



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
4. Enrolment Policy

This Policy was last updated in May 2020 (v1.9)

This Policy was adopted in June 2013 and updated May 2018 (v1.6), Sept 2018 (v 1.7), January 2019 (v1.8)

Next due for review, Term 1, 2021

Policy

Strathalbyn Christian College acknowledges that as students learn, responsibility for their behaviour passes from adult intervention and consequences to student responsibility and consequences.

The principles that underpin Behaviour Management at Strathalbyn Christian College are:

- Respecting all members of the College community;
- Providing guidance of what to do rather than what not to do;
- Quality programming which meets the needs of individual students and thereby minimises the potential for negative behavior;
- Using consistency and compassion, grace and guidance;
- Having regard at all times to the respect, dignity and individual uniqueness of the student.

The College does not use any form of child abuse, corporal punishment or degrading punishments.

Years 3 to 12

This Policy has three aspects/components:

1. The Negative Behaviour Response Mechanism

'Send-Outs' underpin a Teacher's classroom behaviour management strategy, which is implicitly taught, reinforced and clearly defined. Send-Outs are consequential for defiance, disobedience, or disrespect and involve parent partnership as soon as possible.

2. The Data Gathering Mechanism for Intervention

Infringements enable a co-ordinator to be notified, intervene and discern the behaviour as having a root other than defiance, disobedience, or disrespect and get parents involved.

3. Accolades to Highlight and Encourage Positive Behaviour

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

All staff members are expected to employ classroom management strategies which include low-key responses throughout the process with de-escalation techniques, such as:

- time outside the classroom;
- re-adjusting class seating plan;
- keeping students back at recess or lunch-time, etc.

Early Learning Years

The Early Learning Years are treated differently with behaviour management due to students' age, so the Policy is tailored specifically for Kindy to Year 2.

1. Procedure for Years 3-12

STUDENT MANAGEMENT – CLASSROOM DISCIPLINE

1. Classroom Management

- 1.1 Be clear of your expectations of student behaviour in your class;
- 1.2 Classroom management strategies should include “de-escalation” strategies such as moving students to a different seat/desk in the class, speaking to the student privately outside the classroom away from the peer group, etc;
- 1.3 Remind students of the Send-Out Procedure to demonstrate that you know the consequences for inappropriate behaviour;
- 1.4 If you need to send a student to the Office – please have another student from your class accompany them to Student Services. Also, send a note advising what has happened with the student in your class (and record details directly into Sentral). Without the necessary information Student Services cannot deal with the Send-Out, and the child will be sent back to class;
- 1.5 Teachers record Send-Outs in Sentral, under Wellbeing/ Send-Out.

2. Circuit Breaks

- 2.1 Circuit breakers are used to help change negative behaviour to positive, and allows class teachers and students to have a break from each other;
- 2.2 Teachers have permission to circuit-break students who need a reminder from the Deputy Principal Student Welfare (DPS) or Principal about expected class behaviour;
- 2.3 Teachers should send the student to Student Services with a note (and record details directly into Sentral), explaining the reason for the circuit-break. Without the necessary information Student Services cannot deal with the circuit break, and the child will be sent back to class;
- 2.4 Teachers record circuit breaks in Sentral, under Wellbeing/Secondary Behaviour Concern or Year 3-6 Behaviour Concern.

3. Behaviour Concerns & Contracts

- 3.1 Behaviour Contracts are used to reinforce positive behaviour in students;
- 3.2 The Deputy Principal Student Welfare (DPS) can set up a Behaviour Contract for a student which may take the form of daily behaviour goal setting or any other system deemed appropriate for the student;
- 3.3 The nature of the Contract will be communicated to the student’s teachers and flagged on Sentral;
- 3.4 Behaviour Contracts will have a start and end date;
- 3.5 Teachers are asked to rate the student’s behaviour in their using the Sentral/Wellbeing/Behaviour Contract Feedback Tab;
- 3.6 DPS Will review progress in achieving Behaviour Contract goals.

SEND-OUTS (Within the Classroom)

A Send-Out should only be issued after low key responses and in-class de-escalation procedures have proven to be insufficient.

1. Name**1.1 Name**

Student's name is written on the whiteboard for defiance, disrespect or disobedience. Examples include:

- Deliberately disobeying teacher instruction/s;
- Repetitive breaches of College Policy e.g. incorrect uniform (while incorrect uniform is normally an infringement, a persistent repetition of this breach would indicate a defiance of the College rules).

2. Tick**2.1 Tick**

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

- At this point the student must be clearly told they have received the tick against their name;
- Staff should 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. Send-Out**3.1 Send-Out Procedure**

The student may be sent out for either a repeat offence or other misbehaviour (such as refusing to move).

- The student is removed from the classroom and sent immediately to Student Services without further incident (another student should be sent to accompany the student to Student Services);
- The teacher must send a note with details about the Send-Out with the student and record the details of the incident in Sentral under Well Being/ Send-Out;
- Student Services contacts Primary Student Support (PSS) or DPS as appropriate;
- The PSS/DPS will meet with the student at the next convenient time to explore any root causes or issues. If the Send-Out is confirmed by the PSS/DP, the steps in 3.2 and 3.3 are followed.
- If the Send-Out is not confirmed, PSS/DPS is to record information under Wellbeing/Behaviour Concern (Primary or Secondary) – note that the Send-Out was not given with details of the incident. Once recorded as a Behaviour Concern, the Send-Out is to be deleted. The PSS/DPS must inform the teacher that the Send-Out has not been upheld and has been recorded as a Teacher Concern.

3.2 Send-Out #1

- The student stays in Student Services for the remainder of the class they have been excluded from and returns to class for the next period (unless the same teacher has that class);
- The DPS/PSS counsels/warns/guides the student when available to do so;
- DPS/PSS advises Teacher that Send-Out is confirmed;
- The DPS/PSS updates the Send-Out entry in Sentral;
- The Teacher telephones the student's parents to advise them that the student has received a Send-Out. Where the Send-Out is from a relief teacher, this is to be done by the DPS/PSS;
- The Teacher updates the Send-Out in Sentral to record parent contact and notifies DPS
- The DPS emails parents to advise them that the student has received a Send-Out.

3.3 Send-Out #2

- The student stays in Student Services for the remainder of the class they have been excluded from and returns to class for the next period (unless the same teacher has that class);
- The DPS/PSS counsels/warns/guides the student when available to do so;
- DPS/PSS advises Teacher that Send-Out is confirmed;
- The DPS/PSS updates the Send-Out entry in Sentral;
- The Teacher telephones the student's parents to advise them that the student has received a Send-Out. Where the Send-Out is from a relief teacher, this is to be done by the DPS/PSS;
- The Teacher updates the Send-Out in Sentral to record parent contact and notifies DPS
- The DPS emails parents to advise them that the student has received a Send-Out.

3.4 Send-Out #3

- Student stays in office for remainder of the class they have been excluded from;
- DPS is notified and counsels/warns/guides student;
- DPS completes the Send-Out entry in Sentral;
- DPS will contact parents to advise them the student has received a third Send-Out and a parental interview is required;
- Student will undertake a one-hour after-school detention in Student Services under supervision of administration staff at next appropriate time or alternative consequence as arranged between DPS and parents.

3.5 Send-Out #4

- Student stays in office for remainder of the day;
- DPS is notified and counsels/warns/guides student;
- DPS completes the Send-Out entry in Sentral;
- DPS will contact parents to advise them student has received a fourth Send-Out and a second parental interview is required;
- Student receives an immediate 6 period in-school suspension under supervision of administration staff or alternative consequence as arranged between DPS and parents.

3.6 Send-Out #5

- Student stays in office for remainder of the day;
- DPS is notified and counsels/warns/guides student;
- DPS completes the Send-Out entry in Sentral;
- DPS will contact parents to advise them student has received a fifth Send-Out and a parental interview is required in which the student's continued enrolment in the College will be assessed;
- Student receives 3 day out-of-school suspension or alternative consequence as arranged between DPS and parents.

3.7 Send-Out #6

- Student stays in office for remainder of the day until parental pick up;
- Principal notified and counsels/warns/guides student;
- Principal or Principal's ExA completes the Send-Out entry in Sentral;
- Principal or Principal's ExA will contact parents to advise them student has received a sixth Send-Out and an immediate parental interview is required with the Principal.
- Possible permanent exclusion from the College.

3.8 Immediate Send-Out

- Immediate Send-Outs occur for major incidents such as fighting, swearing at another person, inappropriate computer use etc., that bypass the name, tick procedure;
- The DPS is notified of an Immediate Send-Out and counsels/warns/guides student;
- The DPS completes the Send-Out entry in Sentral;
- DPS will contact parents to advise them student has received an Immediate Send-Out and a parental interview is required.

INFRINGEMENTS

There are three categories of Infringements: Negative, Homework and ICT.

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

- Incorrect uniform
- Lateness
- Lack of equipment
- Chewing gum

ICT Incidents are recorded for inappropriate use of a device or interference with another student's device.

Infringements are **NOT** given for misbehaviour.

Students must be told that they are receiving an infringement. The infringement must be **recorded** on Sentral by the staff member as soon as possible. In the case of uniform infringements, a red uniform infringement pass must be issued by the staff member to prevent further infringements being issued for the same offence that day.

INFRINGEMENTS – Years 3 to 6

It is the class teacher's responsibility to ensure that students are learning and following the school rules.

- Teachers will use Sentral to record Infringements as a means of tracking patterns of behaviour;
- Primary Student Support will contact parents when students reach 5, 10 and 15 Infringements and enter a note on Sentral that the parents have been contacted, under Wellbeing/ YGC Parent Contact;
- The DPS will contact parents when students reach 20+ Infringements.

INFRINGEMENTS – Years 7 to 12

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;
- Enters note on Sentral that parents have been contacted under Wellbeing/YGC Parent Contact.

1.2 **10 Infringements** = YGC/PSS is notified and counsels/warns/guides student.

- YGC/PSS 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 as determined by the YGC or PSS;
- Enter note on Sentral that parents have been contacted under Wellbeing/YGC Parent Contact.

1.3 **15 Infringements** = YGC/PSS 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/PSS will refer the student to Student Support who will implement strategies to address the identified pattern (behaviour modification plan);
- If issues are **disciplinary** in nature, YGC/PSS will refer student to DPS;
- Where the YGC/PSS is unsure which category the issue falls under, the matter will be referred to the DPS;
- Enter details on Sentral under Wellbeing/YGC Parent Contact for action/s taken;
- The Student may be given a one-hour after school detention by the DPS, under the supervision of administration staff.

- 1.4 **20 Infringements** = DPS meets with student and action/review behaviour modification plan - notify SS as required.
- DPS contacts parents;
 - DPS may give student a one-day in school suspension;
 - DPS informs staff.
- 1.5 **25 Infringements** = DPS meets with Student Support staff to discuss case.
- DPS meets with student. Parents are required to attend interview. Issue appropriate consequences;
 - Student may receive a 3-day out of school suspension;
 - DPS informs staff.
- 1.6 **30 Infringements** = Principal is notified and discusses case with DPS.
- Parents are required to attend interview;
 - Student may face permanent exclusion 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/PSS contacts parents at 5 and organises an alternative homework catch-up time.
- 3.2 **10 Homework Infringements per term** = YGC/PSS contacts parents and requests face-to-face meeting. YGC/PSS makes recommendation to DPS for appropriate student consequences.
- 3.3 **Over 10 Homework Infringements per term** = DPS contacts parents and requests parental interview.

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
- Biblical Life & Worldview Expression
- Out of School Hours Accolade
- Showing Leadership
- 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, ensuring that the type of Accolade detail is included;
- 1.3 Student Councillors also have the ability to award one Accolade per week. This is done anonymously and communicated to the staff coordinator of Student Council who will input details into Sentral.

2. Accolade Milestones

- 2.1 Accolade Milestones are recorded in Sentral Wellbeing/YGC Parent Contact. Parents should be notified that their child is receiving an award at least 1 week prior to an Assembly.
- 2.2 **5 Accolades** = White Award Certificate and acknowledgement from YGC/PSS.
10 Accolades = Bronze Award Certificate and acknowledgement from YGC/PSS.
15 Accolades = Silver Award Certificate and acknowledgement from YGC/PSS.
20 Accolades = Gold Award Certificate and acknowledgement from DPS.
25 Accolades = Platinum Award Certificate and acknowledgement from Principal.
- 2.3 Accolade milestones will be recognised in 'The Link'.

2. Procedure for Early Learning Years (Kindy to Year 2)

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.

Early Childhood Education (ECE) Staff endeavour to guide behaviour through a supportive model, which includes:

1. Praying with and for students;
2. Provision of Godly role models;
3. Efficient supervision of students;
4. Directing/redirecting students to activities;
5. Working with students 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 misbehaviour.

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 misbehaviour, 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 misbehaviour issues will be reported to the Deputy Principal Student Welfare for further action.

Please also refer to Appendix A – Early Childhood Behaviour Management Plan/Procedure.

APPENDIX A

Early Childhood Behaviour Management Plan - Procedure

Level	Behaviour	Action	Report
1	<ul style="list-style-type: none"> Behaviour that could hurt the child or another child, e.g. throwing objects, running inside. Disrupting the class environment by not following instructions or talking when the teacher is talking. Verbal insults towards other students, teasing, name calling or put downs. 	<p>CAUTION (verbal warning)</p> <ul style="list-style-type: none"> Directions are made in a clear way and consequences are explained. Where possible provide a choice e.g. <i>“If you throw a car, someone might be hurt or something will get broken. You can choose to move to a different station or play the right way with the car” or</i> Refer to the daily timetable e.g. <i>“When we have finished the book it will be time to play”.</i> Year 1 & 2: Give clear expectations and time that will be spent on an activity, no calling out, or disrupting class activities. First time obedience should be promoted. Always use positive reinforcement. 	Teacher's own records
2	<ul style="list-style-type: none"> If after warning, behaviour is continued. Refusal to follow educator's instructions. Physically hurting another child. 	<p>REFLECTION TIME ON THINKING MAT (5 minutes on thinking mat)</p> <ul style="list-style-type: none"> After reflection time, direct child to new activity or rejoin activity as appropriate. Look for and praise good behaviour. Students should not be asked to sit on the bench during class time. 	Teacher's own records
3	<ul style="list-style-type: none"> Repeating behaviour after reflection time. 	<ul style="list-style-type: none"> Teacher applies other consequences as appropriate. May include natural consequences of actions, thinking time in a buddy classroom, helping with chores in the classroom, sitting on bench for part of recess/lunch, picking up litter during recess or lunch, depending on the circumstance. Class Teacher informs child's parents. and arranges a meeting to discuss strategies to assist the student in making better choices. 	Record <i>Early Childhood Concern – Behaviour Concern</i> on Sentral
4	<ul style="list-style-type: none"> Continuation or escalation of behaviour Refusal of reflection time by child. 	<p>CLASS REMOVAL</p> <ul style="list-style-type: none"> If behaviour is continued or escalates, or child refuses reflection time, child is removed from class by Primary Student Support or Deputy Principal Student Welfare. Class Teacher informs child's parents. and arranges a meeting to discuss strategies to assist the student in making better choices. 	Record <i>Early Childhood Concern – Behaviour Concern</i> on Sentral
5	<ul style="list-style-type: none"> The physical aggression shown is severe, resulting in a class member's safety being at risk. The above behaviours are repeated when child returns to the classroom, resulting in the child's or a class member's safety being at risk. 	<p>REMOVE FROM SCHOOL (To protect other students or self)</p> <ul style="list-style-type: none"> Teacher contacts Front Office who inform the Primary Student Support or Deputy Principal Student Welfare. Parents will be contacted and the child removed from the school for the rest of the day. 	Record <i>Early Childhood Concern - Class Removal Required</i> on Sentral

NOTES:

- In the case of biting or head injuries, an Incident Report should be completed and parents will be informed.
- Incidents where medical treatment has occurred (scrapes needing a bandage or bumps needing an ice pack), inform the parents at the end of the day.
- Students who have a pattern of defiance and/or disobedience must be placed on an individual behaviour plan, in consultation with parents.

Document Control and Tracking Register								
Document writing/ amendment/ updating				Review		Issue/ distribute		
Vers.	Author	Date	Purpose	Final Approval	Date	Publisher	Location	Date
1.2	Hirschhausen,G	May 2014						
1.3	Davidson, F	22.07.2014	Update following FC changes					
1.4	Davidson, F	20.01.2016	Added Classroom Management Section	Senior Exec	21.01.2016	F Davidson	Sentral Documents/ Policies	21.01.2016
1.5	Fletcher, S	18.01.2018	Revised for DP changes, added instructions for Sentral and noted staff changes , added EC Behaviour Mgmt Plan	Principal	18.01.2018	F Davidson	Sentral Documents/ Policies	18.01.2018
1.6	Fletcher, S	02.05.2018	Amended Send-Out 3.2 & 3.3, teachers to telephone parents after Send-Out 1 & 2 and Infringements 1.1-1.3 re: notes in Sentral by YGCs.	Senior Exec	09.05.2018	F Davidson	Sentral Documents/ Policies	14.05.2018
1.7	Fletcher, S	19.09.2018	Addition on Page 2: The College does not use any form of child abuse, corporal punishment or degrading punishments.	Deputy Principal Student Welfare (DPS)	19.09.2018	F Davidson	Complispace	19.09.18
1.8	Fletcher, S	01.02.2019	Edits to remove KLAC role from Policy	DPS	07.02.2019	F Davidson	Sentral	07.02.19
1.8	Fletcher, S	21.05.2020	Remove DPSExA from Policy	DPS	21.05.2020	S Fletcher	Sharepoint Policy Centre	21.05.20

NOTE: This Policy is used as part of College Enrolment Package.
Please ensure Enrolments Officer is provided with the most recent version when the Policy is updated.