



Sapphire Coast Anglican College

DISCIPLINE PROCEDURES

2017

Policy Document Information

Policy Name:	Discipline Procedures
Author:	D. Price Reviewed and updated by R. Tuynman
Compliance	
NESA	Registered and Accredited Individual Non-government Schools (NSW) Manual Section 3.7
Department of Education Science and Technology	.
Legislative requirements	
Other Policy/Procedures Relationships	Managing Student Behaviour; Student Welfare; Child Protection; Code of Conduct; Roles and Responsibilities
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1. DISCIPLINE PROCEDURES

1.1 Rationale

It is important to be firm about behaviour without being heartless or legalistic. There is a need for respect and warmth between staff and students while avoiding sentimentality, weakness or inappropriate and excessive friendliness. Name-calling and sarcasm are completely inappropriate and corporal punishment is never to be used. Teachers are encouraged to 'look behind' the behaviour to examine underlying causes and to modify their approaches, general classroom management and teaching methodologies where applicable. Seeking of advice from supervisors is strongly recommended.

1.2 Aims

- To determine and pursue acceptable forms of behaviour
- To provide a secure environment, which maximizes opportunities for learning and safety
- To promote self-respect and respect for others
- To facilitate students taking responsibility for their actions and learning
- To appreciate that quality behaviour management and learning are possible only when the home and school work in effective partnership
- For students to understand and accept the consequences of acceptable and unacceptable behaviour
- For teachers to understand that within parameters, a flexible approach is needed with regard to an individual's age, cultural differences and capacities.

1.3 Process

The College will:

- Keep rules to a minimum (see appendix 1 and appendix 2)
- Discuss rules with students ensuring that they are well understood
- Ensure that students are similarly aware of consequences for inappropriate behaviour
- Expect standards of behaviour to be adhered to
- Be consistent in enforcing rules and safety regulations
- Develop rapport, mutual respect and good manners
- Foster self-discipline, independence and initiative, by presenting suitable choices
- Develop good communication between home and school

1.4 Outcomes

- Improve student behaviour towards each other
- Increase student confidence and self-esteem
- Improve teacher / pupil and school / community relationships
- Increase community confidence in the College

2. PRIMARY SCHOOL DISCIPLINE PROCEDURES

2.1 Implications of Primary School Values on Discipline Procedures

Six core values inform discipline philosophies and procedures in the Junior School. These values are displayed in each classroom, and are referred to by teachers when discussing students' behaviour.

2.2 Primary School Values

- Compassion
- Honesty
- Respect
- Integrity
- Service
- Thankfulness

2.3 Student welfare

Students' sense of responsibility for their own behaviour is developed by allowing students to choose their behaviour and its consequences.

Students are encouraged to support the School's values. Students who choose to demonstrate the values are rewarded with praise, merit certificates and green cards. A rewards day is held regularly for all students who have chosen to uphold the values. This might involve a fun activity at school, special lunch, or other activity. Individual teachers have additional rewards which they use in their classes.

The school will apply a consistent school wide approach to student management:

- All new school staff will be informed of the school's student management policy and procedures as part of their induction to the school.
- The school's procedures will emphasise the students' role in making appropriate behaviour choices.
- The parent community will be regularly informed and reminded of class codes of cooperation through the school newsletter.

- The student Code of Conduct are explicitly taught and referred to.
- For inappropriate behaviour choices teachers will follow the steps outlined in classroom and playground flowcharts (see 2.6, below)
- For instances of violence, abusive behaviour or sexual harassment the following steps will be followed:
 - Immediate referral to the Deputy Principal.
 - Parents contacted.
 - Any action regarding suspension will be done in accordance with the school's procedures.

2.4 Rights and Responsibilities

Everyone in the school community has rights and responsibilities.

Rights and Responsibilities of the Student

Students have the right to:

- feel safe all the time
- be treated fairly with dignity and respect
- quality learning opportunities and
- be involved in decision making.

Students have the responsibility to:

- follow the school and class rules / codes of cooperation
- engage in their own learning and do their best
- acknowledge their role in choosing acceptable behaviour and
- talk honestly about their behaviour choices and work with staff to make plans for improvement if necessary.

Rights and Responsibilities of Teachers and Staff

Teachers and staff have the right to:

- a consistent student management policy that supports teaching, learning and social interaction
- work in a safe, supportive environment
- appropriate professional development
- be involved in the policy making, planning and development of the school and
- know they have the support of the Principal, the School Board and other staff members.

Teachers and staff have the responsibility to:

- use teaching strategies which provide appropriate learning opportunities for all students
- model positive behaviours and values
- create a supportive classroom environment that promotes all student's

- self esteem
- foster a classroom environment in which all children have the right to learn without undue disruption from other students
- implement the school's student management policy in a consistent manner
- act fairly and impartially in all matters concerning student management and
- keep parents informed of any issues of concern.

Rights and Responsibilities of Parents

Parents have the right to:

- know that procedures are in place, which are intended to encourage positive behaviour, develop self-discipline and self-esteem and promote healthy emotional and social development
- information about the school's Student Management and Welfare Policy and Processes and
- be informed of their child's social, behavioural and academic progress.

Parents have the responsibility to:

- support the school's student management policy and
- communicate with staff regarding queries and concerns.

Bullying, racism and sexual harassment are not tolerated. We urge students and parents to report to staff any incidents of these behaviours so they can be dealt with immediately and effectively.

2.5 Strategies to help create a safe, productive learning environment

We are committed to providing a safe and caring school environment by implementing the following strategies to recognise positive behaviour and develop resilience in students.

Positive Classroom Environment

Teachers are committed to providing positive classroom environments where all students feel safe, respected, welcomed and valued. We aim to create positive classrooms based on mutual respect. We use respectful voices when speaking to students and model positive language and behaviour.

In developing positive and inclusive classrooms, staff recognise the importance of:

- a differentiated curriculum to support individual needs
- being proactive

- being consistent
- displaying and reminding students of the school values
- using positive language
- praising and rewarding positive choices and positive behaviours
- modelling appropriate behaviour and
- employing humour and fun.

Student Representative Council (SRC):

The students and teachers are involved in collaborative decision-making and problem solving around school issues. Past areas of focus have included gardening, recycling and sports equipment for lunchtimes.

Restorative Practices:

Discussions of behaviour choices focus on what has happened, who is responsible and how others have been affected. The focus is on mending relationships and making things right with the other people who may have been affected by a student's behaviour choice. Individual teachers may keep students in during the first half of lunch time or part of recess to complete homework or for indiscretions in the classroom

Personal Development Programs

Implementation of the Bounce Program K-6 Through the program students learn skills to build resilience and 'bounce back' when adversity challenges them.

2.5 Flowchart

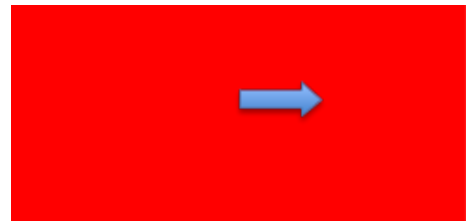
In class:

Junior School:



Buddy Class:

Referral to Head of



Senior School



SCHOOLS DISCIPLINE PROCEDURES

Structures established at SCAC promote a positive culture, which develops a sense of belonging in all students and provides opportunities for the development of student leadership within Middle and Senior Schools include:

1. The selection and voting of a Year 12 Student Leadership Team which includes Captains and Vice-Captains. All possible applicants will have the opportunity to present themselves to the school. (be up to 8 students) Students and staff of the College will have an input into voting for their school leaders.
2. All students are placed into House Groups, with House Captains elected from Junior and Senior Schools.
3. All students are placed into Homeroom Groups, where teachers exercise pastoral oversight, deal with daily administration matters and write a formal report on students during the reporting period.
4. All Students have the opportunity to propose, organise and execute 'fundraisers' for any acceptable cause they may be interested in. These leadership opportunities are often taken up by students in Years 7-9.
5. Morning Assemblies serve to bring the student body together allowing for the dissemination of information, reinforcement of College expectations and a brief devotional message and prayer to start the day.
6. Student effort is recognized by the awarding of merits. Merit Awards are presented at the end of each semester.
7. Celebration Semester Assemblies are conducted each semester, which present achievement in the areas of Academic Excellence, Commendation and Citizenship being recognised.

The onus in all student management procedures and interactions in the Secondary School is on the development of autonomous, mature self-responsibility. As such the disciplinary process is one that seeks to balance 'justice and mercy' in terms of an escalating series of sanctions. These are:

1. Expectations pertaining to classroom conduct are displayed in all classrooms. These are reinforced with students on a regular basis.
2. Playground Expectations are similarly displayed in highly visible locations and are also reinforced regularly by duty teachers and at assemblies.

3. Serious, or repeated 'lower-level' student breaches of misbehaviour will result in a demerit being issued.
4. Three Demerits will result in a Community Service and a letter sent home. Three more demerits will result in an additional two Community Services and a letter sent home. Additional demerits will result in further communication with parents and may result in further Community Service, being placed on a Daily Report or Internal Suspension.
5. Heads of Faculty may recommend that a student be issued an immediate Community Service. The Deputy Principal will be responsible for any final decision.
6. The Deputy Principal carries the responsibility for placing students on Internal Suspensions for more serious or persistent matters. Parents are informed at this point and an interview arranged.
7. Heads of School may also deem a student's behaviour to be either dangerous or so persistently insolent to teachers or disruptive to learning that an External Suspension may be issued. Parents must be informed at this point and a meeting arranged. Justification will be required to explain why the student should continue at the College.
8. In the most serious cases, the Principal will inform of expulsions, to the College Board.

MERITS

A teacher may issue a 'MERIT' for *EXCELLENCE* or *EFFORT*. Each semester students are awarded MERIT CERTIFICATES based on the number they have accumulated. A minimum number of MERITS is required to receive the following awards.

BRONZE	=	5	MERITS
SILVER	=	10	MERITS
GOLD	=	20	MERITS

DEMERITS

A teacher may issue a 'DEMERIT' for inappropriate behaviour. This management of student behaviour is designed to encourage a student to correct his/her behaviour and become more self-disciplined. This system tries to balance mercy and justice, fairness and consistency. The accumulation of DEMERITS is calculated over the duration of one term.

DEMERITS	ACTION
3	Community Service (1 lunchtime) + Letter Home
6	Community Service (2 lunchtimes) + Letter Home
9	Parent / Guardian called and further action taken