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PURPOSE

WCCS Vision Statement

The purpose of WCCS is to equip young people to be responsible and responsive disciples of the Lord Jesus Christ. We do this in a Christian educational community founded on Biblically based beliefs, values and behaviour.

Wyong Christian Community School strives to equip our young people to be responsible and responsive disciples of the Lord Jesus Christ. The concept of discipline having its origins in the word 'disciple', which means to walk alongside and be taught from, WCCS believes that a child needs to be encouraged and affirmed and at times corrected. For this to occur children should be led toward self-discipline and obedience to the authority of God in all things. At WCCS, discipline is the process of disciplining one another towards Christlikeness.

Parents, in partnership with the school staff - are integral in the encouragement, support and the effective nurture and correction of their children. Under God, both parents and school staff are sinful ([Romans 3:22-26](#)). Both make mistakes yet both are striving together to do what is best for each child. Mutual prayer support, encouragement and moral guidance are needed so that children will have the best opportunity to become authentic disciples of Christ.

Foundational Biblical Beliefs

The WCCS Discipline Policy is predicated upon several foundational biblical beliefs:

- The inspiration and inerrancy of the Bible ([2 Timothy 3:16](#));
- The inherent value and worth of each person, created in the image of God ([Genesis 1:26-27](#));
- A **loving** God who loves every person and seeks relationship with them ([John 3:16](#));
- A **gracious** God who desires to forgive the sinner, rescue the lost and restore the fallen ([2 Peter 3:9](#); [Luke 15:11-32](#));
- A **holy** God who has established clear, absolute moral standards for mankind to live by ([Exodus 20:1-17](#); [John 14:15,21](#));
- A **righteous** God who abhors sin ([Psalm 11:5](#); [Proverbs 6:16-19](#); [15:9](#));
- A **just** God who will one day punish all sin ([Matthew 3:7](#); [Romans 1:18](#); [2:5](#); [Hebrews 10:26-31](#));

- The universality of sin and the depravity of human nature ([Romans 3:9-23](#)); and
- The saving work of Christ who, through His death and resurrection, provides the means of potential redemption and reconciliation for all mankind ([John 3:16-17](#); [Romans 6:23](#); [1 Peter 3:18](#)).

Policy Objective

The mission of WCCS is to graduate young people to be responsible and responsive disciples of the Lord Jesus Christ. This will be evidenced through the transformation of their thinking (Head), their convictions (Heart), and their actions (Hands), as outlined below.

<p>Head</p> <p><i>"Do not conform to the pattern of this world, but be transformed by the renewing of your mind."</i></p> <p>Romans 12:2</p>	Students will develop:		
	A fascination with God's creation	A love of learning	The ability to think critically and engage deeply
<p>Heart</p> <p><i>"We love because he first loved us."</i></p> <p>1 John 4:19</p>	Students will possess:		
	A deep conviction to love others	A joy that is evidenced through an eternal perspective	Humility that acknowledges a need for forgiveness
<p>Hands</p> <p><i>"I will show you my faith by what I do."</i></p> <p>James 2:18</p>	Students will demonstrate:		
	Lives lived in service of others	A conviction of faith through their actions	God given talent utilised for His glory

POLICY

Biblical Principles

The implementation of the Discipline Policy will be constrained and guided by several important biblical principles:

- 1) The primacy of love and the centrality of the gospel.** As disciplinary policy is enacted, we must ensure that everything is done in the love of God, and in a way that reinforces and points people towards the *gospel* (*1 Corinthians 16:14*, "Everything you do should be done out of love"). Discipline that is harsh, punitive, and adversarial has the potential to undermine the message of the gospel and alienate people from God's love. While it is almost inevitable that some people will misconstrue discipline as contrary to the love of God, we must do all we can to envelop the disciplinary process in words and actions of love, pointing to the gospel of God's grace and His mission to reconcile sinners to Himself ([John 3:16](#)).
- 2) The necessity to partner with parents / carers in the discipline process.** The Bible indicates that the primary responsibility for disciplining a child is given to the parents ([Deuteronomy 11:18-19](#); [Psalm 78:5](#); [Joel 1:3](#)). However, it also indicates the important, supportive role of the extended spiritual family ([Ephesians 4:9-16](#)). WCCS, therefore, seeks to maintain close communication and consultation with parents / carers throughout the disciplinary process.
- 3) The necessity to identify and encourage positive behaviour.** A balanced discipline policy seeks to affirm exemplary discipleship as well as to correct unhelpful behaviour (*Hebrews 10:24-25*, "Let us consider how we may spur one another on towards love and good deeds...encouraging one another..."). A clearly defined process of identifying and rewarding positive discipleship is an essential part of a biblical discipline policy.
- 4) The necessity for consequences to be appropriate, firm, clear and consistent.** The Bible indicates that disciplinary measures which do not fulfil this criterion will not only be ineffective but will also result in confusion and resentment in children (*Ephesians 6:4*, "Do not exasperate your children"; *Colossians 3:21*, "Do not embitter your children, or they will become discouraged"). Of particular importance in this process is the need for consistency amongst all staff in the implementation of a discipline policy.
- 5) The importance of distinguishing between grace and consequences.** Grace refers to the willingness of God and others to restore relationships that have been harmed by

inappropriate behaviour ([Luke 15:11-32](#)). Consequences refer to the recognition that inappropriate behaviour almost always has practical consequences of which the perpetrator must take ownership ([Proverbs 15:10](#)). In some cases, appropriate consequences may involve ongoing parameters restricting or modifying a person's interactions or behaviours. When consequences are absent or lax, grace is cheapened, the seriousness of sin is diminished, and the concept of God's holiness is undermined (Isaiah 26:10, "When grace [without consequences] is shown to the wicked, they do not learn righteousness"). Grace is free but it is not cheap. We can be freely forgiven for our sins only because Christ died to pay for those sins (consequences). A balanced, biblical discipline policy will hold the concepts of grace and consequences in tension. 2 Samuel 12:13-14 is the classic example of both grace (restoration of relationship) and ongoing consequences. Speaking to King David after his sin with Bathsheba, the Lord spoke through Nathan the prophet; "The Lord has taken away your sin. You are not going to die." [GRACE] "But because by doing this you have shown utter contempt for the Lord, the son born to you will die." [CONSEQUENCES]. It is also important to recognise that the school deals in consequences NOT punishment. Any consequence is given to elicit change in behaviour, not to punish a student simply because we can.

- 6) **The importance of a clearly defined restorative / re-entry process once correctional measures have been enacted.** The one being corrected, and the community at large, must be able to perceive a way forward, whereby relationships can ultimately be restored. Paul's firm disciplinary measures applied to a sinful Corinthian brother ([1 Corinthians 5:13](#)) ultimately resulted in the brother being restored to Christian fellowship and relationships being reconciled ([2 Corinthians 2:5-11](#)). Clear, consistent pathways for this process to occur must form a part of a biblical discipline policy.

Disclaimers:

- ***Corporal punishment is not used or condoned within the school precincts. The school's discipline policy prohibits the use of corporal punishment in any form.***
- ***We do not implicitly or explicitly sanction the administering of corporal punishment by non-school persons, including parents, to support the school's discipline.***

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Our expectation of student behaviour (Code of Conduct) is based on the school rules:

- Work hard
- Be kind
- Show respect

These expectations are clearly explained to students at the commencement of each school year.

Encouraging Positive Behaviour

As a school we wish to do what we can to avoid negative behaviours in the classroom. Effective student management begins with:

- Good planning and teaching. If this is carried out well, student engagement is likely to increase, so all staff are encouraged to plan and prepare lessons and activities well.
- Ensuring that students know that their opinions are valued.
- Staff modelling appropriate behaviours to the students such as kindness, working hard and showing respect.
- Expecting students to comply with the school and classroom expectations and commending those that do.
- Staff recognising positive behaviours and affirming this whenever it is warranted.
- Redirecting attention when a student's behaviour becomes restless and inattentive.

Rights and Responsibilities

The National Declaration on the Educational Goals for Young Australians, Alice Springs 2019 identified two goals:

- Goal 1: Australian education system promotes excellence and equity.
- Goal 2: All young Australians become confident and creative individuals, and successful lifelong learners and active and informed members of the community.

At WCCS, we believe that this can be best achieved through a focus on Head, Heart and Hands. As a school, we believe our students should be growing intellectually – in their understanding of the Bible and who God is and what Jesus has done, and also within mandated curriculum. We do not believe this learning should happen in isolation. If our growth in knowledge does not impact our heart and grow compassion, empathy, and a desire to serve others, then this

education will be inferior. Similarly, a changed heart, given the knowledge acquired, should also be evident in the way we live our lives, i.e. our hands ([James 2:14-18](#)).

Rights and Responsibilities for students at WCCS:

	Students have the right to:	Students have the responsibility to:
HEAD Growing their mind through successful learning	1) Learn and not be deprived of this right and opportunity by the behaviour or others.	1) Be willing to learn, being adequately prepared and organised. 2) Behave responsibly to ensure lesson and school activities can proceed productively for the benefit of themselves and others. 3) Attend class regularly and be in the right place at the right time.
	2) Think differently on issues and challenge the conventional view of the school.	4) Present an alternate view in a respectful and considerate manner. 5) Respect others who do not share their view.
HEART Shaping their passions, emotions, and desires	3) To be treated with understanding, respect, kindness, and empathy.	6) Treat others with understanding kindness, empathy, and respect. 7) Be well mannered at all times. 8) Respect the authority of all members of staff and to follow their instructions.
	4) Expect that their personal property will be safe. 5) A clean, well-maintained, and pleasant school environment.	9) Respect others' property. 10) Look after the school environment and report misuse.
	6) Feel safe and enjoy a healthy environment whilst at school.	11) Not to use or possess banned items, drugs, or alcohol. 12) Act so as to avoid any harm coming to themselves or others. 13) Immediately report to a teacher any matter or situation that may cause harm.
HANDS Demonstrate their growth, spiritually, emotionally, academically, and physically.	7) Make decisions for themselves.	14) Think carefully before making decisions and accept the consequences which may come from their decisions.
	8) Justice and fair treatment	15) To be truthful in all situations. 16) Report injustice in the school community. 17) Accept the authority of the school.
	9) Express their views, including those about the school and school-based matters.	18) Express their views appropriately and sensitively towards others and respect the views of others.

PROCEDURES – JUNIOR SCHOOL

In order to help the Junior School students enjoy a safe and enjoyable learning environment we have devised some simple rules, which apply to all K-6 children in our school.

Class Rules

Class rules are generally created in the first week of Term 1 by the class, in partnership with the teacher, so the students have ownership of the rules they need to follow. These rules would be in plain student language and would typically include:

- 1) Obey your teacher FIRST time
- 2) Listen when others are speaking
- 3) If you want to speak, raise your hand and wait
- 4) Stay in your seat unless otherwise directed
- 5) Use equipment and materials appropriately
- 6) Be kind and considerate to others

Rewards and Merit Awards

Children are rewarded for excellent behaviour and exemplary work habits with:

- Merit Awards
- Sticker books
- Star charts
- Extra privileges
- Encouraging words

Each child receives at least one Merit Award every week from their class teacher unless they get their name in the teacher diary or a detention. Students can also receive Merit Awards from RFF (relief) and specialist teachers plus good behaviour in assembly and Chapel. These awards accumulate and can be traded for higher awards.

- 10 Merit Awards = a BRONZE award
- 20 Merit Awards = a SILVER award
- Infants: 30 Merit Awards = PEARL award
- 40 Merit Awards = a GOLD award

In addition to the accumulative awards the children will receive general awards such as:

- Fruit of the Spirit Awards
- Sport Awards
- Academic Awards

It is highly recommended that ALL students, including Kindergarten, be made responsible for the safe keeping of their awards to promote responsibility and stewardship.

If a student looks like they are about to break a class or school rule they will receive a verbal or visual warning. When a class rule is broken:

- 1) The student's name/initials will be written in the TEACHER DIARY, and they will be given an explanation of the rule they have broken. The student will be informed that the next offence will result in an 'x' next to their name.
 - 2) If the child breaks another rule (or the same one again) an 'x' is placed next to their name.
 - 3) If the child offends again then this process is repeated by placing a second cross beside the child's name 'xx'. The student will then serve a 10-minute detention in the 'Detention Room' in the following lunch break.
 - 4) If the child receives three 'xxx' beside their name in any given day, then this will mean a 20-minute detention in the 'Detention Room'. The detention will be served in the following lunchtime.
 - 5) Parents will be notified when their child receives a detention.
 - 6) If the child receives three detentions in a week, this will result in a suspension. Parents will be notified should this occur.
- EACH DAY starts with a clean record for crosses.
 - EACH WEEK starts with a clean record for detentions.
 - 3 detentions in a term, or a suspension, may result in no sport representation, excursions, or camps
 - Discipleship cards are then issued to those students who must have 5 consecutive days without their name being recorded in the TEACHER DIARY in order to be eligible for sport representation, excursions or camps.

Discipleship Process – Junior School

The objective of the Junior School Discipleship Card (see Appendix 2) is to assist a student to change behaviours they are currently displaying that are not appropriate at our school. The goals that are set on the card are negotiated with the student.

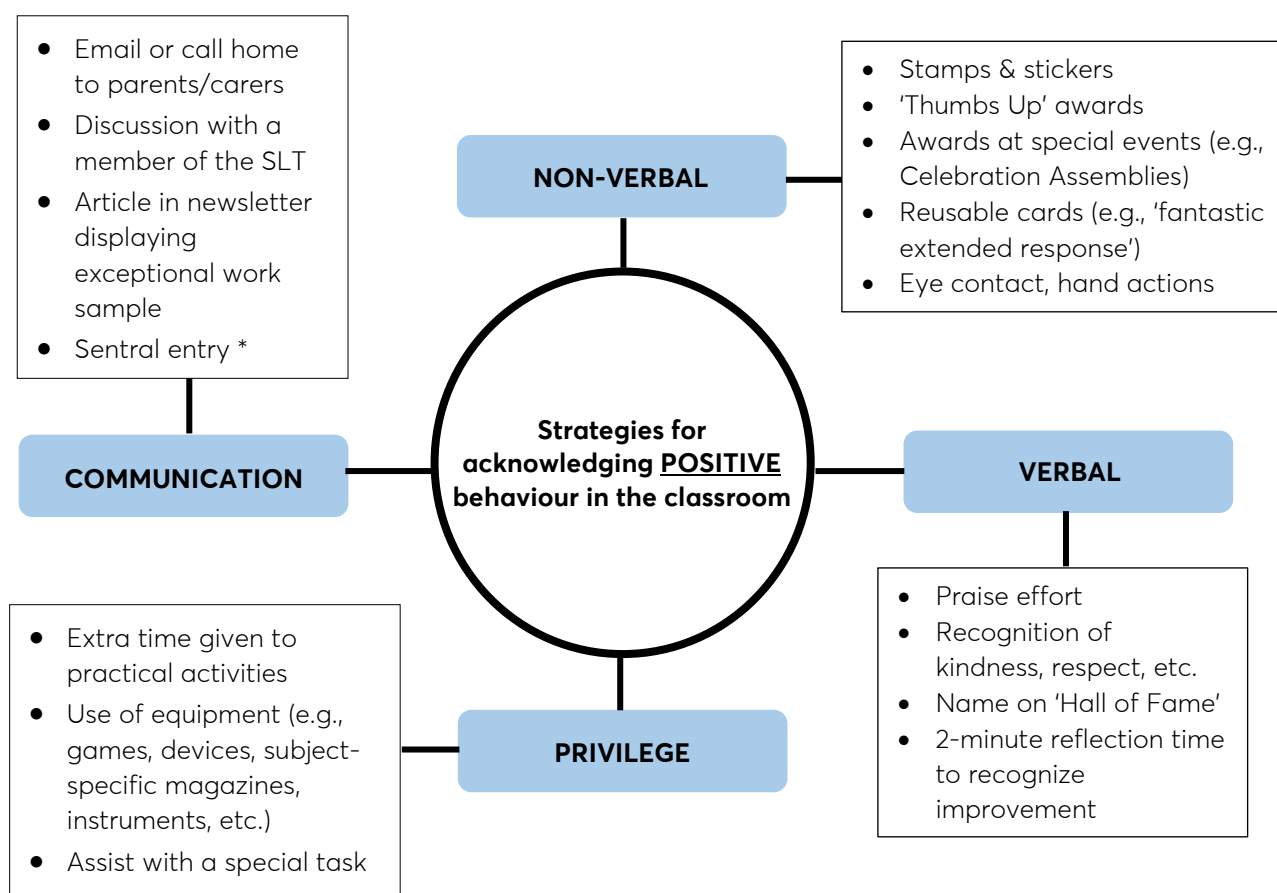
The student will remain on the Discipleship Card for a defined time and will not be removed until the classroom teacher and Head of Junior School are confident change has taken place.

If a change in behaviour is not evident whilst on this Discipleship Card, then it may be necessary for a parent of the student to meet with the Head of Junior School to discuss further strategies and ongoing enrolment conditions.

PROCEDURES – SECONDARY SCHOOL

Acknowledging Positive Behaviour

Students should develop a strong sense that staff notice when they are displaying positive behaviour choices. This may be created by staff in the following ways:



* Within the 'Wellbeing' module of Sentral there is scope for staff to log a positive incident. The range of reasons for this are varied and include *Academic, Attendance, Behaviour, Extra*

Curricular, Sports Award, Fruit of the Spirit, Great work in class, and Thumbs Up Award. Any staff member logging a positive incident within Sentral should also ensure that parents are informed via email or phone call.

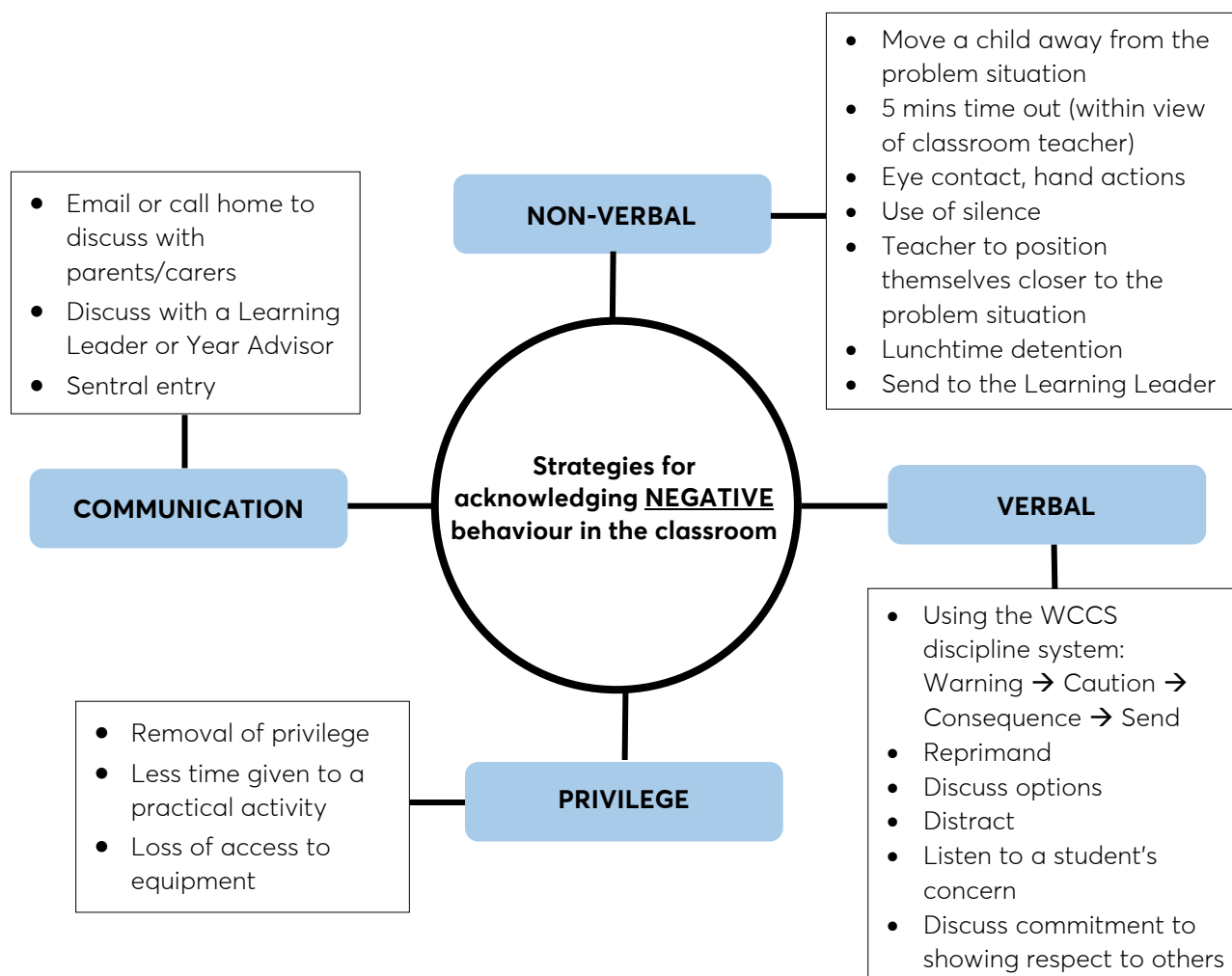
'Thumbs Up' Awards

Teaching staff can present students with a 'Thumbs Up' Award for *Working Hard, Being Kind & Showing Respect*. The student will then take this award to their Year Advisor to record. Once a student has received 5 'Thumbs Up' Awards, a canteen voucher is received. Upon receipt of 10 'Thumbs Up' Awards, Secondary students are given the opportunity to 'pay it forward' – donating their voucher to local, national or international mission organisations.

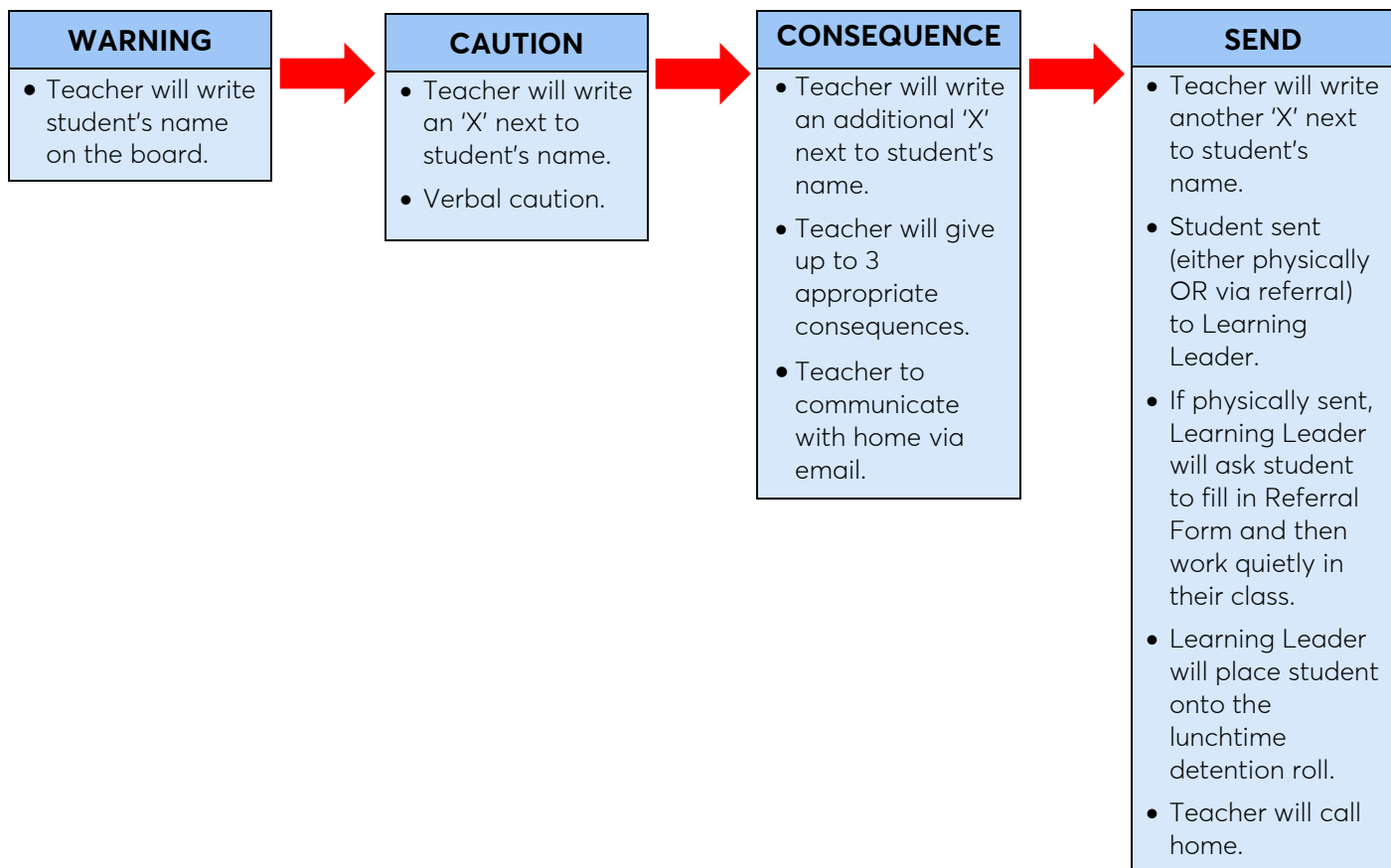
Dealing with Negative Behaviour

When student behaviour is such that some form of correction is required, teachers are to carefully consider appropriate responses for the situation.

Where possible, classroom misbehaviour should be managed by the teacher. Management strategies may include a combination of the strategies listed below.



Discipleship Process – Secondary School



- When a student has been issued three lunchtime detentions within a single term, the Year Advisor will place the student on an afterschool detention.
- At every level of behaviour, incidents will be recorded within Sentral.
- Refer to the table on the following page outlining discipline procedures within the Secondary School.

LEVEL	STAFF MEMBER RESPONSIBLE	
	Curriculum Concerns	Student Wellbeing Matters
Level 0	<i>CLASSROOM TEACHER</i>	<i>HOME ROOM TEACHER</i>
	<p>Repeated minor breaches in class, e.g., calling out, disrupting the lesson, failing to follow instructions, lack of effort.</p> <p>Teacher follows the WCCS Protocol explained below. Teacher communicates with home, as necessary.</p>	<p>Minor incident in the playground, pastoral referral from colleague, personal concern for student, uniform concerns.</p> <p>HRT meets with student, counsels them regarding choices, communicates with home, as necessary.</p>
Level 1	<i>LEARNING LEADER (LL)</i>	<i>YEAR ADVISOR (YA)</i>
	<p>Student has unsuccessfully engaged in the WCCS protocol, ongoing issues within the subject, more serious one-off incident.</p> <p>LL liaises with classroom teacher, implements appropriate measures. This will include lunchtime detention, may include afterschool detention, temporary exclusion from the class, subject specific discipleship card. Meeting with parents.</p> <p>Liaise with HOSSW.</p>	<p>Staff across a range of subjects have communicated concern. Issues have not been resolved at a Home Room teacher level. Incident of more serious nature occurs outside of classroom, e.g., bus, playground.</p> <p>YA may place the student on Level 1 discipleship card across all subjects. See protocols below. Implement afterschool detention. Communication with parents.</p>
Level 2	<i>HEAD OF SECONDARY STUDENT WELLBEING (HOSSW)</i>	
	<p>Issues are ongoing, problematic behaviour across subjects is ongoing. One-off event of more serious nature.</p> <p>HOSSW may implement internal suspension, Level 2 discipleship card. Liaise with AP. Further communication with parents.</p>	
Level 3	<i>ASSISTANT PRINCIPAL (AP)</i>	
	<p>Student continues to defy all attempts to assist them to make choices that are more constructive. One off incident of very serious nature.</p> <p>AP may choose to externally suspend student, meet with parents, discuss the fact that an ongoing enrolment is beginning to come into question.</p>	
Final	<i>PRINCIPAL</i>	
	<p>All previous attempts to correct student behaviour have been unsuccessful. One off incident of extremely serious nature. Principal determines whether student can remain at WCCS. May choose to revoke student's enrolment, give parents the option to withdraw, provide conditional enrolment with specific parameters.</p>	

Protocol for Issuing Discipleship Cards in Secondary School

In an ongoing attempt to encourage students to think through poor behaviour choices, the school may instigate the use of Discipleship Cards (see Appendix 1). This may be done for an individual subject or for all subjects.

Subject-Specific Discipleship Card – Yellow

- The Learning Leader may choose to issue subject-specific Discipleship Card for ongoing concerns in one subject.
- It would typically last for two weeks but is at the discretion of the Learning Leader.
- The Learning Leader communicates with home.

Level One Discipleship Card – Orange initially, Green if returning from Level Two

- Issued by the Year Advisor after concerns are presented across a range of subjects.
- The Year Advisor explains the purpose of the card and the desired behaviour change.
- The Year Advisor negotiates three behavioural goals for the student to address and communicates these with home.
- The student on a Level One Discipleship Card meets with the Year Advisor each morning at 8:40am at the front office.
- Any student on a Level One Discipleship Card is not eligible to represent the school in any sporting event.
- A Level One Discipleship Card lasts for a minimum of one week.

Level Two Discipleship Card – Red

- Issued by Head of Secondary Student Wellbeing.
- Head of Secondary Student Wellbeing explains to the student and their parents the seriousness of the card and negotiates three behavioural goals for student to address.
- A student on a Level Two Discipleship Card meets with Head of Secondary Student Wellbeing each morning at 8:40am at the front office.
- The student is prevented from going offsite for any school activity, excursion or sporting event.

- A Level Two Discipleship Card lasts a minimum of two weeks.

Should a student progress through the discipline system and show signs of improvement, they will then move to a lower level of the process with the same time frames.

Bathroom Breaks

From time to time, for the purposes of ensuring the safety and wellbeing of all Secondary students, as well as fostering positive behaviours, the Senior Leadership Team may decide to restrict use of the bathrooms. If students need to use the bathroom during lessons, they are required to use the bathroom located in the front office. When a student leaves to go to the bathroom during class, teachers will enter an incursion in the PxP module in Sentral. When the student is on the way back to their lesson, they will receive a printed slip from one of the Administration Staff to present to their teacher upon arrival back in the classroom.

It is up to the discretion of Senior Leadership to determine when these bathroom restrictions will be put in place, and for how long.

Playground Discipline Procedures

- 1) The teacher on duty will deal with minor incidents of inappropriate behaviour as they occur by:
 - a) encouraging children to work through issues with other children before involving the appropriate member of the Wellbeing Team;
 - b) brief "on-the-spot" discussion and counselling; and/or
 - c) temporary withdrawal of privileges (e.g., sitting on a seat under supervision of teacher).
- 2) The teacher on duty will deal with dangerous and/or unsafe behaviours by removing the student from the playground. The student is to be sent to the front office to meet with the appropriate member of the Wellbeing Team. At the end of the recess/lunch break the Wellbeing Team member will be advised by the duty teacher about the occurrence of such serious incidents such as:
 - a) any action which endangers the well-being or safety of any child or adult;
 - b) wilful damage to school or personal property;
 - c) wilful disobedience, defiance, or insolence to a teacher;

- d) swearing at a teacher; or
- e) fighting, bullying, dangerous play, dangerous use of equipment.

The staff member will respond to these behaviours in line with the preceding procedures for classroom discipline.

PROCEDURES – WHOLE SCHOOL

Procedural Fairness

At WCCS, the process of student discipline in Years K-12 is based on procedural fairness. Procedural fairness involves decision makers informing a student/family of the matter at hand, giving them the right to be heard (the hearing rule), not having a personal interest in the outcome (the rule against bias), and acting on the basis of logical investigation.

The "hearing rule" includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information, which will be taken into account when considering the matter;
- know the process by which the matter will be considered; and
- respond to the allegations.

The "right to an unbiased decision" includes the right to:

- Impartiality in an investigation and decision-making.
- An absence of bias by a decision-maker.

At WCCS, policies and procedures under which disciplinary action is taken are made available to students and parents or caregivers. This includes providing parents with details of an allegation relating to a specific matter or incident.

How Will WCCS Respond to Bullying?

At WCCS, bullying is repeated hurtful behaviour within an imbalanced relationship with a deliberate intent to cause harm or distress. Bullying behaviours are about an imbalance of power. Bullying can include violence, aggression, intimidation, exclusion, rejection, put downs, and threats.

Any allegation of bullying behaviour will be thoroughly investigated and dealt with as the school considers appropriate. For a comprehensive description of the school's policy on bullying please refer to the separate [Anti-Bullying & Cyber-Bullying Policy](#).

Suspension

Suspension is the removal of a child from his/her peer group (internal suspension) or from the school community (external suspension) for a defined period of time. Suspension is at the discretion of the Senior Leadership Team and may occur when:

- a child fails to respond to instruction and/or correction with regard to poor behaviour;
- a child's behaviour places the welfare of themselves or others at risk; or
- a significant incident occurs in isolation.

In adhering to the principles of procedural fairness, parents are notified of the decision and reasons for the suspension, as well as having the criteria for the child's continued enrolment in the school clearly outlined. As is deemed beneficial and appropriate the school would likely organise a meeting with the parent(s)/carer(s), student, and the school to work through the issues at hand and determine an appropriate way forward.

Expulsion

Children who, after being suspended, are still unable to co-operate within the framework established for them may have their enrolment terminated. A single extremely serious incident may also lead directly to a termination of their enrolment.

MAINTENANCE & REVIEW

The Senior Leadership Team will review this policy regularly to ensure that it meets best practice standards, complies with the applicable legislative and regulatory requirements and continues to meet the needs of the school.

APPENDIX 1: SECONDARY SCHOOL DISCIPLISHIP CARD

DISCIPLISHIP CARD

NAME:

YEAR:

TERM:

DURATION: 2 weeks

SUPERVISED BY:

GOALS I NEED TO ACHIEVE

- 1.
- 2.
- 3.

	DATE: Monday	Subject	Initial	DATE: Tuesday	Subject	Initial	DATE: Wednesday	Subject	Initial	DATE: Thursday	Subject	Initial	DATE: Friday	Subject	Initial
1	Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>		
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Lunch	Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>		
4	Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>		
	Toilet Tally			Toilet Tally			Toilet Tally			Toilet Tally			Toilet Tally		
Supervisor _____			Supervisor _____			Supervisor _____			Supervisor _____			Supervisor _____			
Parent _____			Parent _____			Parent _____			Parent _____			Parent _____			
	DATE: Monday	Subject	Initial	DATE: Tuesday	Subject	Initial	DATE: Wednesday	Subject	Initial	DATE: Thursday	Subject	Initial	DATE: Friday	Subject	Initial
1	Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>		
2	Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>		
3	Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>		
Devos	Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>		
Lunch	Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>		
4	Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>			Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>		
	Toilet Tally			Toilet Tally			Toilet Tally			Toilet Tally			Toilet Tally		
Supervisor _____			Supervisor _____			Supervisor _____			Supervisor _____			Supervisor _____			
Parent _____			Parent _____			Parent _____			Parent _____			Parent _____			

INSTRUCTIONS

Instructions for Student:

1. You need to give this card to your teacher at the **beginning of each class.**
2. Take the card home for your parents to read (and sign) each night.
3. Report to the supervisor at an arranged time each day.

Instructions for Teachers:

1. Please indicate whether the goals have been achieved by **✓ or ✗**
2. Please make a constructive comment if an area needs addressing.

Parent Comments:



SECONDARY SCHOOL DISCIPLISHIP CARD

Name

The objective of this behaviour card is to assist the student change behaviours they are currently displaying that are not appropriate at our school. The goals that have been set have been negotiated with the student.

The student will remain on this card for a minimum of two weeks and will not be removed until the supervisor is confident change has taken place and that it will be long term.

If a change in behaviour is not evident whilst on this card, then it may be necessary for parent of the student to meet with the Head of Secondary - Student Wellbeing to discuss further strategies and ongoing enrolment conditions.

Mrs Worboys
Head of Secondary – Student Wellbeing

APPENDIX 2: JUNIOR SCHOOL DISCIPLSHIP CARD

DISCIPLSHIP CARD

NAME: _____

YEAR: _____ TERM: _____ WEEK: _____

SUPERVISED BY: _____

GOALS I NEED TO ACHIEVE (e.g.)

1. No physical contact with other students
2. Showed respect to staff and students

	WEDNESDAY 10/11/21	Initial	THURSDAY 11/11/21	Initial	FRIDAY 12/1/21	Initial	MONDAY 15/11/21	Initial	TUESDAY 16/11/21	Initial
Morning	Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals Achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:	
Recess	Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:	
Lunch 1	Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:	
Lunch 2	Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:		Goals achieved 1. <input type="checkbox"/> 2. <input type="checkbox"/> Notes:	
Supervisor: _____ Parent: _____			Supervisor: _____ Parent: _____			Supervisor: _____ Parent: _____			Supervisor: _____ Parent: _____	

INSTRUCTIONS

Instructions for Student:

1. You need to give this card to the teacher on duty at the **beginning of each break.**
2. Take the card home for your parents to read (and sign) each night.
3. Report to the supervisor at an arranged time each day.

Instructions for Teachers:

1. Please indicate whether the goals have been achieved by **✓** or **×**
2. Please make a constructive comment if an area needs addressing.

Parent Comments:



JUNIOR SCHOOL DISCIPLESHIP CARD

Student's Name

The objective of this discipleship card is to assist the student change behaviours they are currently displaying that are not appropriate at our school. The goals that have been set have been negotiated with the student.

The student will remain on this card for a defined time and will not be removed until the supervisor is confident change has taken place.

If a change in behaviour is not evident whilst on this card, then it may be necessary for a parent of the student to meet with the Head of Junior School to discuss further strategies and ongoing enrolment conditions.

Mr Marks
Head of Junior School