Student Nurture
and Discipline Policy
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PREAMBLE

All policy, protocols and procedures flow from the St Andrews Christian College Mission Statement:

“To educate our students so that they are well skilled, understand life on the basis of biblical truth, and are motivated to walk with God and serve Him in their lives, so that they will be a positive Christian influence in the world.”

POLICY DOCUMENT INFORMATION

TITLE: Student Nurture and Discipline Policy

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ACKNOWLEDGEMENTS:

PURPOSE: To provide policy and directions for all the College Community.

RELATED DOCUMENTS:

- Staff Code of Practice
- Student Welfare Policies
- Anaphylaxis Management Policy
- Anti-Bullying Policy
- Child Safety Policy Including ‘Students at Risk’ and Mandatory Reporting
- Drugs Policy
- Harassment Policy
- OH&S First Aid Procedures
- Student Code of Conduct
- Student Well-Being Policy
- Sun Smart Policy and Procedure
- Visitors Policy
- Working With Children Check Policy

KEY DATES

ISSUE DATE: May 2016

REVIEW DATE: 2019
1. **RATIONALE**

- The foundations of Christian student nurture and discipline grows from a desire to see members of the community develop in character and interact in a way that brings glory to God. Our responsibility is to draw one another into a deeper relationship with God.
- Accountability to God is the key to mature self-discipline (Romans 14:7-12).
- Nurture and discipline ensures we are all working together to build a community where students are encouraged to achieve their full God-given potential.
- Nurture and discipline at St Andrews is an integral aspect of our community and is considered in growing the whole child. This includes modelling God honouring behaviours.
- Nurture and discipline at St Andrews is founded on biblical principles of grace, mercy, justice, kindness and humility (Micah 6:8) and through this, the ultimate goal is full restoration of relationships.
- Nurture and discipline embraces affirmation, example, guidance and correction in the context of a relationship of love, acceptance and servant leadership.
- Effective nurture and discipline ensures that there is a positive, safe environment established that enables effective learning and teaching.

2. **DEFINITIONS**

**Nurture**

To ‘Nurture’ is to care for and cultivate the God-given gifts which our loving Heavenly Father has bestowed on each of us, “Before I formed you in the womb I knew you, and before you were born I consecrated you.” (Jeremiah 1:5).
- Nurture includes the affirmation of pro-social behaviour that reflects that values and characteristics of Christ.
- Nurture includes many aspects such as encouragement, praise, example, correction, restitution and restoration, training, graciousness, repentance, forgiveness, reconciliation, prayer, care, mercy and love.

**Discipline**

‘Discipline’ is to be seen as a positive process where the objectives of appropriate attitudes, behaviour, habits and responses are set before the students in order to become obedient disciples of Christ. These objectives will be qualified in detail as the child matures until a large degree of the ideal of the internalisation of discipline (or mature self-discipline) is attained.
- Discipline includes actions such as warning, detention, time out, suspensions, or expulsion or other aspects as determined by the College.

**Correction**

‘Correction’ is the process by which students are guided and directed to amend their inappropriate actions or behaviour. Where punishment is needed as a part of this process, it must not be seen judicially but as a part of the training process. It must, therefore, be administered so as to produce a degree of remorse for wrong actions or attitudes that will lead to repentance and restoration in the child’s life. Corporal punishment is not permitted at St Andrews Christian College.
Pastoral Care
‘Pastoral care’ is defined as a person-centred, holistic approach to care for the spiritual and emotional areas of the individuals involved. A pastoral or spiritual carer, often referred to as the Pastoral Care Teacher or Home Room Teacher, offers a friendship that is intentionally seeking to “walk with you along your path”. The focus of pastoral care is on emotional support and spiritual care.

Affirmation
‘Affirmation’ is defined as confirming with purpose the positive attributes and behaviours that reflect the values and character of Christ.

Example
‘Example’ is defined as reflecting Christ-like values.

Accountability
Accountability is the obligation of a student to account for their actions, accept responsibility for them and to understand that there are consequences for all choices made.

Unacceptable Behaviour
‘Unacceptable behaviour’ refers to actions and words that or not in-line with the values of the College.

Perpetrators
‘Perpetrators’ refers to those who are in breach of the values reflected in the Student Nurture and Discipline Policy and related policies.

Misdemeanours
A minor wrongdoing.

Victims
‘Victims’ refers to those who have been impacted by a breach of the values reflected in the Student Nurture and Discipline Policy and related policies.

Pro-social Behaviour
‘Pro-social behaviour’ describes a behaviour that benefits another person. Love and respect are some of the pro-social behaviours that we aim to foster in our students by:

• Demonstrating them in our own lives.
• Teaching them explicitly.
• Giving opportunity for students to practise and master them.
• Affirming students when they exhibit the behaviours that we are aiming to foster in their lives.

3. **Guiding Principles**

• The nurture and discipline process leads to seeking, in humility, to put others above ourselves (Philippians 2:3) and to resorting fellowship (2 Corinthians 2:6-8, 13:11).

• When dealing with incidents of nurture and discipline, the aim should be to minimise the build-up of resentment or disrespect towards those who administer correction.

• The nurture and discipline process needs to always be related to both God’s and the teacher’s love for the child and out of a concern for the child’s long-term wellbeing.
• Staff will seek to model Christian love and the Fruit of the Spirit.
• Students are enabled to develop positive, constructive behaviours which go beyond mere compliance, reflecting love and seeking to live in harmony.
• All parties must be heard and dealt with respectfully in all matters of nurture and discipline.
• All parties are to adhere to the current privacy laws and should maintain confidentiality as appropriate.

3.1 Guidance and Support
• Teachers are empowered with the prime responsibility for establishing the day to day culture in the classroom and for the handling of student relationships.

• Effective pastoral care of the students at St Andrews is essential to the proper outworking of the College Mission statement and is of paramount importance. While pastoral care happens at a number of levels the paramount unit of pastoral care in the College is the classroom or Home Room teacher. In this role the teacher is concerned for the spiritual health and well-being of those in his / her class. To this end the pastoral care teacher will employ a number of strategies in the conduct of this role by undertaking regular:
  - Regular prayer for the members of the class.
  - Regular prayer with the class members.
  - Daily Bible-based devotions.
  - Contact with subject and specialist teachers to ascertain student progress.
  - Contact with parents / guardians.

• It is expected that all Home Room teachers will contact each student coming into their class before the school year commences. It is also expected that the Home Room teacher will actively contact each set of parents throughout the year to communicate positive aspect(s) of their child’s education experience at St Andrews.

• Teachers are supported through this process with the support of the College Executive Leadership Team who should be consulted as required.

3.2 Effective Nurture and Discipline
Effective nurture and discipline is achieved:

• When staff and students affirm positive behaviours and achievements by:
  - Private and public recognition.
  - Encouragement.
  - Fostering God-given abilities.
  - Providing opportunity for the development of student leadership.
  - Offering the above consistently, regularly, specifically and without bias towards gender, race or personality traits.

• Through positive role modelling as:
  - Staff model the Fruit of the Spirit (Galatians 5:22).
  - Staff guide, mentor and direct students.
  - Students lead, mentor, support and partner other students.
  - Parents work in partnership with the school.
• When correction is used in balance with affirmation and example. In order to achieve this, consequences for inappropriate behaviours will take place through:
  - Positive counselling by College staff.
  - Mentoring within the classroom.
  - Guidance from College staff.
  - Implementation of corrective measures as appropriate.

3.3 Pro-Social Behaviour
The following are some guidelines for the affirmation of pro-social behaviour demonstrated by students:

• Affirmation and recognition needs to be consistent and regular.

• Teachers need to be looking for opportunities to affirm corporate as well as individual pro-social behaviours.

• Teachers need to be watching for the students who don’t ‘shine’ to find improvements or consistency of pro-social behaviour that they can affirm and encourage.

• Affirmations given verbally, or as an award need to be sincere and attached to specific behaviour (e.g. “Consistent commitment to Mathematics” rather than “You’re terrific”).

• Distribution of awards needs to be balanced in all possible respects, avoiding any areas of bias.

3.4 Correction

• The student will be best served by a correction for which they understand the biblical principles concerned. If they do understand, their responses will be to God before they respond to the people concerned.

• Teachers must be well versed in the biblical principles of correction. The following ‘transmission points’ are relevant:

  To parents
  - Regular communication via newsletters, PFA meetings and the College website.

  To staff
  - Professional development of staff in biblical principles for student nurture and discipline will be conducted regularly.

  To students
  - Student Code of Conduct
    Home Room teachers present and discuss this each year.

  - Values Program
    Home Room teachers present and discuss this as appropriate throughout the year.

  - Biblical Studies
    The noted principles should form a part of the systematic study of scripture in Biblical Studies classes. They should be exegeted, exemplified and applied - a thorough ‘sowing of the Word’ into the students’ lives.

  - Class Devotions
    The principles can be discussed in class and applied to specific issues as they arise in the lives of the students.
- **Assemblies**
  Through preaching and dramatic presentations these life-giving principles should be brought into focus.
- **Correction**
  When students are corrected, we should start with our enquiry into their understanding of the principles upon which our correction is founded.

4. **IMPLEMENTATION**

4.1 **Pro Social Affirmation**

The following table outlines some of the strategies involved in identifying and affirming pro-social behaviour. This is not meant to be an exhaustive list of positive behaviours, however, teachers should use discretion and ensure that they are not trivialising the more significant pro-social behaviours that we are trying to encourage in the St Andrews community, by being overly generous.

<table>
<thead>
<tr>
<th>PRO-SOCIAL AFFIRMATION</th>
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<tbody>
<tr>
<td>We want the students to feel accepted, valued and affirmed!</td>
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<thead>
<tr>
<th>Examples of Students Behaviour</th>
<th>Potential Actions</th>
<th>Record Keeping</th>
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| Students displaying exemplary pro-social behaviours and attitudes towards learning and College life are to be encouraged and rewarded for their example to others. For example | From class and specialist teachers:  
- Verbal praise.  
- Commendation in Student Diary.  
- Individual awards.  
- Class awards.  
- Merit awards.  
- Letter / phone call to parents.  
From Executive Staff:  
- Merit award certificates.  
- Acknowledgement at assemblies.  
- Letters of commendation (to child).  
From the Principal:  
- Special occasion awards as determined by class teachers. | • Staff members are encouraged to award the students within their care whenever appropriate.  
• Staff members should keep records of awards given to ensure all students are affirmed fairly on a regular basis.  
• All awards given to students should be recorded and tallied so as to contribute towards Community points. |

4.2 **Correction Procedures**

*Stage One: Teacher Correction, Detention*

Misdemeanours in this category involve any negative response that remains uncorrected after a clear warning (or making the issue known) to the student / s. This includes incomplete homework without a satisfactory note, talking in class when directed not to, minor behavioural issues, continual forgetting of classroom equipment, out of uniform, using bad language etc.
Types of Action Taken:

- Teacher dialogues with the student, making the issues surrounding the misdemeanour clear and making explicit demands re the change of behaviour required.
- Teacher-directed and supervised detention or punitive task (e.g. asking the student to remain behind to complete work at break time, cleaning up, or other relevant service activity).
- Formal lunchtime detention supervised in the common detention room and recorded in the Detention Record. Should it be deemed that a detention be given, parents are to be notified through email, phone call or a note in the Student Diary.
- Should a conversation need to be held with the student/s, they should be spoken to out of the earshot of other students.

The conversation should include:

- A clear description of what was wrong with the behaviour/attitude that has been displayed,
- Opportunity for the student to explain his/her actions,
- Teacher should seek to understand the underlying thoughts, issues or motivations of the misbehaviour.
- Clarifying of the requirements for future behaviour, specifically and ensuring that the student clearly understands requirements.
- The pursuit of restoration to any broken relationships between victim and perpetrator.
- An outline of the consequences of future behaviour of this kind.

The conversation should avoid:

- Any insulting, rejection, derogatory comments or vilification of the student—stick to the facts.
- Any out-of-control expressions of teacher anger.
- Any threats—the promise of consequences comes out of our concern, not our frustration.
- Long lectures—make your point promptly; lectures bore and harden hearts.

Informal Teacher-Supervised Detainment or Punitive Task

These detentions are personal corrective measures carried out exclusively between teacher and student in the case of misdemeanours. For example, small amounts of incomplete homework, poor class participation in set tasks, etc. The teacher should seek to counsel the student in regard to a poor response and then be personally responsible for directing the student toward the correct response and assessing his/her grasp of the correction.

Possible teacher directed corrective tasks could be:

- Supervised detention in class during a break or other privilege time to complete work.
- Counselling by teacher during recess or lunch.
- Relevant service activity in the school.
- Following the teacher around while they do playground duty.
- Writing a letter of apology.
- Teachers must ensure their expectations and guidelines are clearly communicated to the student. If the issues seem significant or long-term, teachers should write a note to parents in the Student
Diary, or contact them for a discussion. Parents and teachers can sometimes use the pattern of notes to inform the College of the ‘trajectory’ of misdemeanours if the problem is growing.

**Formal Lunchtime Detention**

- **Severity**
  Detentions should be given for misdemeanours that are considered significant, not for minor thoughtless infringements. We need to be careful not to use the detention in place of good leadership in the classroom.

- **Preparation**
  The teacher must record the detention in the student’s diary with information about the activity to be done during detention. The set task should be appropriate to the nature of the misdemeanour. Parents are to be notified through the Student Diary, email or phone call. It is the teacher’s responsibility to put the student’s name on the detention list on the ‘I’ drive.

- **Serving Detention**
  The aim of the detention is ‘correction’ not attendance. Students are to complete the Detention Response Form and go through this with the Detention Supervisor. The students should reflect an attitude of humility and compliance. Students who still remain defiant should be directed as to how to handle this response, with the relevant Section Head being notified. A positive insight towards detentions and correction takes time and a little more effort to develop but saves time in the long term.

- **Notifying Parents**
  Parents will be notified of the detention by means of a sticker which will be placed in the student’s diary. It is expected that both the teacher on detention duty, and the parent / guardian sign the Detention Sticker to indicate that the detention has been served.

It is the Section Head’s responsibility to keep a track of the detention list and follow up with teachers, actions to be taken with students consistently placed on detention.

### 4.3 Correction Procedures –

**Stage Two: Exclusion from Class, Short In-School or External Suspension**

- Misdemeanours in this category involve any negative response that remains uncorrected once correction procedures from Stage One have been implemented and is initiated by the Section Head.

- Misdemeanours can also include rebellion, fighting, destruction of property, theft, offensive behaviour, along with continued lack of response to correction procedures from Stage One.

- Correction for students who receive three formal lunchtime detentions in one term, to be determined by the Section Head.

**Types of Action Taken:**

**Exclusion from Class for set time period**

In considering all circumstances and age of some students, the Head of Section or Deputy Principal may choose to remove the child from the classroom and call the child’s parents in to deal with the child’s misconduct before the child is permitted back into the classroom. This may involve that student being taken home for the rest of the school day.

If a serious misconduct is reported, the Deputy Principal or Section Head may withdraw the student from classes immediately. If, after investigation of the matter, the senior staff member considers that serious disciplinary action is warranted, and that an internal or external suspension would not be
appropiate or effective, the student will not be permitted to return to class until the student’s parents have carried out adequate and appropriate disciplinary measures.

**In-School Suspension**
The Deputy Principal or Section Head may suspend the student internally for up to three school days.

The In-School Suspension will have the following characteristics:
- Parents will be contacted by the College Executive to inform them of the student’s misdemeanour and to discuss the provisions of the suspension.
- Each day of the suspension, the student’s parents will bring them to Reception in the mornings and collect them in the afternoons.
- The student will work and take lunch breaks in isolation from other students.
- The Section Head or Deputy Principal will provide redemptive counsel and personal reflective tasks during the suspension.

**During the In-School suspension the student will:**
- Reflect on their behaviour and provide a written report.
- List all those who have been impacted by their choices.
- Formulate a plan for restoration of relationships of all those listed in previous point.
- Attempt, where possible, to enact the plan with a focus on repairing broken relationships. This may be in writing or face to face discussions as appropriate.
- Come to an understanding outlining further consequences should such behaviour be repeated.
- Generate a written report that will be provided to Parents and to the Home Room Teacher of the processes and outcomes of the procedures completed above.

**Out-of-School Suspension**
The Deputy Principal or Section Head may suspend the student externally for up to three school days. Usually this option will be taken when the College is confident that parents will take adequate responsibility for the student during the suspension.

The external suspension will have the following characteristics:
- Parents will be contacted by the College executive to inform them of the student’s misdemeanour and to discuss the time of the exclusion.
- College staff will be asked to provide work for the student as is practicable.
- Parents will be encouraged to provide counsel and oversee personal reflective tasks with their child during the suspension.
- Upon return to the College, the student will supply a written report that follows above and agree to outlined steps of restoration of relationships by an agreed timeframe.
- Depending on the circumstances of the incident / s, the suspended student may be put on a contract they must fulfil to be allowed to remain at St Andrews Christian College.
5.8 Correction Procedures –

Stage Three: Expulsion

- Misdemeanours in this category involve repeated breaches of Stage One or Two where continued disrespect of the College community is displayed.
- The Principal, in consultation with the Deputy Principal, is the initiating authority of this Stage.
- The Board Chairman is to be informed of any expulsions.
- At any time, the Principal may suspend or expel a student as deemed necessary. This decision will be made in cases of severe moral transgressions which affect the College community and behaviour that threatens the safety and well-being of other students and / or staff.

APPENDIX 1 —

Nurture and Discipline Stickers

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<tr>
<th>LUNCHTIME DETENTION</th>
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<td>Name: ___________________</td>
<td>Class: ________</td>
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<td>Reason: ___________________</td>
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<tr>
<td>Given By: ___________________</td>
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<td>Detention Served: Y/N Signed: ___________________</td>
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<td>Parent Signature: __________________________________________</td>
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<th>AFTER SCHOOL DETENTION</th>
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<td>Name: ___________________</td>
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<td>Given By: ___________________</td>
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<td>Parent Signature: __________________________________________</td>
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<th>MERIT AWARD</th>
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<td>Teacher: ___________________</td>
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### Detention Response Form

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<th>Name:</th>
<th>Class:</th>
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Outline the event that led to this situation:

What, if anything, went wrong and why?

What could have been done instead?

List the people who may have been affected by this situation:

What can be done to repair the relationship with the people listed above?

Set a time for when this is going to be done by:

Get them to sign here when you have done it:

**Signatures:**
- Student
- Supervising Teacher

Parents/Comments: