is to be signed by a parent each night.

Its purpose is to enable the student and College to focus on a specific problem area, such as calling out in class, bullying a student in the playground etc. in a supportive, short-term manner, rather than beginning a “downward spiral”.

The number of days a student is on a Level Conduct Card is negotiated with the issuing executive and the student.

5.11 Homework Detention

A teacher may choose to implement a homework detention if a number of students of any particular class have failed to do assigned work for home. The students still receive a negative comment in their planner but are expected to spend part of their lunchtime completing the outstanding task. The teacher is to organise this detention a time that suits themselves and must run the detention personally.

5.12 Lunchtime Detention

The student spends an amount of time (2-30mins) of lunchtime, at the discretion of the staff member under supervision by a duty teacher. He/she is dismissed in time to use the toilets and eat lunch before class resumes. If detention is not completed to a satisfactory standard, it will be reissued the following day. If behaviour is unacceptable during the lunchtime detention then an after school detention may be issued. During the lunchtime detention no communication is allowed with other students and, for students in Years 5 – 12 the detention is recorded by the Middle/Senior School Administration Staff in TassWeb and is available upon request.

Middle School and Senior School: Pastoral Care teachers will check each student's planner at least weekly. During this process they will tally entries made by teachers for both commendation and discipline. If a reward or punishment has been earned the Pastoral Care teacher will keep track of the entries, if it is a Merit Point the Pastoral Care teacher will keep a tally and when the student has reached 10 Merit Points will issue a Merit Certificate. If there are multi negative comments (3 negative comments in a 5 consecutive days), the Pastoral Care teacher will have a conversation with the student about this exploring what is occurring for the students. A student accumulating 3 negative comments within 5 consecutive days will be referred to the relevant Head of School and recommended for an after school detention. The relevant Head of School will at the discretion issue an after school detention.

5.13 After School Detention

After school detentions run from 3:30pm until 5:00pm. The student is supervised by an Executive or delegated associate. Students are allocated a task which will take the form of schoolwork or community service. This is recorded by the Executive on the Discipline Register in TassWeb and the parent is contacted in advance to arrange a suitable time. It is acknowledged that this can be very inconvenient to families who live some distance from the College, but it must be made clear that the same rules apply equally to all students of St Philip's Christian College and that an afternoon detention will not be waived because of difficulties in picking up the child.

5.14 In School Suspension

The student is excluded from class and spends his or her time in a separate room at school, under the supervision of administrative or teaching staff. The student works alone and has different recess times to other students. The length of the suspension shall be determined by the Head of School in discussion with either the Deputy Principal or Principal, according to the individual circumstances. In school suspension can also be in the form of separation from others in the playground as a result of inappropriate playground conduct, this is called 'off playground'.

5.14.1 Process of investigation

Relevant Head of School is informed of ongoing unchanged or serious/acute student behaviour. In the absence of relevant Head of School the Deputy Principal will act on behalf of them if required. Relevant Head of School will determine a process of gathering evidence that includes the following:

- Ruling out persons with a conflict of interest from participating in the investigative process
- Collating a wide range of evidence
- Maintaining privacy and well being of students
- Recording detailed notes
- Interviewing relevant staff/students
- Support for the student (for example, Pastoral Care Teacher, College Counselor, staff member of their choice) and will be given opportunity to respond to allegations and/or concerns

Parents will be notified by the relevant Head of School of a serious incident that has taken place that has resulted in allegations being made against their child. The parents will be informed of the College's initial response and the process of investigation. Follow up communication will take place with parents to discuss the findings of the investigation, to inform them of the College's decision and the procedures of an appeal if they choose to pursue one. An appeal must be lodged with the Principal. The outcome of the appeal and the reasons for the decision will be given in writing to the parents or carers.

For matters of a potential sexual nature such as allegations of sexual harassment, students are to be interviewed by more than one staff member at the same time. Staff will be of the same gender of the student being interviewed. For Junior School students, and where deemed appropriate for older students, parents will be called to be present when interviewing the student. In such matters, a report must be made to Principal (if not present) and mandatory reporting undertaken if appropriate.

5.15 Out of School Suspension

The decision regarding Out of School Suspension is made by the Principal or delegated authority, taking into consideration the student's age, individual needs, developmental level and any disability, and the safety, care and welfare of the student, staff and other students in the class and school. (There are two categories of suspensions in New South Wales, short suspensions up to four days and long suspensions up to and including 20 school days).

5.15.1 Process of investigation

Process to be follow can be found in 5.14.1

5.15.2 Return to School and Continued Enrolment Agreement

Following an Out of School Suspension, the student and parent are provided with a Continued Enrolment Agreement, which contains;

- The reason for the suspension
- Expectations of the student

- A statement about some of the positive attributes of the student to be encouraged
- Support measures for the student
- Consequences if expectations are not made

Before returning to classes, the student and parent are requested to attend a debrief session with the relevant Head of School. The purpose of this meeting is to ensure that;

- There is agreement on the terms of the Continued Enrolment Agreement
- The student and parent is confident that the College has their best interest at heart
- The College is confident the student genuinely wants to reform their behavior
- There are opportunities to clarify any misunderstanding
- The student is aware of what support they have available to assist their transition back to school and in meeting expectations
- The student is provided with strategies in how to respond appropriately to questions, comments and actions from students and staff related to their suspension

5.16 Withdrawal /Expulsion

The final decision regarding Withdrawal/Expulsion is made by the Principal, which is based on the findings of an investigation and recommendations of relevant Heads of School. Expulsion is the termination of a student's enrolment at St Philip's Christian College, Gosford by the College; withdrawal is the parent's decision to remove the student from the school. This consequence may follow after two or more suspensions, where it is clear the student will not work towards changing their behaviour. However, an immediate expulsion may be the result of extreme serious act of misbehaviour, such as (but not limited to):

- possession and/or distribution of illicit substances
- possession of weapons
- threats or acts of violence or any form of behaviour that poses a extreme risk to students, staff or members of the community
- illegal activities

Parents will be notified immediately by phone by the relevant Head of School of a serious incident that could result in an expulsion and provided the College's initial response and the process of investigation. Parents are invited into the College to discuss the findings of the investigation and informed of the College's decision, including procedures of an appeal if they choose to pursue one.

The parent/carers may be given the opportunity to withdraw the student from the school.

In the event of the parent/carer not withdrawing their child, the College will issue a formal letter of expulsion.

5.16.1 Process of investigation

Process to be follow can be found in 5.14.1

5.16.2 Exclusion

Exclusion is the act of preventing a student's admission to a number of schools. St Philip's Christian College Gosford does not exclude students from enrolling in other schools that are operated by St Philip's Christian Education Foundation. However, the principal may make a recommendation to a Principal of another school for their consideration. The decision of enrolment at another school is at the discretion of that school's Principal.

5.17 Appeals

Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached.

Appeals should be in writing, stating the grounds on which the appeal is being made.

The appeal must be lodged with the Principal. The outcome of the review and the reasons for the decision will be given in writing to the parents or carers.

With acknowledgement to the NSW Department of Education and Training for use of the document *Suspension and Exclusion of Students: Procedures (2011)*.

6 EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS

This chart is the basis of College and Class rules and the expected code of conduct within the playground.

<p>(i) I expect to be treated with understanding, respect and courtesy.</p> <p>(ii) I expect to obtain maximum benefit from all classes.</p> <p>(iii) I expect to be helped to learn self-control.</p> <p>(iv) I expect to feel safe. This includes being able to ask to have my story heard if I believe that there has been an injustice for myself or another.</p> <p>(v) I expect my property to be safe.</p> <p>(vi) I expect the school to maintain a Christian atmosphere and a healthy environment for all students.</p> <p>(vii) I expect to have a pleasant, clean, safe and well-maintained school and grounds.</p> <p>(viii) I expect the local community to respect and have a high regard for the College and its members.</p>	<p>My responsibility is to treat others politely, with understanding, to respect their individuality and position in the school.</p> <p>My responsibility is to co-operate with my teachers and fellow students; to make sure that lessons proceed; to be punctual; to keep up to date with required work; to participate in class and school activities; and to ask for help if and when I need it.</p> <p>It is my responsibility to use self-control and to accept correction when necessary. If I wish to disagree, I should do so without being rude.</p> <p>My responsibility is to make the College a peaceful and safe place by not threatening; hitting; intimidating or hurting anyone either physically, verbally or any other way. It is also my responsibility to remain within the College grounds.</p> <p>My responsibility is to ask to speak to a Pastoral Care Executive member if I believe that I have received unjust treatment.</p> <p>My responsibility is to behave in a caring Christian manner and not to bring harmful things to school.</p> <p>My responsibility is not to steal, damage or destroy College property or the property of others and to report any such acts. It is also my responsibility not to bring to school any items that have been banned.</p> <p>It is my responsibility to promote a safe environment which fosters encouragement and doing your best. This environment should be free from any forms of bullying and harassment.</p> <p>It is my responsibility to care for College equipment and environment, assist in clean-up and report any defects.</p> <p>It is my responsibility to act and dress in a way that engenders respect from the community at large for the College.</p>
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(ix) I expect to receive good Christian counsel, wise Godly advice and a sincere Christian example from all my teachers.	It is my responsibility to support the Christian ethic and teaching of this College and not to discourage other students from following Christ. It is my responsibility to acknowledge and uphold the expectations of my Principal, teachers and fellow students.
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Teachers will convey the above to their students as is necessary in a manner that is appropriate their age and understanding.

7 THE ROLE OF PARENTS

7.1 Christian Discipline and Instruction

St Paul urges parents to *not* treat children “in such a way as to make them angry. Instead bring them up with Christian discipline and instruction” (Ephesians 6:4). This is what God wants for our children, at home and at school.

7.2 Parent Support

All parents who enrol their children at St Philip’s Christian College agree to abide by this Discipline and Commendation Policy document as stated on the enrolment form. Any queries re discipline should be taken to the Principal. An appointment should be made.

It is the desire of the College to work in conjunction with the home in mutual support of one another.

Parents should not criticize any College decisions in front of their children or in the presence of other students. They are welcomed to bring matters of concern to the relevant members of staff.

8 STUDENT RESPONSIBILITIES

THE CENTRAL PRINCIPLE BEHIND ALL OF THE STUDENT RESPONSIBILITIES IS RESPECT – EXPECTING TO GIVE RESPECT & EXPECTING TO RECEIVE RESPECT WITH REFERENCE TO PEOPLE, OPPORTUNITIES AND PROPERTY

ENROLMENT EXPECTATIONS

In accepting enrolment at St Philip's Christian College, students shall undertake to:

1. Strive to obtain the best results possible in each aspect of the College’s academic program and behave in a manner which does not interfere with the learning of others.
2. Uphold the rules, policies and expectations of the College, including requirements regarding attendance, uniform standards, deportment, suitable hair and appropriate language.
3. Support the Christian life view and ethos of the College, both at school and in the community.
4. Involve themselves positively in cultural, spiritual and sporting activities.
5. Treat all of the College community with respect and courtesy, and at all times behave in a way which will bring credit on themselves, their family, and the school.
6. Comply with all reasonable requests or directions from staff

General Expectations:

- Students are expected to uphold the name of the College.
- Students are expected to respect and reflect the Christian ethos of the College and demonstrate Core Values.

- Students are to abide by the College rules and expectations
- Students are to be respectful of all members of the College community. Students are to respond directly to the direction of College staff. Inappropriate interaction with members of staff, other students or bullying type behaviour will not be tolerated. Students are to ensure they treat everyone with care and respect.
- Students are expected to produce their Student Planner on request.
- Students are to respect the learning environment and ensure other students can focus on their learning and feel safe in the College environment.
- Students are to care for College property (including buildings, facilities, textbooks, computers and other equipment). Students are not permitted to chew gum whilst at the College. Students must not deface, graffiti or damage College property. Vandalism and graffiti should be reported immediately.
- Students are to use appropriate language. Use of inappropriate language or slandering of other students or staff is not permitted. Others are not to be intimidated through gesture, action, verbal or electronic communication.

Personal Property Expectations

- Students are requested to take care of their own property. Any valuable items brought into the College are brought at the student's risk. No responsibility will be taken for lost items, especially those brought into the College without the instructions of College staff.
- Mobile phones, iPods, MP3 players and other electronic devices should be handed into Student Reception for the day. The College accepts no responsibility for their security.
- Filming or photography on cameras or phones is not permitted at ANY TIME.
- Students are not to disclose their computer login password to anyone. Passwords should be changed regularly.

Safety Expectations

- Any students arriving at the College before 8:30am are to be seated at the Basketball Court area until 8:30am. Middle and Senior Staff supervision does not commence until 8:30am.
- Students are not to engage in dangerous behaviour or conduct.
- Students are not to engage in physical contact. Students are not to engage in public displays of affection.
- Students are not to engage in rough games or play fighting. Tackle football is only permitted under the direct supervision of a football coach.
- Students are not permitted to bring dangerous items to College (including glass bottles, cans, metal rulers, real or replica weaponry).
- Students are not to be in possession of cigarettes, lighters, matches, illicit drugs or alcohol. Smoking or using drugs or alcohol is not permitted on College grounds, travelling to and from the College or while in College uniform.

Classroom Expectations

- Students can only occupy a classroom when they are supervised by College Staff.
- Students are to line up quietly in two lines at the beginning of each lesson, outside the classroom.
- Students should have all required materials with them for each lesson.
- Students are to be punctual to, and attend all classes and meetings.
- Students are to complete all homework and assignments.
- Students should stand at the beginning of each lesson to greet their teacher and wait for teachers instructions.
- Students should stand quietly when another staff member enters the room.
- Students are to remain in their seat for the duration of the lesson unless otherwise directed.
- Students are not to disrupt the learning of others.
- Safety is paramount in the classroom. Students are not to swing on chairs or throw items.
- Students are to respond immediately and respectfully to the direction of their teacher.

Playground and College Grounds Expectations

- Students are to respect other members of the College Community and be mindful of their interactions with other students. Students are not to demonstrate public displays of affection. This conduct must not be displayed in class, the playground, while travelling on public transport or on camps or excursions.
- Students are not permitted to engage in rough play.
- Students are required to remain within the physical boundaries of the College, both whole College and sub College boundaries need to be adhered to.
- Students are not to leave College grounds during the College day, unless they have authorisation from the College and parent/care giver permission to do so, they must also sign out at Student Reception.
- Students are not permitted to chew gum on College grounds.
- Students are not permitted to bring permanent markers, correction fluid or paint pens to College.
- Students are not to vandalize, damage or graffiti College property in any way.