



STUDENT WELL-BEING AND DISCIPLINE POLICY

Primary Campus

Policy

*The Sathya Sai College's approach to discipline is beyond behaviour modification, it's concerned with reaching deeply into the child's higher levels of consciousness and bringing out the values that are inherent there. It is a progression from outer measures to inner strength. The school well-being and self-discipline policy is based on the **five human values**.*

Student code of conduct

All students shall be treated with dignity, respect and fairness by other students and staff. They shall be provided with a learning environment that is free from physical, emotional, and social abuse.

In return, students at Sathya Sai College are expected to:

- Show respect for authority, parents, elders, others and their property, values, and ethnic backgrounds.
- Abide by the College rules and to follow the directions of teachers and other people with authority delegated by the College.
- Strive for academic excellence.
- Be disciplined and apply the five Human Values in daily life.
- Follow good study and work habits such as concentration, and time management.
- Be friendly and cooperative by forming positive relationships with peers and adults.
- Report any incidents including those in the nature of bullying, to the attention of staff immediately.
- Show initiative and a willingness to accept responsibility.
- Take responsibility for their own choices, through their own conscience
- Be punctual and follow College attendance, uniform and other policies.
- Develop an attitude of selfless service to the community.

Where a student disregards rules, disobeys instructions or otherwise engages in any conduct which causes or may cause harm, inconvenience or embarrassment to the College, staff members or other students, the student may be subject to disciplinary action.

In the event that a student's conduct does not come up to expectations, the College and the parents will work together to help the student grow and learn from the experience. The disciplinary procedures are based on principles of procedural fairness.

Definition and Terms

Suspension

Suspension is removal of a student from a school or class for a period of time determined by the Principal. Suspensions are imposed in cases of unacceptable behavior in the interest of the student and/or the College community.

Short Suspension

Short suspension is temporary removal of a student from a school or class following a decision by the College Principal or relieving Principal for a period not exceeding 5 school days. The location of a short suspension may be in-school or out-of-school. This decision will be made at the Principal's discretion.

Long Suspension

Long suspension is temporary removal of a student from a school following a decision by the College Principal or relieving Principal for a period between 6-20 school days. Long suspensions are only imposed for serious or sustained instances of misbehaviour or misconduct.

Expulsion

Expulsion is the permanent removal of a student from one particular school

Exclusion

Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the Principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.

Procedural Fairness

Procedural fairness is a basic right of all when dealing with authorities.

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

Principal

The *Principal* is the acting authority in charge of making the final decision regarding Disciplinary action. An acting authority may be the Principal, Deputy Principal or other delegated authority.

Discipline Road map

The disciplinary procedures undertaken by the College vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps will be followed in dealing with the matter. In relation to all

matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, a “time in” or “reflection” may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

The following is an outline of the College’s expectations, discipline procedures and road map.

In demonstrating the Five Human Values, students will:

College Expectations

- Be punctual
- Be respectful
- Be responsible
- Be safe
- Wear the correct uniform

Sathya Sai College runs across two campuses with a nominated Wellbeing Coordinator on both campuses.

DISCIPLINE ROADMAP: STEPS INVOLVED:

1 a - INAPPROPRIATE CLASS OR PLAYGROUND BEHAVIOUR

Behaviour that is not consistent with the 5 human values, playground or classroom expectations, e.g. being off task, late to class, being very loud, disturbing others, rudeness, not following teacher instructions, etc.

1. Teacher has quiet chat with students regarding behaviour and uses low key management strategies as a preventative approach.
2. Reminder is given from the teacher in the classroom or on the playground.
3. At the Primary campus, **Three** reminders will lead to *a Time-in*
4. A **fourth** reminder is a reflection (depending on behaviour)
5. At the Secondary Campus, **Two** reminders will lead to *a Time-in*
6. A **third** reminder is a reflection
7. Teacher records the behaviour on Sentral.

1 b - EXTREME UNACCEPTABLE BEHAVIOUR

Extreme unacceptable behaviour is dangerous or hurtful. It results in others feeling scared, hurt, uncomfortable or unsafe, e.g. punching, swearing directed at a teacher, drugs, weapons, tantrums, throwing/pushing furniture.

1. Straight to Principal

2. Principal to determine whether the student's misbehaviour is serious enough to warrant suspension, the Principal will consider the safety, care and welfare of the student, staff and other students when making their decision.

2. TIME-IN

1. a. At the Primary campus, 3 reminders in a session is a "Time-in"
b. At the Secondary Campus, 2 reminders will lead to a "Time-in"
2. Student is to see the teacher for 10 minutes during the next break to discuss their behaviour.
3. In this time, the student can do a job for the teacher or complete any catch-up work if required.

3. REFLECTION TIME

1. a. At the Primary Campus, a Reflection is issued if a student receives:
 - 4 reminders in a session, or
 - 4 Time ins in a Term, or
 - 2 Time-ins in a day
- b. At the Secondary Campus, 3 Time-ins during a term will result in a Reflection.
 2. Teacher records the behaviours on Sentral
 3. Student is sent to the nominated Well-being Coordinator at their respective campus during the lunch break.
 4. Lunchtime is spent in the Reflection/ Wellbeing Room.
 5. Behaviour is discussed and a Reflection Form is completed.
 6. Wellbeing coordinator completes documentation in Sentral.
 7. Letter is emailed home to notify the student's parent/s of inappropriate behaviour. **(Appendix 2)**
 8. A copy of the letter is saved to the student's personal file by the Wellbeing coordinator

3. TWO REFLECTIONS within a term.

1. Teacher and Well-being Coordinator of the appropriate campus to develop initial BSP or update existing BSP.
2. a. Parents to meet with the teacher and Well-being Coordinator of the appropriate campus (student may be included if appropriate) to discuss BSP. This may include modifications of special privileges e.g. excursions, camps, representing the College for sports events.
2. b. At the Secondary Campus, the student and parents will be informed that another Reflection will result in a suspension.
3. Parents to sign BSP and teacher to file and action.
4. Once an initial BSP has been signed the student is informed of the modifications that apply

5. If the student responds favourably to BSP after a school term, BSP will be reviewed.
6. A 'Reset' of a student's reflection count may take place at the end of term at the Principal's discretion.

4. STUDENT HAS NOT RESPONDED TO THE BSP AND BEHAVIOUR CONTINUES.

1. Subsequent Reflections

Primary - If the student receives a **third** reflection within the term:

- Their BSP will be updated again in collaboration with the student's parents.
- The student and parents will be informed that another Reflection will result in a suspension.
- If the student receives a **fourth** Reflection within the term, they will be given a **Short Suspension**.

Secondary – If a student receives a **third** reflection during a term, they will be given a **Short Suspension**.

2a. A Short Suspension of up to and including five school days.

A formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). Before a suspension is imposed the Principal will ensure that; appropriate personalised learning and support strategies and discipline options have been applied and documented, that appropriate support personnel available within the school system and externally have been involved and ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the College considers unacceptable. The student will be offered a support person or observer to attend if required. All key points will be recorded in writing (on Sentral). Notification of the suspension will be made to the parents in writing within 24 hours following immediate verbal notification.

2b. Students with adjustments

If behaviour continues for students with adjustments after these adjustments have been implemented, 2a will apply.

3. A suspension resolution meeting will be scheduled by the Principal at the earliest opportunity that will include; parents, teachers, Wellbeing Coordinator, and any support person or observer the student may require. The Principal in conjunction with the parents will utilise the College and other available resources in seeking a means of assisting the student to modify their behaviour. Adjustments to their BSP will be made.

5. BEHAVIOUR CONTINUES

1. Long term suspension

If a short suspension has not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension (threats or acts of violence, possession of an illicit substance, illegal acts, etc), the Principal may impose a long suspension of up to and including 20 school days (minimum 6 days).

In determining if a student's behaviour is serious enough to warrant a long suspension the Principal must consider:

- The safety of students and staff
- The merit and circumstances of the particular case
- Factors such as age, individual needs, any disability and developmental level of students.
- The behavioural history of the student

Before a long suspension is imposed the Principal will ensure that; appropriate personalised learning and support strategies and discipline options have been applied and documented, that appropriate support personnel available within the College system and externally have been involved and ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the College considers unacceptable.

The Principal and well-being coordinator of the appropriate campus will convene a meeting in which the student is informed of the precise grounds on which suspension is being considered. The student must be given the opportunity to consider and respond before a decision to suspend is made. The student will be offered a support person or observer to attend if required. All key points will be recorded in writing (on Sentral) . Notification of the suspension will be made to the parents in writing within 24 hours following immediate verbal notification.

2. A suspension resolution meeting will be scheduled by the Principal that will include parents, teachers, well-being coordinator of the appropriate campus and any support person, observer or interpreter the student or parent may require. If a conflict of interest arises from any staff member involved the well-being coordinator from the opposing campus will replace them. To be procedurally fair, the Principal must act justly and be seen to act justly. If it is perceived that the Principal is acting in a biased manner or has a conflict of interest appeals are to be made to the College Governing Board.

6. TERMINATION OF ENROLMENT

1. If a Long term suspension has still not resolved the issue, Termination of enrolment would be considered in context of previous behaviour and the seriousness of the event.
2. Termination of enrolment may also be considered for 'one-off' incidents or for a student with no or minimal prior history of misbehaviour, where the event or incident is deemed serious enough
3. Whilst Termination of Enrolment is considered, a student will be placed on a Long term suspension.

When considering expelling a student for misbehaviour, the Principal must ensure except as a result of a most serious incident, that all appropriate learning and support strategies have been implemented and documented and convene a formal disciplinary interview with the student. In serious circumstances of misbehaviour the Principal may expel a student of any age from their school. The Principal may also expel a student who is over 17 years of age for prolonged unsatisfactory participation in learning. Principals must ensure that the student is given explicit information about the nature of the allegation and given the opportunity to consider and respond. The student must also be able to have an appropriate observer of their choosing present at the interview. In all cases where expulsion is being considered the Principal must:

- Notify the student and the parents, in writing, that expulsion from the College is being considered, giving reasons for the possible action.
- Organise an interpreter or cultural assistance and/or translated documents to allow parents to participate fully in the process.
- Obtain and consider a report from the learning support team or school counsellor, that may include recommendations for further action
- Provide the parents with a copy of all documentation on which the consideration of expulsion is based
- Allow seven school days for the student and parents to respond
- Consider any response from the student and parents before proceeding further
- Discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal.

Appeal Procedure

Students and parents may appeal if they consider that the correct procedures have not been followed, and/or that an unfair decision has been reached. At the time of the suspension or expulsion, parents are provided with the College Discipline Policy and information about appeal rights.

All appeals are to be made in writing to the Principal within ten school days of the initial decision to suspend or expel with any information that they want to be considered during the review process. If it is perceived that the Principal is acting in a biased manner appeals are to be made to the College Governing Board. The Principal may seek further advice from the AIS or other regulatory bodies regarding this issue. It is the Principal's duty to: ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal, review all current material and ensure that appropriate material has been made available to the student and his or her parents. The Principal

will then either confirm the preliminary decision as the final decision or amend the preliminary decision based on the additional information provided.

Policy on Corporal Punishment

Sathya Sai College's approach to discipline is beyond behaviour modification, it's concerned with reaching deeply into the child's higher levels of consciousness and bringing out the values that are inherent there. It is a progression from outer measures to inner strength. The College's Discipline Policy is based on the **five human values**. The College expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

Positive Behaviour System (Primary Campus)

Sathya Sai College has adopted a whole school reward system to show consistency and flow throughout the school. The system is used in all classrooms from Kindergarten to Year 6 and is also integrated into our whole school assembly awards system.

Sparks

When teachers notice positive behaviour, teachers may reward students with a 'spark'. Students accumulate these sparks throughout the term to earn Bronze, Silver and Gold 'Sparkles'.

Bronze = 5 sparks

Silver = additional 10 sparks (15 in total)

Gold = additional 15 sparks (30 in total)

When students reach the Gold Sparkle award, they will receive a special Sathya Sai College medallion and their name will be published in the school newsletter.

Bright Spark Awards

Teachers will award three (3) students per class with a 'Bright Spark' award at assembly twice a term, which will recognise character and academic achievements. A 'Bright Spark' award is worth three (3) classroom 'sparks'.

Bright Spark Award = 3 sparks

House Points

Each 'Spark' that a student earns, also counts as one (1) point towards the students sport house. Classes will record their House Sparks each week and Sports Captains will collect and tally the house points every Friday. The Sports points go towards the winning house at the end of the year.

1 Spark = 1 House Point

Rewards

Gold, silver and bronze awards for displaying good character and/or work habits awarded to students throughout the term.

Merit stickers in the classroom (Book Work)

Teachers nominate 3 students to receive 'Awards' presented during assembly, twice a term.

Students who have not received, more than one reflection during the semester one and no reflections during semester two, are nominated to participate in the end of semester, Principal's award.

Possible consequences of inappropriate behaviour:

'Time in' - Remaining in class during recess or lunch time

'Reflection' – lunchtime in the Reflection room, with the Wellbeing Coordinator. Students are required to complete a Reflection Sheet

Being sent to Well Being coordinator or principal

Phone call to Parent

Letter to Parent

Interview with parent

Students to focus on values vision:

The school culture and ethos encourages *reflective behaviour and understanding*.

Students must be able to articulate and give reasons to why his/her behaviour was deemed inappropriate.

The values are the core basis for explaining inappropriate behaviour and teachers should always ask three questions to elicit understanding. These questions include:

Was your behaviour loving?

Was your behaviour peaceful?

Were you practising truth?

Violence to others, rudeness to teachers, back-chatting, refusing to follow teacher's instructions, rudeness to other students, teasing etc. means immediate reflection time during lunch in the Well being coordinator's room.

The Principal or teacher in charge will examine each particular incident in consultation with the teacher, determine the consequence of the action and decide when a phone call to parents/ guardians is needed immediately or after a number of time-outs (max 3 in a week).

In the event a student does not respond to the above procedures, then the following steps apply:

3 Reflections in 3 weeks = Parent teacher interview / possible short suspension.

Individual Behavioural Plan may be implemented in consultation with classroom teacher, parent, student, well being coordinator and/or pastoral coordinator and/or principal.

If after a short suspension, unacceptable behaviour continues = Long-term suspension

Individual Plan must be implemented at this stage, with consultation with classroom teacher, parent and student, well being coordinator and/or pastoral coordinator and/or principal with periodical follow up with student, parent and classroom teacher and/or Well Being coordinator.

If unacceptable behaviour continues after suspension = Termination of enrolment.

Removal of the student in case of a breakdown of relationship with parents:

- If the School Governing Board or principal believes that a mutually beneficial relationship of trust and co-operation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school governing board or the principal may require the parent to remove the child from the school.

Playground Rules & Consequences

Rules

Display the five human values: Truth, Right Conduct, Peace, Love and Non-Violence

No Hat No Play!

Hands Off!

Respond to the Bell

Play Fairly

Consequences

Inappropriate Behaviour (Excluding others, throwing sand or objects, not playing fairly, not displaying good sportsmanship, mistreating equipment, being out of bounds, not wearing your hat or shoes in the playground etc.)

1st time (X recorded by teacher) reminder

2nd time (XX recorded by teacher)

3rd time (XXX recorded by teacher)

Student getting 3 X within a day would be given a reflection time (missed play time).

3 Reflections within 3 weeks = note sent home and phone call to parents.

Unacceptable Behaviour (Intentional violence, teasing, swearing/abusive language, rudeness to teachers, not following directions, stealing, cheating etc.)

= Immediate Reflection time in Reflection room/Possible in-school suspension.

Human values form the structural template underpinning all school policies, teaching and learning practices and curriculum priorities. The **sub values** are as follows:

Truth	Right Conduct	Peace	Love	Non- Violence
Self- Knowledge	Manners	Doing Your Best	Sharing	Cooperation
Honesty	Cleanliness	Patience	Caring	Fair Go
Trustworthiness	Respect	Contentment	Kindness	Consideration
Truthfulness	Responsibility	Gratitude	Friendliness	Acceptance
Quest for Knowledge	Determination	Optimism	Forgiveness	Humility
Concentration	Discipline	Forbearance	Compassion	Restraint
Reflection	Duty	Flexibility	Generosity	Independence
Discrimination	Courage	Self-Confidence	Purity	Understanding, Tolerance & Inclusion
Unity	Hard Work	Balance	Sacrifice	Justice
Integrity	Citizenship	Freedom	Service	One~ness

These *situational values* are context dependent and thus may be placed in different columns.

