

Behaviour Management Policy

Background:

The purpose of this Behaviour Management policy is to create a safe, respectful and supportive learning environment throughout the College, based on Christian principles and teachings, where students develop an understanding of their responsibility for their own actions and the effect of their actions on others. This is achieved through developing the capacity of each student to demonstrate responsible thinking in their words, responses and actions.

Scope:

Applies to all students, staff and parents of Seaview Christian College.

Values:

Students are required to respect the following values, contributing to the Seaview Effect and general school life.

- **Truth:** Honesty is truthfulness. An honest person has the habit of making accurate, trustworthy statements about life, self, others and God. Honest people represent themselves just as they are and tell the truth about themselves and others. *1 John 3:18 Dear children, let us not love with words or speech but with actions and in truth.*
- **Diligence:** Diligent people will expend tremendous effort to accomplish their goals. This is the attitude that God expects from us in everything. *James 1:12 Blessed is the man who remains steadfast under trial, for when he has stood the test he will receive the crown of life, which God has promised to those who love him.*
- **Integrity:** Integrity means to be morally upright, not allowing ourselves to be bribed or compromised, standing for what is right and just, keeping our word and looking out for the wellbeing of those around us. *Proverbs 11:3 The integrity of the upright shall guide them.*
- **Courage:** Courage is the opposite of fear. God commands us to fear not - we can be confident, courageous, and of good cheer because of Him. *Joshua 1:9 Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.*
- **Honour:** To honour others is to hold them in high respect and treat them with dignity. We are also to honour those who are in positions of authority, because they are representatives of God's ultimate authority over all. *Proverbs 21:21 Whoever pursues righteousness and love finds life, prosperity and honour.*
- **Faith:** We seek to put our complete trust and confidence in Jesus Christ who has got plans to prosper me and fills me with hope. *Proverbs 3:5-6 Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.*
- **Love:** Give to others those things that you would want them to give you if you were in their situation without expecting anything in return. *1 Corinthians 13:13 And now these three remain: faith, hope and love. But the greatest of these is love.*

Policy Aims:

Our policy aims to:

- Develop each student's ability to relate positively to others at school and in the community.
- Guide students towards an awareness of the results of their behaviour choices and choose behaviour that is self-controlled.
- Create a caring and inclusive College environment and classrooms where students and staff can learn and work successfully together.
- Maintain expectations that protect the needs of all individuals, allowing all students to achieve their full God-given potential.
- Maintain a clear set of processes for individuals who do not accept their responsibilities and breach College values.
- Maintain a set of procedures which allow the resolution of conflicts in a positive and non-confrontational manner.
- Encourage students to value and foster a positive attitude to learning.

Guiding Principles

Code of Behaviour

As a student of Seaview Christian College, I agree to:

- Be regular and punctual in attendance – also observing correct procedure when arriving late or leaving school during the school day.
- Comply fully with the Uniform Code – including but not limited to expectations regarding hair and jewellery.
- Strive to meet academic work requirements and reach standards that reflect my ability.
- Work and co-operate with the staff as they seek to do their jobs here.
- Respect other members of the College community as people – including fellow students, staff members and volunteers – their rights and their property.
- Accept and abide by College policies – including policies regarding drugs (including tobacco and alcohol), relationships and moral issues, computer and internet usage and policy regarding mobile phones.
- Participate willingly in all aspects of the curriculum, including: excursions, workshops and camps.
- Act safely and responsibly on school transport and on camps and excursions.
- Be a worthy representative of the College out of school hours – including en route to and from school.
- Respect the Christian goals of the College and the Christian standards of the wider College community – at no time speaking or acting to undermine these.

Students will receive a separate form with the details above at the commencement of each year (also on enrolment) and will sign to show commitment to be a student at the College.

Classroom Expectations

Expectations for the guidance of student behaviour should be articulated and displayed in classrooms and in common areas where students gather. A common set of expectations will be available for student guidance. Teachers may develop specific expectations for the developmental age of students in their care if required. Such expectations are to be stated in a positive form and are to clearly state expectations.

Creating a Supportive Environment

All staff are to model appropriate behaviour for the students to follow. Staff, as much as is professionally reasonable, are to be aware of students' backgrounds and circumstances, be positive in their relationships with students, be active listeners, allow students to become part of the decision making process and implement consistent decision making in the application of behaviour management techniques.

Expectations and Responsibilities

Expectations and responsibilities are inextricably linked and need to be considered in conjunction with one another. Staff should enshrine an individual's needs and wellbeing, define areas of responsibility and articulate expectations frequently.

Students - Expectations and Responsibilities

As a student, I can expect to:

- Be in a safe, secure, clean and healthy environment
- Be valued as an individual
- Be treated with respect, courtesy, politeness and honesty
- Learn in a purposeful and supportive environment without distraction
- Be taught by teachers who are competent, fair and understanding
- Receive guidance in learning to use responsible thinking in my behaviour choices
- Feel proud of the College and earn the respect and support of the local community

As a student I have responsibility to:

- Behave in a way that protects the safety and wellbeing of others
- Ensure that I am punctual, polite and prepared to demonstrate responsible thinking in my involvements with the College
- Adhere to College values
- Respect and value all other members of the College community
- Ensure my behaviour does not disrupt the learning environment
- Do my best and follow the instructions of all school staff
- Ensure that the College environment is kept neat, tidy and secure
- Safeguard and treat with respect all College and personal property
- Encourage others to learn and demonstrate responsible thinking
- Behave and dress in a manner which will bring credit to me and to the College

Staff - Expectations and Responsibilities

Our staff members can expect to:

- Be treated with understanding, respect, courtesy, honesty and trust
- Teach in a safe, secure and healthy work environment
- Teach in a purposeful and supportive environment
- Make professional decisions according to each student's needs consistent with College policies
- Have co-operation and support from students, parents and the College's senior staff
- Interact and communicate openly with the College's senior staff, colleagues, parents and students
- Teach in an environment where all students respect and adhere to the College's values

As a staff member I have a responsibility to:

- Treat students fairly, honestly and consistently
- Provide a positive model for students of responsible thinking
- Provide a caring environment
- Be punctual
- Act at all times in a professional and confidential manner
- Maximise learning time by preparing and presenting purposeful learning experiences for each student
- Manage the behaviour of students appropriately according to the guidelines outlined in the College's Behaviour Management Policy
- Seek guidance from colleagues and senior staff when necessary
- Be fair and consistent in dealing with students, bearing in mind the knowledge / context of the problem
- Implement prompt actions in solving problems and dealing with matters concerning the welfare and wellbeing of students
- Establish positive relationships with students, parents and other members of the College community
- Support student progress and raise concerns to parents through regular communication
- Listen to opinions and ideas of others and to be available for interaction with senior staff, parents and colleagues
- Support decisions made by the College

All staff are expected to have a sound knowledge of the students they teach and the follow-up necessary when individuals fail to meet their responsibilities, as outlined in this Policy.

Senior Staff - Additional Expectations and Responsibilities

In addition to the above, senior staff can expect to:

- Have the co-operation and support of all staff members
- Implement and review policies, programs and procedures

In addition to the above, senior staff have a responsibility to:

- Treat other staff with respect and courtesy, acknowledging their individuality and role in the College
- Act professionally and confidentially

- Consult with staff where appropriate
- Be accessible to staff, parents and students at a mutually appropriate time
- Address issues equitably and consistently
- Communicate information promptly

The Principal can expect to:

- Be the ultimate authority on all school matters and have decisions accepted and respected

Parents - Expectations and Responsibilities

As a parent I can expect:

- To be treated with understanding, respect, honesty and trust
- My child/ren to be safe and cared for in an environment where staff conduct themselves in a manner consistent with biblical principles
- Open communication with all teaching and senior staff at a mutually agreed time
- My child/ren to be treated as individuals

As a parent I have a responsibility to:

- Treat others politely and respect their individuality and position in the College
- Prepare my child/ren for engagement in learning at the College
- Observe the expectations of the College
- Ensure that students are attired according to the College uniform policy/dress code
- Co-operate with teachers and the College and discuss matters relevant to my child's education and wellbeing

Acknowledging Appropriate Student Behaviour

When students take responsibility for their behaviour and act in a way consistent with the College's values, and especially if they exceed expectations, it is important that they are acknowledged and praised for this. Positive reinforcement is to be used regularly. It is effective in helping students know when they are doing the right thing, motivate them to continue behaving appropriately and will assist students develop responsible thinking. Such positive reinforcement can be accompanied by stickers, certificates, high fives, etc.

The College recognises that the use of prizes does not teach students to think or be intrinsically motivated to behave appropriately. Therefore, we do not use any system where students earn prizes. Instead we believe that students are to receive positive reinforcement for meeting and/or exceeding behavioural expectations, and that this use of praise creates a healthy environment in which students can learn to think responsibly and behave appropriately.

The use of positive reinforcement should happen informally (e.g. in the classroom, playground, etc.) and formally (e.g. at Assemblies, Awards Night, etc.).

Communication of Behavioural Issues

Communication with Parents

It is important that parents are informed of attitudes and behaviours of their children at school or when involved in College activities and the actions taken by the College to correct them. College staff are expected to work with parents to gain their active support in working through the Responsible Thinking and Restorative process.

- Teachers should contact parents when they become aware of a significant concern with a student's behaviour, including when they have sent the student to the Administration
- Teachers and the Principal will contact parents to arrange meetings with them as necessary
- The Principal will contact parents regarding any internal suspension
- The Principal will contact parents regarding any external suspension
- The Principal (or, if delegated, the Principal) will contact the parent regarding expulsion

Levels of Inappropriate Student Behaviour

Inappropriate student behaviour inside and outside the classroom has been classified into three levels:

Level 1 Low Level

Level 2 Mid Level

Level 3 High Level

Level 1 incidents should be managed and noted as appropriate by the teacher who has noticed the incident.

Level 2 incidents should be managed through a process of withdrawal, reflection and restoration through the Administration.

Level 3 incidents should be referred directly to senior staff for urgent attention.

The following pages outline examples of behaviours that may be classified at each level of behaviour and provide an example of responses. It is acknowledged that the context of the behaviour will also be considered in determining at which level the behaviour falls and an appropriate response from staff.

Level 1 - Low Level Inappropriate Student Behaviour

Classroom Behaviour

Behavioural Examples	Correction / Consequence Options
<ul style="list-style-type: none"> • Not on task, including: talking, scribbling on materials, out of seat and making distracting noises. • Poor organisation, including: messy desk, missing equipment, unprepared for work. • Lack of consideration, including: annoying others, silly noises, calling out, disparaging remarks, inappropriate language. • Defiance, including: answering back, refusing to do work, incidental lying, refusing to enter or exit a classroom. 	<p>(Teachers to guide students in responsible thinking at this level with use of training from Bill Rogers and ESCM)</p> <ul style="list-style-type: none"> • Warning/ redirection • Recorded warning (board / book) • Additional tasks • Removal of privileges <p>Preventative Actions</p> <ul style="list-style-type: none"> • Tactical ignoring / wait • Clear direction • State expectation • Remove distraction • Physical gesture • Take student aside for 1:1 conversation • Adjust seating arrangements • Draw attention to appropriate behaviour • Confiscate object for period of time

Outside Classroom Behaviour

Behavioural Examples	Correction / Consequence Options
<ul style="list-style-type: none"> • Incorrectly attired, including: uniform breach / no hat. • Inappropriate area, including: present in wrong area, in class without permission, climbing on trees, fences, etc. • Inappropriate conduct, including: chewing gum, spitting, littering, answering back to staff. • Inappropriate play, including: rough play, tripping, pushing, grabbing clothes, throwing objects. 	<p>(Teachers to guide students in responsible thinking at this level with use of training from Bill Rogers and ESCM)</p> <ul style="list-style-type: none"> • Counsel student • Sit student in allocated place • Retrace steps • Clean up an area of the playground or garden • Mediate problem • Loss of privileges • Confiscate object/s

Level 2 - Mid Level Inappropriate Student Behaviour

Behavioural Examples	Correction / Consequence Options
<p>*Repeated Level 1 Behaviour (of any type)</p> <ul style="list-style-type: none"> • Wilful, repeated defiance, including: answering back, task refusal, deceitful lying, pre-meditated rudeness, rude gestures, deliberate disobedience, leaving the College grounds without permission, repeatedly ignoring uniform requirements. • Poor work habits, including: homework repeatedly incomplete, deliberate untidiness, deliberate lack of effort in completing tasks, academic dishonesty (plagiarism/cheating). • Lack of consideration, including: offensive, insulting or abusing language, physical/verbal harassment, intimidation, fighting, spreading rumours, vicious remarks, coercion. • Disrespect for property, including: interference with others'/College property, theft. • Inappropriate actions, including: dangerous throwing or projecting of objects, inappropriate use of technology. 	<p>(Process to be dealt with via referral to Administration and consultation between the student and senior staff member)</p> <ul style="list-style-type: none"> • Withdrawal from class • Withdrawal from the playground • Appropriate restitution (written and/or verbal apology) • Restricted play areas • Altered seating arrangements • Removal of privileges • Completion of tasks to contribute positively • Extra duties • Clean up an area • Work agreement • Contacting the parents • Meeting with the parents and the teacher • Withdrawal of privileges • Reparation process • Behavioural contract • Suspension from specific activities • Internal suspension • External suspension

Level 3 - High Level Inappropriate Student Behaviour

Behavioural Examples	Correction / Consequence Options
<p>*Repeated Level 2 Behaviour (of any type)</p> <ul style="list-style-type: none"> • Wilful, repeated defiance/insolence, including: verbal abuse to teachers and other staff, threatening behaviour to teachers, unauthorised leaving of the College grounds, truancy. • Lack of consideration, including: acts of violence, physical abuse, inappropriate images, possession of cigarettes, alcohol or other drugs, possession of weapons, sexual advances, selling prohibited substances, aggressive actions towards staff, defamation of staff, major theft, damage or destruction of property. 	<p>(Process to be dealt with via referral to Administration and consultation between the student, the parents of the student and senior staff)</p> <p>(The Principal will be involved in any of the following situations)</p> <ul style="list-style-type: none"> • Withdrawal of privileges • Reparation process • Behavioural contract • Suspension from specific activities • Internal suspension • External suspension • Termination of enrolment

Guidelines for Level 1 Corrective Action

Teacher/Student Dialogue

Conversations with students about behaviour matters should be conducted in a calm, respectful manner. The conversation will be guided by the following four questions:

- 1. What did you do?**
- 2. What are you expected to do?**
- 3. How can you make things right?**
- 4. What will happen if you do this again?**

The conversation, guided by these questions, should ensure:

- The student is clear about what is wrong with the behaviour / attitude that has been displayed
- There is an opportunity for the student to explain his/her actions
- The expectations for future behaviour are clear – be very specific
- An opportunity for the student to plan what is needed to restore the situation
- Assurance of your care and support for the student

The conversation should not involve:

- Any insulting, rejection, or vilification of the student or anyone else – stick to the facts
- Any yelling
- Any threats – the promise of consequences comes out of our concern, not our frustration
- Long “lectures” – make the point fairly quickly, as “lectures” can tend to harden hearts

Guidelines for Level 2 Corrective Action

Level 2 correction will involve referral to Administration. This stage of misconduct is typically characterised by a direct wilful action in defiance of clear parameters set by a teacher or the College.

When referring a student to Administration, the teacher will ask the following two questions and then make the following statement:

- 1. What did you do?**
- 2. What are you expected to do?**
- 3. You have chosen to go to Administration.**

When sending a student to Administration, the teacher will send the student on their own and phone the Reception about the situation when the student has left the room. If the student is in the early years (e.g. Reception to Year 2), the teacher may send the student with a teacher aide.

Level 2 corrective action will follow a process of reflection by the student and a conversation with a senior staff member to formulate a plan for the restoration of the behaviour. The types of restorative action may include, but are not limited to, the options listed in the table associated with Level 2 Inappropriate Behaviour.

Corrective action may involve the Principal suspending a student internally for up to three (3) school days. An internal suspension will have the following characteristics:

- Parents will be contacted to inform them of the student's misconduct and to discuss the provisions of the suspension
- Each day of the suspension, the student's parents will bring him/her to the College Office in the mornings and collect him/her in the afternoons
- The student will not be allowed to travel on school buses (unless specifically permitted by the Principal)
- The student will complete learning tasks and take breaks in isolation from other students
- The Principal will provide ongoing opportunities for reflection, support, planning for positive engagement and restitution during the suspension
- The student's teachers will provide as much of the normal work as is possible for the student to undertake during the suspension
- Internal supervision will generally be provided by the Principal
- The Principal will write to the parents confirming the internal suspension

On occasions, the Principal may consider that a short external suspension of up to three (3) days is more appropriate than an internal suspension. This option may be appropriate when the College is confident that parents will take adequate responsibility for the student during the suspension or it is appropriate, in the opinion of the Principal for the student to be off campus for a period of time. (Note: approval for an external suspension rests with the Principal or in his absence the Principal)

- Parents will be contacted by the Principal to inform them of the student's misconduct and to discuss the provisions of the suspension
- The Principal will write to the parents confirming the suspension
- The student's teachers will provide as much of the normal work as is possible for the student to undertake during the suspension. The College can accept no responsibility for work missed during the suspension.
- Parents will be encouraged to provide redemptive counsel and personal reflective tasks during the suspension

Parent Action for Serious Student Misconduct

For some students, particularly those in the early years (e.g. Reception to Year 2), suspensions may not be effective or appropriate in dealing with significant misconduct (e.g. violence, lying, blatant disobedience, continued non-compliance, etc.). The Principal may choose to not apply a suspension at Level 2 of the student management policy, and instead:

- Remove the child from the classroom
- Request parent intervention to deal with the child's misconduct before the child is permitted back in the classroom.

The following procedures will be pursued where parents are being asked to deal with serious misbehaviour by a student:

Identifying the Misconduct

If serious misconduct is reported, the Principal will ensure the student is removed from classes immediately and goes to the Responsible Thinking Room. If, after investigating the matter, the Principal considers that serious disciplinary action is warranted, and that an internal or external suspension would not be appropriate or effective, the student will not be permitted to return to class until the student's parents have implemented adequate and appropriate restorative measures that are supportive of the College's management of student behaviour.

Contact with Parents

As soon as practicable, the Principal will contact parents and:

- Inform them of the nature of the student's misconduct
- Request that parents come as soon as possible to the College to speak with their child

For some students, it is expected that this process may need to be repeated a number of times to bring a substantial change in the student's behaviour. If, however, the Principal is of the opinion that the behaviour is not being corrected, and/or the parents are not assisting with the required intervention, the recommendation may be made to the Principal that the student's behaviour has moved to Level 3 and that expulsion of the student be considered.

Guidelines for Level 3 Corrective Action

It is anticipated that very few students at Seaview Christian College will reach Level 3 of misbehavior and that at this level of misbehaviour the matter is considered very serious through:

- Severe moral transgressions, angry/violent outbursts or other serious behavioural transgressions such as those listed in the table associated with Level 3 Inappropriate Behaviour
- Long-term problems in which repeated short suspensions or parental restorative action at Level 2 have not resulted in appropriate correction in attitude and behaviour

The Principal may suspend (internally or externally) the student as he deems necessary. Other actions may be deemed appropriate as referred to in the earlier table. The Principal may determine to recommend that the student be permanently excluded from the College. Approval to terminate the enrolment of a student rests with the Principal.

Appendix 1 – Responsible Thinking Plan (Years R-2)

Name: _____

Date: _____

1. Write or draw what you did that was not right.

2. Write or draw what you should have done.

3. Who else was involved?

4. Write or draw what you can do to help make a good choice next time.

5. Who can help you with this?

Student name / signature: _____

Teacher Name / Signature: _____

By signing this we agree that we are committed to this plan and will take the steps to make sure it works well.

Appendix 2 – Responsible Thinking Plan (Years 3-6)

Name _____

Date _____

Who referred you to Responsible Thinking Chair? _____

1. Describe what you did that was not right. _____

2. What should you have done? _____

3. Who was affected by what you did and how? _____

4. What is your behaviour goal going to be? _____

5. What steps do you need to take in order to change your behavior and reach you goal?

6. Who do you need support from and what do they need to do to help you? _____

Student Signature _____ Teacher Signature _____

By signing this we agree that we are committed to this plan and will take the steps to make sure it works well.

Appendix 3 – Responsible Thinking and Restorative Plan (Years 7-12)

Name _____ Date _____

Who referred you to Administration? _____

1. Describe, in detail, what you did in order to be sent to Administration. _____

2. What were you expected to do? _____

3. Who was affected by your disruption and how? _____

4. What is your behavior goal going to be? _____

5. What steps do you need to take in order to change your behavior and reach you goal?

I. _____

II. _____

III. _____

6. Who do you need support from and what do they need to do to help you?

Student Signature _____ Teacher Signature _____

By signing this we agree that we are committed to this plan and will take the steps to make sure it works well.