

A group of school children in uniform are standing outside a building. In the foreground, a young girl in a blue and white checkered dress and a young boy in a dark blue polo shirt and shorts are looking towards the camera. Behind them, several other children in school uniforms are visible, including a boy in a dark blue blazer and tie. The background shows a building with large glass windows and doors.

# HILLIARD CHRISTIAN SCHOOL

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## PASTORAL CARE AND CHAPLAINCY PROGRAMME

June 2024

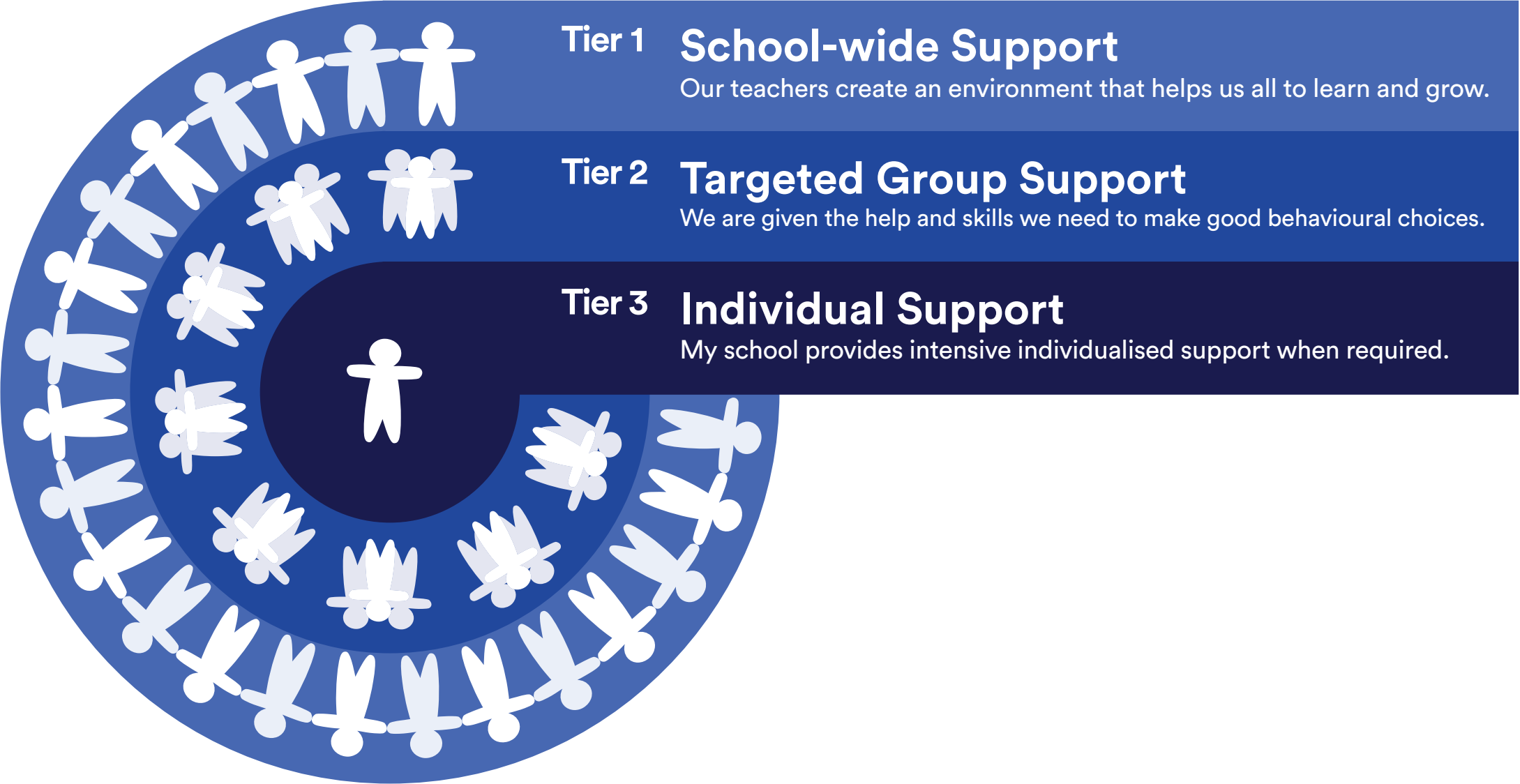
# THE SCHOOL'S APPROACH TO STUDENT BEHAVIOUR MANAGEMENT

Hilliard Christian School embraces the Gospel of Jesus Christ as the foundation and driving force behind fostering positive behaviours and attitudes. Each person is uniquely created by God and cherished by Him. The School is dedicated to demonstrating and teaching the Christian lifestyle in a nurturing environment that fosters love, care, faith, hope, justice and reconciliation.

The School seeks to be a thriving, nurturing learning community where Jesus is central, and where our students may become all that God intends them to be. This commitment calls out to us to strive for the highest levels of achievement in behaviour, attitudes and dedication. At Hilliard Christian School, we endeavour to grow our students with core values such as respect, belonging, perseverance, humility, compassion and forgiveness, that will stay with them throughout their life journey.

While the School strives to be a Christ-centred community, the School also acknowledges that there will be times when students make mistakes and poor decisions. Consequences – including education, counselling, pastoral support and discipline – form part of the School's response to these. Where appropriate, the School prefers a response to student misbehaviour that is restorative, not punitive. Under no circumstances is corporal punishment permissible. However, any response must reflect the School's right to set and enforce student behavioural standards for the benefit of the School and all members of the school community (including by supporting the care, safety and welfare of all students).

This programme is to supplement and be read in conjunction with the Student Code of Conduct, and how the School sets out how the possible outcomes



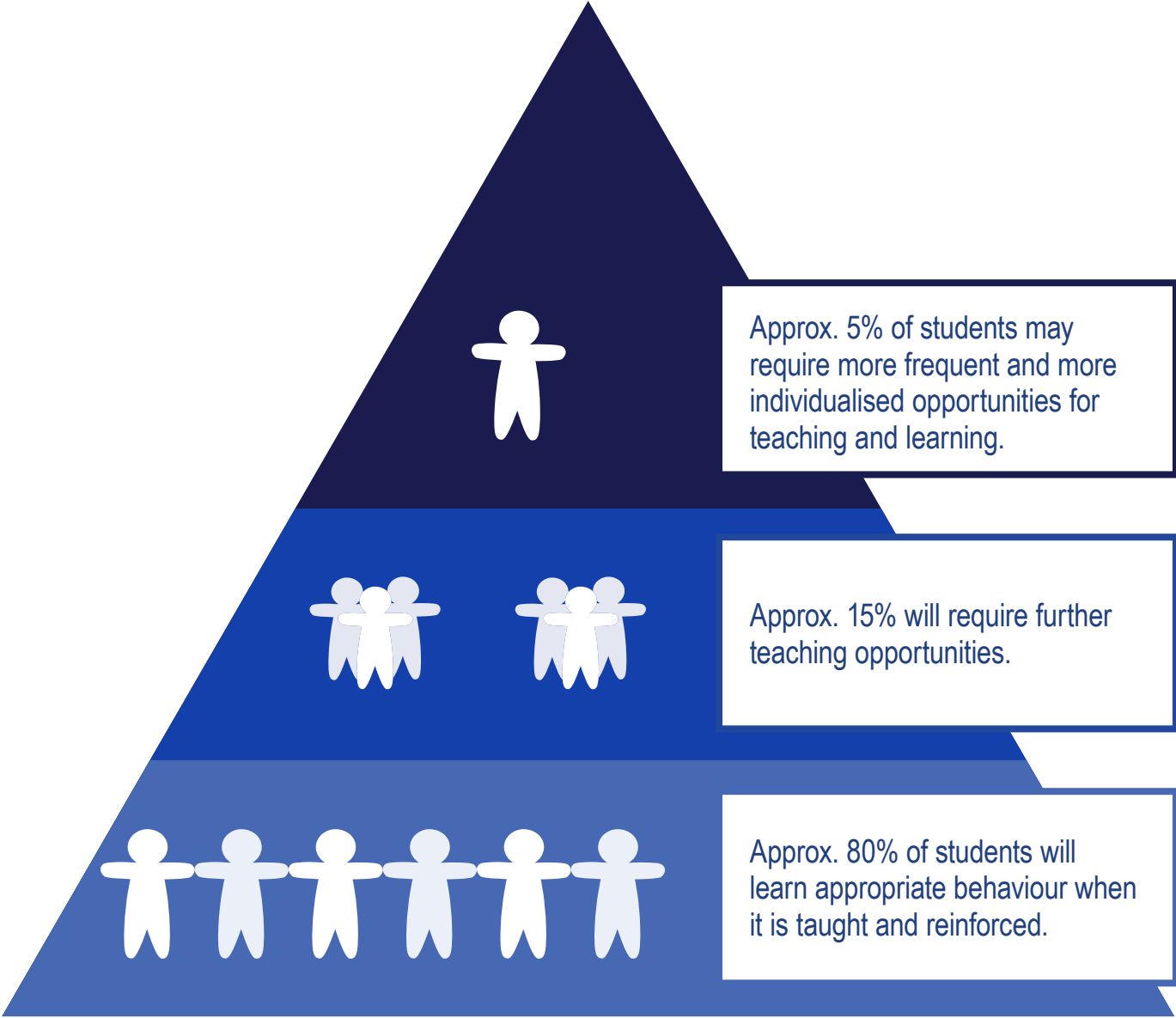
# THE SCHOOL'S THREE-TIERED UNDERSTANDING OF STUDENT LEARNING

The Three-Tiered approach works on the premise that students will demonstrate appropriate and expected behaviours when the associated skills are taught and reinforced. Teachers are encouraged to collect data and use it to inform their teaching and proactively problem solve. Data collection with reference to behaviour is useful for many purposes:

- Allows teachers to predict where and when the problem behaviours and learning issues will happen.
- Allows teachers to plan what can be introduced to prevent these difficulties students may be experiencing.
- Allows teachers to provide engaging learning experiences and plan explicit teaching of social communication skills.
- Allows for consistency of expectations and consequences to be maintained across the school.
- Allow staff to monitor for the effectiveness of the program and adapt and change to suit.

Using our understanding of how students learn and respond to teaching and guiding of appropriate behavioural expectations, we aim to develop in our students:

- Self-awareness
- Self-management
- Responsible decision making
- Relationship skills
- Social awareness





# COMMON OUTCOMES OF UNEXPECTED STUDENT BEHAVIOUR

The School's process for responding to concerns about unexpected student behaviour is set out in the Student Code of Conduct.

The School's classification and management of unexpected student behaviours is set at three levels, and the School's possible responses to these behaviours are set out in levels to provide staff members with a general guide to handling matters fairly, justly and consistently.

However, the School's classification of unexpected behaviours and possible consequences are examples only and are only to be used as a general guide, which may be varied or assessed by the School in its absolute discretion.

Unexpected student behaviour is generally categorised into **LOW LEVEL**, **MID-LEVEL** and **HIGH-LEVEL** unexpected behaviours.

When students fall short of the School's standards, a range of appropriate outcomes are considered. At all times the outcome will be viewed as an opportunity for the reflection and growth on the part of the student. The aim is to assist the student to make the necessary changes to facilitate his or her wellbeing at the School for the benefit of all.

When a student is repeatedly or persistently demonstrating unexpected behaviour and/or is not responding to the School's strategies at the appropriate level, the School may regard the student's unexpected behaviour at the next level. Unexpected behaviours are grouped into areas that demonstrate the areas of development that are impacted.

TABLE 1.1 – GUIDE TO POSSIBLE OUTCOMES OF UNEXPECTED STUDENT BEHAVIOUR

LOW-LEVEL UNEXPECTED BEHAVIOUR	MID-LEVEL UNEXPECTED BEHAVIOUR	HIGH-LEVEL UNEXPECTED BEHAVIOUR
<p>Low- level unexpected student behaviour will generally be managed by the staff member responsible for the class or the playground duty area. After five low levels a phone call to a parent and/or a meeting.</p> <p>A brief SEQTA note is made of the student's behaviour (to monitor for patterns and trends and to note the frequency of any unexpected student behaviour).</p>	<p>Mid-level unexpected student behaviour will generally be managed by the staff member responsible for the classroom or the playground area in collaboration with the appropriate coordinator. This may require a meeting with parents. Repeated or moderate occurrences of low-level behaviour may constitute mid-level unexpected student behaviour. a mid level is a phone call to a parent and/or a meeting as soon as possible and before 5pm after the occurrence.</p> <p>The staff member responsible MUST make a Pastoral Care (PC) Note in SEQTA detailing the behaviour in question, the School's investigation of the behaviour and the outcome. Staff members, parents and coordinator/s are notified of the PC Note through SEQTA.</p> <p>Pastoral Care notes MUST be entered before 5pm on the day of the incident.</p> <p>Possible outcomes will be discussed with the appropriate coordinator and may include:</p> <ul style="list-style-type: none"><li>• Lunchtime detention</li><li>• After school detention</li><li>• Sunday detention (Secondary ONLY)</li><li>• Internal/external suspension</li></ul>	<p>The first High-level unexpected student behaviour will generally be managed with a full team approach (which may include the Principal, Class/Homeroom teachers, Inclusive Education staff, Senior Leadership and parents). In extreme circumstances, the School Advisory Council may be advised.</p> <p>At first High level a meeting will be set up by the primary or secondary co-ordinators who will decide who will attend the meeting.</p> <p>The staff member responsible MUST make a Pastoral Care (PC) Note in SEQTA detailing the behaviour in question, the School's investigation of the behaviour and the outcome. The Senior Leadership team will be notified and staff members, parents and coordinator/s are notified of the PC Note through SEQTA.</p> <p>Possible outcomes may include:</p> <ul style="list-style-type: none"><li>• Interim measures (e.g. summary suspension while the School investigates) may be appropriate in the circumstances.</li><li>• An Individual Behaviour Plan established by the classroom teacher under the guidance of the Inclusive Education Coordinator in collaboration with the parents/guardian (with all Individual Behaviour Plans approved by the Principal)</li><li>• Suspension</li><li>• Referral to School Advisory Council</li><li>• Termination of enrolment</li></ul>

# COMMON EXAMPLES OF UNEXPECTED STUDENT BEHAVIOUR

The examples in table 1.2 are not meant to be a definitive and exhaustive list, rather a general guide and may be varied or assessed by the School in its absolute discretion. Repeated or persistent low or mid-level level behaviours and/or where a student is not responding to the School’s strategies at the appropriate level may be escalated.

TABLE 1.2 – COMMON EXAMPLES OF UNEXPECTED

LOW-LEVEL UNEXPECTED BEHAVIOUR	MID-LEVEL UNEXPECTED BEHAVIOUR
<ul style="list-style-type: none"> <li>Refusing to comply with reasonable instructions from staff</li> <li>Not adhering to Uniform Policy - uniform items, jewellery, hair</li> <li>Unprepared for class</li> <li>Late to class (unexplained)</li> <li>Failure to complete home learning tasks</li> <li>Lack of care for the environment – e.g. littering</li> <li>Lack of care for electronic devices or school equipment e.g. failure to properly stow</li> <li>Running on hard surfaces</li> <li>Swinging on chairs</li> <li>Disorderly conduct</li> <li>Loud and distracting behaviour on bus</li> <li>Interfering with or disrupting others’ learning</li> <li>Uninvited online behaviour towards others that causes conflict or discomfort</li> <li>Behaviour that causes conflict with others</li> <li>Disrespectful language</li> <li>Other minor inappropriate behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Moderate or repeated breaches of the School’s standards, including those detailed at the low-level behaviour</li> <li>Inappropriate physical contact – e.g. hitting, pushing, kicking, throwing objects</li> <li>Defiance to staff</li> <li>Persistently not adhering to Uniform Policy - uniform items, jewellery, hair</li> <li>Disrespectful attitude</li> <li>Skiping classes</li> <li>Failure to submit assignments on time</li> <li>Vandalism</li> <li>Computer misuse or abuse</li> <li>Throwing items</li> <li>Running and jumping downstairs</li> <li>Disorderly conduct that potentially threatens their or others’ safety</li> <li>Removing their seatbelt or moving around on a moving bus</li> <li>Sexualised language</li> <li>Swearing</li> <li>Put downs</li> <li>Other moderate inappropriate behaviours</li> </ul>

STUDENT BEHAVIOUR

HIGH-LEVEL UNEXPECTED BEHAVIOUR
<ul style="list-style-type: none"> <li>More serious or persistent breaches of the School’s standards, including those detailed at the mid-level behaviour (and also in exceptional cases, those at the low-level behaviour)</li> <li>Persistent rudeness and argumentativeness</li> <li>Persistently not adhering to Uniform Policy - uniform items, jewellery, hair</li> <li>Behaviour, language, gestures or conduct of a violent or sexual nature (including sexual harassment)</li> <li>Use, sale, possession or distribution of alcohol, weapons, personal vaping devices, e-cigarettes, drugs (including pharmaceutical goods such as Panadol and prescription medication – unless requisite permission if provided) and related paraphernalia</li> <li>Truancy – leaving grounds without prior permission</li> <li>More than 5 days unexplained absence</li> <li>Failure to submit assignments</li> <li>Destruction of property</li> <li>Theft</li> <li>Serious misuse of computer</li> <li>Disorderly conduct that causes injury or damage</li> <li>Deliberately unsafe bus behaviour including refusal to wear seatbelts and moving around the bus</li> <li>Discrimination (for example, racist or sexist language)</li> <li>Inappropriate online behaviour (cyber-bullying, sexting, pornography)</li> <li>Repeated and targeted conflict behaviours towards others (bullying behaviours)</li> <li>Physical violence, threats of violence and verbally abusive language</li> <li>Engaging in intimate or sexualised behaviour with another student on school grounds, or whilst any school-related activity</li> <li>Behaviour or conduct that may bring the School’s name into disrepute</li> <li>Breach of behaviours management plan, conditional enrolment or probationary agreement</li> <li>Other serious inappropriate behaviours</li> </ul>


# MERITORIOUS SERVICE AWARDS

## INDIVIDUAL AWARDS

Students are noticed and rewarded for demonstration of meritorious service to the school through their actions, words and deeds. As students consistently demonstrate and uphold the school's values and expectations, they have the opportunity to earn merit points. These points are collated, and students earn awards for the accumulation of points throughout the year.

Points are also collected by house groups and the house that receives the most Service Merit Points over a year is awarded the Service Shield.

### POINTS



10 Merit Points

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25 Merit Points


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50 Merit Points

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>75 Merit Points

### AWARD




Bronze Award


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Silver Award



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Gold Award


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Principal's Award

### RECOGNITION



Badge and Certificate

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Badge and Certificate

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Badge and Certificate

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Badge and Certificate at Awards Night

## HOUSE SHIELD FOR MERITORIOUS SERVICE

Individual student points are allocated to the students' houses, with the house with the most accumulated points throughout the year being awarded the House Shield for Meritorious Service (Sponsor name)

Individual awards for Primary and Secondary

### POINTS AWARDED

#### Demonstrating Core School Values

- Integrity:** Being honest and having good moral principles and seeking out opportunities to give of their time to serve one another.
- Belonging:** To feel part of God's family and school community. To value yourself and others while building positive relationships.
- Respect:** The process of valuing others by treating them in a thoughtful and courteous way. Respectful people use good manners and take care of all members and property of the community.
- Perseverance:** The act of completing a task regardless of any difficulty or delay in achieving success. To have a go without feelings of doubt. To encourage and help other achieve their goals.

Consistently upholding high standards and expectations

Participation in co-curricular activities and events



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