



Discipline Program

The discipline program of a school is a key vehicle which carries the school's core business of setting an environment and culture that facilitates good teaching and learning, and healthy personal growth. Such a safe, harmonious and productive social and teaching/learning context will only be produced by the right balance of:

- Values that are clearly communicated and understood, and
- Standards that are clearly defined and reinforced by the just application of effective sanctions.

This program is designed to start with time-honoured biblical truths and values, and, on that basis, develop a practicable process for maintaining a well-disciplined school environment and culture.

RATIONALE

True discipline is about the training of the heart. It is a process of training and learning that fosters moral development. It does involve correction but must also include encouragement. Affirmation, goal incentives, praise, rewards, as well as verbal reproof, natural consequences, isolation, restrictions, and loss of privileges are all strategies that Mildura Christian College will employ in an endeavour to teach respectful and morally responsible behaviour.

Mildura Christian College seeks to be fair at all time in administering discipline. It is our desire to provide justice to all concerned and to train up a child in the way he should go.

This program is driven by a Biblical Christian understanding of training children, and it is responsive to the need of the College to maintain a disciplined context for teaching groups of children. Under these two influences, the following statements establish a philosophical basis for the discipline program.

- Man was created in God's image but, through rebellion against God, each individual is born with the need for salvation. We must help children to see that reconciliation to God is a free gift and has nothing to do with learning to behave better.
- The ongoing maturing of a child's life requires the processes of training that entails the proactive teaching of living principles and their application through example, encouragement and correction. To this end, God says a child's 'listening' to the instruction of elders is the chief process of his/her receiving training. He has instructed parents to teach children the right ways to live and to correct them, if necessary with punishment, when they fail to obey.
- Teachers have a pastoral ministry delegated by parents to assist in the training of their children. God's instructions to parents, then, equally apply to teachers.
- In a school situation the words 'training' and 'discipline' become somewhat synonymous. This is to be seen as a positive process where the objectives of appropriate attitudes, behaviour, habits and responses are set before the children as desirable and attainable. 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. Teachers, therefore, must so structure their interaction with their students as to facilitate the systematic training of their students in a disciplined lifestyle.
- The integrity of this discipline-orientated interaction then becomes the vehicle within which the whole school curriculum and culture is carried. All facets of the curriculum and culture of the College (formal and informal, planned and incidental) are more likely to be successfully transmitted when staff are intentional in discipling students.
- Where punishment is needed it must be seen not judicially (i.e. as the just desserts for felony) but as a part of the necessary training/discipleship process. It must, therefore, be administered with the aim of

producing a degree of remorse for wrong actions or attitudes that will lead to repentance and restoration in the child's life. It needs to always be related to both God's and the teacher's love for the child and our concern for his/her long-term well-being. There is no fixed consequence for a particular action by a child. In all our correction we need to consider what will work to change this particular child's behaviour and, more importantly, their attitude. Any disciplinary action that leads to guilt, crushing of identity, or loss of approval and acceptance is destructive not corrective.

OBJECTIVES OF THE PROGRAM

1. Relating to the Teachers – Teachers should:-

- a. Structure learning experiences with a view to making the discipline/training of the students a high priority.
- b. Make it easier and more profitable for students to obey and behave appropriately than to misbehave or disobey.
- c. Carry out correction and punishment in a manner that will facilitate repentance and restoration and so contribute to the training process.
- d. Recognise and minister to the appropriate 'stage' of maturity of the students with whom they are dealing.
- e. Recognise that students are at various stages of 'awakening to God', and our shepherding care is leading them towards an on-going outworking of a life pleasing to God

2. Relating to Students - We need to consistently strive to see that students are:

- a. Informed regarding the Biblical statements about their training/discipline, including correction.
- b. Trained from this perspective to:-
 - respect and obey authority
 - attend to their studies with diligence
 - exhibit Christian love to their peers
 - speak truth at all times
 - exercise self-control and Godly character

PROHIBITION OF CORPORAL PUNISHMENT

Mildura Christian College explicitly forbids the use of any form of corporal punishment. Corporal punishment is defined as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in any uncomfortable position.

The use of any corporal punishment by any staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal. It does not include the use of reasonable physical restraint to protect the child or others from harm. See the Restraint of Students Policy for more information on physical restraint and seclusion.



PROCEDURAL FAIRNESS

Mildura Christian College is committed to ensuring procedural fairness when disciplining a student. Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- know what the rules are, and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person
- be informed of, and have an opportunity to respond to, any allegations against them
- be heard before a decision is made
- have a decision reviewed (but not to delay an immediate punishment)

SCOPE

This policy applies to all enrolled students when on school grounds as well as in the school bus or vehicle, on school camps, excursions and other off-site school activities.



SOME COLLEGE RULES

Rules are put in place for the protection and benefit of everyone. The aim is that everyone is able to enjoy a safe and friendly environment that is conducive to learning.

It is expected from students that:

- There will be no physical contact such as fighting and pushing between students which could
- cause injury or annoyance.
- Bullying or harassment of any form will not be tolerated.
- Inappropriate contact and physical displays of affection between students are not permitted.
- Students must maintain their physical appearance and adhere to the College's uniform policy at all times.
- The throwing or firing of stones, sticks, paper pellets or other missiles is not allowed.
- Students must not swear. No swearing at all will be tolerated.
- Matches, lighters, laser light pens or torches, knives or sharp blades, explosives, firearms or fireworks must not be brought into the school.
- Students must not engage in inappropriate online behaviour such as:
 - Online bullying
 - Inappropriate commenting (racially or sexually orientated)
 - Uploading inappropriate material (adult / illegal / anti-social)
 - Accessing inappropriate sites (anti-social or illegal behaviour / adult content)
 - Breaching copyright laws
- There must be no running or playing games on verandas, walkways or anywhere inside the buildings.
- There is to be no climbing on trees or any fence within the school grounds.
- All students must stay within school boundaries at all times during the school day. No student is permitted to leave the school during school hours without permission from both the principal and the student's parent.
- Every student has the responsibility of keeping the school clean. All rubbish must be placed in bins and students are to assist when requested in maintaining a tidy environment.
- No food is to be taken into the Library or classrooms.
- Chewing gum is not permitted at school.
- iPods, video game consoles, magazines, and other items of this nature are not permitted at school unless under the direction of a teacher for educational purposes. They will be confiscated and returned at the discretion of the principal.
- Students must not interfere with or operate blinds, heaters and coolers unless directly requested by a teacher.
- Students must not have green or red pens at school. Correction fluid is not permitted.
- There is to be no throwing or spraying of water and/or drenching of school uniforms.
- Ball games are only permitted on the sports court, the oval, the area behind the assembly hall,
- or the concrete slab near the basketball ring. The kicking of balls is permitted only on the oval.
- Slam dunking or holding onto basketball rings is unsafe and is strictly prohibited.

*This is not meant to be an exhaustive list of rules. Students will be made aware of other rules relevant to the activity they are undertaking as appropriate.



STUDENT RESPONSIBILITIES, EXPECTATIONS, & PRIVILEGES

Responsibilities	Expectations	Privileges
<ul style="list-style-type: none"> I have a responsibility not to distract other students from doing their work. 	<ul style="list-style-type: none"> I will stay on task. I will not not speak or make noise when I should be quiet. I will respect my fellow students and the learning environment. I will enter the classroom quietly and on time. 	<ul style="list-style-type: none"> I am able to learn without disruption.
<ul style="list-style-type: none"> I have a responsibility to follow my teacher's directions and do my very best. 	<ul style="list-style-type: none"> I will treat teachers with respect. I will work conscientiously. I will do my homework. I will aim for excellence. 	<ul style="list-style-type: none"> I am taught by competent, fair, and understanding teachers.
<ul style="list-style-type: none"> I have a responsibility to respect others and value each member of the school community. I have a responsibility to uphold the good name of Jesus Christ and Mildura Christian College. 	<ul style="list-style-type: none"> I will not bully others or put them down. Rather I will seek to build others up with encouraging words and actions. I will respect others and their differences. I will treat others the way I want to be treated. I will behave sensibly and wear my uniform neatly and with pride at all times. 	<ul style="list-style-type: none"> I am respected, accepted, and valued as an individual.
<ul style="list-style-type: none"> I have a responsibility to respect other's property and their well-being. I have a responsibility to look after my belongings and to keep the school environment clean. 	<ul style="list-style-type: none"> I will not interfere with other people's property. I will not litter. I will not damage school property. 	<ul style="list-style-type: none"> I am in a safe, secure, clean, friendly, and pleasant environment.



PRAISE AND POSITIVE REINFORCEMENT

All staff are encouraged to build an informal verbal culture of commendation - to catch students being good and have ready praise; to praise effort over achievement.

Words of encouragement and praise should be spoken in response to appropriate attitudes, behaviour, habits and responses e.g. showing good effort, exercising self-control, completing homework, being helpful, kind or cooperative.

CORRECTION

Immediate, Effective, Redemptive Correction**

Appropriate and just correction is a requirement of a good learning environment. Corrective processes should be seen as positive, bringing benefit to a person's life, rather than negative. The goal of all correction is to change in a student the negative attitude that has given rise to a misdemeanours and their destructive consequences. The heart of correction is always towards the redemption of the young person's life, never to bring judgement or condemnation. The teacher should seek to be open to the prompting of the Holy Spirit so that they are wise and insightful in the treatment of students.

The correction policy is also meant to allow for varying levels of correction depending on the nature of the misdemeanour.

This program is based on the need for:

1. Immediate and effective response by teachers to the student's misbehaviour
2. Empowerment of teachers in dealing with recurring misbehaviour.
3. Giving teachers the primary responsibility for the day-to-day maintenance of student discipline.
4. Giving teachers the immediate and decisive support of senior staff in supporting order in their classrooms and the resolution of difficult discipline situations.
5. Parent support and involvement in the discipline of their children.

*** We should always be aware that behaviour management and correction policies and the intervention of senior staff can never replace the effectiveness of good pedagogy. The need to be constantly correcting students is significantly reduced when the teacher prepares well, considering the differing abilities of students, the trajectory and punctuation of the lesson and the attention span of the students*



STAGE 1 CORRECTION - Teacher Correction & Counsel

Authority Initiating the Disciplinary Action: - Class Teacher, Subject Teacher, or Duty Teacher.

Category of Misdemeanours: - Any non-compliant or negative response such as non-compliance with the teacher's requirements for the classroom, inappropriate or unkind speech or action to another student, display of inappropriate attitude, failure to complete homework or bring necessary equipment, poor maintenance of diary, etc.

Initial non-punitive minor corrective action

Good teachers will do most of their effective correction of student behaviour without any resort to punitive measures. The following characterise the action of good teachers:

1. The teacher will set clear expectations of the behaviour and responses required of the students and purposefully train them in the 'classroom culture' required.
2. The teacher will be constantly vigilant re the compliance of students with the required behaviour and responses and intervenes early when the non-compliance is small. For example:
 - Teacher catches the eye of the student or uses proximity to refocus attention to task at hand.
 - Teacher gives a brief directive or corrective word to the student.
 - Sometimes the teacher will stop the lesson and refocus the class on required behaviour and responses.

** If a student continues in non-compliance, the teacher should move to the 'Guidelines for Stage 1 Corrective Action' below.

Guidelines for Stage 1 Corrective Action

1. Teacher's Verbal Chastisement

For serious personal chastisement, a student should be spoken to out of the earshot of other students. (Public chastisement makes a student feel 'exposed' regarding identity and may provoke a self-protective 'smart-Alec' response.) The chastisement should include:

- Clear description of what is wrong with the behaviour/attitude that has been displayed.
- Opportunity for the student to explain his/her actions.
- Clarifying of the requirements for future behaviour – be VERY specific and ensure that the student clearly understands your requirements.
- Outline the consequences of future behaviour of this kind.
- Assurance of your love and support for the student and your commitment to help him/her to improve and to benefit from your correction.

The chastisement should AVOID:

- Any insulting language, use of cynicism, rejection, or vilification of the student – speak briefly, objectively - stick to the facts.
- Any out-of-control expressions of teacher anger or frustration, especially yelling. The confrontation is not a matter of 'my will versus your will' – rather 'my authority is being exercised lovingly for your benefit'.



- Any threats – the promise of consequences comes out of our concern, not a threat of retribution.
- Long ‘sermons’ – make your point fairly quickly and get the student back into life. ‘Sermons’ tend to bore students and harden their hearts.

2. Informal Teacher-supervised Detainment or Corrective/Punitive Task

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

Possible teacher directed corrective tasks could be:

- Detainment in class during a break or other privilege time to complete work. This must be supervised.
- Counselling by teacher during recess or lunch, etc.
- Cleaning up the playground or other relevant service activity
- Following the teacher around while the teacher does playground duty.
- Write a letter of apology at home.
- Write an essay (at home) explaining how the student should act in certain circumstances and why.

Teachers must ensure their expectations and guidelines are clearly communicated to the student. If the issues seem significant or long-term, teachers should write a note to parents in the Student Diary, or contact them for a discussion. Parents and teachers can sometimes use the pattern of notes to inform the College of the ‘trajectory’ of misdemeanours if the problem is growing.



STAGE 2 CORRECTION - DETENTION

Authority Initiating the Disciplinary Action: - Class teacher, Subject Teacher, or Duty Teacher.

Category of Misdemeanours: - Any negative response that remains uncorrected after a stage 1 corrective action, or where the teacher is of the opinion that a stage 1 correction will not bring adequate correction.

Examples of conduct that might attract a detention include: *Incomplete homework without a satisfactory note, continuing talking in class or other act of non-compliance that has not been adequately corrected with a stage 1 corrective action, continual forgetting of classroom equipment (especially diary), negative or unkind speaking in classroom or playground that has not been successfully corrected by a stage 1 action.*

Formal Lunchtime Detention

- **SEVERITY** – detentions should be given for misdemeanours that are considered significant, not for minor thoughtless infringements. We need to be careful not to use the detention in place of good leadership in the classroom.
- **PREPARATION** – The teacher must create an ‘incident’ in the Wellbeing module of Sentral and assign a detention to the student. The detention details should include the date the detention is to be served, how long the detention should be (5-20 minutes) and information about the activity during the detention. The teacher may choose to have the student do a particular task (such as homework completion) or the ‘Student Detention Task Template’ (See Appendix 2). If the teacher has not set a task, the Detention Supervisor will automatically give the student the Student Detention Task Template.
- **ATTITUDE** – **The aim of the detention is CORRECTION not just attendance.** It is important that the detention giver and the detention supervisor help the student to understand the life-correction that is required, otherwise the student may see a detention as ‘only a punishment task to be endured’. This will be evident by the comments such as ‘Well, I’ve done the detention, haven’t I!’ This kind of comment indicates that the student is still uncorrected ‘inside’. The teacher being proactive in making a detention a meaningful correction takes time and a little more effort to develop, but it is more effective in correcting the student and saves time in the long term. Should the teacher consider that the student’s attitude/response indicates the need for further pastoral/counselling work to help him/her to process these attitudes and grow through them, the teacher should request counselling through the Principal



Procedures for Formal Lunchtime Detention

- **Time:** Lunchtime detention commences at 1:00 pm
- **Sentral:** Teachers must ensure that the detention has been created in the Wellbeing Module of Sentral using the correct date and making note of the task that the student is expected to do in the detention as well as how long the detention should be. This process will assist the detention teacher to administer the detention. Teachers must also ensure that notification of the detention has been emailed to the students' parents through the Sentral messaging system.
- **Detention Room:** The teacher on duty is to mark the detention roll for each student on the Sentral detention register for that day. There are 4 possible statuses for each student on detention.
 1. **Completed**
The student has arrived on time for the detention as expected and completed the detention as assigned
 2. **Failed to attend**
The student did not present for the detention
 3. **Arrived Late – Detention Still Completed**
The student presented late for the detention but still completed the assigned length of detention as well as any assigned task.
 4. **Arrived Late – Detention Not Yet Complete**
The student arrived late for the detention and did not complete the assigned length of the detention and/or the assigned task.

The teacher who gave the detention will be notified of the student's detention status via Sentral.

- Students on lunchtime detention must satisfy the following criteria:
 1. Be in attendance from 1:00 pm until dismissed by the detention teacher.
 2. Remain quiet and engaged in the detention task for the entire detention period.
 3. Complete the work set to a satisfactory standard; (e.g. neatly written)
 4. Remain seated for the duration of the detention.

Failure to comply with the above may incur a further detention from the Detention Supervisor. The further detention must be recorded in Sentral and parents notified.

At the completion of the lunchtime detention the Detention Supervisor will check that the student has completed any assigned tasks and if the Student Detention Task Template has been assigned, the completed sheet is collected and placed in the respective teachers' pigeonholes in the staff room.

- **The precedence of detentions over other commitments:** Generally, serving detentions will take precedence to all other activities that a student may wish to be engaged at lunch time. In exceptional circumstances, principal or the teacher who assigned the detention may give permission for the detention to be served the following day.
- **Students not turning up for Detention:** Any student who does not attend his/her detention is to be referred to the teacher who assigned the detention. Depending on circumstances, he/she may be considered as having committed a serious misdemeanour and the matter now becomes a 'Stage 3' discipline issue.



- **Teacher's Response to Student Detention Task:** The teacher who gave the detention should read the student's response and respond as necessary (e.g. Extend forgiveness where apology has been made, answer questions or comments made by the student, etc.) Teachers must act to correct any rudeness, 'Smart-Alec' comments / inappropriate sense of humour, or self-justification that appears in a student's detention task. Such responses may represent a hardening of the student's heart (as opposed to the desired repentance).
- **Monitoring the Correction Database:** Learning Centre teachers, are expected to regularly monitor the Sentral Detention register to look for students who have repeated similar detentions, and therefore, may be experiencing ongoing struggles or unwillingness to comply. The learning centre teachers should approach students and/or teachers to discuss progress, and to consider contacting parents for discussion, and/or moving students to 'Stage 3'.



STAGE 3 CORRECTION - In-School Suspension, External Suspension

Authority Initiating the Disciplinary Action: - Learning Centre Teacher in consultation with the Principal.

Type of Action taken: - Disciplinary counsel which may be followed by the implementation of an In-School or External Suspension. The Principal and/or Learning Centre Teacher will make full report of the issue and action taken and place it in their own 'Conference File' as well as the College's Sentral correction records.

Category of Misdemeanours for a Suspension: Theft, blatant, disobedience, impudence to teacher, lying, fighting, malicious or offensive words or actions, immorality, bullying or harassment, wilful destruction of property, or continuing lack of response to STAGE 1 and 2 disciplinary action.

*** Generally this stage of misdemeanour is characterised by a direct wilful action in defiance of clear parameters set down by the teacher or Principal, or inappropriate ingrained learnt behaviours.*

Guidelines for Corrective Action: If a teacher feels that the student should move to stage 3 disciplinary action, the teacher will refer the matter to the Learning Centre Teacher for a determination on a course of corrective action. The Learning Centre Teacher will confer with the Principal in making a decision regarding administering an in-School or External Suspension.

Procedural Fairness

Where a decision is being considered to suspend a student, the Learning Centre Teacher and/or Principal will:

- Contact the parents/carers stating:
 - a. the reasons that the student is under consideration for being suspended
 - b. the relevant rules, policies, standards of behaviour alleged to be breached
 - c. the relevant allegations said to warrant suspension
- allow the student and/or the student's parents/carers to give a response, either in writing or verbally
- allow the student to have a support person of the student's choosing
- meet with the student and the student's parents/carers and/or support person
- ensure that such a meeting is recorded in writing.

Considerations

The Principal, after following the procedures set out in this Policy, will make a decision about the facts of the allegations against the student. The Principal will then decide whether to suspend a student based on the following considerations:

- the safety of all students, staff and visitors
- the seriousness of the student's acts
- the response or remorse of the student, if applicable
- the pastoral care and welfare of the student
- the student's prospects for rehabilitation.

Notification of Decision

The decision made under this Policy will be communicated in writing to the student and the student's parents/carers. The Principal will also attempt to communicate this decision verbally.

The student, and the student's parents/carers must abide by the terms and conditions of the decision.

The College will maintain a register of suspensions and expulsions. This is maintained by the Principal



Appeals

A student may seek a review of a decision made under this policy. All appeals must be made in writing, setting out the grounds of appeal.

An appeal from a decision to suspend a student must be made to the Principal.

IN-SCHOOL SUSPENSION

The Principal may suspend the student internally. The In-School Suspension will have the following characteristics:

- Parents will be contacted by the College Principal, to inform them of the student's misdemeanour and to discuss the provisions of the suspension.
- Each day of the suspension, the student will report to student reception immediately on arrival at school.
- The student will work and take lunch breaks in total isolation from other students.
- The Principal will arrange for redemptive counsel and personal reflective tasks during the suspension.
- The student's teachers will provide as much of the normal work as is possible for the student to do during the suspension.

EXTERNAL SUSPENSION

On occasions the Principal may consider that an external suspension is more appropriate than an internal suspension. Usually this option will be taken when we are confident that parents are able to take adequate responsibility for the student during the suspension. The External Suspension will have the following characteristics:

- Parents will be contacted by the College Principal, to inform them of the student's misdemeanour and to discuss the time of the exclusion.
- The College teaching staff will be asked to provide work for the student as is practicable. Teaching staff can take no responsibility, however, for work missed during the suspension.
- Parents will be encouraged to use appropriate punitive correction measures, and to provide redemptive counsel and personal reflective tasks during the suspension.



STAGE 4 CORRECTION - Long External Suspension or Expulsion

Authority Initiating Disciplinary Action: Principal.

Type of Action Taken: - The Principal may externally suspend or expel the student as he/she deems necessary. Other actions may be deemed appropriate (e.g. restitution programs)

Misdemeanour

- Severe Moral Transgressions
- Unresolved family problems severely affecting school behaviour that continues uncorrected.
- Long-term problems in which repeated disciplinary action at STAGE 3 fails to gain a correction in attitude and behaviour.

Procedural Fairness

Where a decision is being considered to expel a student, the Principal will:

- write to the student, and the student's parents/carers stating:
 - d. the reasons that the student is under consideration for being suspended or expelled
 - e. the relevant rules, policies, standards of behaviour alleged to be breached
 - f. the relevant allegations said to warrant suspension or expulsion
- allow the student and/or the student's parents/carers to give a response, either in writing or verbally
- allow the student to have a support person of the student's choosing
- meet with the student and the student's parents/carers and/or support person
- ensure that such a meeting is recorded in writing.

Considerations

The Principal, after following the procedures set out in this Policy, will make a decision about the facts of the allegations against the student. The Principal will then decide whether to suspend or expel a student based on the following considerations:

- the safety of all students, staff and visitors
- the seriousness of the student's acts
- the response or remorse of the student, if applicable
- the pastoral care and welfare of the student
- the student's prospects for rehabilitation.

Notification of Decision

The decision made under this Policy will be communicated in writing to the student and the student's parents/carers. The Principal will also attempt to communicate this decision verbally.

The student, and the student's parents/carers must abide by the terms and conditions of the decision.

The College maintains a register of suspensions and expulsions. This is maintained by the Principal

Appeals

A student may seek a review of a decision made under this policy. All appeals must be made in writing, setting out the grounds of appeal.

An appeal from a decision to suspend or expel a student must be made to the Principal.



COMMUNICATION & RECORDING CORRECTION ISSUES:

Communication with parents

It is important that parents are informed of the attitudes and behaviour of their children and the actions taken by the College to correct them. College staff should make an effort to work with parents and to gain their active support in the correction of students. With this in mind the following communication channels are recommended:

- All detentions should be recorded in Sentral and notification of that detention sent to parents via email through the Sentral messaging system.
- Teachers should phone or email parents when they become aware of a significant ongoing concern with a student's behaviour patterns.
- The College will contact parents in the process of arranging a suspension.

College Correction Records

- The record of the student misdemeanours corrected by lunch time detention will be maintained electronically in Sentral.
- A confidential register of suspensions and expulsions will be maintained by the Principal in Sentral.

Student Files

If teachers become aware of issues/information that is likely to be of longer- term significance in other teachers' management of the student, they should make a relevant note and put it in the student's personal file and email the information to relevant staff.

Confidential Reports

Notes regarding student issues about which a number of staff should be informed immediately should be given to the Principal. The Principal will determine which staff need to be informed and make provisions to do that confidentially if appropriate.

Informal Staff Communication

Staff should be encouraged to share with other staff their concern and dealings with students as is appropriate. Teachers should be made aware when other teachers have a student 'on notice' regarding a particular attitude or behaviour. It would be desirable too, to find staff members joining together in prayer concerning the student who is in a correction mode.

Last Reviewed: May 2021
Review frequency: Annually