



Snowy Mountains Christian School

Nurture & Discipline Policy and Procedure

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| Prepared by | Principal |
| Number of pages | 14 |
| Date prepared | 22/10/2018 |
| Monitored by | Principal |
| Review by | Principal & Staff |
| Date for review | 2023 |
| Status | Approved |

Version History

| | Date | Status |
|-----|------------|-------------------|
| 1.0 | 02/08/14 | Development Phase |
| 1.1 | 13/10/14 | Adopted |
| 1.2 | 22/10/2018 | Updated |
| 1.2 | 27/04/2020 | Approved |

1.0 Purpose

To give SMCS students and parents an understanding of the school's expectations in relation to students' conduct in, and on behalf of, the School and to give staff detailed guidelines and management options regarding the nurture and discipline of students.

2.0 Context

2.1 Rationale

2.1.1 God is the Supreme Authority

Romans 13:1 "Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God."

2.1.2 God delegates authority to parents to train their children in a Christian manner

Deuteronomy 6:6-7 "These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up."

2.1.3 Parents delegate authority to teachers to train their children

Ephesians 4:11-12 "It was He who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, to prepare God's people for works of service, so that the body of Christ may be built up."

2.1.4 Teachers are to train children to respect and obey authority

Ephesians 6:1 "Children obey your parents in the Lord, for this is right."

Titus 3:1 "Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good."

2.1.5 Children are to be self-disciplined

Proverbs 22:6 "Train up a child in the way he should go, and when he is old he will not turn from it."

2.1.6 Discipline is for the child's benefit

Hebrews 5b-6 "My son do not make light of the Lord's discipline and do not lose heart when He rebukes you, because the Lord disciplines those He loves, and He punishes everyone He accepts as a son."

Failure to address misbehaviour compromises the learning environment whereby academic activities are interrupted, curriculum content is not covered, teacher authority is undermined, and most importantly, there are decreased opportunities to learn (Blankenship, 1988; Cains & Brow, 1996; Cartledge & Johnson, 1996; Fields, 1999; Little & Hudson, 1998; Martin et al, 1999; in Gialo & Little 2003)

2.1.7 Discipline involves restoration of relationships

2 Corinthians 2: 7-8 "Now instead you ought to forgive and comfort him, so that he will not be overwhelmed by excessive sorrow. I urge you to reaffirm your love for him."

2.1.8 Pastoral care- teachers are to care for and nurture children

John 21:15 "When they had finished eating, Jesus said to Simon Peter, 'Simon, son of John, do you truly love me more than these?'

'Yes, Lord', he said, 'you know I love you.'

Jesus said, 'Feed my sheep'."

Also Ephesians 4:11-12 (as above)

2.1.9 Discipline includes restitution

Leviticus 6:5 "or whatever it was they swore falsely about. They must make restitution in full, add a fifth of the value to it and give it all to the owner on the day they present their guilt offering."

2.2 Objectives of Nurture and Discipline

In partnership with the home, to train up a child:

2.2.1 into spiritual maturity and effective membership of the body of Christ- to become more like Christ;

2.2.1 towards self-discipline, obedience and respect for the authority of God, parents, forms of government and those who have responsibility over them, and for the school's Code of Conduct;

2.2.3 towards respect for the value of life; fellow students; the elderly; truth and property;

2.2.4 through nurturing, counselling and modelling to develop Christian character traits such as:

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| Love | Faithfulness | Responsibility |
| Having a teachable spirit | Servant leadership | Courage |
| Sincerity | Humility | Perseverance |
| Politeness | Respect | Wisdom |
| Hopefulness | Excellence | Thoughtfulness |
| Dedication | Helpfulness | Joyfulness |
| Goodness | Prayerfulness | Stewardship |
| Sharing | Honesty | Friendliness |
| Kindness | Patience | Self-control |
| Peace | Service to others | Acceptance |

2.2.5 through stages of first-time obedience towards Godly moral autonomy.

2.3 Student Code of Conduct

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| 1. Respect and honour God | In all you do, seek to honour and obey God. <i>The Great Commandment in Matthew 22:34-40</i> |
| 2. Respect and honour your teachers | Follow their instructions, address them politely, ask for their help in learning. Follow all class rules. <i>Titus 3:1 "Remind your people to submit to rulers and authorities, to obey them and to be ready to do good in every way."</i> |
| 3. Respect and accept your fellow pupils | Be helpful whenever you can and treat others with understanding. Don't cause fights and don't do anything that might cause injury. Seek to build up and encourage one another, using encouraging language. Respect differences and don't engage in behaviours that belittle others. <i>1Thessalonians 5:11 "Therefore encourage one another and build one another up, just as you are doing."</i> |
| 4. Respect the property of others | Take care of your property and the property of others. Gain permission before borrowing someone else's property. Don't steal or damage property and be sure to hand in lost property. <i>Exodus 20:15 "You shall not steal."</i> |
| 5. Respect the truth | Be honest in all situations and never make up lies about others. <i>1Peter 2:1 "Rid yourselves then of all evil; no more lying or hypocrisy or jealousy or insulting language."</i> |
| 6. Learn all you can | Make up you mind to pay attention, to do your work, join in school activities and develop your skills during you school years. <i>Proverbs 23:12 "Pay attention to your teachers and learn all you can."</i> |
| 7. Look after the school | Take care of the buildings,furniture,grounds and all school property. Respect the school environment, keeping everything clean and tidy. |
| 8. Earn the school a good name | Dress properly,behave well, respect visitors, play sport fairly, do your best in all school activities. <i>1Timothy 4:12 " Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, your love, faith and purity."</i> |
| 9. Be in the right place at the right time with the right equipment | Never miss school or any lesson without proper permission. Always be prepared for lessons, meet homework requirements and bring the right equipment to each lesson. <i>James 4:17 "Whoever knows what is right to do and fails to do it, for him it is sin."</i> |
| 10. Work and play safely with consideration for others | Keep the school a safe place where no one feels threatened, bullied or hurt in any way. <i>Philippians 2:3-4 "Do nothing out of selfish ambition or vain conceit, but in humility consider others better</i> |

than yourselves. Each of you should look not only to your own interests, but also to the interests of others.”

3.0 Definitions

Nil

4.0 Policy

SMCS aims for:

- We want the school to be a safe place
- We want all students to be treated with justice
- **Corporal punishment:** Due to the provisions of the Education Reform Amendment (School Discipline) Act 1995, corporal punishment is prohibited at Snowy Mountains Christian School. SMCS also does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents to enforce school discipline.

4.1 Examples of expectations and consequences.

We know each situation is very different to another and must be managed on a case-by-case basis,

| Expectation | Consequence (depending on the circumstances) |
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We want the school to be a safe place, therefore:

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| 1. Students will follow directions given by staff | Major consequence (depending on circumstance) Disciplined by teacher Follow-up from Coordinator Principal/ Parent involved |
| 2. Activities which are likely to hurt others, such as throwing objects, fighting, play fighting, pushing or any other form of physical abuse or verbal harassment, is not allowed | Major consequence (depending on circumstance) Disciplined by teacher Follow-up from Coordinator Principal/Parent involved Possible suspension |
| 3. Students must stay within boundaries. The following areas are out of bounds: <ul style="list-style-type: none"> • classrooms during playtimes unless supervised by staff • on fences • in trees and gardens • outside fenced-in areas | Detention by Coordinator |
| 4. No running in buildings or into the entry of buildings | Reminder Walk back to start again |
| 5. School hats are to be worn during Term 1 & 4 during outdoor lessons, during breaks and after school. Hats must not be worn inside classrooms. | Will be asked to sit under shade cloth area. May be asked to tidy classroom before the next break. |

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| In Term 2 & 4 a plain maroon beanie may be worn. | |
| 6. Individuals are responsible for putting own litter into rubbish bins. | Pick up litter to clean specific area. |
| 7. Students are to remain seated while eating at lunchtime. | Rebuke, reminder and compliance. |
| 8. Students are to wait quietly in the allocated area for buses, and are to board buses in an orderly way under adult supervision. | Rebuke, reminder and compliance. Record misdemeanour on bus supervision clipboard. |
| 9. Behaviour on buses is to be consistent with behaviour expected at school. | See appropriate consequence. Refer to Principal. |
| 10. Bikes, rollerblades, skateboards and scooters are not to be ridden in the school grounds. | Rebuke, reminder and compliance. |
| 11. Behaviour which is likely to hurt or upset others (including name-calling, teasing, bullying, threatening, pitting, swearing) is not allowed. | Major consequence. |
| 12. Students are expected to show friendship and courtesy to all, to greet adults daily, and to welcome visitors politely. | Apology. Major consequence. |
| 13. We respect others and their property. | Rebuke, reminder and compliance. |

We want all students to be treated with justice, so:

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| 14. Materials and equipment are to be used responsibly to avoid waste and damage | Major consequence. Replace equipment. |
| 15. Students must be prepared for all lessons e.g. recorder, full PE uniform. | Note in diary Music teacher to arrange Non- participation for lesson Second offence- detention Infants- teachers negotiate |
| 16. The school does not encourage toys to be brought to school. Toys are not to be on desk during class time. All digital/mechanical and expensive toys are banned , unless approved by staff. Mobile phones are also banned during school hours and should not be brought to school without parent / school permission. | Place in bag Confiscation if offence repeated |
| 17. Students visiting other rooms are expected to avoid wasting time and should knock, enter, and wait for attention | Remind and practise again |
| 18. Students are expected to share the playground and sporting equipment, take care of, and show interest in the school grounds. | Reminder and compliance, followed by school service. |
| 19. Students are expected to speak and respect the truth. | Reminder and compliance, followed by school service. |

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| 20. Students are expected to dress neatly in correct school uniform. | 1 st time- reminder 2 nd time- reminder or detention, depending on circumstance and age of child 3 rd time- note sent home |
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5.0 Procedures

5.1 Procedure in Regard to Classroom Management and Student Behaviour

5.1.1 Instruction

- A. At the beginning of each year, students are to be actively taught the **Code of Conduct** at the appropriate level of understanding and application.
- B. The fruit of the spirit and other school objectives regarding development of Christian character, morals, values and ethics are to be planned as part of devotions, subjects or 'Units of Work'.
- C. Acceptable classroom behaviour needs to be taught and revised on a regular basis, especially as student's exhibit 'need' of specific instruction. Reasonable explanations as to 'why' should accompany instruction to develop 'moral conscience'.
- D. The "Procedure for Classroom Discipline" should be explained including the consequences.

5.1.2 Incentive/ reward

Encouragement and affirmation will always be the most valuable, longest-lasting form of motivation for students. Merit certificates are also used to encourage desirable behaviour.

5.1.3 Intrinsic Behaviour

As we encourage children to "Love the Lord with all their heart, soul and mind" (Matt 22:36) their motivation for good behaviour changes. No longer do they do the right thing so as to please teachers, or not "get into trouble", but to please God and be obedient to Him. Importance is placed on intrinsic behaviour. Recognising that the Holy Spirit is our intrinsic motivator, we encourage the children that "whatever you do, do it for God..."

Philippians 4:8-9 "Whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy- meditate on these things. The things which you have learned and received and heard and saw in me, do these, and the God of peace will be with you."

To become more like Jesus, we also recognise that we need His help to change us and mould us to become like Him.

Correction and discipline should always be **restorative** within the realms of grace. 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.

If a student is disciplined, he or she should be encouraged to **seek forgiveness** and to **make restitution**, where appropriate, in order to restore normal relationships.

5.2 Checklist When Dealing With Immaturity Vs Foolishness

| Immaturity | Foolishness |
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| <p>1. Have specific management routine for such students e.g.:</p> <p>(a) have immature students sit only with students who are relatively mature</p> <p>(b) student knows to sit next to teacher's shoe! (when class sitting on floor)</p> | <p>1. Time out</p> <ul style="list-style-type: none"> • Student told what they were doing wrong • Student sits outside classroom for 5-10 min contemplating why it was wrong, what they did/didn't do and what their response is going to be • Teacher goes out and asks student: <ul style="list-style-type: none"> - what did they do wrong? - why is it wrong? - what are they going to do now? • Student then does "Catch Up ' at their next break |
| | <p>2. Allow student to acknowledge their foolishness and its consequences during "Catch Up' time</p> |
| <p>3. Provide an incentive to learn to be responsible</p> | <p>3. If behaviour continues repeat steps 1 & 2 above, then apply remedial measure e.g.</p> <p>(I) in classroom isolation for rest of session and;</p> <p>(II) detention at the next break during which the foolish behaviour is readdressed (with a positive attitude from the teacher) stating the expected behaviour.</p> |
| <p>4. Keep an assessment profile on student development:</p> <ul style="list-style-type: none"> • what measures work for student • how student is progressing • record misdemeanour on left hand page of Discipline Book • record positive development on right hand page of Discipline Book | <p>4. Enter misdemeanour on left-hand page of Discipline Book</p> <p>Record positive development on right hand page of Discipline Book</p> |

5.3 Major Consequences

Measures are graded in levels according to severity of offence. In the table below, guidelines are given as to what level disciplinary measures should begin for what offences.

Repeated offences of same behaviour progress up the levels.

Please note: The aim is **always** to nurture the student towards God-honouring behaviour.

| Level | Offences which begin at various levels and number committed over a 10 week period (one term) | Disciplinary Measure |
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| At each level | List of offences only a guide to teacher | At each level the following remediation should take place: teacher should- <ul style="list-style-type: none"> • take student aside from peers and explain why their behaviour is inappropriate • allow opportunity for student to acknowledge their error • communicate the consequences (social, moral, spiritual where appropriate, and the next level of discipline consequence that applies • devise/ revise behaviour modification programme |
| Classroom Level | Mild disobedience, not doing as instructed Persistent immature behaviour Failure to do homework once without suitable explanation from parents Excessive talking/ inattention Inappropriate behaviour | <ul style="list-style-type: none"> • Give warning • Time out: -student told what doing wrong -students sits outside room for 5-10 min contemplating why it was wrong, what they did/ didn't do and what their response is going to be -teacher goes out and asks students what did they do wrong? - why is it wrong? - what are they going to do now? • Student then does Catch Up at next break |
| Level 1 | Repeated lateness, profanity, lack of truthfulness, minor property damage, disruption to class, inappropriate behaviour, missing absentee notes, inappropriate displays of affection, dress code violations, entry into restricted areas, late to class, running in hallway, failing the warning box (Primary), not bringing PE uniform for the second time, incorrect uniform (after warning) and similar offences Persistence of classroom general offences | <u>Level 1 Detention:</u> <ul style="list-style-type: none"> • Detention served during second half lunchtime (K-4 playground) • A written reflection completed by student (Years 5-10) If this detention is missed (Years 5-10) student will automatically serve an after school one hour detention (Level 2 Consequence- parents must be notified; see below) <ul style="list-style-type: none"> • Should a student receive a 5th lunchtime detention, they will also |

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| | <p>Disobedience to a teacher Major disruption in the classroom two or more times, failure to do homework without suitable explanation from parents</p> | <p>be required to serve an after school one hour detention (Level 2 consequence- parents must be notified; see below) If no improvement results further steps will be taken</p> |
| Level 2 years 5-10 | <p>Minor property damage, disrespect to staff, harassment, forgery, plagiarism, cheating, skipping class</p> | <p><u>Level 2 Detention:</u> Students will serve an after school detention (3.15-5.00 pm) determined by the Principal with at least 24 hours' notice. Parents will be notified. If a student misses an after school detention without a reasonable excuse they will be suspended until they serve the detention.</p> |
| Level 2 years K-4 | <p>Repeated offence of Level 2 violations, theft, continued verbal or physical harassment, physical abuse such as fighting, blatant disrespect or defiance to staff members and leaving school property without permission.</p> | <p>Students will spend time out with a class designated by their teacher.</p> |
| Level 3 | <p>Repeated offence of Level 2 violations, theft continued verbal or physical harassment, physical abuse such as fighting, blatant disrespect or defiance to staff members leaving school property without permission, improper sexual behaviour</p> | <p><u>Suspension:</u> Students will be suspended for 1-5 school days and / or Saturday Detention. Parents will be notified and brought in for a <u>conference</u> which they must attend before the student is readmitted to class. Suspensions will be served in-school or out-of-school at the discretion of the Principal. Alternatively, the Principal may have the student sit a Saturday detention at the discretion of the Principal. Students will not participate in any extra-curricular activities for the duration of the suspension.</p> |
| Level 4 | <p>Many offences of Level 2 violations and repeated offence of Level 3 violations, lying during an administrator-directed investigation, threats of violence against teachers or other staff members, physical abuse, possession of tobacco, non-prescription (illicit or illegal) drugs or alcohol, possession or distribution of pornographic material, including accessing pornographic internet sites, sexual misbehaviour Students will be suspended pending investigation or expelled. Possession of a weapon (including knives) or use of a potentially dangerous object as a weapon is an expulsion offence.</p> | <p>Consequences are left to the discretion of the Principal and may include suspension for 5-15 days or expulsion. Parents will be notified and brought in for a conference, which they must attend before the student is readmitted to school. Students will not participate in any extra-curricular activities for the duration of the suspension. Only the Principal can expel a student (see 5.4).</p> |

Please note:

Level 1 matters are administered by the school and noted. Level 2 - 4 matters involve notifying the parents. SMCS will inform parents of the appropriate measure of Level 2-4 violations after the school has determined the appropriate action. This may or may not involve asking students questions about the incident or behaviour.

5.4 Suspension, Expulsion or Exclusion from School

The Principal has delegated responsibility for all discipline at SMCS. In this context, the Principal will use this policy document as a guide in making determinations about the suspension, expulsion or exclusion of students.

Where, after due process, the Principal determines a student should be suspended from the school, such a determination will include consultation with executive staff.

Where, after due process, the Principal determines a student should be expelled from the school, such a determination will include consultation with the SMCS Board. The Board retains the right of veto. Where right of veto is exercised, the Board is to provide written instructions to the Principal stating the reasons for the veto and the conditions a student must meet to ensure continued enrolment at the school.

5.5 Corporal Punishment

Due to the provisions of the Education Reform Amendment (School Discipline) Act 1995, corporal punishment is prohibited at Snowy Mountains Christian School.

Snowy Mountains Christian School also does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents to enforce school discipline.

5.6 Procedural Fairness

At all times, procedural fairness is to be displayed. All parties must be heard and dealt with fairly in all matters of discipline and discipline procedures.

The 'hearing rule':

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

- know the allegation related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations; and
- know how to seek a review of the decision made in response 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

All parties to an investigation are also directed to maintain in strictest confidentiality the matters under investigation.

5.7 Banned Items

Items that are banned from SMCS fall into one of two categories:

- those that are illegal
- those that are potentially harmful
- those that could cause distractions or disruptions

Some items that are banned include:

Knives, fireworks, firearms, sharp implements, weapons, replicas of weapons, offensive material, cigarettes, drugs, alcohol, laser pointers, trading cards or toys to trade, chewing gum or bubble gum, permanent markers, spray cans (including spray deodorants or hairspray).

In general, it is often unwise for students to bring personal items to school, particularly if those items are valuable. Please note that the school cannot accept any responsibility to care for such items, if or when, a student brings them to school.

5.8 Electronic Devices

While electronic devices are not banned from being brought to school, no electronic media or items are to be used during school hours (8.30 am – 3.30 pm). However, some items such as phones or iPods might be used at times only with the expressed permission of teachers and only for educational purposes or as directed by teaching staff.

All such items must be turned off and placed in the office on arrival to school (for security) or in students' bags in their allocated lockers. Any items that are used during school hours without permission as described above will be confiscated and returned as follows:

First offence: until the end of the day

Second offence: until the end of the week

Third offence: until the end of the term with parents having to pick it up from the office

Please note that the school cannot accept any responsibility to care for such items.

5.9 Behavioural and Academic Contracts

Students are considered “at risk” when their academic performance and / or their behaviour is sub-standard. They will have been identified by teachers or School Coordinators. In cases such as these, individualised Behavioural and / or Academic Contracts may be established in consultation with the student, parents and School Coordinators. The violation of the terms of the contract could result in suspension or expulsion.

Students who have reached Level 3 or above may be placed on a Behavioural Contract for a week. The student must receive satisfactory comments from teachers for the week to be allowed to be taken off the contract. Three (3) unsatisfactory comments during the week constitutes the student failing the contract.

6.0 Sources

Rebecca Giallo and Emma Little, Classroom Behaviour Problems: The Relationship between Preparedness, Classroom Experiences and Self-Efficacy in Graduate and Student Teachers in Australia, Journal of Educational and Developmental Psychology. Vol 3, 2003, pp 21-34.

7.0. Consultation

SMCS Staff
SMCS Board
SMCS P & F

8.0. Review

Ongoing reviews will be conducted every three years.

9.0. Accountabilities

9.1 Responsibility

The Principal is responsible for the focus, content and maintenance of the policy.

9.2 Implementation Plan

The Principal will ensure all staff are familiar with the policy.

The Principal will ensure the policy is available at the school office for anyone who wants to view it.

9.3 Training Plan

The Principal will ensure all relevant staff are trained in this policy.

9.4 Compliance

The Principal is ultimately responsible for ensuring that policies produced for and on behalf of SMCS comply with this policy.

10.0 Policy adviser

The Principal will act as the Policy Adviser.

11.0. Forms

Nil