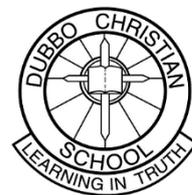


Dubbo Christian School Policy



BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

RANGS Reference	3.7.1, 3.7.2
Date of Last Review	November 2016
Ratified by the Board	November 2016
Owner	Deputy Principal

1. General Statement

Dubbo Christian School recognises the importance of relationships in the education of young people. At times conflicts can arise which require management, resolution, forgiveness and healing. Policies for managing student behaviour and associated restorative practices assist students to learn from their mistakes and reconcile differences and problems with others. The purpose of discipline is to teach students respect, self-control and obedience in order to create a safe environment where learning can be maximised.

Please note: no corporal punishment will be administered at Dubbo Christian School nor is the administering of corporal punishment by non-school persons, including parents, sanctioned by the School.

At Dubbo Christian School we acknowledge the close relationship between student wellbeing, pastoral care, classroom climate and teaching practice. Managing student behaviour therefore needs to be seen and developed within this holistic perspective.

2. Christian Rationale

Our God is a god of love, and because God loves us HE disciplines us. As the Scriptures assert "Whom the Lord loves, He disciplines" (Hebrew 12:6). The loving discipline of God is consistent with His perfect sense of justice and righteousness, and His desire for us to grow towards maturity in Him.

God permits us to exercise discipline towards one another. He has given this responsibility to parents in relation to their children. He requires that discipline be applied with a loving sense of responsibility, desiring the best for the one being disciplined. "Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord" (Ephesians 6:1; Proverbs 22: 6)

Parents are able, within the context of our school, to appropriately delegate responsibilities necessary for the effective disciplining of their children. According to the scriptures, children should accept the discipline of their parents, and by inference, that of their teachers (Ephesians 6:1; Proverbs 22:6)

Discipline is broader than punishment. It involves the giving of guidance to life by the including of restraints and teaching against licence. “Train up a child in the way he should go, and when he is old, he will not depart from it” (*Proverbs 22:6*). The Biblical application of discipline shows a deep concern for establishing an atmosphere of love, care and concern, alongside notions of sanctions and punishment.

3. Purpose of the Document

The aim of the Behaviour Management Policy is to establish guidelines that create and maintain a safe, secure, productive and happy learning environment for the spiritual, emotional, academic, social and physical development of all students in our care. Teachers are mandated to at all times use their professional judgement and wisdom when managing behaviour.

4. Policy

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

- Promotes a proactive stance on issues of student welfare and student self-discipline.
- Seeks the building up and training of students in all aspects of school life.
- Maintains procedures for pastoral care, and behaviour modification, for students through teaching staff, Stage Coordinators, KLA Heads of departments, Head of Secondary, Head of Primary, the Deputy Principal and Principal.
- Maintains centralised record keeping as an ongoing profile of a student’s welfare, behaviour and any interventions exercised by the school. This includes all contact with parents/caregivers.
- Regularly address the school’s discipline policy and procedures with staff to ensure comprehension and compliance.
- Expressly prohibits corporal punishment from the school’s discipline procedures.
- Does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school
- Partners with parents, the school community and external specialists to support students’ development and address issues of concern.
- Promotes opportunities and learning experiences in school for students to develop self-awareness and to develop self-discipline skills and maturity.

5. Self Discipline

Managing student behaviour at DCS should be proactive and is designed to help correct and develop behaviour so that self-discipline may be fostered. As a School that aims to model all it does on the Lordship of Jesus Christ, DCS hopes that discipline may not just lead to self-control but to a Christ-centred life.

5.1 Respect

As members of the DCS community we should show respect to each other. Managing student behaviour should recognise the age and maturity of the person and not belittle the person through word or deed. Staff and students should recognise the importance of talking politely to those in authority and peers. Students and staff are expected to obey those whom God has placed in positions of authority.

5.2 Restorative Approach

The philosophy of Restorative practices informs a positive and formative approach to managing student behaviour, in particular student discipline. Restorative measures help

students to learn from their mistakes, grow in self-discipline, take responsibility for their own actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others. With a restorative process, the focus is on relationship and personal accountability through reflection.

“Correction” and “discipline” should always be restorative. It should be consistent with the DCS mission (directed towards protection and enhancement of safe learning environments) and appropriate to the nature of the offence, if possible, restoring any damage to relationships, work and property.

Restorative discipline concerns itself with appropriate consequences that encourage accountability – but accountability that emphasizes empathy and repair of harm.

6. Procedures

Class teachers should deal wherever possible with their own classroom management and discipline. When discipline issues of a serious and persistent nature arise, teachers should follow the procedures as outlined. If in doubt, seek the advice of a colleague. This document is a guideline and discretion should be used if the situation warrants alternate action. DCS strives to foster a community of partnering with parents, therefore phone contact during the early stages of conflict may assist in establishing a restorative outcome.

6.1 Communication

a) To Parents:

School policies and procedures are made available to parents and 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 DCS Student Code of Conduct (also contained in Student Diaries) 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) New staff are made aware of welfare and behaviour management policies and procedures at induction. Staff training takes place within section and/or 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) The School Psychologist is available for counselling, time strategies, anger strategies and other areas where required.

d) Records: Centralised records of behaviour management will be kept and stored.

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, in conjunction 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. (See attached documents)

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

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

6.3 Encouragement of Development of Maturity in Student Behaviour

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

1. Commits time daily for Biblical Studies and Discipleship (PCG and classes), in partnership with family and church priorities, for the development of Christ-like character and attitudes.
2. 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.
3. Provides a set of School Rules, and regularly reinforces students' understanding of their responsibilities as positive contributors to school life.
4. 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.
5. Provides an on-site Chaplain for student and staff support.
6. Allows leadership opportunities to develop personal skills in the school context.
7. 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.
8. Provides opportunities and experiences that develop relationships; and challenges that build resilience.
9. 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.
10. Has processes to resolve issues that adversely affect children's social development and learning within the school.
11. Involves parents early in the process of handling a student's behavioural infractions, and maintains regular communication.
12. Partners with external providers in planned programs for additional support for students within the school.

6.4 Grounds for Suspension or Expulsion

Please read this section in conjunction with the Suspension and Expulsion Policy.

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 statement, 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 or tobacco.
- 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 (continual disobedience).
- 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 gender, 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, sexual identity, religious beliefs, political beliefs, or physical, learning or mental disability or impairment.
- Bullying
- Deliberately and consistently fails to take advantage of educational opportunities provided by the school.
- Damages or defaces school building / property.
- Possession or use of a weapon or threat to use a weapon.
- Verbal or Electronic abuse
- Lying to a member of staff

b) Expulsion

The Principal may 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;
- Persistent and ongoing disregard for student code of conduct
- Exhibits behaviour of such a 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; and
- Continued patterns of behaviour demonstrating disregard for strategies implemented to support student.

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.
- j) The school ensures right of review or appeal in respect to suspension and expulsions.

7. The School Behaviour Management Process

Our school behaviour management 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.

7.1 Student behaviour is described according to Four levels:

7.1.1 **Expected Level** - Generally acceptable behaviour, complying with the Student Code of Conduct and school rules.

7.1.2 **Green Level (Recorded on green forms):** Minor misdemeanours, but not obvious pattern of negative behaviour. Teacher is responsible for Green level and appropriate management strategies with student. All sections of green form are to be completed with action and strategies, as well as any communication with home regarding student's behaviour or work effort. Teacher must inform supervisor / HOD. Three misdemeanour forms in one term will result in orange level monitoring.

Green Uniform infringement – Teacher

Daily Uniform check, during period 1.

- A uniform infringement will be issued if the student does not have the correct uniform.
- Notes from parents/guardians requesting exemptions or explaining uniform should be noted and passed on to Head of Secondary/Deputy Principal.
- The duplicate of the Uniform Infringement form is given to the student and the original copy is forwarded to a designated Primary / Secondary teacher for records and collaboration.
- All teachers should monitor the correct wearing of uniform throughout the day. Teachers should engage students who are not wearing uniform properly and remind them of their uniform responsibilities and school rules. Instruct students to rectify uniform issue whenever possible.
- Year coordinators will place students on report if they receive three uniform infringements in one term which have not been granted exemptions. These students will automatically be placed on Lunch Detention.
- Students who receive further non-exemption infringements will be placed on Orange monitoring – Uniform.
- Three further Infringements on Orange level will see student referred to Red level thereby placing their enrolment in jeopardy.

7.1.3 **Orange level:** (Mandatory parent notification)

Development of pattern of unacceptable behaviour; and / or significant breach of Student Code of Conduct/School Rules. Three green forms in KLA or across KLA's will see students put on Orange monitoring or Orange on report. Students can be placed on Orange monitoring for consistent negative behaviour in either specific KLA's or across all KLAs. If all infringements are in one KLA the relevant HOD

responsible for monitoring. If it is across all KLA's then Head of Secondary / Head of Primary or Deputy Principal are responsible for Orange monitoring of students behaviour.

Students can also be placed on Orange on report for repeated uniform infringements, Home work and work ethic and one off misdemeanours that result in an afterschool detention. Stage Advisors, HODs and Head of Secondary can place a student on Orange on report.

Orange Monitoring Procedures

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 HOD and together decide upon a course of action involving a monitoring card, a progress review or other section appropriate monitoring strategy.

The teacher will then discuss with the student to inform them of the way forward and discuss any 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 orange monitoring is to be implemented, the teacher/HOD/Head of Secondary/Head of Primary must contact the parent by phone prior to being placed on orange monitoring, to advise the parent of the concern and the process. The teacher will liaise with their Supervisor throughout this process.

The Head of Secondary/Head of Primary and the Deputy Principal will also be made aware of this process and copied into all correspondence regarding the child's behaviour.

7.1.4 Red Level: Escalation from Orange level, non-compliance to conditions set out on Orange level, serious one-off breach of Student Code of conduct, e.g. bullying, WHS risk, aggressive or other serious inappropriate behaviour. This level may result in probationary enrolment. Head of Primary/Head of Secondary, Deputy Principal and Principal manage students on Red Level.

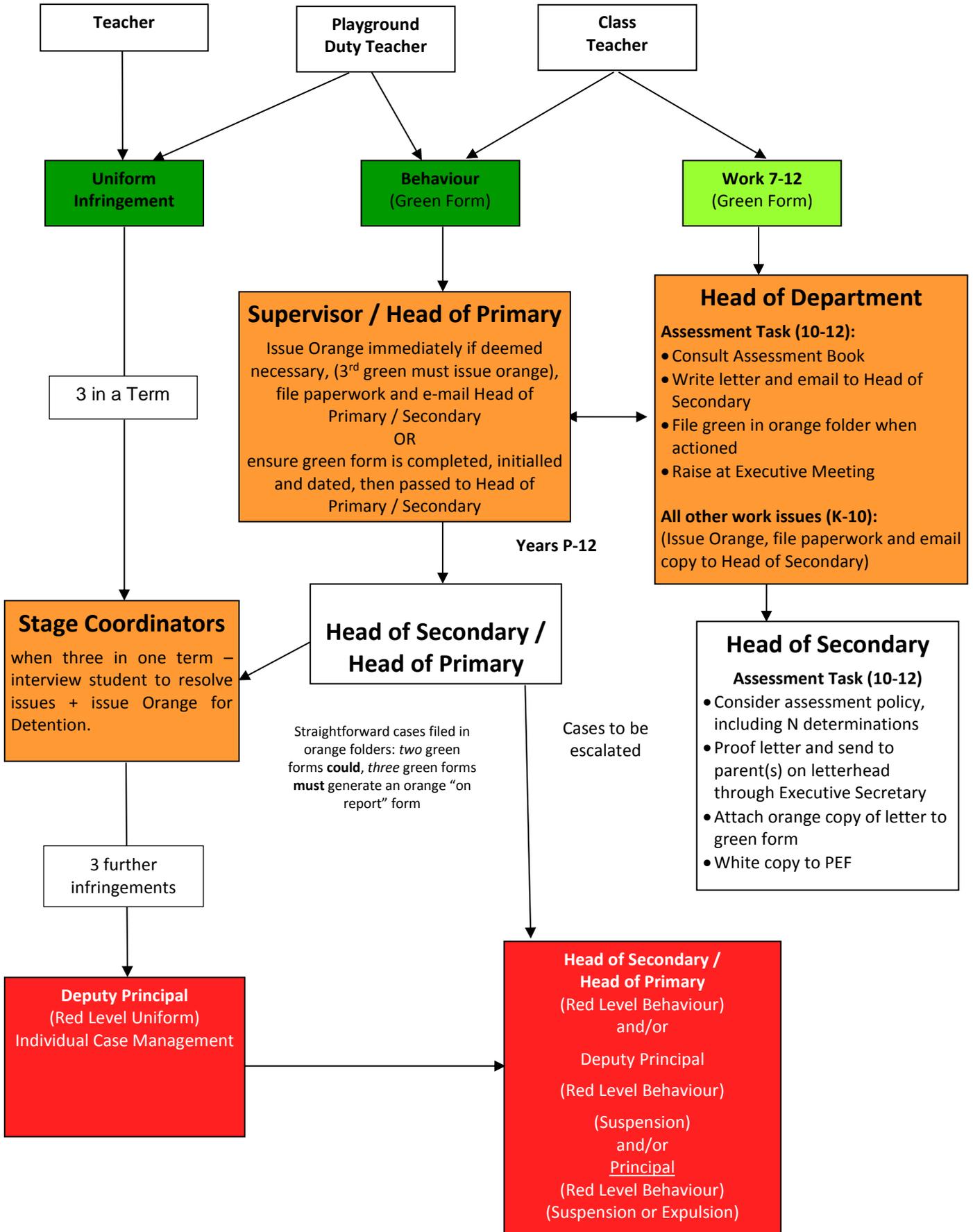
Students who do not comply with uniform can be placed on Red Level uniform which is managed by Deputy Principal.

In summary:

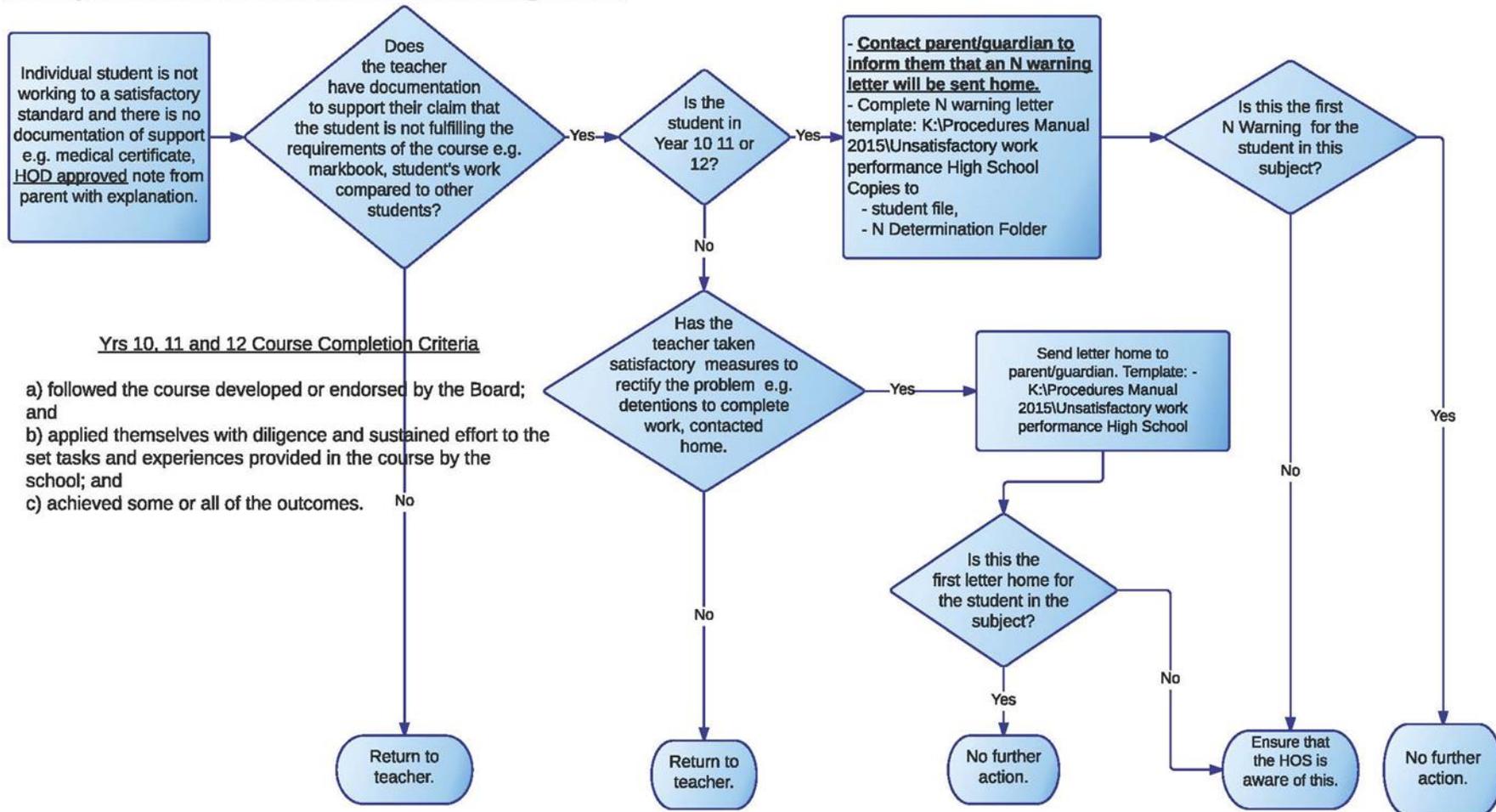
Expected level	All OK
Green level	Uniform, Behaviour, Work
Orange level / Orange Monitoring / On Report (Lunch Detention)	Uniform, Behaviour, Work
Red Level	Uniform / Behaviour

The following table outlines a series of misbehaviours, procedures to be followed and people who should be involved in the management process.

BEHAVIOUR MANAGEMENT PAPER TRAIL



HOD procedure for student Work Infringement



STAFF GUIDE FOR MANAGING STUDENT BEHAVIOUR

Type of Misbehaviour	Procedures	People involved
<ul style="list-style-type: none"> • Low level disruption, danger, non-compliance • Disrupting other students • Not looking at teacher when teacher is speaking • Off Task • Being late • Calling out • Lazy bookwork • Minor ICT breach • Unkindness • Being overly boisterous • Minor tampering with another's belongings • Poor manners • Forgets to give teacher attention 	<ul style="list-style-type: none"> Remind student of the behaviour that is expected 	<ul style="list-style-type: none"> Classroom Teacher
<ul style="list-style-type: none"> • Disruptive behaviour continues, e.g. makes inappropriate comments, annoys other students, moves around the classroom without permission. • Low level rudeness, expressed through words, body language, facial expressions etc • Significant ICT breach • Disparaging comments to others • Argumentative • Annoying actions to several others • Off hand racist or sexually inappropriate comments 	<ul style="list-style-type: none"> • Remove distraction / isolate student (own desk) • Teacher Detention • Green Form if necessary 	<ul style="list-style-type: none"> Classroom teacher HODs
<ul style="list-style-type: none"> • Substantial levels of disruption, defiance, danger etc • Disrupting whole class • High Level rudeness – expressed in words, signs, body language or facial expressions • Open defiance • Swearing • Lying • Intimidating comments to others (Serious put downs, causing serious embarrassment) • Harassment of others • Open defiance without mitigating factor • Purposeful sexual, sexist, racist or bullying comments • Serious tampering with the belongings of others • Bullying (Refer Bullying Procedures also) • Using physical force to hurt, compel or intimidate • Inappropriate Social Media Use – including pictures, bullying, nudity, bringing School into disrepute 	<ul style="list-style-type: none"> • Antagonistic to Christian outlook • Treating the student with dignity – as if they should have known better (do not humiliate students) • Teacher Detention • Loss of privileges in class • Green form • Remove from room with green form • Pray with student • Seek repentance • Arrange restitution (return stolen gear, assist teacher, make up time, complete work) • Inform HODs, Head of Secondary / Primary • Inform parent via diary or phone call • Teachers will not use corporal punishment. • Orange on report • Orange monitoring • Exclusion from a school activity 	<ul style="list-style-type: none"> Classroom teacher HODs Head of Secondary Head of Primary Deputy Principal
<ul style="list-style-type: none"> • Serious levels of disruption, defiance, danger • Pattern of the above behaviours 	<ul style="list-style-type: none"> • Send student with green form to HOD / Deputy • Teacher / student / HOD or Head of Secondary or Deputy / parent interview • Principal review • Possible suspension 	<ul style="list-style-type: none"> Classroom Teacher HODs Head of Secondary Head of Primary Deputy Parent and Student Principal
<ul style="list-style-type: none"> • Substantial theft (mobile phone, more than \$10 etc) • Continued patterns of poor conduct • Undermining of Christian culture • Any serious violence • Any drug activity • Any smoking activity • Any sexual activity • Any truancy • Any serious theft • Possession of a weapon • Continual disobedience 	<ul style="list-style-type: none"> • Teacher refers to Deputy through Supervisors who informs Principal • Deputy Principal and Principal take responsibility for the student • Deputy Principal or Principal contacts parents to arrange a conference • Deputy Principal or Principal informs Chairman of the Board as needed • Deputy Principal or Principal will recommend the assistance of a professional counsellor, program etc. • Deputy Principal or Principal may suspend the student (at school or at home) until matter is resolved • Principal may make recommendation of expulsion to School Board. 	<ul style="list-style-type: none"> Classroom Teacher HODs Head of Secondary Head of Primary Parents Deputy Principal Principal Board

Understanding the stages of behaviour management

Teachers should be –

- Encouraging students what it means to bear the image of God
- Educating for right behaviour and providing models of such behaviour
- Encouraging students to be responsible for their actions
- Motivating students toward right living and helping shape their attitudes
- Building Christian values and respect

The bottom line behind any consequence or sanction is **to discipline within the context of constructive pastoral relationships**. This notion should provide the boundary for any action taken by staff.

Remember the principles of restorative practices and apply at this level as appropriate.

Practical Implications

The implications are that **staff –**

- Need to be encouraging strong relationships – between themselves and students
- Communicating with supervisors, year patrons and parents about unacceptable behaviour
- Regularly documenting / recording of instances of behaviour, communication and outcomes

Disciplinary action for breaches or infringements within the DCS community:

1. Detention lunch time or after school
2. Community clean-up and maintenance.
3. Removal of leadership position e.g. prefect status removed
4. Removal from non-compulsory excursions including:
 - Sporting teams
 - Gala days
 - Off-site excursions.
 - Representing the school in any area for a period of time.
5. Attendance at After School Study Centre, Tuesday, Wednesday and Thursdays.
6. Loss of Leave Pass (Yrs11 and 12)

Guiding questions for a restorative approach

1. Who has been hurt?
2. What are their needs?
3. Whose obligations are they?
4. What are the causes?
5. Who has a “stake” in this?
6. What is the appropriate process to involve stakeholders in an effort to put things right?

The questions we may use in the restorative process at DCS:

These questions should be asked with any green form infringement. They also form a useful script for any behaviour management conversation.

- | |
|--|
| <ol style="list-style-type: none">1. What happened?2. What were you thinking of at the time?3. What have you thought about since?4. Who has been affected and in what way?5. How could things have been done differently?6. What do you think needs to happen next? |
|--|

STUDENT CODE OF CONDUCT

“Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in life, in faith and in purity” 1Timothy 4:12

Our code of conduct is based on the DCS WAY.

Do unto others (relationships)

Classroom

Safeguarding our school

Wisdom

Actions

Yourself

1. Do unto others

“Do to others as you would have them do to you” Luke 6:31

Because we aim to consider others before ourselves and relate to each other in a way that honours God, we will

- encourage one another and build each other up
- respect teachers, other students and visitors alike, ensuring their safety and wellbeing
- cultivate the fruit of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control) in our dealings with others
- be courteous to each other and speak respectfully, emphasizing “please”, “thank you”, “excuse me”, “you’re welcome” and “I beg your pardon”
- only touch other people if it is wanted and wise to do so
- look for ways to serve others as well as our community

2. Classroom and Community

“And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him” Colossians 3:17

Because we want to work diligently and faithfully use the talents and gifts God has given us in each lesson or school activity, we will

- give attention to our teachers, focus on the work being done, and participate in lessons in a positive way
- raise our hand to participate and respectfully wait our turn to contribute
- positively accept our learning ability and the learning ability of others
- complete all learning activities, assignments, projects, homework and tasks on time and to the best of our ability
- respect the right of others to learn without interruption
- act immediately on teachers instructions
- use our school diary appropriately
- place our bags neatly outside our classroom and line up quietly outside the room at the beginning of a lesson and stand behind our desks until the teacher asks us to sit down to begin the lesson.

3. Safeguarding our School

"The Lord God took the man and put him in the garden of Eden to work it and take care of it"
Genesis 2:15

Because we understand that the earth is the Lord's and everything in it (Psalm 24), we are charged to care for the things He has given us, including our school. Therefore we will

- look after the grass, plants and trees by treating them with respect and walking on paths
- ensure the area we use is kept tidy and well maintained and use the bins to put all our litter in
- use equipment, textbooks and any other resources appropriately keeping them in good working order
- report any damage to property immediately to a teacher

4. Wisdom

"The fear of the Lord is the beginning of wisdom and knowledge of the holy one is understanding"
Proverbs 9:10

Because we want to develop into people of wisdom, we will

- honour the Bible as God's word
- listen to and respectfully submit to the authority that God has placed in our lives
- understand that learning at Dubbo Christian School is "Bible based and Christ centred" and respect and participate in devotions and Bible teaching positively
- understand that we all make mistakes and that these mistakes don't change God's love for us
- understand that just as God forgives us, we forgive anyone who hurts us or does the wrong thing
- stand up for truth and justice, including being wise at knowing when to tell others about an issue
- report dangerous, unwise or serious breaches of this Code of Conduct to a teacher

5. Actions

"In everything set them an example by doing what is good" Titus 2:7

Because we want to live in a positive, caring community we understand that we have a responsibility to act in a way that ensures we can all find our place here. This means we will

- show our affection to others in ways that are wholesome and inclusive
- not bring chewing gum or prohibited items (including weapons, cigarettes or mobile phones) or substances (including alcohol or illegal drugs) to school
- ensure all medication is taken to the office
- stay within the boundaries of the school that we are allowed to be in
- be courteous and sensitive to the needs and differences of others
- look for the good things in others
- be good friends, showing loyalty and forgiveness
- avoid put downs, teasing, nasty comments and excluding others
- avoid being involved in bullying or harassing behaviour and report to a teacher any bullying behaviour we observe.

6. Yourself

“Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ” Philippians 1:27

Because we are accountable for our own actions and choices, we will

- be on time for each class or school activity
- respect our own and other people’s personal space and property
- tell the truth
- use people’s names when talking to them
- travel on school buses quietly, tidily and respectfully
- wear our uniform proudly including coming to and going home from school each day
- keep our schoolwork neat and organized and use our school diary appropriately
- use the internet at school according to the agreement we signed
- use language that is wholesome and uplifting. DCS students do not swear or use coarse jokes or filthy talk
- accept responsibility for our actions and seek to right the wrongs we have committed

EVERY STUDENT HAS THE RIGHT TO:

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

Discussion:	With student, and/or parents Referral to School Chaplain
Setting of tasks:	Service to the school in line with the infringement
Detention:	Up to half of any lunch period
Withdrawal:	Exclusion from a school activity Restriction to certain parts of the school grounds
Cost of repair:	The school may bill the student for all or part of the cost of repair, or replacement
Suspension:	Set period of disciplinary non-attendance at school
Probationary enrolment:	Set period of enrolment, conditional upon improved behaviour
Expulsion:	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 procedures set out in the school's Grievance Policy.

Note: The Student Code of Conduct may be revised 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: _____

DUBBO 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:

<p>1. Unacceptable Behaviour</p> <ul style="list-style-type: none">• Swearing• Fighting, bullying or any other form of aggressive behaviour, including cyber bullying• Rude and offensive behaviour or attitudes• Throwing sand, stones or other dangerous objects• Using or carrying weapons (sticks, knives etc)• Harassment (cultural, religious, sexual, disability or racial); teasing and name calling• Inappropriate Social Media Use – including pictures, bullying, nudity, bringing School into disrepute• Stealing• Graffiti or other vandalism• Possession of aerosols	<ul style="list-style-type: none">• Chewing gum• Dishonesty/Lying behaviour• Leaving the school grounds without permission• Leaving class without permission• Persistent lateness to class• Unauthorized riding of bikes, skateboards etc, in the school ground• Running in the school buildings, or on hard surfaces• Climbing trees, roofs or structures other than designated playground equipment• Being in school buildings without teacher supervision• Tackle football, or similar games• Violence-based games• Mobile phone possession/use at school
<p>2. Personal Items and Belongings</p> <p>Students are not permitted to bring to school:</p> <ul style="list-style-type: none">• Weapons or dangerous objects or materials,• Electronic games; Jewellery (except as allowed by Uniform Code); Expensive personal belongings; Pets; Personal iPads or other devices without permission from the school;• 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 etc. asthma puffers)	
<p>3. Out of Bounds Areas</p> <p>Unsupervised playground areas; out of direct vision, car park, classrooms without supervision.</p>	
<p>4. Students Travelling by Bus:</p> <ul style="list-style-type: none">• Wait in designated area for bus travellers• Show travel passes to the driver on boarding and when requested• Wear full school uniform when travelling by bus• Maintain possession of the travel pass at all times• Respect the needs and comfort of other passengers• Adhere to bus operator rules about eating and drinking on the bus	<ul style="list-style-type: none">• Protect bus property and report any vandalism• Behave appropriately at all times (no offensive language, fighting, spitting, placing feet on seats or throwing things in or from the bus)• Behave safely at all times• Keep arms, legs and other parts of body inside the bus• Follow the driver's instructions about safety 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 behaviour at Dubbo Christian School.

Parent: _____

Student: _____

Related Policies & Procedures	Person Responsible