



12.1 Behaviour Management Policy (Primary)

Introduction

South Coast Baptist College is committed to providing a safe and positive school environment in order to facilitate general well-being, character and learning. Student attitude and behaviour not only impacts the student themselves, but other students, teachers and parents. To train and develop student character and positive behaviour, the College seeks to maintain a high level of discipline along with a high level of support. All action in this area will be procedurally fair and free from discrimination or degradation.

Key Bible References

Micah 6:8 'He has showed you O man, what is good. And what does the Lord require of you? To act justly, to love mercy and to walk humbly with your God.'

Proverbs 3:12 'The Lord corrects those He loves, just like a father corrects a child that he loves.'

Proverbs 22:6 'Start children off on the way they should go, and even when they are old they will not turn from it.'

Leviticus 19:18 'Do not seek revenge or bear a grudge against anyone among your people, but love your neighbor as yourself.'

Purpose

This Policy provides direction relating to behaviour and discipline at South Coast Baptist College. The Policy seeks to make clear behaviour expectations and the College response to problems.

Scope

The Behaviour and Discipline Policy is intended to apply to all learning and teaching for which the College is responsible, including learning and teaching undertaken by partner organisations where the school is responsible for quality assurance. In such cases, this Policy serves as a guide for the expectations of South Coast Baptist College. The Policy also applies to incidents that occur off-campus whereby the College is implicated, College resources are

used and/or there is a negative impact on the College environment. This includes interactions via any digital media.

Definitions

At South Coast Baptist College our definitions for the terminology in relation to behaviour and discipline are as follows:

Behaviour – the expected standard of student actions.

Discipline – the methods used to correct and train students in their behaviour.

In-Class Behaviour Management – the methods used by teachers in class to encourage positive character development and address behaviour concerns.

Behaviour Notification – a formal notification to parents of poor behaviour (K&PP).

Formal Behaviour Notification – a formal method of notifying parents about a behaviour incident. This involves the issuing of a 'blue slip' and email to parents through SEQTA software. The Formal Behaviour Notification serves to engage students in a corrective conversation; serving as a warning; involving parents; provide opportunity for reflection.

Levels – a formal system that indicates both the nature of student behaviour and the level of school discipline.

Restorative Justice – a process taken to assist students in recognising what went wrong, the impact on others and what they can do to restore relationships.

Bullying - These acts may be physical or verbal or they may involve indirect actions such as manipulating friendships or purposely excluding others from activities. It is important to note that *it is not bullying* when *two students of roughly equal strength have a disagreement, fight or argument*. According to a well-known researcher one of the most important distinctions between bullying and normal childhood behaviour has to do with duration, power and intent to harm.

Responsibility

South Coast Baptist College Board

The Board has a responsibility to:

- Work with the Principal of the College to ensure this Policy is implemented and monitored.

Principal

The Principal of South Coast Baptist College has a responsibility to:

- Approve the implementation of this Policy.
- Allocate responsibility for developing and implementing the policy to School leadership positions.
- Ensure that teachers are supported to implement this policy effectively.
- Show leadership in identifying and developing good practice.
- Ensure that school behaviour and discipline practices are regularly monitored, reviewed and evaluated.
- Provide assistance and leadership in matters of dispute.
- Communicate aggregated data to the Board.

Teachers

Teachers have a responsibility to:

- Work with colleagues to contribute to a coordinated whole school approach to behaviour and discipline.
- Facilitate the implementation of this policy within their area.
- Develop skills and understanding of Restorative Justice and Behaviour Management practices which are consistent with children's age and development stage.
- Ensure that their approach has an appropriate mix of discipline and support.
- Liaise with year level colleagues, the Head of Primary and Deputy Head of Primary (Wellbeing) to ensure consistent application of discipline.
- Consider why the student displaying negative behaviour.
- Monitor student attitudes and behaviour, maintaining a record on SEQTA.
- Model and teach students strategies for resilience, peacemaking and social involvement.
- Build up a complete, accurate and up-to-date profile of each student understanding that behavioural expectations of children may be influenced by children's ability, experience and culture.
- Report to the Deputy Head of Primary (Wellbeing) and/or the Head of Primary matters of critical student safety.
- Report student progress to parents formally and informally.

Students

Students have a responsibility to:

- Contribute positively to class and school culture.
- Solve conflict peacefully and proactively.
- Follow the instructions of teachers.
- Show respect to themselves, others and school property.

Parents

Parents have a responsibility to:

- Communicate relevant information that may affect their child's learning.
- Respond to issues raised by the student or the school during parent/teacher interviews, email or verbal conversations.

Principles (*See Legislative Requirements in Appendix 1)

Preventative

The College takes appropriate Levels to encourage positive behaviour and limit behaviour concerns. This includes but isn't limited to:

- Promotion of school values through lessons, informal conversations, modelling and Student Focus Assemblies.
- Rewards and incentives for positive behaviour (e.g. – house points).
- Teachers 'knowing' the students and identifying potential triggers.
- Making rules and expectations clear before an incident occurs.
- Providing an environment that encourages successful developmentally appropriate behaviour - builds resilience, supports self-regulation and social involvement.

Positive and Affirming

The College seeks to address issues and focus on positive solutions. Students are supported to manage their own behaviour and build self-regulation. They are encouraged to dwell on how they should behave rather than how they shouldn't behave. This is evident when:

- Students are given an opportunity to reflect on more appropriate courses of action.
- Children are encouraged to develop pro social choices and behaviour.
- Children are acknowledged for displaying attributes which lead to building resilience, peacemaking and social involvement.

Corrective

When an incident or problem occurs, the College seeks to identify the triggers and antecedents in order to help 'correct' and guide behaviour. The College also enforces developmentally appropriate consequences in this process. This is evident when:

- When students reflect on what went wrong and take personal responsibility for their part.
- When teachers assist students to identify an error in thinking or response.
- When teachers reiterate rules and provide an appropriate consequence to reinforce expectations according to the child's developmental ability.

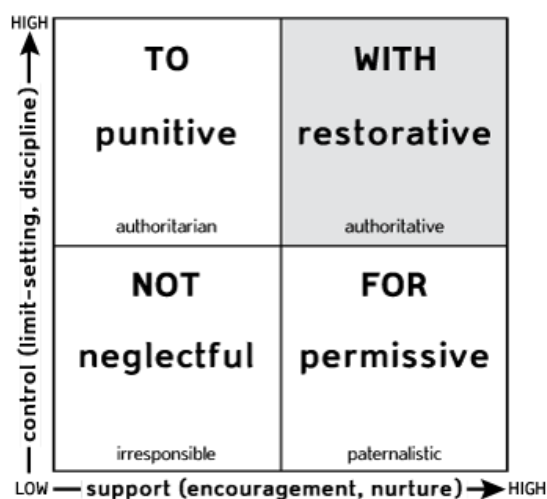
Procedurally Fair

Serious sanctions must only be applied following a process of procedural fairness. The essential elements of procedural fairness should be:

1. The right to be heard: This includes the right to know of any allegation and the way in which issues will be determined. It also provides the right of the student to respond to or explain their version of any allegation. The use of Student Response Sheets in time-out allows students to provide their explanation of what happened.
2. Impartiality: Any bias or perceived bias should be removed from the process. This may mean involving other staff in the process.
3. Justice: The consequence of inappropriate behaviour should be reasonable, consistent and appropriate.

Restorative

When conflicts occur, the College seeks to restore relationships. While consequences may still be necessary, future health, safety and peace can depend on perpetrators acknowledging the impact of their actions and apologising. Victims are also encouraged to forgive. Through discussion students agree to how they will relate to each other into the future.



Guidelines for Behaviour and Discipline

Expectations of Students

It is expected that all students at SCBC will:

Take responsibility for learning

- a) Arrive on time.
- b) Be prepared.
- c) Demonstrate a responsible attitude for daily work.
- d) Carefully and punctually complete assigned classwork and homework.

Settle conflict in a peaceful manner

- a) Respect other people's property and personal space.
- b) Desist from fighting with others physically or verbally.

Behave in a respectful manner towards people in positions of authority

- a) Look at the teacher/adult/speaker.
- b) Speak respectfully.

Be sensitive to the needs and feelings of others

- a) Use appropriate language at all times.
- b) Be willing to help others.
- c) Be friendly and courteous.
- d) Be willing not to bully or tease others.

Students are reminded to use College property in an appropriate manner and move safely through the College.

It usually isn't rules that are a problem to a student, but the attitude of the student towards the rules. A student's attitude is primarily the responsibility of the student and his/her parents; a supportive, conforming attitude on the part of the parents positively affects their children and as a consequence makes the management of discipline much easier for all College staff.

If children sense from their parent/s that there is no agreement in dealing with discipline issues, the attempts of the school to help students through discipline procedures will be greatly compromised.

Bullying

Bullying behaviour, encompassing physical aggression, threats, teasing and harassment are unacceptable anti-social behaviours that require change on the part of the perpetrator and victim (see definition of bullying). To make a stand against these behaviours the College is actively involved in a school-wide bullying prevention program. (Proverbs 15:1; Romans 12:12, 17-18; & Romans 12:21).

Not only does bullying harm both its intended victims and the perpetrators, it also may affect the climate of the College and indirectly the ability of some students to learn to the best of their ability.

Bullying can include any of the following constant actions:

- Being called names.
- Being teased.
- Being pushed or pulled about.
- Being hit or attacked.
- Having a school bag or other possessions taken and thrown around.
- Having rude gestures made at a student or group.
- Having rumours spread about a student or group.

- Being ignored and left out.
- Being forced to hand over money or possessions.
- Being attacked because of one's physical appearance, beliefs, race, cultural background.
- Ongoing personal attack via email, messaging or social media.

We do not condone bullying behaviour as being 'just part of children growing up' or have the attitude that 'children will be children' because this form of anti-social behaviour can have a profound and long-range effect on a child's life. Bullying will not be tolerated, and immediate consequences will be enacted upon students involved in such anti-social behaviour.

Primary School Bullying Prevention and Intervention

Please note that effective anti-bullying intervention at South Coast Baptist College requires the participation and commitment of students, parents, and staff.

Responsibilities of Staff

- Dedicate regular staff meeting time and professional development opportunities aimed at improving staff awareness, including the most recent initiatives and research.
- Ensure year group social skills training in which the skills of helping, communication and empathy for others is covered.
- Opportunities for students to learn conflict resolution skills and way to act assertively rather than aggressively.
- Express strong disapproval of bullying when it occurs or comes up in conversations with students.
- Arrange counselling and systematic aggression interventions for students who exhibit bullying behaviour.
- Provide support and encouragement to victims.
- Give bystanders a structure within which to offer help in bullying situations.
- Help vulnerable students to make friends.
- Keep a record of bullying incidents.

Responsibilities of Parents

- Listen to your child when they talk about bullying.
- Initiate conversations with your child about bullying.
- Become familiar with and support the College's Intervention Program.
- If you suspect your child is being bullied inform the classroom teacher, the Head of Primary, Deputy Head of Primary (Wellbeing) or Head or another relevant staff member who can help with the situation.
- Reinforce your child's positive behaviour patterns and model appropriate interpersonal interactions that do not include bullying or aggression.
- Provide positive feedback to your child for appropriate social behaviours.
- Encourage your child to 'tell' their teacher if they feel they are being bullied.

Responsibilities of Students

- 'Tell' if you are being bullied or if you know of another student who is being bullied.
- 'Learn' how you can help in a bullying situation.
- Use positive intervention in situations where bullying is occurring.

Behaviour Management System

There are two main components to the College Behaviour Management System.

1. General Classroom and Playground Management

When a student chooses to behave in a way that is contrary to the College rules, the teacher will engage in normal classroom management practices. If these strategies are ineffective the teacher will then move the student to an official warning.

The teacher will then discuss the child's behaviour / attitude with the student and may recommend a Behaviour Notification (K&PP) or a Detention (Yr 1-6) *See Appendix 2 – Detention Guide.

Behaviour Notifications and Detentions are checked and signed by a member of the leadership team.

Strategies for dealing with everyday misdemeanours may include:

- Verbal or written apologies.
- Praying with the student or students praying together.
- 'Reflection time' – time to calm down, identify feelings and deal proactively with the issue.
- Loss of privileges.
- Behaviour Notification (K&PP) Detention (Yr 1-6).
- Parents contacted by the teacher.

These strategies will be conducted in a way that respects student dignity and rights and demonstrates duty of care. The College will not:

- Use corporal punishment.
- Ridicule or demean students (e.g. make a public spectacle, use derogatory language, gossip).
- Threaten students verbally or physically.
- Isolate a child to a place where they can't be supervised.
- Use food as a reward.

2. Formal Levels of Discipline

The formal discipline process is designed to support student character development and facilitate 'solution focused' discussions with parents and teachers. Generally, there are three formal behaviour notifications between each level. This, however, is at the discretion of the Deputy Head of Primary (Wellbeing), Deputy Head of Primary (K-2) and the Head of Primary, who will act in good faith for the welfare of all students.

A student may incur a Level for a violation of rules or regulations that usually include:

- Damaging, harming or stealing College or another's property.
- Defying the authority of a staff member.
- Physically assaulting or causing bodily injury to another person.
- Bullying - verbal and/or physical.
- Leaving the College grounds without permission.
- Continual & persistent poor classroom or playground behaviour.
- Continual & persistent uniform violations.

Level 1

If the Deputy Head of Primary (Wellbeing), Deputy Head of Primary (K-2) or Head of Primary decides to place a student on Level 1 an email will go home to this effect to inform parents. A Formal Behaviour Notification will also be issued.

Level 1 is primarily a warning level indicating inappropriate student behaviour/action.

Level 2

If the Deputy Head of Primary (Wellbeing), Deputy Head of Primary (K-2) or Head of Primary decides to place a student on Level 2, an email will go home to this effect to inform parents.

At Level 2 a meeting is called by the classroom teacher and parents to formally discuss the student's behavioural record and infringements, along with possible resolutions and actions of assistance.

Level 3

If the Deputy Head of Primary (Wellbeing), Deputy Head of Primary (K-2) or Head of Primary decides to place a student on Level 3 an email will go home to this effect to inform parents.

At Level 3 a meeting is organised with the parents and the relevant Deputy Head of Primary to formally discuss the student's behavioural record and infringements, possible resolutions, along with an outline of consequences for further inappropriate actions.

Students who reach Level 3 will not be permitted to attend class excursions.

A student who has reached Level 3 in Years 4 to 6 is not eligible to for a student leadership position in the Primary School.

Level 4

If a Primary student reaches Level 4 of the Behaviour Management Policy, the relevant Deputy Head of Primary or the Head of Primary will contact the parents to arrange a meeting.

A 2-day internal/external suspension will be decided on in discussion with the student's parents, and at the discretion of the Head of Primary. At this stage the student's enrolment will come into question.

Level 5

Level 5 is a position of last resort for the Primary section of the College. A student at Level 5 has reached this stage of the Primary School behaviour management system, due to not modifying their behavioural standards. Ongoing negative behaviour patterns have serious consequences.

At Level 5, the Head of Primary and Principal will discuss the student's behavioural record and the student's enrolment at the College. Reaching Level 5 will result in parents being contacted and immediate suspension of the student. At this point, a meeting with the College Principal is recommended.

At Level 5, Parents are advised in writing of a withdrawal option for the student or permanent exclusion from South Coast Baptist College.

Level Back

After 5 weeks of appropriate behaviour and standards following a Level, it will be withdrawn in consultation with the student's classroom teacher, the relevant Deputy Head of Primary and/or the Head of Primary.

Review

This Policy will be reviewed bi-annually as part of South Coast Baptist College's cycle of review of all Policies.

Sources

- School Education Act 1999, s. 159(1)(n) and regulation 131A)
- Friendly Schools Plus - <http://friendlyschools.com.au/fsp/>

Appendices

1. Legislative Requirements.
2. Detention Guide.

Date Reviewed: 22/09/2021

To Be Reviewed: Term 4, 2022

Appendix 1 – Legislative Requirements

There are important obligations for approved providers, nominated supervisors, staff members and family day care educators in relation to guiding children's behaviour including that they must:

- Ensure no child being educated and cared for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (section 166).
- Ensure that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury (section 167).

All education and care services must:

- Take reasonable Levels to ensure that education and care is provided to children in a way that gives each child positive guidance and encouragement toward acceptable behaviour (regulation 155).
- Have a Policy and procedures about interactions with children (regulation 168(2)(j)), that includes procedures to ensure education and care is provided in a way that:
 - gives each child positive guidance and encouragement toward acceptable behaviour and encourage children to express themselves and their opinions.
 - allows the children to undertake experiences that develop self-reliance and self-esteem.
 - maintains at all times the dignity and rights of each child.
 - has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.
 - children being educated and cared for by the service have opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.
 - considers the size and the composition of the groups in which children are being educated and cared for (regulations 155 and 156).

Appendix 2 – Detention Guide

| | SEQTA - teacher | SEQTA - admin | SEQTA - leadership |
|----------------------------|---|--|---|
| | 1 - Low (In-class consequence) | 3 - Medium (Behavioural Notifications) | 4 - High (Levels) |
| General Negative Behaviour | *Low Impact *Low Wilfulness *No previous warnings | *Medium Impact, *Medium Wilfulness, *Previous Warnings | *Multiple Behavioural Notifications *High Impact *High Wilfulness *Previous Warnings |

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|-----------|
| Warning/s |
| Detention |
| Level |

- Homework not part of discipline policy - no behavioural notification can be given.
- Levels can be given by leadership team.
- In K and PP the Behavioural Notification' form alerts parents to an incident. A 'sit out' consequence isn't enforced.
- Questions below are used to determine the level of impact, wilfulness and previous warnings.

Impact on Others

- Was first aid required?
- How much lesson time was lost?
- Was the event traumatic for others?
- Was the child removed from the situation for the protection of others and themselves?

Wilfulness

- What was their intention? Was it an accident?
- Was the student instigator or responder?
- Are there any underlying causes?
- Was the student aware of the rules, standard etc? (e.g. - Kindy student repeating a swear word?)
- Was the problem between two friends?

Previous Warnings and Discipline

- Were previous warnings for the same type of offence?
- Were previous warnings from the same teacher or multiple teachers?