

## **Behaviour Enhancement Policy: Empowering through Restorative Practices**

### **Rationale**

At North West Christian School, we expect all children to behave in an appropriate and acceptable manner. We believe that the quality of children’s learning and the quality of life in the School will be enhanced and enriched through the promotion and maintenance of high standards of behaviour.

We aim to establish a caring and supportive environment where all members of the School community feel secure, respected and valued. The development of personal qualities and social skills, and the fostering of socially acceptable behaviour, are an integral aspect of the School curriculum.

We expect children to take responsibility for their own actions, be aware of the needs and rights of others and so increasingly display self-discipline in all aspects of School life. The maintenance of an orderly community where children show consideration for others, and are courteous and caring, will be afforded the highest priority.

A primary aim of the School is to encourage, within each student, the development of Christian character. Rules, and the means to enforce those rules, have been established to assist in this development. The rules and their enforcement are also intended to help each student accept responsibility for personal actions, and to ensure the safety and welfare of other members of the School community.

Clear guidelines, communicated with students and consistently enforced by all staff, add greatly to the effective maintenance of a School culture, which supports a safe environment for all students, and a positive classroom atmosphere.

The following scripture references provide the Biblical framework on which the School Behaviour Management Policy is modelled.

- **Proverbs 22:6: Train** up a child in the way he should go and when he is old, he will not depart from it.
- **Ephesians 6:1-2: Respect and Honour** – Children obey your parents in the Lord, for this is right, honour your father and mother for this is the first commandment with a promise.
- **Luke 10: 27: Discipleship** - He answered, “Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’[a]; and, ‘Love your neighbour as yourself.

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## Policy Statement

North West Christian School aims to articulate the central values, rights and responsibilities which underpin the management of student behaviour within our School.

North West Christian School will have as its central pillar the Principles of Restorative practise. We will aim to embed restorative approaches and use Restorative circles in order to support our Behaviour Management Policy.

The School will use Restorative practise as an educative approach, to help those involved to learn how to change. Restorative Approaches will underpin our Behaviour Management Policy and offer an alternative to the traditional responses to challenging behaviours.

The Behaviour Management Policy is written in the belief that an understanding, shared throughout the School, of principles, procedures and practices, is the most effective method of achieving a united School community of which all its members can be proud.

Restorative Approaches can assist the development and repair of relationships between students and adults. The approach is respectful of the dignity of all concerned.

## Restorative Practice

Restorative Practice is a process that actively encourages students to speak about their actions, consider their effects on others and help decide the best way of repairing any harm done to relationships. It provides a range of approaches to reduce the harm and to fix “damage” to relationships caused by incidents. It is a problem-solving approach, which supports students in their efforts to build personal relationships as a means of overcoming social conflict. Restorative Practice is a process which is authoritative and re-integrative. It stresses high support for students and high personal control. Teachers, using restorative practices, develop in their students social problem-solving skills and empathy. Restorative practice reflects an approach to behaviour management that aims to disciple and guide students, rather than punish them.

North West Christian School is committed to creating quality relationships through The Principles of Restorative Practice that:

- Develop an awareness in students about the effects of their behaviour on others;
- Avoid scolding and lecturing students;
- Actively involves students in discussing the reasons and effects of their actions on others;
- Addresses behaviour whilst still maintaining a student’s dignity;
- Views poor behaviour as an opportunity to learn through problem solving and focusing on the future;
- Provide students with a range of future options for behaviour;
- Form the basis of classroom management practices at the School.

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## Overarching Principles

- Everyone has a right to be happy and safe at school;
- All teachers have a right to teach;
- All pupils have a right to learn;
- All adults working with the children, model and teach expected behaviour;
- Mutual respect.

## Aims

To promote positive behaviour at the School we seek at all times to:

- Ensure consistency and care in our interactions with children;
- Be fair, and be seen to be fair;
- Treat all with respect;
- Communicate clear expectations;
- Provide planned activities which motivate and challenge all to learn academically and socially;
- Create in and around the School a calm and well-organised learning environment;
- Develop tolerance and understanding in children, based upon a shared understanding of the Code of Conduct that exists in our School;
- Consistently praise and respond to actions of positive and poor behaviour;
- Inform and involve children in decisions made about our School;
- Recognise the positive contributions of individual children to the School and local community;
- Work in partnership with parents actively promoting standards of positive behaviour.

## Promoting Positive Behaviour

North West Christian School is learning Positive Behaviour for Life and is looking to implement this throughout the campus into each classroom.

We believe that the ideal incentives to promoting positive behaviour are intrinsic rewards offered by:

- Warm and caring relationships;
- A stimulating curriculum;
- Positive role-models.

We support this by offering a reward system which recognises all forms of achievement and effort. To ensure every child has the opportunity to experience success, we use the following as rewards:

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- Non-verbal praise;
- Verbal praise;
- Display;
- Privileges;
- Achievement awards.

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## Appropriate Behaviour

At the beginning of each academic year, classes work together with their teacher to develop and agree upon Home Group expectations, which encourages all children to:

- Respect the views and opinions of others;
- Talk quietly and politely at all times;
- Walk and never run about the classroom or learning spaces;
- Share equipment with other children and adults;
- Respect other people's property and put equipment away at the end of the lesson;
- Respect the wishes of others to work quietly and not be disturbed;
- Not talk when an adult is addressing the class or another child;
- Respond as requested to an instruction given by any adult employed by or working in the School;
- Report incidents of unacceptable behaviour to a teacher or adult employed by the School;
- Understand appropriate behaviour at recess and lunchtimes.

The School promotes positive effort and achievement in the School assemblies that take place each week. Some assemblies seek, through reflection and the sharing of experiences, to foster in all children: respect, tolerance and an appreciation of each other's views and beliefs.

Other assemblies involve children working co-operatively and recognising that they are part of a larger group. In particular, the sharing assembly each week is an opportunity for the School to celebrate examples of good work and positive achievement, including behaviour. It provides an occasion to recognise the success, progress and effort made by children in and outside school.

## Rights and Responsibilities

Every member of the School community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Members of the North West Christian School community have legal responsibilities under relevant legislation, including the Children, Young Persons and their Families Act 1997, Tasmanian Anti-Discrimination Act 1998, the Disability Discrimination Act 1992, the *Education Act 2016 and the Education regulations 2017*.

## Special Considerations

The behaviour management strategies outlined above are appropriate for most students, including those with special needs. However, alternative strategies may be appropriate for some students with diagnosed/documentated conditions such as Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder and should be developed in consultation with specialist staff following classroom observations of their behaviour. Student Support Group (SSG) conferences with Parents, the student's Teachers and Head of School may also be appropriate. Whilst these alternatives may be more demanding initially, positive outcomes for the student over time are increasingly likely.

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Students experiencing emotional difficulties are treated with respect and understanding. They are supported through a multi-agency approach involving parents, School staff and, where appropriate, outside support agencies and other agencies working with the student. Students with exceptionalities may have a documented Behaviour Management Plan as part of their Individual Learning Plan. This will be discussed at Student Support Group (SSG) meetings.

### **Monitoring Standards of Behaviour at the School**

It is the responsibility of all staff to monitor standards of behaviour throughout the School. Emphasis will be placed upon praising and rewarding positive behaviour by students in and out of the School. Where students exhibit unacceptable behaviour, an appropriate behaviour management or course of action will be initiated, including:

- Warnings;
- Informal restorative conversations;
- Time-outs;
- Restorative questions; • Withdrawal of privileges;
- Written apology.

Corporal Punishment is not permitted under any circumstances.

Records are kept to log incidents of concern and to monitor students who persistently misbehave. Serious occurrences should be reported to the Head of School. The Head of School will communicate incidents with the Principal. The intention of the School in applying sanctions to unacceptable and anti-social behaviour is to establish a high standard of behaviour and set clear boundaries for action.

### **The main features of the approach used in a Restorative Circles include:**

- They focus on harm and actively seek ways of repairing that harm;
- They help create dialogue and communication;
- They are fair, open and honest: treating all participants with respect;
- Within a safe environment, they will allow all participants to engage, learn and gain a shared understanding;
- This should lead to accepting responsibility, reparation, reintegration, restoration and behavioural (cultural) change;
- They offer a structured intervention by trained neutral facilitators to help participants to understand each other, find resolutions to issues causing conflict and repair harm. The process always takes place in a safe environment that allows all taking part to engage with the process;
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

### **The use of Restorative practise at North West Christian School**

A restorative approach to behaviour management will require all staff working with our students to be aware of the principles of Restorative practise, and the ability to apply them to resolving

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situations in their classes, corridors, and elsewhere in the School community. The principles and use of Restorative practise will be a regular feature in the School's Continuing Professional Development program both at the beginning of the School year and where appropriate at other times.

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way have they been affected?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

### **How to use the Restorative Justice Questions**

The Restorative Approach model can be applied in a number of ways, ranging from informal conversations in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes.

Restorative Informal discussion – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process.

Impromptu Conference – informal conference that might not include formal preparation, but should/may include a contract and a follow up. Individual member of staff takes initiative and leads process.

Formal Conference or Parenting Conference – Requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a debrief after the conference and a follow-up session. Referral for support can be made to the pastoral team for the students concerned.

### **Home - School Links**

We aim to develop an effective partnership between the School and home and believe that we are most effective when we work together to support student learning.

Students benefit from knowing that both their parents and teachers share the same expectations, value learning and share a concern for their development and progress. Through on-going

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dialogue, teachers inform parents of student's positive effort, attitudes and behaviour and similarly inform them of incidents and concerns.

Parents contribute to their children's progress through open communication with their child's teachers, by offering support to their child at home, by talking over the challenges that their children meet, and by reinforcing the messages being given at school.

### **Detentions**

In the Secondary School, 30 minute detentions are held during lunch times on designated weekdays. It is not possible to be prescriptive about all behaviour that warrants a detention as it often depends on the circumstances in which it occurred. Please refer to the Secondary School Student Management Process for a list of behaviours and possible consequences.

Detentions should only be used as one of a range of options with the School's primary focus on implementing a restorative approach to behaviour management. Directors of Learning / Heads of School need to use discretion when giving detentions. Repetitive and unwarranted use of detentions is counterproductive in building a positive School environment.

### **After School Detentions**

After School Detentions may be issued by Directors of Learning / Heads of School for Secondary School students. They may be appropriate for serious breaches of School expectations or persistent problems where lunchtime detentions have not had the desired effect. After School detentions will be served on Monday and Wednesday afternoons for 45 minutes.

### **Internal Suspension**

Internal suspension is at the discretion of the Principal in partnership with the appropriate Head of School.

The principle of internal suspension for behavioural reasons is the removal of a student for the benefits of the School community for a half or full day and is usually implemented for the following reasons:

- A critical incident which does not involve a general suspension;
- A student has been given a general suspension that day but parents are unable to take the student from the premises immediately;
- As a consequence at Step 3 (See Behaviour Management Plan).

Parents and teachers should be informed at the earliest possible opportunity when a student is given an internal suspension. This especially gives teachers opportunity to provide profitable work for the student to undertake while withdrawn from classes.

The School will ensure that parents are informed in writing when a student has been issued with an internal suspension.

Students on internal suspension will have their recess / lunch at a different time to the regularly scheduled recess / lunch breaks.

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## External Suspension

External suspension, the removal of a student from the School premises, is at the discretion of the Principal.

The principle of an external suspension is that a student has violated the School to the degree that the privilege of being part of that community is suspended for a period of time. Suspension may be needed to allow time for a situation to diffuse, to send a message that certain behaviour has been particularly offensive or to allow time for a full investigation of a circumstance to be completed.

The School will ensure that parents are informed in writing when a student has been issued with an external suspension.

When the circumstances have been established and a decision made, it is important that both the student and parents clearly understand the reason for the external suspension and subsequent consequences. The length of a suspension depends upon the circumstances and the implications of the student's actions on the School community. If a student has been suspended previously it would be expected that any subsequent suspension would be longer. It must be clearly understood that external suspensions are regarded with due seriousness and are essentially a response of last resort. Students and parents should not expect the process of external suspension to be ongoing. Without significant positive change and effort in a student's behaviour their enrolment would be withdrawn.

Any suspension of longer than one day would usually require a re-entry interview with the Principal, parents, student. The student must show a commitment to improved behaviour and desire to be enrolled in the School with the support and cooperation of their parents. At the Principal's discretion the student may be placed on a 'Provisional Enrolment'.

## Changes to a Student's Status

In the case of ongoing behavioural problems or critical incidents, a student's status may be changed by the Principal. This should be regarded as an extreme position which strongly motivates a student to work with the Head of School and their parents to remediate their position and function correctly in the School community. When a student's status has been changed, their progress will be closely monitored by Head of School and an evident change in attitude and behaviour is expected. It should be noted that close adherence to uniform policy is regarded as an immediate outward indicator of a student's desire to cooperate and remain enrolled at the School.

## Good Standing

The difference between good standing and provisional enrolments is that generally provisional enrolments are the result of a major incident, whereas loss of good standing can occur as the result of continued uniform, academic or behaviour / attitude issues. Following continued problems after intervention from Head of School, a student may be deemed 'Not in Good Standing' by the Principal. The status 'Not in Good Standing' means that students may not be involved in co-curricular activities where they would represent the School.

If a student's status is 'Not in Good Standing', continued failure to comply with School expectations will mean that they are placed on provisional enrolment. When a student's status is

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'Not in Good Standing' they enter a behaviour contract. This is a contract between the student and Principal with parents informed at an interview. Teachers are informed of the student's status and the conditions of the contract and are asked to comment on the student's adherence to this contract. The contract has a specific time period. If a student breaks the contract, their status moves to a provisional enrolment (initial or final). If a student maintains the contract they are restored to good standing.

### **Provisional Enrolment**

Provisional enrolment is essentially a signed contract between the student, their parents and the Principal, as representative of the School, which determines the conditions upon which a student's enrolment may be continued. Provisional enrolments are usually for a semester and will be reviewed at their expiry.

There are two categories of provisional enrolment:

#### *Initial Provisional Enrolment*

The provisions of this enrolment if not adhered to will result in another interview and enrolment review which may lead to either exclusion from the School or a Final Provisional Enrolment.

#### *Final Provisional Enrolment*

If the provisions of this enrolment are not kept the student's enrolment is terminated as a matter of course. This may or may not include an interview. Students and parents must understand that being on Provisional Enrolment changes a student's status in the School and any major infraction, or continued issues not positively addressed, even if not specifically mentioned in the provisions of enrolment, will jeopardise enrolment.

### **Expulsion**

A student may be expelled from the School at the discretion of the Principal as the result of a serious breach of the School's Behaviour Management Policy, criminal act or failure to maintain the provisions of enrolment.

The School has a zero tolerance stance with regards to drugs and alcohol, violence and aggression, and inappropriate sexual behaviour. Involvement in these behaviours can lead to expulsion in the first instance at the discretion of the school's behaviour management committee.

### **Roles and Responsibilities**

All adults at North West Christian School have a shared responsibility for teaching and modelling behaviour that is congruent with the School's values.

#### Class teachers

- Model positive behaviour through their social interactions;
- Teach behaviour and make expectations clear;
- Create a caring and supportive working environment in which the students are able to learn;
- Treat students with respect;
- Communicate effectively with parents;

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- Value and reward individual achievement;
- Discuss lunchtime behaviour and any difficulties which arise;
- Engage the students in learning.

#### Principal / Head of School

The Head of School, through the auspices of the Principal, is responsible for ensuring good order and discipline within the Primary / Secondary school and achieves this through:

- Communicating the policy to parents and reminding parents of the policy at the beginning of each academic year;
- Supporting students, staff and parents who are experiencing difficulties;
- Receiving complaints and responding appropriately;
- Maintaining an overview;
- Taking immediate action in response to critical incidents;
- Making informed decisions on detentions, suspensions and expulsions;
- Co-ordinating support for children returning to school following suspension.

#### Support Staff

All support staff are entitled to respect and co-operation. All staff should hold the same expectations and share responsibility for modelling behaviour as set out in this policy.

#### Parents

- Treat their own, and other people's children with respect;
- Work in partnership to support the School's Behaviour Management Policy.

#### Student

Learn to be responsible for their behaviour and for their choices.

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### **Behaviour Management Committee**

Where the behaviour management committee becomes involved are for level 3 and 4 behavioural issues. The behaviour management committee will meet after any Level 3 or 4 behaviours and look to implement a behavioural plan that will address the behaviour in a way that:

1. Can keep all parties safe.
2. Can provide a learning opportunity for all parties involved in this issue;
3. If possible, provide on-going support for students that have been involved in the behavioural issue.

The Behavioural Management Committee is made up of:

1. Principal.
2. Head of Primary and Secondary schools.
3. Director of learning and TASC Coordinator.
4. Chaplain/Councillor (Where available)

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## Peer to Peer Behaviour Management Techniques

At North West Christian School our goal is to create a culture of mutual respect, responsibility and accountability for all students. Instead of relying solely on teachers and administrators to manage student behaviour, this approach empowers students to influence the behaviour of their peers through various methods.

Some methods that are used at NWCS in peer-to-peer behaviour management are:

1. **Peer Mediation:** Trained students act as mediators to help resolve conflicts between their peers. Mediators facilitate discussions, guide students toward understanding each other's perspectives, and help find peaceful resolutions to disagreements.
2. **Peer Mentoring:** Older or more experienced students' mentor younger or less experienced peers. They provide guidance, support, and a positive role model for academic and social success.
3. **Positive Behaviour Reinforcement:** Peers reinforce positive behaviour by acknowledging and praising good actions. This can include recognizing acts of kindness, academic achievements, and respectful behaviour.
4. **Student Leadership Programs:** Schools establish leadership programs where students are selected to lead behaviour-related initiatives, workshops, and campaigns. This fosters a sense of ownership and responsibility for maintaining a positive school environment.
5. **Classroom Responsibilities:** Students may be given certain responsibilities within the classroom, such as monitoring noise levels, ensuring everyone participates, and assisting the teacher in maintaining order.
6. **Conflict Resolution Training:** Students receive training in conflict resolution skills, enabling them to address conflicts constructively and peacefully. This can contribute to a more harmonious school atmosphere.
7. **Peer Support for Special Needs:** Peers may be assigned as buddies to students with special needs, promoting inclusivity and offering support for their academic and social integration.
8. **Restorative Practices:** Students are involved in resolving conflicts and addressing behavioural issues through restorative practices, where the focus is on repairing harm and rebuilding relationships rather than just assigning punishments.

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## Unacceptable Behaviour

Unacceptable student-to-student behaviour at North West Christian School is unequivocally addressed in accordance with the principles outlined in the Education Act 2016 of Tasmania. This Act emphasizes the creation of a safe and respectful learning environment for all students. Unacceptable behaviours such as bullying, harassment, intimidation, and discrimination are strictly prohibited, and we are committed to taking immediate and effective action when such incidents occur. Our approach aligns with the Act's focus on fostering positive relationships, promoting respectful communication, and ensuring the well-being of all students. By adhering to the Education Act 2016, we uphold our responsibility to provide a learning environment that is free from harm and conducive to the holistic development of each student.

What constitutes unacceptable behaviour is dependent on the context and should be considered on a case-by case basis. We recognise and take into account that, for some students, unacceptable behaviour may be associated with factors such as disability, trauma, abuse or learning difficulties.

## Safeguarding and Well-being:

At North West Christian School, we are dedicated to fostering a safe and supportive environment where the well-being of each individual is paramount. Our behaviour management policy is built upon values of compassion, responsibility, and restoration. This section outlines our approach to safeguarding and how it seamlessly aligns with Children, Young Persons and Their Families Act 1997.

### **1. Reporting and Escalation:**

Ensuring the safety of our students and staff is of utmost importance. Any behaviour that raises concerns about potential harm, abuse, neglect, or endangerment is treated seriously. Our reporting procedures provide accessible channels for staff, students, and parents/guardians to promptly report concerns confidentially.

### **2. Designated Safeguarding Leads:**

We have designated individuals trained to oversee safeguarding matters. These leads are equipped to recognize signs of distress, abuse, or harm and respond appropriately, assessing risks and taking necessary actions.

### **3. Risk Assessment and Intervention:**

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Our commitment to safeguarding drives comprehensive risk assessments when addressing behaviour concerns. Our interventions prioritize safety and well-being, emphasizing restorative practices to encourage understanding and growth.

**4. Collaboration with External Authorities:**

We collaborate with external safeguarding authorities, including child protection agencies and law enforcement, when the well-being of our students may be at risk. This ensures a coordinated approach to addressing concerns.

**5. Confidentiality and Privacy:**

Safeguarding matters are treated with the utmost confidentiality. Information shared in the context of safeguarding is disclosed only to relevant individuals, respecting the privacy of all parties involved.

**6. Ongoing Training and Development:**

Our staff receives regular training to recognize signs of abuse, neglect, and other safeguarding concerns. This ongoing education empowers staff to proactively identify potential issues and respond effectively.

**7. Parent and Guardian Communication:**

We communicate with parents and guardians regarding safeguarding concerns with sensitivity and transparency. These conversations prioritize the well-being of students while maintaining open lines of communication.

**8. Review and Improvement:**

Our commitment to safeguarding involves regular review (Annually) and enhancement of our measures. This ensures that our policies remain effective and aligned with evolving best practices and Tasmanian legislation, especially in compliance with the Children, Young Persons and Their Families Act 1997.

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## **Student Code of Conduct**

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity. 1 Timothy 4:12

### Principle 1

Students have the right to feel safe and secure within the School environment, free from intimidation, bullying and harassment, and to be treated with love, justice and equity according to the Scriptures. Students have the responsibility to behave in a considerate and thoughtful manner, and to treat others with love, justice and equity.

### Principle 2

Students have the right to work and play in an environment free from interference or damage to personal property. Students have the responsibility to respect all property, including that of other students, and to do nothing that would harm another's well-being.

### Principle 3

Each student has the right and responsibility to receive Biblical counsel and correction when needed from members of staff.

### Principle 4

Each student has the right to be valued and treated with respect. Courtesy, consideration of others, co-operation and honesty are essential to the proper functioning of a Christian community. Each student has the responsibility to treat others with respect and courtesy, to be honest and co-operative in all aspects of School life, and to respect authority.

### Principle 5

Each student has the right not to be exposed to harmful substances, influences or immoral behaviour in the School environment. Each student has the responsibility not to behave in a manner that could negatively influence others.

### Principle 6

Parents have the right to expect that their child will be treated fairly, reasonably and consistently by the Principal and staff in the implementation of the Code of Conduct and to expect that their children will be educated in a loving and disciplined environment in which love for God and others is encouraged. Parents have the responsibility to support the School in its efforts to maintain a positive teaching and learning environment, and to provide a loving and disciplined home environment in which love for God and others is encouraged.

### Principle 7

Each teacher has the right to be able to teach in an orderly and cooperative environment. Students have the right to learn in an orderly and cooperative environment and to be able to develop their God-given talents and abilities. Each teacher has the responsibility to maintain an orderly and co-operative environment. Students have the responsibility to develop their God-given talents and abilities for His glory and to do nothing that would prevent others from learning.

## **Discipline Procedures and Sanctions**

In an effort to ensure that these principles are outworked in the life of the School:

- Teachers will apply appropriate sanctions that follow from the Biblical principles, standards and rules set by the Student Code of Conduct;
- The School considers that Christian discipline is achieved by training in Godliness. Godly training does not eliminate the need for corrective discipline. Rather, it forms the context in which corrective discipline can most helpfully take place. Corrective discipline seeks to



bring about reconciliation amongst members of the School community; restore the student who has erred and bring freedom from guilt; and maintain the purity of the Colleg;

- Discipline properly motivated and applied, is an act of love, never intended to be a punitive measure applied in isolation from motives of love and care for the individual. Rather, disciplinary measures are applied for the good of the student and his or her ultimate wellbeing;
- Sanctions are graded with severity, with the emphasis on the students being accountable and learning to take responsibility for their behaviour.

Sanctions may include:

- Restorative discussion between student and teacher;
- Withdrawal from classes;
- Yard duty;
- Withdrawal of privileges;
- Detention (Secondary Students only - lunch or after school);
- Time out (Primary School students);
- Parental contact;
- Behaviour cards;
- Behaviour contracts;
- Conditional enrolment contract; • Suspension (internal or external);
- Expulsion.

### Choices and Consequences

It is a critically important life-lesson that we aim to teach our students via our Behaviour Management Policy. "Choices and Consequences" should become an 'oft-repeated mantra' as we interact with our students. We need to be encouraging students to think about their choices and the potential consequences before deciding on a particular course of action.

Additional to this, the policy is based upon the right of every child at North West Christian School to learn in a safe environment, which is free of disruption and similarly, the right of every teacher to teach with the same expectation.

**If a student does not comply with any reasonably and clearly communicated instruction of the staff, or infringes School rules, then sanctions will be applied as documented below.**

## Managing Behaviour in the Primary School Classroom

Teachers are asked to use a warning system with students in the Primary School classroom. Over the course of the day the following system will be followed:

For an **initial incident** of disruptive or inappropriate behaviour the teacher will counsel the student appropriately. This stage is a warning. The teacher is encouraged to maintain a good tone and send a clear message. Supportive Behaviour Management Strategies are often effective at this stage. These strategies are delivered low key and go virtually unnoticed by other students. They are brief, subtle reminders of expectations. i.e. making eye contact with the student, moving near to the student who is misbehaving, a shake of the head, etc.

**2<sup>nd</sup> incident** of disruptive or inappropriate behaviour will be acknowledged by the staff member. The staff member will implement appropriate strategies to manage the incident.

**3<sup>rd</sup> incident** of disruptive behaviour will result in the staff member taking additional actions to manage the behaviour of the student. The student may be moved to another desk, or isolated within the classroom to break the cycle of behaviour. Supervision is to be maintained by the classroom teacher. A restorative discussion between student and teacher should take place at the next appropriate time. A lunch-time time out is sometimes appropriate for younger students who need time to reflect on their behaviour.

### Primary School Lunch Time "Time Out"

Prep:	5 minutes
Year 1/2	8 minutes
Year 3/4	10 minutes
Year 5/6	12 minutes

Note: A Notification of Timeout Form will be sent home for every child.

For any **further incidents** of disruptive behaviour, the student will be asked to attend a follow-up impromptu restorative conference. A **Welfare Report – Record Discipline** is to be completed by the classroom teacher on SEQTA (See Appendix A). The Head of School should be automatically notified by SEQTA. The teacher will ensure the follow-up restorative conference takes place.

If there are three or more days of unacceptable behaviour during a two week period, a **Behaviour Notification Form** (See Appendix C) must be provided to a parent / carer. A parent phone call ahead of time is appropriate. The Head of School will organise the phone call and a Formal Restorative Conference.

The Head of schools will decide on the appropriateness of a **Behaviour Management Plan**. (See Appendix E).

The Head of School may ask staff members to complete Appendix B in order to gain further insight into the management of behaviour in some situations. This may also provide the Head of School with an opportunity to further support staff with the management of behaviour.

## PRIMARY SCHOOL STUDENT MANAGEMENT PROCESS

	Student Actions	Teacher Actions
<b>Teacher Managed</b>		
Minor infractions, which impede the learning process, orderly procedures or interfere with the systematic School operations.		
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Calling out;</li> <li>• Disrupting others;</li> <li>• Thoughtlessly / carelessly upsetting others;</li> <li>• Chatting / not listening;</li> <li>• Not settling / being off task;</li> <li>• Wandering about;</li> <li>• Rocking on chairs;</li> <li>• In classroom before the teacher, or during recess or lunchtime without permission;</li> <li>• Playing on the wrong oval, playground area;</li> <li>• Dropping rubbish;</li> <li>• Not being lined up ready for class on time;</li> <li>• Diary not signed / Homework not completed;</li> <li>• Uniform incorrectly worn;</li> <li>• Chewing gum.</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Informal discussion;</li> <li>• Verbal warning reprimand;</li> <li>• Verbal apology;</li> <li>• Reinforce expectations;</li> <li>• Quiet word;</li> <li>• Praise positive behaviour;</li> <li>• Give time limit for task.</li> </ul> <p>These behaviours can constitute a disruptive behaviour and count as a behaviour 'incident'.</p> <p>Note: Please follow procedures for Managing Behaviour in the Primary School Classroom.</p>
<b>Head of School Managed</b>		
Infractions which impede the educational climate of the School or which impact School operations and public image.		
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Consistent level 1 behaviours;</li> <li>• Deliberate time wasting;</li> <li>• Taking other's property / hiding things;</li> <li>• Inappropriate / bad language;</li> <li>• Rude behaviour, put downs;</li> <li>• Damaging property;</li> <li>• Purposeful disruption;</li> <li>• Reluctance to work;</li> <li>• Misuse of equipment;</li> <li>• Deliberately upsetting others; • Answering back.</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Informal discussion;</li> <li>• Impromptu Conference;</li> <li>• The student may be moved to another desk, or isolated within the classroom to break the cycle of behaviour;</li> <li>• Loss of some recess or lunch – See: Primary School recess or lunch time 'time out';</li> <li>• Contact parents – informally, formal warning;</li> <li>• Letter of apology;</li> <li>• Reinforce appropriate behaviour and why behaviour is inappropriate;</li> <li>• Take work home.</li> </ul>

		<p>Note: Please follow procedures for Managing Behaviour in the Primary School Classroom.</p> <p>Note: A <u>Notification of Timeout Form</u> will be sent home for every child.</p>
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<p><b>Head of School/Principal Managed</b>          Infractions directed against persons and/or their property, including that of staff and School, or violation of any existing law.</p>		
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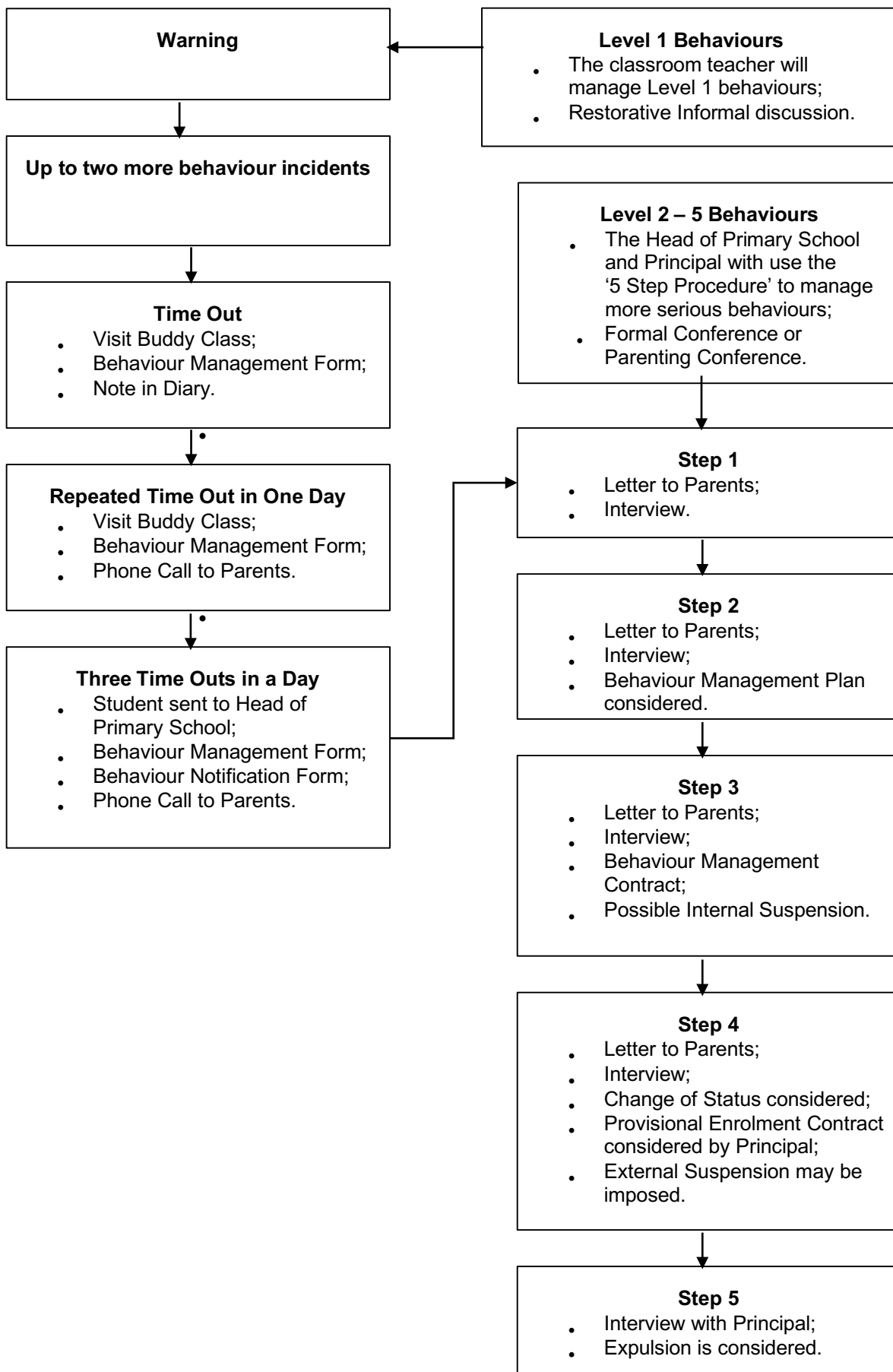
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Consistent level 2 behaviours;</li> <li>• Swearing at another;</li> <li>• Consistent answering back;</li> <li>• Bullying behaviour verbal or physical;</li> <li>• Deliberate damage to property / vandalism;</li> <li>• Defiant / challenging to adult;</li> <li>• Threatening /abusive behaviour;</li> <li>• Leaving classroom or activity without permission;</li> <li>• Racist or sexist behaviour;</li> <li>• Hurting others deliberately;</li> <li>• Lying with serious consequences;</li> <li>• Forgery of notes, signatures and lies;</li> <li>• Giving false information.</li> </ul>	<ul style="list-style-type: none"> <li>• Impromptu Conference;</li> <li>• Formal Conference or Parenting Conference;</li> <li>• Phone parents;</li> <li>• Send home a letter;</li> <li>• See parent on a regular basis;</li> <li>• Work sent home;</li> <li>• Formal 'time out' with the Head of Primary School for an extended period of time;</li> <li>• Suspension</li> <li>• Head of Primary School to consider the appropriateness of a Behaviour Plan;</li> <li>• Head of Primary School to manage 'The 5 Step Procedure'.</li> </ul>
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<p><b>Principal Managed in Partnership with the Head of School and behaviour management committee.</b> Established pattern of risky behaviour, which is violent or harmful toward another person or property or their wellbeing, or actions which pose a threat to the safety of others in the School.</p>		
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<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Consistent Level 3;</li> <li>• Frequent and deliberate upsetting / harming of others;</li> <li>• Abusive / threatening behaviour to adults;</li> <li>• Repeated personalised swearing;</li> <li>• Consistent bullying;</li> <li>• Behaviour, physical disruption / endangering others e.g. throwing chair;</li> <li>• Leaving School grounds without permission;</li> <li>• Breaching Health and Safety rules such as not following evacuation procedures, playing with fire extinguishers and setting off false alarms.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Conference or Parenting Conference;</li> <li>• Parent to come in immediately;</li> <li>• parents to meet with Head of School - Primary School,</li> <li>• consider removing child from School premises;</li> <li>• Formal 'time out' with the Head of School - Primary School for an extended period of time;</li> <li>• Suspension</li> <li>• Head of Primary School to consider the appropriateness of a Behaviour Plan;</li> <li>• Head of School - Primary School to manage 'The 5 Step Procedure'.</li> </ul>
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<b>Principal Managed</b>		
Infractions which hurt the health and safety of the child, have a legal bearing, impede success of the School and impact on School image.		
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• As level 4 despite action taken;</li> <li>• Extreme violence towards others;</li> <li>• Drug related incident;</li> <li>• Serious vandalism;</li> <li>• Consistent and absolute refusal to co-operate;</li> <li>• Persistent failure to change behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Conference or Parenting Conference;</li> <li>• Principal to manage 'The 5 Step Procedure'.</li> </ul>

## Primary School Behaviour Management Plan



### **The 5 Step Procedure (Primary)**

The Step Procedure is implemented detailed below. Students move through the steps as documented by the Head of School following incidences of inappropriate behaviour and failure to improve behaviour at school.

#### **STEP 1**

- A letter is sent to the parents (Generally the Head of School will also call the parents);
- An Interview regarding the incident is held with the Head of School, the teacher concerned, and the student.

#### **STEP 2**

- A letter is sent to the parents;
- An Interview regarding the incident is held with the Head of School, the teacher concerned, the parents and the student;
- Head of School to consider a **Behaviour Management Plan** (See Appendix E).

#### **STEP 3**

- A letter is sent to the parents;
- A further Interview regarding the incident is held with the Head of School, the Teacher concerned, the Parents and the Student;
- Parents must sign a **Behaviour Management Plan** for their child (See Appendix E).

**An Internal Suspension may be imposed.**

#### **STEP 4**

- The Principal formally becomes involved;
- A letter is sent to the parents;
- A further Interview regarding the incident is held with the Head of School, the Teacher concerned, the Parents and the Student;
- A change to Student Status will be considered;
- Students may be asked to sign a **Provisional Enrolment Contract**;
- **An External Suspension may be imposed.**

#### **STEP 5 • The case is referred to the Principal;**

- **A final Interview is held with the Principal, where expulsion will be considered.**

**NOTE: All decisions relating to the Step System are subject to the Grievance Policy.**

### **Step Back Procedure**

Students placed on a Step will have the opportunity to Step Back after a period of 5 weeks of good behaviour. For Steps 3 and 4, they will also be required to have a Behaviour Management Plan in place. The Step Back Programme is designed to encourage and support the student as their behaviour improves.

The Step Back Procedure should be documented in SEQTA by the Head of School.

### **Managing Behaviour in the Secondary School Classroom**

Teachers are asked to use a warning system with students in the Secondary School classroom. Over the course of a lesson the following system will be followed:

For an **initial incident** of disruptive or inappropriate behaviour the teacher will counsel the student appropriately. This stage is a warning. The teacher is encouraged to maintain a good tone and send a clear message.

For a **2<sup>nd</sup> incident** of disruptive or inappropriate behaviour the students name is recorded in the teacher chronicle. It may be appropriate for the teacher to facilitate an impromptu restorative conference with the student during recess or lunch.

A **3<sup>rd</sup> incident** of disruptive behaviour may result in the student being asked to move to another desk, or isolated within the classroom to break the cycle of behaviour. Supervision is to be maintained by the classroom teacher.

For any **further incidents** of disruptive behaviour, the student behaviour will be referred to the Head of School using the **Welfare Report – Record Discipline** on SEQTA (See Appendix A). The teacher will complete this form as soon as possible that day and submit to the Head of School.

Rarely, it may be necessary to send a student out of a lesson if his or her behaviour is unacceptable or affecting the learning of the rest of the class. This is viewed as a serious incident that needs reporting.

The Head of School will act on all Welfare Reports in partnership with the teacher. Restorative Conferences may be held with the student, teacher and Head of School. If appropriate, a lunchtime detention will be issued. Parents are notified of any detention being issued with a letter sent home via email (See Appendix E for a sample template).

If more than one discipline related Welfare Report is in regards to an individual student in one day, a phone call to alert the student's parent or guardian will be made. The Head of School will organise this phone call.

Parents will be notified of frequent incidents by phone or letter by class teachers or the Head of School. As much as possible, the classroom teacher is encouraged to follow up and support the restorative conferences for the students in their classes.

Three detentions during a term will result in students progressing to Step 1 in the '5 Step Procedure'. Two detentions in a week will also result in a student moving to Step 1 in the '5 Step Procedure'.

A fourth detention will result in students progressing to Step 2 in the '5 Step Procedure'.

The Head of School will decide on the appropriateness of a **Behaviour Management Card**. (See Appendix F)



## SECONDARY SCHOOL STUDENT MANAGEMENT PROCESS

	Student Actions	Teacher Actions
<p><b>Teacher Managed</b> Minor infractions, which impede the learning process, orderly procedures or interfere with the systematic School operations.</p>		
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Disrupting others;</li> <li>• Thoughtlessly / carelessly upsetting others;</li> <li>• Chatting / not listening;</li> <li>• Not settling / being off task;</li> <li>• Reluctance to work;</li> <li>• Wandering about;</li> <li>• Rocking on chairs;</li> <li>• In classroom before the teacher, or during recess or lunchtime without permission;</li> <li>• Out-of-bounds;</li> <li>• Dropping rubbish;</li> <li>• Unprepared for class;</li> <li>• Homework not completed;</li> <li>• Uniform incorrectly worn;</li> <li>• Chewing gum;</li> <li>• Deliberate time wasting;</li> <li>• Taking others property /hiding things.</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Informal discussion;</li> <li>• Verbal warning;</li> <li>• Reprimand;</li> <li>• Verbal apology;</li> <li>• Reinforce expectations;</li> <li>• Quiet word;</li> <li>• Praise positive behaviour;</li> <li>• Give time limit for task.</li> </ul> <p>These behaviours can constitute a disruptive behaviour and count as a behaviour 'incident'.</p> <p>Note: Please follow procedures for Managing Behaviour in the Secondary School Classroom.</p>
<p><b>Head of School Managed</b> Infractions which impede the educational climate of the School or which impact School operations and public image.</p>		

<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Consistent level 1 behaviour;</li> <li>• Inappropriate / bad language;</li> <li>• Rude behaviour, put down;</li> <li>• Damaging property;</li> <li>• Ongoing purposeful disruption;</li> <li>• Misuse of equipment;</li> <li>• Deliberately upsetting others;</li> <li>• Answering back;</li> <li>• Defiant / challenging to adult;</li> <li>• Leaving classroom or activity without permission;</li> <li>• Failure to serve detention; • Consistent inappropriate uniform;</li> <li>• Unexcused absences / truancy.</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Informal discussion;</li> <li>• Impromptu Conference;</li> <li>• The student may be moved to another desk, or isolated within the classroom to break the cycle of behaviour;</li> <li>• Contact parents – informally, formal warning;</li> <li>• Letter of apology;</li> <li>• Reinforce appropriate behaviour and why behaviour is inappropriate;</li> <li>• Take work home;</li> <li>• Head of School can issue a detention.</li> </ul> <p>Note: Please follow procedures for Managing Behaviour in the Secondary School Classroom.</p> <p>Note: A <u>letter</u> will be sent home when a detention is issued.</p>
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<p><b>Head of School Managed</b>          Infractions directed against persons and/or their property, including that of staff and School, or violation of any existing law.</p>		
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Consistent level 2 behaviour;</li> <li>• Swearing at another;</li> <li>• Consistent answering back;</li> <li>• Bullying behaviour verbal or physical;</li> <li>• Deliberate damage to property / vandalism;</li> <li>• Threatening /abusive behaviour;</li> <li>• Racist or sexist behaviour;</li> <li>• Hurting others deliberately;</li> <li>• Lying with serious consequences;</li> <li>• Forgery of notes, signatures and lies;</li> <li>• Giving false information;</li> <li>• Academic dishonesty.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Conference or Parenting Conference;</li> <li>• Phone parents;</li> <li>• Send home a letter;</li> <li>• See parent on a regular basis;</li> <li>• Work sent home;</li> <li>• Head of School will issue a detention;</li> <li>• Head of School and Principal to consider the appropriateness of an after school detention;</li> <li>• Consider the appropriateness of a Behaviour Plan;</li> <li>• Head of School to manage 'The 5 Step Procedure'.</li> </ul> <p>Note: A <u>letter</u> will be sent home when a detention is issued.</p>
<p><b>Principal Managed in Partnership with the of School</b> Established pattern of risky behaviour, which is violent or harmful toward another person or property or their wellbeing, or actions which pose a threat to the safety of others in the School.</p>		

<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Consistent Level 3 behaviour;</li> <li>• Frequent and deliberate upsetting / harming of others;</li> <li>• Abusive / threatening behaviour to adults;</li> <li>• Repeated personalised swearing;</li> <li>• Consistent bullying;</li> <li>• Violent behaviour, physical disruption / endangering others e.g. throwing chair;</li> <li>• Leaving School grounds without permission;</li> <li>• Breaching Health and Safety rules such as not following evacuation procedures, playing with fire extinguishers and setting off false alarms.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Conference or Parenting Conference;</li> <li>• Parent to come in immediately;</li> <li>• Parents to meet with Head of School and Principal;</li> <li>• Consider removing child from School premises;</li> <li>• Head of School and Principal to consider an after school detention;</li> <li>• Head of School to consider a Behaviour Plan;</li> <li>• Principal and Head of School to manage 'The 5 Step Procedure'.</li> </ul> <p>Note: A <u>letter</u> will be sent home when a detention is issued.</p>
<p><b>Principal Managed</b>          Infractions which hurt the health and safety of the child, have a legal bearing, impede success of the School and impact on School image.</p>		
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• As level 4 despite action taken;</li> <li>• Extreme violence towards others;</li> <li>• Drug related incident;</li> <li>• Serious vandalism,;</li> <li>• Consistent and absolute refusal to co-operate;</li> <li>• Persistent failure to change behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Conference or Parenting Conference;</li> <li>• Principal to manage 'The 5 Step Procedure'.</li> </ul>

**The 5 Step Procedure (Secondary)**

The Step Procedure is implemented as follows:

**STEP 1**

- A letter is sent to the parents (Generally the Head of School will also call the parents);
- An Interview regarding the incident is held with the Head of School the teacher concerned, and the student.

**STEP 2**

- A letter is sent to the parents;
- An Interview regarding the incident is held with the parents, Head of School, the teacher concerned and the student;
- Students are issued a **Behaviour Management Card** for 1 – 3 weeks. (See Appendix F);
- The Head of School and Principal will consider the appropriateness of an after school detention.

**STEP 3**

- A letter is sent to the parents;
- A further Interview regarding the incident is held with the Head of School, the Teacher concerned, the parents and the student;
- Students must sign a **Behaviour Management Contract** (See Appendix G).

**An Internal Suspension may be imposed at the discretion of the Principal.**

#### **STEP 4**

- The Principal formally becomes involved;
- A letter is sent to the parents;
- A further Interview regarding the incident is held with the Head of School, the teacher concerned, the parents and the student;
- A change to the student enrolment status will be considered; • Students may be asked to sign a **Provisional Enrolment Contract**;
- **An External Suspension may be imposed.**

#### **STEP 5 • The case is referred to the Principal;**

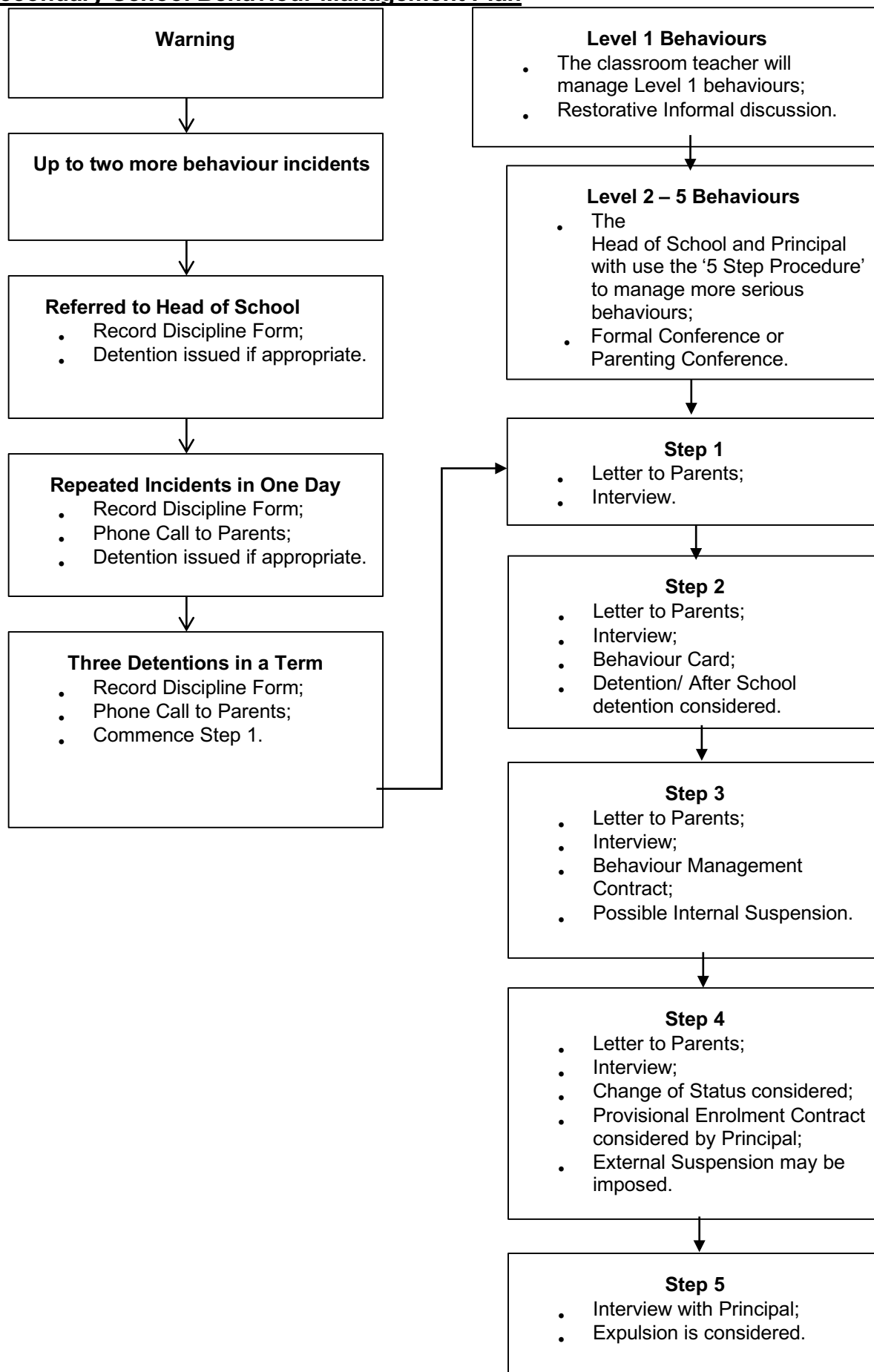
- **A final Interview is held with the Principal, where expulsion will be considered.**

**NOTE: All decisions relating to the Step System are subject to the Grievance Policy.**

#### **Step Back Procedure**

Students placed on a Step will have the opportunity to Step Back after a period of 5 weeks of receiving no detentions. The Step Back Programme is designed to encourage and support the student as their behaviour improves.

## Secondary School Behaviour Management Plan



**Communication**

These guidelines will be published in part or whole in the School handbooks and in the newsletter and will be reinforced by School staff on commencement of classes and as required.

**Responsibilities**

The Principal has overall responsibility for the implementation of this policy.

**Evaluation**

This policy will be reviewed as part of the School's three-year review cycle.

**Related Policies**

Grievance and Complaint Management Policy

Pastoral Care Policy

Supervision Policy

## **APPENDIX H: RESTORATIVE INFORMAL DISCUSSION**

The following can be discussed in a restorative information discussion:

- Tell me what happened.
- What were you thinking at the time?
- Who did this affect?
- What do you think about it now?
- What do you need to do about it?
- How can we make sure this doesn't happen again?
- Great, have a nice day!

The aim is to get the student to acknowledge wrong and to agree on a consequence. The consequence is likely to be:

- Apologise, commit and get on with it.
- Agree to some form of catch up.

If the student does not complete the agreement, refer to Head of School who will follow-up on the on catch up.

If the student does not engage in the informal discussion either:

- Accept back into class if the student can commit to co-operate and then refer to Head of School for follow-up.
- Document the incident if the student cannot agree to co-operate and further implement classroom behaviour management strategies.

Incidents should not immediately lead to an informal restorative discussion. Use relaxed and not so relaxed vigilance strategies.

An informal restorative discussion does not have to happen right there and then. The teacher may request for the student to remain behind for the discussion.

If the student does not complete your catch-up time OR continues to behave inappropriately after carrying out the agreed consequence, refer to the Head of School who will follow-up on the incident. You may, however, choose to follow the above process a few times as it may take several interventions to change some habits.