



Managing Student Behaviour (MSB) Policy

Policy Document Information

Policy Name:	Student Welfare Policy Overview
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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. demands Authorities will not act in a capricious or unethical manner.

The following principles are identified by the Human Rights and Equal Opportunity Commission (HREOC)

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 HREOC 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 students he or she should be encouraged to seek forgiveness and to make restitution and apologies where appropriate in order to restore normal relationships.