



KEMPSEY
ADVENTIST SCHOOL



Student Management Guidelines

NURTURE FOR TODAY · **LEARNING** FOR TOMORROW · **CHARACTER** FOR ETERNITY.

1. Discipline Procedures

The school will abide by the legislation pertinent to the provision of a discipline system that is based on the principles of procedural fairness. This includes the right of the student to:

1. Know the allegation and any other information related to it.
2. Know the process by which the matter will be considered.
3. Make a response to the allegation.
4. Know how to have any process or decision reconsidered.
5. Expect impartiality in the investigation and the decision making.
6. Expect unbiased decision making.

1.1. Student Management

The School's Student Management Plan encourages consistency when either rewarding or disciplining behaviour and encourages each student to adopt and develop a core set of values in harmony with Christian ethics.

Key Principles:

1. A Christian perspective of forgiveness, care, and love.
2. A restorative approach to all relationships and individuals involved.
3. Fairness is always sought.
4. Consistency in disciplining is required by individual staff and as a corporate body.
5. Sensitivity to others' feelings and needs.
6. Development of self-discipline.
7. Clarity in the expectations of the behaviour management policy by staff and students.
8. Balanced approach between sensitivity and consistency.
9. Periodical review of the policy by staff.
10. All parties concerned in a matter will be able to voice their view in an open and accepting forum.

Code of Christian Conduct

Everyone has the right to work and learn without being disrupted by others.

Everyone has the right to be treated courteously and respectfully.

Everyone has the right to work and play in a clean and safe environment.

"Treat others the way you would like to be treated." Matthew 7:12

1.2. The Importance of a Quality Learning Environment

A critical factor in achieving the outcomes of a sound discipline code is the aspirations of all the students in the school to do well. When parents, teachers and students expect a high standard, the outcomes can be reached and maintained.

The mission of Kempsey Adventist School is to offer a high-quality education that is rooted in Christian principles. An effective learning environment to achieve these results happens when the classroom is a place of excitement, exploration, scholarship, and learning. If the classroom is disrupted by the noisy and inattentive few, the learning of other students suffers.

The staff are committed to praying together each morning for each other as well as the students. They are also committed to talking through the problems that the students may be facing and offering support.

Students and staff have the right to feel safe and happy at school and to be free from intimidation and bullying. They have a right to be treated with dignity and fairness.

1.3. The Responsibility of the Parents and Carer

Parents and teachers share a commitment to teach core values that promote socially acceptable behaviour and provide opportunities for students to take responsibility for their actions.

Kempsey Adventist School encourages parents to be closely involved with the discipline and support of the student during school hours. Teachers are willing to be mentors and role models for the student by showing desirable social behaviour and demonstrating the benefits of cooperation.

If parents seem unable to meet their responsibilities for the basic care of their child, the principal will endeavour to place them in contact with the appropriate support agencies or Church support group that can help them.

1.4. Fair Discipline Code

1. Students, staff and parents will work together to provide a stable, safe, and ordered environment.
2. The Principal will provide effective leadership for all staff, students, and parents in establishing a positive tone and direction for the school.
3. Students will be encouraged to develop self-discipline and accept responsibility for their own behaviour, respecting others, and their property.
4. Positive reinforcement and behaviour management strategies will be used to encourage responsible behaviour.
5. The school actively maintains positive relationships within the community and encourages students and staff to have a sense of belonging in the wider community.

1.5. Students Rights and Responsibilities

Students are not too young to understand that the granting of rights must be followed by the acceptance of responsibilities.

RIGHTS AT SCHOOL	RESPONSIBILITIES AT SCHOOL
I have the right to be happy and to be treated with compassion.	I have the responsibility to treat others with compassion, not to tease others or try to hurt the feelings of others.
I have the right to be treated with respect and politeness.	I have the responsibility to be polite to others and to treat them with respect. I have the responsibility to respect the authority of teachers. I have the responsibility to use acceptable language when speaking to others.
I have the right to be safe. No one should threaten me, hit me, or hurt me in any way.	I have the responsibility to make the school safe by not threatening anyone, hitting anyone, or hurting anyone in any way.
I have the right to expect my property to be safe.	I have the responsibility not to steal, damage, destroy or interfere with the property of others.
I have the right to obtain maximum benefit from lessons.	I have the responsibility to co-operate with teachers and other students to ensure that lessons proceed smoothly and that I keep up to date with required work. I will not interfere with other students' right to learn.
I have the right to expect that educational activities will be of benefit to me.	I have the responsibility to be punctual, to attend school regularly, and to contribute to school activities so that they will be of benefit to me.
I have the right to be myself. No one should treat me unfairly because I am different from them.	I have the responsibility to respect others as individuals and not to treat them unfairly because I might not agree with their appearance, beliefs, or values.

I have the right to have pleasant, clean and well-maintained grounds.	I have the responsibility to care for the school environment and keep it tidy and clean.
I have the right to be provided with a school where I am not in any physical danger.	I have the responsibility to tell teachers about dangerous objects and other dangers in and around the school.
I have the right to have a sense of pride when I wear my school uniform in public.	I have the responsibility to behave in a way that will gain respect for the school, especially when going to or coming from school and on out-of-school activities.
I have the right to be helped to learn self-control. I have the right to be helped to learn self-discipline.	I have the responsibility to learn self-discipline. I have the responsibility to respect the rights of others.

1.6. The KAS Keys



The KAS Keys is a framework that has been developed by staff in collaboration with students to support their academic, social, and emotional development.

The headings Respect, Responsibility and Relationship have been selected to allow students to focus directly on areas that can enhance their success in and outside of school.



RESPECT includes respect for each other, themselves, the school, and the environment.



RESPONSIBILITY includes academic effort and focus, integrity, being reliable, honesty and care for others.



RELATIONSHIP includes interactions within and outside the school community, self-relationship, spirituality, and kindness.

This framework is supported and enhanced through Biblical faith as an Adventist school.

Posters have been created and are displayed in classrooms across the school. The descriptors under each heading develop as students progress in their learning. In Pre-K and Kindergarten, the descriptors are very simple, focusing on being kind and doing their best. This changes through each stage of schooling to where, in Senior Secondary School, students are focused on integrity and being aspirational.

This is one tool in the Wellbeing Program to support students as they progress and develop during their educational journey.

1.7. Good Teaching Practice and Classroom Behaviour Management

All staff are encouraged to follow good teaching practice as part of the discipline system within the school. Good teaching practice means that teachers can spend less time on behaviour management and more on teaching their content and working with the students. The expectation of classroom management is as follows:

1. Relationship Building

Teachers are encouraged to develop a professional yet personal relationship with the students so that they are known as individuals. Showing interest in students' hobbies, interests and friends fosters an environment of growth and nurture.

2. Planning and Organising

The nature of teaching demands that students be kept on task with appropriate work for the entire period.

3. Visual Scanning

It is important that the teacher be aware of the activities of all the students throughout the period by keeping visual contact with all members of the class.

4. **Personal Awareness**

The way a teacher stands and the way they use their voice can set the tone for the class. Being aware of this will reduce conflict with students and enhance the teaching environment.

5. **Modelled Behaviours**

In many instances students model the behaviour of the teacher. For this reason, it is expected that the teacher will model the courtesies expected of the students.

6. **Reprimands**

These are to be used sparingly and are to be firm, not aggressive in nature. The behaviour should be the target, not the person. Where possible conduct them away from other students and always avoid sarcasm and idle threats.

7. **Follow Up**

It is a teacher's responsibility to follow through with their discipline as students soon learn if discipline is just words and no actions. If follow-up does not occur the teacher loses respect in the eyes of the students.

Within a whole school approach, it is expected that teachers will take active responsibility for behaviour management, using preferred practices both in the classroom and all other areas of supervision throughout the school:

1. Display Positive Behaviour Management.
2. Minimise unnecessary confrontation when managing students.
3. Use positive corrective practice wherever possible.
4. Keep the focus on the primary behaviour - avoid argument.
5. Invite, model, and expect respect.
6. Utilise related and reasonable consequences.
7. Emphasise the relation of the behaviour to the outcome.
8. Actively promote, teach, and support positive behaviour.
9. Restore broken relationships.

Each teacher has the authority to maintain discipline in the classroom. While teaching, a teacher has the authority to require a student to report at recess or lunchtime if a student's behaviour or performance so indicates. Where a student is in breach of classroom rules and regulations, the teacher documents this in SEQTA and speaks with the student. For more serious issues, students will see their Stage Dean, where they may receive a Behaviour Reflection.

Included are such things as:

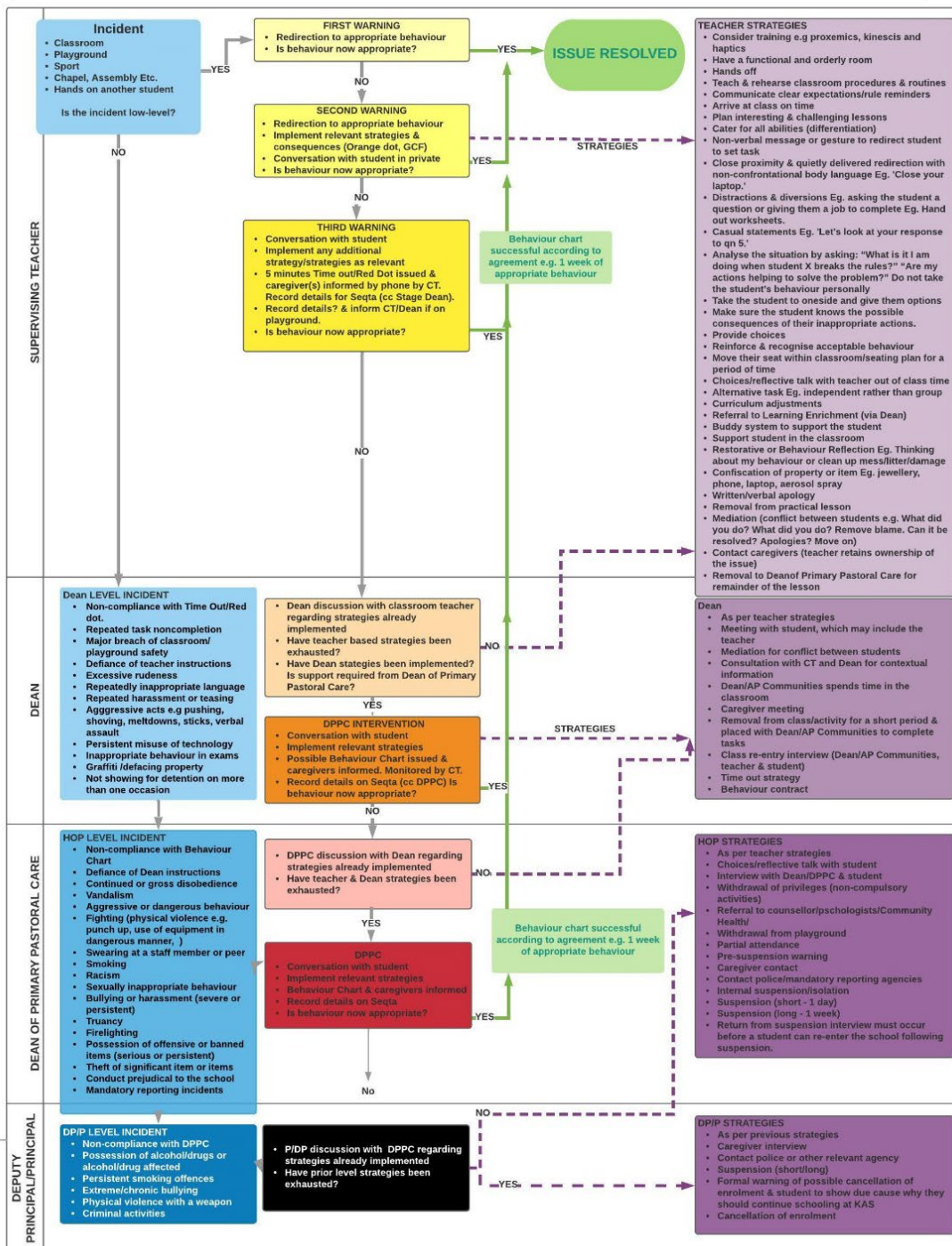
1. Failure to follow instructions or co-operate during lessons.
2. Failure to seek permission to move, leave or use classroom equipment.
3. Failure to complete tasks or homework.

4. Behaving in a manner that interferes with class activities and learning, including being late to class without good reason.
5. Failure to respect others and their property.
6. Misuse of classroom equipment and property.
7. Lack of respect for staff.

Below is the Pre Kindy to Year 6 Behaviour Management Flowchart along with the Year 7-12 Behaviour Flow Chart.

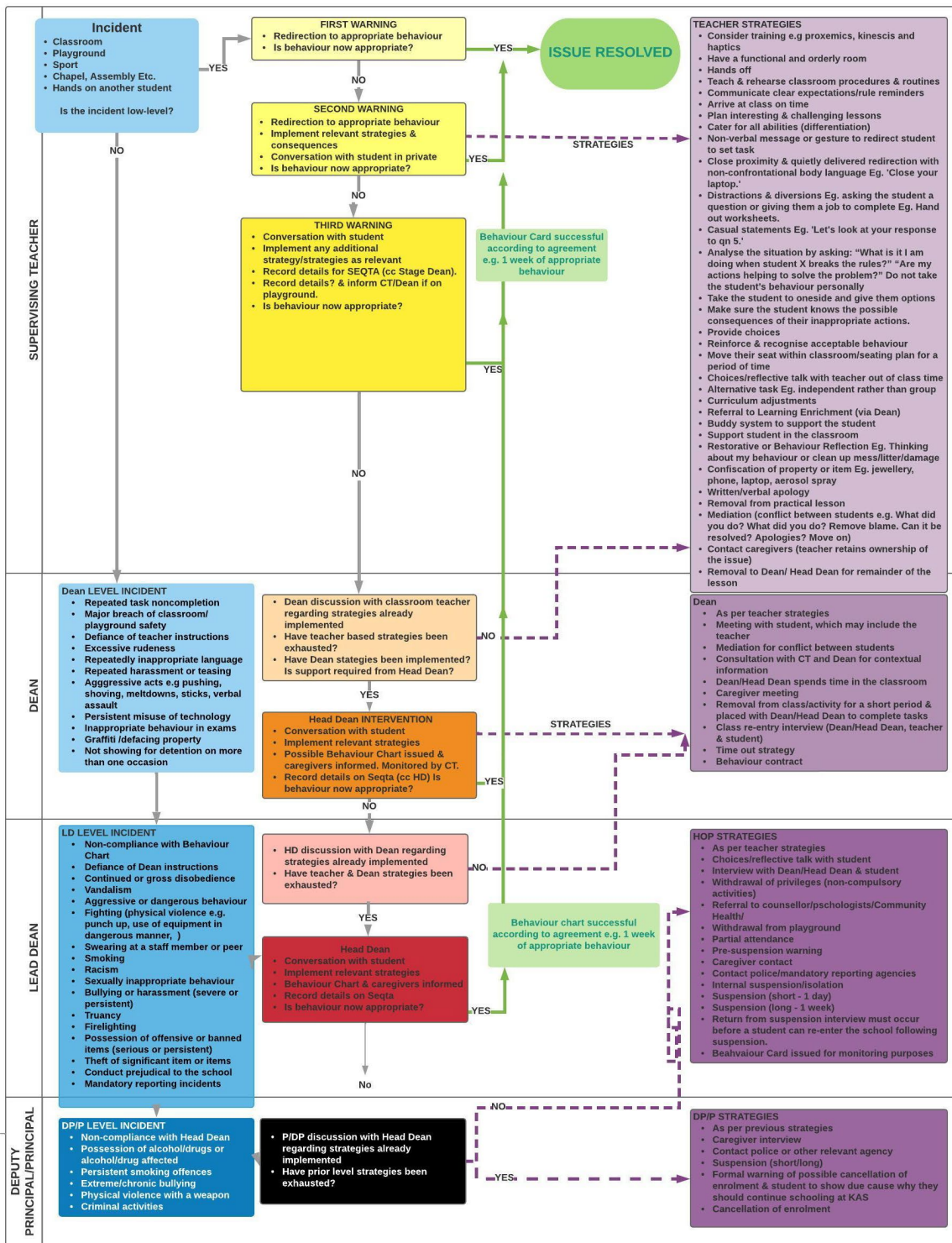
KAS Behaviour Management Flowchart - Primary

PRIMARY BEHAVIOUR MANAGEMENT FLOWCHART



KAS Behaviour Management Flowchart - Secondary

BEHAVIOUR MANAGEMENT FLOWCHART - SECONDARY



1.8. Positive Reinforcement

Students are encouraged and taught to interact supportively with their peers and teachers to do their best in all endeavors. Responsible and exemplary behaviour and work is recognised informally and formally.

Informal encouragement takes the form of varying class rewards and privileges. Formal recognition takes the form of behaviour certificates, and commendations via SEQTA.

1.9. School Expectations

1.9.1. Expected Behaviour

1. Students are encouraged to consider the rights and feelings of each other.
2. Students are expected to be honest on all occasions.
3. Prompt obedience to all rules and teacher instructions is required.
4. Students are not to come to school intoxicated or under the influence of drugs.
5. Students are not to leave the school grounds without first obtaining permission and written authorisation from a parent.
6. Students are not permitted to enter or remain in classrooms when the class teacher is not present.

1.9.2. Inappropriate Behaviour

1. Students are expected to be well behaved on public transport. The Department of Transport has strict guidelines for student behaviour. Students who misbehave will not only lose their passes but can expect to receive further punishment from the school.
2. Thanks to the combined effort of parents, teachers and our students, the school has a high standing in the wider community. This is increasingly important as our students seek part-time employment. Students, whose words, demeanour, or actions bring the school into disrepute, will be disciplined as a significant censure.

1.9.3. Language

1. The use of language which may be offensive to any other members of the school community is not permitted. This includes swearing, sexist, and racist comments, put downs and false accusations.
2. Use of bad language is considered a significant censure.

1.9.4. Environmental Pollution

1. Students are expected to keep their areas neat and tidy and free of rubbish. This includes lockers if they are present and utilised. All lockers are to be emptied at the end of each day.
2. If a student damages property because he/she behaves inappropriately or is in a restricted area, he/she accepts the responsibility for the damage.

3. Students are required to walk in a quiet manner in the halls, verandahs, and the classrooms of the school.
4. A sun protection policy requires the wearing of hats for all outdoor activities throughout the year.
5. Food is to be eaten at regular eating times and not during class times.

1.9.5. Prohibited Items

Banned and forbidden items are not to be brought onto the school property by students. If found, these items may be disposed of by the school. If illegal, these will be given to the police to dispose of.

Items include:

- Any material, object or matter that contravenes Adventist Christian values, ethos or philosophy of the school.
- Drugs, cigarettes, alcohol, e-cigarettes.
- Drug paraphernalia.
- Firearms, knives, or any weapons or missiles, including pea shooters, cap guns, etc.
- Pornographic matter, or any material depicting violence, racism, denigration of others.
- Occult paraphernalia.
- Any inflammable matter, lighters, matches, fireworks etc. (or other dangerous substances).
- Gaming devices, such as iPads, Nintendo Switch etc.
- Chewing gum and bubble gum.
- Jewellery (except one small, plain gold or silver stud in each earlobe) and make-up.
- Liquid paper, spray paint, permanent markers or other items that can be used for graffiti.
- Laser pointers (in any form).
- Aerosol cans.
- Energy drinks.
- Skateboards and rollerblades (unless left in the Office).
- Mobile Phones turned on during school hours.

1.9.6. Personal Vilification

It is unacceptable for a student to tease, ridicule or ostracise another person because of their physical appearance, colour, gender, ethnicity, sexual preference or racial background.

1.9.7. Physical Touch

1. Aggressive behaviour and fighting will not be tolerated.
2. Physical contact between students other than during supervised activity is not allowed. This includes but is not restricted to holding hands, kissing, hugging, and hitting.

1.9.8. Uniform

1. The correct uniform must be worn on all occasions including to and from school. Uniforms should be worn in a clean, neat, tidy manner. Uniforms and hair styles are to be in line with the school's Uniform Guidelines. Long hair must be tied back in an accepted manner.
2. Jewellery is not permitted except for watches and small plain studs.
3. Students are instructed on correct hat etiquette and will be expected to apply this on all occasions.

1.9.9. Misbehaviour on Camps, Excursions and Sporting Events

Students who misbehave on excursions, or while representing the school at sporting events, will be barred from attending future outside events. Students who misbehave at camps will be sent home immediately.

1.10. Strategies for Dealing with Unacceptable Behaviour

Students require clear limits and guidelines to function effectively in a community, to learn and to reach their full potential in a safe and caring environment.

For minor breaches, the teacher will use their discretion on the consequences. Usually, a verbal warning is given. If the student continues with the same behaviour further consequences may be given. The following are consequences may occur and not limited to:

1. Discussion in student's time with teacher re the behaviour and focusing on how to improve the behaviour.
2. Time out area (may be in another classroom).
3. Sent to the Stage Dean.
4. Loss of lunch time.
5. Student apologises.
6. Behaviour Reflection.

If the behaviour continues, then parents are notified. In conjunction with the parents the school will work to achieve a change in attitude and behaviour, to bring about restoration.

Inappropriate behaviour is dealt with at the following levels:

1. Inappropriate behaviour:

- Any low-level behaviour that occurs within the classroom or other settings, that disrupts the functioning of the setting.
- The behaviour impacts on student learning and the wellbeing of students, and disrupts the ability of a teacher, as well as other staff including coaches, to function in a safe and orderly environment.
- Behaviour at this level is typically managed by the teacher.

2. Challenging behaviour:

- Challenging behaviour is medium-level behaviour that significantly challenges the day-to-day functioning of the school.
- This behaviour may or not be repeated but impacts on student learning and wellbeing.
This type of behaviour significantly affects the ability of a teacher, as well as other staff, including coaches, to function in a safe and orderly environment.
- This behaviour is likely to be an escalation of low-level inappropriate behaviours observed previously.
- Behaviour at this level is typically managed by the Dean of Pastoral Care and may include the use of a Behaviour Card to assist the student to receive instant feedback and with a positive focus on expected behaviours.

3. 'At Risk' behaviour:

- 'At Risk' behaviour is high-level behaviour that is of significant concern and may include some form of physical, emotional and/or psychological harm to self or others.
- It may also include breaches of academic expectations such as continued poor performance because of lack of consistent effort and academic misconduct.
- These may be one-off incidents or occur as the result of repeated issues over time.
- These behaviours may also include actions that are significantly disruptive and impact on the learning opportunities of other students and the ability of staff to function appropriately.
- Behaviour at this level is typically managed by the Head of School.

4. Serious Behavioural Issues:

- These issues are the most serious and involve behaviour or incidents that have the potential to significantly affect the wellbeing of one or more individuals.
- They may be physical, emotional and/or psychological in nature and result in harm to self or others.
- These may be one-off incidents or occur as the result of repeated incidents over time.

- Any form of illegal activity requiring Police involvement would be classified at this level.
- Behaviour at this level may result in a student forfeiting the right to retain a place at the school.
- This form of behaviour is typically managed by the Head of School and the Principal will also be notified and included in the discussion about appropriate action, including consequences, as required.

If the behaviour is deemed serious or the behaviour habits do not change, then the following will be followed:

1.10.1. Suspension

Suspension of the student highlights to both the student and the parents the unacceptable nature of the student's behaviour and the parent's responsibility for remediation of that behaviour. The school will work in partnership with the parents in assisting the student to rejoin the community.

All decisions on suspension are made by the School Discipline Committee. The length of suspension will vary according to the severity of the behaviour and may be at school or at home. The student and family may seek support through the School Counsellors and Chaplains.

1.10.2. Expulsion From School

If a student's behaviour is highly unacceptable, placing themselves or others in the school community at risk, the student's continued enrolment will be in jeopardy. Expulsion is the last strategy of behaviour management and all decisions on expulsion are made by the School Discipline Committee.

1.11. Grievance Protocol

1. Parents and Carers are expected to respect and acknowledge the values of the school and support the behaviour management protocols.
2. Parents and Carers are welcome to make an appointment with school staff if they have a concern they wish addressed.
3. Staff are to keep a brief record in SEQTA of the issues raised and addressed.

The hierarchy of conflict-resolution is as follows:

1. Class Teacher
2. Stage Dean
4. Dean of Pastoral Care
5. Deputy Principal
6. Principal
7. NSW Education Director or delegate

For more detail refer to the Grievance Guideline and Complaints Handling Guideline on our website.

1.12. Corporal Punishment

Kempsey Adventist School does not use or promote corporal punishment of any kind, nor does it condone the administering of corporal punishment by parents or caregivers to enforce discipline.

1.13. Procedural Fairness

It is the responsibility of the school to determine which behaviour may require disciplinary action and to determine the appropriate consequences. In all our dealings with students and their families, the principles of procedural fairness will apply. Our aim is to assist students in learning to take responsibility for their words and actions, to accept that there are consequences for unacceptable behaviours, and to support students in learning and practicing responsible behaviour.

When responding to incidents of inappropriate behaviour, consequences guided by the core concepts of fairness and restorative justice will be applied.

Consequences will:

- be appropriate to the behaviour;
- be consistent in application, while being mindful of special circumstances;
- address any harm done to another party;
- attempt to restore positive relationships between individuals.