



SATTLER CHRISTIAN COLLEGE STUDENT WELLBEING AND DISCIPLINE POLICY

PREAMBLE

Sattler Christian College (SCC), in partnership with the parents, has a significant role in all areas of the child's development. This includes imparting a strong sense of self-worth that is grounded on the implicit value God gives to his image bearers and the development of healthy living skills and values that build strong and resilient students, ready to serve the Lord in all that they do.

Students thrive best in an environment where teaching and learning occurs in the context of nurturing and care. A fundamental purpose of SCC is to help students be aware of God as their Creator and that He has a purpose and plan for their lives. The notion of God as the supreme pastoral care-giver should support and guide staff in establishing a harmonious and nurturing environment in which students feel safe and confident to express themselves and be esteemed by others; an environment which fosters positive and respectful relationships which provide for the general well-being of all.

Christian discipline is directed towards turning the heart towards the will of God so that love for God and others, can shape one's conduct and behaviour to the glory of God. Since such change is the work of the Holy Spirit and all efforts towards it needs to be accompanied by prayer.

The following principles undergird the school's policy and practice in the area of discipline:

- Because God loves us he disciplines us and requires us to live responsibly. He also requires that we discipline our children and lead them to responsible living.
- Having established a Christian school in obedience to God, we must ensure that discipline is practiced in the school and that its direction is scriptural.
- The creation is neither chaotic nor meaningless because God has made it and maintains it in accordance with His laws. The creation has in-built laws that require our obedience.
- God is the ultimate authority and all human authority is God-given. Obedience to those placed in authority by God is required as an expression of obedience to God.
- True obedience can result only from conversion of the heart through the working of the Holy Spirit.
- The authority structure of the school arises out of the nature of the school's task, that is, the teacher has the authority and responsibility to control, lead and direct and the student has the responsibility and right to learn.

In a fallen world where things go wrong, the Christian school will require guidelines to assist students and teachers to understand expectations for behaviour and what will occur when students step outside the boundaries of those expectations. It is important that these boundaries/guidelines are clear and understood by students and teachers.

POLICY SUMMARY

The Student Wellbeing and Discipline Policy seeks to ensure that all aspects of school life are undertaken in a manner that provides for the safety and well-being of students. This policy aims to ensure that the school provides a caring environment where holistic learning is enhanced for all students.

This policy also seeks to outline a holistic scripturally-informed approach to discipline. It is outlined within a framework that understands God as establishing the basis and boundaries for human behaviour and that his people are called to obedient service in response to God's grace into their lives. The school's management of discipline and behaviour must occur with recognition of the importance of the home and the recognition that the school's task can be either enhanced or hampered by the approach to discipline adopted by the home.

It is also important to recognise that approaches to student wellbeing and discipline are closely linked, both contributing significantly to a positive culture at the school.

POLICY DOCUMENT STRUCTURE

This policy has two main sections:

- Part A: Student Wellbeing
- Part B: Student Discipline

There are also some related appendices attached:

- Appendix 1: Features of a holistic approach to discipline
- Appendix 2: Sattler Christian College Bullying and Harassment Policy

Related Policies

- a) Sattler Christian College Bullying and Harassment Policy
- b) Sattler Christian College Duty of Care Policy

PART A: STUDENT WELLBEING

Pastoral Care Principles

Sattler Christian College aims to:

- Provide a pastoral welfare framework characterized by a holistic and restorative practice approach;
- Provide a teaching and learning environment characterised by mutual respect and where students feel safe at all times;
- Foster personal growth and acceptance of self and others based on an understanding of God's unconditional love;
- Encourage an affirmation and appreciation of individuals gifts and abilities;
- Provide a cooperative student and teacher culture (not an adversarial one) where students can make use of the relational context to address pastoral matters;
- Encourage healthy and ongoing relationships between parents, students and teachers;
- Encourage students to express their faith and provide a supportive environment for Christian spiritual growth.
- Embed these principles into the school culture, curriculum and practices of the school.

Staff Roles

All staff have a part to play, but the Leadership Team (school principal and coordinators) in particular have a vital role in fostering a positive, inclusive and affirming school culture in which all students can feel safe and valued. Related to this the Leadership Team, together with other members of the Wellbeing Team (see below) will help lead SCC as a **Kidsmatter school**.

The Wellbeing Team (consisting of the principal, section coordinators, the school support coordinator and the school chaplain) will meet periodically (once or twice a term) to review how pastoral care and student wellbeing are going in the school and to consider the needs of specific students when necessary.

Class teachers are expected to be the 'first port of call' for students with regard to pastoral care. This is because they have the unique situation of regular and deep relationship with a specific number of students. Responses by the class teacher will be varied according to the situation. Matters that require further attention will be taken up with parents and advice may be sought within the Section. Class teachers should refer more intense or personal issues to the relevant coordinator or school chaplain. The Principal should be informed of the situation when parents need to be contacted about significant concerns or when specific referral or counseling is required from an outside support agency. Parents should be contacted if the situation goes beyond an initial 'counselling' session and they are invited to meet with the relevant staff member to discuss their child's concerns more fully.

Specialist staff support the class teacher in their pastoral care responsibility by communicating with class teachers on relevant matters of student concern.

The School Chaplain is not necessarily a qualified counsellor, however, they can play an important role in assisting students to express their concerns and to work through issues. The principal, coordinators and teachers can refer students to the school chaplain. Parents and students may also request to spend time with the school chaplain. While being mindful of confidentiality, the school chaplain will keep relevant people informed of details that would be helpful for them to be aware of.

Parental Involvement & Role

Parents play a pivotal role in assisting in the provision of pastoral care for their children. At times the issues that create the need for extra pastoral care relate to the home situation and the school needs to sensitively weigh up the best levels of involvement of the home. In most circumstances parents are kept informed (and involved where appropriate) of the pastoral care provided for their child.

External Referral

An external referral list is available from the school office or members of the Wellbeing Team for teachers and parents to use when outside referrals are recommended. In the main, external referral should only be recommended by a staff member after consultation with a member of the Wellbeing Team.

Confidentiality

Frequently within welfare contexts the issue of confidentiality arises. Staff finding themselves in a 'counselling' situation should seek to provide a safe context in which a student can appropriately share and open up. Staff should not create the impression that everything in this context is confidential. There are some matters involving mandatory reporting, potential suicide, serious self-harm, abuse or harm inflicted on another person where the staff member is obligated to take the matter further (see below). At the same time effective counselling relies on the appropriate management of typically sensitive information.

Mandatory Reporting

If ever a staff member forms the belief that a student is at risk due to abuse or neglect the staff member is legally bound to report the concern to the authorities. It is recommended that assistance is sought from the principal in the reporting process of such matters. (*See the NT Christian Schools Staff Code of Conduct or Fact Sheets on Mandatory Reporting for more details*).

Curriculum

The curriculum plays an important role in fostering of a positive, inclusive and affirming school culture. It also has the scope to meaningfully inform and empower students concerning their health and wellbeing. This will be covered in part through the delivery of the nationally endorsed Health curriculum, however, it will also be enriched by the inclusion of aspects of various programmes at Sattler in age appropriate ways such as **Peacewise** and **Bounce Back**. It is also very important that a distinctively Christian, biblically informed curriculum is utilized.

Parents will be kept well informed and invited to actively engage with their children in the Health curriculum through the newsletter and specific notes, and special events such as Health Week.

Bullying

Bullying is completely unacceptable and counter to a Christ-centred approach to relationships. It has the real potential to undermine both communal and individual wellbeing if not appropriately handled. (*For details about how this is addressed see Appendix 2 attached to this policy.*)

PART B: STUDENT DISCIPLINE

Student Discipline Principles

Sattler Christian College aims to:

- Utilise an approach to student discipline that is holistic; (see Appendix 1 for more details)
- Provide a teaching and learning environment which is accessible and meaningful for students;
- Partner closely with parents in providing consistent guidance and accountability for students;
- Model responsible and respectful behavior and relationships;
- Employ discipline measures in a spirit of love, and not in ways that are unnecessarily harsh or demeaning, or reactionary;
- Use formative and restorative approaches to discipline whenever possible;
- Ensure duty of care is not compromised

(See also Appendix 1 Features of a holistic approach to discipline, for more details about the school's key principles concerning student discipline.)

EXPECTATIONS ABOUT STUDENT BEHAVIOUR

Code of Conduct - In the Classroom

1. Effective Partnership: A good working atmosphere in the classroom is the result of a partnership between teachers and students. It is based on a shared commitment to learning. Teachers have to exercise leadership in a pastoral way to inspire and maintain this commitment and students have to respond respectfully to the teacher's leadership. Students' behaviour in the classroom should be appropriate for the success of the learning activity being conducted by the teacher and should be supportive of the teacher's efforts.
2. Respect: Students' communication with teachers and other staff should at all times be respectful of their authority. In first addressing or responding to a teacher, the student should use the teacher's name.
3. Obedience and Cooperation: Students should promptly obey instructions given by the teacher and respond supportively to the teacher's requests for cooperation.
4. Communication and Correction: Teachers' communication to students should be explicit, clear and respectful. When calling a student to order or reprimanding him/her the teacher should address the student by name. Teachers and students should avoid the use of ridicule or sarcasm when speaking to others - even when angry.
5. Punctuality and Materials: Teachers and students are expected to be in the classroom by the time the period begins. Reasonable time should be allowed for moving from one classroom to another. Students are responsible for having basic equipment ready for timetabled activities at the commencement of the period.
6. Entering and Leaving the Room: Students entering a room during a period must seek the teachers' permission to enter. If the teacher is engaged in speaking to the class or to a group, the student should wait for the teacher to acknowledge his/her wish to enter. At other times the student should approach the teacher for permission to enter the class. Students must not leave the room during a period without first gaining the teacher's permission.

7. **Interruptions**: Students must respect the right of others to pursue the primary task of the classroom work. Interruptions of the work of others that are unnecessary or unrelated to the task are infringements of this right. Non-task-related noise, conversations or movement have potential to distract others from their task. Students are expected to accept the teacher's judgement in relation to this and to comply with requests and directions to modify their behaviour.
8. **Handling Conflict**: In situations of potential conflict students and teachers are responsible for seeking non-disruptive ways of dealing with the matter. Shouting in the classrooms by students or teachers is disruptive of the learning environment in the school (not just the classroom). Likewise, shouting under covered ways and near the buildings when classes are in progress is disruptive. Students ought not, by word or gesture, attempt to involve others in conflict with the teacher.
9. **Grievance against a Teacher**: Students who have grievances against a teacher should seek positive means of redress, eg speaking politely with the teacher about their concern. Grievances should not be pursued immediately in front of others and should not interrupt classwork. Teachers are expected to be open to such approaches from students provided proper courtesy is observed. In cases where grievances cannot be resolved either party may seek the assistance of a third person - Section Leader, Principal or parent. The third party should attempt to mediate only when proper courtesy and respect is being observed.

Code of Conduct - Out of the Classroom

Safety, care for others, and care of the environment are the principles that shape the following code of conduct. These derive from our duty to God and our neighbour. The school works on the assumption that God wants all members of the community to be safe, secure, happy and accepted by others and that we are stewards of our physical environment. The aim of the code is to guide teachers and students in the maintenance of a loving, secure and God-honouring social and physical environment for school life.

Camps and Excursions

1. **School Rules**: Normal school rules apply while students are on camps or excursions. Due to the nature of camps and excursions, which often involve a degree of risk in surroundings unfamiliar to students, it becomes more necessary for reasons of safety that instructions and rules be obeyed fully and promptly. The importance of this needs to be impressed upon students prior to and during camps and excursions.
2. **Failure to Cooperate**: Students who demonstrate that they cannot be trusted to observe safety instructions responsibly shall remain at school when the remainder of the group participate in camps and excursions.
3. **Serious Misconduct**: In the event of serious misconduct on camps it may be judged necessary to send a student home from camp. The Camp Coordinator makes this call (usually in consultation with the Principal). Resumption of participation in camps and excursions shall be approved after the student has satisfactorily expressed acceptance of the need for obedience in such situations.

Playground

1. Inclusivity: Activities in the playground should be inclusive rather than exclusive of others. Exclusiveness is necessary only where games and activities, by their nature, require limitation of the number or age of participants. Needs for privacy should be respected but should not be abused to maintain an unloving discrimination against others. Name calling, insulting or excluding another because he/she is different in some respect from others is forbidden. Encouraging, inciting or coercing such discriminatory behaviour from a third party is forbidden. Equity in the use of areas and equipment must be maintained between boys and girls.
2. Boundaries: Boundaries must be observed - both those that apply to all students and those which are designed for specific sections of the school for social and safety reasons. Boundaries within the grounds are not absolute in the sense that a student may exercise responsible judgement to go beyond them for reasonable and necessary purposes eg. to retrieve a ball, pick up some litter with a teacher's permission.. Express permission of a teacher must be gained before any student leaves the grounds for any purpose between arrival at school and the regular time of departure for home.
3. Quiet Areas: For the safety and convenience of other users running, shouting, wrestling and ball games are not permitted under verandahs and close to buildings.
4. Objects: Throwing of any objects (stones, sticks, sand or dirt) other than balls and play equipment designed for that purpose is not permitted for obvious safety reasons. Fighting or running with sticks or other objects likely to cause injury is not permitted.
5. Foot Safety: Proper protection (shoes, boots or sandals) for the feet must be worn at all times in the playground.
6. Hats: Primary and Middle school students are expected to wear an appropriate sun hat as directed in the dress code.
7. Litter: All litter must be placed in the bins provided. Everyone in the community is responsible for keeping the grounds litter-free.
8. Vegetation: All trees and shrubs in the school grounds are protected. Students must not climb in them, break off branches or leaves, damage their bark or dig around their roots.
9. Cubbies: Cubby houses may be built only with natural materials and with the approval of the section coordinators during the dry season.

Travelling

1. To and From School: As the school has legal responsibility for students travelling to and from school, school rules apply at bus stops, on buses and as students move from transport into the school grounds.
2. Bus Stops and Car Parks: Students must remain alert to danger at all times when waiting for their transport to arrive. There should be no ball games, pushing, wrestling or rough games played at bus stops.
3. Whilst travelling on buses: Students are expected to follow the rules outlined below when travelling on buses.
4. Common Courtesy: Be polite and courteous and helpful to others when travelling in public.

Bus Rules

If any of the following rules are not heeded, the student/s involved will receive the appropriate discipline. SCC' students are expected to:

1. Obey the bus driver at all times.
2. Remain seated while bus is in motion (with seat belts fastened if available).
3. Not move around in the corridor of the bus.
4. Have no parts of the body (head, arms, hands) outside of the bus.
5. Not shout in or out of the bus.
6. Not call or signal to people outside the bus.
7. Not throw items around or from the bus.
8. Not eat on bus.

Bullying

Bullying is the persistent use of greater strength or numbers to hurt or intimidate another person. It reveals disregard for the welfare of our neighbour for whom we have a God-given obligation to care and protect. It will not be tolerated at the school or at any time students are in the care of the school staff.

Forms of bullying can include:

1. Harassment is any unwanted, unsolicited and unreciprocated behaviour or statement that offends someone or humiliates them.
2. Victimisation is the specific targeting of a person by another person or a group of persons for repeated actions or comments of an unwelcome and unwanted nature. It is often inflicted on the subject in retaliation for a stand that has taken against a wrong action or lodged a complaint against harassment or bullying.
3. Sexual harassment occurs if a person makes an unwelcome sexual advance or an unwelcome request for sexual favours or engages in other unwelcome conduct of a sexual nature and a reasonable person in the circumstances would have anticipated that the person harassed would be offended, humiliated or intimidated.
4. Physical abuse is any action of an unwanted nature inflicted upon a person which incurs hurt or harm to their bodies.
5. Psychological abuse is any action or comment of an unwanted nature directed towards a person which has the effect of creating fear, isolation, distress, humiliation or affront in the victim.
6. Cyber bullying eg inappropriate use of social networks to harm another person.

(For details about how this is addressed see Appendix 2 attached to this policy.)

Prohibited Items and Substances

Any items that are prohibited under common law are clearly prohibited in the school. This includes specifically guns, knives and other sharp implements, slingshots and fireworks and any other explosive or chemical device. In addition, any items that have the potential to be dangerous, disruptive, confronting or frightening to other students are prohibited. This includes matches, cigarette lighters and chemicals. Other items which may arouse aggression or give rise to safety concerns (e.g. marbles) may also be banned by the relevant section Coordinator.

The issue of drugs within our society is one aspect of responsible decision-making in which SCC seeks to engage students. With continual pressure to conform and the desire to be accepted, students will face challenges of this nature from many situations in which they find themselves. In order to make the right decisions our students must be appropriately informed. The risk of harm needs to be minimized. The importance of encouraging healthy lifestyles for students is of vital concern. The use of recreational and over the counter drugs (prescription drugs included), alcohol and tobacco can decrease the student's ability to function responsibly, to manage class expectations; and adversely affects social interactions and general well-being. Therefore in terms of both school behaviour and lifestyle choice, it is important the school guides students to make wise choices.

1. Illegal Drugs: The possession, passing or taking of narcotics/ illegal drugs/ prohibited substances is strictly forbidden on the school premises or at any time students are under the care of school staff. These offences will be viewed most seriously.
2. Smoking & Alcohol: In view of the age of the students at SCC, and the negative health implications of smoking and the consumption of alcohol, these activities are not to be permitted at any time students are under the care of school staff.

The Basic Rule

The school is a drug-free zone. Cigarettes, alcohol, recreational drugs, over-the-counter medications or prescription drugs (other than those being taken specifically under medical direction) are prohibited in the school and at school related events/activities.

Possession

Any student found in possession of prohibited substances (other than provided for under the Medications Policy) may be suspended or expelled from the school.

Supplying

Any student found to be supplying prohibited substances is acting at an even higher level of misdemeanour and therefore the behavioural consequence will be more severe.

A Welfare Issue

It is likely that issues of student involvement with prohibited substances is more than just a matter of drug consumption needing a punitive response. It is most likely a welfare issue and those dealing with the matter should see that:

- Parents are involved in the process of seeking changed behaviour.
- Avenues of counseling are pursued if relevant.
- The students are provided with sufficient information regarding the effects of drug use and experimentation and the prevention of potential harm.

Speech

The obligation to extend love and respect to others extends to the area of speech.

1. **Civility and courtesy:** to others are expressed in our choice of words and tone of speech. In this teachers and other staff should set a good example, affirm students who practice these virtues and call students to account for lapses in relation to adults and other students.
2. **Blasphemy:** will not go unheeded. Explanation of its sinfulness and the offence it causes believers may be required for some offenders. Repeated, habitual or blatant offences should lead to the student being withdrawn from the group or class until counselling has resulted in acceptance of the school's standard.
3. **Bad Language:** Swearing, coarse or obscene language and insulting words and gestures must be challenged. Situations in which these arise will vary and teachers must exercise discretion in measuring their response to each situation. Repeated, habitual or blatant offences, however, should lead to the student being withdrawn from the group or class until there is evidence of acceptance of the inappropriateness of the behaviour and an expression of resolve to accept the school's standards.

School Uniform and Student Dress Code

Students are expected to wear the school uniform at all school days and events unless informed otherwise about acceptable alternatives for particular activities such as school camps and theme days. A school dress code is also applicable and it is based on principles of modesty, safety, comfort, functionality and appropriateness to the task.

Friendships and Sexual Expression

1. **Romantic Relationships:** Older students in the school are of an age at which it is normal and natural for them to begin to form friendships with a measure of sexual attraction in them. Learning to manage responsibly and maturely such friendships and the feelings they arouse is recognised as a challenge. The social environment of the school presents good and proper opportunities for the development of friendships. However, intimate expression of friendship is not appropriate at school. Furthermore, students ought not to allow the pressures and tensions that can be created by close friendships to distract them from their primary task at school, which is learning. Each student should consider the other's welfare in this respect. Students need to consider also the effect upon others which sexual expression or behaviour likely to be interpreted as sexual expression may have in the school environment. Some may be offended by the inappropriateness of such behaviour in the school setting while others may have concern about the inappropriate example being set for other students.
2. **No Prolonged Physical Contact (NPPC):** The NPPC rule means that exchanges of physical contact should be short and appropriate to their context. Greetings and farewells at the beginning and end of the school day should be discreet. A short friendly hug or "peck on the cheek" as parents and children might exchange in similar circumstances in the playground or car park would not be inappropriate for close friends. Holding hands, a time honoured way of expressing closeness of friendship, may be appropriate outside of school but because of the difficulty of ascertaining where the lines lie between what's appropriate and inappropriate, the school applies the NPPC rule. Close and prolonged embrace, kissing on the lips and fondling are quite inappropriate forms of behaviour at school, school camps, travelling to and from school and at functions supervised by the school.

DISCIPLINE AND BEHAVIOUR MANAGEMENT PROCESSES

General Guidelines

1. Teacher Leadership and Support: As a general rule disciplinary means/ punishment should be determined and administered by the teacher in charge of the group when the offence is committed. The assistance of the Section Coordinator or Principal may be called upon to assist in more serious or complex situations.
2. Appropriateness: Punishment must be appropriate to the nature of the offence and the offender. Consequences need to be age-appropriate and carefully measured.
3. Review: of the punishment applied should follow repeated offences if the circumstances indicate that previous punishments have not been effective in changing the offender's attitude and conduct.
4. Corporal Punishment: The school does not practice or allow any staff member to administer any form of corporal punishment.
5. Reports: a brief summary report of serious disciplinary matters should be kept on record.

(See also Appendix 1 Features of a holistic approach to discipline, for more details about the school's key principles concerning student discipline.)

Teacher's Role

1. Teachers shall have regular opportunity at Section Meetings to consult with colleagues on disciplinary problems and the management of particular students.
2. Teachers should, in the first instance seek to deal with the discipline matter themselves. Advice and support can be sought from colleagues or the Section Coordinator if it is felt that measures already taken are not working or that the misbehaviour is escalating. Reference may also be made of the School Chaplain.
3. The teacher or the Section Coordinator may seek the Principal's advice and support in relation to on-going burdens in the area of discipline and especially in connection with round table conferences, and matters believed to warrant suspension from school and consideration of the need for counselling from outside the school. The Principal's support should also be sought if teachers feel parents are failing to cooperate fully with disciplinary strategies.
4. It is recognised that some students will suffer from behaviour disorder so that an unduly heavy burden for their management falls upon their class teacher. This shall become apparent through a continuing and intense demand for disciplinary action. Should the Section Coordinator support this view, a management plan shall be developed in consultation with the student's parent(s). It should include appropriate disciplinary responses; identification of roles in the student's management; relief strategies for the class and teacher; possibly sources of support outside the school; and regular review.

Disciplinary Strategies

Considerable effort needs to be made proactively to establish and maintain a positive, affirming and safe learning environment. This may include the use of mild extrinsic motivation (eg. A merit award system in Primary School, or end of term class party in the Middle School) but must not be allowed to become too dependent on such incentives. Importantly the intrinsic worth of cooperative behaviour and faithful productivity should be emphasised.

When disciplinary measures need to be taken these must be age appropriate and responsive to the circumstances. A rigidly formulaic approach is not appropriate, however, there is the need for consistency and clarity. In different levels of the school different strategies may be utilised as best addresses the needs of student's developmental stages. This is acceptable as long as the strategies adhere to the general guidelines above including the features of a holistic approach to discipline as outlined in Appendix 1. Teachers should also confirm with the Section Coordinator that the strategies they are considering using are suitable and in harmony with what else is being utilised in the school.

The following examples of disciplinary measures are arranged in order of increasing severity. Normally for misbehaviour in similar areas they will be applied in sequence. At the teacher's, Coordinator's and/or Principal's discretion, disciplinary action may commence at any point in the sequence depending upon the severity of the misconduct. The following measures are designed to ensure parental involvement at an early stage and the keeping of records that would be useful if a disciplinary review of a student becomes necessary further down the track.

Reprimands/Reminders

Reprimands and reminders, in the form of a mild expression of the teacher's disapproval through to a stern talking to, can be effective and helpful for students. This is probably the most frequent teacher response to misconduct.

Visual Reminder System

Teachers may use a visual reminder system for students to encourage them to modify behaviour when necessary. Some examples are 'Traffic Lights Charts', 'Faces Charts', or simply the writing of a student's name on the board. These systems provide a student with opportunities to take stock of the increasing seriousness of their misbehaviour and allows them scope to rectify the situation before it results in more serious consequences.

Relocation

Moving a student to a different seat in the classroom may assist them to settle and refocus on the learning task. Also, in more challenging situations it may be helpful to send a student to the class of a 'Buddy teacher' for a time. If this is done a suitable note explaining the situation should also be provided for the 'Buddy teacher'.

Emails to Parents

Emails to parents informing them of concerns and seeking their support may be used for certain misdemeanours, especially for repeated unhelpful behaviours such as:

- disruptive behaviour in the classroom (eg. persistently talking, calling out or moving from place to place at inappropriate times)
- persistent failure to get on with set tasks;
- carelessness with school or other's property;
- misconduct in the playground – (eg, going out of bounds or using bad language.)

Detentions

Detentions at recess or lunchtimes may also be used for misdemeanours of the type listed above under the heading Emails to parents. A short detention is appropriate as a withdrawal of playground or playtime privileges as a result of such inappropriate behaviours. A student undertaking a detention will be informed when and where that detention will occur. A student undertaking a detention should not be detained for the whole break. Some time must be allowed for eating and visiting the toilet. Teachers may judge that it would be appropriate in some situations for the detention to be served doing tasks around the school (eg a period spent gathering litter for littering in the playground).

Referral to Leadership Staff

In serious situations when a student will not respond appropriately and respectfully, a student may be sent to the Section Coordinator, or in very serious circumstances to the Principal. The leadership staff member will then decide what appropriate measures should follow. In such cases the parents should be informed that their child's misbehaviour was such that it necessitated them being sent to a member of the leadership team.

Behaviour Card

Behaviour cards may be used when the teacher and the Section Coordinator agree that the student's misconduct warrants more active monitoring. Behaviour Cards are designed to involve the student in monitoring his/her conduct frequently and to involve parents in close scrutiny of a student's performance. It is best if students see and accept that a Behaviour Card is a tool to assist them to make positive behaviour changes. To this end, care and effort should be taken to counsel the student before and during the period when it is being employed. If placed on a Behaviour Card the student will have the responsibility of fulfilling the requirements stipulated on the card. Parental involvement in the card is typically used by signing at stipulated times. The Coordinator/ Principal setting up the card will stipulate the period the report will be in place for, its conditions and what will warrant its completion.

Discipline Warning Letter

The Principal may issue an official Discipline Warning Letter for misbehaviour of a very serious nature. Such letters are used to flag the seriousness of the matter and to emphasise the importance of immediate change to the student's behaviour and/or attitude. These will be used for matters such as involving deliberate bullying of fellow students, or significant defiance or disrespect of staff.

In-school Suspension

The Principal may choose to utilise In-school Suspension when a student's conduct has been repeatedly detracting from the learning opportunities of others or from the security of others in the classroom or yard so that some relief would be achieved by removing the student for a time. Parents will be advised by letter of the reasons for the action and that the student shall remain out of class until a satisfactory undertaking has been given. Students undertaking an In-school Suspension shall be supervised at all times by staff members. In-school Suspension is a disciplinary means used when a higher level of supervision is needed or when parents are not in a position to either pick up or supervise their child. At some stage during the time period the student is serving the In-school Suspension it will be explained to the student why this action has been taken and what is expected before return to class is permitted. If it is deemed that no change is likely to be achieved a conference with the student and the parents shall be called to discuss the student's future. When an undertaking acceptable to the teacher, Section Coordinator and Principal has been given, return to class shall be permitted. The goal is reformed behaviour and attitude. A reversion to previous misconduct after such time out shall lead immediately to a conference with the student and the parents.

Round Table Conference

In cases where other measures have failed to achieve the desired modified behaviour by a misbehaving student and their misconduct is continuing to detract significantly from the learning environment or security of other students; or where the Principal or Coordinator deem that it might well be a fruitful exercise, a 'Round Table Conference' may be called by a member of the leadership team to bring together the student, parents, key teachers, Coordinator and/or the Principal. The agenda will include a review of the student's conduct, its effects on others and the history of the school's actions to date. Each person present should contribute to this review. Discussion should include attempts to define causes of the problem, the likely outcomes of continued misconduct and a search for strategies for solution of the problem.

Suspension from School

In very concerning matters the Principal may decide to utilise Suspension which is the second highest form of discipline (penultimate to expulsion) used in the school. Its imposition is an indication that:

- The student's misconduct has proved resistant to other and previous efforts to effect change and previous warnings have not been heeded. Therefore a higher measure of discipline is required.
- The student's misconduct is regarded as seriously prejudicial to the welfare of others in the school.
- Continued enrolment will be untenable should the misconduct continue unchanged and that a repeat of the misbehaviour would warrant expulsion. In this sense the suspension is a last warning. The Principal will give a very clear explanation to both the parent(s) and the student should this be the case.

Suspension shall be determined by the Principal on the advice of the Section Coordinator and shall be communicated to the student's parents in writing by the Principal. Parents shall be encouraged to seek counselling for suspended students. A student under suspension shall not attend any school camps or functions and should only come onto the school premises to attend interviews in connection with the suspension. A suspension will be open-ended.

Re-entry to school will only occur when the student gives an undertaking, in the presence of the student's parents, that their conduct will be acceptable from this point on. This undertaking must be satisfactory to both the Principal and Coordinator. A minimum time of suspension may be set according to the particular situation. Where a specific time period is outlined by the Principal, re-entry is still provisional upon a 'Return from Suspension Interview' with the student and parent(s). The student needs to provide a clear undertaking that the behaviour that has resulted in the suspension will not re-occur.

Expulsion

In extreme circumstances the Principal may decide to utilise Expulsion. This may occur following extreme incidents (eg. Involving violence or drugs) or when previous measures of caution, discipline, behaviour modification, counselling and guidance have met with a student continuing to disregard the standards and measures in this policy statement, and more specifically where:

- A student has failed to provide sufficient positive response to the misbehaviour issues that have been addressed and the misbehaviour continues;
- A student openly defies the school's behaviour expectations;
- A student is acting in a manner that endangers other students or to detracts from their welfare, security or learning opportunities or is wilfully damaging to the learning environment;

The Principal (having consulted with at least one other member of the Leadership Team or the Chairman of the School Council) may expel the offending student from the school.

The Principal, having maintained contact with the student's parents throughout the incident/s leading to expulsion, will formally inform the parent(s) in writing of the expulsion and the reasons for coming to that decision.

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APPENDIX 1

FEATURES OF A HOLISTIC APPROACH TO DISCIPLINE

Through Teaching and Learning

Good discipline should be intrinsic to our teaching/learning practice. Lesson content and method should be appropriate to the student's developmental level, suited to his/her learning style and use a variety of activities.

The work should be meaningful and suitably paced materials appropriate to student's needs. It should engage the student personally. Teachers should help students discover the unity of meaning of their tasks so that they can become responsible for their own learning. Teachers should always plan to help students integrate their experiences into a meaningful whole.

Parental Involvement

It must be remembered that the life-style of the home is strongly formative of the child's behaviour patterns and that the school's task can be enhanced or hampered by the approach to discipline adopted by the home. It is only when there is complete and honest cooperation between teachers and parents that consistent discipline can be practised.

The school should seek to inform and involve parents particularly when there is need for corrective action in relation to their child's conduct. Parents should refrain from taking sides with the student against the teaching staff in stressful situations but should discuss the matter with the teacher before reaching conclusions. Parents and teachers should support in prayer each other's efforts in the area of discipline.

Being a role model

Teachers, in their relationships and dealings with each other and the students, should reflect standards that are consistent with those expected of students. Teachers, and others in authority, should conduct themselves and exercise authority in a manner worthy of respect and should demand this respect. Teachers should, in the normal course of their duties, refer to God's requirements for the disciplined living of all his people and, where necessary, interpret these appropriately for school situations.

Respect for the Individual

Each person in the community is an image bearer of God and holds an office under God and ought, therefore, to be treated with respect at all times. It is essential to disciplined living that students are led to respect those in authority.

Punishments and the application of correction to students should never be harsh or demeaning. Where it is necessary punishment should be administered in a spirit of love and concern for the person and for his/her growth and obedience to the Lord.

Teachers, particularly in situations where student conduct has caused them anger or frustration, are expected to avoid the use of sarcasm or personal ridicule. We must focus on the negativity of the misconduct (sin) while treating the child (sinner) with respect.

Formative and Summative Approaches and Self-Discipline

SCC's approach to discipline desires to be primarily formative, in that it is directed towards guiding the student to take their own steps (self discipline) towards better approaches to behaviour. However at times, summative disciplinary approaches are required where more negative consequences, decided by those in authority, are used to guide the student towards corrective behaviours.

The goal of formative discipline is a person who replaces the need for outside controls by the restraint imposed internally by a mature and loving heart. Our approaches to control ought not to remove the need for students to exercise loving judgement in determining what appropriate behaviour is. Being well-behaved is not merely a matter of obeying rules, for it includes the exercise of love and judgement. Approaches to control should be non-mechanistic, ie there should be as few rules as is necessary. True freedom is the ability to respond to the Lord. Freedom in the learning task ought to be given increasingly to students as they mature and gain deeper understanding of their task.

Restorative Discipline

Both in class situations and in personal contact students should be pointed to the sinful origins and nature of misconduct and to the need for change in the sinner, which is brought about by the work of the Holy Spirit. Correction and punishment should always be restorative. It should be consistent with the school's task (directed towards protection and enhancement of the learning environment) and appropriate to the nature of the offence, if possible, restoring any damage to work, property or relationships. When being corrected, students should be encouraged to seek forgiveness and to make restitution and apologise where appropriate in order to restore normal relationships. The needs of their students should be remembered in prayer.

Objectivity

As an aid to dealing objectively with students who have on-going needs for correction, records should be kept of disciplinary action taken in respect to them. Teachers are encouraged not to act hastily in anger in stressful situations, but to allow time to restore emotional equilibrium before judging the situation. Consultation with other members of staff is advised also where behavioural difficulties persist.

Consistency

It is important that students perceive a high degree of consistency between teachers, and between parents and teachers in the exercise of discipline. Parents, who wish to influence the disciplinary practice of teachers, should first seek to understand the reasons for the teacher's actions. Teachers should seek to conform their practice to this policy and to use the approaches appropriate to the student's particular section of the school.

Duty of Care

Duty of Care is a legal term describing the responsibility of executive and teaching staff to be aware of, and protective of, all students' well-being while under their supervision. This extends to a responsibility to protect the students from injury, harm or threat of harm, loss of property and loss of rights and privileges inflicted upon them by other students while they are in the care of the school, and a responsibility to take steps necessary to maintain an adequate and appropriate learning environment in the school. If an outcome is foreseeable, the staff members most closely involved with the students concerned have a 'duty of care' to take action to protect their well-being. The executive also have a duty of care to ensure that there is an appropriate policy and that policy is being monitored and enforced. (*See also the Sattler Christian College Duty of Care Policy*)

Communication with the SCC community

The school will communicate the student wellbeing and discipline policy and procedures to the SCC community through the newsletter, school website, and verbally with parents and students.

APPENDIX 2



SATTLER CHRISTIAN COLLEGE BULLYING & HARASSMENT POLICY

PREAMBLE

Concern and responsibility for the safety and well-being of all students is of prime importance at Sattler Christian College (SCC). The example of God as a father, nurturing his children throughout their life journey through his provision of love and guidance is a picture of God as the supreme 'care giver'. This establishes the foundation for SCC to function as a community where teachers and parents work together in partnership to establish a safe and supportive environment for all students, enhancing their learning opportunities and fostering their spiritual, emotional, social and academic development. Because a Christian school is called to be faithful and just, school leadership has the authority and obligation to ensure that the school environment is a safe place, free of bullying, harassment, unhealthy discrimination and the isolation of individuals. Therefore the school should take steps to prevent bullying type behaviour and take a strong stand that ensures all students and teachers are aware that the school does not tolerate bullying.

When bullying occurs it must be addressed in ways that:

- Comfort and empower the victim(s) of bullying
- Hold accountable those perpetrating bullying
- Minimise the continuation of bullying
- Seek restorative outcomes

POLICY SUMMARY

This policy outlines the basis on which the SCC school community seeks to care for all those within its community. The policy defines bullying; outlines the school's commitment to minimising bullying and how the school will respond when it occurs.

DEFINITION OF BULLYING

Bullying is the persistent use of greater strength, influence or numbers to hurt or intimidate another person. It generally involves repeated negative behaviours that cause distress, hurt and or undue pressure to others including: exclusion, enticing others to exclude, ganging up, teasing, harassment (sexual, physical), discrimination (appearance, ability, race, faith), and intimidation.

The national definition of bullying for Australian schools:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, it can be obvious (overt) or hidden (covert).

Single incidents and conflict between equals, whether in person or online, are not defined as bullying. [However, these conflicts still need to be resolved.]

Forms of bullying can include:

Harassment is any unwanted, unsolicited and unreciprocated behaviour or statement that offends someone or humiliates them.

Victimisation is the specific targeting of a person by another person or a group of persons for repeated actions or comments of an unwelcome and unwanted nature. It is often inflicted on the subject in retaliation for a stand that has taken against a wrong action or lodged a complaint against harassment or bullying.

Sexual harassment occurs if a person makes an unwelcome sexual advance or an unwelcome request for sexual favours or engages in other unwelcome conduct of a sexual nature and a reasonable person in the circumstances would have anticipated that the person harassed would be offended, humiliated or intimidated.

Physical abuse is any action of an unwanted nature inflicted upon a person which incurs hurt or harm to their bodies.

Psychological abuse is any action or comment of an unwanted nature directed towards a person which has the effect of creating fear, isolation, distress, humiliation or affront in the victim.

Cyber bullying eg inappropriate use of social networks to harm another person.

IMPLEMENTATION

Duty of Care

Duty of Care is a legal term describing the responsibility of executive and teaching staff to be aware of and protective of the students' well-being while under their supervision. If an outcome is foreseeable, the staff members most closely involved with the student concerned have a 'duty of care' to take action to protect their well-being. The executive also have a duty of care to ensure that there is an appropriate duty of care policy and that policy is being monitored and enforced.

(See also the Sattler Christian College Duty of Care Policy for more details.)

Prevention

SCC is committed to:

- Providing an environment where students are free from any form of harassment, bullying and exposure to any other harmful elements.
- Providing educational programmes promoting mutual respect and care, and which proactively address the topic of bullying. (eg. National Day of Action against Bullying and Violence)
- Allowing students to develop a sense of belonging and connectedness to the school community at large.
- Identifying students at risk and ensuring appropriate measures are made available to address their needs.
- Ensuring that appreciation of who each person is rather than what they can do.
- Encouraging an attitude of positive self-esteem and self-worth through the knowledge that God has created each student with unique contributions and gifts, able to make valuable contributions to the community.
- Encouraging the development of self-disciplined young people.

Awareness

- School leaders and teachers should be knowledgeable about bullying behaviours and aware of the mechanisms for dealing with and resolving such behaviour.
- School leaders and teachers should participate in taking steps to prevent it.
- School leaders and teachers will develop a plan to address bullying where there is an emphasis on awareness and prevention, but also include strategies of response.

Zero Tolerance

SCC takes a 'zero tolerance' approach to bullying, meaning that all bullying should be responded to in a manner that results in a cessation of the bullying. All reports of bullying should be investigated, responded to and the relevant staff member(s) should oversee the situation to ensure that the bullying behaviour does not continue. Responding to bullying is typically not an easy, quick fix response because bullying usually involves subtle practice, on-going relationships and the use of power in a wide range of forms. Therefore working through effective 'bullying response strategies' takes endurance and commitment from the staff member(s) leading the process.

It should be noted that the term 'bully' is at times too widely used for any unpleasant behaviour between students. The definition of 'bullying' involves the abuse of power in persistent or repeated ways that causes on-going intimidation. Children may at times incorrectly label certain behaviour as bullying.

Strategies

The 'why' issue - Digging in under the issue

Because bullying is basically about power and how people view themselves, the school needs to dig in under the issue to see why it's occurring. This takes time and effort by staff. There are no simple solutions and multiple strategies are needed. Some of the main responses will be:

- Encourage students to appropriately stand up for themselves and/or to talk to a teacher when they feel bullied.
- Teachers respond by taking the student seriously and carefully seek to find the best way to respond.
- The teacher facilitating reflection for both the perpetrator and victim on why the behaviour is happening, and seeking appropriate changes in the behaviour.
- Working through the causal issues is where the solutions to bullying is found.
- Teacher training (PD) may be conducted to assist teachers in dealing with bullying.
- Some classes or groups of students may be targeted for a special workshop session regarding anti-bullying behaviour.
- Information about the school's approach to bullying and other on-going information regarding bullying is communicated to the school community.

Student involvement

- Students should, where appropriate, be encouraged to 'work out' lighter level behavior or relationship issues among themselves. If this is unsuccessful the possibility of seeking the assistance of peers might be sought. Peer conflict resolution processes should be developed wherever possible.

Parent Involvement

- Parents should be familiar with the partnership ethos of the school and the way in which that would impact their involvement in handling bullying issues; eg keeping the school informed; allowing teachers to follow through; not getting directly and personally involved; discussing strategies for dealing with victimization or perpetration.
- The school should keep parents abreast of bullying matters that involves their child.

Intake Strategies

- Mechanisms for receiving and handling bullying complaints should be understood by students, parents and teachers.
- Reporting of bullying should be handled carefully and often times with the protection of confidentiality.

Bullying Survey

A specific strategy is the use of a Bullying Survey where students can express their concerns about bullying. A Bullying Survey occurs when the Section Coordinator deems it would be helpful in addressing bullying concerns.

The survey is confidential, unless the student ticks the option of desiring to talk to someone about the issue. Students are asked to respond to a range of questions about bullying including matters like: the name of the alleged bully; what occurred; the frequency and timing of when they have been bullied.

Follow-up to the survey occurs:

- Through the Section teachers analysing the information and determining the best course of 'follow up' action:
- Collating the results and discussion at a Section Meeting. Concerns are identified at this meeting and if required, procedures established for ongoing support and counselling with student(s) and Section Coordinator.
- Students who have been mentioned several times for distinct bullying behaviours are followed up by the assigned teacher/ Coordinator.
- Parents may be notified if it is thought the matter is serious enough. A meeting with parents may be requested.
- The Section Coordinator is responsible for following up issues for students and teachers that have arisen from the bullying survey. Very serious concerns may be passed on to the principal to address.

Investigation & Response Strategies

The following steps can be taken by the individual teacher/ staff member following up on a complaint about bullying.

1. Investigation: Investigate the complaint primarily through interviewing the 'key players'.
Review the evidence.
2. Assessment: If the form of bullying involves any form of child abuse or sexual harassment refer to the section on Mandatory Reporting in Part A of the Student Wellbeing and Discipline Policy. Assuming the matter is one of bullying, the staff member should assess the level of response, ie whether the matter needs adult involvement; whether they deal with it; whether it should be referred onto a higher level of authority (depending on the severity).
3. Parent Involvement: If the matter requires more than immediate follow up, parents should be informed and involved in discussions about handling the difficulty.
4. Student Reconciliation: This will include describing the bullying behaviour such that the perpetrator understands the impact on the victim; outlining the school's 'zero tolerance' policy; discussion on the behavioural consequences including: suggested remedies from students; accountability strategies; appropriate punishment; apologies and to the extent possible reconciliation.
5. Follow Up: Indicate mechanisms for ensuring the bullying has been resolved.
6. Documentation: Staff involved in following up bullying that requires more than immediate follow up, should retain notes that summarise the situation and actions taken.
7. Continuance: Should the bullying behaviour continue, the matter should be referred to a Coordinator and/or Principal for more significant follow- up.

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