

Belmont Christian College

Discipline and Behaviour Management Policy

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VISION

The College's vision is that we might be a Christian community which seeks to nurture and train young people to grow up into Christ.

INTRODUCTION AND PURPOSE

This Policy relating to a safe and supportive environment is intended to:

- Meet the legislative obligations in relation to a safe and supportive environment
- Guide staff, volunteers and students on how to behave with students in the College
- Clarify the parameters of appropriate and inappropriate conduct for staff and volunteers of the College in order to create a safe and supportive environment for students in accordance with the College's mission and values and the Christian commitment BCC embraces
- Model a contemporary workplace at the College that is faith-filled, collaborative, consultative and lawfully compliant in relation to contemporary practice
- Outline procedures for training staff to fulfil their responsibilities

SCOPE

The Policy applies to all persons engaged to work in, or to provide services to, the College and to all students of the College.

RELATED POLICIES AND RESOURCES

The policies and codes which are to be read in conjunction with this policy are:

- CP FRM 01 BCC Staff Child Protection, Codes of Conduct & Child Safe Standards Agreement Form
- CP RES 03 Child Safe Standards Guide
- CP RES 01 Guide to Implementing the NSW Child Safe Standards
- Disability Discrimination Act (1992)
- Disability Standards for Education (2005)
- ACA POL 15 Alternative Teaching Staff Policy
- BUS PP 02 Monitoring the Standard of Premises, Buildings and Facilities

MISSION AND VALUES

The College seeks to create a caring environment where Christian values inspire and affirm the highest standards of ethical conduct in relation to the care, support, and welfare of the students entrusted to it.

DUTY OF CARE

All College community members have a duty to take reasonable care for the safety and welfare of students in their care. That duty is to consider and take all reasonable action to protect students from known hazards or risk of harm that can be reasonably predicted. The standard of care that is required of a College community member must take into consideration various factors, such as a student's maturity, ability and behavior support plans.

This duty of care owed to students by all College community members applies during all activities and functions conducted or arranged by the College where a student is in the care of a College community member.

The risk associated with any activity needs to be assessed and managed by College community members before the activity is undertaken. A single serious failure to exercise appropriate duty of care, or persistent repeated failures, may constitute neglect or negligence according to the law if actual harm is caused, or if there is the potential to cause significant harm to a student.

PROFESSIONAL RELATIONS WITH STUDENTS

The College expects all of its community members to be caring, compassionate adults who take an interest in the well-being of students, and who set appropriate boundaries.

College community members must be aware that their interactions with students are based on a trusting relationship arising from the nature of their role in the College, and that those relationships are open to scrutiny.

At all times College community members must treat students with respect and behave in ways that promote their safety, welfare and well-being.

College community members should act professionally at all times. BCC "Guidelines for Teaching and Protecting Children and Young People" (refer to Child Protection Policy) outlines ways to assist teachers and volunteers in maintaining correct professional relationships and boundaries with children.

CHILD-FOCUSED MANAGEMENT

All College community members will ensure that they use child-focused risk management practices in all their activities in accordance with the College's policies and procedures. In this regard all College community members must ensure that they comply with all legislative and policy obligations.

STAFF OBLIGATIONS TO REPORT

The College requires staff to report any concern they may have about the safety, welfare or wellbeing of a child or young person to the appropriate person and in accord with the procedures whether it be a welfare issue or a safety issue related to the physical environment

IMPLEMENTATION OF POLICIES

The responsibility for the implementation of all Wellbeing, Welfare and Safety Policies lies with the Principal.

Accessibility

A PDF of these policies will be kept on the College server G:\Shared Drives\Policies & Related Documentation\BCC POLICIES for ready access by all staff.

Communication and Training

The Principal is responsible to oversee the communication of these policies as they relate to staff, students and parents/carers.

- **To Staff** - The Principal and/or delegate (generally the Heads of School) will communicate Wellbeing, Welfare and Safety Policies in Professional Learning sessions to teachers and in staff meetings. In relation to safety (WH&S, First Aid and Risk Assessment and Management) all staff members (including the Business Manager) will attend training sessions at the commencement of Term One.
- **To Parents** - The Principal will communicate the College expectations for students and parents/carers at the enrolment interview. At enrolment, parents/carers are required to make a commitment to comply with all relevant policies and procedures of the College. All relevant processes relating to parents/carers and students in these policies will be communicated through the Primary School Live A – Z Guide, Secondary School Live A - Z Guide, Sentral Parent Portal (for BCC Parents), the College Newsletter, assemblies and, as specified by NESA Registration and Accreditation Manual, in the Annual Report which can be accessed on the College website. <http://bcc.nsw.edu.au/>
- **To Students** - The Heads of School, Head of Wellbeing (Secondary), Stage Leaders, Curriculum Leaders and teachers will communicate the Code of Conduct to students through every part of daily College life. These include, but are not limited to, staff modeling Christ-like behaviour, instruction, the curriculum, assemblies and co-curricular activities. General student responsibilities and codes of behavior are published in Sentral Wellbeing.

Compliance

The Principal is responsible for the formation of a BCC culture that is a safe and supportive environment that reflects Christian beliefs, values and practices, and that enables the delivery of a quality education. The Business Manager, who oversees property management, is responsible for the maintenance and repair schedule associated with WH&S and risk management.

CONTEXT

The purpose of Belmont Christian College is to provide a Christian educational community as a centre of teaching, learning and service founded on Biblically-based beliefs, values and practices.

The Bible very clearly commands that Christians must act lovingly towards others, regardless of whether love is deserved. To be followers of Christ, one must be willing to love, forgive, feel empathy, protect and be willing to serve others in all contexts. In Mark 12, Jesus teaches His followers about the greatest commandments:

Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. (vs 30) and love your neighbour as yourself. (vs 31)

Jesus states that there are no other commandments greater than these. To love God with all your being implies that you will treat others well that they might flourish. If loving God and loving others is to be at the centre of the Christian life, then a caring and supportive community is key to a Christian education. We expect every member of our Community to give and receive care and respect. This reflects that we are all created in God's image: created uniquely and with dignity.

Staff are committed Christians whose lives are to reflect the character of Christ and they support the College's culture by implementing the College's policies in relation to a safe and supportive environment. Behaviour Management and Discipline are an integral part of pastoral care in fostering caring and supportive relationships that support the well-being of the students and the delivery of a quality education.

PURPOSE

The purpose of this policy is to foster a safe and supportive environment where students' attitudes and behaviours are consistent with the culture of the College as expressed in the Code of Conduct.

POLICY STATEMENT

The College's Discipline and Behaviour Management Policy and Procedures are based on procedural fairness. Procedural Fairness is related to the right of a fair hearing; the right of an unbiased decision; and the right of appeal. The procedures adopted provide procedural fairness when conducting disciplinary proceedings regarding serious disciplinary matters that may lead to expulsion or long suspension.

The requirements for giving procedural fairness or natural justice are not fixed and can vary depending on the circumstances. The NESMA Manual for Non-Government Schools sets out the requirements for providing procedural fairness that it considers appropriate in schools dealing with serious disciplinary matters which may result in a long suspension or expulsion. The Manual (at para 3.7.1) provides:

- The 'hearing rule' includes the right of the person against whom an allegation is made to:
 - know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
 - know the process by which the matter will be considered
 - respond to the allegations
 - know how to seek a review of the decision made in response to the allegations.
- The 'right to an unbiased decision' includes the right to:
 - impartiality in relation to an investigation and decision making
 - an absence of bias by a decision-maker.

The Policy also recognises the need for well-researched multi-tiered behavioural interventions that are appropriate and effective, and available to all students regardless of eligibility of special education or other student support services.

In conformity with the requirements of the NSW Legislation, corporal punishment is not used at Belmont Christian College. Corporal punishment is not sanctioned nor practiced by a staff member or a non-College person. The College does not sanction or support the use of corporal punishment by parents/carers as a means of discipline outside of the College.

RELATED POLICIES

Particular attention should be given to the following:

- ACA PP 12 Anti-Bullying Policy & Procedures
- CP POL 02 Child Protection Policy

PRINCIPLES

- Discipline is a God-given responsibility of parents/carers and is an essential part of developing the whole child. It is understood to encapsulate all that acts to train a child in what is acceptable and wise behaviour. It will involve both commendation and censure.
- Commendation is the formal recognition of behaviour that is exemplary in terms of the values of the community and that constructively builds the relationships within and the effectiveness of that community.
- Censure is focused upon dealing with behaviour that is harmful to self or to others or that is unhelpful to the development of Christian community. However, in dealing with such behaviour the relationship with individuals, encompassed by the pastoral care principles of communion in Christ, reflection of His will for us and service to others, should never be broken or withdrawn.
- Discipline of children at College is implemented under the delegated authority of parents/carers.
- Discipline is directed towards the goal of self-discipline with the development of mutual respect, consideration of others and compassion.
- Discipline as practiced at Belmont Christian College is based upon the two tenets of respect for authority and proper use of authority. Thus, discipline will be administered with justice and fairness and should involve obvious due process under the responsibility of the Principal.
- Discipline is to help a child solve a problem and focus on solutions.
- Discipline by censure may involve exhortation, guidance, instruction, training and the implementation of consequences. All parties need to be committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation/restoration.
- The Police Youth Liaison Officer or other experts/authorities may be called to speak to student/students if the Principal deems it necessary.

PROCEDURAL GUIDELINES

- The procedures should address in class and out of class contexts.
- Classroom discipline is primarily the responsibility of the teacher who is expected to keep parents/carers informed early of any patterns of difficulty or critical incidents. There are support systems in place to help classroom teachers when students are not responsive to their effort.
- Discipline includes commendation and the implementation of positive strategies that promote self-discipline and respect for others.
- Persistent issues of classroom misbehaviour requiring discipline should first be managed by the classroom teacher, who may then refer to their appropriate Curriculum Leader (Secondary) or Stage Leader (Primary), then, if ongoing, to the relevant Stage Leader (Secondary) who will ascertain the extent to

which the behavior is repeated across different classes in consultation with the Head of Wellbeing (Secondary) and the Head of School.

- Playground issues are generally the responsibility of the staff member on duty or who witnesses behaviour requiring discipline and they have the support of the Duty Coordinator of the Day and relevant Head of School.
- Issues should be followed up and be documented within a week.
- Significant misbehaviour and serious incidents should not be handled individually – the offending student should be removed from the situation, or if that is not possible, be withdrawn from other students while support is obtained.
- All teaching staff should familiarise themselves with the discipline procedures and processes.
- Monitoring and recording of this information is the responsibility of the teacher/leader/Head of School addressing the behaviour. All documentation related to a student's welfare is retained in the student's electronic file.

COMMENDING STUDENTS - SECONDARY SCHOOL

1. Merit System

'...and each one shall receive a reward according to his own labour.' 1 Cor 3:8
'... whatever is true ... lovely ... praiseworthy ... dwell on these things.' Phil 4:8

Aims:

To encourage and reward student effort and accomplishment. Using a system that:

- Is seen as achievable by the students
- Improves the tone of the College by focusing on rewarding the 'positives' rather than punishing the 'negatives'
- Encourages students to strive for excellence, acknowledge the success of others and accept commendation when deserved

Merits:

Students may gain merits in the following categories:

- **Academic Achievement:** For achievement and effort, including significant improvement
- **College Ministry:** For serving the College in a ministry capacity such as Chapel Band, leadership/participation in student-led lunchtime groups/initiatives, presentation of devotions or other forms of service specifically related to ministry
- **Cultural Service:** For participating in band, drama/dance group, and events such as Musical, ANZAC Day representation, Inter-school Debating, Science & Engineering Challenge, and other cultural activities
- **College Service:** For giving time and effort to serve the College, teachers and/or fellow students
- **Sporting Achievement:** For participation in representative sports
- **Uniform:** For consistently wearing correct uniform
- **Conduct:** For consistently conducting themselves in an excellent manner

2. Levels of Achievement:

Students accrue Merit Awards to reach different (progressive) levels of commendation such as:

- BRONZE = 5 merits
- SILVER = 10 merits (covering at least two categories)
- GOLD = 15 merits (covering at least three categories)

Students who reach the various levels of merit receive letters of commendation, acknowledging their

achievements.

3. Secondary School Assemblies, Connect and Year Meetings, Annual Presentation at the Annual BCC Festival

Recognition of achievement through positive referral fosters students' connectedness and sense of belong to the BCC community. It also builds positive regard for themselves, their peers and their school.

Staff are encouraged to openly and regularly recognise student achievement in academic, community, cultural and sporting domains as well as for general support and commitment to the College community. The regular Assemblies and Year group Connect meetings allow for the recognition and celebration of present and ongoing achievement. The end of year whole College community BCC Festival recognises a range of academic, community, cultural and sporting achievements.

COMMENDING STUDENTS - PRIMARY SCHOOL

'...and each one shall receive a reward according to his own labour.' 1 Cor 3:8

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Aims:

To encourage and reward student effort and accomplishment. Using a system that:

- Is seen as achievable by the students
- Improves the tone of the College by focusing on rewarding the 'positives' rather than punishing the 'negatives'
- Encourages students to strive for excellence, acknowledge the success of others and accept commendation when deserved

Procedures:

- Merit Awards in morning assemblies, placed in Sentral Wellbeing as a 'positive'
- 'Great Learning' Head of Primary Award. A teacher may send 4-5 students to the Head of Primary with work they are proud of. Students receive a sticker and have a photo as a group which is displayed in Primary News
- Principal Awards (5 per term for Year K - 6)
- Student Leader representatives recognition (start of each year) certificates & badges
- Regular sporting achievement recognition with medals, trophies and individual class award systems with recognition/rewards/prizes (eg 'Stella Award' for IT students)
- The end of year whole College community BCC Festival recognises a range of academic, community, cultural and sporting achievements

CENSURE - SECONDARY SCHOOL

Discipline across the College is based on a relational model. We seek to develop and maintain strong relationships between the students and their teachers. Teachers meet intentionally in the first 10 minutes of school each day with their students to do a range of planned Mini-Connect activities that are designed to strengthen student relationships and gives teachers some insight into student needs and individual strengths and weaknesses. Regular meetings with their Stage Leaders, the Head of Student Services & Wellbeing and the Head of Secondary enables the Connect teachers to foster and guide students who may be having difficulty maintaining expectations around their rights and responsibilities as students at the College. In the relational model teachers in Secondary School place emphasis on mutual respect, genuine care and restorative discipline in order to help the student return to positive and effective teacher/student/peer relationships through consistent positive example, fair rules, reasonable standards and appropriate and reasonable consequences for negative behavior, with the over-riding concern being for the wellbeing of the child and the College community. As part of our approach to equip students to work through conflict effectively we have integrated the Peacewise to help equip students to work through conflict in a God-honouring and peacemaking way.

Discipline involves communication and guidance towards what is right. Discipline strategies begin in the classroom by the classroom teacher, and include the use of the student diary and Sentral (Parent Portal) which notifies parents/carers of minor and recurring incidents. Persistent issues of classroom misbehaviour requiring ongoing discipline should be referred to the appropriate Curriculum Leader or Stage Leader. Then, if continuing, to the relevant Stage Leader who will ascertain the extent to which the behavior is repeated across different classes in consultation with the Head of Wellbeing, College Counsellor and/or the Heads of School. They will notify parents/carers of repeated or more serious misdemeanours and arrange meetings with parents/carers and/or other professional advisers to try to resolve the issue.

Discipline measures include:

- Teacher classroom management strategies
- Recess/lunchtime classroom teacher 'Reconnect'
- Head of School 'Reconnect'
- Tuesday Afternoon 'Reconnect': Students who are placed on a Head of School 'Reconnect' three times in one term are required to attend a supervised after school 'Reconnect' on a Tuesday (3.00pm - 4.30pm). More serious offences may result in students being placed straight onto a Tuesday 'Reconnect'. Students who receive 15 negatives are placed on a Tuesday afternoon detention.
- Check in cards (Digital or paper) will also be used together with prosocial behaviour strategies.
- With even more serious infringements, students may incur Suspension (In-School or Out of School), or Dismissal
- In-School Suspension - a student will be removed from all normal school activities for a specified period
- Out-of-College Suspension - a student will be required to remain at home under parent/carer supervision for a specified time. Students will normally only be re-admitted after an interview with parents/carers has occurred, and a Conduct Level Card and/or Student Behaviour Contract has been issued
- Dismissal - for repeated, serious breaches or a significant behavioural infringement, a student will be expelled from Belmont Christian College

Playground Issues/Incidents

These are monitored by the playground duty teachers who are on roster and who will, if necessary, alert their Duty Coordinator of the Day should they be unable to resolve an issue or manage an incident. Major incidents will be then forwarded to the relevant Head of School. All incidents should be entered on Sentral.

Minor - Day to Day Playground Incidents

Note: This is not an exhaustive list and other acts may also constitute incidents of minor inappropriate behaviour, depending on the circumstances of the case. Examples:

- Littering
- Bad sportsmanship
- Inappropriate wearing of uniform; taking uniform items from others; damaging equipment
- Excluding others from games for no apparent reason
- Inappropriate play
- Out of bounds

Actions

Incidents are to be dealt with initially by the teacher on duty who record minor playground incidents and are to notify the Duty Coordinator of the Day who will, if necessary, communicate incidents to the relevant Heads of School. If it is a major incident (physical violence) the Duty Coordinator will refer directly to the Head of School. The teacher must ensure an incident form is completed and handed to the Office and details entered in Sentral.

Major/Critical Playground Incidents

Note: This is not an exhaustive list and other acts may also constitute incidents of minor inappropriate behaviour, depending on the circumstances of the case. Examples:

- Bullying – verbal/physical
- Deliberate disobedience/ignoring teacher instruction
- Repeatedly uncooperative
- Stealing/Lying
- Willful damage, with minimal repair and/or serious damage to property
- Continued physical violence (requiring outside medical help)
- Possession of weapon(s)
- Possession, distribution or consumption of cigarettes, drugs, alcohol

Actions

These incidents require the attention of the Duty Coordinator if in the playground initially. The incident will be reported to the Head of School who will decide on next course of action according to the policy. The Head of School will communicate with the Head of Wellbeing and the College Counsellor before consulting with the Principal to determine the appropriate action to be taken.

Note:

- Attention must be given to the presence or applicability of Behaviour Support Plans that may be in place for some students that may require a range of different types of intervention and adjustments to meet the College's behaviour expectations.
- On occasion it may be necessary to identify a student who is in crisis. In a discipline context, the normal discipline procedure may not apply for a limited and identified period of time. The student and their parents/carers must be willing to accept the assistance of the College and act on College advice during the time the student has been declared 'in crisis'. All aspects of the normal disciplinary policy will apply if the student and/or parents/carers is not willing to work constructively with the College.
- On occasion, students may be withdrawn from the classroom, should a pattern of behaviour be identified, to disconnect them from this behaviour. In the event of this occurring, Heads of School or Stage Leaders will inform parents and carers, along with designing a suitable behaviour plan. This may result in any of the forementioned discipline measures, as proportional to the pattern of behaviour.
- The College is entitled to make decisions around such consequences in its absolute discretion. The disciplinary procedures adopted will vary according to the seriousness of the alleged behaviour and depending on the presence of an applicable Behaviour Support Plan. Where the alleged behaviour, if proved, may result in suspension or expulsion, the student and parents/carers will generally be informed of the allegations and procedural steps to be followed in dealing with the matter. In the case of expulsion, where the Principal has formed a preliminary view that the appropriate response is expulsion, they will provide the student with an opportunity to respond to their preliminary view and consider any response provided before reaching a final view.
- Corporal punishment of students is not permitted in any context nor at any age level. Neither do our policies and procedures, explicitly or implicitly, sanction the administering of corporal punishment by non-school persons, including parents/carers, to enforce discipline at the College. This policy is not intended to extend responsibilities of the College beyond the law. The College reserves the right to change or modify this policy at any time by notice, generally in the fortnightly College Newsletter or on Sentral Parent Portal.
- Should an incident of serious inappropriate behaviour arise it will generally be referred by the teacher directly to the appropriate Curriculum Leader. Then, if necessary, to the relevant Stage Leader who will ascertain the extent to which the behavior is repeated across different classes in consultation with the Head of Wellbeing, College Counsellor and/or the Head of School. Then, if warranted by its severity, the alleged incident will be reported to the Head of School. The consequences imposed will vary according

to the circumstances, including the nature of the conduct, the applicability of a relevant Behaviour Support Plan, and the prior record of the student, but could include a reprimand, a placement on a Conduct Booklet, a Behaviour Contract, a Friday Head of School 'Reconnect', Tuesday Afternoon 'Reconnect', suspension or expulsion. This is not an exhaustive list of potential penalties.

CENSURE - PRIMARY SCHOOL

The main responsibility for discipline/censure rests with the child's class teacher who, within a pastoral care context, will maintain an awareness of, and management of a child's behaviour profile. Other staff can certainly play a supporting role in the behavioural management of a student, including Grade Partners, Stage Leaders, College Counsellor, Head of Primary, and the Principal.

The Primary School provides guidelines for the management and discipline of Primary students, and staff members are encouraged to consider individual circumstances before determining relevant strategies. Attention is also given to Behaviour Support Plans that may be in place that recommend targeted interventions for students who require behavioural support. The Primary School approach has a framework of recognising positive behaviours and employing strategies to commend and celebrate those behaviours. By the same token, their procedures also outline a range of negative behaviours and the management strategies advised as guidelines for staff. (See the Discipline and Behaviour Management Procedures and Guidelines <G:\Shared Drive\Policies\BCC POLICIES>).

BEHAVIOUR MANAGEMENT STRATEGIES - PRIMARY SCHOOL

- **Time Out - In Class:** after a warning, the offending student is placed in to a designated 'time out' area of the classroom (separated from the rest of the class). The child continues with class work
- **Time Out:** the student is sent to another classroom (pre-arranged-perhaps Grade partner) for a short time where a behaviour reflective activity is completed (as appropriate for age), as well as class work (if possible)
- **Student Profile Report:** completed each Friday, class teachers complete the 'tick-the-box' profile report for each child in the class, for both behaviour and effort in class. This is sent home to parents who sign and return it. The report contains an indication of the child's overall profile for the week
- **Lunchtime 'Talk & Sort':** during the first half of lunch, in a classroom. Students sit and have no communication with others. Records are maintained on Sentral
- **In-School Suspension:** the student completes class work in a supervised area of the administration building. He/she remains isolated from the rest of the College population by taking breaks at times other than the normal recess and lunch break times. Parents/carers of all students who serve an In-School Suspension receive a letter informing them of the consequence and the offence. The letter should be signed by a parent/carer and returned, and kept on file.
- **Out-of-School Suspension:** the student is provided with a 'Reflection Sheet' and work to complete at home. The Head of School facilitates the suspension, in collaboration with the Deputy Principal. Parents/carers of all students who serve an Out-of-School Suspension receive a letter informing them of the consequence and the offence. The letter should be signed by a parent/carer and returned, and kept on file.

BEHAVIOUR MANAGEMENT STRATEGIES - SECONDARY SCHOOL

Class Organised Timeout

This is teacher initiated discipline and can include withdrawal from the student group or a supervised lunch 'Reconnect'. A student would normally be placed on class 'Reconnect' for things such as:

- Repeated disruptive behaviour
- Inappropriate behaviour
- Failing to follow teacher's direction

Withdrawn During a Break

Students may be placed on withdrawal during a break for conduct such as the following:

- Continuing to be disruptive or uncooperative after in-class discipline
- Continuing with poor behaviour after in-class discipline
- Hurting/harming another student beyond in-class discipline standards
- Taking or abusing another student's property beyond in-class discipline standards
- Being disrespectful beyond in-class discipline standards.
- Having prohibited items at College beyond in-class discipline standards

Formally Supervised 'Reconnect'

Formal supervision during lunchtimes occurs twice a week for Primary (Tuesdays and Thursdays) and three times a week for Secondary (Mondays, Wednesdays and Fridays). In Primary, the 'Talk & Sort' is supervised by a Stage Leader, and in Secondary by the Stage Leaders and Head of School. Students sit in silence under supervision for 5-25 minutes (time determined by the age of the student and the reason) and complete a reflection form incorporating questions focused on Restorative Practice.

The Secondary School reflection is an eForm, and parents/carers receive an email to notify them that the student has done the time in 'Reconnect'. (In Secondary, this only happens when they complete a HOS). Reflection forms are read and followed up by the appropriate Stage Leader.

Tuesday After-School 'Reconnect'

Students who are placed on Head of School 'Reconnect' three times in one term are required to attend a supervised Tuesday (3-4.30pm) after school 'Reconnect'. More serious offences may result in students being placed straight onto a Tuesday 'Reconnect'. Parents/Carers are notified at least 24 hours in advance that the student is required to attend and the reasons for them being placed on a Tuesday After-School 'Reconnect' are given. They are to acknowledge by return slip or return email and should advise the College of arrangements for the child to get home safely. The session begins at 3pm and lasts 1.5 hours divided as follows: 30 minutes doing supervised homework, 30 minutes doing a supervised clean-up around the College, 30 minutes of silent reflection completing a 'Reconnect' Reflection Booklet. A teacher is allocated on a roster system to supervise the session. Students who are placed on a Tuesday After-School 'Reconnect' twice within the one term are at risk of being suspended, either through In-School or Out-of-School Suspension.

In-School Suspension

The student is required to attend College but will be withdrawn from the class and the playground as arranged between the Head of School and the student's parents/carers. The student will do their class work as supplied by the class teacher on Google Classroom and will have breaks at the times determined by the Head of Secondary (or delegated person).

The student must be adequately supervised at all times, including break times. Students will have a Reconnect meeting with the Stage Leader and College counsellor, discussing the agreed prosocial focus areas on return to the classroom. Stage leaders will monitor progress using a Check in behaviour card. At the start of this process, and in clarifying these goals, they will be asked to complete a conduct reflection as outlined above.

A student may be placed on In-School Suspension for things such as (but not limited to):

- Continually ignoring or impairing the wellbeing of others in the College, as in the general College rules and/or the specific classroom rules
- Not responding to teacher support
- Continuing to be disruptive, disrespectful or uncooperative after in-class discipline
- Harming another student beyond in-class discipline standards
- Taking or abusing another student's property beyond in-class discipline standards
- Having prohibited items at College beyond in-class discipline standards
- The severity of an incident dictates this action

NB: Behaviour Support Plans (BSP) for students who require additional explicit teaching and adjustments refer to Disability Standards for Education 2005.

General Principles for Suspension and Expulsion

In some circumstances the Principal may decide to suspend a student immediately. This may be due to, but not limited to, reasons of safety of students and staff. Examples would include the student being involved in a serious act of harm, illegality or criminality. Belmont Christian College's discipline policies are based on principles of procedural fairness. As a consequence, the following procedures will be used for students who are alleged to have committed a serious offence, particularly one for which an Out-of-School Suspension or expulsion may be considered. To this end, there is the recognition that all students have the right to be treated fairly and with dignity in an environment that is free from harassment, intimidation, disruption and discrimination.

Parents/carers and other students should be aware that a student may be subject to the College's discipline in regard to inappropriate behaviour outside of the College if the student can be identified as a student of the College by their uniform, and the behaviour could be considered to have harmed the College's reputation (such as inappropriate behaviour on public transport). In most circumstances suspension will occur only after the Head of School has:

- ensured that appropriate College student wellbeing strategies and discipline options have been applied and documented
- ensured that appropriate support personnel available within the College system and externally have been involved
- ensured that discussion has occurred with the student and parents/carers regarding specific misbehaviour which the College considers unacceptable and which may lead to suspension
- developed, in conjunction with appropriate College personnel, a specific Behaviour Support Plan to assist the student to manage inappropriate behaviour at an earlier time
- provided a formal written caution detailing inappropriate behaviours as well as clear expectations of what is required of the student in future, and processes for appeal
- recorded all action that has been taken

Out-of-School Suspension

The student is required to stay at home for a period of time as arranged between the Head of School and their parents/carers.

A student would normally be on Out-of-School Suspension if they have not shown improvement in their conduct or effort after notification and systems of support have been applied for this change. It might also be because they failed to comply with other significant discipline requests or acting with great disregard to a key safety or code of conduct request which relates to their behaviour. The following are examples of conduct (but not limited to) that could lead to this level of discipline and are a guide only:

- Stealing (minor)
- Significantly and willfully injuring another person or their property
- Significantly verbally abusing a member of staff or fellow students
- Willfully graffitiing, damaging, or destroying College property
- Being continually rude or uncooperative i.e. refusing to obey an instruction
- Fighting/physical violence
- Poor behaviour on public transport
- Physical non-compliance
- Or similar offences

TYPES OF OUT-OF-SCHOOL SUSPENSIONS

Short Suspensions

A student may be suspended for up to five school days for any of the following reasons:

- *Continued Disobedience*. This includes, but is not limited to, breaches of the College discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the College (e.g. vandalism, theft); use of illicit drugs at College; misuse of digital devices.
- *Aggressive Behaviour*. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal

Long Suspensions

The Principal may impose a suspension of up to 20 school days for any behaviour such as the following which should be seen as a guideline only:

- Physical violence which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault)
- Possession of a prohibited weapon such as a firearm or knife
- Use or possession of, a suspected illegal substance, or supply of a restricted substance
- Use of an implement as a weapon or threatening to use a weapon
- Serious criminal behaviour related to the College, including malicious damage to property (College or community), or against the property or person of a fellow student or staff member on, or outside of the College premises
- If the incident occurred outside the College or outside College hours, there must be a clear relationship between the incident and a negative impact that it has caused the College
- Persistent misbehavior, including repeated refusal to follow the College discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach
- Severe misuse of digital devices including; sexting or sending images of students or other severe misconduct.

There are instances where a student's misdemeanours may be required to be reported to relevant agencies such as the Police or the Department of Communities and Justice. In implementing these procedures the Principal will take into account, the student's age, individual needs, developmental level and any disability in accordance with Disability Discrimination Act 1992 and the Disability Standards for Education 2005. The Principal will also consider the safety, care and welfare of the student, staff and other students in the class and at the College after reviewing the recommendation of the respective senior staff, including the Head of Wellbeing, and the College Counsellor.

Expulsion

The Principal recommends to the College Board that a student's enrolment be terminated. A date of departure will be entered into the College enrolment register or the parents/carers requested to withdraw the student from the College.

This consequence may be given:

- After two or more suspensions
- After an extremely serious act of misbehaviour such as, but not limited to:
 - Use of a weapon occasioning serious harm to a person at the College
 - A serious assault of a student or staff member
 - A serious act of vandalism at the College
 - Selling of illegal drugs at the College or in the community
 - Acts of criminality in or outside the College
 - Distribution of child pornography

Exclusion

Exclusion is the process of barring students from another school, college or group of colleges. BCC does not practice exclusion.

Procedures to implement procedural fairness related to matters of behaviour management

- Where a student receives an In-School Suspension or Withdrawal from class/playground, parents/carers will be notified (by phone call and follow-up email) at least 24 hours before the sanction is applied. Parents have the opportunity to follow the complaint and grievance policy if they have a complaint regarding the discipline.
- Where a student receives a discipline notice for a Head of School Reconnect and completes the eForm, upon receipt of the email notification, parents/carers are able to follow the complaint and grievance policy where there is a complaint.

NB: All said procedures in consultation with relevant Behaviour Support Plans.

In relation to a serious misbehaviour or an allegation of misbehaviour the following procedures will be implemented:

- Information will be collected by the class teacher/Curriculum Leader/Stage Leader/Head of School, and where appropriate, from other students, teachers and relevant witnesses, using non-leading event-line investigation techniques.
- The student will be informed by the class teacher/Curriculum Leader/Stage Leader/Head of School the process that will be followed.
- There will be an initial interview, in which all relevant information will be supplied. The student will be provided with the specific allegation/s and any other information that will be taken into account in considering the matter.
- Parents/carers may be invited to attend this interview, depending on the perceived gravity of the allegation. Parents may invite a support person/observer to this interview to support the student.
- The student will be given the opportunity to respond to the allegation.
- In cases where an expulsion may be contemplated there will be a second formal interview, to which parents/carers and/or other appropriate support personnel will be invited to provide the opportunity for a complete and considered response to the allegations.
- The parent/carers and the student will be told how to seek a review of any decision made in response to the allegations.
- If the decision is made to suspend the student using an Out-of-School Suspension, a program of home study will normally be organised for the student.
- The outcomes of formal interviews and action to be taken will be recorded in the form of written notes and placed on the student's electronic file.
- In the case of In-School and Out-of-School Suspension, a formal letter written by the Deputy Principal detailing the inappropriate behaviours, the reasons for the discipline and what will be expected of the student in the future will be provided to the parents/carers.
- In the case of Out-of-School Suspension, the Heads of School will arrange for a resolution meeting in order to determine the basis with which the suspension will be resolved, including any new or adjusted Behaviour Support Plan that may be considered necessary.
- Conduct that is extreme may result in other authorities becoming the case manager. For example, the Police, Department of Communities and Justice. The College may see their procedures become adjusted or replaced by those agencies procedural protocols.

Appeals

The student and parents/carers may request a review of a decision to impose a long suspension or the expulsion of a student if they consider that correct procedures have not been followed or that an unjust decision has been made.

Appeals must be made in writing stating the ground on which the appeal is being made. The appeal must be lodged with the Principal who will forward it to the Board Chair. The Board Chair will meet with the Principal and will review the procedures followed and the grounds on which the decision was made. The outcomes of the review and the reasons for the decision will be given in writing to the parents/carers.

Medical Review

The Principal can determine that a student can only return to the College after a medical review if their behaviour places themselves or others at risk. This may involve a GP, psychologist, psychiatrist or mental health assessor providing a mental health plan.

Addendum

Students must not "possess, smoke, consume, use, or deal in tobacco, e-cigarettes, prohibited drugs, alcohol or assist another person to obtain, consume, use, or deal in such substances, on College premises including buildings, gardens, sports fields and car parks and at College sanctioned events, including camps, trips or tours conducted by the College."

DISCIPLINE FLOWCHART (based upon Procedural Fairness)

