



## Behaviour Management Policy

### Spiritual Rationale:

"Train up a child in the way he should go; even when he is old he will not depart from it". Proverbs 22:6 (ESV). God shows in His Word, that children require training and guidance while they are young. A behaviour management policy, should thus provide assistance for teachers and staff alike, to be able to train children in the way of righteousness.

Inherent in the Heritage College Behaviour Management Policy are guidelines to help children to make the best choices regarding their behaviour and conduct and to assist teachers to know what redemptive methods are required when student choices are negative in nature.

### Definitions:

BEP = Behaviour Elevation Plan

HC = Heritage College

Matrix = table showing positive behaviour expectations in all areas of the College

PB4L = Positive Behaviour for Learning

Restorative Practices = Behaviour management that focuses on restoring relationships after negative decisions have affected others

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### 1.0 RATIONALE

Heritage College is a learning and loving community, working together to develop excellent, resilient, respectful, service minded citizens who own their learning and have a flourishing relationship with God. (Heritage College, Values statement, 2016). The Behaviour Management Policy at Heritage College (HC) seeks to embrace all sections of the college community through a structured system of behavioural expectations and outcomes. Thus the Heritage College behaviour management policy does not permit corporal punishment.

#### 1.1 Our Values

##### *Respect*

Respectful Heritage College students think about others before themselves. "Do unto others what you would have them do unto you" Luke 6:31



### *Resilience*

Resilient Heritage College students bounce back in tough times. "I can do all things through Christ who strengthens me" Philippians 4:13

### *Excellence*

Excellent Heritage College students always give their best in all they do. "What your hand finds to do, do it with all your might..." Ecclesiastes 9:10

### *Service*

Service minded Heritage College students, find ways to help others around them. "...serve one another humbly in love." Galatians 5:13

## **1.2 Our Christian Worldview**

The image below shows how our core values are embedded into our Christian worldview. The Christian worldview is a framework that helps the Christian individual interpret the world. It involves the following:

1. Jesus Christ created an **excellent** world.
2. Sin entered the world and required the **resilience** of humanity.
3. We **respect** the redemptive sacrifice of Jesus on the cross and,
4. Finally, we are restored to **serve** others until Jesus comes to make all things new.



**Excellence**



**Resilience**



**Respect**



**Service**

## **1.3 Restorative Practice**

Restorative practice aligns with our PB4L Values in that it seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender, forgiveness by the victim and a plan for the future.





## 2.0 PB4L Matrix

The Heritage College Behaviour Management Policy is based on all participants recognising, protecting and co-operating to ensure that each others' rights and responsibilities are protected at all times and in all areas of school life. The following matrix clearly shows the expected positive behaviours for all students in all areas.



### HERITAGE COLLEGE PB4L MATRIX

	LEARNING SPACE <i>Class times, classrooms, indoor and outdoor learning time. Wherever learning takes place under teacher direction.</i>	OFF CAMPUS <i>Buses, camps, excursions, community</i>	DIGITAL SPACE <i>On any digital device.</i>	SHARED SPACE <i>Playground, chapel, front office, grounds.</i>	BATHROOM	All Areas OR Always
<b>EXCELLENCE</b>	<ul style="list-style-type: none"> <li>Ask meaningful questions</li> <li>Complete work and hand in on time</li> <li>Be prepared</li> <li>Focus on the task</li> <li>Seek help when needed</li> <li>Arrive on time</li> </ul>		<ul style="list-style-type: none"> <li>Bring your device fully charged every day</li> <li>Be tactful in how you talk to others online</li> <li>Use appropriate digital resources for school</li> </ul>		<ul style="list-style-type: none"> <li>Go to the bathroom during break times</li> <li>Flush the toilet</li> <li>Wash your hands</li> <li>Save water</li> </ul>	<ul style="list-style-type: none"> <li>Wear correct uniform with pride</li> <li>Use appropriate language</li> <li>Wait patiently</li> </ul>
	LEARNING SPACE <i>Class times, classrooms, indoor and outdoor learning time. Wherever learning takes place under teacher direction.</i>	OFF CAMPUS <i>Buses, camps, excursions, community</i>	DIGITAL SPACE <i>On any digital device.</i>	SHARED SPACE <i>Playground, chapel, front office, grounds.</i>	BATHROOM	All Areas OR Always
<b>RESILIENCE</b>	<ul style="list-style-type: none"> <li>Have a go at new things</li> <li>Keep Trying</li> </ul>	<ul style="list-style-type: none"> <li>Uphold school ethos and accept given direction or redirection</li> </ul>	<ul style="list-style-type: none"> <li>Learn to accept technology failures</li> </ul>		<ul style="list-style-type: none"> <li>Wait for playtime to go to the toilet if you can</li> <li>If you have an accident it is ok to seek teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>Learn from your mistakes</li> <li>Be fair</li> <li>Accept your circumstances</li> <li>Be willing to say sorry and be willing to forgive</li> <li>Take responsibility for your actions</li> <li>Be flexible</li> </ul>
	LEARNING SPACE <i>Class times, classrooms, indoor and outdoor learning time. Wherever learning takes place under teacher direction.</i>	OFF CAMPUS <i>Buses, camps, excursions, community</i>	DIGITAL SPACE <i>On any digital device.</i>	SHARED SPACE <i>Playground, chapel, front office, grounds.</i>	BATHROOM	All Areas OR Always
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>Wait quietly for each class</li> <li>Be considerate of others' opinions and beliefs</li> <li>Follow instructions the first time</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively to the person in charge</li> <li>Use your seatbelt</li> <li>Finish any food or drinks prior to boarding the bus</li> </ul>	<ul style="list-style-type: none"> <li>Ask before taking photos/video</li> <li>Only post appropriate things online</li> <li>Keep passwords and personal information private</li> <li>Always give credit to sources</li> </ul>	<ul style="list-style-type: none"> <li>Share play spaces with everyone</li> <li>Play fairly</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Be mindful of others' privacy</li> <li>Save water</li> <li>Flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to yourself</li> <li>Use the bin</li> <li>Be an active listener</li> <li>Use your manners</li> <li>Use appropriate voice/noise levels</li> <li>Move at appropriate speeds</li> <li>Make safe and appropriate choices</li> <li>Report anything unkind</li> <li>Report any bullying</li> <li>Include others</li> <li>Wait patiently for your turn</li> <li>Speak clearly</li> <li>Use equipment properly</li> </ul>
	LEARNING SPACE <i>Class times, classrooms, indoor and outdoor learning time. Wherever learning takes place under teacher direction.</i>	OFF CAMPUS <i>Buses, camps, excursions, community</i>	DIGITAL SPACE <i>On any digital device.</i>	SHARED SPACE <i>Playground, chapel, front office, grounds.</i>	BATHROOM	ALL SPACES
<b>SERVICE</b>	<ul style="list-style-type: none"> <li>Learn as much as you can and let others do the same</li> </ul>		<ul style="list-style-type: none"> <li>Report any inappropriate or bullying behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Leave the space better than when you arrived</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your mess before you leave</li> <li>Report any damage or mess to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>Look for ways you can show initiative</li> <li>Look for opportunities to serve others</li> <li>Be mindful of your own and other's spaces</li> </ul>

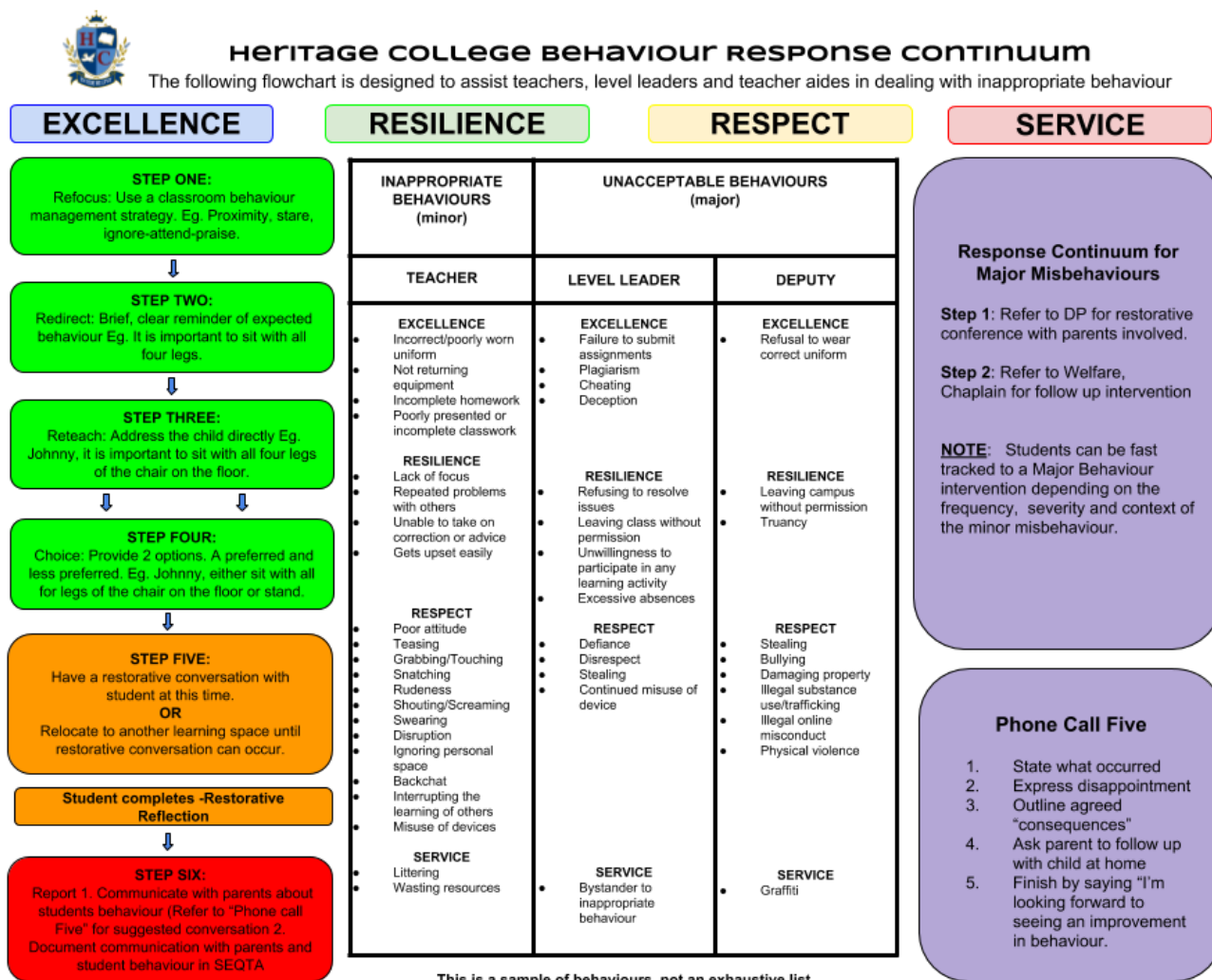
**Table 2: Positive Behaviour For Learning Matrix**





## 3.0 BEHAVIOUR CONTINUUM

Teachers will follow this continuum to elevate student behaviour, empathy and cooperation.



**Table 3:** Behaviour Continuum



NB: If a student is unwilling to work to restore a relationship under step five, the situation should be escalated to the level leader and then to the deputy principal as outlined in the purple third column note.

The centre section of the Behaviour Continuum (table 3), also outlines some of the behaviours that teaching staff should escalate directly to a level leader and then to a deputy principal. All of these behaviours are categorised as major or unacceptable behaviours. (NB: teaching staff should use professional discretion when escalating these referrals and can choose to refer either directly to level leader or to DP accordingly).

The final third column of the Behaviour Continuum (table 3), shows two steps that teaching staff should take if there is the need to refer to the next level of intervention with DP. When this referral takes place the DP will take the escalation and organise a meeting with parents to discuss the next steps of intervention. In most positive cases, where a restoration is likely, the Chaplaincy team will be involved and steps taken to re-integrate the student into the College.





Where restoration is not possible to this point, the College will escalate to the Discipline Committee and will need to work in the **TO** box until a change is seen in the student to change behaviour.

## BEHAVIOUR ANALYSIS

Before any negative behaviour is escalated to this level of intervention, it is assumed that the behaviour has already been analysed. The two areas of focus should be 'Meaning' & 'Context'. All behaviour can be viewed in this way and negative behaviour is no exception.

Here is an example of this:

"A student drops a sharp object on her foot and swears. The negative behaviour of swearing needs to be analysed for its meaning and context. What was the meaning behind the behaviour? or in other words, What was the feeling/emotion that caused the negative behaviour? The answer in this scenario would be 'reaction to pain'. The context to the swearing is that it took place after a sharp object cut the student's foot. So, even though 'swearing' is actually categorised as a minor negative behaviour, this misbehaviour should only be dealt with through a conversation. There is no need for a phone call home, detention, lines, rubbish pick up, or any other such punitive discipline because the conversation should be sufficient for the student to see the possible effect of such words and also for the teaching staff to see the innocence of the situation'.

## REPETITION OF MINOR to MODERATE BEHAVIOURAL CONCERNS

FIRM	TO	WITH
	NOT	FOR
FAIR		

Where minor and moderate behavioural concerns are not improved through the appropriate use of behaviour continuum by the classroom teacher, they can be referred to the appropriate Level Leader. After a behaviour is addressed **three times** without evident improvement, or **three different behavioural concerns** are identified within a month, the teacher should seek a conference with the relevant Level Leader to discuss whether escalation is appropriate. If the Level Leader deems escalation to be necessary, they will follow up these behaviours.

## MAJOR DISCIPLINE MATTERS

FIRM	TO	WITH
	NOT	FOR
FAIR		

Any major discipline matters are referred to Level Leaders, Deputy Principal and/or the principal. In all cases, these leaders will attempt to work **WITH** the student in restoring relationships and modifying negative behaviour. Where this is *not* possible, leaders will take the position of working in the **TO** section of the restorative practices model (again please refer to table 1, p. 3).

## LEVEL LEADERS & DEPUTY PRINCIPAL

FIRM	TO	WITH
	NOT	FOR
FAIR		

When negative behaviours are escalated to the Level Leader or deputy principal it has become a serious matter. The key focus here should be timeliness. It is essential that negative behaviours are dealt with in a very timely fashion.

A Level Leader must be notified via a Seqta entry by a classroom teacher that a matter needs to be escalated. (NB: Teaching staff members need to ensure that notifications are clicked in the Seqta entry for the appropriate level leader or DP).



The Level Leader, at his or her earliest convenience, will speak with the students and have a restorative conversation (The aim here is for the students to be able to recognise the affect their negative behaviour has had on others and be willing to make things right). If the behaviour is remedied, then the escalation is resolved, and the student returns to a regular level of College deportment and expectation. If the behaviour is not remedied here, or if there is no willingness to work **WITH** the Level Leader, then this issue is escalated to the Deputy Principal via a Seqta entry and a notification to the Deputy Principal clearly ticked. If a remedied behaviour recurs within a month, teachers will immediately refer the behaviour to the Level Leader who will, at their discretion, re-escalate the behaviour as necessary.

Once the deputy principal is notified, the matter has become an even more serious matter. At this point the Deputy Principal will be looking to organise either an in-school suspension or an external suspension depending upon the situation. The goal here is to allow time for the Deputy Principal to organise a time to sit down with the parents and the student to discuss the next steps for the student. By this time, all of the information should have already been collated, all communication home should have already been carried out under Step five (orange), of the Behaviour Continuum and the Deputy Principal is being involved here to help facilitate either a '*Behaviour Elevation Plan*' or a proposal for the Discipline Committee to be involved as a final escalation.

If the Deputy Principal, the parents and the student are able to arrange an effective **plan or contract** for changed behaviour then the issue has been resolved and the student will be monitored for the agreed time with the hope of full restoration and change of behaviour over the agreed period of time. If the behaviour is not remedied, then the matter is escalated to the final level of intervention - the Discipline Committee (DC).

## DISCIPLINE COMMITTEE



The Discipline Committee (DC) will handle any serious matters that may result in students being expelled. This committee shall recommend any expulsions to the College Council.

The DC will consist of the following personnel:

- School Principal
- School Deputies

The DC may also include, where deemed appropriate:

- School Chaplains [Spiritual and/or Welfare]
- Level Leader
- Classroom teacher

## EXCEPTIONAL CIRCUMSTANCES

Heritage College asserts the right of the Principal or their nominee, to immediately escalate consequences to suspension or recommendation to expel for serious breaches of College rules and expectations.

## STUDENT MANAGEMENT POLICY AND STUDENT REGISTRATION

The HC Student Management System values the support of the College administration, teachers, students, parents/guardians and the Committee of Management.





As such, continual enrolment as a student at HC is contingent on students and their families agreeing with and supporting the Colleges Behaviour Management Policy.

Failure by either students or parents to agree with and support the student management document will result in the student being considered ineligible for continued registration.

### **EVALUATION**

The effectiveness of this Behaviour Management Policy will be monitored by its ability to meet the demands of everyday College routines. A review will be performed each year.



### **BEHAVIOUR CONSEQUENCES – UNIFORM (Primary & Secondary)**

All students are expected to wear the full school uniform whenever identified as a student of Heritage College. This may be the summer, winter or sports uniforms.

Summer or winter uniform is generally to be worn each day, except for sports days – as stated in the weekly newsletter or a special class newsletter. On these days full sports uniform is to be worn.

If incorrect uniform (one or more items) is worn a note is required to be given to the classroom teacher who issues a uniform wrist tag.

### **WEARING SCHOOL HATS IN SUMMER MONTHS (Primary & Secondary)**

School hats are to be worn during summer months when outside – for playtimes and sport periods. Where no hat is worn, the student is to be situated in the shade. In other words, no hat=no play. Wearing non-Heritage College hats will be treated as being out-of-uniform.

#### **Please note:**

Most uniform infringements are not the fault of the student. Parents are generally seen as responsible for providing their children with correct uniform each day.

If the correct uniform item cannot be worn (e.g. school shirt) it should be replaced with an equivalent uniform item (e.g. sports shirt). Students wearing incorrect uniform without a parent note will not be able participate in any excursions or representative sport's events that occur on that day.

\* Students may choose to wear sports uniform runners whilst playing on the oval, rear grassed area or basketball court – particularly when kicking balls. However, these must be removed and the correct school shoes worn when returning to classes, or travelling to and from school. Failing to do this may result in out-of-uniform consequences applying.

### **BANNED ITEMS (Both Primary & Secondary)**

The following are not to be brought onto the College grounds by students:

- Chewing gum
- Caffeine or high energy drinks
- Audio-visual equipment including video cameras unless required by the teacher
- Drugs, tobacco, alcohol or other dangerous substances
- Any inflammable matter / cigarette lighters / matches / firewood / explosives / etc.
- Any dangerous weapons including firearms / pocket knives / electrocution devices
- Images or material of a sexually explicit nature or material depicting violence, horror or occult themes.

### **BEHAVIOUR GUIDELINES SPECIFIC TO SECONDARY**

#### **GENERAL DIRECTIONS TO STUDENTS**

- Bags are not to be taken into class. They can be stored in lockers or on the bag hooks provided, but must not block traffic. (Laptop bags are exempt from this prohibition).
- Students are expected to go to their locker only before school, during recess, during lunch and after school. This means planning for two periods at a time.
- Except in special circumstances, no student will be permitted to leave the classroom during class time. If such an occasion occurs the student must be issued an out of class form by the teacher.
- At times, a classroom teacher may allow a class to exit for a water break. Students, who exit during this time, are to only access a water fountain or toilet block and then return to class.



- Television sets, heaters, air conditioners or other electrical appliances should be accessed only with a teaching staff member's permission.
- Students are encouraged to conduct friendships with each other in a wholesome manner in keeping with the school's philosophy and standards. Kissing, cuddling, holding hands and other similar forms of physical conduct are not permitted on campus or in public away from school whilst in school uniform. Personal space must be respected.
- Good manners and respect for others and their property are to be observed at all times. Put downs, fighting, gender biased and racist remarks are not acceptable.

## **ANTI-SOCIAL BEHAVIOUR and BULLYING** *(bullying of other students or College staff)*

### **PREAMBLE**

The HC Student Management Policy acknowledges that HC is essentially a microcosm of society. Hence while members of the student body will always be encouraged and supported to achieve the highest standards of social behaviour, there will from time to time, despite the best efforts of both students and staff, be those students whose behaviour falls within the category of bullying. *Please note that HC has a zero tolerance for bullying in any of its forms - online, verbal, emotional, relational, physical.*

It is important to note that bullying is not an anti-social behaviour which occurs solely in schools. It is in fact a social phenomenon which is present across all sections and levels of society regardless of income, ethnicity, religious or other apparently contributing factors. Psychologists describe the concept of bullying as a societal norm and have identified bullying within the Australian adult population as being akin to a 'silent epidemic' which contributes significantly to diminished levels of individual happiness, both in domestic and workplace settings.

Hence the presence of bullying, if or when it does occur, does not immediately indicate a failure on the part of HC to address such behaviour. HC students will in large part reflect behaviours which they see displayed within the context of the broader Australian society of which we are all a part. HC does however seek to create a school environment where all students feel safe, valued and able to learn and grow as individuals without unwelcome interference from other students. Within the context of the broader societal environment as described above, the HC Student Management Policy will focus on the concept of harm reduction in relation to bullying.

### **ANTI-SOCIAL & BULLYING BEHAVIOUR PROCESSES**

Each academic year all students at HC will review positive behaviour for learning expectations, which can outline and help students to identify various types of anti-social behaviour and understand how such behaviours occur, but also is aimed at equipping students with the necessary skills to overcome the negative effects of bullying, regardless of when or where such behaviour occurs. Please note that all bullying behaviour is dealt with using the Heritage College Behaviour Continuum, see table 3, pp. 5-6.



## **TEACHING STAFF (Primary & Secondary)**

### **Behaviour Management Teacher Expectations:**

The following are clear expectations of how to establish 'Classroom Behaviour Management' systems at Heritage College:

1. All teachers must establish and clearly communicate clear expectations of behaviour in their respective classes. (This should be done collaboratively with students at the start of every school year and then as often as it is required, for example if a large number of students in the class are misbehaving frequently, then revisit the expectations as a group).
2. All teachers must establish and clearly communicate positive reinforcements systems for positive behaviour in their respective classes. (This should be done collaboratively with students at the start of every school year and changed as often as is necessary). (See positive recognitions below)
3. All teachers must find ways to connect with their students and build positive relationships throughout the school year.
4. All teachers must clearly communicate the PB4L College expectations for behaviour in all areas of the Matrix.
5. All teachers must follow the sequence of refocus, redirect, relearn for minor misbehaviours in class.
6. All teachers must follow the sequence of a restorative conversation with students for minor misbehaviours in class.
7. All teachers must document both minor and major misbehaviours on the College SMS system (Seqta).
8. All teachers must notify their respective level leader for any negative behaviour not remedied by a restorative conversation in class.

### **GUIDELINES (Primary & Secondary)**

1. Teachers are responsible for behaviour management and are expected to share a committed responsibility and a consistent approach to it.
2. Programs intend to promote an environment free of discrimination, harassment and bullying and clearly communicate the rights and responsibilities of students, parents and staff.
3. Heritage College is to maintain an environment in which positive social skills are fostered to help students achieve greater responsibility and self-control.
4. Students are encouraged to understand the consequences of inappropriate and unacceptable behaviour and to develop alternate ways of behaving.
5. Students, teachers and parents share a responsibility in sustaining a caring culture within the College community so that all students feel safe and experience a sense of belonging.
6. Students are to be empowered by creating opportunities for them to develop the skills needed to form meaningful relationships, make informed decisions and to take responsibility for their own actions.

### **IMPLEMENTATION (Primary & Secondary)**

1. Teachers utilise the 'restorative practices' procedures and commit to the PB4L values system as part of their classroom programs.
2. Community values will be taught, discussed and practiced on a regular basis.
3. Teachers will strive to create a classroom atmosphere which is conducive to learning and which promotes in all students a sense of belonging.
4. Using cooperative decision-making, class and specialist teachers will develop classroom discipline plans.
5. Students will be encouraged to learn from their mistakes and make good choices that will enable them to enjoy and benefit from their experiences at Heritage College.



## **COLLEGE RULES (Primary & Secondary)**

In order for students to learn effectively in a safe environment there needs to be rules. Adherence to these rules should protect students' rights and ensure their safety, thus enabling them to be happy and responsible citizens at Heritage College.

Rules are intended to make managing student behaviour easier and should be few in number. Please note that Heritage College behaviour rules are all outlined in the PB4L Matrix (see table 2, p. 4).

## **CLASSROOM BEHAVIOUR (Primary & Secondary)**

### **CLASSROOM RULES**

It is important that all children are aware of the rules that apply in different areas of the College, the rewards that follow compliance and the consequences that follow failure to comply. Each class will communicate the rules and consequences within the first two weeks of Term 1. This will ensure that the classroom tone is set for the year and students clearly understand the expectations and consequences of their classroom rules.

The adopted classroom rules may simply be the College Rules, or include others specific to the class. They should be clearly displayed in the classrooms. These rules will be worded in a positive manner and use language at an appropriate level for the students to understand.

### **POSITIVE RECOGNITION**

Positive recognition and encouragement of student achievement is an important focus of our behaviour management plan. By encouraging acceptable behaviour we should fulfil the student's need for acceptance and personal recognition.

Positive recognition will take various forms depending on the age of the group concerned. It can vary from: stickers and stamps, coupons, auctions, awards in assembly, special privileges or special days and events. Each class teacher will be expected to implement a Positive Recognition Program early in term 1 and have one running throughout the year, though its format may change.

Students will also participate in showing the school values in the playground during recess and lunch. These behaviours will be positively recognised with Stand Tall Cards – Excellence, Resilience, Respect and Service.

## **Evaluation**

This policy will be reviewed on an annual basis.

Ratified by Heritage College School Council 2017

**TO BE REVIEWED 2020**