



## DISCIPLINE, BEHAVIOUR MANAGEMENT & STUDENT WELFARE POLICY

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### **1. Christ Centred - of who we are and what we do.**

At Hinterland, in all of our interactions with those around us and in our community we demonstrate the grace and mercy of Jesus. No matter who it is we are speaking to, our words and actions show the love Jesus has for them.

*Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths. Proverbs 3:5-6*

### **2. Culture of Excellence - in our study and in our lives.**

At Hinterland, we believe building a culture of excellence means we aim for excellence in every aspect of our lives. This includes not only our studies but also our relationships, our hearts and our minds. We believe God wants the best for us and not lead a life of mediocrity. We want every student, family and staff member to excel in every aspect of their lives and flourish in life.

*But they who wait upon the Lord will get new strength. They will rise up with wings like eagles. They will run and not get tired. They will walk and not become weak. Isaiah 40:31*

### **3. Authentic Relationships - with students and peers.**

At Hinterland, when we talk about authentic relationships, we mean healthy, strong and honest relationships that would be seen as 'good' in the eyes of God. Strong, supportive relationships for all members of our community; students, parents/carers and staff. To be authentic is to love and support the person you are with, no matter what life throws at you, respecting them along the way. We demonstrate this with our speech and actions towards others and supporting parents, students and staff so that they can flourish in life.

*We are His work. He has made us to belong to Christ Jesus so we can work for Him. He planned that we should do this. Ephesians 2:10*

### **4. Care for the World - being good stewards of the world.**

At Hinterland, we believe that God has created this world for us to enjoy as well as to look after. We passionately teach this generation of young people how to care for the world around them and equip them to create a better future for them and their families.

*The Lord God took the man and put him in the Garden of Eden to work it and take care of it. Genesis 2:15*

### **5. The Living Word - we are a Bible-based community.**

At Hinterland, we stand on the Word of God and its scriptures as foundational and life transforming. We believe that the Bible is God breathed and our handbook for wise choices and joyful living. We acknowledge our dependence on the empowerment of the Holy Spirit to live as God intended. We are Bible based.

*This book of the Law must not leave your mouth. Think about it day and night, so you may be careful to do all that is written in it. Then all will go well with you. You will receive many good things.*

*Joshua 1:8*

# Table of Contents

<b>Table of Contents.....</b>	<b>1</b>
<b>Introduction.....</b>	<b>3</b>
Foundational Statements Relevant To Discipline And Behaviour Management Policy.....	3
Purpose.....	3
<b>Scope.....</b>	<b>3</b>
<b>Preface.....</b>	<b>3</b>
<b>Disclaimers.....</b>	<b>4</b>
<b>Beliefs.....</b>	<b>4</b>
<b>Philosophy.....</b>	<b>5</b>
❖ Elements of philosophy.....	5
❖ Philosophy of community.....	5
❖ Philosophy about the relationship between students, staff and parents/carers.....	5
<b>Procedural Fairness.....</b>	<b>6</b>
<b>Aims.....</b>	<b>6</b>
<b>Principles.....</b>	<b>6</b>
➤ Principle 1: Shared needs, rights and responsibilities.....	7
Rights.....	7
Responsibilities.....	7
➤ Principle 2: Understanding behaviour in context.....	7
➤ Principle 3: The use of fundamental strategies.....	7
Strategy A: Establishing specific expectations.....	8
Student Code of Conduct.....	8
Specific Expectations.....	9
Strategy B: Use of 5 preferred practices.....	12
Principle 4: Procedures for implementation.....	14
Promoting Behaviours That Meet Or Surpass Hinterland Christian College Expectations.....	14
Managing Behaviour That Fails To Meet Expectations.....	14
<b>College Consequences.....</b>	<b>14</b>
<b>Ongoing Support.....</b>	<b>15</b>
<b>Examples Of How Students May Be Disciplined Other Than Suspension Or Expulsion.....</b>	<b>16</b>
<b>Class time Out.....</b>	<b>16</b>
<b>Detention.....</b>	<b>16</b>
<b>Suspension.....</b>	<b>16</b>
<b>Probationary Enrolment.....</b>	<b>19</b>
<b>Expulsion.....</b>	<b>19</b>
<b>Operation of Behaviour Cards.....</b>	<b>21</b>
Appendix 1.....	23
Appendix 2.....	23
Appendix 3.....	23
Appendix 4.....	23

Appendix 5.....	23
Appendix 6.....	23
Appendix 7.....	23
This is a handy list of some dos and don'ts for teachers to help them manage student behaviour well.....	23
Appendix 8.....	23
Appendix 9.....	23
Appendix 10.....	23

## Introduction

Hinterland Christian College's attitude regarding discipline is based on the Scriptural perspective of correction being necessary and beneficial (Proverbs 22: 6), but motivated by love (Hebrews 12:6).

The College has established a framework of basic rules (to provide the security of clearly defined and reasonable boundaries) for all students and then, within this framework, the College staff have the mandate to implement discipline at their discretion within the classroom context. Such discipline is to be consistent and unbiased as is reasonably possible in the school context and is to be implemented in love, self-control and positivity - the attitude/action being corrected whilst the student himself/herself continues to be accepted (Ephesians 6: 4). Verbal correction is to be focussed at the misdemeanour without denigrating the student as a person. The teaching staff are aware of the importance of requiring and earning respect from the students. The students are to show respect in both attitude (Ephesians 6: 1-2) and behaviour.

Parents are encouraged to contact the College if at any time they have queries about School discipline matters, and to remain supportive of the School in communications with their children at home.

At Hinterland, discipline is an integral part of Pastoral Care administered to disciple students in Christian beliefs, values and behaviour. Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College.

## Foundational Statements Relevant To Discipline And Behaviour Management Policy

The nurture and strengthening of each student in the Christian faith and lifestyle.

The provision of a secure, caring, challenging and positive learning environment for each child.

The instilling of Christian values that espouse responsibility, respect, reliability and reverence towards God, themselves and others in the community.

The fostering of a cohesive and supportive Christ-centred community where teachers, parents and students work together for the *greater good of each person*.

## Purpose

This document outlines the policies and procedures involved with behaviour management at Hinterland Christian College ('the College').

As a Christian College and a Christian community, we have a Discipline and Behaviour Management Policy to;

1. bring honour and glory to God,
2. assist students to realise their full potential as individuals uniquely created in the image of God,
3. provide guidelines for the orderly functioning of day-to-day operations of the College community, and
4. provide a framework for parents/carers and teachers to use in directing and encouraging self-discipline for all students.

## Scope

1. The Discipline and Behaviour Management Policy applies to all students enrolled in any section of the College.
2. Staff at the College have roles and responsibilities pertaining to the Discipline and Behaviour Management Policy.

## Preface

1. Students are actively encouraged to enter into a personal relationship with God through the atoning and redemptive work of the Lord Jesus Christ.
2. Emphasis is therefore placed on loving and serving Him and fulfilling the biblical principle of "Do unto others as you would have them do unto you." Luke 6:31

3. As a Christian College we place value on repentance, restitution and forgiveness. Therefore, every effort will be made to support students who genuinely repent of their misdemeanors and demonstrate a willingness to rebuild and restore their relationship with the other party or parties.

## Disclaimers

1. Corporal Punishment is not used or condoned within the College precincts. The College's Discipline Policy which follows does not use or suggest the use of corporal punishment.
2. We do not implicitly or explicitly sanction the administering of corporal punishment by non-school persons, including parents, to support College discipline.

## Beliefs

1. Hinterland Christian College should put into practice the Lord's commands.

John 13:34-35

*"...As I have loved you, so you must love one another.*

*By this all men will know that you are my disciples, if you love one another."*

2. Central to the purpose and philosophy of Christian schooling is the notion of Discipleship. It is our desire to see young people develop in a holistic manner and in so doing achieve their God given potential spiritually, academically, physically and emotionally. It is with this as our foundation that we have developed an approach to behaviour management that reflects a Christian Worldview. This worldview recognises both the realities of God's judgment and His grace and which relies upon the redemptive work of Christ. In short, we are seeking to put in place an approach to discipline which acknowledges the developmental stage that our students are in and that brings about transformation.
3. Discipline for transformation is an approach that requires time, energy and an awareness of the individual's circumstances. It is a consistent approach that acknowledges that each individual is unique and will respond to varying circumstances and consequences. The process will incorporate both a willingness to listen and the certainty of appropriately considered consequences. A clear example of this model is found in scripture (John 8:1-11) when Jesus encounters a women caught in the act of adultery. As the women is dragged before Jesus and the law is put before her she is found guilty. Jesus is challenged to apply the Mosaic Law which states that those guilty of adultery should be stoned to death. His response is extraordinary and leads to a transformed life. Sin is acknowledged, guilt found and redemption offered.
4. It is our desire to lead students to become more like Christ, by adopting a model committed to bringing about transformation in a student's life. We are ultimately in the practice of making disciples.
5. A Christian community is characterised by quality of relationships. Our first relationship is with our Heavenly Father and the strength of other relationships flows from this. Discipline is one aspect of these community relationships.
6. Discipline is a responsibility shared by those who have authority and is based on agreed standards of behaviour and on legitimate authority.
7. Discipline is more than:
  - a. unreasonable fear
  - b. following orders
  - c. exercise of power
  - d. oppression or manipulation
8. As a Christian community we are aware that without Christ we cannot be righteous. Our fallen nature sees us fall short of God's perfection. This is shown in problems and broken relationships. Discipline involves looking for and dealing with these problems as an opportunity for Christian growth.

9. A small number of children find it difficult to choose acceptable options in community behaviour. In such cases, the outworking of justice will mean the provision of consequences which are perceived as quite unpleasant by the child. We believe that our students should hear the following message from each of us:

*"I choose to love and care for you and be involved with you as you journey through school life. I want our relationship to be unconditional and long term. I want you to be successful. You will always be accepted by me and, even though I may not be able to accept your behaviour sometimes, you will never be abandoned or rejected by me. I will continue to love you."*

10. We accept that the distinctive nature of our Christian community will be shown in the manner in which we deal with problems. We will avoid hypocrisy in dealing with problem behaviour and will look upon it as a challenge to apply biblical principles, and to act in ways which are radical and different to worldly ways.
11. We believe that effective behaviour management relies on effective relationships between students, staff and parents/carers. The ideal type of behaviour management is self-managing behaviour with all actions resulting from a love for God, others and oneself. (Matthew 22:37-40). The notion of self-control is in line with biblical principles and the fruit of the spirit as found in Galatians 5:22 and 23. The College makes the commitment to work together to provide for every person in the Hinterland Community: safety, acceptance, justice and opportunity to learn. These simple commitments are the overarching principles which determine the Behavioural Management practices of the College.
12. Where a student's behaviour continually undermines or prevents the achievement of these commitments, either inside or outside the classroom, then the Principal may withdraw the enrolment of that student.

## Philosophy

An effective Behaviour Management policy is based on a clear set of beliefs and values, as outlined above. It is also based on sound and universally understood philosophy.

### ❖ Elements of philosophy

The key elements of our philosophy include:

1. positive behaviour must be promoted and negative behaviour discouraged;
2. behaviour needs to be understood;
3. expectations need to be reasonable, manageable and clear;
4. inappropriate behaviour needs to be prevented and minimised; and
5. effective and appropriate solutions need to be generated.

### ❖ Philosophy of community

It is desired that, through such policies, Hinterland Christian College becomes a community:

1. where personal acceptance is never in doubt;
2. where relationships are based on love, respect and servant leadership;
3. where proper authority is established in action and is respected;
4. which is orderly and organised to be effective for learning;
5. where response to student behaviour is appropriate and consistent and where consequences are just, progressive and predictable;
6. foster right choices based on the development of positive heart attitudes; and
7. where the environment is proactive and one which encourages responsibility and accountability in relationships.

### ❖ Philosophy about the relationship between students, staff and parents/carers

It is extremely important for teachers to create opportunities to establish positive relationships with students.

We are reminded that all are made in God's image and that God cares intimately for all of us (Luke 12:7). While some behaviours are unacceptable in the College community, it is important for teachers to separate the behaviour from the inherent value of the individual. All behaviour management procedures should maintain the honour and feeling of self-value of the individual.

Central to the notion of successful schooling at Hinterland Christian College is partnership with Parents/Carers. At Hinterland Christian College we purposefully refer to this partnership as 'The Care Team' working together *for* the child. Parents/Carers are recognised as the primary educators of students. Staff and parents/carers must work at effective communication and involvement at all steps in the behaviour management process.

The frequency of low level positive and negative behaviours makes it impossible for teachers to communicate every instance with parents/carers. However, it is expected that teachers will communicate with parents/carers as much as possible to keep them informed of steps taken, to seek their support and give encouragement.

## Procedural Fairness

This policy is based on procedural fairness. It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, will be procedurally fair.

- 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 and an absence of bias by a decision-maker. The review mechanism adds to the fairness of the process. Where suspension or expulsion could be the outcome of a disciplinary proceeding, in order to provide procedural fairness, the school holds a right of review or appeal process.

## Aims

The aims of this policy are to restore relationships:

1. individual to God;
2. individual to those in God-given authority (Parents/Carers, teachers, etc.); and
3. individual to fellow students (Proverbs 6:23).

All behaviour management practices are applied in the context of a caring and supportive environment where justice and mercy meet.

## Principles

The College's beliefs, philosophy and aims described above underpin five key principles that inform the College's Behaviour Management practices, Code of Conduct and its routines and rules.

These principles are:

1. **Shared needs, rights and responsibilities:** All members of the Hinterland Christian College community share some common needs, rights and responsibilities.

2. **Understanding behaviour in context:** Behaviour needs to be understood in the context in which it occurs.
3. **The use of fundamental strategies:** Fundamental strategies should be understood by all staff and reflect and support the values.
4. **Procedures for implementation:** The roles of those involved, as well as the stages, processes and procedures to be followed in implementation need to be clear for all involved.
5. **Documentation:** Documentation is an essential part of quality communication.

### ➤ **Principle 1: Shared needs, rights and responsibilities**

All people have basic human needs or rights including dignity, safety, love and a sense of belonging. For these needs and rights to exist, all people have responsibilities. It is our desire that students will exercise their responsibilities without intervention. Rules protect our needs and rights and are in place because our fallen nature is contrary to a life led by the Holy Spirit, which would automatically allow for harmonious community living. (Romans 8:1-17; Galatians 5:16 - 26)

Where possible, students should be led to an understanding of the biblical concepts that lead to our school rules. (Matthew 22:37-40 and Philippians 2:3-7)

#### **Rights**

Members of the Hinterland Christian College community share some general rights:

1. to be treated respectfully and fairly;
2. to work, play, interact and learn in a quality, positive, clean and safe environment;
3. to communicate openly and develop relationships with others in the College Community; and
4. to be involved in the education process.

#### **Responsibilities**

Members of the Hinterland Christian College community share some general responsibilities:

1. to be respectful, courteous and fair to others;
2. to contribute to a positive College environment;
3. to communicate by listening and responding appropriately and seeking to build and maintain positive relationships with all other members of the College community; and
4. to contribute to a quality education process by active personal involvement and to allow others to participate in learning by meeting expectations identified later in this policy.

Expectations of all community members at the College are based on these mutual rights and responsibilities. Specific expectations are detailed under Principle 3: *"Fundamental Strategies"*

### ➤ **Principle 2: Understanding behaviour in context**

Behaviour does not occur in isolation. Students and teachers bring family values, as well as recent emotional and physical experiences to school with them. When we observe behaviour, we need always to ask, "What is the context in this situation?" Our responses to the situation need to take this context into account.

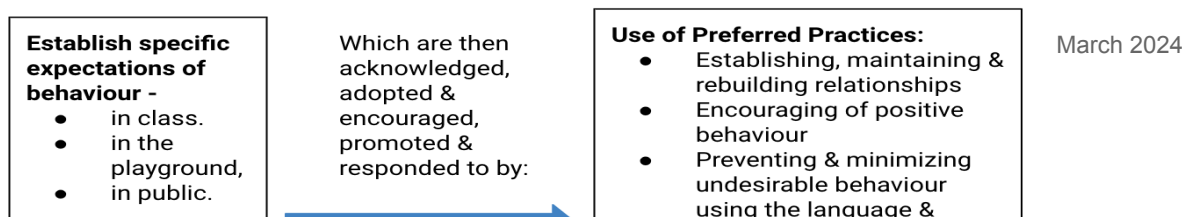
### ➤ **Principle 3: The use of fundamental strategies**

Principles 1 and 2 underpin Principle 3.

Two fundamental strategies are used for developing quality behaviours at Hinterland Christian College; Fundamental Strategy A - Establishing expectations, and Fundamental Strategy B - Use Of Preferred Practices.

#### **Fundamental Strategy A**

#### **Fundamental Strategy B**





### **Strategy A: Establishing specific expectations**

Behavioural expectations which are clear, explicit and appropriately promote desired behaviours and standards and protect the rights of individuals.

Our expectations are summarised globally in the Student Code of Conduct and in a table of explicit expectations below:

#### **Student Code of Conduct**

A high standard of dress, behaviour, attitude and responsibility is expected from all students attending the College. Behaviour occurs as a result of choices. Therefore each person is responsible and accountable for his/her own actions.

The Code of Conduct which provides the foundations for a well-ordered school:

##### **1. Respect God**

In all you do, seek to honour and obey God.

The great commandment in Matthew 22:34-40 says "Love the Lord your God with all your heart, with all your soul and with all your mind."

##### **2. Respect The Staff**

Follow their instructions, address them politely, and seek their help in learning.

Titus 3:1 "Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good."

##### **3. Respect Your Fellow Pupils**

Be helpful whenever you can. Don't cause fights and don't do anything that might cause injury. Seek to support and encourage each other.

1 Thessalonians 5:11 "Therefore encourage one another and build one another up, just as you are doing".

##### **4. Love and Serve Others**

Because of our appreciation for the loving sacrifice of Christ, we want to honour Him in all that we do. Loving and serving others is a way that we can demonstrate our love for God and our thanks to Him.

Philippians 2:7-8 Christ was humble. He obeyed God and even died on a cross.

##### **5. Speak The Truth**

Be honest in all situations and never make up lies about others.

1 Peter 2:1 "Rid yourselves, then, of all evil; no more lying or hypocrisy or insulting language".

##### **6. Learn All You Can**

Make up your mind to pay attention to your work, join in school activities and develop your skills during your school years.

Proverbs 23:12 “Pay attention to your teacher and learn all you can”.

#### 7. Respect The Property Of Others Including School Property

Don't steal or damage others' property and be sure to hand in lost property. Don't deface College property.

Exodus 20:15 “Do not steal.”

Proverbs 21:3 “Do what is right and fair; that pleases the Lord more than bringing Him sacrifices”.

#### 8. Respect The Hinterland Community

Dress properly, behave well, respect visitors, play sports fairly, do your best in all school activities.

1 Timothy 4:12: “Do not let anyone look down on you because you are young; but be an example for the believers in your speech, your conduct, your love, faith and purity.”

#### 9. Be In The Right Place At The Right Time With The Right Equipment

Never miss school, or any lesson without proper permission, and always be in bounds. Always bring the right equipment to each lesson.

James 4:17 “Whoever knows what is right to do and fails to do it, for him it is sin.”

#### 10. Have The Right Attitude

In all you do be gracious and loving, showing Christian qualities. Philippians 2v5 “Your attitude should be the same as that of Christ Jesus.”

This code can be summarised in the following 4 R's;

- Reverence for God,
- Respect for Others,
- Reliability,
- Responsibility.

Students, staff and parents/carers work together to establish the expectations of this code in class, the playground and in public.

The expectation of this code apply whenever the student is in uniform, as this signifies that she/he is a representative of the College. In practice, this means from when the students leave home until they return.

## Specific Expectations

The following table contains examples of specific expectations of secondary students, staff and parents/carers at Charlton Christian College. This list is not exhaustive and needs to be used as a guide.

	STUDENT EXPECTATIONS	STAFF EXPECTATIONS
Engaged Learning Time	<ul style="list-style-type: none"><li>▪ be punctual to school, PC and all classes</li><li>▪ be committed to active learning in lesson time</li><li>▪ be committed to active learning in homework time</li><li>▪ be prepared to engage the teacher when problems are experienced</li><li>▪ seek to develop time management skills, especially with exam and assessment preparation</li><li>▪ catch up, in own time, on all work or assessment missed through non-attendance</li></ul>	<ul style="list-style-type: none"><li>▪ be punctual to school, PC and all classes</li><li>▪ communicate clear learning goals for lessons</li><li>▪ be committed to making homework relevant to current learning</li><li>▪ be available to students if problems are experienced in class</li><li>▪ be committed to designing lessons that promote engagement and active learning</li><li>▪ make relevant differentiation/adjustments to meet student needs</li></ul>

		<ul style="list-style-type: none"> <li>▪ model effective time management skills</li> <li>▪ teach time management as an integral part of each subject area</li> <li>▪ assist students to develop effective examination preparation routines</li> <li>▪ check for understanding and adjust plans in response to this check (feedback)</li> <li>▪ monitor student behaviour and application, and apply appropriate consequences</li> <li>▪ be aware of student absences and assist students to minimise the impact of said absences</li> </ul>
<b>Preparedness &amp; Punctuality</b>	<ul style="list-style-type: none"> <li>▪ have knowledge of subject specific requirements (materials, etc.) and consistently meet these requirements</li> <li>▪ bring to all lessons the correct materials required including charged laptops (Y7-12)</li> <li>▪ be on time and ready to learn before lessons begin</li> <li>▪ submit all assessment items on or before the due date</li> <li>▪ communicate early with your teacher if you are having difficulty meeting a deadline</li> <li>▪ use recess and lunch breaks to attend to personal matters</li> </ul>	<ul style="list-style-type: none"> <li>▪ gain attention of students, articulate purpose and give clear instructions within lessons</li> <li>▪ manage lessons and pack-up/clean-up time so that students are dismissed from class on time</li> <li>▪ establish and consistently apply consequences where students do not meet expectations</li> <li>▪ assess and return work within a reasonable time frame (within 2 weeks)</li> <li>▪ be aware of whole-school policies, procedures and routines to assist students in meeting expectations</li> <li>▪ model high standards of punctuality and preparation</li> <li>▪ use recess and lunch breaks to attend to personal matters</li> </ul>
All communication should take into account the rights of, consequences for, and well-being of all individuals and the College itself.		
<b>Language &amp; Communication</b>	<ul style="list-style-type: none"> <li>▪ communicate in an appropriate and respectful manner in line with school expectations in the following ways:</li> <li>▪ be prepared to greet adults in the appropriate way and engage them in conversation</li> <li>▪ alert parents to documentation including permission notes and information sent by College</li> <li>▪ always seek to be positive and uplifting to others</li> </ul>	<ul style="list-style-type: none"> <li>▪ establish classroom expectations and display them in a prominent place in the classroom</li> <li>▪ model appropriate language and means of communication including greetings</li> <li>▪ be prepared to correct and remind students of acceptable language and communication standards</li> <li>▪ apply appropriate consequences (as per the Behaviour Management policy)</li> <li>▪ follow appropriate procedures for communication with the school community</li> <li>▪ always seek to be positive</li> <li>▪ be aware of formal school communications and discuss these with students where relevant (e.g. camp and excursion letters sent via email )</li> <li>▪ document all attempted significant parents contact on appropriate forms or Spider records</li> </ul>
<b>Personal Presentation</b>	<ul style="list-style-type: none"> <li>▪ wear the appropriate school uniform for the specific activity/occasion well</li> <li>▪ demonstrate pride in self and the College by maintaining a high standard of personal presentation, grooming and hygiene at all times</li> <li>▪ ensure that all aspects of the uniform code (including mufti) are adhered to</li> </ul>	<ul style="list-style-type: none"> <li>▪ model a high standard of dress and appropriate standard for the particular occasion and be aware of the College policies, rules, procedures, general appearance and dress regulations</li> <li>▪ have high expectations of students in this regard and apply appropriate consequences when expectations are not met (Refer to Behaviour Management Policy)</li> <li>▪ be proactive in ensuring that students are appropriately dressed for the particular activity</li> </ul>
<b>Homework &amp; Assessment</b>	<ul style="list-style-type: none"> <li>▪ have a Homework Diary in every lesson</li> <li>▪ conscientiously record all homework given</li> <li>▪ actively complete all set homework</li> <li>▪ list assessments in planner</li> <li>▪ complete work by due day/date</li> <li>▪ complete work to the best of your ability</li> </ul>	<ul style="list-style-type: none"> <li>▪ regularly and consistently set appropriate homework (both content and amount) in alignment with relevant College policies</li> <li>▪ ensure that students understand clearly the homework expectation</li> </ul>

	<ul style="list-style-type: none"> <li>▪ communicate proactively with your teacher any exceptional circumstances which may prevent you from completing homework and have this validated through communication from parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>▪ ensure homework is relevant to and enhances learning</li> <li>▪ routinely check that homework is being completed by all students and review / correct it</li> <li>▪ be aware of and responsive to exceptional circumstances</li> <li>▪ implement appropriate, timely and consistent consequences for failure to complete homework</li> <li>▪ have an awareness of time guidelines for homework and assessments as outlined in student diaries (Homework Policy) and Assessment Calendar as outlined in the diary.</li> </ul>
Quality of Work	<ul style="list-style-type: none"> <li>▪ always strive to do your very best work</li> <li>▪ record requirements for set work in student diary and plan to have it completed by due date</li> <li>▪ have a good knowledge and understanding of criteria based standards and expectations and strive to meet these as appropriate</li> <li>▪ faithfully and diligently complete work in accordance with the advice and expectations of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide and model clear, concise, subject specific guidelines on quality work expectations</li> <li>▪ give clear and unambiguous instructions to students about the quality of work expected</li> <li>▪ regularly monitor student work and give constructive feedback about ways to improve</li> <li>▪ provide examples and model best practices so that students can be aware of the standards expected</li> <li>▪ establish classroom consequences for failure to meet set expectations</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>▪ be aware of and endeavour to meet all College expectations in terms of behaviour</li> <li>▪ be aware of and consistently meet the behavioural expectations of the College</li> <li>▪ follow promptly and respectfully, all directions given by Staff members</li> <li>▪ be responsible for own behaviour</li> <li>▪ accept consequences of own behaviours</li> <li>▪ refrain from any behaviour that will have a negative effect on another student or member of staff</li> <li>▪ refrain from any behaviour that is likely to diminish the reputation of the College in the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ have knowledge and understanding of all aspects of the College Behaviour Management Policy</li> <li>▪ act immediately and decisively where breaches of the Code of Conduct occur</li> <li>▪ encourage and model good manners and respect for all members of the class</li> <li>▪ role model appropriate standards of behaviour in all on-site and off-site situations and outside of work hours as well as per conditions of employment</li> <li>▪ be proactive in assisting students to meet expectations</li> <li>▪ apply appropriate consequences based on consistency, fairness and equity</li> <li>▪ assist students to modify inappropriate behaviour</li> <li>▪ document Categories 2 - 4</li> <li>▪ use email, phone or the student diary to <ul style="list-style-type: none"> <li>(a) communicate with Parents/Carers</li> <li>(b) monitor students' arrival and departure to class</li> </ul> </li> </ul>
Leadership Involvement	<ul style="list-style-type: none"> <li>▪ accept and support the Christian ethos of the College</li> <li>▪ support, and seek to demonstrate behaviour consistent with a Christian worldview in all aspects of College life</li> <li>▪ participate in activities that develop initiative, sense of responsibility, involvement, team membership, communication skills and service</li> <li>▪ be willing to participate in co-curricular activities</li> <li>▪ display pride in being a Charlton student through involvement, dress, behaviour and attitude</li> <li>▪ demonstrate a high level of community awareness and involvement</li> <li>▪ maintain a balance between academic, family, community and co-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ be a good role model by providing positive examples in terms of the broader College Aims and Objectives</li> <li>▪ provide opportunities for students to demonstrate leadership qualities</li> <li>▪ actively and proactively nurture leadership qualities such as taking initiative, responsibility, involvement, working in a team, communication skills and service</li> <li>▪ be supportive of students' who are involved in co-curricular activities</li> <li>▪ actively demonstrate involvement and commitment to a church family</li> </ul>

The expectations of behaviour are acknowledged, adopted, encouraged and responded to by using the preferred practices. As such, the use of these 5 Preferred Practices' forms Strategy B below.

## **Strategy B: Use of 5 preferred practices**

The examples provided are considered to be the “minimum standards” for effective behaviour management at the College.

1. Establishing, maintaining and re-building relationships by:
  - a. learning student names quickly;
  - b. setting classroom expectations and rules;
  - c. using and modelling conflict resolution strategies;
  - d. focusing on behaviour, not the person or personality;
  - e. valuing the individual and the learning community;
  - f. establishing genuine interest in students;
  - g. creating win-win situations in which student feels heard;
  - h. resolving relationship breakdowns quickly after cool off time; and
  - i. being consistent and fair.
2. Encouragement of positive behaviour and discouragement of negative behaviour:
  - a. acknowledging and encouraging appropriate behaviour;
  - b. using a balance of intrinsic and extrinsic rewards;
  - c. encouraging wide friendship groups;
  - d. initiating communication between parents/carers and teachers of positive behaviours and successes, and communicating subsequent public recognition through assemblies and newsletters;
  - e. giving specific positive affirmation;
  - f. don't overly focus on negatives;
  - g. encourage and tease out better responses;
  - h. being polite and respecting students as young adults;
  - i. having a positive attitude;
  - j. recognising students when they are having a go; and
  - k. spreading compliments around and intentionally focusing on the quieter students;
  - l. providing a reward system, including Achievement Certificates, diary entries, Achievement Certificates, vouchers and Principal's Awards etc.
3. Prevention and minimisation:
  - a. being aware of aspects of the physical and emotional environment that may catalyse unwanted behaviour and taking proactive actions to eliminate or minimise these;
  - b. being thoroughly prepared and well-planned in terms of lesson design, strategies, materials and resources;
  - c. being aware of all student needs and abilities and catering for these with differentiation, adjustments and individual management plans when necessary;
  - d. remaining calm and using appropriate voice;
  - e. scanning the class at all times to “see” all parts of the class;
  - f. avoiding turning your back to students when helping small groups;
  - g. being consistent with consequences;
  - h. clearly establishing expectations;
  - i. using “cool off” / “time-out” strategies;
  - j. developing effective communication with all students/parents/carers/colleagues;
  - k. implementing seating plans when necessary;

- l. ensuring rooms are tidy, well ventilated, well lit, and orderly prior to entry;
- m. ensuring rooms are tidy and orderly prior to exit;
- n. establishing reasonable and logical routines for the beginning of lesson and for breaches of consequences;
- o. having clear expectations and directions for tasks;
- p. anticipating potential behaviour issues and addressing them before they occur;
- q. selective, purposeful ignoring;
- r. staying calm;
- s. redirecting attention;
- t. using humour appropriately;
- u. establishing relationships with home;
- v. identifying 'at risk' students and establishing relationship with them before there is trouble; and
- w. using consistent routines for each type of activity: whole class, individual and small group

#### 4. Language and techniques of positive correction:

- a. being direct with instructions;
- b. displaying and stating positive rules, e.g. "This is a quiet zone" rather than "No talking";
- c. practising the language of correction strategies;
- d. using non-judgmental, 'I' statements rather than 'you' statements;
- e. being aware of, and monitoring, the volume and tone with which we speak and the position from which we speak from;
- f. providing positive acknowledgment – looking for something, anything that is positive;
- g. praising first;
- h. using a calm but firm tone;
- i. remaining objective;
- j. avoiding public humiliation or attack;
- k. making students aware of consequences;
- l. holding student back for quiet chat after lesson; and
- m. getting students to own their behaviour and to choose the correct behaviour as an alternative.

#### 5. Setting and implementing appropriate consequences:

- a. clearly communicating consequences to students, both individually and via Assemblies in a timely manner – no surprises!;
- b. matching consequences with misbehaviour;
- c. being consistent with implementation of consequences;
- d. implementing consequence in a timely manner so that they provide the best opportunity for appropriate lessons to be learned;
- e. considering the manner in which we implement – fair, calm, matter of fact;
- f. building early and quality communication with parents; if possible, prior to any issues occurring;
- g. operating with consistency, both with students, but also between staff so as to promote justice and fairness;
- h. giving explanations for consequences and why things are as they are; and
- i. using "do this" statements, in preferences to "do not".

See also Appendix 21 for a summary of behaviour management do's and don'ts.

#### Principle 4: Procedures for implementation

The roles of those involved, as well as the stages and processes to be followed in implementation need to be clear for all involved. Implementation of effective behaviour management relies largely on the definition, recognition and active promotion of behaviour that meets expectations and on the definition, recognition and management of behaviour that fails to meet them.

### Promoting Behaviours That Meet Or Surpass Hinterland Christian College Expectations

We need to build a school climate that enhances responsibility and co-operation by defining, recognising and actively promoting positive behaviour, by paying particular attention to:

- a. acknowledging positive behaviours;
- b. using positive intrinsic and extrinsic consequences;
- c. modelling of positive behaviours and attitudes;
- d. building of positive relationships; and
- e. developing expertise in the application of the preferred practices.

### Managing Behaviour That Fails To Meet Expectations

This policy identifies four categories of behaviour that fail to meet Hinterland Christian College expectations.

Incidents that may arise include (but not limited to):

- **Low Level/One off breach of expectations**  
ie. presentation/uniform violations, lateness, unprepared, and minor instances of being disruptive, rough play, misuse of equipment (including electronic as per computer contract), poor language and disobedience.
- **Recurrent or persistent low level breaches of expectations**  
ie. repeated incidents as above (see Behaviour Management Flow Chart).
- **One-off significant misbehavior or breach of academic integrity**  
ie. unacceptable or violent language and/or behaviour towards people or property, academic misrepresentation, truancy and harassment.
- **One off serious misbehavior**  
ie. smoking, possession of illegal, illicit or dangerous items or material, theft, overt disobedience/defiance, sexually explicit behaviour, hacking, vilification of others and high level harassment.

### College Consequences

All students begin the new year on 'neutral ground' except for extraordinary circumstances where continued serious unsatisfactory behaviour was occurring at the end of the previous year.

The Behaviour Management Flow Chart (Appendix ??) shows the processes teachers are to work through with each student as incidents arise.

### Records

College staff are to record in the student's file:

- All significant student and parental communications using a note on student history, relevant records and reports,
- All significant negative student behaviours by recording the concern in the student Tracking Record, and any of the following as needed; an incident report, interviews or parent meetings,
- The management team will maintain a record of all information relevant to the management of individual students.

## **Parental Support**

Parents/guardians commit to supporting the College and its policies at the time of enrolment and for the duration of enrolment. This includes;

- working with the College to support positive behaviour in their child,
- supporting any reasonable consequences imposed on their child, and
- taking responsibility, including financial, for intentional or unintentional damage caused by inappropriate behaviour (eg broken windows and damage to desks by graffiti).

## **Ongoing Support**

The Principal may take longer-term action to support a teacher in the management of a student's behaviour employing one of the following responses;

- mentoring by the Principal,
- sessions aimed at motivation, self-esteem development, social & communication skills,
- Anti-Harassment Program,
- regular meetings with the classroom teacher or other member of staff,
- behaviour record book to go home daily with the student, or daily email communications to provide clear communication between home and school.

## **Homework Help**

Students with class work or homework problems should be directed to their teacher for further clarification and/or help as required. Should lunchtimes be required to do this, both teachers and students should be prepared and willing to organise a time as soon as possible.



## Examples Of How Students May Be Disciplined Other Than Suspension Or Expulsion

### Class time Out

Students need to be responsible for their behaviour in class and appreciative of how disruptive and inappropriate behaviour affects both themselves and other students, and what the consequences of such behaviour might be.

Class teachers may withdraw students from their classes on the grounds of repeated disruptive, inappropriate behaviour or for repeatedly failing to follow the teacher's directions. Disruptive and inappropriate behaviour will be normally managed by the classroom teacher. However, should such behaviour continue, a withdrawal may occur through the intervention of the Principal or other delegated members of staff.

Notes of each such incident will be kept by the classroom teacher in the students Tracking Record. Ongoing withdrawals will lead to a Parent/Teacher interview. This process is to be monitored by the classroom teacher. In all instances, the classroom teacher is the first port of call in classroom related incidents.

Students may be withdrawn by staff (in consultation with the Principal) from forthcoming excursions, camps or special events as a result of disciplinary action taken. Where this takes place alternative arrangements will be made so that the student can still learn the desired outcomes in a different manner. Parents will be informed in writing.

Continuing behaviour will be dealt with by the Principal and classroom teacher for appropriate follow up after any Parent/Teacher interview. This may include further conferencing with parents and strategies established for correction and training.

### Detention

At Hinterland Christian College we believe that good discipline must be fair. Ephesians 6:4 says: "Parents, do not provoke your children to anger". As teachers, operating under the *delegated authority* of the parents, we take this command to be just as appropriate for teachers as for parents. Teachers at Hinterland will therefore make every effort to be fair. We will be firm but fair. After all, if we can't be fair, we are only going to be counterproductive if we are strict. Micah 6:8 reveals to us that good discipline is bound by consistency, justice and mercy.

Time spent as a 'detention' will allow the student to reflect on their behaviour. The purpose of this time of reflection will be to restore a good working relationship between the student and the teacher.

### Suspension

In-house Suspensions will be given for serious offences that are deemed by the Principal to need this action. This act of discipline is applied so that the child can be made aware of the seriousness of their actions. The goal is to change their inappropriate behaviour and/or attitude. The type of suspension (internal or external), and the duration, will be decided by the Principal. Parents will be notified before the suspension takes place. Work will be set and will need to be completed before the end of the suspension. There may be privileges lost that will last longer than the suspension. The suspension will be between one and five days in length depending on the severity of the situation. Suspension times may increase up to 20 days depending on the severity and frequency of serious behaviours.

Suspension from school may also mean the loss of the opportunity to attend specific excursion activities. The Principal will report all suspensions to the Board so that it is kept informed of all serious matters.

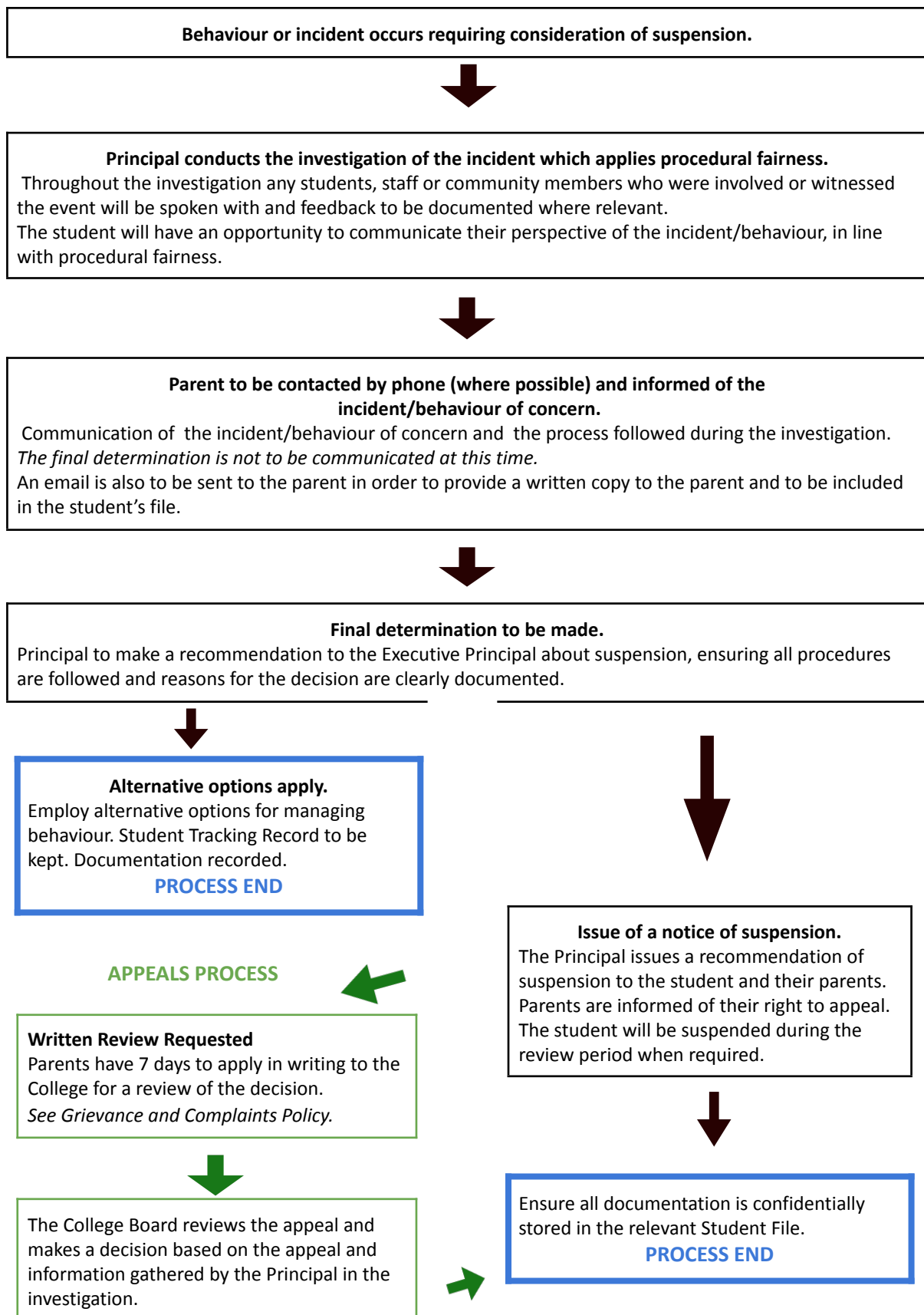
Consequences may include:

- Confiscation of prohibited items
- Community service within the School
- Exclusion from representative opportunities, excursions and camps
- Exclusion from School or public transport
- Exclusion from driving or riding to/from school
- Loss of privileges
- Removal of leadership position
- Student/staff mediation (parental involvement a possibility)
- Pay cost of repair or replacement of damaged property
- After-school service and teacher-initiated catch-up sessions and exclusions
- On-campus exclusion from class
- Exclusion from school through suspension
- Police involvement
- Termination of enrolment.

Action will not be taken until after consultation with the student and if necessary, the parent/guardian. School staff should be aware of the possibility that a student may have been acting at their parent's instruction.

Where a student has caused offence to another member of the School community, the relationship may need to be restored before the matter can be resolved.

### **Student Suspension Flowchart**



## **Probationary Enrolment**

If a student is consistently demonstrating an attitude and/or behaviour that continually breaches the Code of Conduct, that student may be subject to the conditions of a Probationary enrolment. At this point the School will have instituted clear guidelines that if breached, exclude the student.

The School may also choose to place a student under a Probationary enrolment conditions if that student is involved in a serious breach of the Code of Conduct or critical incident.

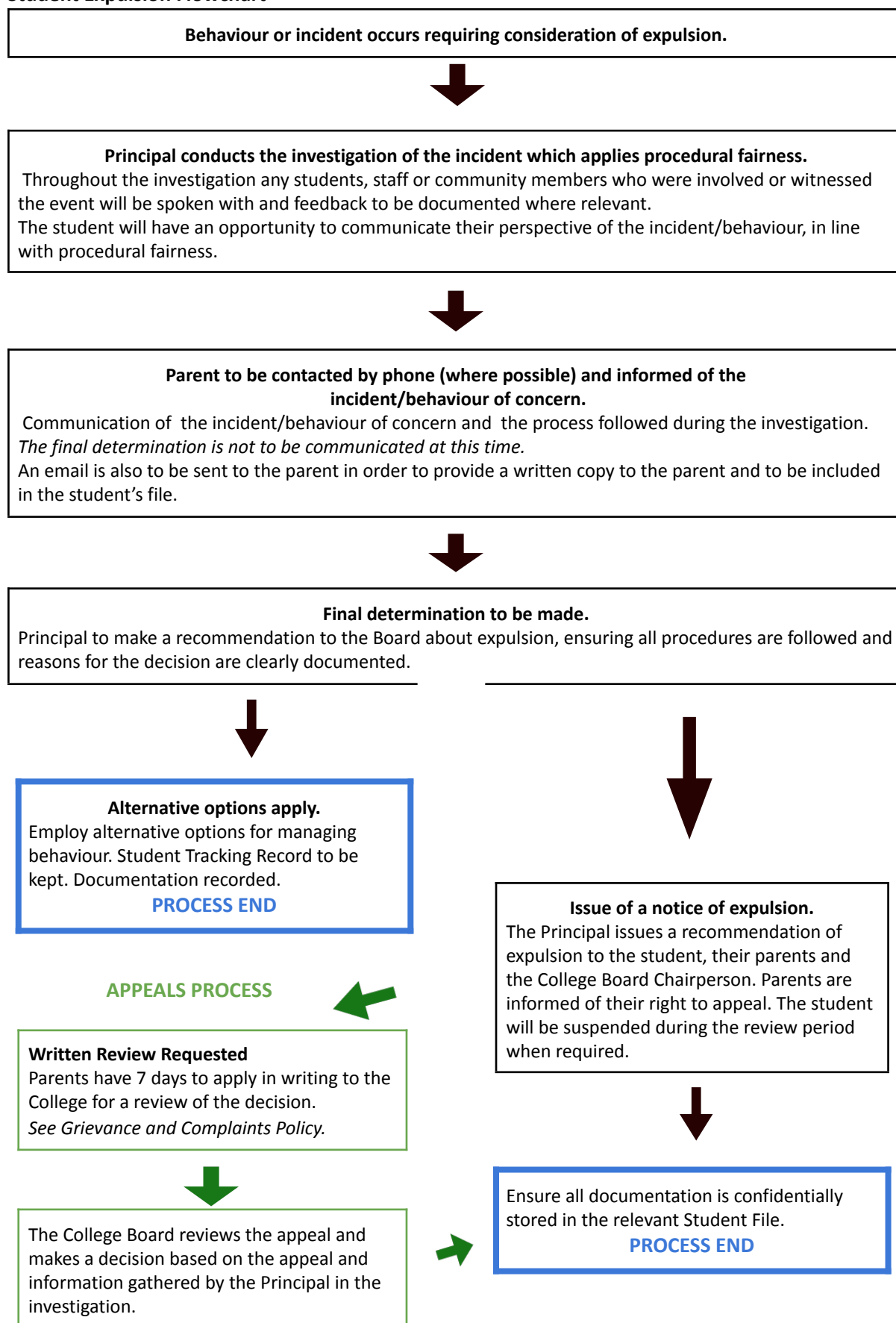
## **Expulsion**

Where a student has failed to respond to lesser forms of Student Management or is guilty of a very serious offence the Principal may recommend the expulsion of the student or the voluntary withdrawal of the student by the parent.

The school satisfies legislative requirements in the following way with expulsions:

- The College Board is the body that makes the final determination in relation to the disciplinary matter of expulsion. The Board will only make such a decision in communication with the Principal.
- The College Principal will only recommend expulsion if the student continues in a pattern of inappropriate behaviour after suspension. A student could also be expelled for a one-off offence if this offence involved illegal activity such as drug possession or another situation deemed to warrant expulsion by the Board.

## Student Expulsion Flowchart



## Operation of Behaviour Cards

Behaviour Cards operate as below:

1. A Behaviour Card or Monitoring Card is given to certain students in the hope that through positive reinforcement, they will modify their behaviour to the benefit of themselves, other students and staff (see App 9). One or more goals are set for the student to try to achieve according to the behaviour which led to them being placed on the Behaviour Card. These are listed on the back of the Behaviour Card.
2. Each classroom teacher is asked to grade the student on the Behaviour Card with an A, B or C, depending on their achievement of the goals set, as stated on the back of the Card:
  1. A = Excellent (no reminders to achieve goal(s))
  2. B = Satisfactory (needed reminders, but responded)
  3. C = Unsatisfactory (was reminded, but didn't respond)
3. At a JS level, cards may be modified to ensure they are appropriate

It is the responsibility of students to present the card to their supervisor at the start of each day and to their class teacher at the start of each period and to ensure that the Behaviour Card is signed by the class teacher for each lesson. Because it is often the forgetful students who are on Behaviour Cards, it is a good idea to begin the lesson by asking for Behaviour Cards to be presented by any students who may have them.
4. Students on Behaviour Cards should not sit where they may get into trouble. If the room is large enough, the best idea is to place such a student at a desk by themselves.
5. Teachers sign and return the Behaviour Card at the end of the period.
6. Teachers must follow the directions on the back of the card closely. A 'C' should be given only when warnings have been repeatedly ignored. Make sure that you inform students of exactly where things are up to if problems arise in their behaviour. For example, you might need to say "I'm now having to remind you about this goal, which probably means I can't give you an 'A'. It will be very important for you to respond correctly now so I don't have to give you a 'C' and send you to the office for an In School Suspension." Don't just wait until the end of the period and then hit them with a "C". If you do have to give the student a C, please write a brief description of behaviour which led to that decision. It is important to be honest in your assessment on the card so that there is an accurate tracking of how the student is really responding.
7. If given a C, the student must immediately report to the Principal. Students must not remain in the classroom after he/she has been given a 'C'.
8. If a student arrives at a class having been given a C for the previous lesson, the teacher must ask the student to report directly to the Principal.
9. Students receiving a C will normally be put on 2 periods of in school suspension.
10. Homeroom teachers should check the Behaviour Card when possible to help encourage the student to modify his/her behaviour. The Homeroom teacher has a vital role in this area.
11. The Behaviour Card must be looked after carefully by the student. If it becomes lost or badly damaged, a new card will be restarted from Day 1.

12. If the Behaviour Card is left at home, the student will be required to report to the monitoring teacher for a replacement temporary card to use for the day and that day will not be counted towards the completion of the time required.
13. The Principal decides what happens when Levels 2 and 3 are completed. The Principal decides what happens at the completion of Level 4. Sometimes students will continue on a card, sometimes not, depending on the record on the card and other information about their behaviour during that period. Students will drop back to the previous level on the system when they complete a level satisfactorily. However, they will then have to complete a Conduct Card for the level to which they have dropped to if they were on Level 3 (or higher) until they eventually get back to Level 1.

# APPENDICES

Examples of all forms and other useful resources used in conjunction with the Behaviour Management Policy are included.

## **Appendix 1**

### **Examples of behaviours that might constitute a Bench Time**

This list gives a rough guide as to which behaviours warrant a Lunch Detention/Planning Room.

## **Appendix 2**

### **Examples of behaviours that might constitute a Level 1 or 2 Detention**

This list gives a rough guide as to which behaviours warrant a level Detention.

## **Appendix 3**

### **Official Notification of Suspension form**

This form is used to communicate with parents the details of, and suspension of their child. This form is also stored in the child's file.

## **Appendix 4**

### **Flowchart for Managing Disruptive Behaviour**

This chart provides a guide as to the steps that can be taken in dealing with disruptive students.

## **Appendix 5**

### **The 123 Discipline Strategy**

This explains the main Discipline system used in JS.

## **Appendix 6**

### **Behaviour Management Flowchart**

This chart provides a guide as to the steps that can be taken by teachers in dealing with behavioural problems.

## **Appendix 7**

### **Behaviour Management Dos and Don'ts**

This is a handy list of some dos and don'ts for teachers to help them manage student behaviour well.

## **Appendix 8**

### **Single Day Behaviour Monitoring Card**

This is used to monitor a student when they have come off suspension or are having difficulties meeting College expectations.

## **Appendix 9**

### **Weekly Behaviour Monitoring Card**

This is used to monitor a student when they have come off suspension or are having difficulties meeting College expectations.

## **Appendix 10**

### **Accountability Record Form**

This is used for students to contemplate and communicate their role in the concern/incident and be accountable for their actions.



## Appendix 1

# Behaviour Examples That May Constitute A Lunch “Bench Time”.



- wrong uniform (without note/legitimate reason)
- lateness (more than 5 minutes – no reason or note)
- no equipment (without note/legitimate reason) classroom disruption (continued after warnings etc)
- rudeness (eg defiance to instruction with rude comment)
- bad language eg swearing in conversation with other students
- chewing gum after warning
- flicking or throwing items in the classroom or “pea shooting”
- minor vandalism of school property eg writing comment on desk in pen/pencil
- low level bullying eg name calling, harassing, nastiness
- out of bounds
- use of mobile phone or banned item without permission

### Note:

1. As a general rule a Bench Time is for something minor in nature, but significant enough for students to know they have crossed a line. In most cases, students should have been given warnings and adequate opportunity/encouragement to make the correct choice.
2. Bench Time is when a student has to sit on the bench in front of the Administration Office and contemplate their actions. Students sit for one minute for each year of their age. e.g. a 12 year old will sit for 12 minutes. The teacher on duty will dismiss the student once the allocated time has passed.

# Behaviour Examples That May Constitute A Detention



## 1. Constitute A Level 1 Detention

- a) 5 Bench Times in a period of one term
- b) failure to turn up to 2 previous Bench Times without good reason
- c) refusal to comply eg refuse to hand over mobile phone, refuse to move seats
- d) serious classroom disruption eg throwing objects
- e) swearing at a teacher
- f) serious aggression or serious bullying
- g) significant vandalism of school property causing actual damage eg pulling off edge strip from table, scratching a comment onto desk, dent in wall
- h) stealing
- i) truancy from class
- j) Student being sent to the Principal twice in the one week (on the 1-2-3 system)

**Note:** As a general rule, a Level 1 Detention is for things of a more ongoing nature of things that are more serious and done with deliberate defiance.

## 2. Constitute A Level 2 Detention - Behaviour Monitoring Card

(NOTE: As a general rule, an immediate Level 2 or higher is for behaviour of a very serious/illegal nature and can only be determined by Exec)

- a) physical fight
- b) truancy from school
- c) bringing cigarettes/alcohol/drugs to school
- d) sexual indecency/misconduct
- e) serious aggression toward a teacher

## Appendix 3

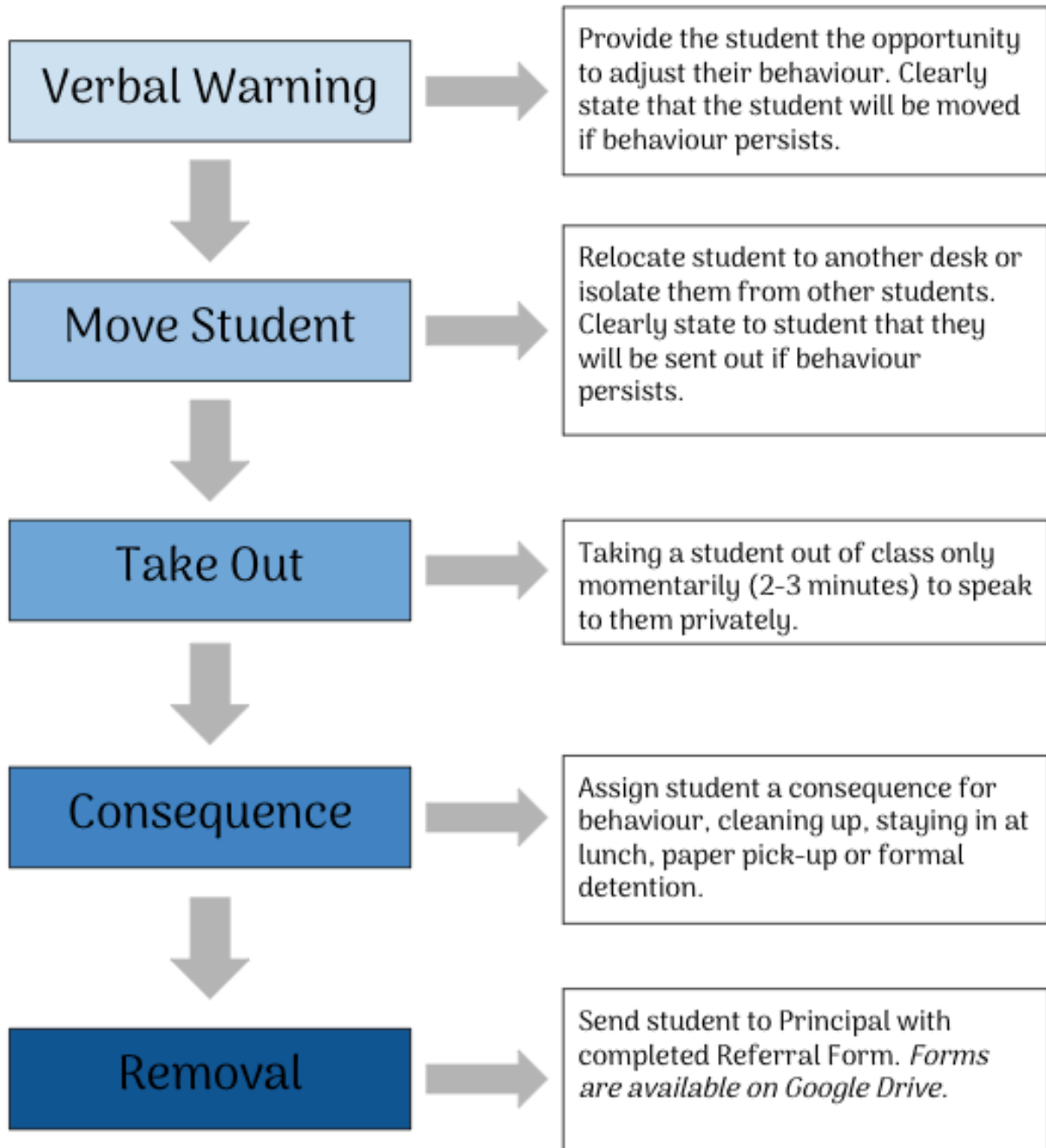
# Official Notification Suspension



<b>Official Notifications approved by the Principal of suspension from Hinterland Christian College</b>						
Notification Date						
Student Name / Surname					Year	
Suspension Period	No of days		From:		To:	
Reason for Suspension	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
Parents / Carers Contacted	Date:		Time:		By Whom:	
Re-entry interview Parents/carers & student must be present	Date: Time:		With: <input type="checkbox"/> Principal <input type="checkbox"/> Deputy Principal <input type="checkbox"/> Head of School			
Executive Staff Name				Signature		

## Appendix 4

# Managing Disruptive Behaviour



## Appendix 5

# The 123 Discipline Strategy



The discipline model used for students centres around the '123' strategy.

This approach is effective because it is structured, easy to implement, impacts other students in a minimal way, and is non-emotive. It ensures that useless verbal hassles with students are replaced by quick, decisive action that keeps everyone focused on learning.

The '123' strategy is a counting strategy that results in time-out for the student if behaviour persists.

Staff use the '123' strategy for the following behaviour:

- Rudeness
- Interruptions
- Not following Instructions
- Hurting Others (physically or emotionally)

If a student is doing one of the above things (and you'll find that these can cover almost everything you'll come across), you need to count them - "Eg- Jo, that's a 1".

After a count of three, the student will complete 'Bench Time' at lunch break for the equivalent of one minute for each year of their age. *Bench Time is when a student has to sit on the bench in front of the Administration Office and contemplate their actions. Students sit for one minute for each year of their age. e.g. a 12 year old will sit for 12 minutes. The teacher who awarded the bench time will dismiss the student once the allocated time has passed.*

Please remember that the count is 'the warning'. Do not say – "if you continue to do that I'll give you a 1".

If students argue or question the count, then count them again.  
At each break time tags return to 0.

The system is very effective when implemented correctly, in a firm but non-emotive way and you'll find that you'll spend far less time on classroom discipline.

Students in Secondary School who receive two 'bench time' sessions in a day, or three in a week, are referred to the Principal.

## Appendix 6

# Behaviour Management Flowchart



Symbol denotes when a Chronicle entry is required

## BEHAVIOURAL MATTER

### CLASSROOM INCIDENT: MINOR

#### Examples

- Calling out
- Off task
- Interruptions
- Impacting others' learning
- Disobedience

### SAFETY INFRINGEMENT

#### Examples

- Play fighting
- Misuse of equipment
- Not following playground rules
- Not following swing rules
- Running on verandah

### MISUSE OF TECHNOLOGY

#### Examples

- Listening to inappropriate music
- Off task on alternate sites
- Viewing inappropriate content, etc

### BROKEN RELATIONSHIP MINOR

#### Examples

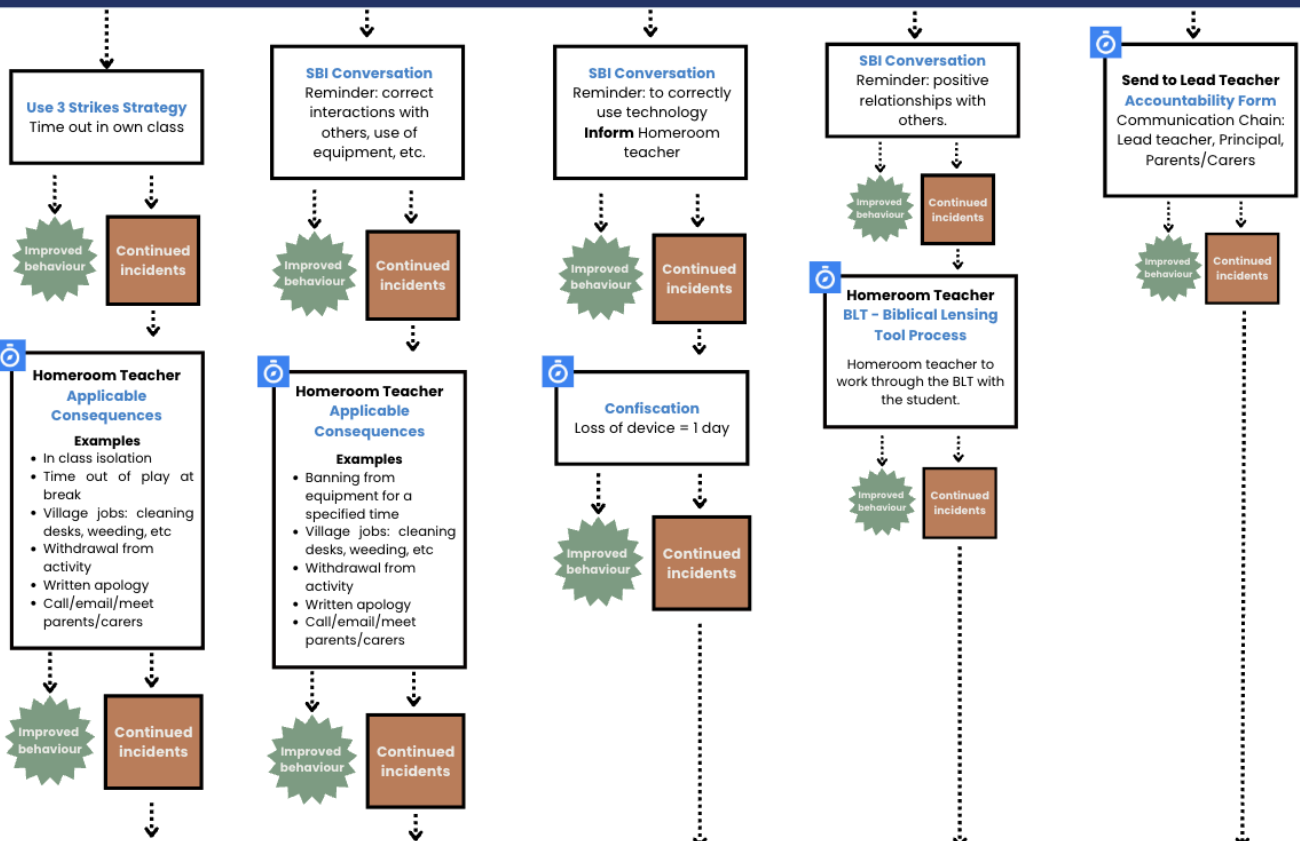
- Name calling
- Pinching, slapping, pushing, poking, etc
- Disrespect to staff
- Swearing in frustration or colloquially

### BROKEN RELATIONSHIP MAJOR

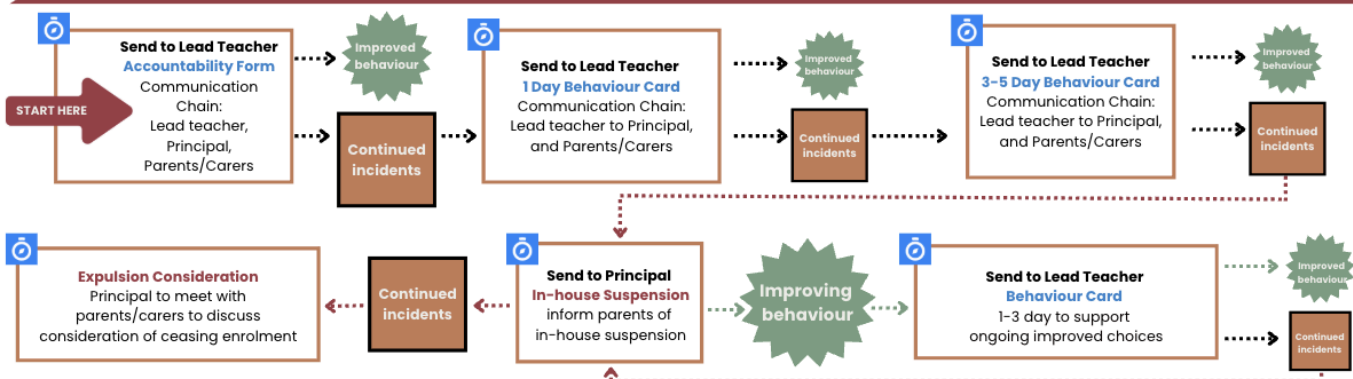
#### Examples

- Physical fighting
- Severe Rudeness
- Defiance with staff
- Swearing at someone
- Vandalism

## LEVEL 1



## LEVEL 2



## Appendix 7

# Behaviour Management Dos and Don'ts

- **Do love your kids.** No discipline system can replace this. Try to get to know them all and take an active interest in each of them.
- **Do take responsibility** for your own classroom management and discipline. This is an important part of your job. The bulk of disciplinary issues should be dealt with by the class room teacher. Expect your students to respect and obey you. You will gain much more respect in the long term if the students know that you can and will deal with their misbehaviour, rather than passing them off to somebody else.
- **Do prepare your lessons well.** Students who are kept actively occupied at their level will be much less likely to misbehave. Have a good clear plan with plenty of options and extra activities in case you need to change it.
- **Do think ahead of the likely management issues** and have a plan of action ready to use. Know clearly in your head what you will say/do when the typical problem situations arise. Make arrangements with a buddy teacher beforehand if you think you may need to use this strategy.
- **Do set clear and precise boundaries** with warnings about the consequences of their choices. Students respond best when they know exactly where they stand. If possible, give students the opportunity to resolve the issue before issuing a strong consequence and then having nowhere else to go.
- **Do be consistent** over time and between different students. Don't have favourites or "non-favourites".
- **Do allow for individual circumstances** where necessary e.g. students going through bereavement, students with Tourettes.
- **Do follow up.** If you promise a certain consequence, it is important that you follow through with it so students know that you mean what you say. Firm and fair will win their respect.
- **Do stay calm** at all times. As soon as students see you react, they will know what buttons to press next time. Try not to take things personally. Students mostly misbehave because of something going wrong in their world.
- **Don't get into an argument.** Make an appointed time to discuss the matter privately when you have the space to do so properly.
- **Don't denigrate a student,** especially in front of others.
- **Do be respectful.** Even if the student is being rude to you, always speak with respect to them. This will help to diffuse the situation and model how the student should behave.
- **Don't penalise the whole class** for the sake of a small number of students who are misbehaving. Deal with the offenders separately.
- **Do admit if you need help.** It is better to discuss a problem with your Head Teacher/buddy before your next lesson and to get some support/suggestions than to end up with a crisis and have to send for support during the lesson.
- **Do apologise** if you have made a mistake. It's important for students to see that you are human too and it's good role modelling for them too.
- **Do maintain a sense of humour.** Even when a student is in trouble, you can lighten things up by seeing the funny side.
- **Do praise and reward** students as much as possible. Show them that you recognise the good as well as the bad.

## Appendix 8

# Single Day Behaviour Monitoring Card



Student:				
Homeroom Teacher				
Aspects Reviewed:				
<b>Date</b>				
LESSON	ON TIME		COMMENTS	TEACHER INITIALS
	YES	NO		
1				
2				
MT				
3				
4				
Lunch				
5				
6				
<b>Student signature</b> ..... <b>Parents / Carers signature</b> .....				

## Comments

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## Appendix 9

# Weekly Behaviour Monitoring



## Card p.1

This sheet is to be completed by the teacher after each period and by your Principal at the end of each day.

Student:		
Term:		Week:
Areas of focus:	1.	
	2.	

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____
Period 2	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____
MT					
Period 3	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____
Period 4	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____
Lunch					
Period 5	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____	Subject: _____ Aspect 1: S US Aspect 2: S US Initials: _____

Period 6	Subject: _____	Subject: _____	Subject: _____	Subject: _____	Subject: _____
	Aspect 1: S    US	Aspect 1: S    US	Aspect 1: S    US	Aspect 1: S    US	Aspect 1: S    US
	Aspect 2: S    US	Aspect 2: S    US	Aspect 2: S    US	Aspect 2: S    US	Aspect 2: S    US
	Initials: _____	Initials: _____	Initials: _____	Initials: _____	Initials: _____
Principal					

# Weekly Behaviour Monitoring Card

p.2





Teachers please write an explanation of student who has received an unsatisfactory or feel free to write any comments regarding behaviour below.

Day	Period / Subject / Teacher	Details on behaviour incident

## Appendix 10

# Accountability Record Form



<b>Reporting Teacher:</b>		<b>Signature:</b>	
<b>NAME:</b>		<b>DATE:</b>	
<b>EVENT:</b> <i>Please record here the event of concern from your viewpoint.</i>			
<b>TIME:</b> <i>When did this occur? (e.g. time, lesson, day)</i>			
<b>BIBLICAL LENSING TOOL:</b> <i>Use each of the 4 elements to process this event of concern. All responses must be full sentences.</i>			
	What was God's intention for this concept/relationship?		
	What went wrong? Why?		
	What is your role in fixing this?		
	What does this concept/relationship look like when fully restored?		
I understand this is a serious matter and I take responsibility for my role.			<b>Student's Signature:</b>
I am willing, with the college's help if needed, to do what is necessary to restore the situation; relationships, resources, etc.			
I do not believe this is a serious matter and I am unwilling to accept responsibility for it.			<b>Principal's Signature:</b>
<i>Parent/s to be contacted by the College and a meeting to be arranged at the earliest convenience. The Principal will determine the immediate school-based consequence/s.</i>			