



# 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 Chinchilla Christian College.

## Values and Beliefs:

At Chinchilla Christian College, we believe that all students can expect to be able to learn in a supportive learning environment. Our Behaviour Management policy is based on the following beliefs:

- Student welfare at Chinchilla Christian College is founded on the biblical principles of grace, mercy, justice, kindness and humility (Micah 6:8) and, through this, the ultimate goal is the full restoration of relationships.
- We believe in encouraging student awareness of the nature of Christ, and that this will help them to shine in the College and wider community in the way they conduct themselves
- The development of strong and positive relationships between students, staff and parents provides the most successful development of responsible thinking and responsible behaviour. This helps ensure that students know they are valued and provides the best environment for them to contribute meaningfully in all aspects of their involvement with the College.
- Behaviour occurs as a result of choices, which are based upon the student's perception of the best way to satisfy a particular need.
- Students have different levels of understanding of what responsible thinking and appropriate behaviour is.
- Each student has the potential to demonstrate responsible thinking in their behaviour choices and be a happy, caring and respectful member of the community.
- Responsible behaviour protects students in being able to learn and supports teachers in being able to teach.
- Successful behaviour management gives students involved genuine input, a chance to plan for positive involvement and learn how to make responsible choices in the future.
- The most effective behaviour management strategies are based upon good classroom management, flexibility and a range of teaching styles to foster engagement in learning.
- Students should be enabled to develop positive, constructive behaviours which go beyond mere compliance.

## 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 expectations.
- 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***

- All students, staff and parents understand and accept that certain kinds of behaviour are expected.
- Everyone should be treated with courtesy and respect and everyone can expect to be safe, secure and able to learn.
- The expectations for individuals are related to responsibilities that must be recognised and respected.
- Our policy is based on all individuals accepting responsibility for their own actions.

### ***Pastoral Care***

At Chinchilla Christian College, pastoral care for students is of central importance to our support for our students and integrated into our teaching and learning programs. Teachers guide students in self discipline and reinforce College expectations, which governs their behaviour through developing an understanding of:

- The values and beliefs of the College
- The needs and responsibilities of students and staff as outlined in this Behaviour Management Policy
- The effect of their relationships and interactions with others

Each area of the College may adopt a specific pastoral care program or focus to support the development and maintenance of a productive environment for students and staff. Such a program will be consistent with the values and beliefs and guiding principles of this policy.

All College staff have a role in pastoral care and are expected to prioritise the spiritual health, well being and support of all students within the College. The key staff members for student's pastoral care are their Home Class Teachers.

Teachers utilise a number of strategies in conducting their role of providing pastoral care:

- Daily prayer with class members
- Regular Bible-based devotions
- Regular individual conversations with each student
- Regular contact with subject teachers to ascertain student progress
- Regular contact with parents
- Regular discussion with the Deputy Principal regarding any student identified as being at risk

## ***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
- Participate in decisions affecting my welfare
- 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 well being of others
- Ensure that I am punctual, polite and prepared to demonstrate responsible thinking in my involvements with the College
- Adhere to College expectations
- 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 my teachers
- 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**

*As a staff member I 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 expectations

*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

*The Principal can expect to:*

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

*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

## **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 expectations, 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 rewards does not teach students to think or be intrinsically motivated to behave appropriately. Therefore we do not use any system where students earn rewards. 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, Presentation Day, etc.).

## **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 Responsible Thinking Room.

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**

<b>Behaviour</b>	<b>Correction / Consequence Options</b>
<p>Not on task, including: talking, scribbling on materials, out of seat and making distracting noises.</p> <p>Poor organisation, including: messy desk, missing equipment, unprepared for work.</p> <p>Lack of consideration, including: annoying others, silly noises, calling out, disparaging remarks, inappropriate language.</p> <p>Defiance, including: answering back, refusing to do work, incidental lying, refusing to enter or exit a classroom.</p>	<p><b>(Teachers to guide students in responsible thinking at this level)</b></p> <p>Warning/ redirection Recorded warning (board / book) Additional tasks Removal of privileges</p> <p><b>Preventative Actions</b></p> <p>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</p>

#### **Outside Classroom Behaviour**

<b>Behaviour</b>	<b>Correction / Consequence Options</b>
<p>Incorrectly attired, including: uniform breach / no hat.</p> <p>Inappropriate area, including: present in wrong area, in class without permission, climbing on trees, fences, etc.</p> <p>Inappropriate conduct, including: chewing gum, spitting, littering, answering back to teachers.</p> <p>Inappropriate play, including: rough play, tripping, pushing, grabbing clothes, throwing objects.</p>	<p><b>(Teachers to guide students in responsible thinking at this level)</b></p> <p>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</p>

**Level 2 - Mid Level Inappropriate Student Behaviour**

Behaviour	Correction / Consequence Options
<p><b>*Repeated Level 1 Behaviour (of any type)</b></p> <p>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.</p> <p>Poor work habits, including: homework repeatedly incomplete (Secondary School), deliberate untidiness, deliberate lack of effort in completing tasks, academic dishonesty (plagiarism/cheating).</p> <p>Lack of consideration, including: offensive, insulting or abusing language, physical/verbal harassment, intimidation, fighting, spreading rumours, vicious remarks, coercion.</p> <p>Disrespect for property, including: interference with others'/College property, theft.</p> <p>Inappropriate actions, including: dangerous throwing or projecting of objects, inappropriate use of technology.</p>	<p><b>(Process to be dealt with via referral to the Responsible Thinking Room and consultation between the student and senior staff member – usually Deputy Principal)</b></p> <p>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            Meeting with the parents and the teacher            Withdrawal of privileges            Reparation process            Behavioural contract            Suspension from specific activities            Internal suspension            External suspension</p>

### Level 3 - High Level Inappropriate Student Behaviour

Behaviour	Correction / Consequence Options
<p><b>*Repeated Level 2 Behaviour (of any type)</b></p> <p>Wilful, repeated defiance/insolence, including: verbal abuse to teachers and other staff, threatening behaviour to teachers, unauthorized leaving of the College grounds, truancy.</p> <p>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>	<p><b>(Process to be dealt with via referral to the Responsible Thinking Room and consultation between the student, the parents of the student and senior staff)</b></p> <p><b>(The Principal will be involved in any situation where expulsion is being considered)</b></p> <p>Withdrawal of privileges Reparation process Behavioural contract Suspension from specific activities Internal suspension External suspension Termination of enrolment</p>

## **Correction (Consequences) Guidelines**

Firm, though fair, guidance in appropriate behaviour is a requirement of a healthy learning environment. Corrective processes should be seen as positive rather than negative. The goal of all correction is to change the attitude that has led to the misdemeanor / poor choice. Thus, correction is always redemptive. To achieve this, it is vital that the student has ownership of both their behaviour and the plan to restore this when correction is needed. At all levels, the process of responsible thinking, as guided by staff dealing with the matter, forms the basis of the plan for positive behaviour for students in the future. We do not use any form of corporal punishment of a student by a staff member as part of the disciplinary response.

Correction (consequences) guidelines allows for varying levels of correction depending on the nature of the misdemeanor / poor choice. These guidelines are based on the need for:

- Immediate and effective response by teachers when a student misbehaves
- Giving teachers the primary responsibility for the day-to-day maintenance of student discipline in the classroom
- Empowerment of students in overcoming challenges regarding their behaviour
- Giving teachers the immediate and decisive support of senior staff in supporting order in their classrooms and the resolution of difficult discipline situations
- Parent support and involvement in the discipline of their children

### ***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 the Responsible Thinking Room. This stage of misdemeanour 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 the Responsible Thinking Room, 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 the Responsible Thinking Room.**

When sending a student to the Responsible Thinking Room, the teacher will send the student on their own and phone the Deputy Principal about the situation when the student has left the room. If the Deputy Principal is unavailable, the teacher will phone Administration. If the student is in the early years (e.g. Prep 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 Deputy 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 misdemeanour 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 Deputy Principal)
- The student will complete learning tasks and take breaks in isolation from other students
- The Deputy 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 Deputy Principal
- The Deputy Principal will write to the parents confirming the internal suspension

On occasions, the Deputy 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 Deputy Principal for the student to be off campus for a period of time.

(Note: approval for an external suspension rests with the Deputy Principal or in his absence the Principal)

- Parents will be contacted by the Deputy Principal to inform them of the student's misdemeanour and to discuss the provisions of the suspension
- The Deputy 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. Prep to Year 2), suspensions may not be effective or appropriate in dealing with significant misdemeanours (e.g. violence, lying, blatant disobedience, continued non-compliance, etc.). The Deputy 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 Deputy Principal will ensure the student is removed from classes immediately and goes to the Responsible Thinking Room. If, after investigating the matter, the Deputy 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 Deputy 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 Deputy 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 Chinchilla 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 Deputy 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 Deputy 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.

#### **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 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 Responsible Thinking Room
- Teachers and the Deputy Principal will contact parents to arrange meetings with them as necessary
- The Deputy Principal will contact parents regarding any internal suspension
- The Deputy Principal will contact parents regarding any external suspension
- The Principal (or, if delegated, the Deputy Principal) will contact the parent regarding expulsion

## Appendix 1 – Responsible Thinking Plan (Years P-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 can you do to help you make a good choice next time?

5. Who can help you with this? \_\_\_\_\_

Student Signature \_\_\_\_\_ Teacher Signature \_\_\_\_\_

By signing this we agree that this is a good plan that will help in doing the right thing.

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

Name \_\_\_\_\_

Date \_\_\_\_\_

Who referred you to Responsible Thinking Room? \_\_\_\_\_

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 Plan (Years 7-12)**

Name \_\_\_\_\_

Date \_\_\_\_\_

Who referred you to Responsible Thinking Room? \_\_\_\_\_

1. Describe, in detail, what you did in order to be sent to RTR. \_\_\_\_\_

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2. What were you expected to do? \_\_\_\_\_

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3. Who was affected by your disruption and how? \_\_\_\_\_

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4. What is your behavior goal going to be? \_\_\_\_\_

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

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

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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.