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[Cedars Christian College](#) > [College Governance](#) > [Registration Guidelines](#) > [Student Discipline Policy](#)

Student Discipline Policy

Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires the College to have policies relating to discipline of students attending the College that are based on principles of procedural fairness and that do not permit corporal punishment of students.

Discipline Policy

Cedars Christian College adopts a Biblical perspective on discipline. Proverbs 3:11-12 reminds us "Do not despise the Lord's discipline and do not resent his rebuke, because the Lord disciplines those he loves, as a father the son he delights in". Thus, at Cedars Christian College discipline is seen as a demonstration of love and care for our students. Discipline administered with the right attitude — compassionately, under control, with consistent boundaries and consequences, and focused on the student's best outcome — is a reflection of God's approach, demonstrating His love and care for us. We acknowledge that while it may seem uncomfortable, in the long run, administering discipline is a selfless, compassionate act that will ultimately set our students up for happiness and fruitfulness in life.

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This policy sets the framework through which Cedars Christian College manages student discipline.

Strategies to Promote Good Discipline

The College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations
- establishing specific teaching and learning programs
- communicating expectations with the wider College community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- maintaining records with respect to student behaviour.

Prohibition of Corporal Punishment

It is our policy that:

- we prohibit corporal punishment
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- know what the rules are and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person, by declaring and minimising conflicts of interest where possible
- be informed of, and have an opportunity to respond to, any allegations against them
- be heard before a decision is made
- have a decision reviewed (but not to delay an immediate consequence when required).

Cedars Christian College is committed to ensuring procedural fairness when disciplining a student.

College Rules and Expected Standards of Behaviour

Students are expected to abide by the rules of the College, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

Student Code of Conduct

Bullying Prevention and Intervention

Drugs - Illicit (Student Use Of)

Uniform Policy

Consequences

From time to time consequences may be applied for behaviours that breach College policies. The application of consequences is determined by a range of factors including:

- the seriousness of the behaviour in terms of safety, care and welfare of other students and staff,
- the persistence of the behaviour
- the age and developmental needs of the child
- the willingness of the student to own his/her actions.

Typical behaviours, consequences and personnel are listed in the table below.

A decision to suspend or expel a student may only be made by the Deputy Principal or the Principal.

Middle School and Senior College

| Consequences | Typical behaviour | Personnel |
|--|--|--|
| <ul style="list-style-type: none"> • Relocation and isolation • Detention & contact parents via phone or email | Poor attitude Teasing Distraction to others Answering back Lack of preparation Unacceptable language Unsafe behaviour Incorrect uniform Non-completion of tasks Misuse of technology Failure to maintain personal boundaries | Class teacher |
| <ul style="list-style-type: none"> • Monitoring card | Persistent in class behaviours including punctuality, cooperation, equipment, task completion and behaviours that disrupt the learning of others | Class teacher and sub-school coordinator |
| <ul style="list-style-type: none"> • Lunchtime or after school detention • In school isolation for part or full day • Community Service | Persistent behaviours in the list above Low level or isolated incidents of a sexual or racial nature Low level physical or aggressive behaviour Stealing and cheating Bullying - including Cyberbullying* Vandalism Persistent failure to wear uniform Refusal to follow instructions Threatening behaviours Serious breach of technology policy | Sub-school Coordinator |
| <ul style="list-style-type: none"> • Suspension/Expulsion • NB. may include remuneration for repairs and/or replacement | Persistent behaviours of those listed above Significant incidents of a sexual or racial nature Extreme defiance (including swearing at a teacher) Incidents involving cigarettes, drugs, alcohol, weapons or other prohibited substances including the use of e-cigarettes, vaping and nanging Behaviours that persistently contradict the values of the College High level or persistent bullying including Cyberbullying* Significant physical or aggressive behaviour Wilful and/or significant damage to property | Director of Wellbeing, Deputy Principal or Principal |
| <ul style="list-style-type: none"> • Exclusion | N/A | N/A |

Junior School

| Consequences | Typical Behaviour | Personnel |
|--|--|--|
| <ul style="list-style-type: none"> • Time Out in the Playground/Classroom • Time Out with the Director of Primary | Teasing Unsafe Behaviour Unacceptable Language Provoking/Annoying Others Breaching playground or classroom guidelines Rudeness to a teacher | Class Teacher |
| <ul style="list-style-type: none"> • Extended Time Out with Director of Primary • (contact home to inform parents) • Reporting to Director of Primary • (before and after each break/session) • Playground monitoring | Persistent behaviour in the list above Stealing Bullying (verbal and physical) Refusal to follow instructions Vandalism/Graffiti Misuse of Technology | Director of Primary - including a parent meeting |
| <ul style="list-style-type: none"> • In school isolation • Suspension • Expulsion | Persistent behaviours in the list above Extreme Defiance Swearing Persistent bullying Aggressive and violent behaviours toward others Serious breach of technology policy | Director of Primary Principal or Deputy Principal |

When deciding consequences at the welfare coordinator or Deputy level, it is the normal practice of the College to involve parents in the decision-making process to find consequences that are most appropriate to the individual student and to allow the student to have an advocate during the process. This often involves either a phone or in person interview.

** In regard to online issues, the school owes a duty of care to students enrolled in their schools. If the connection between the cyberbullying and the school is sufficiently strong the school must take reasonable steps to address the issue.*

Records

Notes are made for more serious incidents in the College. Incidents are recorded on C-Hub for students from years 5-12 and individual members of the Wellbeing team, including College Counsellor/Psychologist, sub-school coordinators, and the Deputy Principal keep notes either electronically (including email correspondence), or in hard copy files. Letters and interview notes related to suspensions are stored electronically and details included in the Suspension Register in the Welfare Team SharePoint folder. In Junior School, records are kept on the teachers server accessed by the Director of Primary.

Procedures for Suspension, Expulsion and Exclusion

Cedars Christian College has developed specific procedures that must be followed when considering the suspension or expulsion of a student. Refer to our **Suspension, Expulsion and Exclusion Procedures**.

Returning After Suspension

Students returning to school after suspension are to do so only after a meeting with the Principal, Deputy Principal or Welfare Coordinator. During this meeting expectations for behaviour will be reinforced and an Individual Behaviour Contract established if required. It is preferable that a parent/carer also be available to attend this meeting.

Individual Behaviour Contract

Upon the return to school after suspension and/or where the level of misbehaviour consistently breaches the College's Code of Conduct, individual behaviour contracts may be made.

Plans will be negotiated between College staff, students and parents/guardians, and will consider the student's:

- age
- developmental needs
- behavioural context.

The desired behaviour of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The College will refer the student to other support available and review, assess, change and modify the plan as needed.

Student's with Individual Plans

When managing a discipline issue with a student who has an Individual Plan it is important that the relevant Case Manager be consulted and where necessary involved in any mediation meetings required.

Teachers' Responsibilities

To support teachers in attaining and maintaining Proficient Teacher accreditation, the College encourages teachers to take responsibility for managing challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.

To support experienced teachers in attaining and maintaining Highly Accomplished Teacher accreditation, the College encourages experienced teachers to take responsibility for developing and sharing with their colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

To support highly experienced teachers in attaining and maintaining Lead Teacher accreditation, the College encourages highly experienced teachers to take responsibility for leading and implementing behaviour management initiatives to assist their colleagues to broaden their range of strategies.

Implementation

This policy is implemented through:

- staff training and professional development opportunities in behaviour management
- communicating this policy to the College community
- monitoring the effectiveness of the policy
- reviewing and evaluating the policy annually.