



## The Lakes Christian College

### Policy and Procedures

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### Behaviour Management

Behaviour Management at The Lakes Christian College is to be defined and practised within a Biblical framework. This policy is designed to clarify procedures and context for staff, to make our policy explicit for students and parents and the wider community, and to provide a framework for ongoing development of Pastoral Care and Student Welfare. At the Lakes, we are moving towards Positive Behavior for Learning (PB4L) and Restorative Discipline (RD).

#### **The Context**

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The college community affirms that every student is important because each bears the image of God. As such each student should expect to be treated with respect and treat others with similar respect.

The concept of behaviour correction or discipline is grounded in the Word of God. In Hebrews we are given a clear picture of why God takes the time to discipline us. Discipline is done from the basis of love. We understand that discipline has a clear goal not just to keep classroom rules but for students to become the people God intended them to be; PB4L and RD create a framework for building character and true transformation.

#### **Parameters**

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Discipline is an act of love and as such is not an issue separate from pastoral care. All discipline within the college occurs within the framework of a Biblical ethos of care and a desire to restore broken or fractured relationships. Sometimes discipline calls for tough love or an appropriate distancing in a relationship. Discipline is not confined to a list of responses chosen to address certain behaviours. It embodies counsel, follow-up and on-going encouragement.

#### **What is School-wide Positive Behaviour Support?**

School-wide Positive behaviour support (SW-PBS) is comprised of a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour with all students. SW-PBS is not a specific “model” but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically effective and efficient. In addition, SW-PBS has relevant applications to educating all students in schools, not just students with disabilities. – David Vinegrad

Teachers need to be leading students to understand the importance of community and relationships and that what they do has an impact on the people and environment around them.

Teachers should be –

- encouraging students to understand what it means to bear the image of God
- educating for right behaviour and providing models of such behaviour

- encouraging students to be responsible for their actions
- motivating students toward right living and helping shape their attitudes
- building both Christian values and respect.
- seeking to establish connection with the students to demonstrate your interest in them and commitment to them

## **A Positive School Culture**

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An acceptable school culture is one in which all community members demonstrate:

- CARE.
- RESPECT
- RESPONSIBILITY
- RESILIENCE

## **Corporal Punishment**

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Corporal punishment is not permitted under State legislation, and no form of Corporal punishment will be countenanced at The Lakes Christian College.

The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

## **Procedural Fairness**

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In all our dealings with parents and students in our community we aim to cover our moral, spiritual and legal responsibilities. **Procedural fairness** in matters of discipline involves the following legal obligations towards a person against whom an allegation has been made:

The right to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- has an opportunity to respond to the allegations
- has an opportunity to have a support person present
- know how to seek a review of the decision made in response to the allegations.

In addition, the investigation must be impartial and without bias by those making both the allegation and the decision.

The school's Discipline Policy and Grievance policy are readily available on the school website to parents and caregivers.

When serious discipline matters (i.e. suspension or exclusion) are discussed it is our practice to:

- Initial investigations are generally carried out by the Principal or Head of School.
- inform parents via Phone, email and / or letter
- clarify any allegations and to give the students and parents/caregivers the opportunity to speak.
- A brief summary is taken, in writing and kept in the student's files and on Edumate.

They would then consult with the Principal, who would make the final disciplinary decision after the meeting and discussion with the parents.

In cases of expulsion from the school, the Head of School and Principal would confer, then the decision would be made by the School Board. In cases involving sexual assault or any matter coming under the *Child Protection Act*, a trained investigator would be used.

Where a student has failed to respond to lesser forms of discipline or is guilty of a very serious offence the Principal may resolve to expel a student or request the voluntary withdrawal of the student by the parent.

If the Principal believes that this is an appropriate course of action, he/she will contact the parents and request them to come to the college for a meeting at which the action will be declared. The Principal will notify the Board of the intended action, and a member of the Board will seek to be present at the interview. The Principal is expected to review such matters with the Board under normal circumstances.

Procedural fairness should also ensure the right to an unbiased decision through:

- impartiality in the investigation and decision making
- absence of any bias by a decision maker

## **Procedural Guidelines**

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*Teachers should -*

1. Keep an on-going record of any incidents relating to unacceptable student behaviours that require specific management strategies.
2. Use the recommended Student Interview Process when responding to unacceptable behaviour and seek the support or assistance of the Head of School or Principal when experiencing difficulty.
3. Seek to use encouragement and praise with integrity for building and modelling positive relationships
4. Give notification to the Head of School and Principal of incidents that
  - a) have been the subject of previous discipline
  - b) are significant, deliberate or negative actions
  - c) are unresolved at the class level
  - d) are of a complex, serious or extreme nature
  - e) are issues or matters related to behaviour outside of the classroom

Teachers are called upon to draw from a wide range of consequences or sanctions as part of the behaviour correction process. Such responses should always be exercised in the context of the college's commitment to the pastoral care of students. These options should be used both consistently and in a manner appropriate to the misdemeanour.

5. The maintenance of records relating to behaviour management is similar in Primary and High School using Yellow, Orange and Red slips for identifying incorrect behaviour. These are to be recorded on Edumate.

## Introduction to Procedures

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### Response to Behaviour

#### ***Classroom Management Plan***

Establish an agreed Classroom Management Plan, which reflects the whole school expectations. When a student exhibits low-level and infrequent problem behaviour, staff may use the following strategies:

- rule reminder
- redirection to learning
- giving choice
- follow through
- play time work completion (Primary 20mins max)
- relocate in class

#### ***Yellow Teacher Response***

When a student exhibits repeated low-level and frequent problem behaviour, staff may use the following strategies:

- Time out within sight, Logical consequences,
- Communication with parent/ diary entry

#### ***Orange – Buddy Class***

If a student persistently chooses not to correct their behaviour to meet the classroom expectations, the student is referred to their Buddy Class (with work tasks), for a maximum of 20 minutes. The teacher arranges for the return of the student to their classroom and records the incident on the database. Student completes the slip reflection and time must be taken with the student to reflect on behavior that caused removal. Refusal to attend the buddy class will result in an immediate referral to leadership.

#### ***Red – Leadership Referral***

To make a Leadership Referral, the teacher must contact leadership before referring the student and explain the situation. Leadership will be the Head of School (Junior or Upper Primary or Senior School). If not available, contact Office

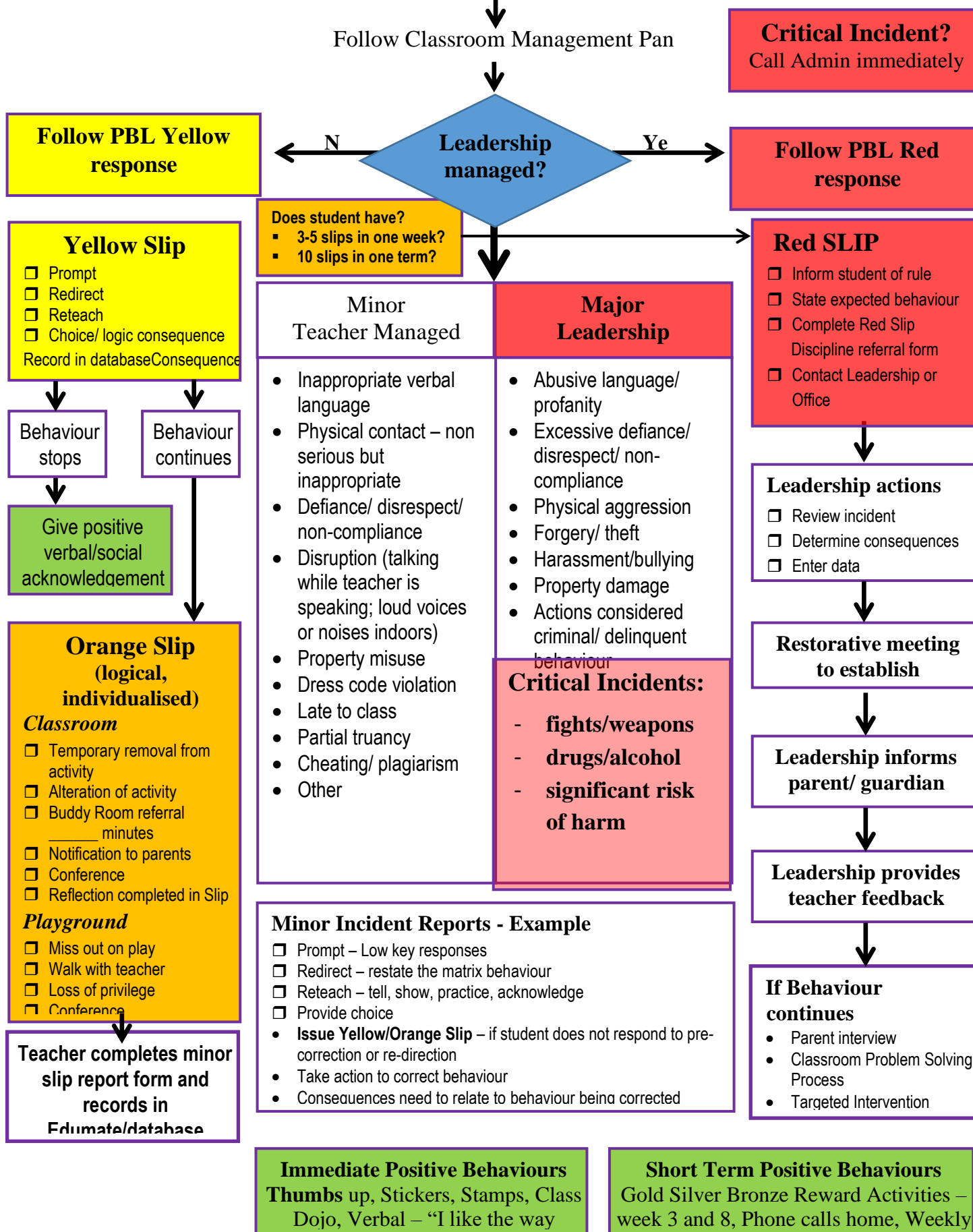
- Teacher completes Redslip and Edumate entry
- Leadership discussion with student, for successful return to class
- After calming time, Leadership returns student to class
- Possible Reflection Activity or Restorative Conversation

#### ***Behaviour Support Services referral***

If a teacher determines that a student requires targeted or intensive support, a referral is made to the Leadership Team, where the appropriate support is considered given the unique circumstances of the individual. This may include Yellow behavior management cards. A student found to consistently challenge school behaviour expectations may require individual classroom management strategies. These interventions are supported by Administration and may include:

- Environmental adjustments
- Curriculum modification
- Behaviour contract (behavior management card)
- Individual reinforcement schedules
- Communication book/card
- Parent/Carer communication
- development of a Behaviour Support Plan
- Specific individualised support as deemed necessary by behaviour team

# Observe Problem Behaviour?



**Sequence of Interventions in response to problem behaviour:*****Stage 1 – Teacher response***

Each classroom has an agreed Classroom Management Plan, which reflects the whole school expectations.

When a student exhibits low-level and infrequent problem behaviour, staff may use the following strategies:

- rule reminder
- redirection to learning
- giving choice
- follow through
- play time work completion (20mins max)

***Stage 2 – Buddy Class***

If a student persistently chooses not to correct their behaviour to meet the classroom expectations, the student is referred to their Buddy Class (with work tasks), for a maximum of 20 minutes. The teacher arranges for the return of the student to their classroom and records the incident on Edumate. Refusal to attend the buddy class will result in an immediate referral to administration. Two visits to a buddy class in a session may also result in a referral to Administration.

***Stage 3 – Administration Referral***

- To make an Administration Referral, the teacher must contact administration before referring the student and explain the situation.
  - emergent referral – phone call
  - general referral – Edumate automated referral
- Teacher completes Edumate entry
- Administration discussion with student, for successful return to class
- Time spent at the office is determined by the severity of the behaviour and the impact on others learning
- After calming time, Administration returns student to class
- Possible Reflection Activity or Restorative Conversation

***Stage 4 – Individual Case Management Strategies***

A student found to consistently challenge school behaviour expectations may require individual classroom management strategies. These interventions are supported by Administration and may include:

- Environmental adjustments
- Curriculum modification
- Behaviour contract
- Individual reinforcement schedules
- Communication book/card
- Parent/Carer communication
- development of a Behaviour Support Plan
- Specific individualised support as deemed necessary by behaviour team

## **Responsibility for unacceptable behaviours outside school**

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Parents should be aware that, as the college has a duty to demonstrate some care for children en-route to and from school or a college-sponsored activity, students may be disciplined for unacceptable actions that occur

- after they have left their homes en route to school
- before they return to their homes en-route from school

Teachers should be aware of the possibility that a student may have been following a parent's instruction or have had consequences administered by their parent already. Action should not be taken until consultation has taken place.

## **Detentions**

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**Detentions** may be organised by Teaching Staff to occur at recess or lunch. Executive Staff may organise detentions to occur at Lunch on Mondays, Wednesday and Friday and after school hours on Monday between 3.00 pm and 4.00 pm. These detentions are to be regarded as mandatory. Recess and Lunchtime Detention no previous advice needs to be received parents and these detentions must be written in student diaries or communication books. After School Hours detentions communication with parents must occur prior to the student attending. This is a condition of accepting enrolment and of continuing enrolment.

If parents wish to take issue with the way a disciplinary matter has been handled by the staff, they may seek to discuss the matter with the staff member. The Principal should be informed, and may proceed to review the case. (*see Appendix for details on Behaviour management*)

## **Withdrawal / Suspension / Probation / Expulsion / Exclusion**

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Consequences may be applied to provide the opportunity for all students to learn, ensure the safety of staff and students, and assist students who exhibit inappropriate behaviours to accept responsibility for themselves and their actions. Consequences include those mentioned previously but also include:

**Withdrawal** is a temporary removal from class under the supervision of a teacher. Students may be withdrawn from class as a temporary measure. If a student is asked to move outside the classroom, they must remain in the teacher's sight, and this is for a brief time (for instance two minutes) until the teacher can move out to make further decisions. A student must not remain in this situation for an entire period. Students can be sent to another class under a teacher's supervision to work quietly there. A schedule of Executive staff members available to help in this way is available. A student may be referred out of class to the Principal and Principal if they are available, with a written explanation from the teacher.

**Suspension** is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.

Suspension will only be used –

- where the significant application of lesser consequences has produced little or no change in behaviour and / or

- where in the judgement of the Principal it is the most appropriate measure to use

At The Lakes Christian College this would normally be a 1 or 2 day in-school suspension or, in cases where the safety of other students is in question, an at home suspension.

**Probation** is a period of time when a student's overall participation and involvement in the life of the College is monitored and scrutinised by the administrating authority of the College. This has been required due to a level of continuous infractions and the student has been of GRACE and another chance to demonstrate improvement in their behaviour. The period of one Term is the usual period of Probation. Feedback and encouragement is given to student and parent during this period and toward the end an evaluation occurs involving Executive, Student and Parent. I decision is made regarding the future enrolment of the student at The Lakes Christian College.

**Expulsion** is the permanent removal of a student from one particular school. Only the School Board, on the advice of the Principal, can expel a student from The Lakes Christian College. This is an extreme action taken only after significant consultation in the College Executive and with the student, parents and any other stakeholders involved. It would normally only occur if a student had been on previous suspensions and probation period and no improvement in behaviour was seen after all the discipline and counselling options were exhausted. The student and parents would have been made aware that this was the next step in the discipline procedure and all parties would have met several times.

**\*Exclusion** is the act of preventing a student's admission to a number of schools. This form of discipline is not applicable to The Lakes Christian College.

## Following a suspension

The student and a parent/guardian will be required to meet with the class teacher, the Head of Primary, Head of High School, Principal, Principal, or a combination of these people, to discuss return to class.

Return to Class meetings may address expectations of the School for behaviour, a statement of future consequences for repeated behaviours, behavioural contracts or agreements and timeframes for reviews of behaviour and achievement. Return to Class meetings are not intended to be punitive but rather to communicate goals and support strategies for the future.

## Appeals

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The action of expulsion or request of voluntary withdrawal of a student **may not** be appealed at College level. However, if there are special concerns about *the process*, appeal may be made. If the parents have cause to challenge *the process used by the staff in reaching the decision*, the parents may appeal that process in writing to the Board.



## Rewards and Recognition

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Rewards, or positive consequences, are likely to encourage pupils to repeat the associated behaviour. Systems that emphasise praise for positive behaviour are more effective in motivating pupils to make appropriate choices. These appropriate choices contribute to a positive ethos in the school thereby creating an environment for effective teaching and learning.

Rewards contribute to the overall policy on behaviour and attendance because they:

- Help to build and maintain positive relationships between staff and pupils and between all pupils;
- Make the school experience more enjoyable for pupils and all staff;
- Encourage pupils to repeat the desirable behaviours that earned the rewards;
- Contribute to pupils' self-esteem and confidence in the system.

Rewards may include Informal rewards such as:

- Smiling
- Verbal praise
- Tone of voice
- Catching students being good
- Thumbs up (Hand signals)
- Displaying and describing trust
- Prizes
- Treats
- Grab Bags
- Trip to Head of Schools or Principal and principal for acknowledgement

Formal and material rewards such as: *(see Appendix for detail of Formal Rewards)*

- Thumbs up (reward cards)
- Bronze Awards
- Certificates
- Points
- Responsibilities or jobs
- Stamps and Stickers
- Subject Merits, Faculty Awards

Version	Date Revised	Revised By	Description
1.0	30/08/2010	Donna Schatzman	Initial release
1.1	30/11/2012	Eugene Williems and Russell Thomas	Continuing discussions and documentation
1.2	9/05/2013	Russell Thomas	Introduction of Merit system
2.0	22/05/2013	Russell Thomas	Updated role new Head of Secondary. Removed staff roles which no longer applied.
2.0	9/06/2014	Russell Thomas	Refinement of Merit System
3.0	18/03/2018	Russell Thomas	Updated role of Head of Secondary to Principal. Removed staff roles which no longer applied.
3.1	4/08/2018	Russell Thomas	Amendment to Roles and filing procedures referring to Primary Register and its File pathway and the link to edumate.
3.2	12/11/2018	Russell Thomas	Amendment to Course Administration. Roles and procedures. Adjustment to Procedures to detention arrangements. Address Procedural Fairness
4.0	15/1/2019	Russell Thomas	Change of name for incremental description of consequences of behaviour. Level has been removed and replaced by Categories and Slips.
4.1	5/2/2019	Russell Thomas	Variations to Appendix 4. Adjustment to Procedural Fairness.
4.2	27/3/2019	Russell Thomas	Variations to Appendix 4. Adjustment to Procedural Fairness.
5.0	30/01/2020	Darren Dick	Transform language to positive behaviour and restorative practices

## APPENDIX 1:

### THE LAKES CHRISTIAN COLLEGE VALUES & EXPECTATIONS

In regard to Behaviour our Values and Expectations are drawn from God's teaching in the Bible. We acknowledge these words as **WISDOM, RIGHT AND TRUE.**

**Exodus 20:12 (NLT): *God instructed the people as follows:***

<sup>12</sup> *"Honour your father and mother. Then you will live a long, full life in the land the LORD your God will give you.*

**Ephesians 6:11-16 (NIV) *Teachers are parent's delegated authority***

<sup>1</sup> *Children, obey your parents because you belong to the Lord, for this is the right thing to do. "Honour your father and mother." This is the first of the <sup>3</sup>Ten Commandments that ends with a promise. And this is the promise: If you honor your father and mother, "you will live a long life, full of blessing."<sup>4</sup> And now a word to you fathers. Don't make your children angry by the way you treat them. Rather, bring them up with the discipline and instruction approved by the Lord.*

**Ephesians 4:1-4 (NIV) *Teachers are parent's delegated authority***

<sup>11</sup> *The gifts he gave were that some would be apostles, some prophets, some evangelists, some pastors and teachers,* <sup>12</sup> *to equip the saints for the work of ministry, for building up the body of Christ,* <sup>13</sup> *until all of us come to the unity of the faith and of the knowledge of the Son of God, to maturity, to the measure of the full stature of Christ.* <sup>14</sup> *We must no longer be children, tossed to and fro and blown about by every wind of doctrine, by people's trickery, by their craftiness in deceitful scheming.* <sup>15</sup> ***But speaking the truth in love, we must grow up in every way into him who is the head, into Christ,*** <sup>16</sup> *from whom the whole body, joined and knit together by every ligament with which it is equipped, as each part is working properly, promotes the body's growth in building itself up in love.*

Therefore we are always looking to reflect care and love in what we say and do as directed by the Lord – *'Rather, bring them up with the discipline and instruction **approved by the Lord.**'*

From the above scriptures passage we can infer some guiding principles for administering our COLLEGE VALUES and EXPECTATIONS

1. That children are to obey their parents and therefore their teachers also as we have the delegated authority over the students while they are under our care at school.
2. That we are to encourage students to model good behaviour and obedience as they belong to the Lord – i.e. – they are ultimately under God’s authority which is delegated to parents and therefore teaching staff *‘for this is the right thing to do’*.
3. Students are to honour their father and mother as one of the Ten Commandments esp. as there is a promise of special blessing in all of life for obedience to parental authority (esp. includes their school success - *“you will live a long life, full of blessing.”*) – therefore they are expected to honour the teachers as delegated parental authorities – in fact this brings into view all of the ten commandments which we all should use as principles of instruction and correction – N.B. - these principles are reflected in the S.V.E. list of character traits and behaviours
4. Instruction to Teachers as the delegated parental authority  
*<sup>4</sup> And now a word to you fathers. Don’t make your children angry by the way you treat them.*  
As staff there is a word of instruction for us – we are not to provoke students to anger by unfair or unjust treatment. This includes the way we deal with them in class – the way we speak to them and treat them is an important key to our discipline system.

We are to speak the truth in love as Ephesians emphasizes ( or truthing in love – which means living it out as role models) The goals of our discipline system must be drawn from scripture such as this one in Eph. 4 Eph. 4:

### **STUDENT EXPECTATIONS:**

Students at TLCC are expected to be:

- ✓ kind
- ✓ responsible
- ✓ safe fair
- ✓ trustworthy
- ✓ caring
- ✓ accepting
- ✓ friendly
- ✓ co- operative
- ✓ respectful
- ✓ patient
- ✓ generous
- ✓ helpful
- ✓ polite

## **BEHAVIOUR CORRECTION GUIDELINES**

### **1. Introduction**

It is publicly recognised that a strength of independent schools is the ability to maintain discipline and deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

The NSW Government has accepted the recommendations of Part 1 of the Review of Non-Government Schools (Grimshaw Review) which include requiring schools to develop policies relating to discipline that includes suspension, expulsion and alternatives to corporal punishment (which must be precluded).

To be registered, it is a requirement of a non-government school to have disciplinary procedures that are based on principles of procedural fairness.

The following is an extract from the Manual:

*“Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’.*

*The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:*

- *know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;*
- *know the process by which the matter will be considered;*
- *respond to the allegations;*
- *know how to seek a review of the decision made in response to the allegations.*

*The ‘right to an unbiased decision’ includes the right to:  
impartiality in an investigation and decision making;*

- *an absence of bias by a decision-maker,” and*

*The review mechanism adds to the fairness of the process.”*

The AIS holds the view that the right of review or appeal depends on the circumstances of each individual case and it is not a necessary component of providing procedural fairness. For the purposes of helping you to meet the requirements of registration we suggest that you may wish to limit this to situations where suspension or expulsion could be the outcome of the disciplinary proceeding.

This is a decision to be made by each school. In addition where there is to be a review mechanism, it is important to carefully consider how this should be afforded.

### **2. General Policies**

2.1 Students are required to abide by the School’s Rules and to follow the directions of teachers and other people with authority delegated by the School.

2.2 Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.

2.3 The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

2.4 The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

2.5 The school prohibits the use of corporal punishment in disciplining students attending the school.

The following are suggested options only to assist your school in determining when and how to apply processes that might result in the suspension or expulsion of a student, and what review and appeal rights, if any, are afforded to students in such situations.

2.7 Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:

- (a) informed of the alleged infringement;
- (b) informed as to who will make the decision on the penalty;
- (c) informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- (d) afforded a right of review of appeal.

2.8 The school reserves the right to offering a review process with either option A or B depending on the stage level of the student – the parent will be informed as to the review process available:

**Option A** The Principal will reach a preliminary decision in relation to the allegation and any proposed penalty and advise the student (and parent/s) of the view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final decision or amend the preliminary decision based on the additional information provided; or

**Option B** The Principal will reach a decision in relation to the allegation and recommend the penalty to be imposed to the Principal. The parents will be informed of the finding and recommendation and may make representations to the Principal in respect of the finding and recommendation. The Principal then makes a final decision.

**APPENDIX 2: Primary Procedures**

**POSITIVE BEHAVIOUR FOR LEARNING**



**PRIMARY:**

**KINDER – Yr 6**

**CARE**

*PHILIPPIANS 2:4 DON'T JUST LOOK OUT FOR YOURSELF, BUT ALSO FOR OTHERS.*

**RESPONSIBILITY**

*GALATIANS 6:5 FOR EACH ONE WILL BEAR HIS OWN LOAD*

**RESPECT**

*1PETER 2:17 HONOUR ALL PEOPLE, LOVE YOUR BROTHERS, FEAR GOD, AND HONOUR THE KING.*

**Care, Responsibility & Respect**



## PRIMARY SCHOOL

### POSITIVE BEHAVIOUR FOR LEARNING

#### [PBL]

At The Lakes Christian College we encourage students to take increasing responsibility for their own behaviour. Our school expectations are:

#### CARE, RESPONSIBILITY AND RESPECT

To assist them in developing the necessary skills we have a reward system with four tiers.

##### Thumbs up

##### Bronze

##### Silver

##### Gold



**THUMBS UP:** Teachers award a *thumbs up* to students for displaying behavior that demonstrates care, responsibility and respect.



**BRONZE AWARD:** Once students have received 4 *thumbs up* awards they earn a bronze award for K – 2/ bronze sticker for yrs 3 - 6.



**SILVER AWARD:** This process is repeated and students work towards earning 4 bronze awards/stickers which then gives them a silver award.



**PRINCIPAL'S GOLD AWARD:** The Principal's gold award is the highest award presented to students who have received 4 silver awards.

## Behaviour Management

In order to manage unacceptable behaviour The Lakes Christian College – primary school - has three categories of consequences.

- ❖ **Yellow Slip** is for minor misdemeanors managed by the classroom teacher. Consequences would normally involve timeout, isolating the student from peers or time spent with the teacher. If students have more than 5 level 1's in a term an interview with the Head of School and/or Principal may be required.
- ❖ **Orange Slip** is for more serious unacceptable behaviour, managed also by the classroom teacher. This would normally warrant a lunchtime detention given by the classroom teacher for no more than 15 mins depending on the age of the child. If students have more than 5 level 2's in a term an interview with the Head of School and/or principal is required.
- ❖ **Red Slip** is for serious misbehaviour and is referred to the school executive for an executive detention. Parents may be requested to attend an interview with the principal.

Behaviour is recorded on the appropriate form and sent to the grade supervisor who records these on the student data base. They are also written in the student diary for parents to sign. Failure to gain parent's signature will warrant further consequences.

**Students who do not receive any behavior slips in a term are awarded a certificate at the end of term for 'Excellent' behaviour.**



## **Prepared for Learning**

### **Behaviour expectations**

**Respect** “honour all people, love your brothers, fear God, and honour the king” 1 Peter 2:17

- direct you attention to you teacher
- listen while others speak
- Treat others the way you would like to be treated.
- Keep your hands and feet to yourself.

**Responsibility** “for each one will bear his own load”

Galatians 6:5

- Act safely
- Apply yourself to your learning
- Take care of your belongings
- Keep your lesson materials organised
- Use your diary to record all school information ( yrs. 5/6)

**Care** “ don’t just look out for yourself, but also for others” Philipians 2:4

- Encourage others
- Value your learning
- Help others in need
- Keep your classroom and playground tidy



**PRIMARY SCHOOL**  
**Positive Behaviour for Learning**  
**Achievement Sheet**

Student:

<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>

**4 thumbs up = 1 bronze, 4 bronze = 1 silver, 4 silver = 1 gold**



**PRIMARY SCHOOL**  
**Positive Behaviour for Learning**  
**Achievement Sheet**

Student:

<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>

**4 thumbs up = 1 bronze, 4 bronze = 1 silver, 4 silver = 1 gold**

# YELLOW SLIP PRIMARY SCHOOL

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

## BEHAVIOUR:

### Playground:

- Out of bounds
- Running on concrete and in passive areas
- Littering/ property misuse
- Interfering in other people's games
- Physical contact- non serious but inappropriate

### Classroom

- Disruption
- Defiance/ disrespect/ non-compliance
- Physical contact- non serious but inappropriate
- Annoying or disturbing others
- Late to class
- Cheating

### Other:

## CONSEQUENCE – TEACHER MANAGED

*Time out in class, Separated from peers, Time with teacher*

*Other* \_\_\_\_\_

**SIGNED:** \_\_\_\_\_

Write Category into student diary [yrs. 3- 6], communication book [K – 2].

Parents must sign diary/communication book.

## ORANGE SLIP PRIMARY SCHOOL

**NAME:** \_\_\_\_\_

**CLASS:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**TEACHER:** \_\_\_\_\_

### BEHAVIOUR:

#### Offensive behaviour

- Inappropriate comments/ verbal language

#### Unsafe behaviour

- Throwing objects
- Tackling
- Shoving
- Pushing
- Running indoors
- Tripping

#### Disruptive behaviour

- Persistent calling out
- Persistent talking in lessons
- Preventing others from completing tasks
- Arguing with peers
- Not following instructions.

#### Other:

### CONSEQUENCE – *TEACHER MANAGED*

**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**SIGNED:** \_\_\_\_\_

Send behaviour slip to Head of Primary.

Write Category into student diary [yrs. 3- 6], communication book [K – 2].

Parents must sign diary/communication book.

## RED SLIP PRIMARY SCHOOL

**NAME:** \_\_\_\_\_

**CLASS:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_ **TEACHER:** \_\_\_\_\_

### BEHAVIOUR:

#### Aggressive/ Offensive Behaviour

- Fighting
- Biting
- Kicking
- Hitting
- Pinching
- Spitting at someone
- Bullying/ put downs
- Excessive defiance/ disrespect/ non- compliance
- Arguing with Teacher
- Stealing/ property damage
- Lying
- Swearing and Vulgar language

**Other:**

### CONSEQUENCE *EXECUTIVE REFERAL. PARENT COMMUNICATION*

**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**SIGNED:** \_\_\_\_\_

Send behaviour slip to Head of Primary.

Write Category into student diary [yrs. 3- 6], communication book [K – 2].

Parents must sign diary/communication book.

	<b>Classroom</b>	<b>Playground</b>	<b>Canteen</b>	<b>Hall</b>	<b>Other spaces / excursions.</b>	<b>Toilet</b>	<b>Arrival / dismissal</b>
<b>Care</b>	Encourage others . Value your learning and that of others. Help others in need. Keep class and playground clean and tidy.	Include others in play. Assist others who need help,	Help other students. Put wrappers in the bin.	Look after equipment.  Walk quietly and safely.	Keep hands and your feet to yourself.	Use water wisely. Keep your feet on the ground not o the seats.	Assist others who need help. Keep bus clean and tidy. Get on and off bus sensibly.
<b>Responsibility</b>	Act safely. Continually apply yourself to your learning. Take care of our belongings. Keep your pencil case and books tidy. Use your diary to record all your school information ( years 5&6).	Act safely. Use the oval for running. Walk on all concrete areas. Use equipment and playground correctly and safely.  Stay in bounds areas. wear your hat.	Line up in correct areas.  Follow directions	Use inside voices. Participate in activities appropriately.	Move safely. Line up quickly and quietly.  Be prepared. Keep to the left on walkways. Leave areas clean and tidy.	When getting changed, be careful to pack clothes away. Return to class quickly. Flush toilet. Wash hands. Leave area clean and tidy.	Move to appropriate area quickly when arriving. Wear uniform correctly. Move to bus quickly. Wait sensibly in bus lines.
<b>Respect</b>	Listen to your teacher. Listen when others speak. Treat others the way you would like to be treated. Keep your hands and feet to yourself.	Put rubbish in the bin. Follow teachers instructions. Play safely and fairly.	Speak politely. Say please and thankyou. Wait your turn.  Maintain personal space.	Use equipment correctly. Listen and respond appropriately.	Move quietly. Listen to instructions. Do no harm to others or belongings.	Only enter the cubicle you are using. Allow others their privacy.	Greet one another politely. Include others in conversations and games.

## APPENDIX 3 - YEARS 7-12 – HIGH SCHOOL

### BEHAVIOUR MANAGEMENT:

#### REWARDS and RECOGNITIONS

##### MERITS – AWARDS (*class work, community/leadership*)

- Students have a **Merit Sheet** pasted into the front of their school diaries
- Teachers initial or stamp the merit sheet for positive behaviour / work / assignments / participation etc
- **5 x subject merits = 1 Faculty Award**

*When students have reached 5 subject merits on the same subject line the **Faculty Award** square is initialled or stamped by the teacher awarding the 5<sup>th</sup> Subject Merit.*

- **3 x Faculty Awards** (in at least 2 different Subject/Faculties) = **1 Silver High School Award**  
*(It is the students responsibility to bring their School Diary to Mr Thomas when they have Three Faculty Awards to receive a silver sticker)*
- **3 x Silver High School Awards = 1 Gold Award**  
*(When Mr Thomas is awarding the 3<sup>rd</sup> Silver High School Award he will award a GOLD Award sticker.*

##### MERITS – AWARDS (*lesson focus, behaviour*)

- Students who **do not** receive a detention over a week period Monday to Friday and have their parent sign their School Diary receive a **Bronze sticker** in their Diary.
- **3 x Bronze High School Award = 1 x Silver High School Awards**
- **3 x Silver High School Awards = 1 Gold Award**

*(Bronze, Silver and Gold Diary Awards are awarded every Friday during Roll Call.*

### PRINCIPAL AWARD

Students combine all **Gold Awards** to receive a **Principal Award**. (*minimum 6 Gold awards to maximum 8 Gold awards are required to receive a Principal Award*)

**The Principal's Award** is a framed certificate and is presented at Presentation Night. There will be a special reward/privilege.

e.g. – may be movie passes – rock climbing pass – Other entertainment passes etc

**BEHAVIOUR MANAGEMENT:****DETENTIONS -**

- **Category 0 warnings** are for behaviour within the classroom and is monitored by the individual Teacher. This is to be recorded in the School Diary as a **Warning** only.
- **Category 1 detentions** are for behaviour within the classroom and is monitored by the individual Teacher for a period of time appropriate to the behaviour. The teacher writes **DONE and Initials the Diary entry** on completion of the detention. The Teacher who issued the detention is responsible to follow upon the detention and enter the details on **Edumate**. Continued Category 1 infractions within the same class requires **verbal parent contact** and perhaps a **Letter of Concern**. Any contact with parents must be registered on Edumate as a **Level I Behaviour**. It will be monitored by the HOHS and DP weekly.
- **Failure to attend a Category 1 detention** will incur an immediate **Category 2 Executive Detention**. Teachers are required to advise Head of High School and request an Executive Detention and this should be issued by the Executive Member and written in the Diary. Executive Detentions are Monday, Wednesday and Friday Lunch.
- **Continual Category 1 detentions** may result in a **Category 2 Detentions**.  
**Executive Detention Room** is room M4 - 12:40pm – 1:00pm – Teaching staff hold detentions every Lunch except Tuesday due to sport.
- **Category 2** are issued and recorded in the School diary and are immediate **DETENTIONS OF 20 MINUTE DURATION**. The student then reports to the **Detention Room M4** with their Diary at 12:40 pm. No food is to be brought to detention. Detention begins from the time students arrive. The Executive teacher on detention writes **DONE and Initials the Diary entry and enters the infraction on the Detention sheet and passes this onto the Principal** who is responsible to following upon the detention and entering the details on **Edumate**.
- **Continued Category 1 and 2 detentions** may result in a:
  - **Letter of Concern,**
  - **Removal from any privilege activity** eg. Sport, Chapel Band
  - **Student Monitoring Card,**
  - **Category 3 Afternoon Detention,**
  - **Parent Interview**
- **Afternoon Detentions** will be held by Executive Staff – 3:05pm – 4:00pm on Monday afternoon and are monitored by the Executive Staff.

**Behaviour Management Strategies**

Classroom Management techniques and strategies will generally manage most situations. These range Seating plans, moving students, withdrawal, Category 0 and 1 detentions, diary management and support from the Head of High School will cover day to day issues.

Diary entries and follow-up communication with parents are used to alert students to their misbehaviour. Lunchtime detentions for 10 - 20 minutes are for repeated homework, class work, disrespect and repeated uniform infringements. Should a student persist in wrong behaviour they will be required to attend an Executive Detention which may lead to an Afternoon Detention.

Having a monitoring card for a week of lessons or longer, as well as having an interview with the Principal is also appropriate. There would generally be a parent interview at this stage.

Throughout, the emphasis is on classroom management, support for teachers and parents and the use of professional judgment as well as restorative techniques is at the centre of this policy.



**APPENDIX 4:****LEVEL 0 DETENTIONS;***(In Class Strategies including warning in Diary)***SHOULD BE GIVEN FOR THE FOLLOWING:**

- i. Homework not done or incomplete.
- ii. Poor work practices.
- iii. Class work not completed.
- iv. Disruptive behaviour
  - i. Persistent inappropriate calling out
  - ii. Repeatedly moving about the room without permission
- v. Deliberate littering/gum chewing
- vi. Non-compliance/mild disobedience or insolence

**LEVEL 1 DETENTIONS:***(5 – 25 minutes detention should be given and supervised by the classroom teacher)***SHOULD BE GIVEN FOR THE FOLLOWING:**

- i. Repeated Level 0
- ii. Disruptive class-room behaviour (after warning)
- iii. Persistent inappropriate calling out (after warning)
- iv. Wilfully off-task/refusal to attempt work (after warning)
- v. Breaking Classroom Rules (after warning)
- vi. Misuse of equipment in specialist rooms and facilities
- vii. Late to class

**LEVEL 2 DETENTIONS – (15 – 20 minutes)****SHOULD BE GIVEN FOR THE FOLLOWING:**

The following behaviours may incur a level 2 Executive Detention. These are considered serious and require a Diary entry and POSSIBLE additional communication with Parents.

- i. Diary not signed by Tuesday Roll Call
- ii. Diary not signed by Friday Roll Call
- iii. Repeated Level 1
- iv. Breaking class rules (repeated instance)
- v. Deliberate uniform non-compliance
- vi. Breaking bounds/playing in no-play areas
- vii. Disturbing a class in progress while passing a classroom
- viii. Deliberate littering/gum chewing
- ix. Non-compliance/mild disobedience or insolence
- x. Making threats/intimidating other students
- xi. ‘Put-downs’, name-calling, teasing and other verbal abuse
- xii. Unsafe behaviour (running on verandas, etc)
- xiii. Noisy/boisterous conduct moving between lessons
- xiv. Breach of the Mobile Phone rule (first instance)

- xv. Bus Rules infringement (minor)
- xvi. Serious or repeated disruptive behaviour in class
- xvii. Deliberate mistreatment of College property or the property of others
- xviii. Conduct en-route to or from College which brings the College into disrepute
- xix. Breach of contract condition (e.g. I.T. or other types of contracts etc)
- xx. Inappropriate/disrespectful/irreverent conduct in assemblies or at any public event of the College (first instance)
- xxi. Lewd/crude/blasphemous talk/swearing
- xxii. Stealing
- xxiii. Forgery (forging a letter from home or forging parent's signature)
- xxiv. Plagiarism (copying or passing someone else's work off as your own)
- xxv. Cheating or disrupting a test or examination
- xxvi. Damaging the College's property or the property of others (first incident)
- xxvii. Bringing inappropriate or banned materials/items/substances to school
- xxviii. Conduct to or from school which brings the College into disrepute (initial instance)
- xxix. Inappropriate/disrespectful/irreverent conduct during assemblies or at any public event of the College
- xxx. Not attending a detention

### **APPEAL process for Level 1 & Level 2 Detentions?**

If the student thinks the teacher has misunderstood or got it wrong somehow – and that the detention is not warranted – even after conferencing later with the teacher who issued it, the student is to go along with the process. The student may then, as soon as possible, talk the matter over with the Principal. The Principal is also willing to discuss such matters – but only after other channels of communication have been tried. In some situations, a detention could be down-graded or even cancelled.

**LEVEL 3 VIOLATIONS:** *may incur Multiple Executive Detentions, Recess and Lunch Isolation Detentions, Afternoon Detention, Student Monitoring Card, Parent Interview and Letter of Concern or Suspension [this could be an In School Suspension or Home Suspension ranging from 1 to 5 days]*

- i. Repeated Level 2 behaviour
- ii. Inappropriate conduct towards or contact with the opposite sex
- iii. Violence/fighting/bullying
- iv. Blatant disobedience or insolence
- v. Serious 'put-downs' or belittling others
- vi. Mobile Phone breach (2<sup>nd</sup> & subsequent breaches)
- vii. Truantiing from lesson(s)
- viii. Bus rules infringement (serious or repeated)
- ix. Blatant disrespect towards others (staff and students)
- x. Breach of monitoring card conditions
- xi. Wilfully damaging/destroying the College's property or the property of others (serious incident)
- xii. Bringing inappropriate or banned materials/items/substances to school
- xiii. Conduct to or from school which brings the College into disrepute (subsequent instance)

- xiv. Inappropriate/disrespectful/irreverent conduct during assemblies or at any public event of the College

### **MONITORING CARD**

**Student Monitoring Card** will be put in place for the week.

- A **‘Letter of Concern’** will be issued to students who receive an Afternoon Detention or in-school suspension and a meeting with parents will be required and a ‘
- Failure to complete a satisfactory ‘Monitoring Card’ may incur a further Monitoring Card or suspension with a compulsory counselling with the school Chaplain.

The student must demonstrate five consecutive days with positive comments on the monitoring card before they move off the card system. A student who loses or misplaces his or her MONITORING CARD should request a replacement from the Principal. Even if it has simply been left at home, a replacement card can be requested and stapled to the other card

Remember, it’s about training for success and **behaviour modification**. The student’s choices, ultimately, make all the difference – so it is important to make wise ones.

### **LEVEL 4 VIOLATIONS** – *will incur immediate Suspension [this could be an In-School Suspension or Home Suspension ranging from 1 to 5 days]*

- i. Repeated Level 3 behaviour
- ii. Failure to attend after-school detentions

**Extreme illegal behaviour** – Being in possession of illicit drugs, alcohol, illegal weapons, extreme violence/physical or sexual assault

There may be some situations where the Principal has to take some action outside the system outlined above to ensure the integrity, good management, or safety of the College community.