1. **Preamble**

1.1. As an outworking of our desire to "aim for excellence by providing an environment in which students and staff are encouraged to reach their full God-given potential" (Vision Statement), Chairo seeks to provide a Christian environment that is conducive to the personal (spiritual, academic, social, physical and emotional) growth and well-being of students and staff.

1.2. Chairo seeks to "cultivate community that reflects the love of Christ" (Vision Statement). The School is therefore committed to providing a caring, safe, secure and friendly environment, with staff members who demonstrate by their actions that they can be trusted and respected with regard to godly character and fairness.

1.3. At Chairo it is expected that Christian worldview perspectives based upon a biblical understanding of the "creation, fall, redemption and new creation" model are clearly reflected in all policies, procedures and practices, including in the area of student discipline and behaviour.

1.4. Chairo desires to operate as a Christian community and as such seeks to be distinctive; emulating the Kingdom of God and having relationships characterised by Christ-like love. By entering into the School community, members agree to abide by Chairo's Code of Respect and acknowledge the need for appropriate discipline.

1.5. Chairo expects all members of the Chairo community to demonstrate respect in all areas of conduct and relationship. The Chairo Code of Respect says: "As a member of the Chairo Christian School Community I agree to respect others, respect myself, respect authority, respect property, respect the privilege to teach and learn, and respect Chairo and its Christian foundations." This code includes principles by which members seek to live, in the knowledge that such principles exist for the mutual benefit of all members of the School community. The Code serves to keep members accountable and aware of their responsibilities.

1.6. Chairo recognises that because of sin, unacceptable behaviour will be evidenced within the Chairo community in varying degrees and at various times. Such behaviour generally ignores the value of the image of God in others.

1.7. Jesus gave instructions about the way people should treat each other, including "Do to others as you would have them do to you" (Luke 6:31). The apostle Paul said, "... encourage one another and build each other up ..." (1 Thessalonians 5:11). Matthew 22:34-40 also gives instructions about loving others. Romans 12:9-17 speaks about hating what is evil, loving one another with brotherly affection, and living in harmony.

1.8. Discipline is revealed in the Bible to be the task of a wise and loving parent. It is described as "the way of life"; an indication of a love of wisdom and knowledge; a means of preventing foolishness and wrongdoing; and as the foundation for a life that is productive, peaceful and pleasing to God. Christian discipline grows from a desire to see individuals develop in character and the community function in a way that pleases God. (See Hebrews 12:5-11; Proverbs 6:23, 10:17, 12:1, 13:25, 22:15, 22:6, 23:13, 14:1-35, 29:15-17.)

1.9. Discipline at Chairo is an intrinsic part of the educational process and, properly understood, should be seen as part of the complete training of a child. It involves modelling and teaching appropriate behaviour as well as shaping and correcting inappropriate behaviour, and must be administered with
fairness and justice. Proverbs 22:6 says, “Train a child in the way he should go, and when he is old he will not turn from it.”

1.10. At Chairo it is understood that discipline is: necessary because students are fallen creatures (Psalm 51:5-6); not an option but a command (Proverbs 22:13); a sign of love (Proverbs 3:11-12 & 13:24, Hebrews 12:5-6); purposeful (Proverbs 6:22-23 & 29:15, Hebrews 12:5-6); and an opportunity to direct students and help them strive against sin. Discipline is therefore positively redemptive in its intention, to “save his soul from death” (Proverbs 23:14), to restore into community (2 Corinthians 2:6-8) and to lead to growth in character and holiness (Hebrews 12:7-13).

1.11. Unacceptable behaviour often results from or leads to conflict between individuals and/or groups. The School is therefore committed to being an example and a training ground for how to prevent and resolve conflict in a biblical way, which includes seeking reconciliation wherever possible (Matt. 5:24b).

1.12. This policy relates to all incidents of unacceptable behaviour involving Chairo students occurring during school hours and/or on school premises, and to other incidents of unacceptable behaviour involving Chairo students occurring outside school hours and/or away from school premises where such incidents have adverse implications for an individual’s welfare and/or for relationships within the School.

2. Definitions

2.1. Discipline in its proper sense is the process of ‘discipling’ or leading someone to become an obedient disciple of Christ. Discipline as such involves many aspects including praise, encouragement, teaching, nurturing, example and correction. It also includes chastisement, censure, warning, punishment and restitution, as well as aspects of justice, graciousness, repentance, forgiveness, restoration and reconciliation.

2.2. Unacceptable behaviour refers to student actions and words that are inconsistent with the standard of behaviour expected at Chairo (as expressed in the Code of Respect and the Student Code of Conduct).

2.3. Accountability refers to the act of reminding students of behavioural expectations and that unacceptable behaviour will lead to consequences that need to be understood and received.

2.4. Perpetrators refers to those in breach of this policy and related procedures, and of the Code of Respect and the Student Code of Conduct.

2.5. Victims refers to those wronged by a breach of this policy and related procedures, and of the Code of Respect and the Student Code of Conduct.

3. Details

3.1. General

3.1.1. Students shall be encouraged and supported in their efforts to make responsible decisions. In a manner consistent with the Chairo Code of Respect, respect for the dignity and worth of each student should be evident in all interaction between staff and students. However, unacceptable behaviour will not be tolerated and will therefore always have appropriate consequences.

3.1.2. Where unacceptable behaviour occurs at Chairo, any individual has the right to expect that incidents will be treated seriously and dealt with promptly and effectively. As a result:
   - perpetrators shall be held accountable for unacceptable behaviour; and
   - victims shall be supported, and their health and well-being given careful and compassionate attention.

3.1.3. The School and individual staff members have a duty to take all reasonable measures to protect students in their care from both actual and reasonably foreseeable risks associated with the unacceptable behaviour of other students.
3.1.4. In circumstances where unacceptable behaviour has occurred, or is alleged to have occurred, all students shall be entitled to a fair hearing, with the opportunity given to respond by explaining their actions and providing other relevant information.

3.1.5. In the case of incidents of unacceptable behaviour occurring outside school hours and/or away from school premises, the School will take reasonable action within the limits of its capacity to do so.

3.1.6. The Executive Leadership of the School shall ensure that staff members develop and implement a Student Code of Conduct that expands on the Chairo Code of Respect, identifies goals and standards for student behaviour, and is consistent with this and other related policies.

3.1.7. The Executive Leadership of the School shall ensure that the School is proactive in communicating its policy in relation to behaviour and discipline to students, staff and parents. Such communication shall occur at least annually in the context of maintaining consistent open lines of communication within the School community.

3.1.8. In addition to this policy, reference should also be made to other related policies, including Electronic Communications and Information Technology Policy, Bullying (Students) Policy and Dispute Resolution (Parents) Policy.

3.2. Teaching practice and curriculum

3.2.1. Good teaching and student management practice is regarded as vital to the School's endeavours to proactively address unacceptable behaviour and encourage acceptable behaviour. Staff members are expected to provide a consistent, predictable and secure environment for students.

3.2.2. Staff members shall periodically undertake professional development designed to increase awareness of behavioural and discipline issues in schools, and to increase their skill and confidence in dealing with unacceptable behaviour.

3.2.3. The Executive Leadership of the School shall ensure that teaching in relation to student discipline and behaviour is included in selected areas of the curriculum as part of the School's endeavours to proactively address unacceptable behaviour and encourage acceptable behaviour.

3.3. Procedural documents and practices

3.3.1. The Executive Leadership of the School shall ensure that individual campuses and/or sub-schools develop procedures that are consistent with this policy, and with the Student Discipline & Behaviour Flow Chart, the Student Discipline & Behaviour Definitions document, and the Student Discipline & Behaviour Checklist.

3.3.2. Any procedural documents shall elaborate on different forms of unacceptable behaviour and give examples, and shall set out clear guidelines for investigating and dealing with incidents of unacceptable behaviour in a consistent and fair manner.

3.3.3. Procedures in relation to unacceptable behaviour shall be both preventative (educating students appropriately to avoid incidents of unacceptable behaviour, and educating teaching staff in classroom management to provide appropriate support to students requiring welfare and learning support) and corrective (acting appropriately as a response to incidents of unacceptable behaviour).

3.4. Disciplinary measures

3.4.1. Disciplinary and corrective measures in relation to proven incidents of unacceptable behaviour shall be determined in accordance with this policy and any related procedures, and also having regard at all times to the Student Discipline & Behaviour Flow Chart (see Figure 1). Such
measures shall vary depending on the nature and seriousness of the behaviour, however they shall not include corporal punishment.

3.4.2. While Chairo’s desire is to reconcile offending students to community wherever possible, disciplinary measures may include detention (including after-school), suspension (including in-school) or expulsion as a consequence of the student’s choice to breach partnership with the Chairo community through their behaviour.

3.4.3. Factors in determining appropriate disciplinary measures, including suspension or expulsion, shall include the safety and wellbeing of staff and other students, the capacity of other students to learn to their potential, and the degree to which unacceptable behaviour impacts upon classroom function and effectiveness.

3.4.4. Disciplinary and corrective measures in relation to students with a disability or impairment shall take into account the degree to which instances of unacceptable behaviour may be directly related to such disability or impairment and reasonable adjustments shall be made.

3.4.5. Clear lines of communication between school and home are essential at all stages of the student discipline and behaviour process. Therefore, staff members shall ensure that parents are provided with relevant information and contacted in a timely manner to discuss issues of student discipline and behaviour.

3.4.6. In addition to the disciplinary measures outlined in items 3.4.1 to 3.4.4, the following specific factors in relation to the discipline of boys shall be considered by staff members:

- While it may be helpful to appeal to a girl’s sense of empathy in the disciplinary process, it is generally more effective to appeal to a boy’s sense of justice by helping him think about, discern and verbalise: (1) the factors that might have been in play in a specific situation; (2) what might have been the cause of the behaviour of the participants; and (3) what would be right, helpful and fair for all those involved.

- Boys are more likely to adhere to rules, accept the need for discipline when rules have been broken, and develop a proper response of restitution when they: (1) understand the purpose of the rules; (2) have some ownership in the rule-setting process; and (3) have helped determine the means by which they can make things right and restore the trust of peers.

3.5. Complaints and appeals

3.5.1. While every effort shall be made to resolve student discipline and behaviour issues in a manner consistent with the principles outlined within this policy, it is recognised that there may be occasions when parents and/or students wish to lodge a complaint and/or appeal a decision.

3.5.2. Where a student lodges a complaint and/or appeals a decision in relation to a student discipline and behaviour issue, there shall be no impediment to the involvement of one or more parents or guardians, or other individuals by mutual agreement, for the purpose of support and/or advocacy.

3.5.3. Where a parent wishes to lodge a complaint and/or appeal a decision in relation to a student discipline and behaviour issue, he or she should follow the steps detailed within the Dispute Resolution (Parents) Policy.

3.5.4. As per the Dispute Resolution (Parents) Policy, in most instances a parent should raise the matter giving rise to dispute with the teacher directly concerned. Where it is not appropriate to do so for some reason, or the parent is not satisfied with the response received from the teacher, the parent should refer the matter to the relevant Head of School and/or Head of Campus.

3.5.5. Further to item 3.5.4 above, where a parent is not satisfied with the responses received from the teacher directly concerned and the relevant Head of School and/or Head of Campus, the parent
3.5.6. Further to item 3.5.5 above, where a matter giving rise to dispute is brought before the Principal for consideration, and a parent is not satisfied with the Principal’s determination, the matter may be referred in writing to the Board and the Board shall take steps to ensure that matters have been handled in accordance with policy and procedure.

3.6. **Search, seizure and records**

3.6.1. The School has a right to reasonable access to school lockers and desks, which remain the property of the School. Consistent with the School’s duty of care to the student body and individual students, where a staff member has cause and reasonable grounds for concern, lockers and desks can be searched without prior notification.

3.6.2. In addition to item 3.6.1 above, students may be instructed to empty their pockets, to provide access to personal containers (eg. school bags, pencil cases) and personal electronic devices (see also the *Personal Electronic Devices Policy*), and to hand over other personal belongings for inspection. Failure to comply with such instructions shall be regarded as a discipline offence.

3.6.3. Students can be instructed to hand over items in their possession such as alcohol, cigarettes, illegal drugs, weapons, or items that may be used to disrupt lessons or distract students in class. Where a student refuses to do so, appropriate disciplinary measures will be implemented in accordance with the provisions of this policy and relevant procedures.

3.6.4. Any item confiscated from a student, other than as covered in item 3.6.6 below, shall be stored in a secure location in the campus administration office pending return to the student or his/her parents as appropriate, and should not generally be held by a staff member. Confiscated items shall not be destroyed or otherwise disposed of, other than as per item 3.6.6, and shall not be held indefinitely.

3.6.5. Information, data, evidence and other items in relation to unacceptable behaviour may be retained by the School. Written records of all relevant incidents, actions and discussions should be made as close in time as possible to the event. Hard copies should be held in files labelled ‘confidential’ and stored in a secure location accessible only by the Principal or his delegate/s.

3.6.6. Further to items 3.6.4 and 3.6.5 above, the School’s rights to retain information, data, evidence and other items do not extend to items of a criminal or illegal nature and/or which may place the School or individual staff members in breach of the law. Any such items shall be reported to appropriate authorities as a matter of urgency, stored securely while held, and handed over at the earliest possible opportunity.

See Figure 1 over the page.
CHAIRO CHRISTIAN SCHOOL

Student Discipline & Behaviour Flow Chart

Living in a Christian School community involves proactive training of all community members to understand and embrace the core Christian Worldview values that sustain such a community. Christian Worldview is to be clearly reflected in all policy, procedures and practice throughout Chairo Christian School. Refer to the Chairo Code of Respect, Mission and Vision Statements, and Student Discipline & Behaviour documents. Policy documents serve as 'flag poles on the beach' for all sections of the School. Like the space between the flags, there is room for sub-school specific procedures.

**Step 1: Identify unacceptable behaviour**
(i.e. breach of Policy and/or Student Code of Conduct)

**Step 2: Are there other issues to consider?**
Learning Support, Welfare, Teacher Practices, etc.

- **NO**
- **YES**

**Step 3: Apply initial level of Discipline & Behaviour Procedures**

- **Effective?**
  - **YES**
    - **Step 3a: Consider behaviour issue addressed**
      - Student reconciliation to Chairo Community complete
  - **NO**

**Step 4: Apply next level of Discipline & Behaviour Procedures**

- **Effective?**
  - **YES**
    - **Step 4a: Consider behaviour issue addressed**
      - Student reconciliation to Chairo Community complete
  - **NO**

**Step 5: Review disciplinary process to date**
At the discretion of the relevant authority (e.g. Principal, DP):
- Consider disciplinary strategy/consequence flexibility.
- Consider possible further disciplinary measures.
- Regard partnership as breached and proceed to Step 6.

**Step 6: Enrolment discontinued**
Student re-enrolment at a future date may be considered in certain circumstances.

The following understandings are also essential:
- Foster School/Student/Parent partnerships/relationships, using clear communication at all stages of the process;
- Address other welfare concerns and make it clear inappropriate behaviour is always unacceptable;
- Identify bullying and apply appropriate additional strategies, including reference to the “Say NO to Bullying” brochure;
- Seek to reconcile students to community and support victims, sharing Christian Worldview perspectives at all stages;
- Keep accurate records and documentation at all stages of the process, and;
- Severe student misdemeanours may result in immediate exclusion from the School community.