



*In partnership with parents Strathalbyn Christian College aims to make known the Lordship of Jesus Christ through excellence in education to equip students for works of service ~ College Mission Statement.*

## Rationale

The College Student Behaviour Management Policy is based on a biblical model of discipline. This policy has at its core an understanding that discipline is not focused on punishment but rather training. The emphasis is on future direction and is therefore designed to move students progressively towards **self-discipline** and **responsible behaviour**.

"I will instruct you and teach you in the way you should go, I will counsel you with my loving eye on you". Psalm 32:8.

## Scope

In partnership with parents we aim to provide a positive, safe learning environment for students of Strathalbyn Christian College. This policy provides discipline procedures to assist teachers with classroom management, and methods to encourage positive behaviour.

We believe that "all things are to be done to the glory of God, in accordance with His Word".

## Aims

- Clarity
- Enhancement
- Simplicity
- Create more Accountability
- Reinforcement of boundaries
- Love and grace built in
- Unity
- Encouragement
- Recognition
- Communication

## References

### Related Policy and Procedure

1. Bullying Policy
2. Staff Handbook
3. Family Handbook

This Policy was adopted in June 2013  
Updated October 2013, version 1.1 and May 2014, version 1.2.  
Next due for review, Term 2, 2016

## Policy

In acknowledgement that as students learn, responsibility for their behavior passes from adult intervention and consequences to student responsibility and consequences. At Strathalbyn Christian College our Student Behaviour Management Policy (change the titles to match functionality)

**From Years 3 to 12** this Policy has three aspects/components.

1. A Negative Behaviour Response Mechanism
2. A Data Gathering Mechanism for Intervention
3. Accolades to Highlight and Encourage Positive Behaviour

The Negative Behaviour response mechanism is in the form of 'send-outs', which underpins a teacher's classroom behaviour management strategies, which are implicitly taught, reinforced and clearly defined. The send-outs are consequential for Defiance/Disobedience and involve parent partnership as soon as possible.

The data gathering mechanism for intervention is in the form of infringements. This mechanism enables a coordinator to be notified, intervene and discern the behaviour as having a root other than defiance/disobedience and get parents involved.

Accolades are actively given and recorded to highlight and encourage positive behaviour within the College.

**In the Early Learning Years (Kindy to Year 2)** we endeavour to guide behaviour through a supportive model, which includes:

- praying with and for our children
- provision of godly role models
- efficient supervision of children
- directing/redirecting children to other activities
- working with the children to set and follow safety rules, including consequences for breaking those rules

## Procedure for Years 3-12

### SEND OUTS (Within the Classroom)

Any staff member who follows this procedure will be employing de-escalating classroom management techniques throughout the process to prevent a send out where possible.

#### 1. Name

##### 1.1 Name

Student's name is written on the top corner of the whiteboard for an indiscretion.

Examples include:

- Talking when someone else is talking
- Moving around in the class against the wishes of the teacher
- Not obeying instructions
- Other general behaviour issues

#### 2. Tick

##### 2.1 Tick

Student receives a tick next to their name for either a repeat offence or some other indiscretion within the classroom.

- At this point students must be clearly told they have received the tick against their name.

Staff may offer the student an alternative position in the class, isolated from the student or distraction.

The staff member may instruct the student to move.

#### 3. Sendout

##### 2.1 Sendout Procedure

- The student is removed from the classroom and sent immediately to Student Services without further incident.
- Student Services contacts appropriate Key Learning Area Coordinator (KLAC).
- KLAC meets with students at their next convenient time to explore root cause of issues with the student. If sendout is confirmed – steps below are followed.
- If the Teacher who gives the sendout is also the KLAC for that learning area, a KLAC from a different learning area will be asked to meet with the student.

##### 2.2 Sendout #1

- Student stays in office for remainder of the class he/she has been excluded from.
- KLAC counsels/warns/guides student.
- Student returns to next class.
- KLAC advises Teacher that sendout is confirmed.
- Teacher enters details of sendout on Sentral.
- KLAC advises DP's PA who emails parents to advise them student has received a sendout.

##### 2.3 Sendout #2

- Student stays in office for remainder of the class he/she has been excluded from.
- KLAC counsels/warns/guides student.
- Student returns to next class.
- KLAC advises Teacher that sendout is confirmed.
- Teacher enters details of sendout on Sentral.
- KLAC advises DP's PA who emails parents to advise them student has received a sendout.

**2.4 Sendout #3**

- Student stays in office for remainder of the class he/she has been excluded from.
- Deputy Principal (DP) is notified and counsels/warns/guides student.
- DP or DP's PA enters details of sendout on Sentral.
- Parental interview is required.
- Student undertakes 1 hour after-school detention in office under supervision of administration staff at next appropriate time or alternative consequence as arranged between DP and parents.

**2.5 Sendout #4**

- Student stays in office for remainder of the day.
- DP is notified and counsels/warns/guides student.
- DP or DP's PA enters details of sendout on Sentral.
- Parental interview is required.
- Student receives immediate 7 period in-school suspension under supervision of administration staff or alternative consequence as arranged between DP and parents.

**2.6 Sendout #5**

- Student stays in office for remainder of the day
- DP is notified and counsels/warns/guides student.
- Parental interview required and enrolment reassessed.
- DP or DP's PA enters details of sendout on Sentral.
- Student receives 3 day out-of-school suspension or alternative consequence as arranged between DP and parents.

**2.7 Sendout #6**

- Student stays in office for remainder of the day until parental pick up.
- Principal notified and Principal informs parents.
- Principal or Principal's PA enters details of sendout on Sentral.
- Possible permanent exclusion from the College.

**2.8 Immediate Sendouts**

- Immediate sendouts occur for major incidents such as fighting, swearing at another person, inappropriate computer use etc. that bypass the name, tick procedure.
- The DP is notified of immediate sendout and counsels/warns/guides student.
- DP or DP's PA enters details of sendout on Sentral.
- Parents notified and meetings arranged as required by DP.

## INFRINGEMENTS

Infringements are given to students for any of the following non-exhaustive list:

- Incorrect uniform
- Lateness
- Lack of equipment
- Chewing gum
- ICT expectations breach
- Diary not signed

Infringements are NOT given for misbehaviour.

Infringements are **verbally spoken** to the student and **recorded** as soon as possible by the staff member into Sentral (In the case of uniform infringements a red uniform infringement pass must be issued by the teacher to prevent further infringements being issued by other teachers for the same offence that day).

### 1. Organisation Infringement Milestone Sanctions

- 1.1 5 infringements** = Year Group Coordinator (YGC) is notified and counsels/warns/guides student either before school, recess, lunch or after school.
  - Explores root issues and informs parents.
  - Enter note on Sentral that parents have been contacted.
- 1.2 10 infringements** = YGC is notified and counsels/warns/guides student.
  - YGC notifies parents.
  - Puts appropriate plan in place and informs staff.
  - 10 Infringements in one term that indicates poor attitude, disobedience and/or disrespect will result in immediate consequences.
  - Enter note on Sentral that parents have been contacted.
- 1.3 15 infringements** = YGC is notified and counsels/warns/guides student.
  - Parental interview is requested.
  - In the event of an issue being identified as **non-disciplinary** in nature, the YGC will refer the student to Student Support (SS) who will implement strategies to address the identified pattern (behaviour modification plan).
  - If issues are **disciplinary** in nature, YGC will refer student to DP.
  - Student may be given 1 hour after school detention by DP, under supervision of administration staff.
- 1.4 20 infringements** = Student Support staff meet with student and action/review behaviour modification plan and notify DP.
  - SS staff contact parents.
  - DP may give student one day in school suspension.
- 1.5 25 infringements** = DP meets with Student Support staff to discuss case.
  - DP meets with student. Parents are required to attend interview. Issue appropriate consequences.
  - Student may receive 3 day out of school suspension.
- 1.6 30 infringements** = Principal is notified and discusses case with DP.
  - Parents are required to attend interview.
  - Student may face expulsion if it is clearly identified that the student is in rebellion against College expectations. Principal informs staff.

## 2. Homework Infringements

- 2.1 Homework infringements are given by the teacher. It is teacher and parent responsibility to ensure that homework is completed.
- 2.2 A homework infringement can only be issued when a teacher has contacted parents.

## 3. Homework Infringements Per Term

- 3.1 **5 Homework Infringements per term** = YGC contacts parents at 5 and organises an alternative homework catch up time.
- 3.2 **10 Homework Infringements per term** = YGC contacts parents and requests face-to-face meeting. YGC makes recommendation to DP for appropriate student consequences.

## ACCOLADES

A student will receive an accolade as a result of being recognised as excelling in one or more of the following areas at any given time:

- Behaviour
- Attitude
- Treatment of others
- Works of service
- Improved character
- Overcoming a problem
- Other (Non Academic)

### 1. Accolade Procedure

- 1.1 Staff will issue accolades in a similar way to infringements. The staff member will speak to the student/s and verbally recognise their efforts.
- 1.2 The staff member will then record the Accolade in Sentral.
- 1.3 Student Council also has the ability to award one Accolade per Student Councillor per week. This is done anonymously and communicated to leader of Student Council.

### 2. Accolade Milestones

- 1.1 **5 Accolades** = White award certificate and acknowledgement from YGC.
- 1.2 **10 Accolades** = Bronze award certificate and acknowledgement from YGC.
- 1.3 **15 Accolades** = Silver award certificate and acknowledgement from YGC (2014 only, normally DP).
- 1.4 **20 Accolades** = Gold award certificate and acknowledgement from Deputy Principal.
- 1.5 **25 Accolades** = Platinum award certificate and acknowledgement from Principal.
- 1.6 All milestones will also be recognised in 'The Link'.

## Procedure for Kindergarten to Year 2 (Early Childhood Education)

Young children are still developing an understanding of social skills necessary to function outside of the home, and we consider it a privilege to work in partnership towards building godly character in the children in our care.

We endeavour to guide behaviour through a supportive model, which includes:

- praying with and for our children
- provision of godly role models
- efficient supervision of children
- directing/redirecting children to other activities
- working with the children to set and follow safety rules, including consequences for breaking those rules

Encouragement and appreciation of appropriate behaviour forms the backbone of our behaviour management strategies.

Physical, verbal and emotional punishment is never acceptable and will not be permitted as a behaviour management technique. The ECE staff deliberately seek to recognise, acknowledge and praise positive behaviour demonstrated by the children, and to correct children so as to prevent misbehavior.

Frequent communication with parents/guardians is imperative, so that when a situation arises there will already be a relationship with the parent providing easier access to working in partnership to guide and correct a child's behaviour.

There is a difference between childish foolishness and outright disobedience/defiance to conform (which may cause harm to the child or another student). If a child begins to demonstrate a pattern of misbehavior, the child's teacher will discuss this with the parents so that, in partnership, the teacher and parents can agree on strategies to shape more positive behaviours. Any serious misbehavior issues will be reported to the Deputy Principal for further action.

### 1. Classroom Management

- 1.1 Teaching staff are to develop and provide a classroom behaviour management document to the Key Learning Area Coordinator (KLAC). This document needs to be a working tool, which will be honed according to the students in the class, and may vary from year to year.
- 1.2 Positive reinforcement will be held in high esteem and is the foundation for all classroom behaviour management. A simple handshake or positive comment about a student's excellent response is a great starting point. In *The Craft of Christian Teaching* John Van Dyk recommends we "approach the students with high expectations and trust, rather than always expecting them to be their worst".
- 1.3 The teacher-constructed classroom behaviour management document will include any Individual Education Plans (IEPs) for individual student behaviour as applicable. These IEPs need to be constructed with very specific goals. Specialist teachers need to be informed by the classroom teacher of any student who has a current IEP for behaviour in place.
- 1.4 Individual students may require specific reward encouragement. This is to be designed by the classroom teacher and implemented for specific situations and students. These need to have easily achievable goals to begin, which will be extended accordingly. This is not an IEP or Curriculum Adjustment Plan (CAP), rather an 'in-class' incentive plan devised by the teacher for the focus of a particular misbehaviour by a student.

- 1.5 Teachers are to develop a classroom space, which is the “time out” place – a chair or mat situated away from the general teaching area. This may involve using a timer to mark the allotted time (no more than ten minutes).
- 1.6 Follow the procedure in place to secure immediate assistance, in the situation that the student’s misbehavior fails to meet the agreed safety and/or social rules, as developed by the class teacher and the student group at the beginning of the school year. The agreed safety/social rules document may need revising during the year.

**2. Behaviour support and management is assisted by:**

- 2.1 Respecting all members (staff and children)
- 2.2 Providing guidance of what to do rather than what not to do
- 2.3 Quality programming which meets the needs of individual children and thereby minimises the potential for negative behaviour
- 2.4 Using consistency and compassion, grace and guidance
- 2.5 Having regard at all times to the respect and dignity and individual uniqueness of the child

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