



COLLEGE POLICY

DISCIPLINE

VERSION
6.4

Document and Version Management

Version Number	Approval Date	Reviewed by	Approved by	Amendment Details	Review Date
1.0	November 2013	Deputy Principal (Students)/Head of Primary	Principal	Created	November 2014
2.0	November 2014	Deputy Principal (Students)/Head of Primary	Principal	Minor adjustments	November 2015
3.0	September 2016	Deputy Principal (Students)/Head of Primary	Principal	Minor adjustments	September 2017
3.1	October 2017	Deputy Principal (Students)/Head of Primary	Principal	Minor Formatting	October 2018
3.2	February 2018	Deputy Principal (Students)/Head of Primary	Principal	Addition of corporal punishment statement	October 2019
4.0	November 2019	Deputy Principal (Students)/Head of Primary	Principal	Inclusion of explicit statement	November 2020
5.0	March 2020	Deputy Principal (Students)/Head of Primary	Principal	Changes to Primary Discipline Policy	November 2020
5.1	September 2020	Deputy Principal (Students)/Head of Primary	Principal	Update of roles following restructure	November 2020
6.0	October 2021	Dean of Primary/Dean of Secondary	Principal	Changes to Primary and Secondary discipline process. Document reformatted	October 2022
6.1	April 2022	Dean of Primary/Dean of Secondary	Principal	Inclusion of Restorative Practices following a Send Out	April 2023
6.2	November 2022	Dean of Primary/Dean of Secondary	Principal	Changes to Primary Discipline Process	November 2023
6.3	August 2023	Dean of Primary/Dean of Secondary	Principal	Changes to Primary Discipline process to cover Severe offences	November 2024
6.4	December 2024	Dean of Primary/Dean of Secondary	Principal	Reviewed and accepted	November 2025

DISCIPLINE POLICY

1.0 Purpose

The purpose of this policy is to ensure there is a consistency of practice across teaching staff, and their handling of accountability measures, and corrective intervention when students make unwise choices in their behaviour.

2.0 Scope

This policy applies to all teachers and education assistants.

3.0 Policy

The Student Code of Conduct is the central focus of discipline for each student at the College.

All students and teachers have a right to:

- Learn or teach free from disruption.
- Be treated courteously.
- Be free from any form of discrimination, including verbal and physical abuse.
- Work in a clean, safe and healthy environment.
- Have their property respected and cared for.

There are many ways in which students are encouraged in normal College life to be well disciplined. These include:

- teachers showing genuine interest in each student in their care.
- praise and encouragement are given.
- the use of affective language.
- physical awards which include Merit Certificates, Prizes and Trophies.
- acknowledgment to peers in class, at year level assemblies and whole school assemblies.

The result is that students are being trained to be self-disciplined. They are taking responsibility for their actions in a caring community.

Kingsway Christian College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. See below for definitions of these terms.

Definitions

Child abuse

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- 2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a. The child is the subject of bribery, coercion, a threat, exploitation or violence.
 - b. The child has less power than another person involved in the behaviour; or
 - c. There is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

- 3) Emotional abuse includes:
 - a. Psychological abuse; and
 - b. Being exposed to an act of family and domestic violence.
- 4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a. Adequate care for the child; or
 - b. Effective medical, therapeutic or remedial treatment for the child.

Corporal Punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in any uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.

Degrading punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

3.1 Rationale

Training for self-discipline is based on Restorative Practices. While it's recognised that there needs to be consequences and structures in place, it's also recognised that there are opportunities to support, guide and lead children. The focus is not on punishment, but rather, it's about using a set of principles and practices that encourage children to take responsibility for their behaviour by thinking through the causes and consequences of their actions and learning to self-regulate. A Restorative Practice approach fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

In a rules-led system, the tendency is for the teacher to rely solely on telling the child what they've done wrong and how they're going to pay for it: for instance, by sending them out of the classroom. Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences, what they could do better next time in the same situation, and how they can make things right. It's all about developing and repairing relationships, building a community based around empathy and self-learning where children take responsibility for their behaviour, and learning to self-regulate. In addition to serving the cause of fairness and justice, restorative approaches contribute to social and emotional learning.

In the classroom, teachers negotiate the behaviours acceptable for their community of learners. These are based on creating an environment that is positive, fair, and harmonious, one where the focus is on learning, having authentic conversations, and providing specific tools to help bring issues and conflicts forward.

4.0 Discipline Process

4.1 Primary Process

When children choose not to uphold the appropriate behaviour in the classroom, teachers will use the following strategies from the *1-2-3 in the Classroom*¹ text:

1. Determine whether the student's behaviour is a Start or Stop behaviour²
2. For all Stop behaviours:

1

If a child is not behaving appropriately, the teacher will calmly and simply, say "that's one"³ and hold up one finger, quickly stating the inappropriate behaviour.

2

If the same child continues this behaviour or starts it again within a short period of time, the teacher will say "that's two" and hold up 2 fingers.

3

If the behaviour continues, the teacher gives a third count, and the student is given a time-out card and will be asked to walk this card to Primary Admin.

The child is asked to reflect on their behavior and reset, ready to recommence the activity when they return to the class. The few minutes brain break is to help the child reset.

3. If the child remains disruptive with the same behaviours, the above process will be repeated, but at the third count, this will result in a Send Out. They will be asked to report directly to the Associate Dean/Dean of Primary, who will discuss this with the child using Restorative Practices:
 - i. What happened?
 - ii. What were you thinking at the time?
 - iii. Who has been affected by what you have done? In what way?
 - iv. What could you do next time in the same situation?
 - v. What do you think you need to do to make things right?

A first Send Out will also result if a student in Years 1-6 has been given 3 timeouts during a term (age appropriate).

Parents will be notified via email that their child has been spoken to about their behaviour and asked to speak to their child about self-regulating their behaviour.

¹ Thomas W. Phelan *1-2-3 Magic in the Classroom*, (Sourcebooks, Illinois, 2016)

² 1-2-3 Chapter 2 p7

³ 1-2-3 Chapter 6 p29

4. If the child continues with this behaviour and receives 2 Send Outs, it will result in an in-school suspension. Parents will be contacted and asked to meet with the Dean/Associate Dean of Primary. This meeting, which includes the child, will talk through how to help the child better self-regulate their behaviour. An Individual Behaviour Plan may be developed to support students in targeting specific behaviour/s which impact their (or peers') academic achievement or social and emotional wellbeing.
5. A student who receives 3 Send Outs within a year will be given an in-school suspension (age appropriate), parents will be asked to meet with the Dean/Associate Dean of Primary, and they will be notified in writing that this is the first official warning.
6. A student who receives 4 Send Outs within a year will be given an at-home suspension, parents will be asked to meet with the Dean/Associate Dean of Primary, and they will be notified in writing that this is the second official warning.
7. When there's no change in the behaviour of the child after a prolonged period of intervention, having received 5 Send Outs within a year, the College may ask for the student to be withdrawn from the College.
8. Allowances and accommodations will be in place for children with a diagnosed or imputed disability according to NCCD standards.

Response to Inappropriate Behaviours

- Physical violence
- Abusive language
- Stealing
- Bullying⁴
- Disrespect for a teacher
- Inappropriate content in technology

In all these situations the matter will go directly to the Associate Dean and then the Dean of Primary. Parents will be immediately contacted and asked to come to school to meet with their child and the Associate Dean and Dean of Primary. Depending on the severity and regularity of the offense and the age of the child, the College may issue:

- an in-school lunch time suspension
- ½ day in-school suspension
- one day in-school suspension
- one day at home suspension
- For repeat offenders (three incidents in one year) the student is withdrawn from the College.

⁴ For behaviour to be “bullying” it must be intentional, repetitive and potentially harmful. Accidentally hurting someone is not bullying. Not liking your friend's new haircut is not bullying. Having a disagreement or not wanting to play with someone aren't bullying.

The College will work closely with parents throughout the whole process as the aim is to support, guide and lead the child so that they can thrive.

Severe offence:	Parents meet with the Dean of Primary. The student is suspended immediately for at least one day and can be excluded from the College on the first or second offence.
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As per the Australian Privacy Act and Privacy Principles, the Dean of Primary or Associate Dean of Primary will not share details of consequences relating to a student with anyone except that student and their parents/guardians.

4.2 Secondary Process

Three parallel systems of behaviour management run in the Secondary School:

- **Infringements**; for minor issues that do not impact others
- **I-Send Outs**; for disruptive behaviour in the classroom, or whilst under a teacher's direct supervision, that prevents other students from learning
- **O-Send Outs**; for disruptive behaviour outside a classroom which breaches the Code of Conduct

Infringements

Infringements are received for behaviours that do not impact another child's education and do not impose safety risks to other students. All Kingsway staff attempt to lead student behaviour through a restorative approach, but if that proves ineffective, they will record minor breaches as infringements in order to make parents/guardians aware of these minor issues and ask for their support. Infringements help students identify, remember and modify behaviours that interfere with the ethos, smooth running and/or appearance of the College. Examples that will lead a teacher to issue an infringement include when a student chews gum on campus, incorrectly wears their uniform, is late to class without reason, when they do not store their mobile phone in their locker etc.

Teacher²s will generally give at least one warning before issuing an infringement, providing the student with an opportunity to make positive changes in their behaviour of their own accord. A Form Teacher¹, for example¹, will work with a student for a number of days before issuing an infringement for wearing incorrect uniform. If a student continues to receive infringements the following consequences apply:

At 5 Infringements	Verbal warning and discussion with the Heads of Students
At 10 Infringements	Parents notified by the Heads of Students via a phone call or email. Student discussion with Heads of Students, reminded that further disruption will lead to suspensions
At 15 Infringements	Parents contacted by the Heads of Students via a phone call or in-person meeting. A half-day in-school suspension is issued, student discussion with Dean of Secondary
At 20 Infringements	Parents meet with the Dean of Secondary and a minimum 1 day at home suspension is issued. Student will lose good standing.
At 25 Infringements	Parents meet with the Dean of Secondary. The student is withdrawn from the College.

All students commence a new academic year with a “clean slate”.

I-Send Outs

All teachers at Kingsway Christian College aim to maximise the learning opportunities for students in their care. Whilst teachers bring their own individual style and approach to the classroom, all work within a professional framework to keep students safe and free to engage in the learning process without unnecessary distraction. Teachers in Secondary use Assertive Discipline⁵ strategies to achieve this goal.

It is expected that teachers will set clear expectations for all students in their class, acknowledging the wide-ranging developmental stages that exist across Secondary with students varying in age from 11 to 18 years. Some classrooms require use of heavy machinery, dangerous equipment and harmful chemicals, and therefore the situational context must always be considered when evaluating what is appropriate behaviour.

When a student engages in behaviour that disrupts the learning of others, the teacher will verbally warn the student and positively guide them back to behave in line with expectations. If the student doesn't respond appropriately and comply with their teacher's instructions, the teacher writes the name of the disruptive student on the whiteboard. This is their first warning. The student may also be moved to another location in the classroom if possible, to allow them to "reset". The same process is followed if disruption by the same student occurs and a cross is placed next to their name. This is the second warning. If there is any further disruption from the same student during the lesson the teacher will immediately send him/her to the Administration Office where they will report to the Heads of Students and have an I-Send Out recorded on their file.

The teacher and student will both submit a report to the Heads of Students containing their account of the behaviour that led to the send out. In consultation with the Dean of Secondary, the Heads of Students will hold a restorative meeting with the teacher and student as soon as practicable, with the expectation that the student does not take part in that class again until after the meeting has occurred. A chaplain may also be called upon to support the student depending on the context of the situation.

Disrupting the learning of others is considered a serious breach of the Student Code of Conduct and therefore brings the following consequences:

1st Time:	Verbal 'warning' and discussion with Heads of Students
2nd Time:	Parent notified by the Heads of Students via a phone call or email. Student notified that further disruption will lead to suspensions.

⁵ Lee Canter *Assertive Discipline: Positive Behaviour Management for Today's Classroom* - 4th ed., (Solution Tree Press, Indiana, 2010)

3rd Time:	Parents contacted by the Heads of Students via a phone call or in-person meeting. A half-day in-school suspension is issued, student discussion with Dean of Secondary.
4th Time:	Parents meet with the Dean of Secondary and a minimum 1 day at home suspension is issued. Student will lose good standing.
5th Time:	Parents meet with the Dean of Secondary. The student is withdrawn from the College.

Automatic I-Send-Outs

A student may be sent out of class without warning for any serious:

- Breach of safety
- Physical, verbal or cyber abuse
- Misuse of equipment (including IT)
- Breach of the Student Code of Conduct

O-Send Outs

When a student behaves in a manner contrary to the expectations described in the Code of Conduct outside of the classroom environment, the teacher on duty will attempt to resolve the situation immediately using a restorative approach⁶, ensuring everyone present is safe. The teacher will report the incident and send the student to the Administration Office. The student will remain in the office until they are interviewed by the relevant Head of Students or Dean of Secondary. Depending on the context of the situation and the severity of the breach, the student may have an O-Send Out recorded on their file.

Where the breach results in broken relationships between students or students/staff, a restorative meeting will be scheduled for all parties involved. The context and nature of the O-Send Out will be used to determine consequences on a case-by-case basis as determined by the Dean of Secondary. The following will be used as a guide:

Light offence:	Parents contacted by the Heads of Students via phone call, email or in-person meeting. A half-day suspension is issued on each occasion.
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⁶ <https://www.educ.cam.ac.uk/research/programmes/restorativeapproaches/RA-in-the-UK.pdf>

Serious offence: Parents contacted by the Heads of Students or Dean of Secondary via phone call or in-person meeting. On second or subsequent occasions the parents meet with the Dean of Secondary. On each occasion a full-day suspension is issued. If a student receives 3 or more O-Send Outs for serious offences during any twelve month period they are withdrawn or permanently excluded from the College.

Severe offence: Parents meet with the Dean of Secondary. The student is suspended immediately for at least one day and can be excluded from the College on the first or second offence.

Use or possession of illegal drugs by a student is immediate withdrawal or exclusion from the College.

In some cases, after a student receives an O-Send Out they will be required to seek support from an external agency or health professional in order to continue their enrolment with the College.

As per the Australian Privacy Act and Privacy Principles, the Heads of Students or Dean of Secondary will not share details of consequences relating to a student with anyone except that student and their parents/guardians.

4.3 Off-Campus (Including Cyber) Abuse

The College will impose formal sanctions when a student engages in behaviour off-campus that causes, or threatens to cause substantial or material disruption, or interferes with the rights of a student to feel safe and secure. This includes actions that take place at any point in time in shopping centres, public open spaces, on public transport or in any digital form. These sanctions may include suspension or exclusion from the College and will be determined at the discretion of the Principal or relevant Dean.

Note: To be read in conjunction with the College Bullying Prevention Policy.

5.0 Relevant Legislation

- Criminal Code 1913
- School Education Act 1999
- School Education Act Regulations 2000
- Occupational Safety and Health Act 1984 and Regulations 1996
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Equal Opportunity Act 1984
- The Privacy Act 1988