**PREAMBLE**

This document is a comprehensive Welfare Policy relating to the two key aspects of student welfare:-

- Nurture (Pastoral Care)
- Discipline

It includes the following policy areas in relation to student welfare:-

- Nurture (Pastoral Care) Policy
- Discipline Policy
- Anti-Bullying Policy (a separate policy document)
- Grievance Policy (a separate policy document)
- Student at Risk Management Policy
- Drug Policy (a separate policy document)
- Child Protection (a separate policy document)

**STUDENT WELFARE POLICY OVERVIEW**

**PHILOSOPHICAL UNDERPINNINGS**

Toongabbie Christian School’s Mission Statement is:

“To be a caring Christian community that supports families by providing a quality Christ-centered education which develops the whole person for life and eternity.”
**A BIBLICAL UNDERSTANDING OF WELFARE**

In the context of a Biblical worldview, the welfare of students refers to their total well-being and growth as persons created in the image of God.

At the centre of God’s purpose for a people and His creation is “Shalom” – the wholeness and completeness of God’s original design as revealed in Genesis 1 and 2. Shalom embraces God’s desire to restore all things that have been affected by the Fall to wholeness and harmony of relationship. Through the life, death and resurrection of Christ, God’s Kingdom is being realised in our world. Thus in the context, student welfare cannot be separated from the school community as “Shalom” at its heart is the restoration of relationship with God through Christ, with oneself, others and the creation. Through the interdependence and interconnectedness of the Body of Christ, students are to be transformed through loving relationship. Therefore the nurture and discipline policies are to be understood and implemented in this context.

**PASTORAL CARE POLICY - NURTURE**

**Rationale**

God in Christ reconciles all things to Himself. Hence the application of redemption is the process of growth for the whole person. Redemption returns humanity to its original creational design, which is to have right relationship with God and to love our neighbour as ourselves. The “image of God” in humanity is “relational” and therefore the goal of Christian education is spiritual maturity, a wholeness that arises out of a right relationship with God, oneself and our neighbours. Spiritual growth refers to God’s work in a person to transform his / her life according to God’s creational design. Thus it covers every area of life. In spiritual growth, there is a putting away of “the deeds of death” and the putting on of that which leads to life. God is the source of life and has provided in Christ everything that is needed for life and godliness. To be truly Biblical, as well as truly effective, the growth process must include the Body of Christ. (Ephs 4: 16 & 1 Pet 4: 10 – 11) You must have relationship to grow. Relationship provides connection, discipline and structure, accountability, grace and forgiveness, support and strengthening and administering truth. In the reality the most effective education takes place in a learning community where the truth is taught in love. Real learning and growth occurs best in relationship where truth is “modelled” in the lives of staff and students. “The truth we are seeking, the truth that seeks us, is ultimately in the community of being where we not only know but are known” (Palmer).

Nurture then refers to the contribution of members of the TCS community to one another in order to develop the whole person according to God’s design. Thus our Policy and procedures must promote growth through the connectedness and interaction of the members of the community. Each student needs to be known well by at least one teacher and be able to make positive relationships with their peers.

**BOSTES REQUIREMENTS**

These requirements are to be understood in the biblical context as stated above. A Christ-centered learning community is a safe and supportive one where the welfare of the students is integral to its existence. The requirements related to welfare are as follows:

**Safe Environment**

A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

**Supportive Environment**

A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment can be described as one in which:

- Students are treated with respect and fairness by teachers, other staff and other students
- Members of the school community feel valued
- Effective teaching and learning takes place
- Positive support and encouragement are provided by members of staff and students
- Non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the school community
- Consultation takes place on matters relating to students’ education and welfare.
Student Welfare

Student welfare encompasses the mental, physical and emotional wellbeing of the student. Student welfare policies and programs are essential for developing a sense of self-worth and fostering personal development. Student welfare could include:

- Programs that the school provides to meet the personal, social and learning needs of the students
- Effective discipline early intervention programs for students at risk
- Student, family and community support networks
- Opportunities that the school provides for students to
- Enjoy success and recognition
- Make a useful contribution to the life of the school
- Derive enjoyment from their learning

The TCS welfare, discipline and nurture policies and procedures are governed by principles of procedural fairness.

- **STRUCTURES TO NURTURE STUDENT WELFARE**

**Primary (K-6)**

**Class Teachers** are responsible for ensuring that each student experiences a safe and supportive learning environment. Teachers monitor the well being of each child. If teachers are concerned about the well being of an individual child they will discuss this with their coordinator. The child’s parents will be contacted and an action plan will be developed. This action plan may include consultation with the School Counsellor and health professionals. The Assistant Principal (Primary) will always be notified by the Coordinator of any concerns about student well being.

Classroom teachers will ensure they develop teaching and learning strategies that meet the individual learning needs of each child. This will result in a positive learning environment that nurtures all children.

Teachers will plan sessions in Devotions, Biblical Studies or PAC which address needs that groups of children may experience. The children are encouraged to and given opportunities to pray for each other.

From time to time teachers will organise special activities that are designed to improve the ability of students to relate to each other. This may include activities like a girls or boys afternoon.

Regular opportunities for teachers to help students gain ideas for living in community include:

**The School Counselling Service** – The Counsellor and Psychologist work with individuals and groups to develop the social, emotional and spiritual understanding and skills of the students. Both are available to meet with staff and parents to discuss student needs and strategies for assisting a student.

**Outside Agencies** – From time to time the school will consult with professionals from outside agencies to seek advice regarding effective strategies for helping students who are struggling with the requirements of school life. The AIS provide support through the Learning and Behaviour Support team.

**Management Plans** are developed for students experiencing a range of problems, for example, serious medical issues, emotional/behavioural problems, family and social problems.

**Communication with Staff** – All staff (including relief teachers) are informed of management plans on a “need-to-know” basis. Relevant information is included in the Casual Teacher Relief Pack.

**Assemblies** – where the children are taught about biblical principles for relating to one another. Awards, encouraging a variety of positive behaviours, are given at assemblies.

**Morning Assemblies** – children are briefly instructed on topics such as safe behaviours at recess, lunch and before and after school. Awards for extra-curricular activities, eg. sport, chess, debating and academic competitions are awarded during morning assemblies.

**Chapels and WAVES** – the children receive regular instruction on godly living.

**Infants (K-2) Creative Groups** – the children are placed in mixed age groups and engage in a variety of creative activities. The children are actively encouraged and taught about ways to relate to each other.

**Year 6 Camp** – the students learn about dealing with issues they face at this age.

**Special Programs** – from time to time staff will invite visiting speakers or someone from the TCS community to speak to the children about topics such as bullying.
1) **Family Group Structure – Years 9 – 12**

In the Secondary department pastoral care groups are called Family Groups. In Years 9 -12, students are divided into groups of up to 25 boys or girls. These groups meet each day for roll call and this provides an opportunity for discussion of issues relevant to the age and experience of those in the group.

Stability of these groups from year to year is seen as desirable so that a bond of friendship, knowledge and confidence might emerge between student and teacher.

Family group Teachers are asked to provide comments on student reports concerning the spiritual and social development and extra-curricula activities of those in their group.

2) **Stage 4 – Years 7 & 8**

The students have a homeroom teacher for a significant part (up to 15 – 20 periods / cycle) of their education. This teacher is to be their primary pastoral carer and is to foster a learning community with this group where students bond and have a positive environment in the first stage of their secondary education. The teacher also has the same responsibilities as Family Group teachers.

3) **Staff to Support Student Welfare** (See Appendix 1 for role descriptions)

- The Director of Welfare and Supervisor of Welfare are, in consultation with the Assistant Principal responsible in consultation with coordinators for the formulation of the Years 7 & 8 classes and Family Groups.
- The Assistant Principal
- The Principal
- The Year Advisers are to ensure that each student is receiving adequate support.
  - Years 7 & 8 The Stage 4 Coordinator
  - Years 9 & 10 The Stage 5 Adviser & the Stage 5 Discipline Coordinator
  - Years 11 & 12 The Senior Student Advisers
- The School Counsellor

4) **The Stage 5 Team** (See Appendix 2)

5) **The Camping Program**

The Years 6 –11 camping program creates “spaces” for students to bridge the gap between learning and living. These camps are designed specifically to foster students’ growth in their ability to live in community.

**Responsibility for Organisation**

- Year 7 Camp Stage 4 Coordinator: to develop a sense of belonging in Secondary School
- Year 8 Camp Stage 4 Coordinator: to develop “beyond their limits”
- Year 10 Camp The Stage 5 Adviser
- Year 11 Camp The Senior Student Advisers: focusing on personal and study issues relevant to senior students

**Separate Gender Camps**

- Year 9 Camp The Stage 5 Adviser: gender issues relevant to their stage of development

6) **An Integrated Personal Health and Development Curriculum**

The curriculum will be integrated with year gender meetings held in each year, and parental seminars and the camping program. The PDH / PE Coordinator has oversight of the PDH / PE Curriculum. The Welfare Committee (AP, Counsellor, Stage 4 Coordinator, Stage 5 Adviser, Senior Student Advisers oversees the ongoing integration and development of the Welfare Policy for the Secondary Department.

7) **Student Mentors**

The Years 11 & 12 Prefects, under the direction of the Director of Welfare and the Prefect adviser, provide peer support to Year 7 and Year 8 students.

8) **The Support of Parents**

The “Parents and Friends” are encouraged to support the pastoral care of the school by providing parental services that seek to build up the families’ capacity to raise their children in the nurture of the Lord.
BEHAVIOUR MANAGEMENT STRATEGIES (AFFIRMATION)

Primary (Kindergarten – Year 6)

Whole Department (K-6)
- “Gold Group” membership and associated privileges (Year 3 – Year 4);
- Frequent Tryers for Year 5 & Year 6;
- allocating positions of trust and responsibility;
- Presentation Night awards and recognition;
- Encouragement Awards / Thank You cards;
- Public recognition of achievement (Assemblies, “Meeting Place”, etc.)
- Special commendation from others (A.P./Coordinator, other staff members, etc.)

In Class
- Maintaining positive and affirming student / teacher relationship
- Ensuring learning program meets the needs of children – allowing for success experiences;
- Verbal praise and encouragement;
- Class responsibilities and privileges;
- “Student of the Week” award / recognition;
- minor rewards (stickers, starts, stamps in books);
- group competitions – points / rewards;
- non-verbal praise and encouragement;
- positive comments on work;
- affirming reports to parents
- behaviour stickers in Diaries and Boomerang books.

BEHAVIOUR STICKERS

<table>
<thead>
<tr>
<th>What does “Satisfactory” look like?</th>
<th>What does “Very Good” look like?</th>
<th>What does “Excellent” look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ The teacher is ‘satisfied’ that you have behaved and worked well during the week.</td>
<td>✓ Be ‘satisfactory’ and -</td>
<td>✓ be ‘Very Good’ and -</td>
</tr>
<tr>
<td>✓ Always be a willing helper.</td>
<td>✓ Always complete your work on time without disrupting others.</td>
<td>✓ Listen quietly during assemblies. Don’t talk to the person next to you.</td>
</tr>
<tr>
<td>✓ Look after your own and other people’s property.</td>
<td>✓ Do your best in all of your schoolwork.</td>
<td>✓ Be on time when lining up at recess and lunch.</td>
</tr>
<tr>
<td>✓ Always play fairly (and by the rules).</td>
<td>✓ Always be ready to listen to instructions.</td>
<td>✓ Walk quietly into class, to other lessons or assemblies and chapels.</td>
</tr>
<tr>
<td>✓ When you are to be working silently, do that!</td>
<td>✓ Always complete your homework on time.</td>
<td></td>
</tr>
<tr>
<td>✓ Always put your hand up when you need to ask a question or make a comment.</td>
<td>✓ Be an example to younger students showing how to behave and treat others.</td>
<td></td>
</tr>
<tr>
<td>✓ Speak and act respectfully to teachers, adults and others.</td>
<td>✓ Be a ‘good’ friend.</td>
<td></td>
</tr>
</tbody>
</table>

ADDITIONAL NOTES ON AFFIRMING STRATEGIES

Behaviour Stickers in Diaries and Boomerang Books
At the end of each teaching week, the class teacher fills in a behaviour sticker located in each child’s Diary (Years 3-6) or Boomerang Book (Years 1-2). The behaviour sticker indicates to the parents the standard of their child’s behaviour for the preceding week. The teacher indicates whether the behaviour has been excellent, very good, satisfactory or
unsatisfactory. The parent must sign the Diary to indicate that they have noted their child’s behaviour. Kindergarten teachers provide parents with informal feedback in the Boomerang Books. This feedback is usually provided at the end of each week and may take the form of written comments, stamps, stickers and proformas. At times, teachers may decide it would be helpful to provide daily feedback on behaviour to parents.

“Gold Group” Membership

The objective of the “Gold Group” is to recognise and encourage, in a low-key, non-ostentatious manner, those students who, over a long-term period, consistently exhibit all aspects of the Code of Conduct. Nominations are made by members of staff and are brought to a K-6 staff meeting for ratification, after which the student is publicly recognised at an assembly. Membership of the “Gold Group” is restricted to students in Years 3-4. “Gold Group” members will be entitled to a range of associated privileges including special excursions, early lunch/extended lunch (on occasions) and allocation of positions of responsibility (assembly helpers, etc).

A student’s Gold Group membership continues from Year 3 until the end of Year 4, unless their behaviour deteriorates to the point where their profile no longer satisfies Gold Group criteria. In the first instance where deteriorating behaviour becomes apparent the student is warned. If the negative profile continues the child’s parents are notified by letter, and the student is given a second warning. Continued negative behaviour would then result in removal from the Gold Group.

Frequent Tryer system for Year 5 & Year 6

Students in Year 5 and Year 6 are able to earn “frequent tryer” points for exhibiting positive behaviours in all areas of school life. Each of the following is worth one point:

- ‘Excellent’ on weekly behaviour sticker
- Encouragement Awards (given at various assemblies). These are rewards for diligence in areas of academic achievement and classroom behaviour.
- Sports Award (given after sport on Wednesday).
- Sports Commendation during Sport.
- Homework completion. For example, if a child completes their homework every week for a term.
- Award for citizenship. This may be given by any member of staff for actions out of normal classroom routine.
- Other discretionary points may be awarded with consultation with class teacher. (Not to be rewarded to children with negative behaviour profile who have made small improvements over a short period of time).
- Teacher commendation in the classroom.
- Playground commendation.

Rewards

A student may redeem their points at any time during the year depending on the number of points they have accumulated. The rewards are graded and when they are used, the child must then start again at zero points in order to achieve their desired award.

- 5 points _______ Extra play. To be organised for a number of times during each term.
- 10 points _______ Special food for morning tea. This could be in conjunction with additional play time.
- 20 points _______ Excursion. This will be held at the end of every year in conjunction with the Year 3 & Year 4 Gold Group excursion.

Teachers are to follow the standards for Behaviour Stickers that are outlined in the preceding table. Children will only be allocated “Behaviour Sticker” points if the Diary is at school.

Recording

Students will record their own “track-it” points in their “Track-it” booklet. Teachers will meet with each child, every term, to discuss their progress. Teachers will monitor this process.

Encouragement Awards (Yrs 3-6) & Thank You Cards (Years K-2)

These are presented at weekly assemblies. Awarded by class teachers to recognise positive behaviour profiles, specific contributions to the life of the class, special academic achievement, positive attitude and application to work, improvement in attitude/application/profile, and/or a specific personal trait that is appreciated by the teacher and/or the class.

In-Class Recognition, Competition and Rewards

All motivational strategies used in the classroom should have the aim of encouraging Christ-like behaviour in the students. Class teachers should be careful to ensure that motivational strategies and rewards do not encourage undesirable character traits such as selfishness, self-centredness or overt pride. Rewards should not be given simply because a child has done what is expected. Rather, the careful and considered recognition of extra-ordinary achievement and improved, or consistently positive, behaviours will encourage the student and the class as a whole.
Secondary (Years 7-12)

1) Teacher Level

There is no substitute for excellent teaching practice ie: the clear implementation of classroom strategies plus planned focussed and relevant lessons. Our students should be the beneficiaries of good teaching practice within the clearly defined policies of this document. Words of encouragement, praise and affirmation should be frequently heard.

2) Commendation Certificate

To encourage positive feedback for students excellent achievement and meritorious work students are awarded certificates of commendation as below:

To achieve the Principal’s award the following criteria are to be met (per calendar year):

- Year 7 ........... 5 achievement certificates (grey printed certificate A6 size)
- Year 8 ........... 5
- Year 9 ........... 4
- Year 10 .......... 4

The tally of the above items will be kept by the Merit Certificate Administrator on file and will notify the Principal via the Coordinators’ meeting. Teachers are to place a short note explaining the certificate and date of presentation in the Merit Certificate Administrator’s pigeonhole.

The award of achievement certificates may involve presentation on assembly or in a class based ceremony depending on the peer group and personality of the students involved.

3) Senior “Acknowledgement of Effort” Award

This Award will be given to a senior student (Years 11 and 12) who has responded in an area of senior school studies with responsibility and maturity.

This acknowledgement will contribute to a Principal’s Award.

4) The Principal’s Award

This award will be given from time to time at the Principal’s discretion or at the request of the Assistant Principal or the Coordinators. It will be given for outstanding or meritorious service and achievement. The Principal’s award will involve a special meeting with the Principal for certificate presentation and may involve public recognition at an assembly or presentation night. This is at the Principal’s discretion.


**RATIONALE**

TCS seeks to provide a safe and supportive environment for all students and to administer discipline in the context of a Christian community. This is consistent with our Mission Statement.

**MISSION**

“To be a caring Christian community that supports families by providing a quality Christ-centered education which develops the whole person for life and eternity.”

**A BIBLICAL UNDERSTANDING OF DISCIPLINE**

‘Discipline is the process of assisting others in developing a commitment to Christ-likeness by driving out foolishness and building wisdom within the context of loving relationships.’

The school must understand the word, ‘discipline’. It is not a synonym for punishment but ‘a process of affirming and correcting’, in the context of loving community relationship. The Biblical pattern for the TCS discipline policy is Hebrews 12: 1 – 12. The goal of discipline is the growth of the student in personal wholeness and godly relationships (that is their recreation in the image of God).

**Why should we Discipline our Children? Some biblical Principles.**

1. **If you are a Christian you have no choice.** The Bible teaches us that we are to correct our children out of love, while there is still hope. Discipline is a sign that the children are loved; that they belong.

2. **The child really desires to be disciplined.** He/she wants to know who is in charge, who sets the rules, and who loves him/her enough to say ‘no’ and curb unsatisfactory behaviour. Children crave boundaries.

3. **The child is not safe without discipline.** Without it she/he will not survive in a society that has an authority structure. If she/he does not learn to obey in his/her first environments – the home and the school – she/he will find it difficult to obey the laws of the land, and most importantly, the Lord.

4. **It is right for children to obey their parents, and so by delegation, their teachers.** (Ephesians 6:1) Disciplining in love inspires children with the courage to do what is right.

5. **Because all authority is God given (Romans 13:1) children are to come under the authority of their teachers.** They need this authority and spiritual direction for their proper development, exercised within the confines of membership of Christ’s body.

6. **The Bible says that children are to be brought up in the training and instruction of the Lord’. (Ephesians 6:1) Instruction or admonition translates the Greek word ‘noutheto’ which means to ‘set in mind’. It means to set truth in the minds of the disciples with a view to changing their behaviour and attitudes in a way which will make them more mature, more wise.**

7. **We are fallen people and it is therefore realistic to expect sinful behaviour and to deal with it effectively. However, to maintain healthy relationships within the discipleship community, discipline must involve these elements: grace, mercy, reconciliation and restoration.**

8. **God’s discipline is a lifelong process. He teaches us through His discipline and loving correction. The work that we undertake with students at TCS is only a part of the overall growth to responsible maturity and wisdom that God wants for all His children.**

**God’s Discipline**

As much as possible, the characteristics of our discipline should be modelled on God’s transforming work in the lives of His people.

1. **God corrects us out of love that is unconditional.** He does not love us any more when we are good: he does not love us any less when we are disobedient. (Proverbs 3:12, Hebrews 12:6).

2. **God corrects because He delights in us.** (Proverbs 3:12). As Christ did with His disciples we must visualise what our students could become. We must resist making negative predictions based solely on present behaviour.
3. **God corrects us to enable us “to own” our wrong attitudes and motives.**
   
   (1 John 1:9) Unless we help our children to accept responsibility for their actions (as we too must do), there is no learning and no growth into wisdom.

4. **God corrects us to produce holiness and wisdom.** He doesn’t do this in order to make us ‘better’ than anyone else, but to conform us to His image. (Romans 8:29, Hebrews 12:10).

5. **God corrects us to produce fruit in our lives:**
   
   - The fruit of repentance. (2 Corinthians 7:9-11)
   - The peaceable fruit of righteousness. (Hebrews 12:11, Galatians 5:22,23)
   - God forgives and “...will remember their sins no more”. (Jeremiah 21:24, Hebrews 8:12, Titus 2:14)

### AIM OF THE POLICY

In practice, the process of discipline in a Christian School aims to train the **whole person through instruction, example, correction and experience.** This is carried out in the light of the teaching of God’s Word and in the context of a loving community, toward perceptive understanding and judgement, spiritual maturity and effective membership of the body of Christ. This can simply be described as ‘the getting of Godly wisdom’ and can be achieved “within a positive, creative, challenging and caring community”.

### What is Wisdom?

**Wisdom is looking at and responding to life from God’s perspective.** As teachers our personal desire and basic approach to life should be to become people who are wise. Consequently all that is involved in training children in the home, in the school and in the church must be directed towards wisdom.

### How do we get Wisdom?

In Ephesians 4:22-24 we are taught to ‘put off the old man’ and to ‘put on the new man’. It is possible with the help of the Holy Spirit to ‘put off’ negative character qualities and to ‘put on’ positive character qualities.

- We can put off disagreeableness and **put on agreeableness.**
- We can put off confusion and **put on order.**
- We can put off malice and **put on love.**
- We can put off rudeness and **put on courtesy.**
- We can put off indecision and **put on decisiveness.**
- We can put off discouragement and **put on encouragement.**
- We can put off pessimism and **put on optimism.**
- We can put off harshness and **put on kindness.**
- We can put off ignorance and **put on knowledge.**
- We can put off insubordination and **put on obedience.**
- We can put off dullness and **put on originality.**

### OBJECTIVES OF THE POLICY

- To train up a child in the way she/he should go (discipleship) Proverbs 22:6. The ‘way she/he should go’ is determined by what God desires for the child. A child has been created with a temperament, personality and talents given by a designer God in order to be His special child. We are not to usurp God’s special plan by training him / her in the way we think she/he should go.
- To accept children as valuable in themselves and to give them a sense of being God’s beloved children (Matthew 18:56, 19:14).
- To be aware that discipline is for the good of the child.
- To administer discipline in LOVE.
- To promote the School’s Code of Conduct and expectations of responsibility, respect, reliability and reverence.
- To use punishment as a means of building up a child in order to develop his/her character positively.
- To use discipline which is fair and just and enables a child to understand the reasons for its application.
- To discipline in a way which helps the child to develop self control.
- To forgive a child and to subsequently accept him/her back into the school community after making recompense for the misdemeanour.
To encourage honesty, truthfulness, humility, and selflessness within the school community
To assist each child in the process of learning how to face the many challenges and obligations within society
To envelop the school in an atmosphere of genuine love, undergirded by fair and consistent discipline
To create an environment which is characterised by the dignity of each person, by justice and forgiveness, and by the acceptance of differences, so that the unique value of each person before God is a living reality
To assist staff in upholding the school’s authority and responsibility in accordance with its policies.

• LEVELS OF RESPONSIBILITY

The objectives of this nurture and discipline policy can best be fulfilled within the context of an active community. Our school recognises the interdependent relationship of four aspects of our community: the student, the home, the teacher and the school (including its management). Fellowship will be maintained and strengthened through all parties having a common philosophy and a commitment to communicating with each other. In short, to know what the guidelines are, discuss the issues and come to a conclusion based on what is best for the child.

The part that each agency plays is set out in the following way:

The School

• The School should be assisting each child in the process of learning how to face the challenges and obligations of living as a disciple of Jesus Christ.
• The School should be equipping each child with the personal and spiritual strength needed to meet the demands imposed on him/her by his/her peer group and future adult responsibilities.
• The School should be providing reasonable, consistent discipline, undergirded by an atmosphere of genuine Christian love.
• The School should be encouraging each child to respect those around him and to live as a responsible Christian citizen.
• The School should ensure that all students acknowledge a general recognition and understanding of its ‘Code of Conduct’.

The Home

• Parents should encourage and expect the respect (honour) from their child that is due to them as parents before God. This is within the context of Ephesians 6:1-4, especially verse four.
• Parents should view the parent/child relationship as the first and the most important social interaction of the child (Deuteronomy 6:4-9)
• Parents should cooperate with the school in bringing about the revival of effective classroom discipline. This mutually supportive role, which exists between the home and the school, can best be described as a partnership.
• Parents should be made aware when their child is involved in unacceptable behaviour at school, so they can support the school’s discipline measures at home. They should also be aware of the positive aspects of their child’s behaviour so they can celebrate with them.
• Parents should constantly pray for their children.

The Teacher

• The issue of respect is a useful tool in knowing when and how to discipline. A teacher needs to decide whether undesirable behaviour represents a direct challenge to their authority. Punishment should therefore depend upon that evaluation.
• A teacher should at all times demonstrate love, affection, kindness and understanding. The attitude should therefore be, “I love you too much to let you behave like that.”
• A teacher should never use anger to get action, but rather action to get action. No teacher shall control by use of his or her own anger.
• School discipline should allow teachers to do the kind of job in the classroom and the playground for which they have been called. With this in mind each teacher should reinforce the teaching of appreciation of others and fundamental politeness.
• Teachers must ensure that they, not their students, are in charge of any new learning situation.
• Teachers should constantly pray for their students.
**The Child**

- A child wants to know the boundaries that have been set. Children derive security from knowing where these boundaries are. A student who constantly chooses to challenge known boundaries should have reason to regret it. Generally these boundaries are set out in the School’s Code of Conduct and Conditions of Enrolment.

- Students should know why they are being punished and how they can avoid the problem next time. A student should therefore be helped to understand that it is the behaviour that is being rejected, not the student him/herself.

- We should be aiming to mould and produce respectful, responsible young disciples by using the proper combination of encouragement and correction applied in loving quantities. The aim would be to build general restraints into a student’s character.

- Children need to be told and taught how to live according to the Word of God. They need to be aware of and practise the principle that God is the motivator and sustainer of all we do.

- The ideal we have as teachers is to prepare students to reflect the life of Christ in their own lives. Are others seeing Christ within them? Do their lives reflect the very character of the God for whom they live? Are they disciples of the Lord Jesus Christ?

These questions should be the ones asked of themselves by every person involved in the school’s ministry, because if we cannot answer these questions in the affirmative, then the students will find it very difficult to answer this way themselves.

---

**The School Management**

- The School Management includes: Board, Principal, Assistant Principal, Directors and the Coordinating Body.

- The School Management has the responsibility to consider global issues in order to enhance the development of the whole School Community.

- Members of School Management will oversee student welfare.

- They will actively assist in the development of teaching strategies, which appropriately affirm and correct students.

- At the end of a process of evaluating the situation, they will provide intervention when continuing student irresponsibility occurs.

- In the event of a breakdown in relationship between members of the community, they will actively assist parties in finding solutions to conflict. This will involve a thorough examination of the variables involved.

- They will be responsible for reviewing how the Discipline and Nurture Policy was applied and from time to time the whole policy.

---

**IMPORTANT ASPECTS OF DISCIPLINE**

1. **The Importance of Effective Christian Teaching**

Because Christian Schooling requires a complete paradigm shift of teaching practice, the greatest challenge for teachers will be constantly attempting to be transformed by the renewing of their minds. This will be an ongoing process. (Romans 12:1, 2)

2. **The Importance of Planned Discipline**

Discipline can often be an emotional response by parent or teacher to protect their image, rather than to encourage behaviour best for the development of the child. To avoid this problem we should know why and how we will discipline. Planned discipline provides consistency and security. Our Discipline Policy provides many of the clues needed to avoid discipline that is haphazard and It will help us to know why we will discipline, and therefore what behaviour needs correcting and how that will be carried out.

As a part of this planning the role of the school counsellor should be clearly acknowledged. All students are encouraged to use the School Counsellor to help with any difficulties being experienced. The School Counsellor can be seen as someone in an objective position who will listen carefully and with confidentiality.
3. The Importance of Patterned Discipline

This is the ‘how’ of discipline. The Bible provides us with a beautiful pattern which when followed, removes the emotional stress factor, providing stability and positive results.

2 Timothy 3:15 brings out the importance of being in subjection to the Word of God ourselves. We cannot take children where we have not been ourselves. NEMO DAT QUOD NON HABET.

2 Timothy 3:16 and 17 says: (16) "All Scripture is God-breathed and is useful for teaching (instruction), rebuking (reproof and conviction of sin), correcting (correction of error, and discipline in obedience), and for training in righteousness (that is, in holy living in conformity to God’s will in thought, purpose and action); (17) so that the man of God may be thoroughly equipped for every good work." (Amplified Bible)

Note the ‘so that’ joining the ‘what’ of v16 and the ‘why’ of v17. We carry out the recommendations in v16 to accomplish the desired outcomes in v17.

Components of the pattern are:

- Teaching: provide the child with the truth. This truth is the basis for his choices and the discipline if necessary.
- Rebuking: where truth has been wronged, give the child the opportunity to realise his wrong choice.
- Correcting: after appropriate discipline, provide the opportunity for the child to seek forgiveness, restore fellowship and make restitution where applicable. Prayer is an important part of this step.
- Training in righteousness: lovingly helping the child to find a way of relating and acting which is appropriate and Christlike.

4. The Importance of Communication with Parents

Home/school liaison is vital in any discipline policy. School management needs to be sure that parents’ needs are being met. Making opportunities to communicate with parents is essential. A familiar face or voice helps when it is necessary to discuss the use of corrective discipline.

Early intervention to solve problems is appreciated by parents. Often contacting them with praiseworthy news is a preferable first introduction. Because parents desire communication with the teacher, teachers are strongly encouraged to use the telephone as the first step in discussing student progress. Research suggests that parent involvement is a very successful tool for solving behavioural problems as is follow up which affirms new, corrected behaviour.

5. The Importance of Understanding Individual Differences

It is essential to take into account the diverse backgrounds, personalities, maturity levels, abilities and cultures that the individual child brings into the school. Just as the Good Shepherd Jesus knew His sheep including what motivated them and how to guide them, so teachers must know their ‘sheep’ before a truly successful approach can be implemented. Because of this variety and diversity, affirmation and correction must be sensitive to the need of individual students. A ‘cause and effect’ style of discipline policy would not allow for such flexibility. A range of positive and negative consequences will allow for justice, mercy and grace, which must be the hallmarks of Toongabbie Christian School’s discipline.

6. The Importance of School Tone

Staff demeanour will affect the classroom tone and hence the effectiveness of classroom procedures. While focusing upon the details which add to school tone, staff must remember to keep ‘the main thing the main thing’. Being clear in our priorities is essential.

7. The Importance of Developmental Stages to Discipline Strategies

A variety of affirming and corrective strategies should be employed, depending on the age and maturation level of the student. Tokens are most useful for younger students. Achievement Cards and Commendation Certificates are suitable for all levels. However, one should not underestimate verbal recognition of responsible fulfilment of a job well done.

8. The Importance of Literacy

Research conducted in Australian Primary Schools have led Dr Ken Rowe, Educational Psychologist from the University of Melbourne, to suggest that, "Improving teachers’ ability to teach literacy skills led to a 30 percent drop in children with behavioural problems." Dr Mark Clayton, Special Education lecturer at Macquarie University claims that, “There are..."
many children who are being labelled inappropriately and being medicated inappropriately who just require some good classroom instruction... there shouldn’t be any teacher employed who can’t teach literacy.”

Obviously the effective communication of information to our students will be hampered by students’ literacy level. Identification of student needs is required. Ideally this should be done routinely via program evaluation and discussion with Coordinators and Special Ed teachers. Research and observation suggests that early intervention is best. However, if low literacy is identified in the older child, specialist programs must be put into operation in order to ensure that these literacy levels are elevated as far as possible.

The ordinary classroom with a teacher with better skills can cater for individual student needs. Additional training in the teaching of literacy will be beneficial. A variety of special education teaching models could be adopted such as team teaching and/or specific group work. Differentiation helps to build confidence rather than the high levels of frustration experienced by under-achievers.

9. The Importance of Gender

Boys and girls respond differently to similar teaching strategies and learning environments. If a part of preventive discipline is being well prepared, a variety of strategies must be employed in catering for different genders.

10. The Importance of the Bible

Teachers should not base their discipline policy and practice on this policy alone. They should look for and discover biblical principles for their own use. In the long run what teachers learn from the Bible, under the conviction of the Holy Spirit, will only enhance their teaching, discipline and correction strategies. It will also bring corporate conviction within the context of the whole school community about the special needs of groups and individuals from time to time.

- **CORRECTION STRATEGIES**

  - TCS expressly prohibits the use of corporal punishment under any circumstances
  - TCS does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Some Fundamental Principles

1. Correction needs to be done when the student has a clear understanding of what she/he has done wrong. Correction will be most effective when the student accepts responsibility for the misdemeanour.
2. Correction will take place if one of the Codes of Conduct is broken.
3. Correction will involve helping the student to understand how their behaviour has affected the community (the staff and other students). The process of reconciliation/restitution should follow correction.
4. Correction needs to be (and be seen to be) equitable and fair.
5. Correction needs to be appropriate to the misdemeanour not an emotional response to a difficult situation.
6. Classroom management and solutions to behavioural difficulties is done best by the classroom teacher. The teacher models authority and should be seen as the one trying to create a Godly relationship with the student. To this end, most inappropriate behaviour should be dealt with by the classroom teacher. Ongoing patterns of behavioural difficulties will be the responsibility of the Coordinators, the Assistant Principal and in more serious cases, the Principal.
7. Parents are to be informed of problems, and the procedures in operation to help overcome those problems.

- **PRIMARY CODE OF CONDUCT**

It is expected that each Primary and Infants student will:

1. **Respect God and appreciate who He is;**
   - Always try to speak and act in a way that pleases God
   “Happy are those who follow His commands, who obey Him with all their heart” (Psalm 119:2)

2. **Respect and obey the staff;**
   - Always listen to and obey teachers, other adults at the school and prefects and be polite when speaking to them.
   “Remind your people to submit to rulers and authorities, to obey them to do good in every way” (Titus 3:1)
   “Whoever knows what is right to do and fails to do it, for him it is sin.” (James 4:17)
3 Respect and care for each other;
   • Be kind and caring towards each other.
   • Be good friends with each other.
   • Be helpful whenever you can. Be aware of the needs of others.
   • Don’t do anything that might hurt others. Help make our school a safe place to be.
   • Encourage each other.
   • Play sports and games fairly.
   “Therefore encourage one another and built one another up, just as you are doing”. (1 Thess 5:11)

4 Respect the property of others.
   • Do not steal or damage other people’s things.
   • Ask the owner’s permission before using things that belong to others.
   • Take care of school property. Do not do anything deliberately which may damage or spoil our school buildings, equipment or environment.
   • Try to keep our school clean and tidy. Do not drop rubbish.
   “You shall not steal” (Exodus 20:15)  “Do what is right and fair” (Prov 21:3)

5 Always tell the truth.
   • Do not lie.
   • Be honest in all situations.
   “Rid yourselves, then, of all evil; no more lying ....” (1 Peter 2:1)

6 Do everything that you can to help yourself and others to learn.
   • Try to do your best in all lessons and school activities.
   • Always be on time for lessons.
   • Pay attention and be a good listener.
   • Obey the rules of your classroom.
   • Join in all activities and be willing to keep trying, even if something is hard to do.
   • Use the abilities that God has given you, and develop them.
   • Use your abilities to help others to learn, when you are able to.
   “Pay attention to your teacher and learn all you can” (Proverbs 23:12)

When a student’s conduct is contrary to the Primary Code of Conduct the following strategies are suggested.

Specific Strategies – PRIMARY (K-6)

In Class or Playground (Managed / Administered by Teacher)
   • Discussing and establishing class rules, procedures;
   • Careful arrangement of seating and pupil placement;
   • Well prepared, organised and managed learning activities
   • Tactical ignoring of behaviour
   • Reinforcing, reminding, supervising;
   • Conflict resolution strategies;
   • Counsel (on-going with all discipline strategies);
   • Non-verbal expression of disapproval;
   • Verbal cues (stating child’s name, reminding child of required behaviour);
   • Removal of cause of distraction;
   • Moving student to another place in room;
   • Reprimand;
   • Name written in the Red Book (K-2 only);
   • Loss of privileges in class;
   • In-class isolation;
   • Isolation from play if in playground;
   • In-class detention;
   • ‘Room detention’ with behaviour;
   • Restitution (cleaning, repairing, apologising);
   • Parent involvement (reporting emerging behaviour pattern).
Beyond the Classroom (for long term behaviour patterns or serious offences – managed by teacher and/or Executive and other staff).

- Counsel;
- Supervised detention;
- Removal from “Gold Group” / removal from positions of trust and responsibility;
- Behaviour monitoring / modification (Class Performance Card);
- Restitution (cleaning, repairing, apologising);
- Contact with parents, family conference;
- Isolation from classroom during school time and recess / lunch;
- Letter to parent suggesting options for further action at home by parent;
- Behaviour Monitoring Books for students returning to class after serious behaviour issues.
- Suspension;
- Expulsion.

**ADDITIONAL NOTES ON PRIMARY DISCIPLINE STRATEGIES**

**Behaviour Stickers in Diaries and Boomerang Books**

At the end of each teaching week, the class teacher fills in a behaviour sticker located in each child’s Diary (Years 3-6) or Boomerang Book (Years 1-2). The behaviour sticker indicates to the parents the standard of their child’s behaviour for the preceding week. The teacher indicates whether the behaviour has been excellent, very good, satisfactory or unsatisfactory. The parent must sign the Diary to indicate that they have noted their child’s behaviour.

Kindergarten teachers provide parents with informal feedback in the Boomerang books. This feedback is usually provided at the end of the week and may take the form of written comments, stamps, stickers and pro formas.

At times, teachers may decide it would be helpful to provide daily feedback on behaviour to parents.

See previous table outlining standards for each level on the behaviour stickers.

**Counselling**

- When speaking with a student in the context of discipline, it is important that the student be brought to a point of admission and reconciliation. Through questioning and discussion (and maybe role-play) the child could be led through the following stages;
  - explaining the action/offence/behaviour, and admitting wrong (“What have you done wrong?”);
  - discussing the error of the behaviour (“Why was that the wrong thing to do?”);
  - exploring alternative behaviours (“What should you have done? Where should you be heading?”);
  - determining/listing alternative strategies (“What can we do, together, to help you head in the right direction?”).

**Conflict Resolution**

When dealing with conflict between students, the opportunity may be taken to use the situation to enable students to develop conflict resolution skills and strategies. These could include:

- listening, without interruption, to another’s point of view;
- in turn, students in conflict state what they see as the problem, and then state ways of solving the problem;
- all students involved then decide on the ‘best’ resolution to the problem, even if a compromise;
- recognising/understanding/knowing when a problem needs to be referred to a third party (teacher) for help in solving it.

**In-Class Isolation**

If isolating a child for a period of time, it is essential that the child is able to continue to be monitored and supervised. Students should not be sent out of the room. Students could be isolated by the careful placement of the child’s desk and chair, or through the use of the withdrawal room.

**Playground Isolation**

Playground duty staff for offences that occur in the playground may use this strategy. The student could be isolated from play by being asked to stand/sit in a shady place where the teacher on duty can observe the student.
In-Class Detentions

For offences that occur in the classroom, class teachers could use this strategy. Students should be detained in the classroom and be under the supervision of the class teacher. Such detentions should not be any longer than one half of the play period. Students should always be given the opportunity to finish eating their food and have the chance to visit the bathrooms. During such detentions, students could be asked to complete unfinished homework or class work. If a staff member needs to detain one child this must always be done in a location where the child and teacher are visible to other members of the school community.

‘Room Detention’

Room Detention is primarily used for students in Years 3-6, although it may occasionally be used for younger students for serious offences. This strategy could be used for playground offences, for serious classroom offences or for students with long-term negative behaviour profiles. This type of detention is not intended as a general discipline strategy, for class teachers, for day-to-day class discipline. “Room Detention” is held in a classroom at lunchtime, twice a week. The Primary Coordinator supervises “Room Detention”. A “Room Detention” record book, and equipment file is kept in the staffroom. Staff placing students on “Room Detention” should record the details of the student’s name and the offence in this book. The duration of “Room Detention” would normally be the first half of the lunch play period.

Students on ‘room detention’ should not eat or drink during the detention. A student who has not finished his/her lunch at the commencement of the detention will be able to eat the remainder at the conclusion of the detention. If a student is more than 5 minutes late for “room detention”, without good cause, that student will attend a second ‘Room Detention’, in addition to the time served during the original detention. Likewise, if a student fails to attend ‘Room Detention’ at all, the students will be placed on the following two Room Detentions. The Primary Coordinator always reminds children before lunch if they are required to serve a Room Detention.

The parents of all students placed on room detention will receive a proforma note advising them that their child had been place on room detention. The teacher who supervises the detention will send out these notes.

Parents will be notified in writing if a student has been placed on Room Detention four times in a term. This student will then be given a “Yellow Monitor Book” so that their behaviour can be closely monitored by the Coordinator for the next two weeks. The Coordinator will discuss goals for the period with the student.

Behaviour Monitoring Books

The Behaviour Monitoring books aim to clearly communicate to parents, students and staff that a student is in the process of correction and is experiencing close monitoring.

**Level 1 (Yellow book)**

This level booklet will be used whenever a student has received four room detentions in a term. The student will be monitored by the Primary Coordinator for a period of ten school days. Goals will be set by the Coordinator in conjunction with the class teacher.

**Level 2 (Blue book)**

The Assistant Principal – Primary may place a student on Blue book monitoring after a student has served an isolation or suspension. The student will be placed on “Blue book” for a period of ten school days. The Assistant Principal - Primary will set goals with the student. At the end of the ten-day period, the Assistant Principal - Primary may decide that the student will be placed on a yellow monitoring card for a similar period. A student may also be placed on “Blue book” if they have not responded appropriately.

**Level 3 (Red book)**

The Principal may choose to monitor a student for a ten-day period if the offence was major or if the student has failed to respond to “Blue book” monitoring.

If persistent difficulties with behaviour occur students may remain on a level though they will more likely be transferred to a higher level.

The parents must sign the book each night. Sanctions will be imposed for unsigned books.

Detentions for Children in K-2

Children in K-2 are given an immediate consequence if they misbehave in the playground. Playground offences are then recorded in a “Red Book” which is carried in a bag by the playground duty teacher. This enables the Primary Coordinator – K-2 to monitor recurring behaviour issues and sometimes this will result in an Infants Detention. The Coordinator counsels the child and notifies the parents of the issues. The monitoring process provides useful information about issues that need to be addressed by classroom teachers.

Restitution

The offending student is required to undertake specific tasks in order to restore property, materials or relationships. This may involve cleaning, repairing, tidying, redoing a poor job, returning/replacing stolen or broken property, or restoring relationships by apologising and/or serving another.
Contact with Parents/ Parent Involvement
In keeping with the school’s ‘partnership’ model, it is essential that parents be informed and become involved in discipline, in cases of significant negative behaviours and/or a developing negative profile. This may be achieved through personal, informal contact, a telephone call or a letter. It can be very helpful to arrange to meet with parents to discuss future strategies, so that parents and staff are working together to achieve common goals.

Isolation from classroom (in school suspension)
Students may be ‘isolated’ for a period of time ranging from half a day to one or two days. Students placed in ‘isolation’ are supervised in the office by the Assistant Principal (Primary) and office staff. They are given constructive academic work to complete during their period of isolation. Where possible, this work should reflect the normal program of the class. Students in ‘isolation’ have their recess and lunch breaks at a time that is different to the rest of the school so that the student does not have any social contact with his/her peers. ‘Isolation’ will always include an opportunity for appropriate counsel with the Assistant Principal (Primary) or other senior staff member.
Parents of students placed on ‘isolation’ are always informed of the discipline, by letter.

Suspension from school
This strategy will only be considered where the application of lesser measures, over a period of time, has produced no change in the student’s behaviour or profile, or, in the case of significant, serious offences, it is deemed to be the most appropriate measure in the opinion of the Principal. In such cases, parents will always be invited to discuss the child’s profile with the appropriate teacher and Principal, Assistant Principal, or Coordinator.

Expulsion from school
Where a student’s behaviour pattern and profile is making a significant, negative impact on the school community as a whole and where that behaviour is clearly in breach of the enrolment agreement, the Principal may report the matter to the Board who will consider terminating the enrolment of the student.

• DISCIPLINARY GUIDELINES

The following tables may be used as a guide in the administration of discipline where students’ conduct is contrary to the above code of behavioural expectations.

<table>
<thead>
<tr>
<th>SPECIFIC Behaviour</th>
<th>Discipline Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Littering/untidying classroom</td>
<td>Restitution - cleaning, tidying – more than just remediating original offence</td>
</tr>
<tr>
<td>Vandalism/destruction of property</td>
<td>Restitution - cleaning, repairing (where possible), being made responsible for cost of repairs (parental involvement)</td>
</tr>
<tr>
<td>Not wearing a hat in the playground</td>
<td>Exclusion from the use of the property, for a time.</td>
</tr>
<tr>
<td>Out of uniform/Not complying with dress/grooming code</td>
<td>Exclusion from play. Student instructed to sit in shade areas, verandah near canteen or weather-shed.</td>
</tr>
<tr>
<td>Possession of dangerous or offensive object</td>
<td>Letter to parents if offence is not correctable by student at school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL Behaviour</th>
<th>SPECIFIC Offences</th>
<th>Range of Appropriate Discipline Measures</th>
</tr>
</thead>
</table>
| Minor | • Discourteous, ill-mannered behaviour  
• Not completing class work, homework to teacher expectations  
• Disruption to class activities or lesson  
• Anti-social behaviour  
• Failure to comply with school expectations  
• Late for class after Recess or Lunch  
• Venturing into out of bounds areas of playground or school buildings, including being in classrooms without a teacher present  
• Inappropriate behaviour in lines/assembly/chapel | • In class or playground discipline strategies, with more significant strategies being used for repeated offences  
• Class Performance Card (for students with negative long-term behaviour pattern)  
• Room Detention – where other measures, including in-class detentions, are ineffective |
<table>
<thead>
<tr>
<th>Significant</th>
<th>Serious</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Minor assault/deliberate injury to others</td>
<td>• Serious/wilful assault</td>
<td>• Serious crimes which endanger community safety</td>
</tr>
<tr>
<td>• Unsuitable language/swearing</td>
<td>• Victimisation/bullying of others</td>
<td></td>
</tr>
<tr>
<td>• Endangering the safety of others through own</td>
<td>• Indecent/offensive behaviour</td>
<td></td>
</tr>
<tr>
<td>actions, neglect or irresponsibility</td>
<td>• Continued disobedience or defiance of a teacher or teachers</td>
<td></td>
</tr>
<tr>
<td>• Degrading, insulting, demoralising or hurtful</td>
<td>• Student has ignored all attempts to help remedy the problem</td>
<td></td>
</tr>
<tr>
<td>words or actions towards another</td>
<td>• A deterioration of behaviour rather than an improvement</td>
<td></td>
</tr>
<tr>
<td>• Disobedience of a teacher</td>
<td>• Affecting comfort and progress of other students or teachers within the school</td>
<td></td>
</tr>
<tr>
<td>• Theft or damaging of school or other’s property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In class or playground discipline strategies,</td>
<td>• Counsel</td>
<td></td>
</tr>
<tr>
<td>with more significant strategies being used for</td>
<td>• Referral to Executive (mandatory in the case of a serious offence)</td>
<td></td>
</tr>
<tr>
<td>repeated offences</td>
<td>• Restitution</td>
<td></td>
</tr>
<tr>
<td>• Room Detention (for playground offences)</td>
<td>• Isolation</td>
<td></td>
</tr>
<tr>
<td>• Counsel</td>
<td>• Letter to parent – suggesting options for discipline at home</td>
<td></td>
</tr>
<tr>
<td>• Suspension, recommendation of expulsion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Repeated Behaviour**

Where a student has an emerging profile of repeated offences, higher order strategies from the hierarchy should be employed and, where necessary, the student’s profile should be reported for further action (see below), including referral to colleague/executive.

**Collegiate Reporting**

In order to ensure the behavioural profile of repeating offenders is noted and acted upon staff should report serious and significant offences to the student’s class teacher. The class teacher should keep records of such reports and take action where a significant profile develops. The teacher must report any student with recurring or serious offences to the appropriate coordinator. Major offences must be reported to a member of the school executive as soon as a staff member becomes aware of the offence.

### SECONDARY CODE OF CONDUCT

Behaviour flows from attitude and choices; therefore each person is responsible and accountable for his/her own actions. Consider the following principles which provide the foundations for a well-ordered school:

1. **RESPECT GOD**
   In all you do, seek to honour and obey God. The great commandment in Matthew 22: 34-40
   “Love the Lord your God with all your heart, with all your soul and with all your mind.”

2. **RESPECT THE STAFF**
   Follow their instructions, address them politely, and seek their help in learning.
   Titus 3:1 “Remind your people to submit to rulers and authorities, to obey them to do good in every way.”

3. **RESPECT YOUR FELLOW PUPILS**
   Be helpful whenever you can. Don’t cause fights and don’t do anything that might cause injury. Seek to build up and encourage each other.
   1Thessalonians 5:11 “Therefore encourage one another and build one another up, just as you are doing”.

4. **RESPECT THE PROPERTY OF OTHERS**
   Don’t steal or damage others’ property and be sure to hand in lost property.
   Exodus 20:15 “You shall not steal”.

5. **RESPECT THE TRUTH**
   Be honest in all situations and never make up lies about others. 1 Peter 2v1
   “Rid yourselves, then, of all evil; no more lying or hypocrisy or insulting language”
LEARN ALL YOU CAN
Make up your mind to pay attention to your work, join in school activities and develop your skills during your school years.
Proverbs 23:12 “Pay attention to your teacher and learn all you can”.

LOOK AFTER TCS PROPERTY
Take care of the buildings, furniture, grounds and all the property for which the State and your parents pay. Keep everything clean and tidy.
Proverbs 21:3 “Do what is right and fair; that pleases the Lord more than bringing Him sacrifices”.

EARN TCS A GOOD NAME
Dress properly, behave well, respect visitors, play sports fairly, do your best in all school activities.
1 Timothy 4:12 “Do not let anyone look down on you because you are young; but be an example for the believers in your speech, your conduct, your love, faith and purity”.

BE IN THE RIGHT PLACE AT THE RIGHT TIME WITH THE RIGHT EQUIPMENT
Never miss school, or any lesson without proper permission, and always be in bounds. Always bring the right equipment to each lesson.
James 4:17 “Whoever knows what is right to do and fails to do it, for him it is sin”.

HAVE THE RIGHT ATTITUDE
In all you do be gracious and loving, showing Christian qualities.
Philippians 2:5 “Your attitude should be the same as that of Christ Jesus.”

When a student’s conduct is contrary to the Secondary Code of Conduct the following strategies are suggested.

Specific Strategies – SECONDARY (7-12)

1. Teacher Strategies
The following correction strategies could be used for minor misdemeanours. They are arranged as a hierarchy.

(a) In-class isolation: movement of student to another desk or isolating them from other students.
(b) Sending student to Subject Coordinator: If a student needs to be excluded from the classroom, the student must be sent to the subject Coordinator.
(c) Lunchtime detention: staying in at lunchtime to do work or simply being detained. Be sure to allow students to eat and go to the toilet at some time during the lunch break. (A student is not permitted to have detention for more than half of lunchtime.)
(d) Restitution activities: eg. Picking up papers, cleaning, repairing, tidying, redoing a poor job, returning or replacing stolen or broken property, apology.
(e) Playground isolation: not allowed to play in the playground.
(f) Playground clean up: Ensure that students clean their hands with soap at the completion. Filling a plastic bag under direct teacher supervision is preferable to a ten-paper pickup without supervision. We are wanting to build relationship and walking and talking with a student helps you to get to know your students a little better.
(g) Discussion with Coordinator about different strategies to use for individual students.

NB Parent intervention - In keeping with the school’s partnership model, it is essential that parents be informed and become involved in affirmation and correction. A telephone call, a diary note or a letter may be used. Meeting with parents can help arrange future strategies to work on together.

(h) After School Work Detentions are permissible if the teacher ordering the detention supervises it. Parent notification is necessary. After School Work Detentions will not occur on Wednesday or Friday. (A student cannot normally serve a behaviour detention (see i) and a work detention on the same day.) The coordinator must countersign the note.

(i) Sending a student to the appropriate Coordinator with a note explaining the difficulty which could not be solved.

(j) Behaviour detentions are on Friday afternoon for one half hour or where repeated offences occur, one-hour detention. These can be given after consultation with the Coordinator. If a student accumulates 2 hours detention, then he / she must serve an executive.

(k) Persistent failure to complete homework will result in a student being placed on “Lunch Club” (refer to Appendix 3)
NB Teachers can only use Poor or Unsatisfactory on a term or semester report if they have previously spoken or written to the parents explaining the nature of the problem and looking at methods of remediation.

2. Coordinator Strategies
   (a) Meeting with the student and teacher and identifying issues and appropriate consequences.
   (b) An after school behaviour detention may be ordered by the Coordinator to be served on Friday afternoon.
   (c) Arranging a meeting with the parents.
   (d) If the student has been persistently sent out of class and low level correction has not succeeded, including after school detentions and contact with the parents, the Coordinator may present the student’s name at an Coordinators’ Meeting. The Coordinators will discuss whether close monitoring is required for the student after considering whether the student’s poor behaviour is a generalised phenomenon.

3. Senior School Studies Referral
   This may be given to a Year 11 or 12 student as an indication that the student is having difficulty dealing with the responsibilities associated with study in a subject area in the senior school.

4. Close Monitoring Level
   The use of the Correction Card Monitoring System
   (a) If misbehaviour is not generalised, the Coordinator will be responsible for closer monitoring of the student in an individual teacher’s classroom.
   (b) If the behaviour is generalised and the Coordinators believe it would be helpful, the student may be placed onto a Monitor Card. Please see pages 19 - 21 for a description of the Correction Card Monitoring system.

5. School Executive Level
   The School’s Executive may use the following at its discretion:
   (a) Friday Executive Detention: Parents informed and students serve a 2 ½ hour afternoon detention at school on a Friday, which is supervised by the Assistant Principal or the Director of Welfare.
      - A student who accumulates 2 hours of Friday detention is automatically placed on a Friday Executive Detention.
      - A student may receive this detention for serious behaviour, such as an act of bullying.
      - A student who is at school and fails to report for Friday detention on the last day of term will receive this detention.
      - A student who receives 3 Executive Detentions in a school year will receive an in-school Suspension.
      - If a student receives further Executive Detention, he/she will may referred to the Principal.
      - Only the Principal or Assistant Principals can place students on Executive Detention. (A Coordinator can recommend a student for this detention.)
   (b) Class Suspension: A Coordinator has the authority to suspend a student from class for up to a fortnight. This would not normally be done until Level 1 monitoring had been tried. The A.P. would need to be notified and a letter is to be sent home. The Coordinator will arrange suitable supervision of the student. Parents must be informed.
   (c) In-School Suspension: Where Correction Card Monitoring System is not working effectively, parents are informed and the student stays in a Coordinator’s classes or outside the Assistant Principal’s office. A letter is sent home to parents. Only the Assistant Principal will make this decision.
   (d) Suspension from school - This strategy will be considered where the application of lesser measures over a period of time, have produced no change in the student’s behaviour. It will also be used for serious offences. The Principal will make this decision.
   (e) Expulsion from school - Where a student’s behaviour pattern is making a significant, negative impact on the school community as a whole and where that behaviour is clearly in breach of the enrolment agreement, the Principal may report the matter to the School Board who will consider possible withdrawal of enrolment from the school. Other circumstances may require notification of Welfare agencies or the Police.

- THE USE OF CORRECTION CARD MONITORING SYSTEM (THE DISCIPLINE PROCESS)

The Correction Card Monitoring System aims to clearly communicate to parents, students and staff that a student is in a process of correction and is experiencing close monitoring.
1. All students begin on level 0. A student would ordinarily be placed on a higher level only after a variety of teacher related correction tools have been used and after the Discipline Coordinator has been informed. Coordinators may monitor student behaviour for some time before recommending the student be referred to the Discipline Coordinator.

2. Once on a level, the normal procedure will be:
   (a) The student on a Yellow card will be on this level normally for ten days. The Discipline Coordinator supervises this card but the coordinator must be informed so it can be reported at the Executive Meeting. (If deemed unsatisfactory a review of level will occur)
   (b) Initially, students placed on Green card will remain on it for three weeks. The Faculty Coordinators, Director of Welfare and the Assistant Principal will review the student and if the behaviour has improved then he/she may have the card withdrawn.
   (c) Initially, students placed on Blue booklet will remain on it for four weeks. The Director of Welfare will review the student and if the behaviour has improved then he/she may have the booklet withdrawn. (If unsatisfactory - a Saturday detention or suspension or both, will be considered).
   (d) Initially, students placed on a red booklet will remain on it for five weeks. The Principal will review the student and if the behaviour has improved then he/she may have the booklet withdrawn.

3. If persistent difficulties with behaviour occur, students may remain on a level though they will more likely be transferred to a higher level.

4. The card issued to the student by the Discipline Coordinator (appropriate for the students year) will require the signature and comment of each class teacher.

5. The cards will have monitoring criteria, which allows the teacher to rate both the student’s behaviour or work habits as Excellent, Good, Satisfactory, Fair or Poor.

6. The discipline coordinator will inform parents that the student has been placed onto a monitoring card. A Parent interview would normally be arranged during the process of monitoring.

7. The parents must sign the card each night. Sanctions will be imposed for unsigned or incomplete cards.

**Responsibilities**

The cards will be:

- **Yellow Card** Monitored by the Discipline Coordinator at the beginning of each day.
- **Green Card** Monitored by the Director of Welfare at the beginning each day.
- **Blue Booklet** Monitored every morning and every afternoon by the Assistant Principal.
- **Red Booklet** Monitored by the Principal as organised.

The following Table may be used as a guide in the administration of correction techniques where the student’s conduct is consistently contrary to the Secondary Code of Conduct.
<table>
<thead>
<tr>
<th>Level</th>
<th>Reason for Level</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Every student begins at this level.</td>
<td>Students participate freely in all school activities</td>
</tr>
</tbody>
</table>
| Yellow | - Not responding to measures taken by the classroom teacher.  
- Disruption to classes, rudeness to teachers,  
- Failure to comply with school expectations eg continually late to class, unexplained absences, out of bounds  
- Constantly ill equipped  
- Constant uniform infringements  
- Two or more detentions in one week | - After using a variety ofCorrection strategies and contact with parent, teacher referral to the Coordinator (who may place student on an after school detention or use some other form of correction tool)  
- Coordinator may bring name of student to Coordinator’s Meeting  
- At Executive Meeting, the student may be placed on Level 1 Card for ten days  
- More than Level 1 twice move to Level 2 |
| Green | - Failure to comply with Yellow card requirements  
- The student is experiencing problems in a variety of classes or situations  
- Other infringements such as minor vandalism, indecent or offensive language, bullying, minor fighting, cheating  
- Failure to improve behaviour | - Parent interview  
- 2 satisfactory weeks on Level 2 card  
- Possible exclusion from classes or recess and lunch  
- Possible exclusion from sporting activities and excursions  
- Possible referral to counsellor |
| Blue | - Failure to comply with Green card requirements  
- Failure to show any interest in his/her education  
- Student has continued to ignore the rights of others in the school  
- Other infringements of a more serious nature eg. serious fighting, verbal or physical violence, high level vandalism | - Parent interview with Assistant Principal and the Director of Welfare  
- 4 weeks on Green booklet  
- Loss of privileges eg. excursions, representing school at Sports events  
- Principal informed  
- Possible referral to Counsellor |
| Red | - Failure to comply with Blue level requirements  
- Student has ignored all attempts to help remedy the problem  
- A deterioration in behaviour rather than an improvement  
- Affecting progress of other students or teachers within school  
- Other severe infringements such as:  
  - Harassment – sexual, racial, gender, physical and mentally challenged  
  - Sexual activity  
  - Possession/use of illegal substances such as cigarettes, drugs or alcohol  
  - Theft | - Student referred to the Principal  
- 5 weeks on Red booklets.  
- Student will be excluded from all classes and/or undergo a short suspension from school until a parent interview takes place  
- Principal may suspend for a longer period after parent interview  
- Other loss of privileges will apply as at Green and Blue levels.  
- The Principal may recommend expulsion to the School Board. Only this body has the right to withdraw a student’s enrolment. |
| 5 | - Serious crimes, which endanger community safety, such as dealing drugs or sexual assault. | - Contacting Welfare agencies or Police  
- Withdrawal of enrolment by the Board |
COMMUNICATION OF DECISIONS REGARDING AFFIRMATION & CORRECTION OF STUDENTS

1. Staff will be notified about students on Levels 1 – 2 Correction Card via Staff Meeting Minutes. The Discipline Coordinator will be responsible for this.

2. Staff will be notified about students on Levels 3 – 4 Correction Cards through the Coordinators’ minutes and through a memo from the Director of Welfare and/or Assistant Principal/Principal.

K-12 DISCIPLINE RELATED TO SPECIFIC EVENTS OF A SERIOUS NATURE

Such incidents may include but are not limited to truancy, an act of violence, sexual harassment, bullying, cyber-bullying, damage to property, stealing, possession, use and sale of drugs, possession and consumption of alcohol. In these cases the determination of the appropriate discipline will involve the consideration of:

- Previous patterns of behaviour exhibited by the student (for example the student may have previously truanted)
- The seriousness of the event related to its impact on other members of the school community and the person themselves
- The specific involvement of a student in inappropriate group behaviour.

The appropriate discipline may be an in-school suspension or a suspension from school. In the above situations the discipline will be determined by the Assistant Principals and/or Principal and will involve parental contact.