Behaviour Management Policy

Policy No. 15

Approved by School Board
June 2024

KERANG
Christian College

Rationale

Kerang Christian College seeks to develop right behaviours and respectful relationships that are founded in Biblical values throughout the school community.

With the purpose of strengthening the school community, the Behaviour Management Policy will clarify our common vision in Christ for how we should live together to build and restore relationships. The result of implementing this policy should be the discipleship of young people. Our goal is to come alongside students and to teach them to behave in ways that are Christ-like to others and themselves. We want students to respond within relationships and to authority in ways that show maturity and commitment to the welfare of the community.

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 and be aware of the needs and rights of others and so increasingly display self-discipline in all aspects of College life.

The following scripture reference provides 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.

This Behaviour Management Policy is designed to facilitate appropriate standards of behaviour so that the learning and teaching at the College and related off-campus activities can be effective, and so that students can participate positively within the school community. A restorative approach to behaviour management is integrated at Kerang Christian College as this promotes justice, equality and dignity. Kerang Christian College explicitly prohibits corporal punishment.

Expectations of Behaviour at Kerang Christian College (KCC)

Everyone in the school community has the right to

- be treated with respect.
- feel safe.
- be able to teach and learn.
- a welcoming, disciplined, safe, and supportive classroom environment where students, teachers and parents develop positive relationships.

The Staff at Kerang Christian College seek to

- respect the Christian Ethos of the College.
- provide safe and supportive learning environments.
- provide inclusive and engaging curriculum and teaching.
- initiate and maintain constructive communication and relationships with parents/caregivers regarding their child's learning, wellbeing, and behaviour.
- promote the skills of responsible self-management.
- maintain student records and initiate contact with parents/caregivers regarding concerns about students.
- consistently adhere to the Kerang Christian College Behaviour Management Policy.

The Students at Kerang Christian College should seek to

- respect the Christian Ethos of the College.
- actively participate in and engage in the school's education programs.
- demonstrate respect for themselves, other members of the school community and for the school environment.
- behave in a manner that respects the rights of others, including the right to learn.
- cooperate with all staff and others who are responsible for their safety and wellbeing.

The Parents whose children attend Kerang Christian College should seek to

- respect the Christian Ethos of the College.
- respect staff and students.
- cooperate with the school to achieve the best outcomes for their child.
- support school staff in maintaining a safe and respectful learning environment with an appropriate level of confidentiality for all students.
- initiate and maintain positive and constructive communication and relationships with school staff regarding their child's learning, attendance, wellbeing, and behaviour.

Behaviour Support – Proactive & Preventative Strategies

At Kerang Christian College, we believe that promoting appropriate behaviour is a positive and successful method of managing student behaviour as opposed to solely intervening after negative behaviour incidents occur.

Establishing Behaviour Expectations

There are several ways in which staff can establish the behaviour expectations for our students including the following:

- Communicate behaviour expectations of the learner
- Communicating appropriate explanations of consequences for not meeting behaviour expectations
- Reinforcing positive behaviours
- Empowering students to take responsibility for their actions
- Modelling appropriate classroom behaviours
- Being flexible to allow for unforeseen circumstances for children with diverse needs
- Explicit teaching and consistent follow-up of school rules
- Maintaining effective communication and sharing a common language about behaviour in our school community

Positive School Culture

At Kerang Christian College, student contributions and successes are recognised at College Chapels, Presentation Evening Awards, in the classroom and at other College events. During these times, we create and enrich our positive school culture through celebration and prayer. Staff are encouraged to acknowledge student achievements in a variety of ways, including:

- Praise/encouragement (verbal/non-verbal/written)
- Merit Certificates
- Public display of student work
- Phone calls, emails, or communication to parents
- Parent, Teacher, Student Interviews
- Celebrations (birthdays, extra curricula achievements)
- Articles in the College Newsletter (a fortnightly electronic publication)
- Articles in The Gannawarra Times (Newspaper)
- Recognition at Primary or Secondary Chapels

Targeted Programs to Support Student Learning and Interactions

Targeted strategies are implemented for all students and include pastoral programs involving support and specialist staff. Interventions may include the following:

- Pastoral Care in Home Groups
- Primary, Middle and Senior School Chapels
- Year-Level Camps
- Positive Parenting Evenings

Physical Restraint and Seclusion

Physical restraint
In this section, physical restraint means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Students are not free to move away when they are being physically restrained. Physical restraint should only be used when it is immediately required to protect the safety of the student or any other person. In some limited circumstances, it may also be necessary to restrain a student from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the student or any other person.

Regulation 25 (Education and Training Reform Regulations 2017) states:

> 'Restraint from danger: A member of staff may take any reasonable action that is immediately required to restrain a student from acts or behaviour that is dangerous to the member of staff, the student or any other person.'

Seclusion
Seclusion is the solitary confinement of a student in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e. it is not locked.

At Kerang Christian College, the following policy with regard to restraint and seclusion applies:

1. As a general rule, staff shall not touch, push, pull or hit a student as a response to unacceptable behaviour. A teacher may use touch to affirm or comfort a child, but such contact should be brief, with the child's permission and not involve contact with 'private' areas (genitals, breasts, buttocks).

2. Physical restraint or seclusion should not be used as a strategy or response to unacceptable or inappropriate behaviour (e.g. disrespect; non-compliance; defiance or unauthorised movement) that does not pose an immediate threat of physical harm to the student or other persons. It is a response to an immediate, unpredictable event that threatens the safety and well-being of students, staff or other persons.

3. If physical restraint is reasonable and appropriate to prevent immanent harm, then:

    i. it should be limited in time (it should cease when the danger is deemed abated);

    ii. it should not cause injury to the student, or impair breathing.

4. Prone restraint (holding a student face-down) or supine restraint (holding a student on the ground face-up) is not permissible.

5. The College does not permit the use of mechanical or chemical restraints to control behaviour.

6. Physical restraint or seclusion must never be used as a punishment or discipline strategy, as a means of coercion, retaliation or as a convenience.

7. This policy applies to ALL students - students with disabilities or emotional or behavioural issues should be treated with the same care, respect and dignity. Discrimination that condones cruel or degrading treatment on the basis of disability, mental health or background will not be tolerated.

8. The College permits the use of physical restraint if it has been deemed appropriate as a management strategy for a disability or emotional or behavioural issue. Permission to use physical restraint for this purpose must be documented in the student's Individual Learning Plan and must be signed by a parent or guardian.

9. Any use of physical restraint or seclusion must trigger an Incident Report and a review of the circumstances surrounding the event.

Behaviour Management Strategies: Level 0

Kerang Christian College operates on a behaviour management protocol that considers severity and frequency of negative behaviour. Based on those factors, behaviours are then managed by the classroom teacher, the Home Group teacher, the parents, the Head of School and the Principal, based on an Accountability Point System.

Level 0 behaviours are the base level, and we believe that if Level 0 behaviours can be addressed in the classroom consistently by the teacher, then the hope is that the student feels that they are learning in an accountable, consistent environment and that the behaviour will stop. However, if the behaviour continues, the student moves into the Student Behaviour Management Process where Accountability Points are accrued and discipline accelerates.

Management of Level 0 behaviour rests on the classroom teacher. Teachers are expected to manage student behaviour in classrooms in a proactive manner. Students will generally behave appropriately if they feel secure in their classroom and are engaged by the lesson. Level 0 student behaviours include:

- thoughtlessly/carelessly upsetting others
- chatting/not listening
- not settling/being off task
- reluctance to work
- wandering about
- being in a classroom before the teacher, or during recess or lunchtime without permission
- being late to class
- being out-of-bounds
- littering

- being unprepared for class
- homework not completed
- uniform incorrectly worn
- chewing gum
- deliberate time wasting
- taking other's property/hiding things

To effectively manage the classroom to promote the preferred behaviour, use the following Level 0 Strategies:

- For the first incident, use one or more **Relaxed Vigilance** strategies
- For the second and third incidents, use one or more of the **Assertive Redirection** strategies
- After the third time, accelerate to Level 1 strategies.

Level of Behaviour	Incident Frequency	Style of Behaviour Management
0	First incident	Relaxed Vigilance
	Second incident	Assertive Redirection
	Third time	
	Fourth time	Move to Level 1

Level 0 Strategies

Relaxed Vigilance

In order to guide appropriate classroom behaviour, the teacher's natural approach should be to utilise the following strategies, known as Relaxed Vigilance. They are brief, subtle reminders of expectations; most are non-verbal.

1. Make eye contact with the students who are off task.
2. Move near to students who are misbehaving, establish eye contact and say nothing.
3. Check misbehaviour with facial expression eg. a slight shake of the head, a frown (not a long suffering look)
4. Use gestures. eg. palm out = stop, finger to lips = quiet
5. Use the students name or familiar names.
6. Tactically ignore the behaviour.

These strategies intentionally aim to minimise drawing attention to misbehaviour and place the responsibility back on to the student. This encourages respect and personal responsibility.

Note:

- These low-level strategies are designed to deal with learning disruptions. Abusive, threatening or dangerous behaviour should result in the immediate notification to the appropriate Head of School and/or Principal and the removal of the student if necessary.
- It is the responsibility of all teachers to be aware of the needs of students on both IEPs and Strategies plans and to implement required measures stated within the plans.

Assertive Redirection

The following strategies are used to give assertive verbal messages when unacceptable behaviour persists and should follow the following guidelines:

- Continue to reiterate clearly the behaviour/s that you are expecting in this lesson.
- Positively acknowledge in a relaxed way those who are clearly showing the expected behaviour/s.
- Appropriately support by non-verbal actions eg. a held up open hand (not pointing) and keep an appropriate distance
- Keep a calm, clear, matter of fact tone.
- Gain students attention, pause, state what you want them to do rather than what you want them to stop doing, speak in a firm and friendly way
- If possible, deliver the message privately by speaking quietly or taking the student aside.
- Keep your focus on the initial misbehaviour. Do not allow the student to move on to side issues and to get you into public arguments.

These strategies may be used several times throughout the lesson; however, they must be used at least three times before a student proceeds to Level 1.

If the student fails to respond to the Level 0 strategies referred to above, the teacher is to proceed to Level 1 of the Student Behaviour Management Process.

Student Behaviour Management Process

	Student Actions	Teacher Actions
Classroom Teacher Managed Minor infractions which impede the learning process, orderly procedures or that interfere with the systematic school operations, including the following but not limited to		
Level 0	• disrupting others • thoughtlessly / carelessly upsetting others • chatting / not listening • not settling / being off task • reluctance to work • wandering about • in classroom before the teacher, or during recess or lunchtime without permission • late for class • out-of-bounds • dropping rubbish • unprepared for class • homework not completed • uniform incorrectly worn • chewing gum • deliberate time wasting, • taking others property /hiding things	-Refer to the Level 0 Strategies of Relaxed Vigilance and Assertive Redirection. -Teacher discretion needs implemented. -These strategies may be used several times throughout the lesson (or day in Primary); however, they should be used at least three times before a student proceeds to Level 1. -If the student fails to respond to the Level 0 strategies referred to above, the teacher is to proceed to Level 1 of the Student Management Process. -
Classroom Teacher Managed Infractions which impede the educational climate of the school		
Level 1	• consistent level 0 • inappropriate / bad language • rude behaviour, put down • damaging property • ongoing purposeful disruption • misuse of school equipment • deliberately upsetting others • answering back • defiant / challenging behaviour towards staff • leaving classroom or activity without permission • lying with less serious	-Noted in SEQTA and secondary students receive 1 point -Student to be made aware that there will be a notification made -Restorative conversation held using Restorative Practice Questions -Suggested consequences for student - purposeful / deliberate conversation about behaviour - retained for no more than 20 mins during lunchtime - written or verbal apology - time on the yellow seat (for Primary student—no longer than their age)

	consequences • deliberately copying another students work	
Home Group Teacher Managed Infractions which impede the educational climate of the school or which impact school operations and public image		
Level 1	• consistent unexplained inappropriate uniform • consistently not prepared for class (as appropriate) eg. signed diary, proper supplies	-Noted in SEQTA and secondary student receives 1 point -Student to be made aware that there will be a notification made -Consequence: - Phone parents
Teacher and Head of School Managed Infractions directed against persons and/or their property including that of staff and school or violation of any existing law		
Level 2	• consistent level 1 • targeted swearing • disrespect towards authority • deliberate damage to property/vandalism • deliberate broken windows/holes in walls • threatening/abusive behaviour • deliberate upsetting/harming of others • racist or sexist behaviour • hurting others deliberately • ostracizing others • lying with serious consequences • forgery of notes, signatures and lies • academic plagiarism • inappropriate sexual talk/discussion • tackling	-Referral to Head of School or delegate -Noted in SEQTA and notify Head of School or delegate through SEQTA -Secondary student receives 2 points, after consultation with Head of School or delegate -Restorative conversation with student with the option of using “Behaviour Reflection Sheet” for primary or “Making Things Right” guide for secondary and a consequence given Head of School or delegate will -Phone parents -Follow through with further consequences (eg. lunchtime detention, exclusion from School events or activities, any offered in the Disciplinary Action Framework)

Head of School Managed Established pattern of risky behaviour which is violent or harmful toward another person or property, along with actions which pose a threat to the safety of others in the school		
Level 3	• consistent Level 2 despite action taken • abusive/threatening behaviour to adults • bullying behaviour including SMS, cyber, physical or verbal bullying • disruption/endangering others or themselves eg. throwing chair • leaving school grounds without permission • smoking, e-cigarettes or the possession of paraphernalia • breaching health and safety rules such as not following evacuation procedures, playing with fire extinguishers and setting off fire alarms	-Referral to Head of School or delegate -Restorative conversation with student with the requirement of using "Behaviour Reflection Sheet" for primary or "Making Things Right" for secondary, form to be completed and uploaded to SEQTA and notify Head of School in SEQTA Head of School or delegate will -Follow through with further consequences (eg. lunchtime detention, exclusion from School events or activities) -Consider removing child from school premises -Contact Parents
Principal Managed Infractions which hurt the health and safety of the child, have a legal bearing or impede success of the school and impact on school image		
Level 4	• consistent Level 3 despite action taken • extreme violence towards others • sexual activity on school the premises or at College events • sexting • drug abuse, drug paraphernalia or possession related incident • serious vandalism • consistent and absolute refusal to co-operate • persistent failure to change negative behaviour • sexual harassment (see Sexual Harassment Policy)	-Referral to Head of School or delegate who will refer to Principal -Complete Incident Report, email to Head of School or delegate and Principal, upload to SEQTA -The Principal, in discussion with the Head of School or delegate, may implement any element of the Disciplinary Action Framework as deemed appropriate. -Principal to contact police where necessary

Disciplinary Action Framework

The Student Behaviour Management Process seeks to establish the levels of student behaviour and their severity, along with who is responsible for taking action. The Disciplinary Action Framework seeks to assign disciplinary action to students who exhibit inappropriate behaviour. The first level of action depends on points accrued; the subsequent levels depend of the accrual of the disciplinary action throughout the student's time at the School.

Accrual of Points/Discipline	Disciplinary Action
Secondary 4 points in one week or 6 points in one term	Primary: In-school suspension, afternoon or multiple periods (more than twice in a term, situation progresses to next step) Secondary: After-school detention (up to two cycles) or option of lunchtime detention at the discretion of Head of School or delegate An interview with the student, the relevant teacher, and the Head of School or delegate will be held to discuss positive ways forward for the student. Head of School should communicate with parents. Any points given in the last week of term will, at the discretion of the Head of School or delegate, either be added to the next term's cumulative count or result in a lunch time detention and be treated as a detention per the provisions of this policy.
The student attends more than two after school or in school suspensions detentions.	Whole-day, in-school suspension or a Saturday morning detention An interview with the student and the Head of School or delegate along, with communication with parents will be held to discuss positive ways forward for the student.
The student receives two in-school suspensions.	Behaviour Card for a period ranging from 1 – 3 weeks. An interview with the Head of School or delegate, the parents and the student will be held to discuss positive ways forward for the student.
The student does not respond appropriately to a behaviour card.	Primary: Behaviour Plan/Contract with parent and student Secondary: Behaviour Plan/Contract with student An interview with the Principal, Head of School or delegate, the parents and the student will be held to discuss positive ways forward for the student.
Any subsequent breach of a behaviour contract may result in the student's enrolment being reconsidered.	An interview with the Principal, the parents and the student will be held to discuss the future of the student's enrolment.

NOTE: All decisions relating to the behaviour management process are subject to the Grievance Policy.

Appendices: Sample Templates

Appendix 1: Restorative Practice Questions
Appendix 2: Behaviour Reflection Sheet 1 (Primary)
Appendix 3: Behaviour Reflection Sheet 2 (Primary)
Appendix 4: Making Things Right (Secondary)
Appendix 5: Behaviour Card
Appendix 6: Student Behaviour Incident Form
Appendix 7: Behaviour Contract
Appendix 8: Behaviour Plan

References

Victorian Department of Education. *Restraint & Seclusion Policy*.

Document History

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