

Primary School
Student Nurture and Discipline
Behaviour Management Policy

*“Train up a child in the way he should go,
And when he is old he will not depart from it.”*

Proverbs 22:6



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CHRISTIAN COLLEGE

INSPIRED BY
FAITH

DISTINGUISHED BY
CHARACTER

LEADERS BY
INFLUENCE



Student Nurture and Behaviour Management Policy

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 Behaviour Management Policy

AUTHORS: Y. Hughes

ACKNOWLEDGEMENTS:

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

RELATED DOCUMENTS:

Child-safe Code of Conduct

Student Welfare Policies:

Anaphylaxis Management Policy

Policy to prevent Bullying & Harassment

Child Protection Policy, Code of Conduct and Reporting Procedures

Drugs & Addictive Substances Policy

First Aid Policy & Procedures

Student Code of Conduct

Student Well-Being Policy

Sun Smart Policy and Procedure

Visitors Policy

Working With Children Check Policy



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KEY DATES

ISSUE DATE: April 2021 (*Updated February 2022*)

REVIEW DATE: 2023



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 are 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 or misbehaviour.

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.

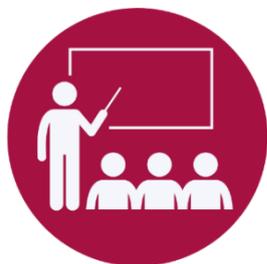


3. AIM

- Cultivating a love for the Lord through training the heart. The heart is the most important thing; discipline and correction should be a heart process to create lasting change.
- Cultivating relationship and maintaining relationship with students will establish a foundation of trust from which to disciple
- Positioning students to make right decisions from a place of self-control and a desire to honour God



4. GUIDELINES



Step 1: Training



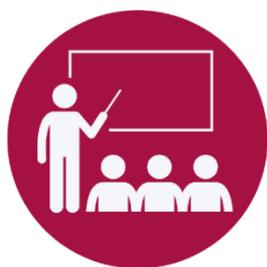
Step 2: Correcting



Step 3: Restoration



Step 4: Affirmation



Step 1: Training



PRAY FOR WISDOM

Guidelines

- Training includes setting achievable expectations and boundaries within the classroom and school environment
- Clear boundaries create a safe environment for all students to learn
- Simple, short and clear behaviour guidelines/rules that are age appropriate
- Consistently reinforcing the expectations and boundaries through visual prompts and continual discussion
- Allowing time for the students to make the right decision (“allow for the extra bounce”) as they learn to adjust to your expectations
- Release responsibility gradually to the level the students can achieve, don’t create expectations that are too high to achieve
- Create classroom systems that support prevention of conflict
- Create class rules that focus on the positive behaviours (eg: “We speak politely” not “Do not be rude”)
- Always adhere to the Student Duty of Care Policy: [Click here](#) or see *Appendix 2*

Examples of guidelines for school behaviour:

- Love God
- Love Others
- Respect your teachers/authorities
- Manners matter

Handy Documents:

- Student Expectations Poster (Example): [Click here](#) or see *Appendix 3*
- How to be a good friend poster: [Click here](#) or see *Appendix 4*
- iPad Rules: [Click here](#) or see *Appendix 5*
- Classroom Management and Wellbeing: [Click here](#)
- Recommended Resources:
 - <https://www.secondstep.org>
 - <https://www.secondstep.org/sample-lessons>
 - <https://www.kimochisway.com>



Step 2: Correcting



PRAY BEFORE AND AFTER

Guidelines

- Consistently correct wrong behaviours and attitudes
- Behaviour that doesn't stay within the boundaries of your expectations needs to be addressed
- Never lose your temper, get help if you feel you can't correct in a calm way
- The correction needs to be done in love
- Correction must not be humiliating in nature, always try to avoid significant correction in front of other students
- Correction should be directly related to the choice of disobedience
- Avoid sarcasm and passive aggressive statements that students don't understand
- The correction should never leave the students feeling that they are deeply or personally flawed
- The consequence should always be directed at the behaviour not the student
- Continually provide clarity around consequences
- Use the traffic light system to identify the most appropriate behaviour consequences (*See *Appendix 1*)
- Always adhere to the Child Safety document: [Click here](#) or see *Appendix 6*
- Always adhere to the Guidelines for Physical Restraint and Seclusion: [Click here](#) or see *Appendix 7*

Handy Documents (to use at teacher's discretion):

- Student Consequences Poster (Example): [Click here](#) or see *Appendix 8*
- Assessment of the appropriate consequences using the traffic light system: [Click here](#) or see *Appendix 1*
- Behaviour Reflection Slip (for minor incidents): [Click here](#) or see *Appendix 9*
- Behaviour Reflection Task:
 - [Prep – Year 2](#) or see *Appendix 10*
 - [Year 3 – 4](#) or see *Appendix 11*
 - [Year 5 - 6](#) or see *Appendix 12*
- Parent Behaviour Letter Template: [Click here](#) or see *Appendix 13*
- Positive Student Behaviour Plan: [Click here](#) or see *Appendix 14*



Step 3: Restoration



PRAY AGAIN

Guidelines

- Restoration is the most important step and can take the most time, after all correction or discipline allow for a restorative conversation
- Always create a path for forgiveness and restoration
- Never leave a situation unresolved between you and a student as it can break relationship.
- Maintain a positive relationship with the student
- Build trust at every opportunity
- Pray with student

Handy Documents:

- Behaviour Reflections Task:
 - Prep – Year 2: [Click here](#) or see *Appendix 10*
 - Year 3 – 4: [Click here](#) or see *Appendix 11*
 - Year 5 – 6: [Click here](#) or see *Appendix 12*
- Positive Student Behaviour Plan: [Click here](#) or see *Appendix 14*



Step 4: Affirmation



PRAY FOR PERCEPTION

Guidelines

- Nurture is the goal of all affirmation
- Be on the lookout to catch the students doing something positive
- Encourage the students when they make right choices and display appropriate behaviours
- Create positive reinforcement procedures or a reward system to encourage right decisions
- Be creative, intentional and always encourage
- Your classroom should be a safe place where students feel relaxed and confident you are in control and love them

Always Remember...

Our students do not need to be perfect, we are not perfect.

That is why we all need Jesus!

“But he said to me, “My grace is sufficient for you, for my power is made perfect in weakness.” Therefore, I will boast all the more gladly about my weaknesses, so that Christ’s power may rest on me.” – 2 Corinthians 12: 9



5. RESOURCES

Your Coordinators and Colleagues

- Never feel like you cannot ask for help and support!

Recommended Books:

- Bible
- *'Coat of Many Pockets: Managing classroom interactions'* written by Jenny Mackay



APPENDIX 1 – *TRAFFIC LIGHT SYSTEM*

<i>Level</i>	Green – Mild	Yellow – Moderate	Orange – Serious	Red - Danger
<i>Student – What did I do?</i>	<ul style="list-style-type: none"> • Arriving at class unprepared • Behaviour which disrupts other students • Being in an ‘out of bounds’ area • Breaches of appearance and uniform expectations • Breaching personal space • Late to class without a valid reason • Intentional littering • No homework • Non-inclusive behaviour • Unsafe behaviour • Aggressive towards another student • Poor sportsmanship • SunSmart – not wearing a hat during breaks (<i>Term 1 and Term 4</i>) • Using inappropriate language 	<ul style="list-style-type: none"> • Repeated Green Offences • Bad language, swearing or blasphemy • Divisive behaviour • Failing to follow a direction from a staff member • Inappropriate behaviour in toilet • Inappropriate use of electronic devices • Minor incidents of being disrespectful towards a teacher or other adult • Misuse of school equipment or property • Not following specific behaviour and safety rules in specialist areas • Fighting • Disruptive or disrespectful behaviour outside of school 	<ul style="list-style-type: none"> • Repeated Yellow Offences • Abuse of school computer system, network or internet • Absent from class or compulsory school event without a valid cause • Racism and derogatory remarks • Being disrespectful towards a teacher or adult • Bullying (including cyber bullying), harassment and provoking other students • Theft • Graffiti and Vandalism • Leaving the school without permission • Persistent failure to follow instructions to complete set tasks in the classroom or with homework • Persistent failure to meet behaviour expectations of the school • Intentional damage of College property 	<ul style="list-style-type: none"> • Repeated Orange Offences • Behaviour that brings discredit to the College • Extreme displays of physical interaction • Significant physical violence • Aggression towards a staff member • Bullying (including cyber bullying), harassment and provoking other students – Repeated offence (does this need to be here?) • Possession, accessing or disseminating inappropriate sexually explicit material or sexting • Smoking and / or possession of tobacco products • Truancy from school • Use or possession of



				<p>dangerous weapons</p> <ul style="list-style-type: none"> • Use or possession of alcohol • Use or possession of illegal, harmful or dangerous substances • Intentional dangerous behaviour
<p><i>Students – Who will I see?</i></p>	<ul style="list-style-type: none"> • Subject/Homeroom teacher 	<ul style="list-style-type: none"> • Subject/Homeroom Teacher • Section Coordinator 	<ul style="list-style-type: none"> • Chaplain • Section Coordinator • Primary Wellbeing Coordinator • Head of Primary School 	<ul style="list-style-type: none"> • Primary Wellbeing Coordinator • Chaplain • Head of Primary School • Deputy Principal
<p><i>Student – What will my consequences be?</i></p>	<ul style="list-style-type: none"> • Warning (<i>Teacher</i>) • Yard Duty during break (<i>Teacher</i>) • Confiscate item (<i>temporary or permanent</i>) • Time out • Loss of privilege 	<ul style="list-style-type: none"> • Time out during break (<i>Section Coordinator</i>) • Behaviour Reflection Task (<i>Section Coordinator & Teacher</i>) <ul style="list-style-type: none"> ◦ Prep – Year 2 ◦ Year 3 – 4 ◦ Year 5 - 6 • Confiscate item (<i>temporary or permanent</i>) • Time out • Time out in another teacher's classroom 	<ul style="list-style-type: none"> • Formal Detention (<i>Section Coordinator</i>) • Internal Suspension (<i>Head of Primary</i>) • Behaviour Reflection Task (<i>Section Coordinator or Head of Primary</i>) <ul style="list-style-type: none"> ◦ Prep – Year 2 ◦ Year 3 – 4 ◦ Year 5 - 6 • Conditional Enrolment Contract (<i>Head of Primary</i>) 	<ul style="list-style-type: none"> • Internal Suspension (<i>Head of Primary or Deputy Principal</i>) • External Suspension (<i>Head of Primary or Deputy Principal</i>) • Expulsion (<i>Deputy Principal and Principal</i>) • Conditional enrolment Contact (<i>Head of Primary or Deputy Principal</i>)
<p><i>Student – How will my actions be recorded?</i></p>	<ul style="list-style-type: none"> • None • Pastoral care record on the HUB • Note at teacher's discretion (<i>Teacher</i>) 	<ul style="list-style-type: none"> • Pastoral care record on the HUB (<i>Teacher or Section Coordinator</i>) 	<ul style="list-style-type: none"> • Pastoral care record on the HUB (<i>Section Coordinator or Head of Primary</i>) 	<ul style="list-style-type: none"> • Pastoral care record on the HUB (<i>Head of Primary or Deputy Principal</i>)



				<i>Deputy Principal</i>
<i>Parent – How will I find out (at least one of the following)?</i>	<ul style="list-style-type: none"> Parent Communication at teacher’s discretion (<i>Teacher</i>) 	<ul style="list-style-type: none"> Parent communication with Behaviour Reflection Task included (<i>Teacher or Section Coordinator</i>) 	<ul style="list-style-type: none"> Phone call (<i>Section Coordinator or Head of Primary</i>) Meeting (<i>Section Coordinator or Head of Primary</i>) 	<ul style="list-style-type: none"> Phone Call (<i>Deputy Principal</i>) ‘Meeting’ (<i>Deputy Principal</i>) Conditional Enrolment Contract (<i>Deputy Principal</i>) Suspension Letter (<i>Deputy Principal</i>) Expulsion Letter (<i>Principal and College Board</i>)
<i>Parent – How can I help?</i>	<ul style="list-style-type: none"> Support the College in Restorative Practices. Let your son or daughter know that you regard their behaviour as inappropriate. Discuss ways to ensure it is not repeated. 	<ul style="list-style-type: none"> Support the College in Restorative practices. A consequence at school and at home show the student their actions were not acceptable. It is important that reasons for behaviour are also explored. 	<ul style="list-style-type: none"> Support the College in Restorative Practices. Help your son or daughter understand the impact of their actions on others. 	<ul style="list-style-type: none"> Support the College in Restorative Practices. It is important to work with the school to ensure lessons are learnt and character developed.
<i>Restorative Practice</i>	<ul style="list-style-type: none"> Teacher-Led Restorative Conversation Pray with Student 	<ul style="list-style-type: none"> Teacher-Led Restorative Conversation Section Coordinator-Led Restorative Conversation Positive Student Behaviour Plan at teacher discretion (Click here) Pray with Student 	<ul style="list-style-type: none"> Primary Wellbeing Coordinator-Led Restorative Conversation Head of Primary-Led Restorative Conversation Chaplain-led Restorative Conversation Positive Student Behaviour Plan (Click here) Pray with Student 	<ul style="list-style-type: none"> Head of Primary-Led Restorative Conversation Deputy Principal-Led Restorative Conversation Head of Primary-Led Restorative Conversation Chaplain-Led Restorative Conversation



				<ul style="list-style-type: none">• Positive Student Behaviour Plan (Click here)• Pray with student
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APPENDIX 2 – *STUDENT DUTY OF CARE POLICY*

RATIONALE

The Victorian Registration Standards (sch 4 cl 12) require that the College must ensure that the care, safety and welfare of all students attending the College is in accordance with any applicable State and Commonwealth laws, and that all staff are advised of their legal obligations under those laws.

Under the Guidelines the College is required to provide evidence in the form of the College's policies and procedures with respect to the duty of care owed to students.

BACKGROUND:

'Duty of care' is a legal concept that has its origins in the common law principle of negligence. Student duty of care not only underpins, but to a large extent drives, many of the College's policies and practices. The College has many policies that address the matter of duty of care, particularly those that deal with the management of student behaviour, discipline processes, pastoral care and child protection.

This Policy explains in plain English:

- what "duty of care" owed to students means
- the impact of civil liability laws
- how teaching staff may discharge their duty of care to students
- the circumstances in which non-teaching staff, external providers and volunteers may owe students a duty of care.

THE DUTY OF CARE OWED TO STUDENTS

St Andrews Christian College, its Principal and its staff owe a duty to take care of students whilst they are involved in College activities, or are present for the purposes of a College activity. This duty of care is non-delegable meaning that it cannot be assigned to another party.

The College's duty extends to taking:

- reasonable measures, with regard to all the circumstances, to protect students from risks of harm and injury that should have been reasonably foreseen; and
- take reasonable care that any student (and other person) on the premises will not be injured or damaged by reason of the state of the premises or of things done or omitted to be done in relation to the premises
- take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.

This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken.

THE STANDARD OF CARE

4.1 TEACHERS

The standard of care required is that of a 'reasonable' teacher. This means that the duty of care owed is the duty one would expect from a hypothetical teacher with normal skills and attributes exercising their professional judgment. The duty owed to students is not an absolute duty to ensure that no harm will ever occur, but a duty to take reasonable care to avoid harm being suffered.

4.2 NON-TEACHING STAFF, VOLUNTEERS AND EXTERNAL PROVIDERS

Non-teaching staff, volunteers (including parent/carer volunteers) and external providers also owe a modified duty of care to protect students from risks of harm that reasonably ought to be foreseen. This duty is only undertaken when the duty is consciously passed from a teacher to a non-teaching staff member, volunteer or provider, and accepted by that individual.

For example, a teacher may ask a non-teaching staff member to accompany a student to a different area of the College. While normally this staff member may not owe a standard duty of care to that student, as they have accepted the duty to care for and supervise the student passed from the teacher, they now must protect that student from foreseeable risks of harm.

STUDENTS' INDIVIDUAL CIRCUMSTANCES AND CHARACTERISTICS

The circumstances and character profile of individual students will determine what constitutes reasonable care.

The following issues may be considered in assessing the reasonableness of the level of care in any particular situation:

- *the student's age, experience and capabilities:* e.g. younger students require more care than mature students
- *physical and intellectual impairment:* students with disabilities are exposed to higher levels of risk of injury than students without a disability
- *medical condition:* special care must be taken to protect students with known, or ought to be known, medical conditions which expose them to a higher risk of injury or sickness (e.g. asthma or epilepsy)
- *behavioural characteristics:* the level of care is increased where students are known to behave in a manner that increases the risk of injury

- *the nature of hazards present:* increased care is required if the College activity has an inherently high level of risk of injury or the activity takes place in a hazardous environment
- any **conflicting responsibilities** the College or teacher may have
- **normal practices and procedures** within the College.

All these factors should be considered when planning student activities.

CIVIL LIABILITY LAWS

The Federal and state/territory governments have enacted civil liability laws that apply in relation to claims for damages resulting from negligence.

These laws limit liability in certain circumstances including, in broad terms:

- the College does not owe a duty of care to warn of an “obvious risk”
- the College will not be liable for harm suffered as a result of the materialisation of an “inherent risk”.

The existence of civil liability laws means that issues of liability for student care claims in Australia will ultimately be determined by a complex mixture of legislation and common law (judge’s decisions).

DISCHARGING DUTY OF CARE RESPONSIBILITIES:

A RISK MANAGEMENT APPROACH

In discharging duty of care responsibilities, the College and teaching staff must exercise professional judgment to achieve a balance between:

- ensuring that students do not face an unreasonable risk of harm, and
- encouraging students' independence and maximising learning opportunities.

Non-teaching staff, volunteers and external providers must exercise judgment appropriate in the circumstances.

To assist in the discharge of our safety responsibilities, we have developed the **Occupational Health and Safety Program** through which we identify potential safety hazards and analyse them in terms of the likelihood of an event occurring, and the potential consequences if the event were to occur. A similar risk-management approach is taken with respect to Student Duty of Care, with the definitions of likelihood and consequences together with the Risk Matrix used by staff when planning camps, excursions or other activities, for the purpose of assessing student safety risks.

The College’s Child Protection policies and procedures are critical in guiding staff in managing the risks of potential child abuse.



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Against each identified student safety hazard the College develops risk controls and/or treatment plans where required. Risk controls often take the form of documented policies that are made available to all College staff through the College intranet.

It is important that all staff consistently enforce College rules and safety policies, and actively engage in ensuring the physical and emotional wellbeing of students.

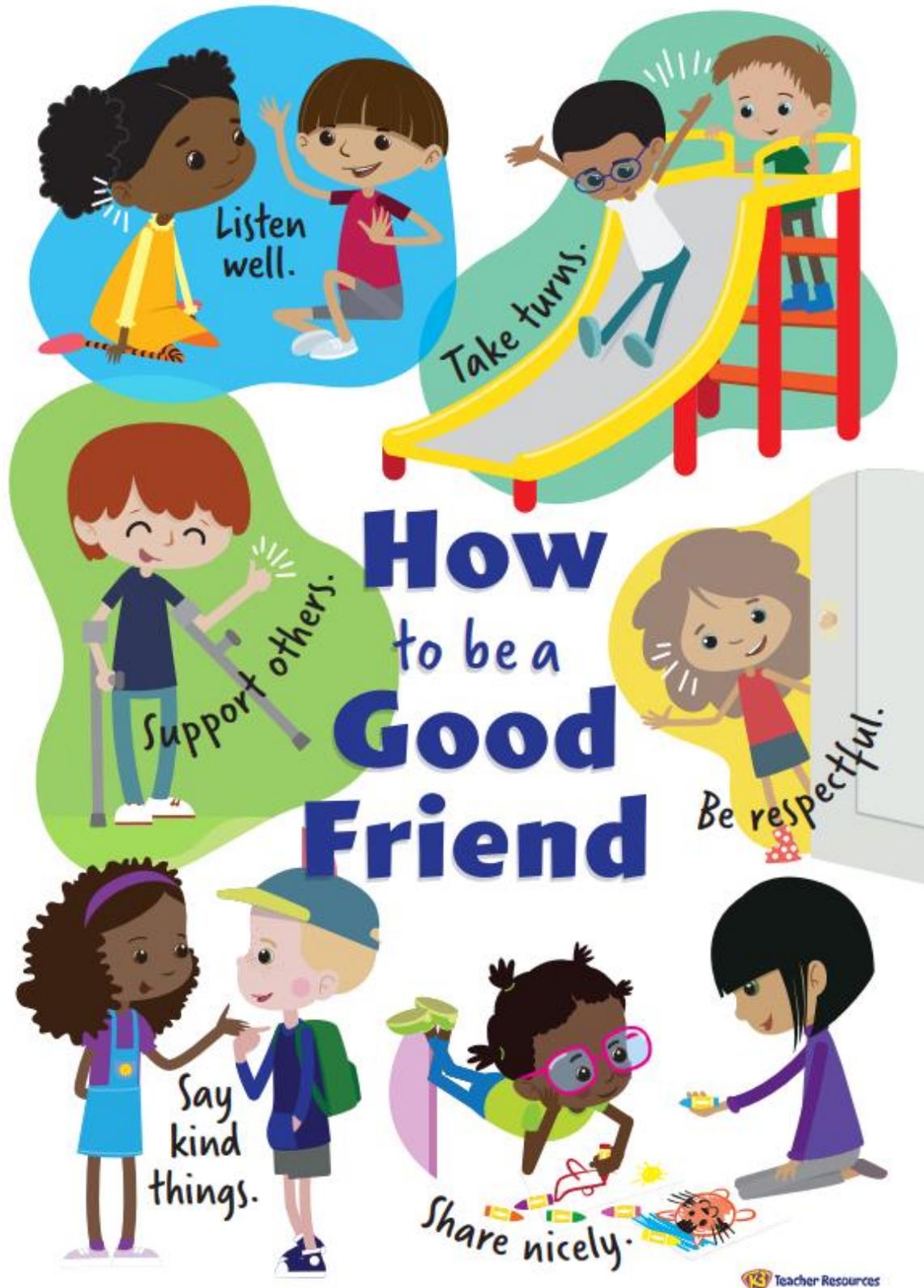


APPENDIX 3 – *STUDENT EXPECTATIONS POSTER EXAMPLE*





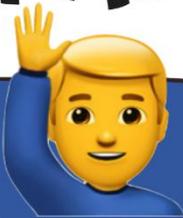
APPENDIX 4 – *HOW TO BE A GOOD FRIEND POSTER*



APPENDIX 5 – IPAD RULES

IPAD RULES

I will ask my teachers permission to use my iPad



I can only use the school iPad for my schoolwork.



I will not give any of my personal information out online

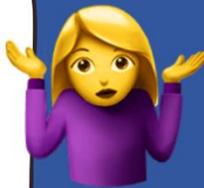


I will respect and be careful with my iPad

- do not take the cover/screen protector off
- do not use the iPad while walking



If I am unsure whether I am allowed to do something on the iPad, I will ask the teacher first.



I will not allow anyone else to use my passwords



I will place my iPad in the cabinet at night and check the battery charges daily.



I will not attempt to search for things online I know are not acceptable at our school. If I find anything like this online will not show other students; I will turn off the screen and notify my teacher immediately.



APPENDIX 6 – *STAFF MANUAL CHILD PROTECTION 2022*

1. Introduction

The issues around child abuse in Australia have become the subject of Royal Commissions, changes to state and federal legislation and new standards and principles for the safe operation of organisations being enshrined in legislation. This focus reflects the community's concern about child sexual abuse, particularly within significant institutions, such as schools and churches, and the expectations for standards of behaviour and risk management.

Schools are places where children have been cared for and nurtured for many years. The exceptions to this are few, in comparison to the thousands of hours of wonderful nurture, skill and instruction given by dedicated men and women to the children in their care. Christian teachers don't just love and care for their students because of state legislation; they do so because it is intrinsic to the calling to be a Christian teacher. Therefore, to harm a child, to hinder their emotional and spiritual development through negligence or the need for personal gratification is anathema!

This Manual is designed to sharpen your awareness of the key risks of abuse of all kinds within the school context and provide you with clear, simple responses to abuse that you become aware of and concerned by. This Manual is to be read in conjunction with the Child Protection Policy and the Staff Child-safe Code of Conduct.

2. Key Elements of the Legislation

Since 2014 there are more than a dozen significant changes to the law that organisations must demonstrate awareness of, or comply with, in the way they manage the risk of child abuse. Victoria has led the way in Australia by introducing key legislative changes in response to the Betrayal of Trust royal Commission (Victoria) and the Australian Royal Commission into Institutional Responses to Child Sexual Abuse.

These changes have been summarised in two statements that require compliance:

1. The Seven Mandatory Standards (Victoria), and
2. The Ten Principles for Child Safe Organisations

You can access the posters of these documents at:

<https://ccyp.vic.gov.au/assets/resources/CSS-poster-web.pdf>

<https://childsafe.humanrights.gov.au/national-principles/about-national-principles>

<https://ccyp.vic.gov.au/assets/resources/New-CSS/New-Child-Safe-Standards-Information-Sheet.pdf>



The table below shows how these two documents compare. Our documentation has to comply with both. The format of this Staff Manual will follow the general headings in the left column of the table.

Comparison of National Principles, Victoria’s 7 Mandatory Standards and Victoria’s new 11 Standards.

Category	National Principles	Vic Seven Standards	New 11 Standards
Leadership and culture	1. Committed leadership, Culture and Governance	1. Organisational culture and leadership.	2. Child safety is embedded in leadership, governance and culture
Child Protection Policy	2. Child Safety Policies and procedures	2. Child Safe Policy – commitments to child safety	11. Policies and Procedures
Code of Conduct	Not mentioned specifically	3. Child-safe Code of Conduct	11 (Not mentioned but assumed)
Screening, training and supervision	3. Recruitment and screening – selecting suitable people	4. HR practices Screening and supervision and training.	6. Recruitment/screening. Those appointed are suitable and supported to implement CS policy.
	4. Ongoing training & support		8. Ongoing ed/training to equip staff and volunteers.
Complaints and Reporting	5. Child—focused processes to respond to complaints and concerns	5. Responding to and Reporting of allegations of child abuse	7. Processes for managing complaints are child-focussed.
Risk management and mitigation	6. Physical and online environments promote safety, minimise harm	6. Risk identification and mitigation	9. Managing physical and online environments to promote safety and wellbeing, minimise harm.
Empowering Children, families and communities	7. Children are safe, informed and actively participate.	7. Empowering children, promoting participation	3. Empowerment, participation of children re decisions affecting them – take them seriously!
	8. Families and communities involved in ensuring child safety	Not mentioned in the 7 Standards, but key to building trust and reputation.	4. Families and community informed and involved in promoting child safety and wellbeing.
Diversity and Equity	9. Equity and diverse needs respected in policy and practice	Covered in 3 overlays: aboriginal children; children from diverse culture /language back grounds; or with a disability.	5. Equity is upheld and diverse needs respected in Policy and practice.
Review and Improvement	10. Regular review and improvement	Nor stated, but implied.	10. Review and improvement of policy and practice
Focus on aboriginal children			1. Culturally-safe environments of 1st ⁿ nation children

3. New Crimes in Victorian Law



3.1 'Failure to Disclose' Offence

Any adult associated with the College who forms a reasonable belief that a sexual offence has been committed in Victoria, by an adult against a child under 16, must disclose that information to police. Failure to disclose the information to police is a criminal offence, except in limited circumstances such as where the information has already been reported to DHHS Child Protection.

The offence applies to all adults in Victoria, not just professionals who work with children. Maximum penalty-3 years imprisonment.

<https://providers.dhhs.vic.gov.au/failure-disclose-offence-fact-sheet-word>

In a Nutshell

If you become aware of sexual abuse against a child, and you **don't disclose it** (i.e. report it) this is now a crime!

3.2 'Failure to Report' Offence

Any staff member in a position of authority, who becomes aware that an adult associated with their organisation (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the care, authority or supervision of the organisation, must take all reasonable steps to remove or reduce that risk. This may include, for example, removing the adult from child-related work pending investigation.

If a staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence. The offence applies to leaders, including principals, senior school staff and other senior managers and carries a penalty of imprisonment for up to 5 years.

In a Nutshell

If a person in **leadership** fails to report child sexual abuse and take steps to protect the child, this is a crime!

3.3 'Grooming' Offence

The Crimes Amendment (Grooming) Act 2014, which commenced in Victoria on 9 April 2014, introduces the offence of Grooming for sexual conduct with a child under the age of 16 years. This offence targets predatory conduct designed to facilitate later sexual activity with a child. According to the Amendment, the criminal offence is as follows:

"A person of or over the age of 18 years must not communicate by words or conduct with a child under the age of 16 years or a person under whose care, supervision or authority the child is (whether or not a response is made to the communication), with the intention of facilitating the child's engagement in or involvement in a sexual offence with that person or another person who is over the age of 18 years."

This offence carries a penalty of imprisonment for up to 10 years.

Note: This crime against children is most concerning because it *mimics the type of caring, empathy and relationship that people in many forms of ministry might exhibit*. The difference is that grooming has the ultimate aim of sexual exploitation of a child for the sexual gratification of the adult. Therefore, an allegation of grooming against a person is a very serious accusation and one which has the potential to destroy a reputation or a career, even if it is shown to have no basis after investigation.

In a Nutshell

Any kind of 'special' relationship with a child can look like grooming.

We live in a sexualised world. Grooming provides the target child with what they most crave – recognition, being special, time together, understanding.

Do not develop a close relationship with one child, spend time alone, share secrets or physical affection.

Avoid putting yourself in a situation where temptation may arise.

4. A Culture that Prioritises Child Protection

4.1 Culture starts at the top!



The leadership of St Andrews Christian College takes the mandate to protect children very seriously. The legislation is developed out of the evidence that shows that it is the leadership of many institutions who have failed to protect children, failed to report abuse that becomes known to them or to appropriately charge the perpetrators of horrendous sexual crimes against children. Therefore, Child Protection is built into the leadership structure of the College:

- a. **The College Board** has rigorous, compliant policies for ensuring Child protection is on the agenda and reported on appropriately.
- b. **The College Principal** is accountable to the Board and has specific roles, especially under the **Reportable Conduct Scheme**. **The Principal** ensures that:
 - a clear, comprehensive child-safe Policy, Code of Conduct and Procedures for managing risk and reporting abuse is in place, up-to-date and accessible;
 - College admin staff keep up-to-date records of VIT and Working With Children Check currency for all staff and volunteers.
 - There are rigorous screening strategies in place with regard to employment, so that any past history of misconduct is picked up and it is clear abuse is not tolerated.
 - New staff are required to know the Policy and Reporting Procedures and sign the Code of Conduct as part of the induction process;
 - All staff undertake annual PD in Child Protection, so they know the law and the mandatory reporting obligations that apply in a school and renew their commitment to the Code of Conduct;
 - Strategic appointments are made to ensure compliance and best practice, including the appointment of the Child Protection Officer and the Risk and Compliance Manager.
 - There are well-known, accessible processes for making a formal report and for the management and investigation of allegations against staff members.
- c. Members of the **College Leadership Team (ELT)** are charged with the responsibility of promoting child safety, assessing and mitigating risks and facilitating the reporting of any illegal or inappropriate behaviour or suspected abuse of children, within their area of responsibility.
- d. **Head of Secondary** is responsible for educating VCE students regarding Child Protection, the ramifications of the law for them and how to report suspected abuse.
- e. **The Deputy Principal (Operations)** oversees the Risk Assessment and Approval process for excursions and other activities. Forms and matrixes are available on the Hub or College network drives to facilitate this important element of ensuring the safety and well-being of children.



- f. The College has a **Wellbeing Team** (head of Wellbeing, Secondary and Primary officers the College Chaplain and the newly-appointed Youth Worker) There are several mechanisms that allow students to express feelings or concerns about their personal safety or emotional well-being. The well-documented reality is that abuse occurs at the hands of other students, not just adults. The Wellbeing Team are vigilant in following up allegations of bullying, harassment, physical assault and even self-harming disclosures that may be indicators of abuse.
- g. The College has put in place PD and training for senior staff in elements of the Disability and Discrimination Act (DDA) that apply to education. This covers off on another aspect of child-safety and wellbeing.

5. A Child Protection Policy

The College has a fully compliant Policy which outlines the key elements of the legislation and commits the College, the Board of Directors, all employees, volunteers, contractors and other stakeholders (parents, family members and students) to protect children from the risk of abuse.

This Policy must be read and understood annually by employees of the College. It is located on 'the hub' under Policies.

6. A Child-safe Code of Conduct

The College now has two documents to guide the behaviour of employees:

- a. The **Child-safe Code of Conduct**, which must be **read and signed** by every person employed by the College. The **Code of Conduct** can be found on The Hub
- b. The Victorian Teaching Profession **Code of Conduct**, which outlines the professional standards for behaviour and development as a teacher. This document complements the expectations established by the College and the Australian Institute for Teaching and School Leadership (AITSL) document Australian Professional Standards for Teachers.

This training manual support staff training that works through the Child-safe Code of Conduct and hypothetical scenarios that assist us to apply the standards to real-life situations.

7. Employment: Recruitment, Screening and Training

The College has a rigorous selection process in place, where the commitment to keeping children safe and absolute opposition to child abuse is made clear. This process involves:



- a. All jobs are advertised and the College presents itself as a 'child-protective' organisation clearly in job advertisements and role descriptions.
- b. Once an application has been received, the screening process is thorough, and includes checking of references and state and national data bases for any history of child abuse.
- c. Interviews are conducted to further check the suitability of candidates for a role, including working with children. Anyone with a negative record in this regard will not be offered a role that involves working with children.
- d. As stated above, induction, training and annual updates build a child-safe culture.



8. Managing Complaints

In response to the recommendations of the Royal Commission¹, the Australian Government formed the National Office for Child Safety, which created the National Principles for Child Safe Organisations, which apply to all states and territories, in an effort to bring some uniformity of practice across all jurisdictions.

Another response is the publications of the **Complaint Handling Guide**, a 37-page document that demonstrates the importance of this element of child-protective practice.² The management and investigation of complaints is critical to achieving a number of outcomes:

- a. Determining the validity of an allegation or complaint
- b. Achieving justice for the victim of abuse
- c. Ensuring that the perpetrator of child abuse is justly convicted and punished
- d. Providing data for the organisation of flaws and inadequacies in the systems and processes in place to identify and mitigate risk.
- e. Maintaining the reputation of the organisation as a safe place, a fair place and one committed to best practice.
- f. Ensuring continual improvement in practice and genuine response to data in the area of child protection.

Teachers are often the frontline adults to receive complaints from children. Great wisdom is required to determine the kind of mistreatment that is being alleged, how serious it is and how to report this to College leadership or as a mandatory reporter. The initial steps for teachers in this common scenario are as follows:

1. **Listen to the child** carefully, attentively, respectfully. Clarify key points and take notes.
2. **Reassure the child.** This means affirming them as a person, letting them know it was right to tell someone, assuring them that you will follow up and keep them safe.
3. **Support the child.** 'A Trauma-informed approach'. If the incident being reported is at the serious end of the continuum (physical, sexual abuse, for example) there is trauma involved for the child, even in the act of disclosure. Seek to discern how you can comfort, encourage and protect the child, especially if you believe them to be at risk. Their well-being is your first consideration.

The flow chart below is one way of visualising a child-sensitive process for dealing with a complaint and achieving a good, positive outcome for the child and the College

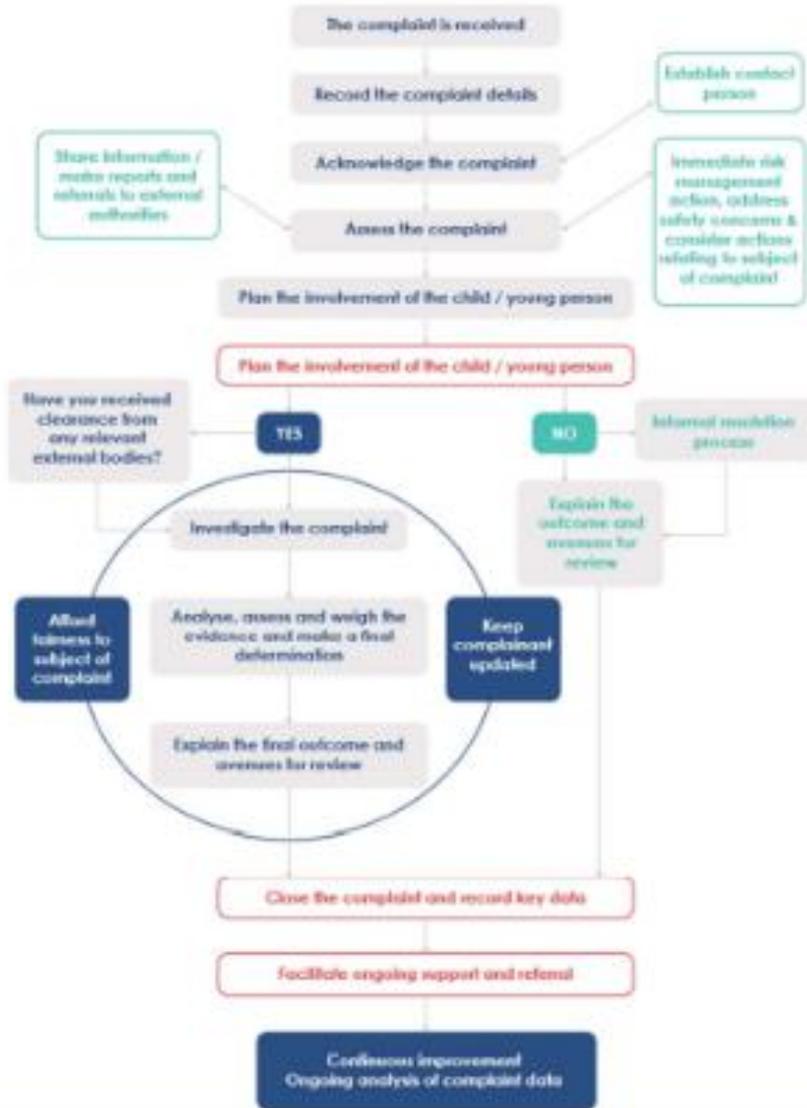
¹ The Royal Commission into Institutional Responses to Child Sexual Abuse

² The term 'child protection' is preferred to that of 'child safe'. No one can guarantee the safety of a child; an organisation commits to doing what it can to prevent abuse and to dealing with it appropriately when it occurs



Complaint Handling:

Upholding the rights of children and young people (an overview)





9. Reporting Obligations

Complaints or disclosures from children are the most obvious ways that a teacher can come to a 'reasonable belief' that abuse of a child is occurring. However, the observant teacher (staff member) can note other signs of abuse or neglect that may be followed up to become more reasonably sure that abuse has, is or is very likely to occur. As mandatory reporters, a report **MUST** then be made.

The College policy notes two scenarios:

- a. Abuse of a child occurring **OUTSIDE** of the College, by someone not employed by the College
- b. Abuse of a child by a College employee, volunteer or contractor (**INSIDE** the College)

In both cases a report is required to be made, either to the Police or to Child Protection Services (DHHS), following **Reporting Procedure 1** below. See also the flow charts in the Appendices to the Policy.

1. Clarifying, Recording Evidence and Specific Information about the Child

A Report is required if you believe, based on reasonable grounds, that a child has suffered, or is at risk of suffering, significant harm as a result of physical, sexual, emotional abuse or neglect AND that the child's parents or caregivers have not, or are unlikely to, protect the child from such harm.

The following information will be required when making a formal report to either the Police or Child Protection Services.

- The child's name, age (date of birth is preferable) and address
- The name, age and address of any known siblings
- Your reasons (observations or disclosures) for believing that the child is at risk of abuse, or actually being abused or neglected
- Your assessment of the immediate danger to the child
- Current whereabouts of the child or vulnerable person (if not in the home)
- Your description of injuries or 'sign' behaviours you have observed
- Any other information you may have of relevance to the investigation

2. Fill out a Complaints Report Form (Appendix 2)

3. Reporting. Making a report is to lay a serious allegation of a criminal offence against another person, so clarify your perceptions carefully before reporting.

You can make your report to:

- **The College Child Protection Officer**, using a **Complaint Report Form**. Attach your notes to the form, keeping a copy. **Please note, the CPO will inform the Principal / ELT of your report, and they will act in accordance to law.** You should still make an independent report to:
- **The Police.** (Ring 000) The police are the most appropriate first responders if the report is regarding abuse that is immediate, criminal or endangering the child either on College premises or in another location.
- **Child Protection Services** 1300 360 391 (Eastern suburbs)
Victoria: (1300 655 795 BH, or 13 12 78 AH) is a statutory service provided by DHHS to protect children and young people at risk of harm and to work with families to ensure these risks are mitigated.



10. Risk Management and Mitigation

Risk management has now become an essential and regular part of planning and delivering programs that form the school curriculum. Risk management includes:

- a. Protecting the child from **risks to health** from infectious diseases or allergies.
- b. Protecting the child from **physical risks** that might come from trips, falls or other hazards that could be foreseen and avoided with due diligence.
- c. Protecting the child from **abuse** by another child³ or adult. (this is the focus of Child Protection legislation). The types of abuse are defined as physical, sexual, emotional/psychological and neglect. We also include abuse that is spiritual, racial or discriminatory on the basis of gender, ethnicity or disability.

It is wise to consider that there are also considerable risks for the teacher or school employee, to reputation, to emotional and physical health and wellbeing. Children can be abusive of their teachers; parents can be abusive, harassing or even physically violent to teachers; the school environment can be toxic or stressful for a variety of reasons.

All of these 'risks' need to be considered and managed.

The employer (Principal/Board) has a duty of care to staff, just as all adults in the school have a duty of care to students.

Foreseeable Risk

From a legal perspective, negligence is determined by the 'foreseeability' of the risk and the lack of appropriate action to manage or mitigate it. The onus is on the teacher planning an activity to be aware, careful and active in the assessment of inherent or possible risk, and the steps needed to reduce or eliminate the hazard.

If the activity is on campus, then it is important to identify areas that are more hazardous than others, including areas that we could deem 'hot spots'. An example of a 'hot spot' is the toilets – children using the toilets are out of sight, rarely supervised and children of various ages can be in there at the same time, so bullying or other abuse can occur there.

There are other hot spots around the campus – any place where students can be out of sight and the regular supervision of staff is irregular – thus these places are potentially risky.

Playgrounds and the surrounding areas can also have more hazards than other areas - hazards that might cause a fall, trip or head injury. Good maintenance and supervision are essential elements of risk mitigation.

³ Research indicates that as much as 40% of abuse of children under 11 is perpetrated by teenagers under 18.



11. Empowerment and Participation for Children

Both the National Principles and the Victorian Seven Mandatory Standards focus on empowering children and allowing all children to participate to the best of their ability in learning and recreational activities.

Empowering Children

The findings of the Institute of Child Protection Studies (ACU) research, as reported in [Taking Us Seriously: children and young people talk about safety](#) - provides thought-provoking data that helps us understand what adult behaviour causes anxiety and frustration. Empowerment of children includes:

- **Encouraging their input and feedback** re classroom activities. Such feedback can help improve the quality of the experience and the safety and wellbeing of children.
- **Listening to their concerns – taking them seriously!** A frequent complaint from children is that 'I told the teacher but he/she didn't listen to me.' Not attending, being dismissive of concerns or unsympathetic makes a child feel powerless and worthless.
- **Learning from children.** Children see and experience the world differently to adults. Hearing from them, investigating their concerns or seeking to allay fears can empower children and help them enjoy experiences and learn more effectively.
- **Teaching skills and practicing before an experience.** This gives a child a sense of being in control and competent, which is empowering.
- **Providing consistent boundaries and expectations for behaviour.** Children need to know the rules and what is expected to feel safe – even if they push back against them!
- **Exercising self-discipline – stick to your own rules, be consistent, be predictable.**

Allowing Children to Participate

It is easier to pitch learning and activities to the largest group of children in a class – those who are able, competent, confident and engaged, who have healthy self-esteem and who are respectful and cooperative.

One of the greatest sources of stress for teachers is seeking to modify activities or learning expectations to allow children who don't match that 'normal' profile to participate, achieve and flourish. Despite the challenges, including children who present with attitudes and abilities that marginalise them is part of our duty of care and can be the source of great satisfaction. Sometimes it is easier to help a child who is disabled but positive than one who is unengaged, surly, oppositional, withdrawn or disruptive.

Some Strategies for Engagement and Inclusion



1. **Know your students.** Having a deep understanding of the abilities and social-emotional state of a child is essential to being able to plan for their inclusion in activities. This is why schools generate and keep data. Knowing, understanding and being considerate of each student is a vital part of being a great teacher.
2. **Keep activities and assessment formative and open-ended.** This allows students to participate at their level and be assessed according to improvement, rather than against an arbitrary standard. This approach also allows for different kinds of intelligence and learning styles.
3. **Use ability and interest groups.** This is a strategy that good teachers have employed for ever! It allows you to teach to different abilities, modify expectations, maintain motivation and engagement and include all students in meaningful learning.
4. **Recognise and celebrate gifts, diversity and achievements.** This approach is biblical, realistic and effective. Discernment of gifting can be incredibly empowering in a child's development. Celebrating diversity builds young men and women who are more empathetic, compassionate and less prejudiced. Recognising achievements helps a child feel significant, more motivated and a valuable member of the class or group.

12. Engaging Families and the Community

St Andrews Christian College is a community, and is part of wider communities.

As a school, St Andrews creates a learning community of teachers and support staff, parents (who entrust their children to our care and education) and students. As a Christian school, we partner with churches and Christian families in the holistic education of children by exploring and teaching key concepts of faith, belief and core values. Our focus on service and responsibility, generosity, celebration of gifts and achievements, praying to and worshipping God together creates Christian community that is in every way as authentic as found in a church setting.

The primary function of both a family and a school are the nurture, care and education of children. The families who come to St Andrews choose to do so for a range of reasons and they commit to working with and supporting the College as we work out our mission and purpose. Loyalty and approval are built on:

- a. Communication
- b. Integrity
- c. Consistency
- d. Relationships of trust and respect
- e. Excellent service and delivery of 'the product' – Christian Education

13. Protecting Diversity, Ensuring Equity, Avoiding Discrimination

In the legislation, three groups of children are designated as being highly vulnerable to abuse. These are:

- a. Children of **Aboriginal or Torres Strait Island** heritage
- b. Children with **cultural or language differences (CALD)** – where English is not the first language of the home, or where the cultural/religious beliefs and practices are those of a minority in Australia.
- c. Children with **disabilities**. This classification covers a broad range of disabilities, including physical, intellectual and other learning inhibitors, and emotional/behavioural problems.

St Andrews Christian College has a large population of CALD students, and another group with disabilities of one kind or another. Therefore, teachers need to be sensitive to the particular needs of these children and aware of even subtle discrimination that can impact them. Such children may be challenging to include in some activities, which are designed for the majority of students.

The material covered in Section 11 addresses some of the considerations that need to be given to engage, include and protect these vulnerable students.

14. Review and Improvement

The legislation recognises that developing a culture of safety and awareness to protect children is an ongoing task. It only improves as the organisation looks at practices, reviews activities, reviews mistakes, incidents and ‘near misses’ and listens to the feedback provided by children and their parents/carers. The data thus reviewed highlights flaws in planning and execution, and may suggest improvements.

Regular debriefing after events and activities, after Parent-Teacher interviews is one way to capture important data and to look for ways of improving how we operate. Complacency and a lack of rigorous review assumes that what we do is good enough and makes no serious attempts to improve and refine planning and implementation.

APPENDIX 7 – *PHYSICAL RESTRAINT AND SECLUSION*

Physical Restraint and Seclusion

Regulation 25 (Education and Training Reform Regulations 2017 states:

‘Restraint from danger: A member of staff may take any reasonable action that is immediately required to restrain a student from acts or behaviour that is dangerous to the member of staff, the student or any other person.’

At St Andrews Christian College the following policy with regard to **restraint and seclusion**¹ applies:

1. As a general rule, staff shall not touch, push, pull or hit a student as a response to unacceptable behaviour. A teacher may use touch to affirm or comfort a child, but such contact should be brief, with the child’s permission and not involve contact with ‘private’ areas (genitals, breasts, buttocks).
2. **Physical restraint or seclusion** should be not be used as a strategy or response to unacceptable or inappropriate behaviour (e.g. disrespect; non-compliance; defiance or unauthorised movement) that does not pose an immediate threat of physical harm to the student or other persons. It is a response to an immediate, unpredictable event that threatens the safety and well-being of students, staff or other persons.
3. If physical restraint is reasonable and appropriate to prevent imminent harm, then: i. it should be limited in time (it should cease when the danger is deemed abated); ii. it should not cause injury to the student, or impair breathing.
4. Prone restraint (holding a student face-down) or supine restraint (holding a student on the ground face-up) **is not permissible**.
5. The College does not permit the use of mechanical or chemical restraints to control behaviour.
6. Physical restraint or seclusion must never be used as a punishment or discipline strategy, as a means of coercion, retaliation or as a convenience.
7. This policy applies to ALL students - students with disabilities or emotional or behavioural issues should be treated with the same care, respect and dignity. Discrimination that condones cruel or degrading treatment or the basis of disability, mental health or background will not be tolerated.
8. Any use of physical restraint or seclusion must trigger a report and a review of the circumstances surrounding the event.

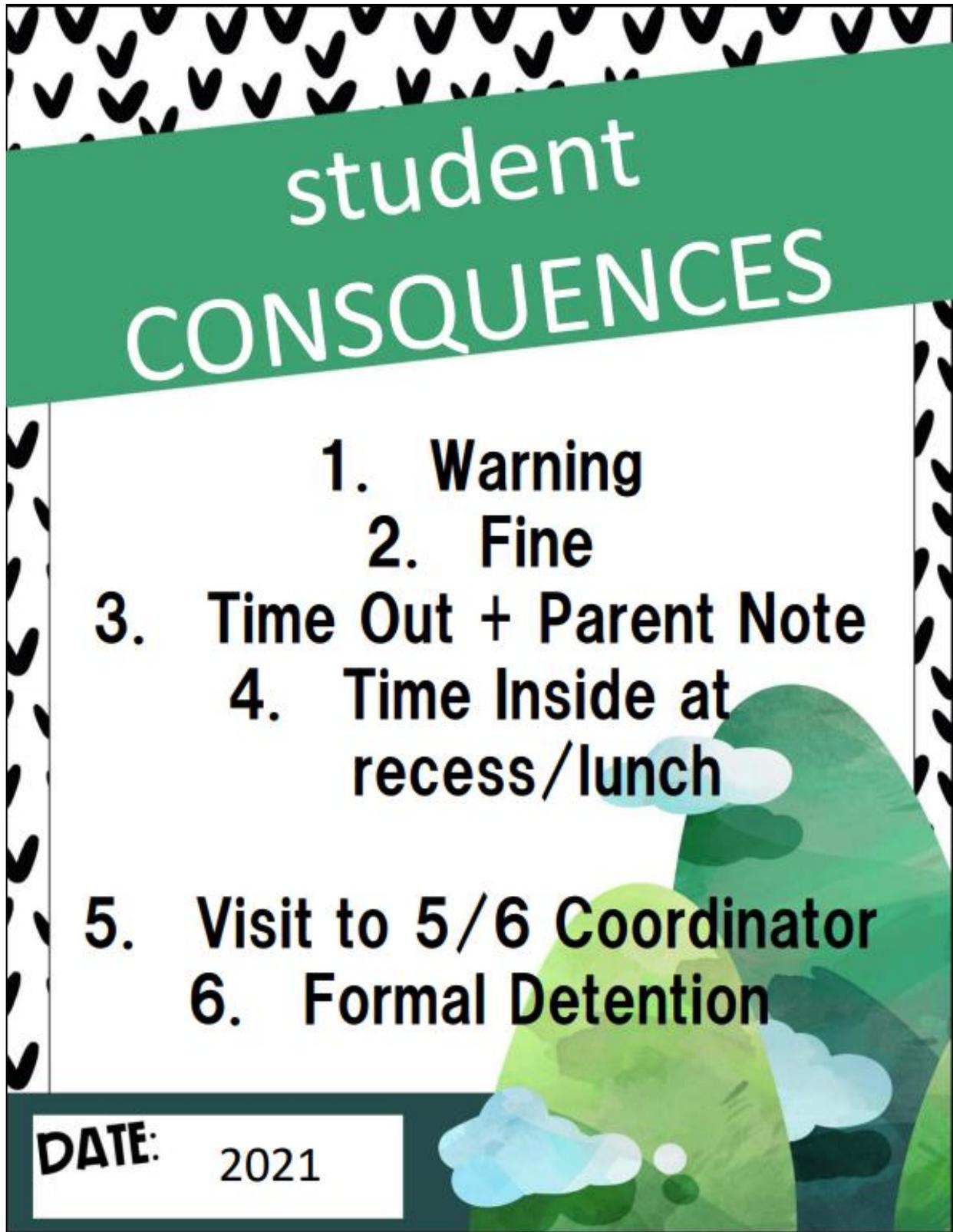
Notes: What is the policy of the college for addressing frequent uncontrolled behaviour that threatens harm to others?

¹ **Physical Restraint:** the use of physical force to restrict, prevent or subdue the movement of a person.

Seclusion: the solitary confinement of a person in a room or area where their exit is prevented. This does not include time-out, safe space or supervised detentions or suspensions.



APPENDIX 8 – *STUDENT CONSEQUENCES POSTER EXAMPLE*





APPENDIX 9 – PRIMARY BEHAVIOUR SLIP

Primary Behaviour Slip

I was...
disrespectful when _____
off task when _____
unprepared when _____
aggressive when _____
dishonest when _____
when _____

To correct this behaviour, I will...
reflect on my actions. I did this because _____
resolve the problems. To make this problem better I can _____
make better choices. Next time I will make better choices when _____



Primary Behaviour Slip

I was...
disrespectful when _____
off task when _____
unprepared when _____
aggressive when _____
dishonest when _____
when _____

To correct this behaviour, I will...
reflect on my actions. I did this because _____
resolve the problems. To make this problem better I can _____
make better choices. Next time I will make better choices when _____





APPENDIX 10 – BEHAVIOUR REFLECTION TASK (PREP – YEAR 2)



BEHAVIOUR REFLECTION TASK

Prep – Year 2

Record of Incident (can be dictated to a teacher):

When and where it happened?

.....
.....

What happened and why?

.....
.....
.....

How I felt after my actions:



Other:

Who else was involved or affected, and how?

.....
.....
.....

I think those affected may feel:



Other:

Galatians 5:22-25

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control... Since we live by the Spirit, let us keep in step with the Spirit.”

When I made this choice, I did not demonstrate

- Respect
- Co-operation
- Honesty
- Compassion
- Kindness
- Responsibility
- Gentleness
- Self-control
- Other:



To make the situation better now, I will

.....
.....

I think the consequence for my action should be

.....
.....

Next time I am in this situation, I will

.....
.....

We will pray together.

Please sign below:

Student:

.....

Teacher:

.....

Parent/Guardian:

.....



APPENDIX 11 – BEHAVIOUR REFLECTION TASK (YEAR 3 - 4)



BEHAVIOUR REFLECTION TASK

Year 3 & 4

Record of Incident

During _____ I made the following choice(s):

because _____

How I felt about my action:

- Guilty Regretful Sad
 Embarrassed Other: _____

Who else was involved or affected, and how?

I think those affected may feel:

- Sad Hurt Confused
 Lonely Anxious Disappointed
 Angry Other: _____

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

When will this done by: _____

Please sign below:

Student: _____ Teacher: _____ Parent/Guardian: _____

Galatians 5:22-25

But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. ... since we live by the Spirit, let us keep in step with the Spirit.

When I made this choice, I did not demonstrate:

- Respect
- Co-operation
- Honesty
- Compassion
- Kindness
- Responsibility
- Gentleness

"Let all bitterness, and wrath, and anger, and clamour, and evil speaking, be put away from you, with all malice: And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you"
Ephesians 4:31-32 KJV

APPENDIX 12 – BEHAVIOUR REFLECTION TASK (YEAR 5 - 6)



BEHAVIOUR REFLECTION TASK

Year 5 & 6

1. What happened?

2. What went wrong?

3. How did it make you feel?

4. What could have been done instead?

5. Who did this affect?

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

7. When will this be done by?

Galatians 5:22-25

But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. ... since we live by the Spirit, let us keep in step with the Spirit.

When I made this choice, I did not demonstrate:

- Respect
- Co-operation
- Honesty
- Compassion
- Kindness
- Responsibility
- Gentleness

"Let all bitterness, and wrath, and anger, and clamour, and evil speaking, be put away from you, with all malice: And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you."
Ephesians 4:31-32 KJV



APPENDIX 13 – *PARENT BEHAVIOUR LETTER TEMPLATE*

Dear Parents,

_____ broke the following rules today, _____/21 :

- ___ Listen and follow directions
- ___ Keep hands, feet, and objects to yourself
- ___ Respect teachers and other students

Classroom rules must be followed in order to protect the rights of every student to learn and enjoy school. By choosing not to follow them, your child infringed on those rights.

Please acknowledge receiving this letter by signing your name at the bottom and having your child return it to me tomorrow.

Thank you for your support.

Sincerely,
[Teacher Name]

Parent Signature: _____

Class Rules

1. Listen and follow directions
2. Keep your hands feet and objects to yourself
3. Respect teachers and other students

Behaviour Plan

1. Warning
2. Time Out
3. Time Out + Parent letter

APPENDIX 14 – *POSITIVE STUDENT BEHAVIOUR PLAN*

This plan is committed to supporting the student on occasions when the behaviour escalates.

Please complete and implement, in conjunction with the College Student Behaviour Management Policy and Process ([click here](#))

Student Name:

Start Date:

End Date:

Year Level:

Homeroom Teacher:

Section Coordinator:

Head of Primary:

Behaviour Support Team Members

Ensure that all staff are informed of the processes to be followed to achieve a consistent approach.

Home Room Teacher:

Wellbeing Coordinator:

The Approach of this Positive Student Behaviour Plan:

<p>Strengths What are [Student Name] character strengths?</p>	<p>[Student Name] displays the following character strengths:</p> <ul style="list-style-type: none"> •
<p>Targeted Behaviours One or two behaviours that are most prevalent and that are to be decreased</p>	<p>This plan targets the following behaviour/s:</p> <ul style="list-style-type: none"> •
<p>Function What is the function of [Student Name] behaviour?</p>	
<p>Signs/Indicators Student's expression/body language/statement prior to demonstration of behaviour</p>	<p>This plan will monitor the following student expression/body language/behaviours:</p> <ul style="list-style-type: none"> •
<p>Triggers</p>	



Are there influences that 'provoke/activate' the behaviour?	
Goals – SMART Exactly what replacement behaviour is desired?	Student Goals: •
College Management Protocols Aimed at Reducing Risk	The following protocols are aimed specifically at managing risk-taking behaviours. Please remember to: •
Interventions Aimed specifically at teaching the desired behaviours	The following proactive interventions are aimed specifically at teaching the desired behaviours: •
Evaluation Specify how the changes of behaviour will be monitored	Changes of behaviour will be monitored and evaluated through: •
Future Action What strategies will be constantly implemented in order to best support [Name]?	The following strategies will be constantly implemented in order to support you: •
[Student Name] Commitment Statement	I _____, Commit to •

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Section Coordinator Signature: _____

Date: _____

APPENDIX 15 – WELLBEING POLICY

WELLBEING @ ST ANDREWS CHRISTIAN COLLEGE

The term, ‘Student Wellbeing’ intends to represent all the efforts, activities and learning that is put in place to grow students holistically, so that they have a clear sense of their identity as a person of worth and responsibility for others that is founded on relationship with God and His work in their lives. (Ephesians 2: 8-10).

Student wellbeing addresses the challenge to grow and develop God-given abilities and gifts, attitudes and understanding as a person in the context of a community. At St Andrews, this means being a part of a Christian community, where students and staff work together on learning what it means to live in relationship with one another, with God and with care for the world we live in.

The Australian Student Wellbeing Framework has combined key elements of wellbeing in the interconnected, dynamic graphic below.

The Framework

Elements

The five elements of leadership, inclusion, student voice, partnerships and support provide the foundation for the whole school community to promote student wellbeing, safety and learning outcomes.



4 Australian Student Wellbeing Framework

At St Andrews Christian College, we interpret the Wellbeing graphic to mean:

- A. **Leadership:** College leadership drives and models the commitment to grow each member of the College community in learning and living together, under God, with humility and grace. We also seek to develop leadership qualities in students.
- B. **Inclusion:** Every effort is made to include students in all aspects of the curriculum, recognising that differences in age, intellectual and physical ability, gender and cultural background may require creative ways of ensuring

participation and success. College culture is one of welcome, inclusion, openness to difference and building a collaborative sense of belonging and significance.

- C. **Student Voice:** Taking on personal responsibility for learning and behaviour is critical to student development and wellbeing. Opportunity and guidance are provided in age-appropriate ways to encourage student participation and feedback at every level of the College, including in leadership and service.
- D. **Partnerships:** Christian education is a partnership between parents and educators to undertake the God-given responsibility for raising children to be God-aware, responsible and responsive, compassionate citizens of the world. *“It takes a village to raise a child.”* In some ways the College acts as ‘the village’, harnessing the resources and perspectives of the home, church and state to provide a distinctive Christian education² for students.
- E. **Support:** The College is committed to providing appropriate support, guidance and encouragement for learning, behaviour and service for others. This is evidenced by key staff appointments, adequate funding and best practice, that seeks the best outcomes for all.

² Christian Education: Christ-centred; biblically-based; God-fearing and Spirit-led.



APPENDIX 16 – GRADUATE PROFILE

GRADUATE PROFILE

Our goal is the formation of students who display these attributes:

