

OUR PHILOSOPHY

As a Christ-centred learning environment, Mount Annan Christian College is committed in providing a safe and supportive environment where the welfare of its students is integral to its existence. We believe that all students should be able to learn and develop in a safe and secure Godly environment. We value the importance of student safety and wellbeing as essential prerequisites for effective learning. This policy aims to support students in becoming self-directed and responsible. We desire to see our students trained in the ways of God so that when they are older they will not depart from them (Proverbs 22:6). A strong emphasis is placed on positive, proactive whole school practices that promote a partnership between the College and families based on shared responsibility and mutual respect.

Providing a Safe and Supportive Environment

A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment can be described as one in which:

- Students are treated with respect and fairness by teachers, other staff and other students
- Members of the school community feel valued
- Effective teaching and learning takes place
- Positive support and encouragement are provided by members of staff and students
- Non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the school community
- Consultation takes place on matters relating to students' education and welfare.

Student Wellbeing

Student wellbeing refers to the overall health and happiness of the individual; where they develop a positive sense of self and belonging, realise their own abilities, are empowered to make healthy choices to thrive and flourish in a safe and supportive environment.

Wellbeing refers to the overall health and holistic wellness of the individual; where they:

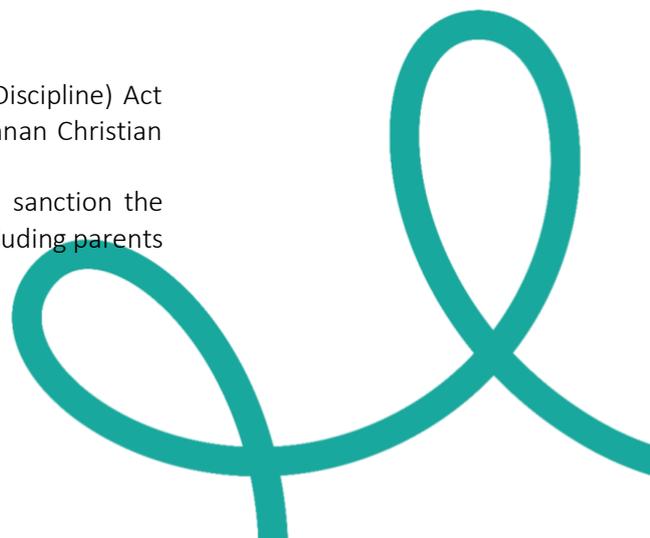
- Develop a positive sense of self
- Develop a sense of belonging and connectedness
- Realise their own abilities
- Are empowered to make healthy choices to thrive and flourish
- Are supported within a safe environment

Corporal Punishment

- In meeting the requirements of the Education reform (School Discipline) Act 1995, corporal punishment is expressly prohibited at Mount Annan Christian College.
- Mount Annan Christian College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents to enforce discipline at school.

STUDENT WELLBEING AND DISCIPLINE POLICY

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Procedural Fairness

The Mount Annan Christian College Student Management Policy and Procedures are governed by principles of procedural fairness. Procedural fairness is a basic right of all when dealing with authorities.

Students who are alleged to have breached the Student Management Policy have the right to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.
- Students who are alleged to have breached the Student Management Policy have the right to an unbiased decision, which includes the right to:
 - impartiality in an investigation and decision-making
 - an absence of bias by a decision-maker.

EXPECTATIONS FOR STUDENT BEHAVIOUR

Our expectation is that all of our students will model the College’s Core Values in the way that they behave towards all College staff, their peers and the wider community.

We understand that there will be times when a student breaches the College rules in some way. In these situations students will be counselled and disciplined in a compassionate, fair, firm and consistent manner. The disciplinary measures used will vary according to the maturity of the student, his/her past behaviour and the seriousness of the behaviour.

College Rules

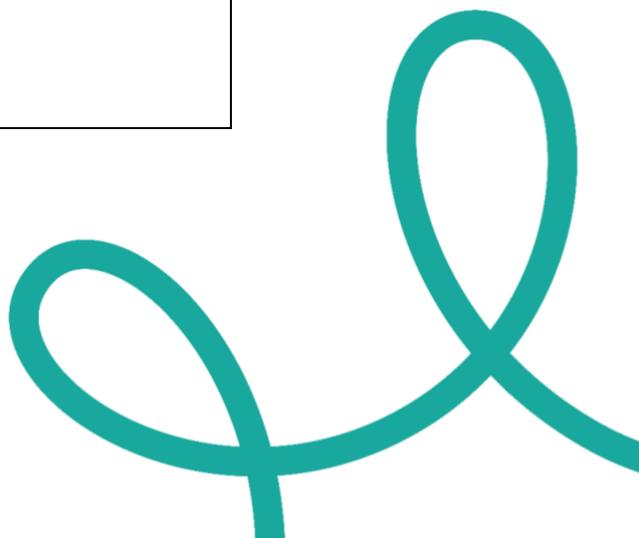
At all times I will speak and behave towards others in a way that I will

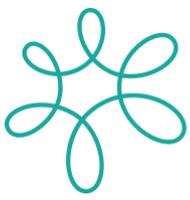
Be kind and respectful

Be safe

Be a learner

| <i>Within the College I will:</i> | <i>Within the classroom I will:</i> | <i>Within the community I will:</i> |
|---|--|--|
| <ul style="list-style-type: none"> ▪ Behave sensibly ▪ Accept responsibility ▪ Seek opportunities to be kind and helpful to other ▪ Care for the College environment ▪ Be a great ambassador of the College at all times | <ul style="list-style-type: none"> ▪ Be positive and always do quality work ▪ Learn enthusiastically ▪ Complete every task to the best of my ability ▪ Work cooperatively ▪ Bring the correct equipment | <ul style="list-style-type: none"> ▪ Be considerate of others ▪ Obey all rules set by the bus company ▪ Wear the College uniform with pride |





STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

Positive relationships are central to effective teaching and learning within the College. These relationships are built on a foundation of mutual respect and trust, and at Mount Annan Christian College we acknowledge the importance of recognising and celebrating positive behaviour in the way that our students interact with one another, all staff members and members of the wider community. Much research exists on the power of students understanding the purpose of what they are learning and what they need to develop in their behaviour. It has long been understood that if students are aware of what needs to be demonstrated then they will work tremendously hard towards achieving it. Students set personal goals and regularly revise these together with their class teacher and parents.

Teachers regularly reward and recognise students who are displaying positive behaviours in a variety of ways through encouragement and feedback. Each teacher designs and implements a positive consequences system in their classroom and playground, which is appropriate for the context of students' developmental stage.

A Consistent Approach to Promoting Positive Behaviour in Prep to Year 2

At Mount Annan Christian College we believe that consistency is key to developing positive behaviours and work habits. All classes, Prep to Year 2 implement a token or sparkle system to promote and reinforce positive behaviour.

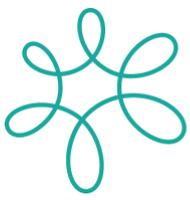
A Whole School Approach to Learning at MACC

At Mount Annan Christian College we believe that learning is learnable. Every student can learn, and every student can become a more powerful learner. Students are encouraged to build their learning muscles in each of the categories below. These **5R's of Learning Power** are based of the Learning Power research of Professor Guy Claxton.

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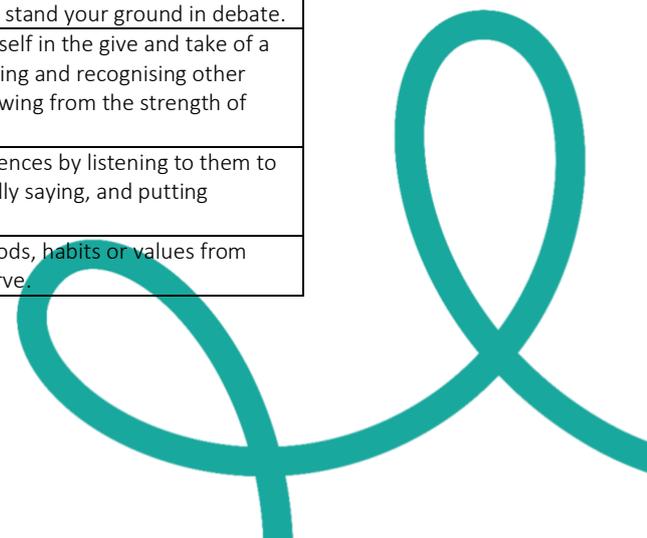


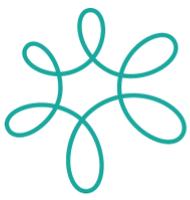


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| LEARNING POWER DOMAIN | KEY DISPOSITIONS | KEY DISPOSITIONS EXPLAINED |
|--|------------------------------|--|
| RELATIONAL <i>The faith based aspects of learning</i> | Kindness | Being friendly, generous, and considerate. Always willing to help others. |
| | Gratitude | Being thankful, readiness to show appreciation for and to return kindness. |
| | Humility | Being modest, wary of pride, with an awareness that you are not more important than others. |
| | Integrity | Being honest and having strong moral principles, without corruption or internal division. |
| | Grace | Embraces the free and unmerited favour of God. Being quick to forgive and receive forgiveness. |
| RESILIENCE <i>The emotional aspects of learning</i> | Absorption | Being able to lose yourself in learning — becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'. |
| | Managing Distractions | Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning. |
| | Noticing | Perceiving subtle nuances, patterns and details in experience |
| | Perseverance | Keeping going on in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is. |
| RESOURCEFULNESS <i>The cognitive aspects of learning</i> | Questioning | Asking questions of yourself and others. Being curious and playful with ideas — delving beneath the surface of things. |
| | Making Links | Seeing connections between disparate events and experiences — building patterns — weaving a web of understanding. |
| | Imagining | Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering What if ...? |
| | Reasoning | Calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others'. |
| | Capitalising | Drawing on the full range of resources from the wider world — other people, books, the Internet, past experience, future opportunities ... |
| REFLECTIVENESS <i>The strategic aspects of learning</i> | Planning | Thinking about where you are going, the action you are going to take, the time and resources you will need, and the obstacles you may encounter. |
| | Revising | Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities. |
| | Distilling | Looking at what is being learned — pulling out the essential features — carrying them forward to aid further learning; being your own learning coach. |
| | Meta-Learning | Knowing yourself as a learner — how you learn best; how to talk about the learning process. |
| RECIPROCITY <i>The social aspects of learning</i> | Interdependence | Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate. |
| | Collaboration | Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams. |
| | Empathy and Listening | Contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes. |
| | Imitation | Constructively adopting methods, habits or values from other people whom you observe. |





We also believe in the power of recognising and rewarding students for their efforts in developing their learning muscles. As students display any of the 22 **key dispositions** this will be recorded as a Commendation. For every 3 commendations within one of the **Key Dispositions** students will receive a **Learning Power Award**. To celebrate students' achievement at the various Key Dispositions, a special **Celebration of Learning** event will be held for each Stage at the end of Semester 1 and again at the end of Semester 2. All students will be part of this, as each student will have developed the Key Dispositions at their own individual level and time.

Summary of Awards

| Award Type | When Given | How Often Given |
|-------------------|--|---|
| Class | Friday Morning Assembly | Weekly |
| IPSSO Sport | Friday Morning Assembly | Weekly (within IPSSO Sport season) |
| Key Learning Area | Primary Assembly – 2 per Term | Two awards for each KLA per class per year |
| Core Values | Whole Primary Assembly – 1 per Term | One award for each Core Value per class per year |
| Learning Power | In Class or during Friday Morning Assembly | Ongoing - 3 commendations within a Key Disposition = 1 Learning Power Award |

A POSITIVE APPROACH TO MANAGING BEHAVIOUR

Restorative Practice

Restorative Practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions (NSW Department of Education 2019). At Mount Annan Christian College the aim of using restorative practices is to help students understand the impact of their behaviour by holding them accountable through repairing harm and making amends. Our goal is to help children from with situations in which they find themselves and allow them to develop strategies for coping with future challenges or conflict.

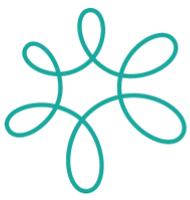
Effective Restorative Practice Questions

- *What happened?*
- *Who has been affected by what happened?*
- *In what way have they/you been affected?*
- *What do you think you need to do to make things right?*
- *If the same thing happened again, what would you do differently?*

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STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR

At Mount Annan Christian College it is expected that students behave in a way that is courteous and respectful at all times. Behaviour that disrupts learning is disrespectful or creates an unsafe environment, will be corrected. The disciplinary component of this policy encompasses the following beliefs:

- When a child breaks a rule, no matter how small the breach may be, counselling needs to occur and correction needs to take place.
- Steps in the plan need to be easily reinforced and sequenced from mild to severe punishments.
- Punishment should be enforced without anger.
- Under no circumstances will corporal punishment be used.
- As each child is an individual - each incident must be treated individually taking into account the circumstances of the unacceptable behaviour.

Suggested Procedures within the Playground

If rules are broken in the playground, teachers will determine an appropriate response after an assessment of any incident. The following opportunities to change misbehaviour remain consistent. It should be noted that examples of extreme misbehaviour and/or violence will be referred immediately to the Assistant Head of Primary.

Step 1: 1st Warning. State the inappropriate behaviour and what student should have been doing.

Step 2: Reflection Time. If behaviour continues, the student is asked to move to a reflection space for an agreed period of time. Playground Duty Teacher counsels the student using restorative practice principles.

Step 3: Extended Reflection Time. If behaviour continues or is more serious in nature, the student is asked to move to a reflection space until the end of the break. Playground Duty Teacher to notify class teacher of the incident and to provide a verbal and written record of misbehaviour to the class teacher. Student to complete a reflection sheet. If seriousness warrants or is a repeat offence, playground and/or classroom teacher to refer to the Stage Coordinator.

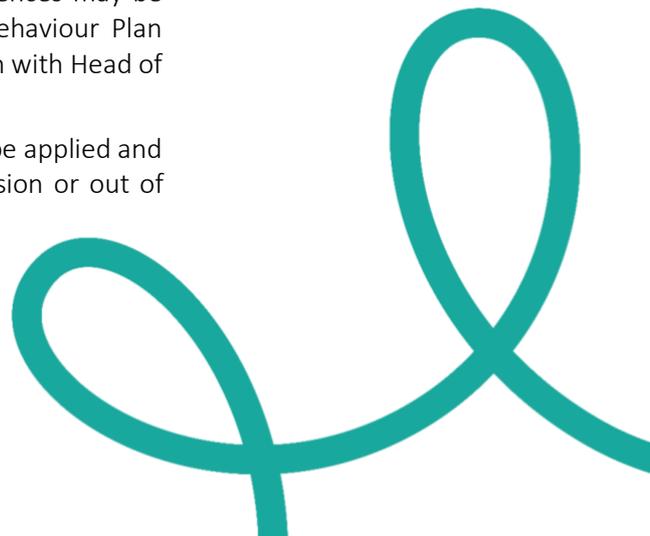
Step 4: Stage Coordinator Intervention. When 3 Playground misbehaviours are recorded in a week the Stage Coordinator will be alerted. Student receives counselling from Stage Coordinator using restorative practice principles. Stage Coordinator issues Reflection Time and/or suitable consequences e.g. loss of privileges. Additional strategies may include a playground record card or exclusion from playground or excursions

Step 5: Assistant Head of Primary Intervention. Additional consequences may be applied and may include: parent contact, Return to Playground Behaviour Plan developed, suspension warning, in school suspension - in consultation with Head of Primary.

Step 6: Head of Primary Intervention. Additional consequences may be applied and may include: parent contact, suspension warning, in school suspension or out of school suspension.

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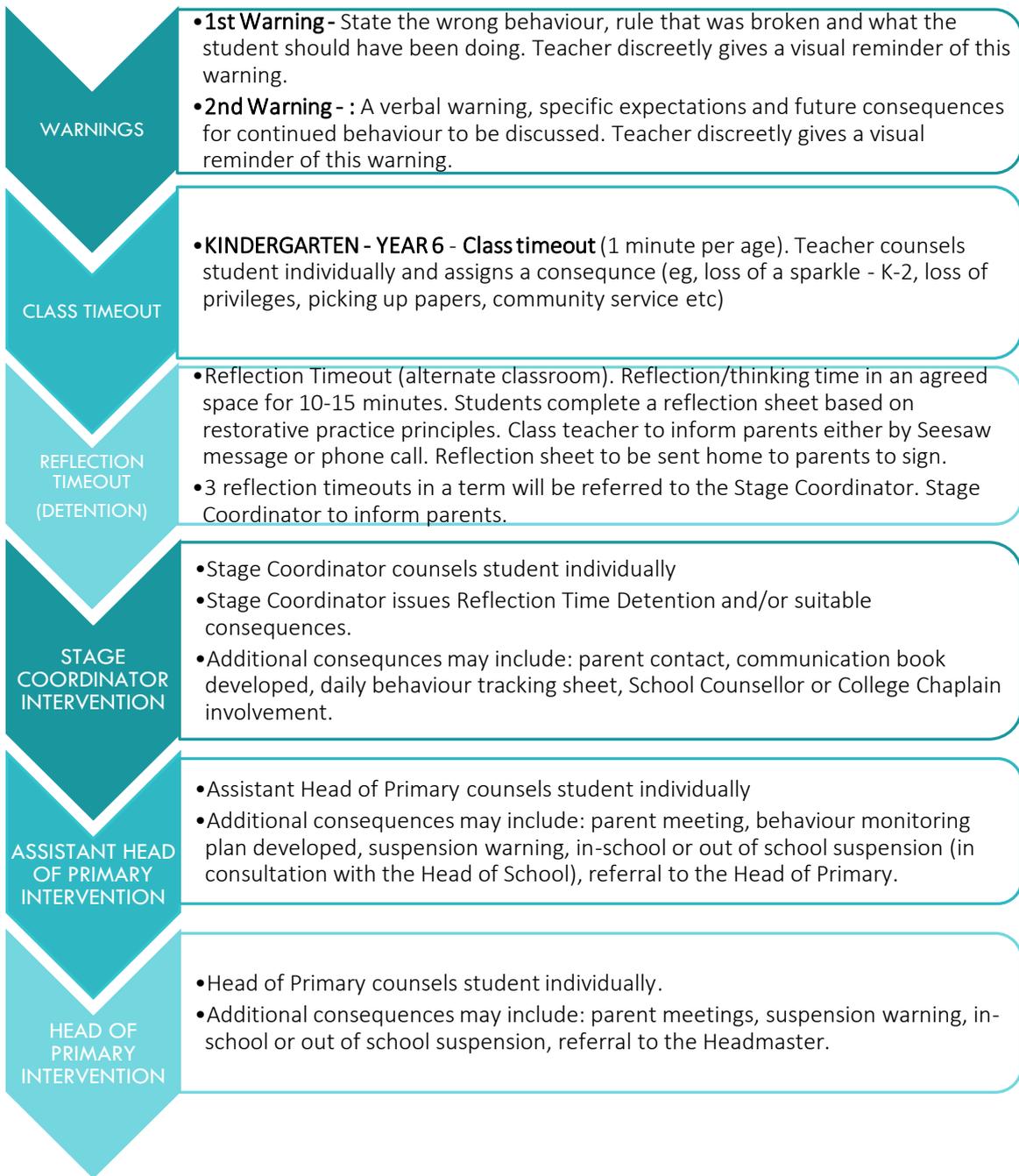
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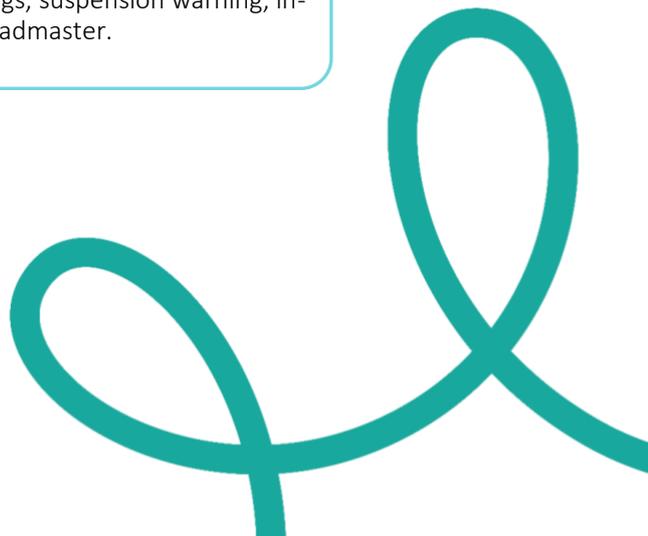
Suggested Procedures within the Classroom

Students are provided with a number of opportunities to change misbehaviour within the classroom. Teachers employ a range of **positive reinforcement** strategies to give students as many opportunities as possible to change their behaviour. Each classroom teacher utilises an age appropriate classroom warning/opportunity system designed within the themes and/or needs of their individual classes. These procedures are recorded in each classroom and teachers individual teaching/learning program. It should be noted that examples of extreme misbehaviour and/or violence will be referred immediately to the Head of Primary.



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Procedures

- Mount Annan Christian College is committed to ensuring that the College Student Wellbeing and Discipline Policy is made available to students and parents/guardians through sharing of the policy at the beginning of each academic year.
- Details of an alleged student breach (specific matter or incident) of the policy are communicated to parents through a diary entry (Year 5&6), phone call, detention notification, or suspension letter and/or parent interview.
- In some circumstances different staff may be asked carry out the investigation and decision-making stages, as directed by the Head of Primary or Headmaster.
- Parents are entitled to contact the College to clarify the details of any disciplinary incident that involves their child.
- In serious alleged student breaches of the policy, such as matters that may involve a suspension or expulsion, a support person (parent/guardian) may attend formal interviews and the key points will be recorded in writing.

Suspension and Expulsion

Serious breaches of behaviour will result in an immediate referral of a student to the Head of Primary and/or Headmaster immediately.

Examples of this serious behaviour may include:

- Violence, discrimination, harassment, bullying or intimidation.
- The carrying and/or use of weapons, illegal drugs, alcohol, vapes or tobacco

Continued non-compliance or repeated lesser breaches of behaviour within the classroom, playground or non-responsiveness to corrective measures will also be referred to Head of Primary and/or Headmaster.

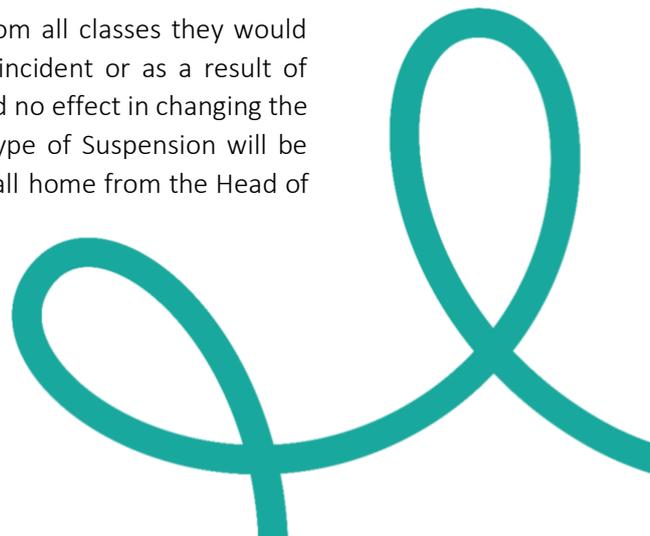
In these circumstance the Headmaster or his delegate will be consulted and they may initiate a suspension or expulsion. The College may issue the following types of Suspension, depending on the guidelines relating to the severity of the behaviour demonstrated. These types of suspension are:

In School Suspension is the temporary withdrawal from the classroom and playground. The student works in isolation under the supervision of the Head of Primary with set work to be provided by the class teacher. Parents/Caregivers of students receiving this type of Suspension will be notified through an In School Suspension Notification letter as well as a phone call home from the Head of Primary. This is NOT recorded as a Suspension on the Student Attendance Roll.

Out of School Suspension is the temporary removal of a student from all classes they would normally attend, for a set period of time. It is served for a major incident or as a result of persistent misbehaviour where the intervention of the College has had no effect in changing the student's behaviour. Parents/Caregivers of students receiving this type of Suspension will be notified through a Suspension Notification letter as well as a phone call home from the Head of Primary.

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During the suspension period, the College will review and plan appropriate support required for the student to accommodate a successful return to school. The student should complete set work as provided by the school, under the responsibility of parents/carers. The Suspension will be recorded on the student attendance roll. A suspension resolution meeting may be held prior to the student returning to school. This resolution meeting will be sought in the best interest of the student and be held with the Head of Primary, Headmaster (or his delegated representative), student and parents/caregivers.

Expulsion

Expulsion is the immediate termination of a student's enrolment. It may be applied for a major incident or as a result of serious persistent misbehaviour where the intervention of the College has had no or limited effect in changing the student's behaviour.

Students who are expelled will be required to attend a meeting with the Headmaster (or his delegated representative), with a parent/guardian present and will receive an Expulsion Notification letter from the Headmaster.

GRIEVANCE PROCEDURES

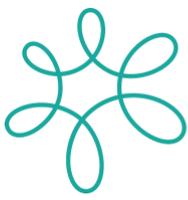
If a Parent/Carer or student wishes to seek a review of the decision made in response to an allegation, this grievance procedure should be undertaken.

1. In the event that a student has been through the Discipline Procedures above and does not agree with the process or outcome of the decision, they may lodge a grievance in writing to the Headmaster, setting out the nature of the grievance and grounds in support of the grievance.
2. After giving consideration to the grievance the Headmaster may do one or more of the following:
 - i. refer the matter back to the relevant School Executive member or to a nominee, with advice, for resolution; or
 - ii. initiate an investigation into the matter; or
 - iii. seek to resolve the matter directly.
3. Any determination made by the Headmaster in accordance with Step 2 of these Procedures with regard to the grievance will be final.
4. By initiating the Grievance procedure the student will be deemed to have agreed that no communication engaged in or any information granted to the student as part of the grievance procedures will be used for any other purpose.

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Appendix 1

SOME EFFECTIVE RESTORATIVE QUESTIONS

What happened?

Value the student's voice and perspective.
Focus on the timeline of events without blame.
Understand and identify triggers.

What were you thinking about at the time?

Develop emotional literacy by linking thoughts, feelings and actions.

What have your thoughts been since?

Assess reflection following the incident when emotions have de-escalated.

Who has been affected by what happened?

The key question to trigger empathy and remorse.
Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.

In what way have they/you been affected?

Name or describe the impact and acknowledge the consequences.

What do you think you need to do to make things right?

Devise agreed, realistic and meaningful resolutions to heal the harm.

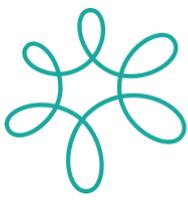
If the same thing happened again, what would you do differently?

An opportunity for learning and verbalising alternative strategies.

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REFLECTION JOURNAL - KINDERGARTEN TO YEAR 2

My Name is _____

Date _____

| What I did: | Who was hurt? | What I could do next time: |
|-------------|---------------|----------------------------|
| | | |

Dear Parent/Carer,

Today your child had a reflection timeout for _____

To resolve this situation (make things right) he/she has agreed to _____

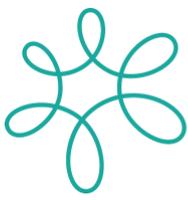
Teacher _____

Parent _____

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REFLECTION JOURNAL - YEARS 3 TO 6

Name _____

Date _____

What did you do?

Who was affected? How were they affected?

What do you think you need to do to make things right?

If this were to happen again, what would you do differently?

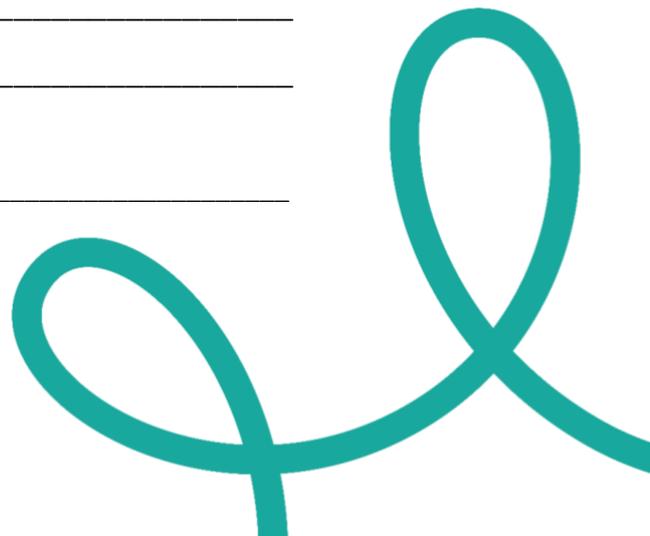
Student: _____

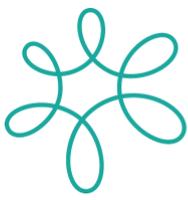
Teacher: _____

Parent: _____

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Coordinator Note to Parents – 3 Reflection Sheets

Date: _____

Dear _____

I am writing to inform you that _____ has received three (3) Reflection Sheets this term for:

1. _____

2. _____

3. _____

As a consequence, he/she was as asked to _____

If you require further information, please do not hesitate to contact me.

Kind regards,

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