Sapphire Coast Anglican College

DISCIPLINE POLICY

2017

Policy Document Information

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Author:	D. Price Reviewed and updated by R. Tuynman
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Board of Studies	Registered and Accredited Individual Non-government Schools (NSW) Manual Section 3.6 Safe and Supportive Environment Section 3.7 Discipline
Department of Education Science and Technology	Safe Schools Framework Guiding Principles Key Elements of Good Practice
Legislative requirements	
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Introduction

Student *Welfare* refers to the mental, physical, emotional and spiritual wellbeing of the student. Accordingly, the provision of student welfare policies and programs (including 'Discipline') is essential in developing a sense of self-worth and fostering personal development.

1.1 Discipline

A registered non-government school must have policies relating to discipline of students attending the school that are based on principles of procedural fairness.

(*Registered and Accredited Individual Non-government Schools (NSW) Manual Section 3.6)*

'Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes known as the 'hearing rule' and the 'right to an unbiased decision'.

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

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- 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.

As teachers and Principals often combine both the roles of investigator and adjudicator it may be preferable to have another appropriate officer carry out investigations where possible.

'In matters where a long suspension, expulsion or exclusion (from a system of schools) is contemplated, the gravity of the circumstances requires particular emphasis to be given to

procedural fairness. This includes the offer of having a support person/ observer attend formal interviews. The key points of the interview/ discussion should be recorded in writing or using a media device.'

'A registered non-government school must have must have policies relating to discipline of students attending the school that do not permit corporal punishment.'

1.2 Approach to discipline

An effective approach to discipline is one motivated by *love* and its corollaries of patience, kindness, mercy and respect (care) toward others. In dealing with students, staff should endeavour to be positive, always encouraging correct attitudes and behaviours. They should not be irritable or resentful, nor glad when a student is caught out doing wrong.

It is noted a wise person will establish a good relationship with others within a positive and supportive environment (Matthew 7:12). The principles of natural justice, which includes the 'hearing rule' and the 'right to an unbiased decision' should permeate all effective inter-relationships, particularly where discipline is concerned.

This does not mean staff ought to be naive or easily deceived. Staff members are to be approachable and available, and to seek opportunities to praise and uplift others. (Hebrews 3:13; Acts 15:32)

1.3 Goals of Self Discipline

The aim of discipline is to help correct and develop behaviour so that self-discipline may grow. As followers of Jesus, discipline may develop further by leading not just to self-control but to a Christ-controlled life.

Implications:
1. A self-controlled person does not resort to idle threats and blustering.
2. A person must understand why their behaviour is considered wrong.
3. A person must take time to listen to others.

4. A person must be patient with explanations.

"Make every effort to add to your faith, goodness; and to goodness, knowledge; and to knowledge, self-control." (2 Peter 1:6).

1.4   Respectful Responsibilities

We all need to show respect to each other, because what we do will always influence others.   (1 Corinthians 12:26).

As each of us is part of this Christian community we should obey God's instructions and use the gifts God has given us for the common good not leading others astray. (1 Corinthians 12:7;1 John 3:7).

Discipline should recognise the age and maturity of the person and not belittle the person through word or deed.

Implications:
1. We should talk politely to those in authority, and our peers.
2. We should obey those whom God has placed in authority over us.
3. If we do not understand, or agree with an instruction we have been given by someone in authority we will obey and then approach them respectfully, at a time convenient to them to discuss the situation.

1.5   Fair and Just Discipline

Discipline should not provoke others through unjust or unfair treatment.

"Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord." (Ephesians 6:4).

Although the verse above is written for fathers, it should also apply for those who are delegated the responsibility of training children.

Similarly teachers and parents are warned not to cause those under their authority to sin. (Mark 9:42).

Implications:
1. Punishment should be appropriately focused on the wrong action; and be seen, by the person disciplined, after discussion, to be fair, consistent and just.
2. All discipline should be in accord with God's Word (and applied within the laws of the land).

1.6 Legalism is not Discipline

A legalistic approach to discipline is not consistent with God's character as revealed in the scriptures.

Implications:
1. Discipline should always contain mercy, grace, fairness and justice.
2. Discipline should always consider the individual and the situation.
3. Discipline should be authoritative not authoritarian

2. POLICY

It is the policy of Sapphire Coast Anglican College to comply completely with the principles described in Section 3.7 of the 'Registered and Accredited Non-Government Schools (NSW) Manual'.

Specifically the College will exercise procedural fairness in all investigations and adjudications, employing sanctions appropriate to the action under investigation and aimed at correcting inappropriate attitudes and behaviours and developing self-discipline. At no time or in any circumstance, will a teaching staff member or parent volunteer-helper employ corporal punishment at Sapphire Coast Anglican College or in any off-campus school related activity.

The care of all students is a most important concern for Sapphire Coast Anglican College. It is the policy at our College that all students will be treated with respect and care at all times. It is expected that all students will respond in a like manner.

A caring College community assists in the development of both the welfare of students and the opportunity to achieve excellence. Factors, which contribute to this development are self-discipline and the establishment of behaviour acceptable to the community and to God. It is recognised that during a student's stay at Sapphire Coast Anglican College, they should progress from a Junior School environment, typified by a great deal of adult direction, to a Secondary School environment, where the transition from dependence to independence is supported, in the more adult culture of the Senior School where extensive self- discipline is expected of teenagers entering adulthood.

2.1 The Assertive Discipline Approach   (Lee Canter & Bill Rogers)

Key ideas:
● A teacher must insist and expect responsible behaviour from the students.
● Maintain adequate classroom discipline.

- Both students and teachers have rights.

2.2   The Assertive Discipline Model:
- A clear indication of the rules
- Reminders of the rules
- Outline (indication) of consequences
- Establishment of a positive discipline system
- Use of positive consequences as opposed to negative
- Negative consequences are to be graded in severity

2.3   Implementation of the Assertive Discipline Model

Step One	- recognise and remove 'roadblocks'
Step Two	- practice use of assertive response styles
Step Three	- learn to set parameters (limits)
Step Four	- learn to follow-through on parameters (limits)
Step Five	- implement a system of positive consequences

This approach, developed by the Canters, is a program aimed at "corrective" control. It is hinged on positive behavioural management. The Canters define assertiveness as "business like communication of reasonable teacher expectations and disapproval followed by a clear indication of what the student is to do".

The assertive teacher reminds students of the expectations (rules), and indicates what should be done. This may include the assertive use of questions to convey parameters (limits).

The main focus of Canter's model is on assertively insisting on appropriate (proper) behaviour from students, with well-organised procedures for following through when they do not. The model provides a very strong system of corrective discipline.

This method aims to establish a positive discipline system that reinforces the teacher's authority to teach and control in order to ensure an environment that is optimal for learning. This entails using rewards and punishments in the behavioural sense. Positive consequences are believed to be more powerful in shaping student behaviour than negative ones. If students violate rules deliberately, it is recommended that the negative consequences that result, should be graded in severity according to the number of times the offence is repeated during the lesson.

2.4 Benefits of the Assertive Discipline Approach

- enables teachers to use class time more productively for teaching
- serves to prevent discipline problems from occurring as students have a clear understanding of the consequences of not meeting expectations (keeping and breaking the rules)
- It can provide supportive control when a warning is all that is required

Teachers have basic educational rights in their classrooms including;

- The right to establish optimal learning environments
- The right to request and express appropriate behaviour
- The right to receive help from administrators and parents as needed

Students have basic rights in the classroom, including;

- The right to have teachers support positive behaviours (who help limit self-destructing behaviour)
- The right to have teachers support their learning AND the learning of others
- The right to choose how to behave, with full understanding of the consequences that automatically follow their choices

The needs, rights, and conditions are best met through the assertive discipline approach in which the teacher clearly communicates the expectations to the students and consistently follows-up with appropriate actions, but never violates, the best interests of the students.

2.5 Procedures for the Implementation of Assertive Discipline at Sapphire Coast Anglican College ('Flow Chart')

(Refer to: Pastoral Care & Behaviour flow chart)

Sapphire Coast Anglican College – Senior School
Pastoral Care & Behaviour flow chart

HoF: Head of Faculty, HoH: Head of House, DP – Deputy Principal

CLASSROOM		PASTORAL SYSTEM
Teachers ● Responsible for own classroom management (planned lessons, expectations, etc.) ● Classroom Detention/s (self-managed) ● Issue Merits / Demerits ● Contact Parents (inform HoF and DP) ● Seek advice from HoF or DP		The responsibility of pastoral care lies initially with the Homeroom teacher then Head of House, School Counsellor, DP and Principal. Behaviours which impact the welfare of a student/s must be reported. Serious concerns must be referred to the School Counsellor, HoH, DP & Principal.
Head of Faculty HoF ● Support classroom teacher / observe lessons ● Mentoring (Negotiate a teacher 'buddy system') ● Support Professional Development of staff ● Report any issues to DP		**Homeroom Teachers:** ● Oversees Homeroom Group, reports any concerns to School Counsellor, HoH & DP ● Supports students in their life at the College ● Encourages positive life goals ● Writes formal reports during reporting periods ● Issue Merits or Demerits
Deputy Principal ● Monitors Merits and Demerits ● Prepares / Issues Merits and Demerits ● Liaison with teacher and HoF ● Contacts Parents ● Issues and monitors Daily Report ● Issue Community Service Detention/s ● Communicates situation to Parents ● Suspension (Internal / External) ● Interview – Parents, Student, Teacher ● Reports to HoF, Homeroom teacher, etc.		**Head of House** ● Oversees House activities with the aim of building House spirit and inclusion ● Discusses, plans and implements House activities with Homeroom teachers ● Supports Homeroom teachers in their pastoral care role ● Communicates to DP any issues or concerns ● Meets regularly with DP
Principal ● Interview (Parents, Student) ● Contact Parents ● Suspension (Internal / External) ● Probation / Contract ● Expulsion		**Deputy Principal** ● Liases with Homeroom teacher, HoH, School Counsellor and Principal ● Contacts Parents & follows up concerns

Board		All Staff – General Behaviour (Playground, Bus, Library, Excursions)
● Notified of impending expulsion.		● Inappropriate behaviour to be reported to the DP ● If on 'Duty' record in duty folder and report behaviour to DP ● Issue Merit or Demerit