



Managing Student Behaviour (MSB) Policy & Procedures

Policy Document Information

Policy Name:	Student Welfare Policy Overview
Author/Supervisor:	I Shaw
Compliance	
Board of Studies	Registered and Accredited Individual Non-government Schools (NSW) Manual May 2012 (incorporating changes from 2004 to 2012)
Department of Education, Employment and Workplace Relations	Commonwealth Schools Assistance Act 2008
Legislative requirements	NSW Education Act 1990
Other Policy Relationships	Child Protection Policy Student Welfare Policy Code of Conduct Complaints and Grievances (Conflict Resolution) Policy Pastoral Care Policy Student Leadership Policy Supervision Policy
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1 Introduction

Student **Welfare** refers to the mental, physical, emotional and spiritual well-being of the student. Accordingly, the provision of student welfare policies and programs is essential in developing a sense of self-worth and fostering personal development. Because of the comprehensive nature of the school curriculum, student welfare will be affected by a range of matters.

It is noted that some school-based activities will be subject to a variety of 'policy areas'. It is also noted that each policy is not mutually exclusive, that is, there are implicit and explicit interrelationships between many policies.

2 Safe and Supportive Environment

All staff members must ensure students have a safe and supportive environment. A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification. A supportive environment facilitates and enhances the social, academic, physical and emotional development of students. (*Registered and Accredited Individual Non-government Schools (NSW) Manual Section 3.6.2*)

3 Managing Student Behaviour (MSB) Policy

It is reasonable to expect that the procedures for Managing Student Behaviour (MSB) will change in response to changing circumstances as students' needs vary from year to year. As methodology becomes stale or routine, teachers and administrators may vary their approach to dealing with students. However, this policy document sets out the 'non-negotiable' aspects of approaches to MSB. The underpinning philosophy for MSB procedures is based upon the policy statements below.

3.1 Approach to discipline

Our approach to discipline is motivated by *love*. In this context, 1 Corinthians 13 provides the basis for all relationships at Kuyper Christian School. Accordingly, all staff members are expected to demonstrate patience, kindness and mercy and good manners towards others. In dealing with students, staff are not irritable or resentful, nor glad when a student is caught out doing wrong. Rather, staff members are glad when a person, who did wrong in the past, seeks to improve their attitude and behaviour. Staff members retain optimism for all people and are prepared

to forgive wrong that has been done and forget the past. We delight in praising the good behaviour of others.

It is noted a wise person will establish a good relationship with others within a positive and supportive environment (Matthew 7:12). Accordingly staff members will *really* care and love others and will pray for them, being aware of each person as an individual. Staff will be prepared to listen to what another has to say. In particular, Kuyper Christian School is committed to the principles of natural justice, which includes the 'hearing rule' and the 'right to an unbiased decision'.

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

3.2 Aim of discipline

The aim of discipline is to help correct and develop behaviour so that self-discipline may grow. As followers of Jesus, Kuyper Christian School hopes that discipline may not just lead to self-control but to a Christ -controlled life. To this end, staff and students commit themselves to the following principles.

A self-controlled person:

- does not resort to idle threats and blustering;
 - will understand why certain behaviours are considered wrong;
 - will take time to listen to others
 - will be patient with explanations;
 - expect others to be well behaved;
- "Make every effort to add to your faith, goodness; and to goodness, knowledge; and to knowledge, self-control." (2 Peter 1:6).

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 School 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. Staff and students should recognise the importance of talking politely to those in authority, and peers. Students are expected to obey those whom God has placed in positions of authority. If a student does not understand, or agree with an instruction that has been given by someone in authority, it is expected that the student will comply with the instruction and then approach the teacher or

administrator respectfully, at a time convenient to them.

3.3 Principles of natural justice and procedural fairness

Natural justice is a basic right of all when dealing with authorities. These principles demands Authorities will not act in a capricious or unethical manner.

The following principles are identified by the Australian Human Rights Commission (AHRC)

The person who is the subject of concern must know all the allegations in relation to their behaviour.

They must have a full opportunity to put their case

All parties to the complaint must have the right to be heard

All relevant submissions and evidence must be considered

The convening authority must not take into account matters that are not relevant.

The person who lays the charge must not determine the charge.

The decision-maker must be fair and just

These principles are commonly understood to elaborate the process of natural justice and they form the basis of training of employers by AHRC for the provision of natural justice.

Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

Procedural fairness is succinctly illustrated in Ephesians. 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 this verse identifies fathers, it also applies to those who have delegated the responsibility for training children. Similarly teachers and parents are warned not to cause those under their authority to sin. (Mark 9:42).

Punishment (or consequences) should be appropriate to the type of misconduct; and be seen by all parties to be appropriate, fair and consistent for the individual child. A legalistic approach to discipline is not consistent with God's character as revealed in the scriptures. Discipline should always contain mercy, grace, fairness and justice and should always consider the individual and the situation.

3.3.1 The 'hearing rule'

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; 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

3.4 Corporal Punishment

Corporal punishment is not an acceptable form of managing student behaviour at Kuyper Christian School also teachers are not to explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

3.5 Suspension, expulsion or exclusion from school

The Principal has delegated responsibility for all discipline at Kuyper Christian School. 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 senior staff.

Where after due process, the Principal determines a student should be expelled or excluded from the school; such a determination will include consultation with the Board of Directors. The Board of Directors, retains the right of veto. Where right of veto is exercised, the Board of Directors 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.

3.6 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 radical change in the sinner that can be brought about only by the work of the Holy Spirit. Prayer with the student for forgiveness *may* be appropriate. Counselling may lead, with students who have on-going behavioural difficulties, to prayer for healing and correction of the root problem.

Teachers, individually and as a group, should remember the needs of their students in prayer.

Correction and discipline 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.

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

Introduction

The purpose of any discipline is to bring students to a greater wisdom about themselves and their actions towards others. Our aim when addressing behaviour is to encourage students to be like Christ. This should always be our purpose, since we are called to be imitators of him.

2. Understanding behaviours that need managing

In our school there are three main areas of behaviour that may need to be addressed.

Behaviour towards others

- a) Disruptive behaviour during instruction
 - i. Talking whilst the teacher is talking
 - ii. Annoying actions towards others
 - iii. Calling out
- b) Defiant behaviour
 - i. Refusing to follow teacher instructions
- c) Inappropriate language
 - i. Sexist or racist comments
 - ii. Crude, rough or indecent language
 - iii. Vilification of another student or staff member
- d) Intimidation
 - i. Humiliating comments (belittling, disparaging remarks)
 - ii. Violence and threatening with violence
- e) Property damage
 - i. Theft
 - ii. Vandalism
 - iii. Tampering with other peoples' property
- f) Putting the welfare of others at risk
 - i. Possession of illegal drugs
 - ii. Possession of alcohol or tobacco
 - iii. Possession of offensive weapons
 - iv. Threatening or using violence
- g) Bullying may include things mentioned above. Bullying is often difficult to identify but may include:
 - i. Cyber-bullying
 - ii. Verbal abuse
 - iii. Physical abuse

Behaviour towards the wider school community

In many ways any of the behaviours above are also behaviours that are against the school community. However there are other behaviours that may impact on the reputation of the school community. These things include:

- a) Poor conduct whilst on school excursions, travelling to and from school, or while wearing the school uniform outside of school.
- b) The improper wearing and maintenance of the school uniform.
- c) Disobeying those in authority
- d) Showing discourtesy towards others
- e) Littering

Behaviour towards schoolwork

One of the key aspects of schooling is the requirement that students devote themselves to their studies. This is the expectation of the school community and the main reason for the school's existence. Therefore a student may need to be disciplined if they:

- a) Do not apply themselves to the work set for them in class
- b) Do not complete homework
- c) Are not prepared for class
- d) Have poor book work
- e) Do not look after equipment; exercise books, textbooks, science and D & T materials etc.

Type of Misbehaviour	Procedures	People involve
<ul style="list-style-type: none"> • Low-level disruption, danger, non-compliance etc • Disrupting other students • Not looking at teacher when teacher is speaking • Off task • Being late • Calling out • Lazy bookwork • Unkindness • Being overly boisterous • Minor tampering with another's belongings • Poor manners • Forgets to give teacher attention 	<p>Remind student of the behaviour that is expected.</p>	<p>Classroom teacher</p>
<ul style="list-style-type: none"> • Disruptive behaviour continues, eg: makes inappropriate comments, annoys other students, moves around the classroom without permission. • Low level rudeness expressed through words, body language, facial expressions etc • Disparaging comments to others • Argumentative • Off hand racist or sexual comments 	<ul style="list-style-type: none"> • On the spot or after class or outside classroom • Remove distraction/isolate student (in room)/ isolate student (outside room - stand at window/door facing away from room, visible to teacher; no more than: <ul style="list-style-type: none"> ○ 5min for Infants ○ 15 min for Primary ○ Remainder of period for Secondary • Require student to stand behind chair 	<p>Classroom teacher</p>
<ul style="list-style-type: none"> • Substantial levels of disruption, defiance, danger etc. • Disrupting whole class • High level rudeness – expressed in words, signs, body language or facial expression etc • Open defiance • Swearing wantonly • Intimidating comments to others (Serious put downs, causing serious embarrassment) • Antagonistic to Christian outlook • Annoying actions to several others • Harassment of others • Open defiance without mitigating factor • Purposeful sexual, sexist, racist or bullying comments • Serious tampering with the belongings of others • Bullying • Using physical force to hurt, compel or intimidate. 	<ul style="list-style-type: none"> • Treating the student with dignity - as if they should have known better. (do not humiliate students) • Teacher detention • Loss of privileges in class • Remove from room (stand at window/door facing away from room, visible to teacher; no more than: <ul style="list-style-type: none"> ○ 5 min for Infants ○ 10 min for Primary ○ Remainder of period for Secondary) • Pray with student • Seek repentance • Arrange restitution (return stolen gear, assist teacher, make up time, complete work) • Inform Core teacher/Primary Coordinator • Inform parent via diary or phone call. • Core teacher/Primary Coordinator will monitor diary and establish any pattern of behaviour. • Teachers will not use corporal punishment. • A censure may be issued in conjunction with a teacher's own management. (secondary) 	<p>Classroom teacher Core teacher/Primary Coordinator Parents</p>
<ul style="list-style-type: none"> • Serious levels of disruption, defiance, danger etc • Pattern of the above behaviours 	<p>Teacher may send student to Core teacher/Primary Coordinator Teacher informs Core teacher/Primary Coordinator Core teacher/Primary Coordinator follows up at their discretion with Teacher consultation. Core teacher/Primary Coordinator or Teacher arranges conference with parents and student. Teacher or Core teacher/Primary Coordinator counsels student - discusses impact of behaviour, alternative behaviour, aspects of character Prays with student. Core teacher/Primary Coordinator may discuss the issue with Principal. A censure may be issued in conjunction with a teacher's own management. (Secondary)</p>	<p>Classroom teacher Core teacher/Primary Coordinator Parents</p>
<ul style="list-style-type: none"> • Continued patterns of poor conduct • Undermining of Christian outlook • Any serious violence • Any drug activity • Any alcohol activity • Any smoking activity • Any sexual activity • Any truancy • Any serious theft • Possession of weapon 	<p>Teacher refers to Coordinator who informs Principal. Coordinator and Principal take responsibility for the student. Principal contacts parents to arrange a conference. Principal informs Chairman of the Board as needed. Principal will recommend the assistance of a professional Counsellor, program etc. Principal may suspend the student (at school or at home) until matter is resolved. Principal may make recommendation of expulsion to School Board.</p>	<p>Classroom teacher Core teacher/Primary Coordinator Parents Principal</p>

3. Understanding the stages of behaviour management

Teachers should be -

- encouraging students to understand what it means to bear the image of God
- educating for right behaviour and providing models of such behaviour
- encouraging students to be responsible for their actions
- motivating students toward right living and helping shape their attitudes
- building both Christian values and respect.
- The bottom line behind any consequence or sanction is **to discipline within the context of constructive pastoral relationships**. This notion should provide the boundary for any action taken by staff.

Practical Implications

The implications are that **staff** need to:

- be encouraging strong relationships – between themselves and the students, among the students and between the students and God.
- be consistent in how they treat students.
- confront issues of unacceptable behaviour and thoughtfully apply appropriate consequences.
- consider not just what students do, but why they do it.
- be fair, firm, flexible and understanding.
- be giving students a sense of acceptance.
- train students in restoring broken relationships
- be prepared to acknowledge failure or mistakes.

Procedural fairness

Out of respect and compassion for our students and families, procedural fairness will accompany the process of suspension and expulsion. This involves:

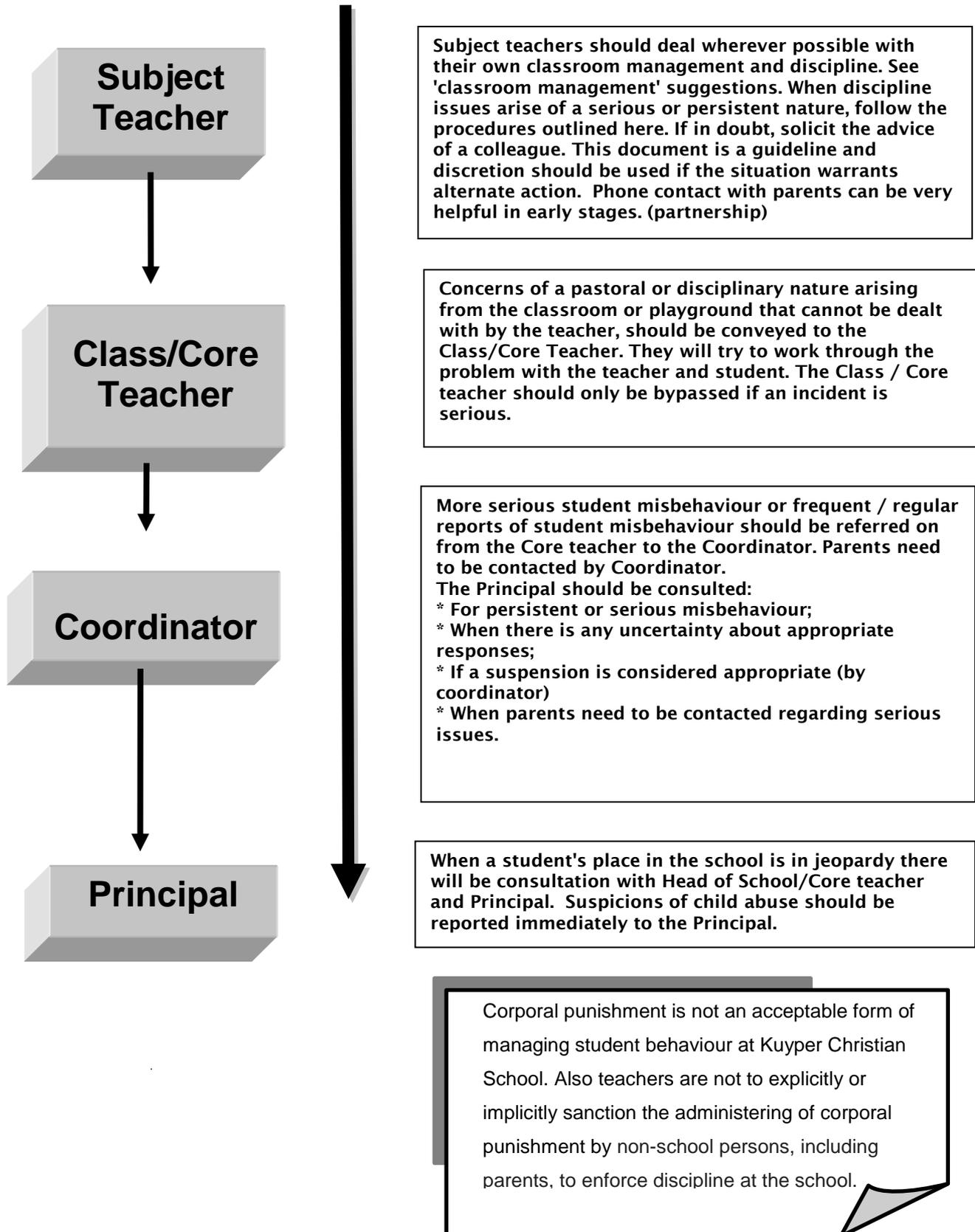
1. **The right to be heard** which includes:

- Knowing why the action is happening
- Knowing the way in which the issues will be determined
- Knowing the allegations in the matter and any other information which will be taken into account
- Responding to any allegations
- Being free to appeal
- Careful documentation and record keeping
- Interviewing witnesses

2. **The right to an impartial decision** which includes:

- Impartiality in the investigation and decision making phases
- Absence of bias in the decision maker
- The consideration of facts - not innuendo, gossip, perception or inference

4. Overview of discipline procedures



5. High School Monitoring System

In the High School, because students come into contact with more than one teacher it is difficult for the core teacher, to be aware of difficulties that a student may be having in the school. Because of this there is a system of monitoring all students; its chief purpose is to keep an eye on behaviour, work habits, and the wearing of school uniform.

It is expected that Core teachers will keep track of the folder that contains the records of student misdemeanours in their Core class and note and counsel those students whose name repeatedly appears, as well as regularly updating the records.

Students who regularly offend will come to the attention of the Coordinator, in so doing there is a hierarchy of consequences depending on the number of times that a student's name is recorded.

Teachers who wish to make use of the monitoring system will not use it as a form of punishment. It should be used in conjunction with an individual teacher's system of discipline.

6. Documentation

Every member of staff should record **significant events and conversations** with students and parents and place this record in the student's file in the Office. The detail will depend on the circumstances. Note the date, people involved, a summary of the discussion, action required and time frame. The written record of the students involved and any witnesses should also be placed on file.

Significant events and conversations might include:

- Poor behaviour requiring referral to a Core teacher or the Coordinator
- Extreme behaviour requiring immediate action
- Complaints from parents about the way in which a discipline problem has been addressed
- Interviews of students (perpetrator, victim and witness)

No student is to be referred to the Core teacher/Primary Coordinator/Secondary Coordinator/ Principal without a note of explanation.

7. Censures in School

Consequences need to be certain rather than severe. Students need to be aware of possible consequences and that a teacher treating everyone equally does not mean treating everyone the same. When someone is not following the expectations of behaviour, creative and effective consequences are needed.

This may include:

- Warning – verbal or non-verbal (eye contact, tap on shoulder, general presence, name on board)
- Move seats – temporary or permanent
- Stand up - behind chair, near door/wall
- Go outside – they may fill in a sheet.
- Stay behind after class – recess or lunch (perhaps to practice lining up)
- Tidy up classroom or playground

When the above consequences are not making the desired changes in behaviour the following could occur:

- A report should be given to the Core teacher – possible behaviour booklet or student profile filled out by teachers
- The parent should be contacted to discuss the behaviour.
- Discussion with Support coordinator to determine underlying issues and possibly develop individual behaviour management plan
- Detention recommended to core teacher for:
 - Repeated disruptions
 - Repeated non-completion work or homework/assignment
 - Swearing
- In-School withdrawal – whereby students are supervised doing their work on their own in the office
- After school detentions recommended to Coordinator for:
 - Continued non-completion of assessment tasks
 - Any of the below mentioned ‘extreme, significant or deliberate’ misbehaviour

Students can be sent to the Coordinator or Principal if the students behaviour is:

- Extremely or repeated - after running through the repertoire of consequences at hand
 - bullying
- Significant interfering with the right of others to learn despite being sent outside
- Dangerous towards others and will continue to cause danger
- Deliberate defiance of the teacher “Are you choosing to disobey my instructions?”
- Insolent – being grossly and deliberately insulting and disrespectful towards teacher

8. Suspension and Expulsion Guidelines

Kuyper seeks to declare the Gospel by treating people fairly and with respect in an environment that is focused, happy, friendly, safe and accepting - free from disruption, intimidation, harassment or discrimination.

When a serious breach of student responsibilities occurs or when there is a defiant pattern of breaches, it may be in the best interests of the school and the student involved, for the student to be removed from the school for a period of time (suspension) or completely (expulsion).

Suspension and expulsion at Kuyper will be characterised by:

- Their infrequent use
- Their use, in general, after other avenues of reforming the student have proved ineffective
- Highlighting the parents' responsibility to take an active role, in partnership with the school, in changing the behaviour of the child.
- Highlighting the student's responsibility to change their behaviour
- Procedural fairness
- A spirit of restoration
- Collaboration between the student, staff and parents
- Consideration of the maturity and needs of the child
- Justice, compassion and humility

Suspension

1. Only the Principal may suspend a student.
2. A student may be suspended immediately if the student:
 - Is in possession of a suspected illegal drug (the police will be informed).
 - Is in possession of a prohibited weapon (the police will be informed).
 - Sexually assaults another person (the police will be informed)
 - Is in possession of alcohol / cigarettes
 - Is violent or threatens serious physical violence
 - Engages in criminal behaviour related to the school
3. A police investigation will not remove the Principal's obligation to deal with behaviour as an internal disciplinary matter.
4. A student may also be suspended for a defiant pattern of breaches of student responsibilities such as
 - repeated disobedience
 - insolence
 - verbal harassment
 - disruption of the teaching and learning
 - bullying
5. Suspension may be up to 10 days or as necessary to resolve the

situation.

6. The Principal or Coordinator will inform parents of the suspension by phone and in writing.
7. The parents will be afforded the opportunity of meeting with the school to discuss the issue or appeal the decision. The parents may have a support person at this meeting. The Principal can request the presence of a Board Member.
8. The decision and the process will be documented and filed.

Expulsion

Only the Board may expel a student.

If there is the possibility of a student being expelled, the Principal will present the facts to the Board for their decision.

Before expulsion

1. Except as a result of a most serious incident, the Principal will ensure that all student welfare strategies and discipline options have been implemented and documented.
2. The student will be placed on suspension pending the outcome of the decision making process by the Board.
3. The parents will be notified in writing that expulsion is being considered. Seven days will be allowed for the parents to respond.
4. The parents will receive all documentation on which any consideration of expulsion is based.

Basis for expulsion

A student of any age may be expelled if the student:

1. Engages in serious misbehaviour related to:
 - drug possession
 - prohibited weapons
 - physical assault
 - sexual assault
 - criminal behaviour related to the school (directly or indirectly e.g. brings the school into disrepute, or poses a threat to people and/or property)

2. Displays a defiant pattern of misbehaviour that seriously disrupts the learning of the student and other students
3. Jeopardises the safety and well-being of others (students and staff)
4. Defiantly undermines the school's Christian ethos
5. Does not participate satisfactorily in learning and is of post-compulsory school age.
6. Before expulsion the student will be:
 - provided with a program of improvement
 - given a reasonable period of time to improve
 - given at least one written formal warning that expulsion is being contemplated.

Process for Expulsion

1. The Board, in consultation with the Principal, will decide on the expulsion.
2. The Principal will enact the Board's decision of expulsion by:
 - Informing the parents by phone and in writing of the expulsion and their right of appeal
 - Seeking to arrange an alternative school within the local Christian School sector where at all possible
 - Managing the effects on any siblings and on any classmates
 - Activating the appropriate Student Departure Checklist
3. School fees will be charged up to the day of the expulsion only. The Bursar will finalise this matter with the family.
4. Parents are free to appeal the decision via the Principal or the Board.

Appendix 1 Understanding Bullying

Our Vision Statement says:

'Kuyper Christian School is a community of families, teachers and friends who acknowledge Christ as the source of truth and life as revealed in the Bible and His world. We serve by supporting parents in their God-given responsibility to nurture their children. We recognize the worth and uniqueness of each individual and provide a co-operative environment that seeks to develop the whole child, so that one may grow in their relationship with God and serve Him.'

Therefore at Kuyper, essential to fulfilling this vision is providing:

- an environment where all members of the school community can experience well-being and safety.
- a place where learning is meaningful and challenging.
- an environment that promotes zero tolerance of any bullying behaviour.
- an acknowledgement that although we are all image bearers of God, our creator, we live in a sinful state and are all capable of hurting each other.

Bullying behaviour therefore has no place at Kuyper as it prevents individuals from experiencing well-being and safety. It has been shown to be detrimental to the long term development of the target who may express feelings of being unsafe, unhappy, isolation leading to depression and low self-esteem and of the bully who later may have difficulties developing and maintaining positive relationships and impacts the school community as a whole.

Definitions

Bullying

'A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.' ('Bullying at School: What We Know and What We Can Do' – Dan Olweus)

This definition contains three important components:

1. Bullying is aggressive behaviour that involves unprovoked, unwanted, negative actions.
2. Bullying involves a pattern of behaviour that is intentional, repeated over time, causes distress, hurt or undue pressure.
3. Bullying involves an imbalance of power or strength that can involve all forms of harassment (including sex, race, disability, homosexuality and transgender), humiliation, domination, intimidation and victimization of others.

Bullying Behaviour

Physical: hitting, pushing, tripping, kicking, spitting on others; throwing objects; using objects as weapons e.g. pens; inappropriate touching that can be of a sexual nature.

Verbal: teasing in a mean or hurtful way; using offensive names or abusive language; yelling or screaming abuse; constant criticism of a person (put downs); comments about a person's appearance; ridicule; name calling

Non-verbal: writing offensive notes, in any medium; graffiti about others; rude gestures

Psychological: spreading rumours; hiding or damaging possessions; making threats; stalking

Cyber: inappropriate use of information technologies – insulting someone in chat rooms or in blogs, sending cruel or threatening emails/text messages; using the web, chat rooms or mobile phones to spread rumours or misinformation about someone; unauthorized use of camera phones to cause harm to others; making calls then hanging up.

Social – Emotional: deliberate exclusion from a group; refusing to sit next to someone; overtly encouraging other people to actively ignore or avoid a person; deliberately leaving out or not allowing someone to join in

Extortion: threatening to take someone's possessions, food, money or harm other family members

Property: stealing, hiding, damaging or destroying property

Most bullying is covert – it takes place out of sight of adults. It can include incidents away from the school premises, which are school related – during travel to and from school; all forms of cyber bullying.

At Kuyper, we recognize that our approach to this issue needs to be on a whole-school basis using a model of restorative justice.

Therefore:

- Preventative strategies will be promoted and used with students– specific educational programs and resources such as peer support/mentoring; Stop, Think, Do – dealing with conflict in positive, proactive ways; resilience building; Life Education; Fee, Fi, Fo, Fum method of dealing with conflict; professional development for members of the school community
- The value of the individual will be affirmed and personal qualities such as compassion, kindness, respect and tolerance are fostered and modeled by staff and students.
- A school culture based on our Vision statement and the model of developing responsive discipleship in our community will be nurtured and monitored.
- Any allegations of bullying will be investigated by the relevant staff member fairly and impartially.
- The school will attempt to resolve the matter amicably and impartially and with the support of parents, follow the relevant courses of action as outlined in our Student Behaviour Management Policy and Procedures.
- The school will also make use of the local Police Youth Liaison Officer where appropriate.
- The school will encourage students to reflect on the life, death and resurrection of Jesus as the ultimate way of dealing with wrongdoing.
- We will counter views that bullying is an inevitable part of life (e.g. that the only thing we can do is tolerate it) and encourage parents, staff and students in building a climate of respect, love and care for others.

Resources:

- NSW Dept of Education and Training – Student Discipline in Govt. Schools; Anti-bullying Plan for Schools
- Tyndale Christian School Bullying Prevention Policy
- Nepean Christian School Bullying Policy
- <http://www.olweus.org/public/bullying.page>
- Safe Schools DEETYA
- www.chilloutspace.org
- Anti-bullying policy for students – A policy for use by schools in conjunction with the Catholic Education Office Anti-bullying website; www.parra.catholic.edu.au/bullying
- Hawkesbury Police Liaison Officer: contact Windsor Police 13 Mileham Street WINDSOR 2756 Phone: 02 4587 4099

Appendix

Student Profile

Date	Teacher	Student Name	Year

Dear staff,

Please comment on the above student. The information you provide will help gain insight into the student's life across the school in different subject areas. When you have written your comment please pass it on to the next staff member on the list.

Teacher/Subject	Comment
English	
Mathematics	
LIGW	
Science	
D&T	



STUDENT

BEHAVIOUR

BOOK

This book must be given to your teacher each lesson.
If you have lost or forgotten it, you must get a new one
before going to any class.

STUDENT: YR: DATE:

PERSONAL BEHAVIOUR / LEARNING GOALS

1.
2.

Period	Subject	Teacher's Evaluation		
		Behaviour	Work Habits	Correct Uniform
1		1 2 3 4 5	1 2 3 4 5	
		Comment/ Signature		
2		1 2 3 4 5	1 2 3 4 5	
		Comment/ Signature		
Recess				
3		1 2 3 4 5	1 2 3 4 5	
		Comment/ Signature		
4		1 2 3 4 5	1 2 3 4 5	
		Comment/ Signature		
Lunch				
5		1 2 3 4 5	1 2 3 4 5	
		Comment/ Signature		
6		1 2 3 4 5	1 2 3 4 5	
		Comment/ Signature		

3.
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KEY: 1 – Outstanding 2 - Very pleasing 3 - Pleasing
4 – Inconsistent 5 - Causing Concern

Student's Signature:

Parent's Signature: