



# Orange Christian School

## Discipline Policy

---

Prepared by	Elaine Cooper
Date prepared	May 2014
Date approved by the Board:	9 June 2014
Monitored by	Principal
Review by	Principal
Date for review	2016
Status	Approved
Policy Pertains to:	Principal; all staff; parents and students
File Details:	Policy Hard copy – Policy Soft copy –

### Version History

Version	Date	Notes
1.0	May 2014	Prepared from OCS Discipline Policy 2010; new Discipline Procedure; reference Procedural Fairness
1.1	...	...

# Orange Christian Schools Ltd

## Vision

*To raise up effective leaders of godly character who will  
blend academic achievement and biblical truth,  
to influence society for the glory of God*

## Mission

In partnership with parents, Orange Christian School  
provides affordable education that brings  
honour and glory to God.

OCS gives each child a Christ-centred education  
as a complete person created by God in His image:

- Academically      to see the world from God's view
- Spiritually        to view themselves in relation to God
- Socially            to see others as God sees them

# Table of Contents

1	INTRODUCTION.....	1
2	CHRISTIAN RATIONALE .....	1
3	PURPOSE OF THIS DOCUMENT.....	1
4	WHO MUST COMPLY .....	2
5	POLICY .....	3
6	PROCEDURES.....	4
	6.1 Communication .....	4
	6.2 Student Code of Conduct.....	4
	6.3 Encouragement of Development of Maturity in Student Behaviour .....	5
	6.4 Grounds for Suspension or Expulsion.....	5
	6.5 Investigation of Incident or Allegation .....	6
7	THE SCHOOL DISCIPLINE PROCESS .....	7
	7.1 Disciplinary Action for Level 1 Behaviour.....	8
	7.2 Disciplinary Action for Level 2 .....	9
	7.3 Disciplinary Action for Level 3 .....	10
	7.4 Further Support.....	10
	APPENDIX.....	14
	Advice for Parents and Students.....	14

## Important related documents:

Orange Christian School Child Protection Policy  
Orange Christian School Enrolment Policy  
Orange Christian School Attendance Policy  
Orange Christian School Anti-bullying Policy 1-1 Student  
Orange Christian School Grievance Policy  
Orange Christian School Privacy Policy  
Orange Christian School ICT policies  
Staff Code of Code  
Student Code of Conduct  
Code of Conduct for Parents and Visitors

### 1 INTRODUCTION

The school's main task is the education and socialisation of children, so that each student can achieve his or her potential. An effective learning environment is crucial for this; and every member of the school community has the responsibility to respect the rights of others to learn and work to the best of their ability.

The welfare of children at the school is foundational to their training in Christian attitudes and behaviour. (See OCS Welfare Policy) It therefore includes nurturing, building, encouraging and supporting; but also training, direction and correction.

The Orange Christian School Discipline policy describes the philosophy and processes followed by the school in restoring a student to responsible behaviour, both personally and within the community; and to train and guide them in appropriate self-discipline.

### 2 CHRISTIAN RATIONALE

The purpose of Orange Christian School is to honour and glorify God by giving each child a Christ-centred education, as a complete person created by God in His image, and of infinite worth in His sight. The school's vision, 'to raise up leaders of Godly character', is a goal of parents who select OCS to provide education for their sons and daughters. In partnership with parents, the school seeks to equip young people who will contribute to society, and be responsible in their work place, family and in their own lives.

While children possess great potential because they are made in God's image, they also have an inbuilt tendency to do what is wrong (sin). Children need to be nurtured to attain their potential while learning to recognise and reject sin. The system of discipline at OCS is therefore considered to be integral to the welfare of the child, as it trains and encourages students to make better choices about their behaviour.

Discipline is part of their complete training; rather than a system of punishment. It provides consistent direction, controlled consequences of poor choices, and the application of restorative processes to right any wrongs done to another, or to property. It is an outworking of the school's responsibility to the student, and their family.

*'Train a child how to live the right way then even when he is old, he will still live that way.'*  
(Proverbs 22:6)

### 3 PURPOSE OF THIS DOCUMENT

This document explains the processes that the school will follow to maintain a well-ordered and responsible learning environment; and which will be put into practice when a student breaches the Student Code of Conduct and School Rules.

**4 WHO MUST COMPLY**

<b>Responsibilities</b>	<b>Evidence of Compliance</b>
<b>Principal</b>	
Maintain policies and procedures related to discipline of students that are based on procedural fairness	This document
Ensures staff training in Discipline Policy and procedures	CPL calendar; staff meetings
Assist teachers to adopt a uniform, consistent caring approach to class management and discipline	OCS Vision, Mission & Aims; Staff Handbook
Suspend students when necessary and make recommendations to the Board regarding withdrawal of enrolment	SchoolPro records; Board reports; Confidential notes on secure server files
<b>Board</b>	
Review monthly reports from Deputy Principal	Board reports
Support Principal's recommendation of expulsion of student	Board reports
<b>Deputy Principal</b>	
Oversee implementation of discipline system	This document
Support staff in the implementation of disciplinary procedures; Staff training – Annual CPL 1 <sup>st</sup> Term	SchoolPro; staff meetings; CPL calendar
Investigation of incidents and allegations of student misbehaviour	SchoolPro; Secure server files
Contact with parents	SchoolPro
Report monthly to Board	Board reports
<b>Section Coordinators</b>	
Support staff in classroom management and discipline issues that are beyond the responsibility of the teaching staff	Section meetings; Staff appraisal
Oversee the welfare of students within their section of the school	SchoolPro; Behaviour Modification Cards
Liaise with the Deputy Principal about issues of concern within their section of the school and the implementation of behaviour modification programs	SchoolPro; Confidential notes on secure server files
Contact with parents	SchoolPro; Confidential notes on secure server files
<b>Teachers</b>	
Classroom management in accordance with school policy and procedures	Staff Appraisal; Staff Handbook
Monitoring of general behaviour; and supervision of students	Student Monitoring Cards; SchoolPro
Consultation with parents/ Section Coordinators/ Deputy Principal	SchoolPro
<b>Chaplain</b>	
Follow up pastoral care, if required; Report significant issues to Executive	SchoolPro; secure server files
<b>Students</b>	
Comply with behavioural expectations set out in OCS Student Code of Conduct	Signed Student Code of Conduct (annually)

## Discipline Policy

---

Comply with requirements of School Rules	SchoolPro
Cooperate with disciplinary measures determined by the school	SchoolPro; student Behaviour Modification Plan
<b>Parents</b>	
Affirm and encourage their children in behavior that complies with the OCS Student Code of Conduct and School Rules	Enrolment Agreement; Student Code of Conduct
Support the school's discipline policy and procedures; engagement in discipline process; assist their child to comply with any restorative measures	Enrolment Agreement; SchoolPro; student Behaviour Modification Plan
Pursue external assessment in regard to their child's well-being if indicated	Student health records (SchoolPro)
Inform the school of circumstances which may affect the welfare of their child	Notes; SchoolPro

## 5 POLICY

In the pursuit of helping students to grow in godly character, maturity and self-discipline, Orange Christian School:

- (a) Promotes a proactive and strategic stance on issues of student welfare and discipline.
- (b) Seeks the building up and training of students in all aspects of school life.
- (c) Maintains procedures of pastoral care, and behaviour modification, for students through teaching staff, Section Coordinators, the Deputy Principal, Principal, Chaplain and administrative staff.
- (d) Maintains centralised record keeping (SchoolPro) as an ongoing profile of a student's welfare, behaviour and any interventions exercised by the school.
- (e) Regularly addresses the school's Discipline Policy and procedures with staff to ensure comprehension and compliance.
- (f) Expressly prohibits corporal punishment from the school's discipline procedures.
- (g) Does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.
- (h) Partners with parents, the school community and external specialists to support student development and address issues of concern.
- (i) Promotes opportunities and learning experiences in school for students to develop self-awareness and to develop their skills and maturity.
- (j) Fosters a relationship with the School Liaison Police Officer (SLP) to encourage students to build a positive relationship with the Police.

## **6 PROCEDURES**

### **6.1 Communication**

(a) To Parents:

School policies & procedures are made available to parents & students upon enrolment; are available on the school website; and are reviewed in newsletters, parent information nights, and parent-teacher meetings.

(b) To Students:

The OCS Student Code of Conduct and School Rules are made available to students upon enrolment; and are reviewed at the beginning of each year in class. Further reminders are made as needs arise.

(c) To Staff:

New staff are made aware of welfare and discipline policy and procedures at induction. Staff training takes place within sectional and whole school staff meetings; and particular issues or concerns are raised as required.

(d) To Chaplain:

The Chaplain is available for follow up pastoral support; but not engaged in discipline meetings.

(e) Records:

Are maintained on SchoolPro. Confidential records are kept in a secure file on the school server.

### **6.2 Student Code of Conduct**

The welfare of students is paramount in every aspect of school discipline; so that young people are trained in self-discipline and respect for others: attitudes which are important for all their lives.

The Student Code of Conduct, with the School Rules, sets out the responsibilities and rights of every student. Attention to these guidelines for student behaviour will ensure optimal learning conditions in classes, and mature social development throughout the student's schooling. These documents (Appendix) outline the expectations of the school regarding student attitudes and behaviour; for the awareness of teachers, students and parents.

Students, and their parents, are expected to sign the Student Code of Conduct and School Rules upon enrolment, and at the beginning of each year, to indicate that they have read, understood and agreed with the school's requirements.

Maintaining appropriate behaviour is a condition for continuing enrolment at OCS.

### **6.3 Encouragement of Development of Maturity in Student Behaviour**

To promote students' understanding and development of godly character and responsible behaviour, the school:

- (a) Commits time daily for Biblical Studies and Discipleship, in partnership with family and church priorities, for the development of Christ-like character and attitudes.
- (b) Sets out in the Student Code of Conduct a positive set of expectations that allow students to confidently know how to behave in the school setting.
- (c) Provides a set of School Rules, and regularly reinforces students' understanding of their responsibilities as positive contributors to school life.
- (d) Develops an individual behaviour modification plan for a student demonstrating a consistent pattern of disruptive behaviour which breaches the Student Code of Conduct, that provides direction and both positive and negative consequences for behaviour choices at school.
- (e) Provides an on-site Chaplain for student and staff support.
- (f) Allows leadership opportunities to develop personal skills in the school context.
- (g) Encourages the development of an outward focus through involvement in charities, mission work, overseas experiences and other events designed to help others in our local or wider community.
- (h) Provides opportunities and experiences that develop relationships; and challenges that build resilience.
- (i) Offers a range of extra-curricular activities for students to try new things, mix with students in other year groups, and to learn from invited guests who can build positively into the lives of students.
- (j) Has processes to resolve issues that adversely affect children's social development and learning within the school.
- (k) Involves parents early in the process of handling a student's behavioural infractions, and maintains regular communication.
- (l) Partners with external providers in planned programs for additional support for students within the school.

### **6.4 Grounds for Suspension or Expulsion**

See also OCS Student Code of Conduct, and School Rules (Appendix)

#### **(a) Suspension**

A decision to suspend a student can be made by the Principal or Deputy Principal, according to the seriousness of the offence, the possible consequences of the action/s and the age of the child.

In consideration of the above, a student may be suspended if, whilst attending school, travelling directly to or from school, or engaged in any off-campus school activity, the student:

- Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
- Commits an act of significant violence; or causes significant damage or destruction to property; or is knowingly involved in the theft of property
- Possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by law
- Possesses or uses alcohol
- Exhibits a consistent attitude, or performs a significant act, of deliberate defiance which could endanger the student or others
- Consistently behaves in a manner that interferes with the educational opportunities of any other student or students
- Behaves in a way which significantly interferes with any of the school's programs or facilities
- Engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment
- Deliberately and consistently fails to take advantage of educational opportunities provided by the school.

### **(b) Expulsion**

The Principal will make a recommendation to the school Board to expel a student from the school if, whilst attending school, or directly travelling to or from school, or engaged in any school activity away from the school, the student:

- Does anything mentioned under Grounds for Suspension; AND
- Exhibits behaviour of such magnitude that, having regard to the need of the student to receive an education, compared to the welfare and safety of other students at the school, and the need to maintain order and discipline within the school, a suspension is inadequate to deal with that behaviour.

## **6.5 Investigation of a Significant/ Serious Incident or Allegation**

In all our dealings with parents and students in our community we aim to cover our moral, spiritual and legal responsibilities. The investigation of disciplinary issues will be conducted along principles of procedural fairness. (NSW Education Act 1990 )

- (a) Students shall be informed of the process by which the matter will be considered.
- (b) Students and their parents shall be informed of the allegation against the student, whilst protecting the identity of witnesses providing evidence, as far as possible.

- (c) Students and their parents shall be informed of the likely consequences of the student's misconduct; or of continuing, or escalating, behaviour.
- (d) Students and parents shall be given opportunity to provide an explanation.
- (e) Interpreter services will be provided for parents if required.
- (f) All relevant evidence will be considered, with a view to making a finding on the balance of probabilities, as to what happened.
- (g) As far as possible, the investigation shall be impartial and without bias by those making both the allegation and the decision.
- (h) Where an interview concerns a serious matter, a long suspension or possible expulsion, a support person may attend formal interviews.
- (i) A brief summary is taken, in writing and kept in the student's files. (SchoolPro)
- (j) The school ensures right of review or appeal in respect of suspension and expulsions.

## 7 THE SCHOOL DISCIPLINE PROCESS

Our school discipline process is structured to indicate the behaviour of students, to ensure consistency of standards, sanctions and rewards, and to assist students to become self-disciplined, develop a sense of responsibility for their behaviour and to be respectful of the rights of others.

- (a) Student behaviour is described according to three levels:

Level 1: Generally acceptable behaviour, complying with the Student Code of Conduct. Minor misdemeanours, but not obvious pattern of negative behaviour.

Level 2: Development of pattern of unacceptable behaviour; and/ or significant breach of Student Code of Conduct. Students put on Behaviour Modification Program.

Level 3: Escalation from level 2 behaviour; or serious one-off breach of Student Code of Conduct, e.g. bullying, WHS risk, aggressive or other serious inappropriate behaviour. This level results in probationary enrolment.

- (b) All students commence on Level 1.

The aim of the Discipline Process is to return students to the Level 1 standards of behaviour, as described by the Student Code of Conduct.

- (c) Monitoring is to observe patterns of behaviour. It identifies poor behaviour to be addressed; and also signs of successful behaviour modification, to be encouraged.
- (d) Maintenance is the monitoring of sustained patterns of improved behaviour in the areas of the 3 identified goals for the student to work on. It is to encourage the student and assist their progress.

## 7.2 Disciplinary Action for Level 1 Behaviour

### (a) MONITORING (Level 1)

If the class teacher observes signs of student misbehaviour that appears to be forming a pattern, or where an escalating level of concern is building, this may trigger the monitoring process to begin.

In the first instance the class teacher would discuss this with the section coordinator and together they may decide upon a course of action involving a monitoring card, a progress review, or other section appropriate monitoring strategy.

The teacher will then discuss this with the student to inform them of the way forward and discuss any other factors that may be influencing this behaviour problem. The teacher will discuss the appropriate behaviour required using the Student Code of Conduct as a guide.

If a monitoring card is to be implemented, the teacher must contact the parent by phone prior to the card going home, to advise the parent of the concern and the process. The teacher will liaise with the section coordinator throughout this process.

The deputy principal will also be made aware of this process and copied into all correspondence regarding the child's behaviour.

Details of the process will also be recorded on SchoolPro by class teacher.

### (b) STUDENT MONITORING CARD (Level 1)

A Student Monitoring Card (SMC) may be imposed by the classroom teacher, in consultation with the Section Coordinator, for daily supervision of student behaviour; and to assist teaching and appropriate welfare personnel in guiding the student.

The **SMC**:

- May cover particular lessons, playground behaviour, etc; and will be signed by the supervising teacher;
- Must be signed by a parent every night;
- Must be returned to the Classroom/ homeroom teacher by the student each morning before 9am;
- A new card will be issued each week;
- The student will meet with the section coordinator at the end of each week.
- Non compliance will result in the triggering of a '3 strike' system (see below), followed by an after school detention (or age appropriate consequence). This consequence will be discussed with parents and student prior to the card being issued. Failure to comply with this consequence will trigger further escalation of the consequence, including possible movement to Level 2 disciplinary measures.

Long term behaviour patterns can lead to Level 2 disciplinary measures.

- (c) **'3 Strike System'** – refers to minor infringements whilst on a Student Monitoring Card or Behaviour Modification Card; such as: loss of card, failure to have the card signed, failure to bring the card to school.

Three such occurrences will result in:

Yrs K-6 – lunchtime detention ('Infants detention' – determined in consultation with Section Coordinator)

Yrs 7-12 – after-school detention.

### **7.3 Disciplinary Action for Level 2**

(a) **Behaviour Modification Program**

Behaviour modification is seen in the context of the key goal of education and learning; therefore behaviour that negatively impacts a student's learning, or the learning of those around him/ her, must be addressed by the school. Students need help to understand the effects that their actions, either positive or negative, may have on others, and to make good choices.

The school's Behaviour Modification Program (BMP) is designed to restore a student's behaviour to standards agreed to upon enrolment, and affirmed each year. The development of an individual plan helps the student understand the effects of their poor behaviour, and to encourage cooperation with the BMP. Setting some measurable and realistic goals allows the student to achieve success in developing good practices for learning at school, participate meaningfully in class, achieve satisfaction through self-discipline, and to foster appropriate and supportive relationships.

(b) **BMC (Behaviour Modification Card)**

The Behaviour Modification Program is monitored by a BMC, which:

- is written by the Section Coordinator, and the Deputy Principal, in consultation with class teacher, the student and his/ her parents;
- seeks to address the behaviour related to a breach of classroom or playground behaviour, according to the Student Code of Conduct;
- sets 3 specific goals for the student to work on;
- may include disciplinary action;
- is signed by the student, his/ her parents, and the Section Coordinator.

The Student Code of Conduct outlines disciplinary measures which the school may take when a student's behaviour breaches the Code of Conduct.

(c) **Duration of the BMP**

- The BMP generally is for a period no longer than 1 school term or 10 weeks.

- It is monitored by the Section Coordinator at least once a week, including a meeting with the student to discuss progress;
- It is signed by classroom teacher daily, ensuring that students fulfil their stated responsibilities and parents have signed the form each night. Failure to comply with this will trigger the '3 strike' system as described above;
- Review meeting with the Section Coordinator, student and his/ her parents:
  - At 5 weeks to review the student's progress, and adjust the goals if necessary;
  - At 9 weeks to decide whether the student shall return to Level 1, or that the student has not sufficiently improved his/ her behavior, and shall be placed on Level 3. If the latter is the likely consequence, the Deputy Principal may be asked to attend this parent meeting;
  - At any time requested by parents;
  - In the event of a major breach of the Student Code of Conduct or School Rules.
- The Deputy Principal may approve the extension of the BMP, at his/ her discretion.

### 7.4 Disciplinary Action for Level 3

Level 3 disciplinary action consists of probationary enrolment; with the completion of a BMP, plus benchmark behavioural requirements to be met. The Deputy Principal will determine when a student is to be placed at Level 3 monitoring.

All students on probation (Level 3) are reported to the school Board. Continued disregard of the Student Code of Conduct and School Rules will jeopardise a student's enrolment at the school.

#### **Probation:**

- Duration of 1 term/ 10 weeks;
- New BMC: new goals, minimum benchmark behavior requirements;
- Conditional enrolment;
- More serious consequences of not meeting goals.

Upon satisfactory completion of probationary 10 weeks, the student returns to Level 2 monitoring for 5 weeks; with a 5 week extension at the discretion of the Deputy Principal.

### 7.5 Further Support

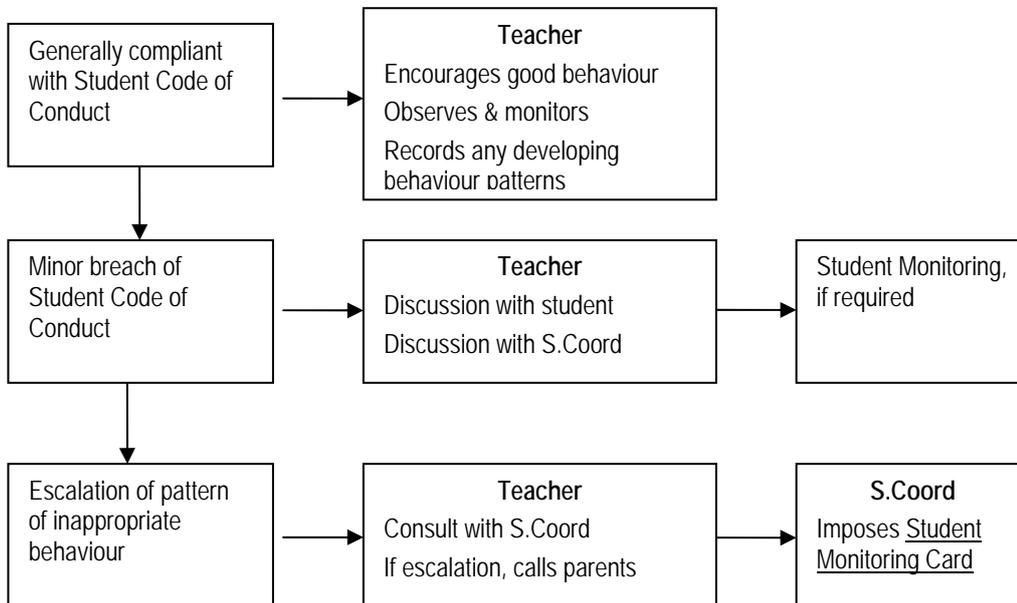
The school endeavours to provide the support and encouragement necessary to assist students to meet behavioural requirements of the school. The school's welfare staff, including the Chaplain, are available for students and parents to talk to. (OCS Welfare Policy)

Upon occasion, we may suggest further investigation, or additional services, to provide more specialised support for the student. These may be of great value in identifying special circumstances influencing student behaviour.

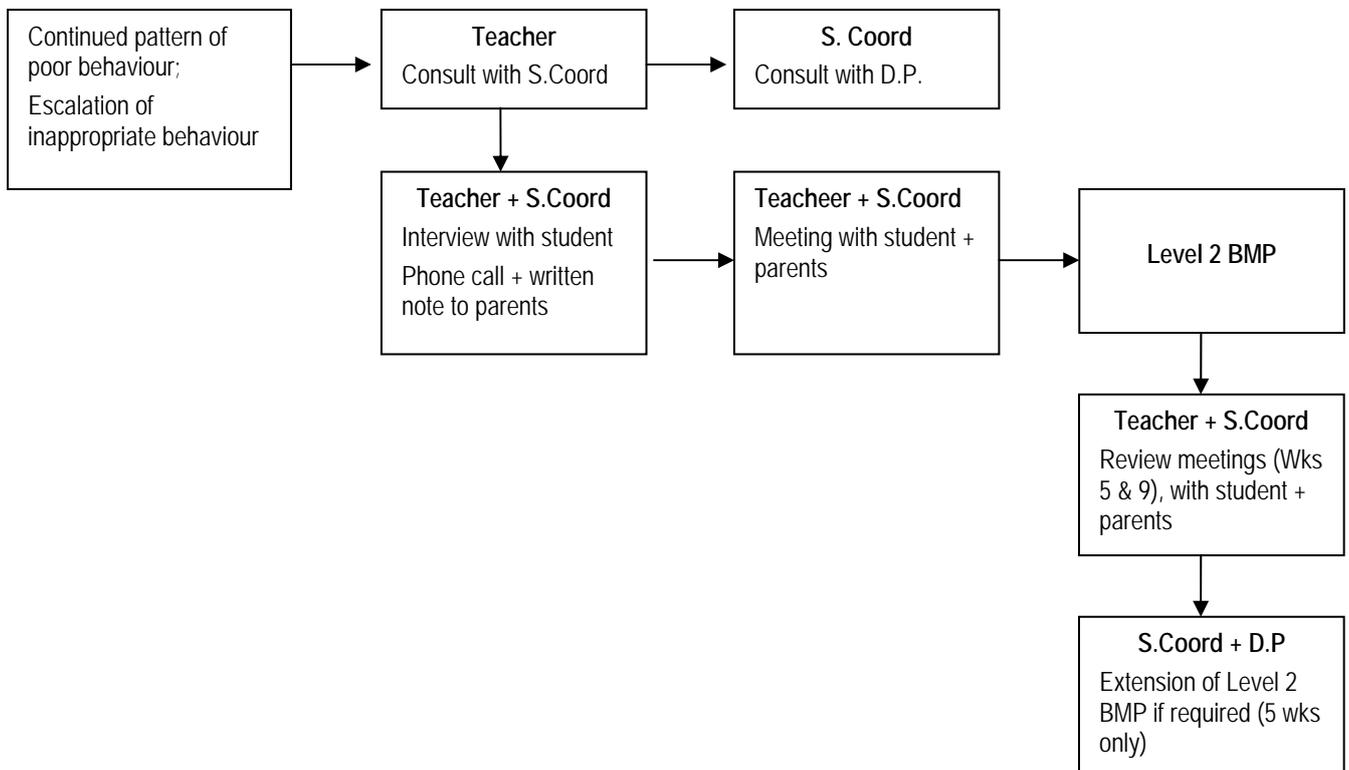
Parents are encouraged to consult their own health practitioners for further advice about their child's health and wellbeing, e.g. vision/ hearing tests, dietary intolerance testing.

7.6 Chart 1. Explanation of Process of Disciplinary Action and Supervision

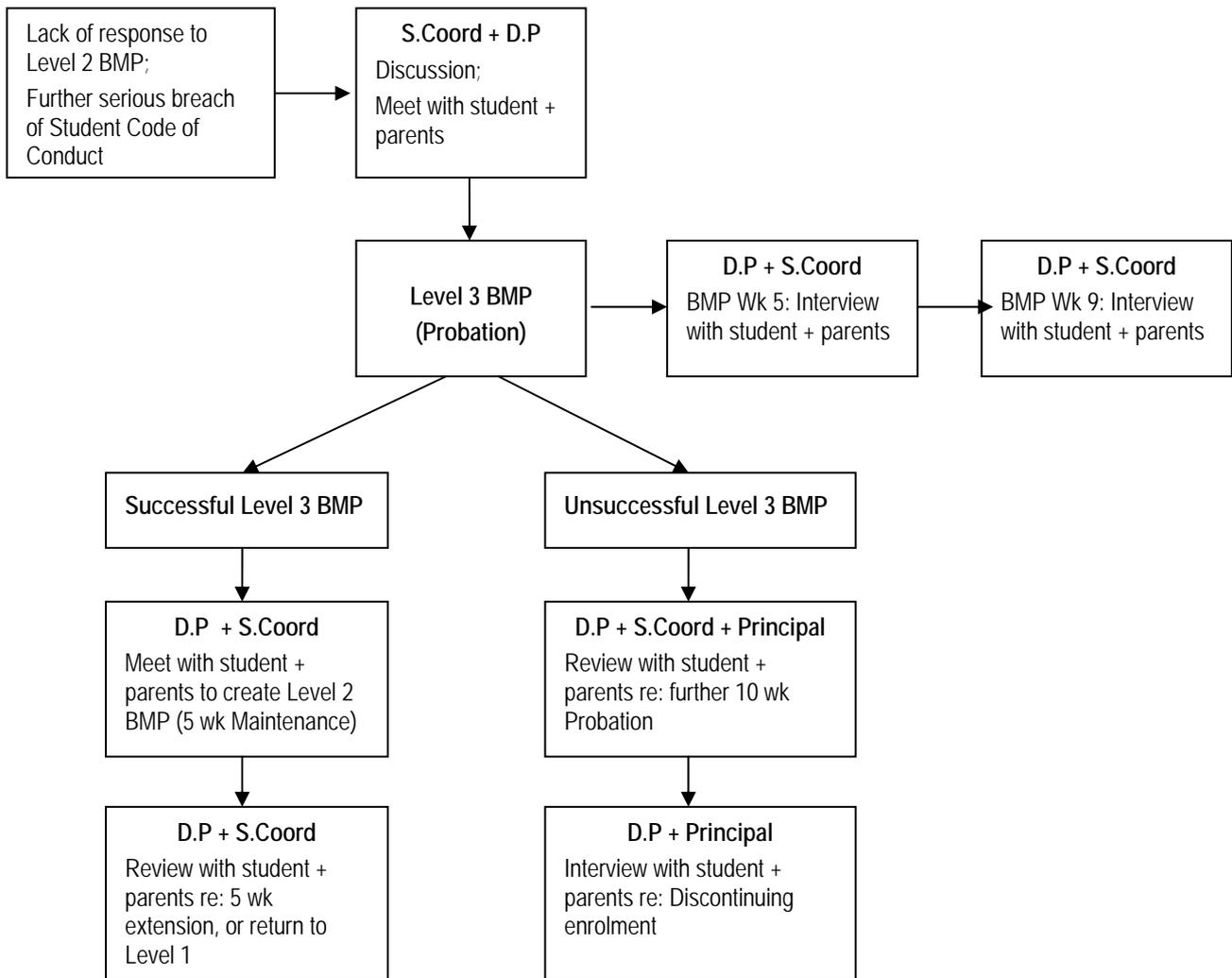
Level 1 Student Behaviour



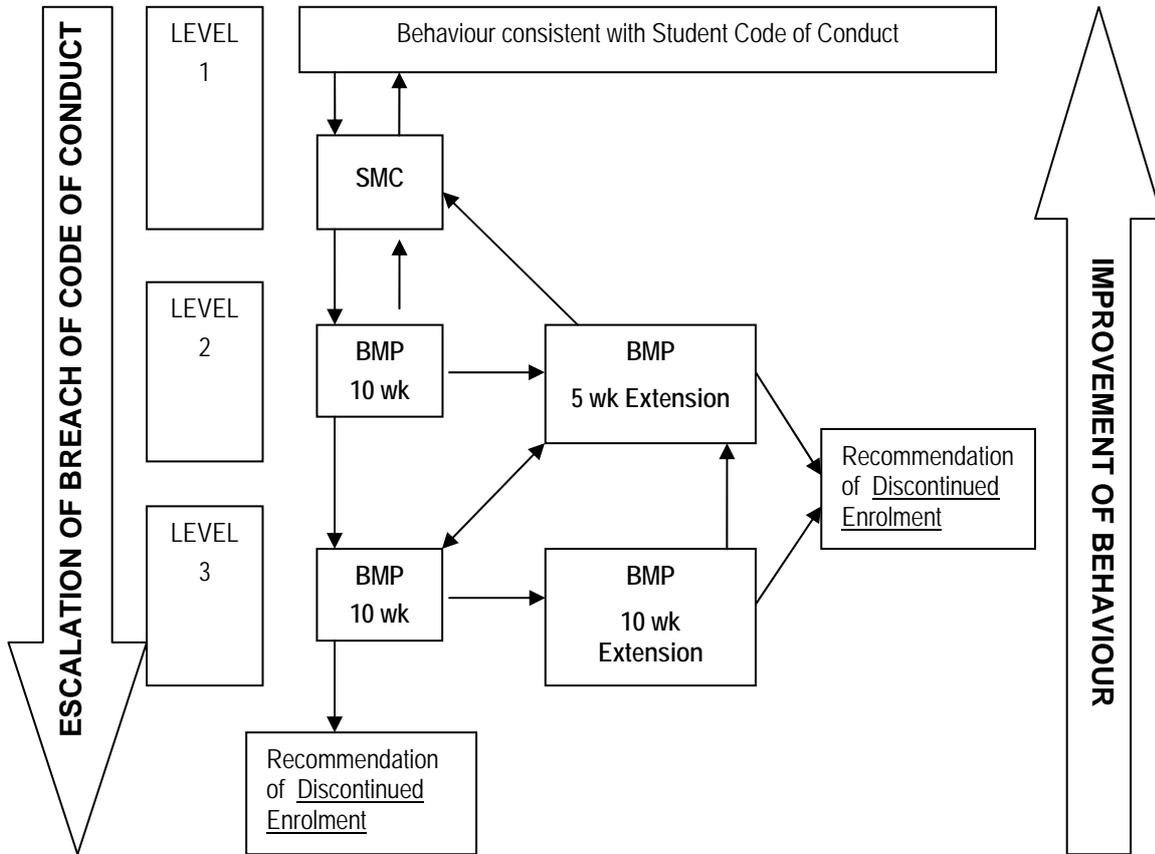
Level 2 Student Behaviour



**Level 3 Student Behaviour**



7.7 Chart 2 OVERVIEW OF THE DISCIPLINARY PROCESS



## APPENDIX

### Advice for Parents and Students

The goal of the Behaviour Modification Program is to restore a student to full participation in the life of the school which will maximise his/ her learning, and allow the development of satisfying relationships. The partnership of the school and family is essential for the well-being and educational success of each student.

**Home Support:** Should your child require the assistance of a Behaviour Modification program, family support will ensure he/ she gets the most benefit from this intervention. Consider actions or sanctions at home that may uphold the school's requirements.

**Suggestions:** The school may suggest Homework Help or Homework Detention; if not, parents may request this supervision for their child. Parents may assist at home by monitoring that homework has been completed, and assignments handed in on time.

Other possibilities include:

Support from the school Chaplain, or your local church/ minister;

External educational assessment or testing; additional tutoring;

Health and well-being examination: e.g. general health, diet, emotional/ mental health;

Assess home practices to ensure student's maximum focus and energy for school: e.g. bedtime, time management, exercise, hobbies, social events, family/ relational issues

**Personal Behaviour Evaluation:** Depending on the age of the student, assist your child to comply with school behavioural expectations by seeking feedback/ advice from teachers and others; encouraging a positive support network; encourage the investigation of cause & effect, perhaps by keeping a diary

**Communication:** Maintaining contact with the school is very important. Please let the school know of any significant issues or changes that may affect your child e.g. welfare or social issues outside school; or any changes in the child's behaviour at home, either positive or negative. You are welcome to make an appointment to talk to your child's teacher/s, or with another member of the school staff, at any time.

The education and welfare of students is our prime concern; a strong supportive partnership between parents, students and the school is the goal of our endeavours.



# ORANGE CHRISTIAN SCHOOL

## Student Code of Conduct

### INTRODUCTION

The aim of this Code is to ensure that the school is a safe and effective place in which learning takes place; that students develop self-discipline and consideration for others; and that the property and reputation of the school is protected.

The vision of the school, *to raise up effective leaders of godly character who will blend academic achievement and biblical truth, to influence society for the glory of God*, will come about as each student, with God's help, fulfills his or her responsibilities with integrity, and respects the rights of others in the school and community.

*The important things are living right with God, peace, and joy in the Holy Spirit. Anyone who serves Christ by living this way is pleasing God and will be accepted by other people. So let us try to do what makes peace and helps one another.* Romans 14:17b-19.

### STUDENT RESPONSIBILITIES

<p><b>General Behaviour:</b></p> <p>Obey all school rules.</p> <p>Maintain a neat appearance; wear full school uniform, including sports uniform when required.</p> <p>Behave safely and courteously; also travelling to and from school.</p> <p>Uphold the reputation of the school by behaving appropriately when wearing school uniform, or engaged in off-campus school activities.</p> <p>Students are not permitted to possess or smoke cigarettes; possess, use or be under the influence of alcohol or non-prescribed drugs, or other substances harmful to health whilst wearing school uniform or engaged in any off-campus school activities.</p>	<p><b>Behaviour Towards Others:</b></p> <p>Show respect at all times for teachers, other school staff and visitors to the school.</p> <p>Treat other students with dignity and respect.</p> <p>Respect the learning needs of other students.</p> <p>Do not disrupt class activities or impede others' learning.</p> <p>Behave in a manner which does not endanger the health and safety of yourself or others.</p> <p>Respect the authority of members of staff.</p> <p>Report any dangerous activity to the teachers.</p> <p>Report any incidents of bullying; cooperate with staff in investigation of disciplinary cases.</p> <p>Accept correction in a respectful manner.</p>
<p><b>Attitude to Property:</b></p> <p>Care for property belonging to yourself, the school and others.</p> <p>Remain out of the buildings during recess and lunchtime, unless supervised by teacher or authorized staff member.</p> <p>Follow all safety rules, such as: do not climb on buildings, trees or unsuitable equipment; do not run inside or where there are many people about.</p> <p>Play safely in designated areas.</p>	<p><b>Attitude Towards School and Learning:</b></p> <p>Attend every school day, unless legally excused.</p> <p>Be in class on time, with all materials and ready to learn.</p> <p>Take responsibility for your own learning: complete work set by teachers promptly and to the best of your ability, including homework and other assignments.</p> <p>Take full advantage of the opportunities offered by the school.</p> <p>Ensure all school communications are delivered to parents.</p> <p>Follow instructions.</p>

### EVERY STUDENT HAS THE RIGHT TO:

<p>Be safe and to feel secure in school</p> <p>Learn in an interesting environment</p> <p>Develop their God-given talents, interests and ambitions positively without intimidation</p> <p>Work to the best of their ability</p> <p>Be treated with respect by other students and school staff</p> <p>Be listened to</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## BREACH OF THE STUDENT CODE OF CONDUCT

### BEHAVIOUR THAT INFRINGES ON THE SAFETY OF OTHERS WILL NOT BE TOLERATED

This includes:

- Harassment, bullying, illegal or anti-social behaviour of any kind
- Dangerous activities and violence
- Intimidating behaviour
- Cyber bullying

The School Principal and staff members accept their obligation to fairly, reasonably and consistently enforce the requirements of the Student Code of Conduct. It is school policy to advise parents of all serious or persistent breaches of school rules. (OCS Welfare and Discipline Policy)

### ACTION WHICH MAY BE TAKEN WHERE THE CODE OF CONDUCT IS BREACHED

Wherever possible, action is aimed to assist the student to achieve **self-discipline**, and to assist with problems which may underlie the unacceptable behaviour. Where appropriate, action is taken as a direct consequence of the misbehaviour.

In general, teachers will deal with instances of unacceptable behaviour in the classroom; cases of persistent or extreme misconduct may be referred to section coordinators. **Section coordinators** are responsible for the general overview of discipline. The Deputy Principal will exercise overview of discipline procedures of the school as a whole.

**Disciplinary action** may include:

<b>Discussion:</b>	With student, and/ or parents Referral to school Chaplain
<b>Setting of tasks:</b>	Service to the school in line with the infringement
<b>Detention:</b>	Up to half of any recess period; or for up to 45 minutes after school Parents will be given notice of any after school detention at least one day in advance.
<b>Withdrawal:</b>	Exclusion from a school activity Restriction to certain parts of the school grounds
<b>Cost of repair:</b>	The school may bill the student for all or part of the cost of repair, or replacement
<b>Suspension:</b>	Set period of disciplinary non-attendance at school
<b>Probationary enrolment:</b>	Set period of enrolment, conditional upon improved behaviour
<b>Expulsion:</b>	The school discontinues the enrolment of the student

### COMPLAINTS

**Any decision of the School, with which a student, or his or her parents, does not agree, may be reviewed by following the procedure set out in the school's Grievance Policy.**

**Note:**

The Student Code of Conduct may be varied at any time by the Principal in consultation with the Executive team.

I have read and agree with the standards and requirements of this Code of Conduct:

Parent: \_\_\_\_\_ Student: \_\_\_\_\_

School Representative: \_\_\_\_\_ Date: \_\_\_\_\_



# ORANGE CHRISTIAN SCHOOL

## School Rules

**EVERY PERSON IN THE SCHOOL COMMUNITY HAS THE RIGHT TO BE SAFE AND SECURE.** Therefore, the School considers the following forms of behaviour to be unacceptable:

<ul style="list-style-type: none"> <li>• Fighting, bullying or any other form of aggressive behavior; including cyber bullying</li> <li>• Rude and offensive behaviour or attitudes</li> <li>• Throwing sand, stones or other dangerous objects</li> <li>• Using or carrying weapons (sticks, knives etc)</li> <li>• Harassment (cultural, religious, sexual, disability or racial); teasing and name calling</li> <li>• Stealing</li> <li>• Graffiti</li> <li>• Possession of chewing gum</li> <li>• Possession of aerosols</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving the school grounds without permission</li> <li>• Leaving class without permission</li> <li>• Unauthorized riding of bikes, skateboards etc, in the school ground</li> <li>• Running in the school buildings; or on hard surfaces</li> <li>• Climbing trees, roofs or structures other than designated playground equipment</li> <li>• Being in school buildings without teacher supervision</li> <li>• Tackle football, or similar games</li> <li>• Violence-based games</li> </ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Personal Items and Belongings

Students are not permitted to bring to school: Weapons or dangerous objects or materials; Electronic games; Jewelry (except as allowed by Uniform Code); Expensive personal belongings; Pets; Personal iPads or other devices

Mobile phones brought to school must be left at the front office until the end of the day.

Authorised medications required to be taken during the school day must be handed in at the front office with a medication plan. (Unless exception eg asthma puffers)

**Out of Bounds Areas:** Behind classrooms; Out of direct vision; Car parks; Classrooms without supervision

### Students Travelling by Bus:

Wait in designated area for bus travellers	Protect bus property and report any vandalism
Show travel passes to the driver on boarding and when requested	Behave appropriately at all times (no offensive language, fighting, spitting, placing feet on seats or throwing things in or from the bus)
Wear full school uniform when travelling by bus	Behave safely at all times
Maintain possession of the travel pass at all times	Keep arms, legs and other parts of body inside the bus
Respect the needs and comfort of other passengers	Follow the driver's instructions about safety on the bus
Adhere to bus operator rules about eating and drinking on the bus	Only attract the attention of the bus driver in case of an emergency

#### AGREEMENT:

I have read these School Rules and agree with the requirements for appropriate behavior at Orange Christian School.

Parent: \_\_\_\_\_ Student: \_\_\_\_\_

School Representative: \_\_\_\_\_ Date: \_\_\_\_\_