



TYNDALE
CHRISTIAN SCHOOL
God's Truth Prevails

STRATHALBYN

2023 STUDENT HANDBOOK



2023 TERM DATES

Term 1 - 10 Weeks

Monday 6 February - Friday 14 April
Last Day of Term – Dismissal 3:15pm

Term 2 - 10 Weeks

Tuesday 2 May - Friday 7 July
Last Day of Term – Dismissal 3:15pm

Term 3 - 10 Weeks

Tuesday 25 July - Friday 29 September
Last Day of Term – Dismissal 3:15pm

Term 4 - 9 Weeks

Tuesday 17 October - Thursday 14 December
Last Day of Term – Dismissal 3:15pm

PUBLIC HOLIDAYS AND PUPIL FREE DAYS

Adelaide Cup	Monday 13 March
Good Friday	Friday 7 April
Easter Monday	Monday 10 April
Anzac Day	Tuesday 25 April
Pupil Free Day	Monday 1 May
King's Birthday	Monday 12 June
Pupil Free Day	Monday 24 July
Labour Day	Monday 2 October
Pupil Free Day	Monday 16 October
Christmas Day	Monday 25 December
Proclamation Day	Tuesday 26 December
Additional Day	Wednesday 27 December

DAILY TIMETABLE

Home Group	8:45am – 9:00am	Lesson 5	12:15pm – 1:00pm
Lesson 1	9:00am – 9:40am	Lunch	1:00pm – 1:40pm
Lesson 2	9:40am – 10:25am	<i>(eating time 12:50pm – 1:00pm - Primary students only)</i>	
Lesson 3	10:25am – 11:10am	Lesson 6	1:40pm – 2:25pm
Recess	11:10am – 11:30am	Lesson 7	2:25pm – 3:08pm
Lesson 4	11:30am – 12:15pm	Home Group	3:08pm – 3:15pm

PUNCTUALITY

The school day begins at 8:45am and students must be at school by 8:40am to avoid lateness.

BEFORE SCHOOL

- » Children should be dropped off no earlier than 8:20am. A teacher will be on duty from this time until the bell rings at 8:45am.
- » Children must be at school and ready to go into their class at 8:45am with diaries, lunch orders, etc.

END OF SCHOOL PROCEDURE

- » Students are dismissed promptly at 3:15pm to enable those who use the bus service to arrive at their designated bus in good time. Buses leave the school grounds at 3:25pm.
- » Any children still at school after 3:30pm will be escorted to the Student Services Office by a teacher. If necessary, a phone call may be made to contact someone to collect them.
- » After School care is available. Any enquiries, please direct to our Student Services Office on 8536 5400

STRATHALBYN

28 East Terrace, Strathalbyn SA 5255
Strathalbyn Phone 08 8536 5400
Early Learning Centre 08 8536 5421
PO Box 642, Strathalbyn SA 5255
strathalbyn@tyndale.sa.edu.au | www.tyndale.sa.edu.au

STRATHALBYN Campus Map

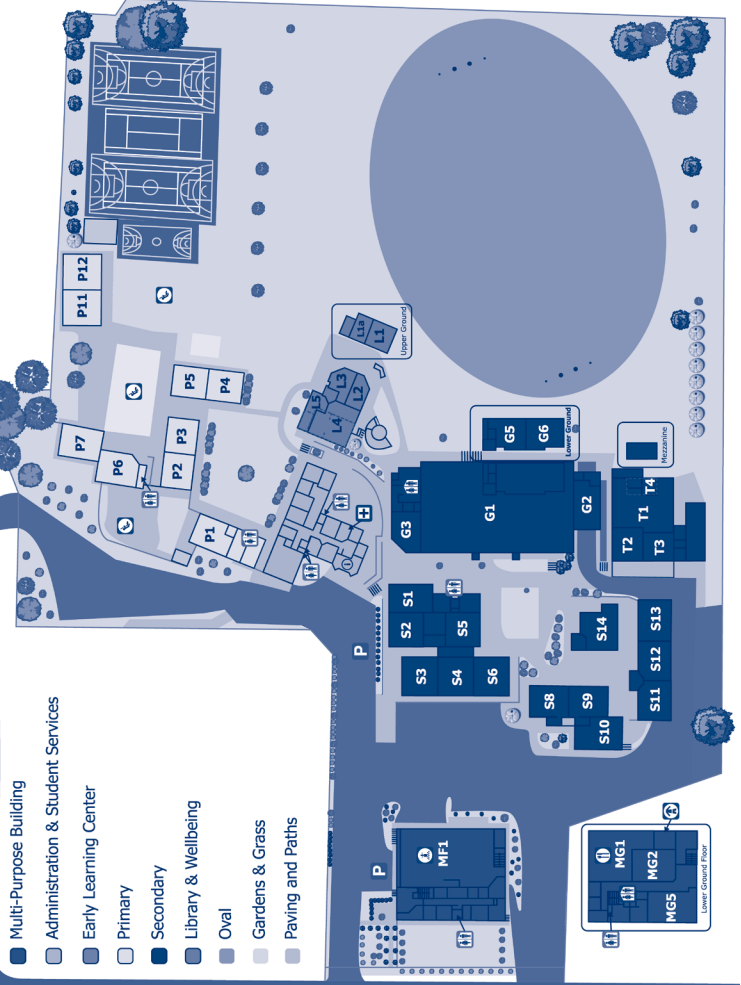


Chapel St

Gullen Ave

East Terrace

- Multi-Purpose Building
- Administration & Student Services
- Early Learning Center
- Primary
- Secondary
- Library & Wellbeing
- Oval
- Gardens & Grass
- Paving and Paths



Chapel St

Gullen Ave

East Terrace

- Parking
- Sick Bay
- Reception
- Auditorium
- Playground
- Public Toilets
- Staff Toilets
- Student Toilets
- Cafe / Canteen
- Uniform Shop

WILLIAM TYNDALE

William Tyndale lived in England over 500 years ago. In his era, many people who loved Jesus could go to Church, but they could not read the Bible. It was written in Latin, a language most people did not know.

Most people could not afford to go to University to study and read the Latin language like church leaders and rich people were able to do, so they could only find out what the Bible said from others.

Tyndale rewrote quite a bit of the Bible in the English language so that the English people were able to understand more easily that Jesus loved them and had a plan for their life. They could learn for themselves how Jesus wanted them to live.

Powerful people in England did not agree with giving the Bible to everyone and this made them angry. Tyndale escaped to another country, because some of these people wanted to kill him.

Eventually, he was captured and the powerful people of that time had him killed.

William Tyndale is an important person in our history, because he made a way for us to have the Bible in our own language. He thought it was so important to give us this opportunity that he was prepared to die to make it happen.

COMMUNITY OF HONOUR

GOD'S TRUTH PREVAILS (SCHOOL MOTTO)

The Tyndale Christian School Motto explains the main belief our School wants to represent. As a Christian school, we have chosen a few words to explain what we believe about God.

What God has set up as the truth will not change. God created the truth and He makes sure that we can depend upon this truth not changing. We can depend upon what God says, because He is truthful and unchanging too. The Bible teaches us that no matter what happens throughout history, God's plans will be successful and He will get done exactly what He has planned to do. God's Truth Prevails proclaims that His truth will ultimately be shown as superior in its scope, strength, power and influence over creation.

The School motto is proudly displayed on our School logo.



THE R.I.S.E. VALUES

While the school has identified a comprehensive list of values in its Vision, Mission and Values Statement, four were chosen to be presented as those key values that Tyndale Christian School believed should undergird all human behaviour and relationships between all members of the School community, and into the wider community beyond. These four Values are **Respect, Integrity, Service and Excellence**.

THE AUSTRALIAN OATH OF CITIZENSHIP

From this time forward under God, I pledge my loyalty to Australia and its people, whose democratic beliefs I share, whose rights and liberties I respect, and whose laws I uphold and obey.

SCHOOL HYMN

“BEFORE THE THRONE OF GOD ABOVE”

Before the throne of God above
I have a strong, a perfect plea:
A great high priest, whose name is Love,
Who ever lives, and pleads for me.
My name is graven on His hands,
My name is written on His heart;
I know that while in heaven He stands
No tongue can bid me thence depart.
When Satan tempts me to despair,
And tells me of the guilt within,
Upwards I look, and see Him there
Who made an end of all my sin.
Because the sinless Saviour died,
My sinful soul is counted free;
For God, the just, is satisfied
To look on Him and pardon me.
Behold Him there, the risen Lamb,
My perfect, spotless righteousness,
The great unchangeable I AM,
The King of glory and of grace!
One with Himself, I cannot die;
My soul is purchased by His blood;
My life is hid with Christ on high,
With Christ, my Saviour and my God.

Original words by Charitie Lees Bancroft and Music by Vikki Coo

NATIONAL ANTHEM

“ADVANCE AUSTRALIA FAIR”

Australians all let us rejoice,
For we are one and free;
We've golden soil and wealth for toil,
Our home is girt by sea;
Our land abounds in Nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia fair!
In joyful strains then let us sing,
“Advance Australia fair!”
Beneath our radiant Southern Cross,
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who've come across the seas
We've boundless plains to share;
With courage let us all combine
To advance Australia fair.
In joyful strains then let us sing
“Advance Australia fair!”

Words and Music by Peter Dodds McCormick

HOUSE TEAMS

Our School House Teams are names of local rivers. Rivers provide life to our local ecosystem and are symbolic to the life that we have in Christ.

Angus - Blue



Murray - Yellow



Bremer - Green



Finniss - Red



EMERGENCY PROCEDURES

The School runs evacuation and lock-in drills each term. These may involve the whole school site or a particular part only.

Information regarding evacuation, lock-in and other emergency and first aid procedures is found near an exit in each area of the school buildings.

LOCK - IN 12 long blasts - one second intervals

- » Students are to move indoors immediately
- » Under teacher direction, screen room, turn off lights and conceal from outside vision until the all-clear is given.

EVACUATION 3 x whoop cycle constantly repeating

- » Students are to move in an orderly fashion to the oval as directed by the teacher and wait quietly until the all-clear is given.

ALL CLEAR 1 x 30 second blast

- » Move back to class/resume normal activities as directed by a teacher.

SCHOOL STANDARDS AND GUIDELINES

Service and excellence (RISE) are upheld. These values underpin our School standard and guidelines.

STANDARD

I am responsible for my own actions.

GUIDELINES

1. I will be in the right place at the right time.
2. I will come to school prepared and ready to learn.
3. I will follow the instructions of teachers, staff and invited visitors to the school.
4. I will do my best.
5. I will behave in a responsible, polite and courteous manner.
6. I will be safety conscious.
7. I will care for all property and living things.
8. I will wear the school uniform.

STUDENT EXPECTATIONS

- » Behaving in a safe, considerate way in all class activities and in the yard.
- » Respecting personal property, school property and the property of others.
- » Respecting other people's bodies by not threatening, harming or inappropriately touching other students.
- » Caring for the safety and wellbeing of my own body.
- » Entering classrooms or buildings only if a teacher is present with permission.
- » Using electronic equipment provided by the school safely and appropriately.
- » Showing courteous and proper behaviour to and from school, at bus stops, on public transport, riding bicycles or walking. No bicycles, skateboards, rollerblades, scooters or skate shoes ridden on the school grounds. Bicycles must be walked from the school gate to the bicycle rack and vice versa.
- » Playing only in those areas designated for a student's year level.
- » Following instructions regarding mobile phones and other personal devices.

OTHER STUDENT EXPECTATIONS

- » The trading or selling of items between students on an individual basis is not appropriate. As part of official school fundraising efforts however, items may be bought or sold.
- » Due to the increasing incidence of anaphylactic reactions, we discourage the sharing of food between students.
- » Although such practices are not encouraged in the school yard, students occasionally gift items or small monetary amounts to other students. In these situations both parties must be aware of what is occurring and agree to the nature of the exchange.
- » For safety reasons, we request that no dogs be brought by parents or students onto school grounds. Students should check with their teachers before seeking to bring any animal to school, whether for educational reasons or otherwise.

SPECIAL PERMISSION NEEDED

- » Leaving school grounds - students are not permitted to leave school grounds between arrival time and 3:15pm without written permission from the Parent, Principal, Deputy Principal or Pastoral Care Leader. All students doing so need to sign out at Student Services.

TIDINESS

- » Yard tidiness is the responsibility of all students. Rubbish must be placed in a bin.
- » Each class must clean up their room and remove any rubbish by the end of each day.

EXCURSIONS

- » Any student on an excursion is an ambassador for Tyndale Christian School.
- » School Code of Behaviour applies on excursions.
- » Students must wear normal school uniforms on excursions unless given instructions otherwise by the teacher in charge of the excursion.
- » Students must return a completed and signed consent form to participate in an excursion by the due date provided. Permission to attend when forms are submitted late, is at the discretion of the Deputy Principal.
- » Verbal consent of parents via phone is not considered adequate to allow a student to participate in an excursion. Some exceptions may apply.

Students are advised that no private visits from friends will be allowed unless there is a genuine reason. If friends arrive in the yard, they should be advised to report to the Main Administration Office. Any teacher on duty will make the same request. No visitor should be in the yard without a visitor's badge.

FUNDRAISING

Students may not sell items for fundraising to students unless they have written approval from the Deputy Principal.

COMPUTER AND INTERNET ACCEPTABLE USE POLICY

PURPOSE

We are pleased to provide computer network and internet services for:

- student access to educational resources, to present information, and to work collaboratively with peers and experts internationally.
- teacher, staff and administration access to professional development and research opportunities, educational standards and practices, collaborative opportunities, and successful teaching methods.

ACCEPTABLE USE POLICY

These services are provided as a privilege to the user and this Acceptable Use Policy provides an opportunity to educate the user on the school's expectations and the responsibilities of the user.

ACCESS

There are networked computers (networked meaning computers that are connected to the internet, email, personal and shared folders) accessible to students and staff in classrooms, the library and staff.

It must be considered alongside the document C3.01 Acceptable Use Agreement which you and your caregiver signed when you received your device. Service and excellence (RISE) are upheld.

USER RESPONSIBILITIES – “DO'S AND DON'TS”

- Do use the network in accordance with the school's code of conduct.
- Do cite sources of information properly to avoid the unacceptable act of plagiarism.
- Do use the network only for legal activity.
- Do be courteous and respectful in your messages to others.
- Do use appropriate language.
- Do bring the device fully charged to school every day.
- Do carry the device to and from school in the bag provided.
- Do not use or display any form of inappropriate language, images or behaviour.
- Do not degrade or disrupt equipment or system performance.
- Do not intentionally waste finite resources or use them carelessly.
- Do not visit website that are unrelated to studies or assignments set by teachers.
- Do not download items of a personal nature or items of purely entertainment value.
- Do not change the data or trespass in the account of another user.
- Do not gain unauthorised access to resources or entities.
- Do not charge the device at school.

PERSONAL SAFETY

Use only your account and password and keep your password private.

Report to a system administrator, teacher or staff member any unwelcome email, security problems or information that makes you uncomfortable.

Students should not reveal their home address, image, or phone numbers, or those of other students or colleagues. Use school addresses and phone numbers only.

Do know that electronic mail (e-mail) is not guaranteed to be private.

INAPPROPRIATE USE

While software blocking filters are in use to minimise user risks, the network account holder is responsible for any intentional misuse or unacceptable activity that they personally indulge in within their account. Deliberate unacceptable uses of the network may result in the suspension or revoking of these privileges. Students will be referred to the system administrators and staff will be referred to the head of the school.

RIGHT TO INSPECT AND REMOVE NON REQUIRED MATERIALS

As the owners of the equipment being used, the school reserves the right to have its agent or agents inspect, in a discreet and appropriate manner, the computer storage that has been allocated to users of the system. We also reserve the right to remove inappropriate and unacceptable files in order to provide a safe and efficient network environment for all users.

STUDENT LEADERSHIP

Tyndale Christian School Strathalbyn students are encouraged to serve their School Community through leadership. It is our belief that Christian schools have been raised up to prepare our young people to provide strong, vibrant leadership for the future; leadership that is Godly, with honesty, integrity and transparency so as a result there are various opportunities and training within this area.

Our Student Leaders are required to be positive role models to the School Community in behaviour at school and outside of school, attitude, dress, punctuality and diligence in academic studies, as they perform their roles and responsibilities to the best of their ability with a servant heart.

Student Leaders are selected through an application and interview process. In the Senior School and Middle School, usually two students are selected for each House, to represent and serve their peers in Assemblies and School Events. There are a number of opportunities for students to develop their leadership skills through training and application of skills. Students are encouraged to meet the needs of their peers in ways that use their skills and contribute to the welfare of the community.

FIRST AID MANAGEMENT

Students who are unwell or injured must notify a staff member before they go to the Student Services Office.

A student who is obviously very unwell or injured will be sent home once the parent has been notified.

In emergency cases an ambulance will be called.

MEDICATION MANAGEMENT

Medication will not be issued to any student without a current medical action plan or notification from a Medical Practitioner, Pharmacist or Specialist for its specific use.

All medications must be presented to the Student Services Office where it will be entered onto a medication register.

Administration and management of medications will be carried out in line with Policy S1.21 Medication for Students.

Parents/guardians are responsible for reporting medical updates or changes in management to the Student Services Office.

ILLNESS OR INJURY

All Tyndale staff members have current Basic Emergency First Aid certificates. These certificates reflect achieved skills and knowledge to recognise and respond to life threatening emergencies using basic life support measures. Staff are authorised to administer basic first aid to minor injuries in the yard and classroom in line with the staff member's qualifications.

In an emergency, first aid is the most appropriate management; Tyndale staff members are trained to respond appropriately.

Minor injuries, are defined as injuries that do not require professional medical treatment.

Injuries of significance or those requiring further management are referred to the Student Services Office. Any illness or injury that requires more than first aid management/treatment will be referred for medical follow-up either via parent pick up or transported by ambulance to a Hospital Emergency Department.

EXTREME WEATHER

During days of extreme weather, students will return indoors. Permission to attend the canteen or toilets must be given by the teacher. The bell will sound three short blasts to indicate the start of the Extreme Weather Policy.

LUNCH ORDERS

Primary School children spend 10 minutes eating their lunch under supervision of a teacher. Following this, the 'play bell' rings and the children are allowed to go out and play.

Food and Drinks

- » These must be kept in the child's bag, as there is not room in the classrooms. Therefore in summer, we recommend a 'cooler bag' or the like be used to keep lunches and drinks cool and fresh.
- » Water bottles are permitted on the students desk during the day.

Canteen Information

- » All canteen lunch orders can be placed online using the Qkr! App. Alternatively orders can be placed directly to the Cafe by calling 8536 5401. Reception – Year 5 can still utilise the lunch bag system.
- » Orders can be placed any time but must be in by 9:00am on the day required.
- » Reception to Year 5 children do not have access to the Cafe except via orders. On Fridays they can visit the Junior School Cafe at lunch.
- » Year 6 to 12 can access the Cafe directly in person before school, during recess and at lunch. .
- » [Click here](#) to visit the website and access the current Price List and Qkr! App Instructions.
- » Lunch brought from home that requires refrigeration and heating must be given to Canteen Manager at the start of the day.

ABSENCE/LATENESS/LEAVING EARLY

- » If a student is going to be absent from school a parent must advise Student Services by 9:00am on the day of the absence. There are two ways to advise of the absence – via email to NotatST@tyndale.sa.edu.au or via the absentee line voicemail; this is accessed by calling 08 8536 5400.
- » If your child arrives late to school you are required to take them to Student Services and 'sign them in', before going off to class.
- » Should you need to pick your child up early (e.g. dentist, doctor appointment, etc) you are required to go to Student Services and 'sign them out'. We ask that you wait at Student Services for your child to arrive.
- » If your child returns to school that day, he/she must be 'signed in' at Student Services.
- » Where parents are seeking to take students on holidays during term time an official Application for Exemption from School Attendance form (i.e. ED175) must be submitted. Please collect these from the Administration Office.
- » A student absent for 3 or more days for illness or injury must provide the school with a medical certificate.
- » Students who are habitually and chronically late or absent are at risk of decreased success with their schooling. More than 10 unexplained absent days a term places students in a chronic category.
- » If a student is absent from School for an extended period of time, a Social Worker from the Department for Education may investigate. This is to ensure compliance with the attendance requirements of the Education and Children's Services Act 2019.

RESOURCE CENTRE BORROWING

- » Children in the Early Learning Centre to Year 3 must have a library bag in order to borrow.
- » ELC to Year 1 children may borrow 1 book at a time. **Borrowing duration is 2 weeks.**
- » Year 2 and Year 3 students may borrow 2 books at a time, whilst Year 4-6 students can have up to 3 books for pleasure reading and research. **Borrowing duration is 2 weeks.**
- » Year 7 to 12 can borrow up to 5 library books plus text books as required.

Remember

- » Resources are expensive to purchase, process and maintain.
- » Resources have to be accounted for at the end of each year.
- » Resources lost or damaged will incur a cost.
- » Overdue notices are issued weekly.
- » Children are unable to borrow until overdue books are returned.
- » Please inform the Resource Centre staff about lost or damaged books.
- » Do not attempt repairs yourself.

BEHAVIOUR MANAGEMENT

Restorative Practices underpin our Behaviour Management process. Restorative Practice is a framework for building community and for responding to challenging behaviour through authentic dialogue, coming to an understanding, and making things right. To be 'restorative' means to believe that decisions are best made, and conflicts are best resolved by those most directly involved in them. In Restorative Practice, the process is as important, if not more important, than the outcome. This process is not just something extra to add to the plate; it is the plate.

When we engage in Restorative Practices proactively, it strengthens relationships, builds trust, and develops community. Restorative Practice involves (5R framework):

Relationships – to improve strong relationships

Respect – to respect one another's opinions and thoughts

Responsibility – to act once hurt has occurred (authentic accountability)

Repair – to repair relationships using taught strategies to resolve conflict

Reintegration – to shape successful future decision making and positive classroom outcomes.

Within the restorative practices framework, if a student breaches the School's expectations, the following behaviour management procedures will be enacted upon in accordance with our behaviour management policies.

CLASSROOM

Each teacher has his or her own classroom management procedure and will set clear guidelines for managing student behaviour. Clear guidelines are made known and verbal reminders are given. When a student has reached the limit of this system, the following may apply.

PARENT COMMUNICATION

This occurs for repeated minor infringements of school rules and other incidents determined by a teacher and/or coordinator. These may lead to student withdrawal sessions during lunchtime.

STUDENT WITHDRAWAL/TIME OUT

If a student misbehaves seriously or persistently, he/she may be removed from the class to a designated area. The student will be required to stay out for a time and may be required to work independently or to sit quietly, depending upon the nature of the misbehaviour. A staff member will phone parents regarding the withdrawal.

POSITIVE BEHAVIOUR CONTRACT

A teacher or parent may request a student (or a student may also request to) be put on a Behaviour Contract. This is a behaviour and work ethic record. This is completed daily and sent home for parents' information. A student typically remains on contract until consistently good reports are returned. Further actions will result where students are not making suitable progress. Being on a Behaviour Contract may disqualify a student from going on excursions and camps.

SUSPENSION

A student may be required to spend the duration of a whole day in time out at school (withdrawal) or requested not to attend the school for a time period (external suspension). This will be for repeated or serious breaches of School rules. After consultation a Pastoral Care Leader, Deputy Principal or Principal of School will contact the parents. A student may be placed on a school contract as part of any suspension.

SCHOOL CONTRACT

A student whose behaviour deteriorates to the point where his/her continued enrolment at the School is in jeopardy may be placed on a school contract. This will specify behaviours which are unacceptable and outline specific consequences to be enacted upon in the event of the terms of the contract being breached. This must be agreed to and signed by the student and parent/guardian.

EXPULSION

If the student fails to meet the requirements of the school contract, the matter will be referred to the Principal. The student and parents may be asked to attend a meeting with the Principal to communicate the decision regarding the student's continued enrolment in the School.

BULLYING AND HARASSMENT

This section is written to our parent body, because we acknowledge that many School students tend to speak with their parents about the difficulties they experience at school. As the primary educators, we understand that it **often falls on parents and caregivers to officially report the concerns about inappropriate school behaviour raised by their children.**

As children transition from dependent students towards semi-independence, we seek the support of parents in building resilience, self-awareness and assertiveness in their children. At school **we continue to educate each student to identify inappropriate behaviour and teach them how best to deal with it and report it.** We appreciate the valuable input made by parents in engendering the necessary resilience and coping skills within their children.

MANAGING CONFLICT

To assist our students in building healthy relationships, we teach our students practical skills that will enable them to grow in managing normal conflicts that occur within their friendships. By learning how to recognise healthy and unhealthy friendships, students are able to make better friendship choices. Conflict is a normal part of relating to others at all ages and we seek to empower students with healthy ways to manage this in an independent manner.

INTENTIONALLY MEAN BEHAVIOURS

Like any other children, students do exhibit inappropriate behaviour at times.

Intentionally mean behaviour refers to forms of negative or distressing peer behaviour such as one-off acts of meanness/nastiness, conflict, one-off acts of rejection/exclusion or random single incidents of physical or emotional aggression. Many distressing behaviours are not examples of bullying even though they are unpleasant and may require teacher intervention and management (Acknowledgement to the Alannah and Madeline Foundation).

HARASSMENT/BULLYING

The national definition of bullying for Australian schools says:

“Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.”

If your child confides in you that they are experiencing difficulties at school or you notice that your child is demonstrating unexplainable low self-esteem, reluctance towards attending school/travelling to school a certain way, it is a possibility that they need help managing a problem at school.

At Tyndale Christian School we do not want this to happen to anyone.

WHAT CAN YOU DO TO FOSTER INDEPENDENCE AND RESILIENCE?

If you believe that your child is **experiencing difficulty**, we ask that you talk it through with your children and help them by:

- » Asking them about their friendships. Help them to practice identifying healthy or unhealthy friendship behaviour.
- » Work with your child to practice the steps of confronting and dealing with friendship issues:
 1. Find a good time to talk, just you and your friend.
 2. Retell the situation and explain how it made you feel.
 3. Listen to their side of the story.
 4. Talk about what can be done better next time.
- » Practice the art of **saying “No” assertively**.

Where children believe they are witnessing harassment or bullying occurring to other students, they should understand the appropriateness of:

- » Helping the person by telling a teacher what is happening.
- » Asking the harasser to “leave the person alone”, and offer support to the victim.
- » Being a responsible community member (i.e. not joining in with the perpetrator/not being a passive bystander.)
- » Reporting as opposed to dobbing.

Reporting is getting someone **out** of trouble.

Dobbing is getting someone **in** to trouble.

What happens when you talk with your teacher?

1. Your Pastoral Care teacher will investigate and help you. Talk openly about the problem, make a plan with the person to deal with the issue.
2. Your Pastoral Care Teacher will decide on the next step to be taken [restorative conversation/wellbeing conversation or parent involvement].
3. If the harassment continues, this is not okay and you should seek further action directly through your Pastoral Care teacher. When an “Incident” or “Harassment” form is used, it is processed by the Pastoral Care teacher who will investigate all reports in fairness to all concerned. Care will be taken so that no-one reporting harassment or discrimination is disadvantaged as a result. Reporters may request feedback to the outcome of their report.
4. If the harassment continues, this is a big concern and you should seek further action directly with the relevant School Leader. Ask for an appointment to discuss your concern. You may go by yourself or with a teacher or parent/caregiver. The Pastoral Care Leader will consider all steps involved so far and act upon agreed solutions and consequences.
5. Depending on the severity of an incident, the School may require a student to attend counselling, give an apology, and/or give a commitment not to offend again. In serious cases, or if a student does not respond to these consequences, they may be suspended or expelled from the School.

SOME THINGS FOR YOUR CHILD TO TRY IF THEY ARE BEING BULLIED OR HARASSED

- » Try to look cool, even if you are really worried, upset or scared. Try not to let the person with bullying behaviours see that you are upset because this is what they want!
- » Work out for yourself when it is best to walk away.
- » Say 'Stop it! I don't like what you are saying/doing.'
- » Send a friend to make a report to a teacher.

ASSERTIVENESS TIPS

If you need to tell someone something it can be useful to:

- » Work out a line or two to get you started then rehearse what you want to say.
- » Take a friend with you to help get you started.
- » Ask someone else to tell for you – a friend, a sibling or parent.

5 RESTORATIVE QUESTIONS

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what has happened and in what way?
5. What can you do to make things right?

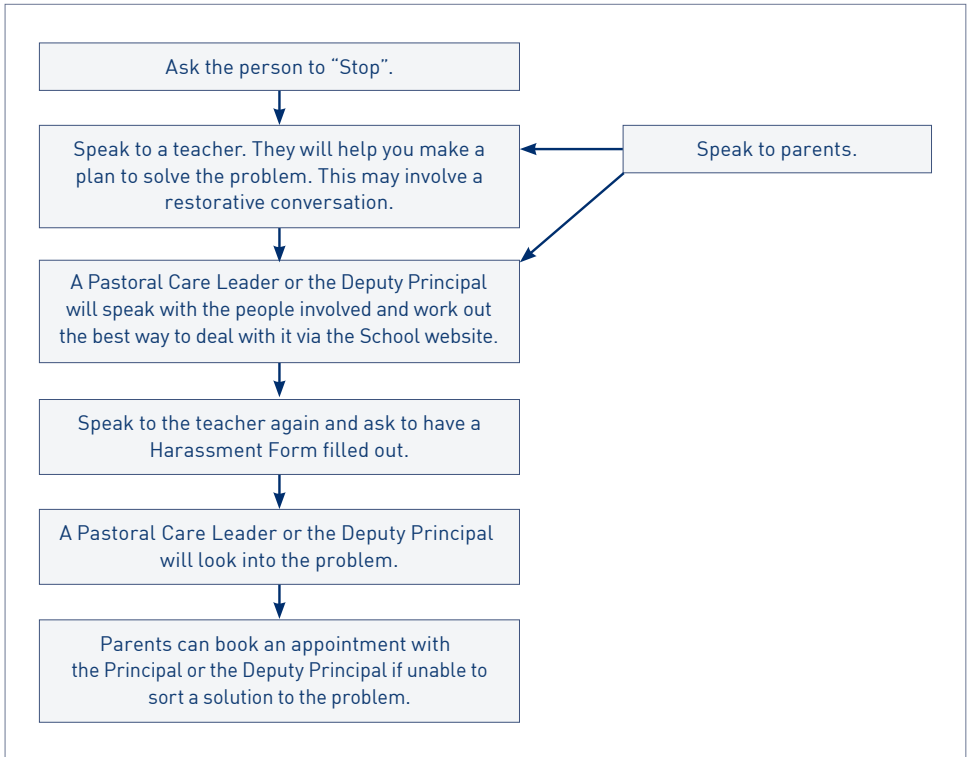
COUNSELLING SERVICES

Tyndale Christian School Strathalbyn endeavours to provide an environment where each child has the opportunity to excel. Sometimes there are issues and concerns in a child's life that disrupt his or her ability to fully engage in classroom learning. We recognise that there are times when some children need additional care and an opportunity to talk through issues.

Requests for student counselling may be made by students, parents or teachers. Where appropriate, feedback to parents can be provided. There is also opportunity for parents to be involved in the counselling process. Requests can be made direct through email (WellbeingStrathalbyn@tyndale.sa.edu.au), through the class teacher or via the School website.

Requests for student counselling may be made by students, parents or teachers. Where appropriate, feedback to parents can be provided. There is also opportunity for parents to be involved in the counselling process. Requests can be made direct through the school website by [clicking here](#) or through the class teacher.

TYNDALE SCHOOL STUDENT GRIEVANCE FLOWCHART



UNIFORM POLICY

Tyndale Christian School has a compulsory school uniform. School uniforms play a very important role in the life of the School by:

- » Providing a sense of belonging to a community for each of the students;
- » Enabling the wider community to identify students as Tyndale students; and
- » Restricting the potential for competition between, and comparisons being made by, students in regard to their attire.

The School reserves the right to change or correct the Uniform Policy during the course of the school year. When doing so, the School will give reasonable notice of the change or correction.

[Click here](#) to access the *Uniform Policy, Visual Uniform Guideline and Uniform Shop Opening Hours on the Website.*



TYNDALE
CHRISTIAN SCHOOL
God's Truth Prevails

INTENTIONALLY
CHRISTIAN
INCLUSIVE
EXCELLENT

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