



# **BEHAVIOUR MANAGEMENT POLICY**

**Policy No. 15**

Amended: August 2014

"Aims to provide a solid foundation for academic excellence and spiritual growth towards authentic Christian Living."

## **Rationale**

At Kerang Christian College, we expect all children to behave in an appropriate and acceptable manner. We believe that the quality of children's learning and the quality of life in the College will be enhanced and enriched through the promotion and maintenance of high standards of behaviour.

We aim to establish a caring and supportive environment where all members of the College community feel secure, respected and valued. The development of personal qualities and social skills, and the fostering of socially acceptable behaviour, are an integral aspect of the school curriculum.

We expect children to take responsibility for their own actions, be aware of the needs and rights of others and so increasingly display self-discipline in all aspects of College life. The maintenance of an orderly community where children show consideration for others, and are courteous and caring, will be afforded the highest priority.

A primary aim of the College is to encourage within each student the development of Christian character. Rules, and the means to enforce those rules, have been established to assist in this development. The rules and their enforcement are also intended to help each student accept responsibility for personal actions, and to ensure the safety and welfare of other members of the College community.

Clear guidelines, communicated with students and consistently enforced by all staff, add greatly to the effective maintenance of a school culture, which supports a safe environment for all students, and a positive classroom atmosphere.

The following scripture references provide the Biblical framework on which the College Behaviour Policy is modelled.

- **Proverbs 22:6: Train** up a child in the way he should go and when he is old, he will not depart from it.
- **Ephesians 6:1-2: Respect and Honour** – Children obey your parents in the Lord, for this is right, honour your father and mother for this is the first commandment with a promise.

## **Principles**

- Everyone has a right to be happy and safe at school;
- All teachers have a right to teach;
- All pupils have a right to learn;
- All adults working with the children, model and teach expected behaviour;
- Mutual respect.

## **Aims**

To promote positive behaviour in school we seek at all times to:

- ensure consistency and care in our interactions with children;
- be fair, and be seen to be fair;
- treat all with respect;
- communicate clear expectations;
- provide planned activities which motivate and challenge all to learn academically and socially;
- create in and around the College a calm and well-organised learning environment;
- develop tolerance and understanding in children, based upon a shared understanding of the Code of Conduct that exists in our school;
- consistently praise and respond to actions of positive and poor behaviour;
- inform and involve children in decisions made about our school;
- recognise the positive contributions of individual children to the College and local community;
- work in partnership with parents actively promoting standards of positive behaviour.

## **Promoting Positive Behaviour**

We believe that the ideal incentives to promoting positive behaviour are intrinsic rewards offered by:

- warm and caring relationships;
- a stimulating curriculum;
- positive role-models.

We support this by offering a reward system which recognises all forms of achievement and effort. To ensure every child has the opportunity to experience success, we use the following as rewards:

- non-verbal praise;
- verbal praise;
- display;
- privileges;
- achievement awards;

### **Appropriate Behaviour**

At the beginning of each academic year, classes work together with their teacher to develop and agree upon Home Group expectations, which encourages all children to:

- respect the views and opinions of others;
- talk quietly and politely at all times;
- walk and never run about the classroom or learning spaces;
- share equipment with other children and adults;
- respect other people's property and put equipment away at the end of the lesson;
- respect the wishes of others to work quietly and not be disturbed;
- not talk when an adult is addressing the class or another child;
- respond as requested to an instruction given by any adult employed by or working in the College;
- report incidents of unacceptable behaviour to a teacher or adult employed by the College;
- understand appropriate behaviour at recess and lunchtimes.

The College promotes positive effort and achievement in the College assemblies that take place each week. Some assemblies seek, through reflection and the sharing of experiences, to foster in all children: respect, tolerance and an appreciation of each others' views and beliefs.

Other assemblies involve children working co-operatively and recognising that they are part of a larger group. In particular, the sharing assembly each week is an opportunity for the College to celebrate examples of good work and positive achievement, including behaviour. It provides an occasion to recognise the success, progress and effort made by children in and outside school.

### **Rights and Responsibilities**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Members of the Kerang Christian College school community have legal responsibilities under relevant legislation, including the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006, the Disability Discrimination Act 1992 and the Education and Training Reform Act 2006.

### **Special Considerations**

The behaviour management strategies outlined above are appropriate for most students, including those with special needs. However, alternative strategies may be appropriate for some students with diagnosed/documentated conditions such as Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder and should be developed in consultation with specialist staff following classroom observations of their behaviour. Program Support Group conferences with Parents, the student's Teachers, Deputy and the Head of School may also be appropriate. Whilst these alternatives may be more demanding initially, positive outcomes for the student over time are increasingly likely.

Students experiencing emotional difficulties are treated with respect and understanding. They are supported through a multi-agency approach involving parents, College staff and, where appropriate, outside support agencies and other agencies working with the student. Students with exceptionalities may have a documented Behaviour Management Plan as part of their Individual Learning Plan. This will be discussed at Program Support Group (PSG) meetings.

### **Monitoring Standards of Behaviour in School**

It is the responsibility of all staff to monitor standards of behaviour throughout the school. Emphasis will be placed upon praising and rewarding positive behaviour by students in and out of school. Where students exhibit unacceptable behaviour, appropriate punishment or course of action will be initiated, including:

- warnings;
- time-outs;
- restorative questions;
- withdrawal of privileges;
- written apology;
- loss of free time.

Corporal Punishment is not permitted under any circumstances.

Records are kept to log incidents of concern and to monitor students who persistently misbehave. Serious occurrences should be reported to the Head of School. The Head of School will communicate incidents with the Principal. Our intention in applying sanctions to unacceptable and anti-social behaviour is to establish a high standard of behaviour and set clear boundaries for action.

### **Home - School Links**

We aim to develop an effective partnership between school and home and believe that we are most effective when we work together to support student learning.

Students benefit from knowing that both their parents and teachers share the same expectations, value learning and share a concern for their development and progress. Through on-going dialogue, teachers inform parents of student's positive effort, attitudes and behaviour and similarly inform them of incidents and concerns.

Parents contribute to their children's progress through open communication with their child's teachers, by offering support to their child at home, by talking over the challenges that their children meet, and by reinforcing the messages being given at school.

### **Detentions**

In the Secondary School, 30 minute detentions are held during lunch times on designated weekdays. It is not possible to be prescriptive about all behaviour that warrants a detention as it often depends on the circumstances in which it occurred. Detentions may be appropriate for disruptive behaviour in class, intentionally disobeying teachers' instructions, or being out of bounds, unprepared for class, or repeated lateness to school or class.

Detentions should only be used as one of a range of options. Heads of School need to use discretion when giving detentions. Repetitive and unwarranted use of detentions is counterproductive in building a positive school environment.

### **After School Detentions**

After School Detentions may be issued by Heads of School for Secondary School students. They may be appropriate for serious breaches of school expectations or persistent problems where lunchtime detentions have not had the desired effect. After School detentions will be served on Tuesday and Thursday afternoons for 45 minutes.

### **Internal Suspension**

Internal suspension, is at the discretion of the Principal in partnership with the appropriate Head of School.

The principle of internal suspension for behavioural reasons is the removal of a student for the benefits of the College community for a day and is usually implemented for the following reasons:

- A critical incident which does not involve a general suspension.
- A student has been given a general suspension that day but parents are unable to take the student from the premises immediately.
- As a consequence at Step 3. (See Behaviour Management Plan)

Parents and teachers should be informed at the earliest possible opportunity when a student is given an internal suspension. This especially gives teachers opportunity to provide profitable work for the student to undertake while withdrawn from classes.

### **External Suspension**

External suspension, the removal of a student from the College premises, is at the discretion of the Principal.

The principle of an external suspension is that a student has violated the College to the degree that the privilege of being part of that community is suspended for a period of time. Suspension may be needed to allow time for a situation to diffuse, to send a message that certain behaviour has been particularly offensive or to allow time for a full investigation of a circumstance to be completed.

When the circumstances have been established and decision made, it is important that both the student and parents clearly understand the reason for the external suspension and subsequent consequences. The length of a suspension depends upon the circumstances and the implications of the student's actions on the College community. If a student has been suspended previously it would be expected that any subsequent suspension would be longer. It must be clearly understood that external suspensions are regarded with due seriousness and are essentially a response of last resort. Students and parents should not expect the process of external suspension to be ongoing. Without significant positive change and effort in a student's behaviour their enrolment would be withdrawn.

Any suspension of longer than one day would usually require a re-entry interview with the Principal, parents, student. The student must show a commitment to improved behaviour and desire to be enrolled in the College with the support and cooperation of their parents. At the Principal's discretion the student may be placed on a 'Provisional Enrolment'.

### **Changes to a Student's Status**

In the case of ongoing behavioural problems or critical incidents, a student's status may be changed by the Principal. This should be regarded as an extreme position which strongly motivates a student to work with the Heads of School and their parents to remediate their position and function correctly in the College community. When a student's status has been changed, their progress will be closely monitored by Heads of School and an evident change in attitude and behaviour is expected. It should be noted that close adherence to uniform policy is regarded as an immediate outward indicator of a student's desire to cooperate and remain enrolled at the College.

### **Good Standing**

The difference between good standing and provisional enrolments is that generally provisional enrolments are the result of a major incident, whereas loss of good standing can occur as the result of continued uniform, academic or behaviour/ attitude issues. Following continued problems after intervention from Heads of School, a student may be deemed 'Not in Good Standing' by the Principal. The status 'Not in Good Standing' means that students may not be involved in Co-curricular activities where they would represent the College.

If a student's status is 'Not in Good Standing', continued failure to comply with College expectations will mean that they are placed on provisional enrolment. When a student's status is 'Not in Good Standing' they enter a behaviour contract. This is a contract between the student and Principals with parents informed at an interview. Teachers are informed of the student's status and the conditions of the contract and are asked to comment on the student's adherence to this contract. The contract has a specific time period. If a student breaks the contract, their status moves to a provisional enrolment (initial or final). If a student maintains the contract they are restored to good standing.

### **Provisional Enrolment**

Provisional enrolment is essentially a signed contract between the student, their parents and the Principal, as representative of the College, which determines the conditions upon which a student's enrolment may be continued. Provisional enrolments are usually for a semester and will be reviewed at their expiry.

There are two categories of provisional enrolment:

#### *Initial Provisional Enrolment*

The provisions of this enrolment if not adhered to will result in another interview and enrolment review which may lead to either exclusion from the College or a Final Provisional Enrolment.

#### *Final Provisional Enrolment*

If the provisions of this enrolment are not kept the student's enrolment is terminated as a matter of course. This may or may not include an interview. Students and parents must understand that being on Provisional Enrolment changes a student's status in the College and any major infraction, or continued issues not positively addressed, even if not specifically mentioned in the provisions of enrolment, will jeopardise enrolment.

### **Expulsion**

A student may be expelled from the College at the discretion of the Principal as the result of a serious breach of the College behaviour policy, criminal act or failure to maintain the provisions of enrolment.

The College has a zero tolerance stance with regards to drugs and alcohol, violence and aggression, and inappropriate sexual behaviour. Involvement in these behaviours can lead to expulsion in the first instance.

### **Roles and Responsibilities**

All adults at Kerang Christian College have a shared responsibility for teaching behaviour.

#### **Class teachers:**

- Model positive behaviour through their social interactions;
- Teach behaviour and make expectations clear;

- Create a caring and supportive working environment in which the students are able to learn;
- Treat students with respect;
- Communicate effectively with parents;
- Value and reward individual achievement;
- Discuss lunchtime behaviour and any difficulties which arise;
- Engage the students in learning.

**Principal / Head of School:**

The Head of School, through the auspices of the Principal, is responsible for ensuring good order and discipline within the Primary/Secondary school and achieves this through:

- Communicating the policy to parents and reminding parents of the policy at the beginning of each academic year;
- Supporting students, staff and parents who are experiencing difficulties;
- Receiving complaints and responding appropriately;
- Maintaining an overview;
- Taking immediate action in response to critical incidents;
- Making informed decisions on detentions, suspensions and expulsions;
- Co-ordinating support for children returning to school following suspension.

**Support Staff:**

All support staff are entitled to respect and co-operation. All staff should hold the same expectations and share responsibility for modelling behaviour as set out in this policy.

**Parents:**

- Treat their own, and other people's children with respect;
- Work in partnership to support the College's behaviour policy.

**Student:**

Learn to be responsible for their behaviour and for their choices.

## **Student Code of Conduct**

*Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.*  
1Timothy 4:12

### **Principle 1**

Students have the right to feel safe and secure in the school environment, free from intimidation, bullying and harassment, and to be treated with love, justice and equity according to the Scriptures. Students have the responsibility to behave in a considerate and thoughtful manner, and to treat others with love, justice and equity.

### **Principle 2**

Students have the right to work and play in an environment free from interference or damage to personal property. Students have the responsibility to respect all property, including that of other students, and to do nothing that would harm another's well-being.

### **Principle 3**

Each student has the right and responsibility to receive Biblical counsel and correction when needed from members of Staff.

### **Principle 4**

Each student has the right to be valued and treated with respect. Courtesy, consideration of others, co-operation and honesty are essential to the proper functioning of a Christian community. Each student has the responsibility to treat others with respect and courtesy, to be honest and co-operative in all aspects of School life, and to respect authority.

### **Principle 5**

Each student has the right not to be exposed to harmful substances, influences or immoral behaviour in the school environment. Each student has the responsibility not to behave in a manner that could negatively influence others.

### **Principle 6**

Parents have the right to expect that their child will be treated fairly, reasonably and consistently by the Principal and Staff in the implementation of the Code of Conduct and to expect that their children will be educated in a loving and disciplined environment in which love for God and others is encouraged. Parents have the responsibility to support the College in its efforts to maintain a positive teaching and learning environment, and to provide a loving and disciplined home environment in which love for God and others is encouraged.

### **Principle 7**

Each teacher has the right to be able to teach in an orderly and cooperative environment.

Students have the right to learn in an orderly and co-operative environment and to be able to develop their God-given talents and abilities. Each teacher has the responsibility to maintain an orderly and co-operative environment. Students have the responsibility to develop their God-given talents and abilities for His glory and to do nothing that would prevent others from learning.

### **Discipline Procedures and Sanctions**

In an effort to ensure that these principles are outworked in the life of the College:

- Teachers will apply appropriate sanctions that follow from the Biblical principles, standards and rules set by the Student Code of Conduct.
- The College considers that Christian discipline is achieved by training in Godliness. Godly training does not eliminate the need for corrective discipline. Rather, it forms the context in which corrective discipline can most helpfully take place. Corrective discipline seeks to bring about reconciliation amongst members of the College community; restore the student who has erred and bring freedom from guilt; and maintain the purity of the College.
- Discipline properly motivated and applied, is an act of love, never intended to be a punitive measure applied in isolation from motives of love and care for the individual. Rather, disciplinary measures are applied for the good of the student and his or her ultimate wellbeing.
- Sanctions are graded with severity, with the emphasis on the students being accountable and learning to take responsibility for their behaviour.

Sanctions may include:

- discussion between student and teacher
- withdrawal from classes
- yard duty
- withdrawal of privileges
- detention (Secondary Students only - lunch or after school)
- time out (Primary School students)
- parental contact
- behaviour cards
- behaviour contracts
- conditional enrolment contract
- suspension
- expulsion

### **Choices and Consequences**

It is a critically important life-lesson that we aim to teach our students via our Behaviour Management Policy. "Choices and Consequences" should become an 'oft-repeated mantra' as we interact with our students. We need to be encouraging students to think about their choices and the potential consequences before deciding on a particular course of action.

Additional to this, the policy is based upon the right of every child at Kerang Christian College to learn in a safe environment, which is free of disruption and similarly, the right of every teacher to teach with the same expectation.

**If a student does not comply with any reasonably and clearly communicated instruction of the staff, or infringes School rules, then sanctions will be applied as documented below.**

## **Managing Behaviour in the Primary School Classroom**

Teachers are asked to use a warning system with students in the Primary School classroom. Over the course of the day the following system will be followed:

For an **initial incident** of disruptive or inappropriate behaviour the teacher will counsel the student appropriately. This stage is a warning. The teacher is encouraged to maintain a good tone and send a clear message.

**2<sup>nd</sup> incident** of disruptive or inappropriate behaviour the students name is recorded.

**3<sup>rd</sup> incident** of disruptive behaviour the student receives a tick against their name. The student may be moved to another desk, or isolated within the classroom to break the cycle of behaviour. Supervision is to be maintained by the classroom teacher.

For any **further incidents** of disruptive behaviour, the student will be sent to a Buddy Class. A **Classroom Behaviour Management Form** is to be completed by the classroom teacher and provided to the Head of Primary School. The teacher will enter a summary in the **Classroom Behaviour Management Book**.

When in the buddy room:

- Student to sit in isolation
- Student to be given work to complete by their classroom teacher
- Student should be dealt with in an appropriate manner, not drawing attention to them or their behaviour
- If a student refuses to go to their buddy room, the Head of Primary should be notified.

If a student is removed from the classroom on more than one occasion during the day, please discuss issues and concerns with the Head of Primary School at an appropriate time during the day. A phone call to alert the student's parent or guardian will be made.

If a student is sent out of a classroom three times during the day for disruptive behaviour, the student will be sent to the Head of Primary School immediately.

If behaviour is repeated three times during a two week period, a **Behaviour Notification Form** must be provided to a parent. A parent phone call ahead of time is appropriate. The Head of School will organise the phone call.

The Head of Primary School will decide on the appropriateness of a **Behaviour Management Plan**.

### **Behaviour Demerit Points**

A student sent out of the classroom will be issued with a behaviour demerit point, which will be recorded by the Head of Primary School in the Primary School Behaviour Management Book. Home Group teachers will notify the Head of Primary School of any student being sent out a classroom.

When a student is issued a behaviour demerit point the students will be required to complete a lunch time “time out” on the yellow seat or a place deemed appropriate by the Head of Primary School.

#### Primary School Lunch Time “Time Out”

Prep:	5 minutes
Year 1/2	8 minutes
Year 3/4	10 minutes
Year 5/6	12 minutes

Note: A Notification of Timeout Form will be sent home for every child.

The Demerits work in conjunction with the College Step system (See page 18). Students who accumulate five counting Demerits will automatically receive a Step.

In the Primary School, Behaviour Demerit Points may be awarded for Level 2 or higher behaviours in conjunction with the classroom teacher and Head of Primary School.

Demerits from a previous year do not count toward a step.

## PRIMARY SCHOOL STUDENT MANAGEMENT PROCESS

	Student Actions	Teacher Actions
<p><b>Teacher Managed</b> Minor infractions, which impede the learning process, orderly procedures or interfere with the systematic school operations.</p>		
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• disrupting others,</li> <li>• thoughtlessly / carelessly upsetting others</li> <li>• chatting / not listening</li> <li>• not settling / being off task</li> <li>• wandering about</li> <li>• rocking on chairs.</li> <li>• In classroom before the teacher, or during recess or lunchtime without permission,</li> <li>• Playing on the wrong oval, playground area</li> <li>• Dropping rubbish</li> <li>• Not being lined up ready for class on time</li> <li>• Diary not signed /Homework not completed</li> <li>• Uniform incorrectly worn</li> <li>• Chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning reprimand,</li> <li>• verbal apology</li> <li>• reinforce expectations,</li> <li>• quiet word</li> <li>• praise positive behaviour</li> <li>• give time limit for task</li> </ul> <p>These behaviours can constitute a disruptive behaviour and count as a behaviour “incident”.</p> <p>Note: Please follow procedures for Managing Behaviour in the Primary School Classroom</p>
<p><b>Head of School Managed</b> Infractions which impede the educational climate of the school or which impact school operations and public image.</p>		
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Consistent level 1</li> <li>• deliberate time wasting,</li> <li>• taking others property /hiding things</li> <li>• inappropriate / bad language,</li> <li>• rude behaviour, put downs,</li> <li>• damaging property,</li> <li>• purposeful disruption,</li> <li>• reluctance to work</li> <li>• misuse of equipment,</li> <li>• deliberately upsetting others</li> <li>• answering back.</li> </ul>	<ul style="list-style-type: none"> <li>• The student may be moved to another desk, or isolated within the classroom to break the cycle of behaviour.</li> <li>• Loss of some recess or lunch – See: Primary School recess or lunch time “time out”</li> <li>• contact parents – informally, formal warning</li> <li>• letter of apology</li> <li>• reinforce appropriate behaviour and why behaviour is inappropriate</li> <li>• take work home</li> </ul> <p>Note: Please follow procedures for Managing Behaviour in the Primary School Classroom</p> <p>Note: A <u>Notification of Timeout Form</u> will be sent home for every child.</p>

<p><b>Head of School Managed</b>          Infractions directed against persons and/or their property, including that of staff and school, or violation of any existing law.</p>		
<p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li>• Consistent level 2</li> <li>• swearing at another,</li> <li>• consistent answering back,</li> <li>• bullying behaviour verbal or physical,</li> <li>• deliberate damage to property/ vandalism</li> <li>• defiant / challenging to adult,</li> <li>• threatening /abusive behaviour,</li> <li>• leaving classroom or activity without permission,</li> <li>• racist or sexist behaviour,</li> <li>• hurting others deliberately,</li> <li>• lying with serious consequences</li> <li>• Forgery of notes, signatures and lies</li> <li>• Giving false information</li> </ul>	<ul style="list-style-type: none"> <li>• Phone parents</li> <li>• send home a letter</li> <li>• see parent on a regular basis,</li> <li>• work sent home,</li> <li>• Formal “time out” with the Head of Primary School for an extended period of time</li> <li>• Head of Primary School to consider the appropriateness of a Behaviour Plan.</li> <li>• Head of Primary School to manage “The 5 Step Procedure”</li> </ul>
<p><b>Principal Managed in Partnership with the Head of School</b>          Established pattern of risky behaviour, which is violent or harmful toward another person or property or their wellbeing, or actions which pose a threat to the safety of others in the school.</p>		
<p><b>Level 4</b></p>	<ul style="list-style-type: none"> <li>• Consistent Level 3,</li> <li>• frequent and deliberate upsetting / harming of others,</li> <li>• abusive / threatening behaviour to adults,</li> <li>• repeated personalised swearing,</li> <li>• Consistent bullying</li> <li>• behaviour, physical disruption / endangering others e.g.: throwing chair.</li> <li>• Leaving school grounds without permission</li> <li>• Breaching Health and Safety rules such as not following evacuation procedures, playing with fire extinguishers and setting off false alarms</li> </ul>	<ul style="list-style-type: none"> <li>• Parent to come in immediately,</li> <li>• parents to meet with Head of Primary School,</li> <li>• consider removing child from school premises,</li> <li>• Formal “time out” with the Head of Primary School for an extended period of time</li> <li>• Head of Primary School to consider the appropriateness of a Behaviour Plan.</li> <li>• Head of Primary School to manage “The 5 Step Procedure”</li> </ul>
<p><b>Principal Managed</b>          Infractions which hurt the health and safety of the child, have a legal bearing, impede success of the school and impact on school image.</p>		
<p><b>Level 5</b></p>	<ul style="list-style-type: none"> <li>• As level 4 despite action taken,</li> <li>• extreme violence towards others,</li> </ul>	<ul style="list-style-type: none"> <li>• Principal to manage “The 5 Step Procedure”</li> </ul>

	<ul style="list-style-type: none"><li>• drug related incident,</li><li>• serious vandalism,</li><li>• consistent and absolute refusal to co-operate.</li><li>• Persistent failure to change behaviour</li></ul>	
--	---	--

## **The 5 Step Procedure (Primary)**

The Step Procedure is implemented as follows:

### **STEP 1**

- A letter is sent to the parents (Generally the Head of Primary School will also call the parents except where the Step is automatic after receiving 5 counting Demerits)
- An Interview regarding the incident is held with the Head of Primary School the Teacher concerned, and the Student.

### **STEP 2**

- A letter is sent to the parents
- An Interview regarding the incident is held with the Head of Primary School, the Teacher concerned, the Parents (except where the Step is automatic after receiving 5 counting Demerits) and the Student.
- Head of Primary to consider a **Behaviour Management Plan** (See Appendix D)

### **STEP 3**

- A letter is sent to the parents
- A further Interview regarding the incident is held with the Head of Primary School, the Teacher concerned, the Parents and the Student.
- Parents must sign a **Behaviour Management Contract** for their child. (See Appendix G)

**An Internal Suspension may be imposed.**

### **STEP 4**

- The Principal formally becomes involved.
- A letter is sent to the parents.
- A further Interview regarding the incident is held with the Head of Primary School, the Teacher concerned, the Parents and the Student.
- A change to Student Status will be considered.
- Students may be asked to sign a **Provisional Enrolment Contract**.
- **An External Suspension may be imposed.**

### **STEP 5**

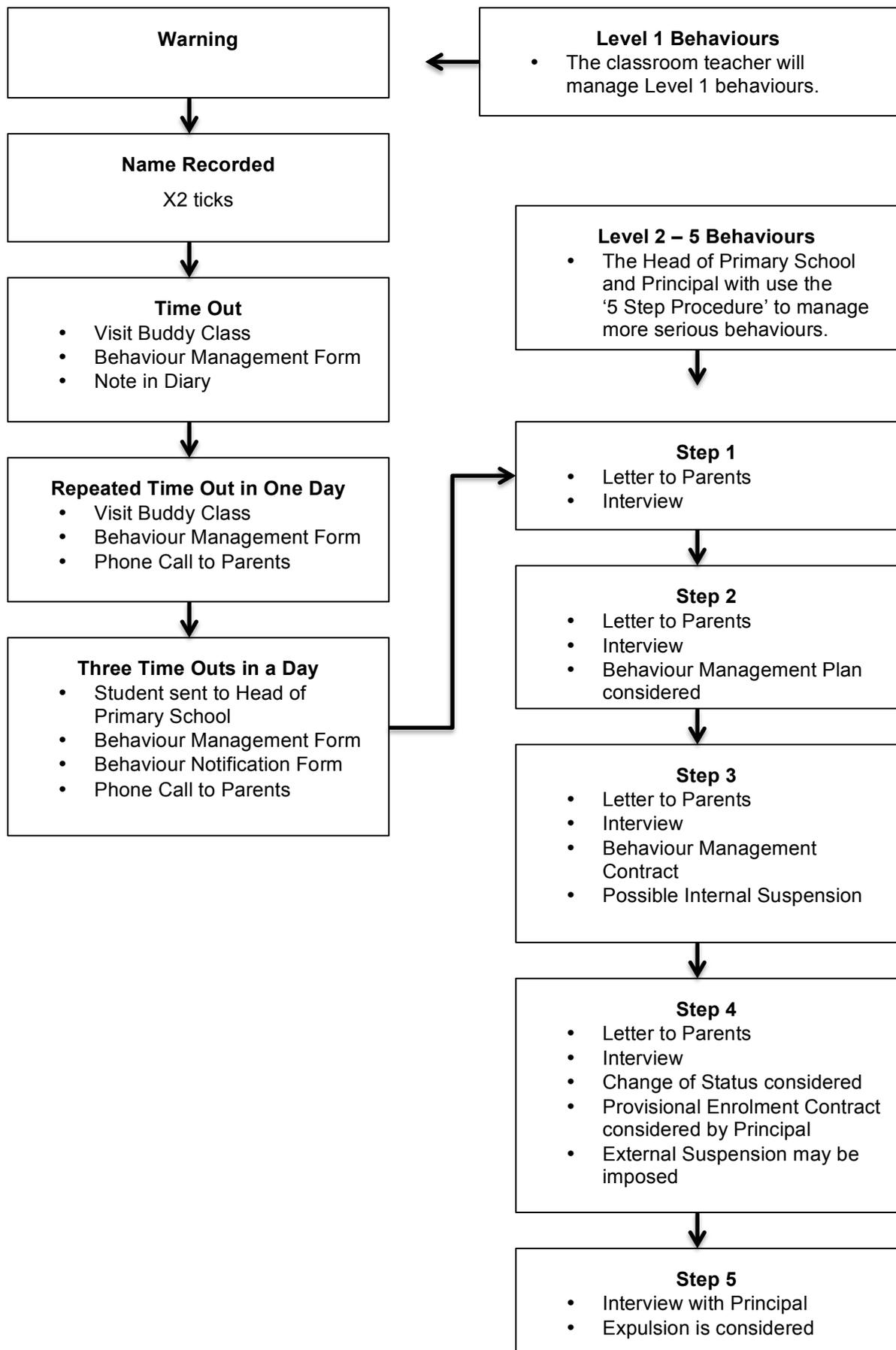
- **The case is referred to the Principal.**
- **A final Interview is held with the Principal, where expulsion will be considered.**

**NOTE: All decisions relating to the Step System are subject to the Grievance Policy.**

### **Step Back Procedure**

Students placed on a Step will have the opportunity to Step Back after a period of 5 weeks of receiving no counting Demerits. For Steps 3 and 4, they will also be required to have a Behaviour Management Plan in place. The Step Back Programme is designed to encourage and support the student as their behaviour improves.

## Primary School Behaviour Management Plan



## **Managing Behaviour in the Secondary School Classroom**

Teachers are asked to use a warning system with students in the Secondary School classroom. Over the course of a lesson the following system will be followed:

For an **initial incident** of disruptive or inappropriate behaviour the teacher will counsel the student appropriately. This stage is a warning. The teacher is encouraged to maintain a good tone and send a clear message.

For a **2<sup>nd</sup> incident** of disruptive or inappropriate behaviour the students name is recorded in the teacher chronicle.

A **3<sup>rd</sup> incident** of disruptive behaviour the student receives a tick against their name. The student may be moved to another desk, or isolated within the classroom to break the cycle of behaviour. Supervision is to be maintained by the classroom teacher.

For any **further incidents** of disruptive behaviour, the student behaviour will be referred to the Head of School using the **Classroom Behaviour Management Form** (See Appendix A). The teacher will complete this form as soon as possible that day and submit to the Head of School. The teacher will enter a summary in the **Classroom Behaviour Management Record** in their Chronicle.

Rarely, it may be necessary to send a student out of a lesson if his or her behaviour is unacceptable or affecting the learning of the rest of the class. This is viewed as a serious incident that needs reporting. A 5<sup>th</sup> incident during a lesson will result in the student being sent to the office. The office staff will send the student to an available Head of School. The teacher and office staff will document times of referral and arrival.

The Head of School will act on all Classroom Behaviour Management Forms. If appropriate, a lunchtime detention will be issued. Parents are notified of any detention being issued on a **Detention Form**. (See Appendix E)

If more than one Classroom Behaviour Management Form is submitted to the Head of School during a day, a phone call to alert the student's parent or guardian will be made. The Head of School will organise this phone call.

Parents will be notified of frequent incidents by phone or letter by class teachers or the Head of School.

Three detentions during a term will result in students progressing to Step 1 in the '5 Step Procedure'. Two detentions in a week will also result in a student moving to Step 1 in the '5 Step Procedure'.

A fourth detention will result in students progressing to Step 2 in the '5 Step Procedure'.

The Head of School will decide on the appropriateness of a **Behaviour Management Card**. (See Appendix F)

## SECONDARY SCHOOL STUDENT MANAGEMENT PROCESS

	Student Actions	Teacher Actions
<b>Teacher Managed</b> Minor infractions, which impede the learning process, orderly procedures or interfere with the systematic school operations.		
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Disrupting others</li> <li>• thoughtlessly / carelessly upsetting others</li> <li>• chatting / not listening</li> <li>• not settling / being off task</li> <li>• reluctance to work</li> <li>• wandering about</li> <li>• rocking on chairs</li> <li>• In classroom before the teacher, or during recess or lunchtime without permission</li> <li>• Out-of-bounds</li> <li>• Dropping rubbish</li> <li>• Unprepared for class</li> <li>• Homework not completed</li> <li>• Uniform incorrectly worn</li> <li>• Chewing gum</li> <li>• deliberate time wasting,</li> <li>• taking others property /hiding things</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• reprimand,</li> <li>• verbal apology</li> <li>• reinforce expectations,</li> <li>• quiet word</li> <li>• praise positive behaviour</li> <li>• give time limit for task</li> </ul> <p>These behaviours can constitute a disruptive behaviour and count as a behaviour “incident”.</p> <p>Note: Please follow procedures for Managing Behaviour in the Secondary School Classroom</p>
<b>Head of School Managed</b> Infractions which impede the educational climate of the school or which impact school operations and public image.		
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Consistent level 1</li> <li>• inappropriate / bad language,</li> <li>• rude behaviour, put down</li> <li>• damaging property,</li> <li>• ongoing purposeful disruption,</li> <li>• misuse of equipment,</li> <li>• deliberately upsetting others</li> <li>• answering back</li> <li>• defiant / challenging to adult,</li> <li>• leaving classroom or activity without permission</li> <li>• Failure to serve detention</li> <li>• Consistent inappropriate uniform</li> <li>• Unexcused absences/ truancy</li> </ul>	<ul style="list-style-type: none"> <li>• The student may be moved to another desk, or isolated within the classroom to break the cycle of behaviour.</li> <li>• contact parents – informally, formal warning</li> <li>• letter of apology</li> <li>• reinforce appropriate behaviour and why behaviour is inappropriate</li> <li>• take work home</li> <li>• Head of School can issue a detention</li> </ul> <p>Note: Please follow procedures for Managing Behaviour in the Secondary School Classroom</p> <p>Note: A <u>Detention Form</u> will be sent home when a detention is issued.</p>

<p><b>Head of School Managed</b>          Infractions directed against persons and/or their property, including that of staff and school, or violation of any existing law.</p>		
<p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li>• Consistent level 2</li> <li>• swearing at another,</li> <li>• consistent answering back,</li> <li>• bullying behaviour verbal or physical,</li> <li>• deliberate damage to property / vandalism</li> <li>• threatening /abusive behaviour,</li> <li>• racist or sexist behaviour,</li> <li>• hurting others deliberately,</li> <li>• lying with serious consequences</li> <li>• Forgery of notes, signatures and lies</li> <li>• Giving false information</li> <li>• Academic dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>• Phone parents</li> <li>• send home a letter</li> <li>• see parent on a regular basis,</li> <li>• work sent home,</li> <li>• Head of School will issue a detention</li> <li>• Head of School and Principal to consider the appropriateness of an after school detention.</li> <li>• Head of School to consider the appropriateness of a Behaviour Plan.</li> <li>• Head of School to manage “The 5 Step Procedure”</li> </ul> <p>Note: A <u>Detention Form</u> will be sent home when a detention is issued.</p>
<p><b>Principal Managed in Partnership with the Head of School</b>          Established pattern of risky behaviour, which is violent or harmful toward another person or property or their wellbeing, or actions which pose a threat to the safety of others in the school.</p>		
<p><b>Level 4</b></p>	<ul style="list-style-type: none"> <li>• Consistent Level 3,</li> <li>• frequent and deliberate upsetting / harming of others,</li> <li>• abusive / threatening behaviour to adults,</li> <li>• repeated personalised swearing,</li> <li>• Consistent bullying behaviour, physical disruption / endangering others e.g.: throwing chair.</li> <li>• Leaving school grounds without permission</li> <li>• Breaching Health and Safety rules such as not following evacuation procedures, playing with fire extinguishers and setting off false alarms</li> </ul>	<ul style="list-style-type: none"> <li>• Parent to come in immediately,</li> <li>• parents to meet with Head of School and Principal</li> <li>• consider removing child from school premises,</li> <li>• Head of School and Principal to consider an after school detention.</li> <li>• Head of School to consider the appropriateness of a Behaviour Plan.</li> <li>• Principal and Head of School to manage “The 5 Step Procedure”</li> </ul> <p>Note: A <u>Detention Form</u> will be sent home when a detention is issued.</p>
<p><b>Principal Managed</b>          Infractions which hurt the health and safety of the child, have a legal bearing, impede success of the school and impact on school image.</p>		
<p><b>Level 5</b></p>	<ul style="list-style-type: none"> <li>• As level 4 despite action taken,</li> <li>• extreme violence towards others,</li> <li>• drug related incident,</li> <li>• serious vandalism,</li> <li>• consistent and absolute refusal to co-operate.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal to manage “The 5 Step Procedure”</li> </ul>

	<ul style="list-style-type: none"><li>• Persistent failure to change behaviour</li></ul>	
--	--	--

## **The 5 Step Procedure (Secondary)**

The Step Procedure is implemented as follows:

### **STEP 1**

- A letter is sent to the parents (Generally the Head of School will also call the parents).
- An Interview regarding the incident is held with the Head of School the Teacher concerned, and the Student.

### **STEP 2**

- A letter is sent to the parents
- An Interview regarding the incident is held with the parents, Head of School, the Teacher concerned and the student.
- Students are issued a **Behaviour Card** for 1 – 3 weeks. (See Appendix F)
- The Head of School and Principal will consider the appropriateness of an after school detention.

### **STEP 3**

- A letter is sent to the parents
- A further Interview regarding the incident is held with the Head of School, the Teacher concerned, the Parents and the Student.
- Students must sign a **Behaviour Management Contract**. (See Appendix G)

**An Internal Suspension may be imposed at the discretion of the Principal.**

### **STEP 4**

- The Principal formally becomes involved.
- A letter is sent to the parents.
- A further Interview regarding the incident is held with the Head of School, the Teacher concerned, the Parents and the Student.
- A change to Student Status will be considered.
- Students may be asked to sign a **Provisional Enrolment Contract**.
- **An External Suspension may be imposed.**

### **STEP 5**

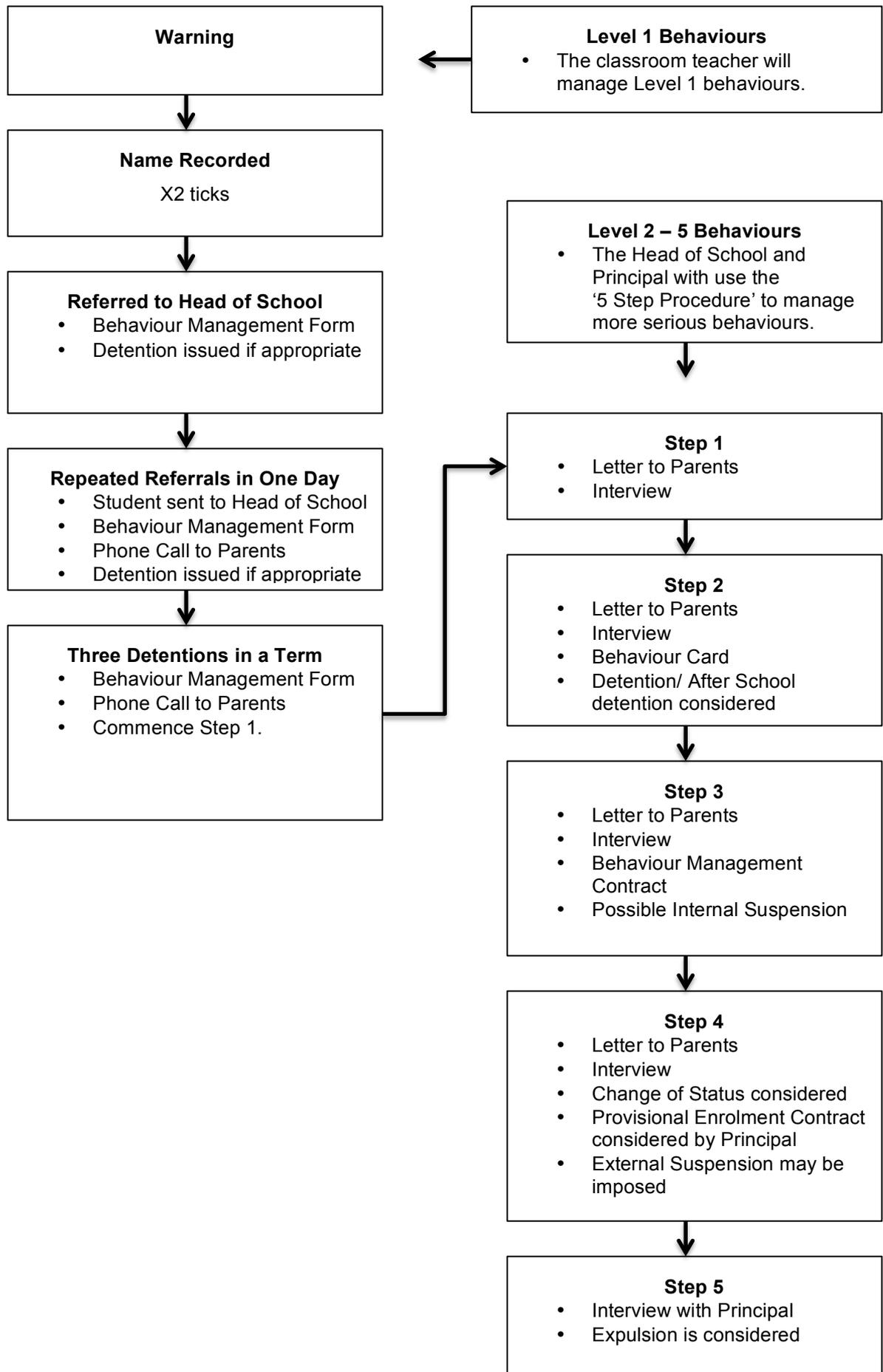
- **The case is referred to the Principal.**
- **A final Interview is held with the Principal, where expulsion will be considered.**

**NOTE: All decisions relating to the Step System are subject to the Grievance Policy.**

### **Step Back Procedure**

Students placed on a Step will have the opportunity to Step Back after a period of 5 weeks of receiving no detentions. The Step Back Programme is designed to encourage and support the student as their behaviour improves.

## Secondary School Behaviour Management Plan



**Communication**

These guidelines will be published in part or whole in the College handbooks and in the newsletter, and will be reinforced by College staff on commencement of classes and as required.

**Evaluation**

This policy will be reviewed as part of the school's three-year review cycle.

Approved: October 2005  
Amended: February 2012<sup>1</sup>  
Amended: August 2014

<sup>1</sup> The 2012 Policy replaces Primary and Secondary Behaviour Policy 15a and 15b.