



## Safe and Supportive Environment

### v2.1 Behaviour Management Policy and Guidelines

Prepared by	Principal
Date Prepared	July 2023
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Monitored by	Principal
Review by	Principal
Date for review	2024 or as required
Policy Pertains to:	All staff

#### Version History

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## ► PREAMBLE

At Green Point Christian College, in light of God being our Almighty Creator and in response to all He has done for us, we as a school community desire to honour God in our daily lives and relationships. Therefore, we seek to love the Lord our God with all our heart, soul, and mind. We also seek to love our neighbour as ourselves (Matthew 22: 37-39).

The responsibilities and expectations of each individual within our community have been centred on the desire to have relationships that are pleasing and honouring to God. These responsibilities and expectations are Biblically based to ensure our school community operates so that all individuals grow in their relationships with God and others in a safe, uplifting environment.

Parents are an integral part of any discipline within the College because of their Biblical responsibility to raise their children and we seek to encourage their participation and support within this area. In addition, we seek to assist and support parents in the Godly development of their children.

Understanding that we all fail and fall short of God's expectations, the cornerstones of this Behaviour Management Policy will be Love, Grace, Mercy and Justice.

## ► TABLE OF RESPONSIBILITIES

<i>Responsibilities</i>	<i>Evidence of Compliance</i>
<b>Principal, Deputy Principal, Heads of School</b>	
Ensure the development of this policy within the College	
Ensure procedures are maintained that enable compliance with this policy	
Operate within his/her delegated authority	
<b>Heads of Department</b>	
Operate within his/her delegated authority	
<b>All staff</b>	
Operate within delegated authority	

## ► POLICY STATEMENT

At Green Point Christian College we are committed to a behaviour management approach that seeks to train up our students to be Godly in Character recognizing the fallenness of human nature and the need for discipline, support and their cooperation in this process.

**Disclaimer:** In both the Primary and Secondary School sections of the College, the following applies to all staff and volunteers: *At Green Point Christian College no form of corporal punishment is used and there are no exceptions to this rule.*

## **GUIDELINES – PRIMARY SCHOOL**

**Note:** These guidelines and the steps outlined below may be circumvented by a serious breach of school rules or where a student places others at significant risk or continues to engage in inappropriate behaviour in spite of steps being taken to correct it. The Principal may decide to take action such as suspension or expulsion if he/she believes the student's behaviour warrants it. The general process outlined here may at times need to be circumvented but procedural fairness will still apply to any action taken.

### **► AIM**

The key aim in Primary School is to assist the students in moving from imposed discipline to managing their own behaviour. Therefore, the structures in place to manage discipline are more than rules and punishments. Through guidance and modelling it is hoped that students are able to make wise choices about how they act, speak and interact with other.

In order to build a positive, respectful and honouring learning environment, staff members are asked to consider the following:

#### **Teaching and learning environments**

- Staff are encouraged and supported to consider how their own teaching style can build appropriate relationships with students.
- Staff members are encouraged to consider how their classrooms reflect an environment of effective learning, engagement and respect. This involves ensuring that student seating and grouping is intentional and meets the various adjustments needed in for their students.
- Staff members utilise quality teaching and learning practices and appropriate differentiation in order to promote student engagement in learning. This includes adjustments made for students with supplementary needs.

#### **Class rewards, expectations**

- Staff members introduce standards for their students in terms of behaviour. These are created in consultation with the students. They are integrated with the class reward system that focuses on effort, kindness, Fruits of the Spirit, and respect for others.

#### **Head of School Awards**

- These awards allow teachers to select students from within their class who have demonstrated excellence in an area of their learning or relationship with others. Students can be recognised for:
  - Upholding the College core values;
  - Demonstrating creative and critical thinking skills in their learning;
  - Examples of excellence in their behaviour and respect of others.

These students are recognised at our weekly Chapel Service and they are then invited to a morning tea with the Head of Primary.

**Reflection Time/ Detention**

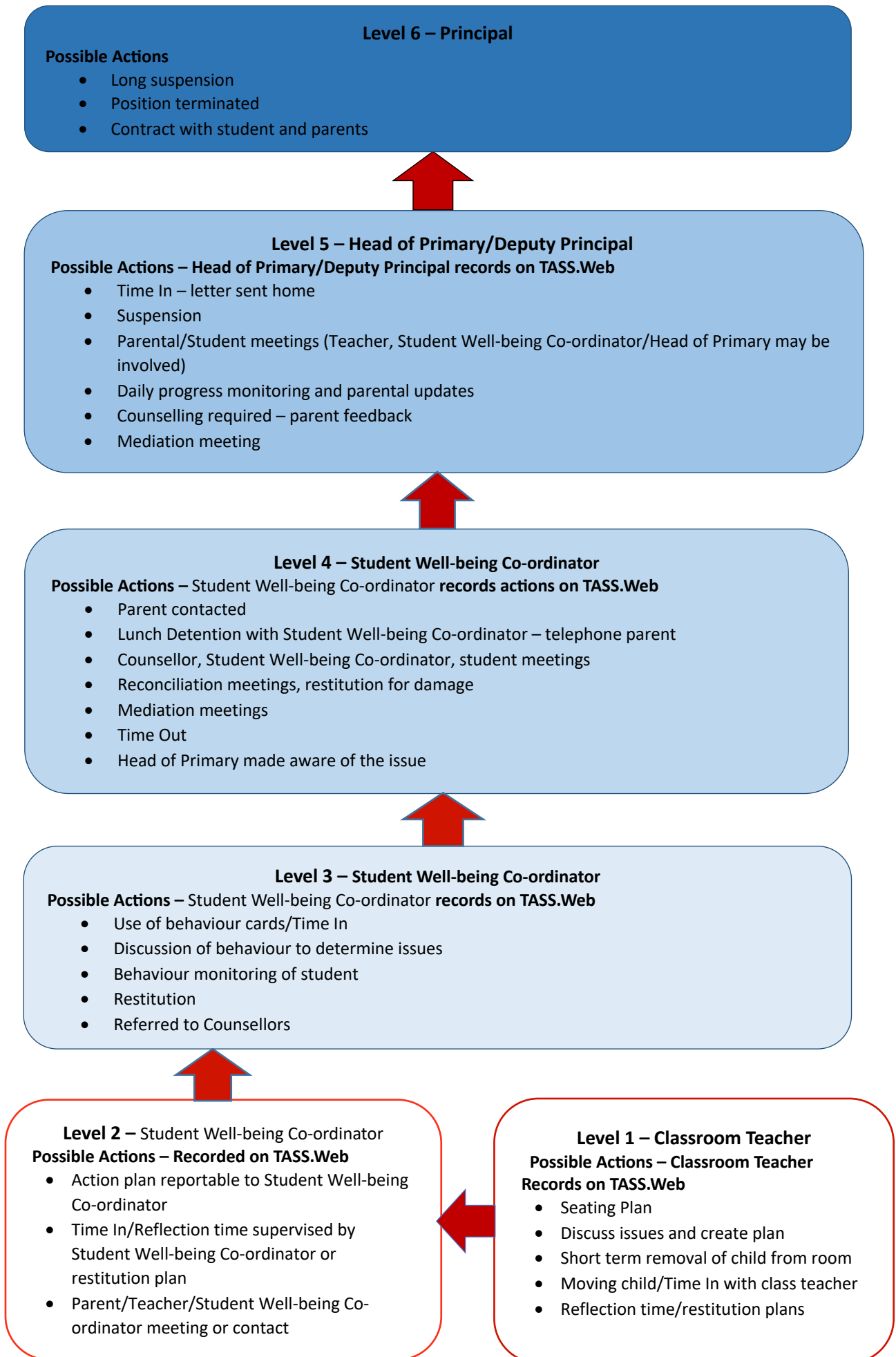
In the Primary School we have a multi-step approach to the correction of behaviour that is contra to our College core values. While teachers deal with minor indiscretions in their own appropriate ways, we have a standard procedure to deal with more significant or repetitive issues. Students who attend a reflection time or detention, have their details entered by their class teacher on TASS.Web and the child's parents are informed of the misdemeanour and their consequent reflection time/detention.

**► PRIMARY SCHOOL BEHAVIOUR MONITORING CARDS**

When students continue to make poor behaviour choices and are unable to manage negative behaviour, they will be placed on a Behaviour Monitoring Card. This will be done in consultation with the parents and students. Behaviour Monitoring Cards will contain specific goals for the student to achieve and will be monitored each session and break time by teachers. The behaviour cards will be sent home each night for parents to read and sign and presented each day to the Head of Primary. Behaviour Monitoring cards will be reviewed after two weeks.

If these behaviours continue, negatively impacting on the student and others, the student will be moved up the discipline levels. Students who are on Behaviour Monitoring Cards may not be permitted to attend excursions, camps or sporting activities within that term as this is an important Risk Management process for all students and staff.

## Management of Unacceptable Behaviour



STUDENT CLASSROOM/PLAYGROUND MANAGEMENT GUIDELINES (Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)			
LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT GUIDELINES
INDIVIDUAL INSTANCE OF INAPPROPRIATE BEHAVIOUR	<p>The following may be an isolated incident</p> <ul style="list-style-type: none"> <li>• Disruptive behaviour</li> <li>• Poor attitude</li> <li>• Not listening to instructions</li> <li>• Not bringing equipment to class</li> <li>• Inappropriate use of technology or equipment</li> </ul> <p>Not completing all work</p>	<ul style="list-style-type: none"> <li>• Report made in discipline system to parent</li> <li>• Any teacher initiated action appropriate to offence</li> <li>• Moved within classroom</li> <li>• Short time out/reflection sheet</li> <li>• Brought back at lunchtime to discuss behaviour/catch up work</li> </ul>	Dealt with by the classroom teacher
<b>LEVEL 1</b>  MILDLY UNACCEPTABLE BEHAVIOUR  CLASS TEACHER	<ul style="list-style-type: none"> <li>• Repeated disruptive classroom behaviour</li> <li>• Repeated lack of application/incomplete work/homework</li> <li>• Repeated poor attitude to work</li> <li>• Leaving room without permission</li> <li>• Refusal to follow the teacher's instructions</li> <li>• Repeatedly not bringing equipment</li> <li>• Inappropriate use of technology or equipment</li> <li>• Repeatedly not completing homework</li> <li>• Rudeness to peers/staff</li> </ul>	<ul style="list-style-type: none"> <li>• Any teacher initiated action appropriate to offence</li> <li>• Individual action plan for student in consultation with Student Well-being Co-ordinator</li> <li>• in class seating plan</li> <li>• Teacher based detention – lunchtime/Time In</li> </ul> <p>Time In with Student Well-being Co-ordinator</p> <ul style="list-style-type: none"> <li>• Daily monitoring</li> <li>• Short time out/reflection sheet</li> <li>• Personal restitution plan</li> <li>• Parent contact by classroom teacher</li> </ul>	Dealt with by the classroom teacher with Student Well-being Co-ordinator being informed, action recorded on TASS.Web

STUDENT CLASSROOM/PLAYGROUND MANAGEMENT GUIDELINES (Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)			
LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT GUIDELINES
	<ul style="list-style-type: none"> <li>• Inappropriate comments or actions to another in class</li> <li>• Repeated lateness to school or class without reason</li> <li>• Deliberate breaking of classroom rules</li> </ul>		
<b>Level 2</b>  MODERATELY UNACCEPTABLE BEHAVIOUR OR CONTINUED INAPPROPRIATE BEHAVIOUR  Student Well-being Co-ordinator	<ul style="list-style-type: none"> <li>• Student not responding to classroom controls – work /behaviour /attitude /guidelines / continued disobedience/ defiance</li> <li>• Bullying/harassment of any kind ie cyber, psychological, verbal, physical</li> <li>• Fractional truancy</li> <li>• Swearing between peers/aggressive behaviour</li> <li>• Student involved in moderately serious incident that breaks school rules</li> <li>• Refusing to follow teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime detention with Student Well-being Co-ordinator</li> <li>• Personal restitution plan</li> </ul> Inclusion in well-being focus groups Parents contacted or meeting Time In/Reflection times <ul style="list-style-type: none"> <li>• Confiscation of equipment</li> </ul>	Dealt with by Student Well-being Co-ordinator in consultation with the classroom teacher, action recorded on TASS.Web Head of Primary School informed

STUDENT CLASSROOM/PLAYGROUND MANAGEMENT GUIDELINES (Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)			
LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT GUIDELINES
<b>Level 3</b>  CONTINUED UNACCEPTABLE BEHAVIOUR WITH NO IMPROVEMENT  Student Well-being Co-ordinator	<ul style="list-style-type: none"> <li>• Student not responding to classroom controls – work/behaviour/ attitude/ guidelines/ continued disobedience/ defiance</li> <li>• Bullying/harassment of any kind ie cyber, psychological, verbal, physical</li> <li>• Fractional truancy</li> <li>• Swearing between peers/aggressive behaviour</li> <li>• Student involved in moderately serious incident that breaks school rules</li> <li>• Refusing to follow teacher's instructions</li> <li>• Continued repetition of the above behaviours or uniform issues</li> </ul>	<ul style="list-style-type: none"> <li>• Parents contacted and meeting or phone conversation to create plans for change</li> <li>• Behaviour monitoring cards</li> <li>• Student Well-being Co-ordinator detentions</li> <li>• Restitution meeting with affected staff</li> <li>• Meeting with Head of Primary/Counsellors</li> <li>• Confiscation of equipment</li> <li>• Time off playground or directed play locations</li> <li>• Student Well-being Co-ordinator to visit student(s) in class when appropriate</li> <li>• Possible in school suspension for part of day</li> </ul>	Dealt with by Student Well-being Co-ordinator in consultation with the classroom teacher, action recorded on TASS.Web



STUDENT CLASSROOM/PLAYGROUND MANAGEMENT GUIDELINES (Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)			
LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT GUIDELINES
<b>LEVELS 4 AND 5</b>  SERIOUS UNACCEPTABLE BEHAVIOUR OR CONTINUAL MISBEHAVIOUR  HEAD OF PRIMARY, DEPUTY PRINCIPAL / PRINCIPAL	<ul style="list-style-type: none"> <li>• Student not responding to Student Well-being Co-ordinator or Head of Primary/persistent disobedience or defiance</li> <li>• Teacher directed abuse/aggressiveness/ rudeness</li> <li>• Serious incidents of various natures</li> <li>• Destruction of property within school grounds</li> <li>• Jeopardising the safety of others</li> <li>• Physical assault eg hitting, kicking, pushing, shoving, punching (below shoulders)</li> <li>• Serious physical assault eg hitting, kicking, pushing, shoving, punching (above shoulders); serious misuse of technology</li> <li>• Swearing aggressively, directly at staff</li> <li>• Serious or ongoing bullying/harassment of any kind</li> <li>• Truancy in more than one subject</li> <li>• Vilification of students (Intentionally insulting a person's identity, beliefs and values, race, gender etc)</li> </ul>	In school suspension <ul style="list-style-type: none"> <li>• Out of school suspension (permission from Principal)</li> </ul> Withdrawal from playground, supervised play <ul style="list-style-type: none"> <li>• Withdrawal of privileges and exclusion from non- classroom activities including excursions, sports representation etc</li> <li>• Interview with parents</li> <li>• Consultation with Counsellor</li> <li>• Welfare focus meeting</li> <li>• Possible referral to outside agency support</li> </ul> Possible loss of privilege to represent school <ul style="list-style-type: none"> <li>• Head of Primary to monitor student progress using Behaviour Monitoring card</li> </ul>	Dealt with by Head of Primary and Deputy Principal / Principal in consultation with staff involved

STUDENT CLASSROOM/PLAYGROUND MANAGEMENT GUIDELINES (Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)			
LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT GUIDELINES
<b>LEVEL 6</b>  EXTREME UNACCEPTABLE BEHAVIOUR  HEAD OF PRIMARY, DEPUTY PRINCIPAL AND PRINCIPAL	<ul style="list-style-type: none"> <li>• Illegal actions ie drugs</li> <li>• Weapons/dangerous implements</li> <li>• Violent behaviour</li> <li>• Stealing</li> <li>• Serious offensive behaviour</li> <li>• Vilification of staff or students (Intentionally insulting a person's identity, beliefs and values, race, gender etc)</li> <li>• Serious physical assault</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation and interview with parents</li> <li>• Suspension</li> <li>• Inclusion in welfare focus</li> <li>• Referral to Counsellor</li> <li>• No inclusion in leadership roles</li> <li>• Termination of contract of enrolment</li> <li>• Possible referral to Police or other relevant agencies</li> </ul>	Dealt with by the Head of Primary, Deputy Principal and Principal

## GUIDELINES – SECONDARY SCHOOL

**Note:** These guidelines and the steps outlined below may be circumvented by a serious breach of school rules or where a student places others at significant risk or continues to engage in inappropriate behaviour in spite of steps being taken to correct it. The Principal may decide to take action such as suspension or expulsion if he/she believes the student's behaviour warrants it. The general process outlined here may at times need to be circumvented but procedural fairness will still apply to any action taken.

### ► ASPECTS OF OUR DISCIPLINE PROCESS

#### 1. Home-School Partnership

Partnership between home and school is vital, with open two-way communication between home and school being an important part of this.

Further, there is no substitute for consistently applied standards, with all adult members of the school community modelling correct attitudes and behaviour to students.

#### 2. Teaching

Students are taught what God requires of them and about school procedures and expectations.

#### 3. Planning and Organisation

Effective planning and efficient time management of student activities promotes good discipline. Lack of classroom organisation is a major catalyst for misbehaviour.

#### 4. Encouragement

Teachers should seek opportunities to encourage students in good behaviour.

At Green Point Christian College, the following methods for encouraging appropriate student behaviour will be employed:

##### **Informal**

- i. Non-verbal encouragement methods - eg teacher glance, smile, nod.
- ii. Verbal encouragement - eg a "Well done".
- iii. Granting of an in class privilege - eg Use of particular equipment; opportunity to do additional challenging work.

##### **Formal**

- iv. A system of compliments, merit certificates and assemblies recognise and encourage positive behaviour and character traits that we value in our school.

*(Please see Management of Positive behaviour)*

#### 5. Protection

An aspect to be considered at all times is the protection of students from the misbehaviour of others.

#### 6. Prayer

Staff are encouraged to pray for students in all stages of the discipline process.

## 7. Sanctions

Students must learn that actions have consequences. In order to allow students to connect behaviour with consequences, staff at Green Point Christian College will ensure that there are consequences which suit the offence.

Sanctioning actions are not just directed at the student concerned. The actions set a tone and a precedent for all students at the College. Students need to see that justice is carried out and that it is tempered by mercy. The Lord requires of us that we act justly and love mercy. The “Student Classroom Management Guidelines” document indicates the sanctions that staff at Green Point Christian College are encouraged to use.

### ► MANAGEMENT OF POSITIVE BEHAVIOUR

An important part of our Behaviour Management Policy is recognising, encouraging and rewarding positive behaviours. If Secondary School students are encouraged to display positive behaviours towards other students, staff, visitors to the College and the school environment, then they are more likely to adopt these behaviours rather than other less positive behaviours.

Our formal system for recognising positive behaviour inside and outside the classroom is designed so that all students have the opportunity to participate and be recognised. Staff are encouraged to utilise this system where possible in a fair and consistent manner.

### ► COMPLIMENTS

Compliments are issued to students for particular actions deserving of commendation. They recognise behaviour we want to encourage that go beyond satisfactory expected behaviour of the student.

Some examples may include demonstrating:

- Excellent assignment work;
- Consistently demonstrating a strong work ethic in class;
- Courtesy.

Compliments are entered into TASS.Web on the Pastoral Care module by the teacher. This generates a notification to the Parent Lounge and parents will see it when they log in to their account.

Compliments are then tallied and the following awards are given:

- |                |  |
|----------------|--|
| 3 Compliments  | • Merit Certificate  |
| 10 Compliments | • Head of School Award Certificate at either a Commendation Assembly or Year Meeting (\$5 canteen voucher) |

## ► COMMENDATION ASSEMBLY

Commendation Assemblies are held each term. Parents are invited to share the moment with their child and a light lunch is served by our Hospitality staff and students. The following awards are presented at these assemblies.

- a. High Distinction and Distinction awards for academic competitions;
- b. Staff nominated awards for leadership, faithful service, improvement, consistency;
- c. Head of Secondary School Awards (for acts of outstanding care of others or achievements within the College body);
- d. Sporting awards and achievements are recognised through a special Sports Awards Assembly.

## ► MANAGEMENT OF UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour leads to the breakdown of community and the elimination of effective positive relationships. The goals of the management of unacceptable behaviour is:

- a. The protection of a safe learning community for all members of the College;
- b. The restoration of effective positive relationships through owning behaviour, seeking forgiveness and accepting resulting consequences, which enables a positive cohesive learning environment to return through forgiveness for all members of the community;
- c. The learning and implementation of appropriate behavioural patterns that strengthen community within all contexts of the College community.

There is a high expectation of all members of the College Community to help and encourage one another to achieve their best in all aspects of College life, as this honours God through the attitude and effort given to the tasks we undertake. This requires that behaviour issues and relational conflict are dealt with in the framework of restoring a healthy respectful learning environment for all members of the College.

## ► STUDENT RESPONSIBILITIES

*Governing principle:* "Whatever you do, work at it with all your heart, as working for the Lord, not for men." (Colossians 3:23)

### **Students**

- "Set your minds on things above, not on earthly things" (Colossians 3:2); and "Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things." (Philippians 4:8)
- "As God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience." (Colossians 3:12)
- "If it is possible, as far as it depends on you, live at peace with everyone." (Romans 12:17)
- "Forgive as the Lord forgave you." (Colossians 3:13)

- “Do you not know that your body is a temple of the Holy Spirit, Who is in you, Whom you have received from God? You are not your own; you were bought at a price. Therefore, honour God with your body.” (1 Corinthians 6:19-20)
- “Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms.” (1 Peter 4:10)
- “I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.” Matthew 25:40)

### **Teachers**

- “Children, obey your parents in the Lord, for this is right.” (Ephesians 6:1)
- “He who heeds discipline shows the way to life, but whoever ignores correction leads others astray.” (Proverbs 10:17)
- “No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.” (Hebrews 12:11)
- “Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you.” (Hebrews 13:17)

### **Other students**

- “Brothers, do not slander one another. Anyone who speaks against his brother or judges him speaks against the law and judges it ... There is only one Lawgiver and Judge, the one who is able to save and destroy. But you – who are you to judge your neighbour?” (James 4:11-12)
- “Show proper respect to everyone: Love the brotherhood, fear God, honour the king.” (1 Peter 2:17)
- “But I tell you: Love your enemies and pray for those who persecute you, that you may be sons of your Father in heaven.” (Matthew 5:44)
- “So whether you eat or drink or whatever you do, do it all for the glory of God. Do not cause anyone to stumble, whether Jews, Greeks or the Church of God.” (1 Corinthians 10:31-32)
- “Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.” (Colossians 3:13)

### **Property**

- “The Lord God took the man and put him in the Garden of Eden to work it and take care of it.” (Genesis 2:15)
- “Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much. So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches? And if you have not been trustworthy with someone else’s property, who will give you property of your own?” (Luke 16:10-12)
- “You shall not steal ...You shall not set your desire on ... anything that belongs to your neighbour.” (Deuteronomy 5:19-21)

## **► PRACTICAL OUTWORKING OF CHRISTIAN BELIEFS**

*Our goal as a College is to be real in our outworking of our belief. We desire a place where Biblical principles are encouraged, developed and fostered to create a learning environment characterised by love, compassion, and justice. We aspire to develop within the students of the College the*

*yearning for the personal application of these principles. The following are a practical guide for students in our College:*

### **For Individual Students**

“Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.” (Philippians 4:8)

<b><i>Principle</i></b>	<b><i>Student Responsibilities</i></b>	<b><i>College Expectations</i></b>
The College’s goal is to nurture and educate you in an environment that reflects Jesus’ love, compassion and justice. We desire to guide you in the Godly qualities of love, compassion, kindness, humility, gentleness and patience in a College that is peaceful, safe and God honouring. We want you to be able to grow into the unique, special individual that God has created you to be for His praise.	<p>In our College students have responsibilities.</p> <p>Students must respect the Biblical beliefs and values that this College is based upon.</p> <p>Students need to treat other members of the College with respect, politeness, and patience even in stressful situations. Students should try to be positive to others in an attempt to build them up as individuals.</p> <p>Students must attempt to follow the school rules as they are the framework for a safe, exciting Godly College.</p> <p>Students need to be attentive to your learning and aim to achieve your very best in all areas of the school.</p>	<p>The beliefs and values of the College are to be respected both inside the classroom and around the school.</p> <p>All students are to attend devotions and assemblies. They must show respect to any speakers or presentation.</p> <p>As a member of the student body and to show respect to the College, full school uniform is to be worn.</p> <p>Threats, bullying, ganging up, fighting, violence, and foul language are not to occur.</p> <p>All members of the College community (staff, parents, students, visitors) are to be approached with courtesy and respect.</p> <p>Movement around the College is not to disrupt other classes or create an unsafe environment.</p> <p>Students will not bring to school cigarettes, matches, illegal drugs, alcohol, lighters, personal medication (other than Ventolin) or weapons of any sort.</p> <p>Students are to attend all compulsory school days unless hampered by illness.</p>

### **Relationship with Staff**

“Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you.” (Hebrews 13:17)

<b><i>Principle</i></b>	<b><i>Student Responsibilities</i></b>	<b><i>College Expectations</i></b>
<p>Within the College, the staff have been given the role to both guide and discipline children. The staff members of the College have a goal that each individual student is nurtured and guided in the way that God directs.</p> <p>The staff seek to respect, care and love each student as the unique individual God has created. The staff strive to have relationships with students that are based on trust, understanding and forgiveness.</p> <p>They seek to create an environment that is safe and dynamic which caters for all the educational needs of the student which include, spiritual, physical, emotional and social aspects of the individual within Biblical principles.</p>	<p>Students have the responsibility to respect and obey the authority of the College staff even in situations where you are stressed and agitated.</p> <p>If students are struggling in any area of their school life seeking help through the many avenues within the school is highly encouraged.</p> <p>The classroom is an area of learning and the teacher is in control of the learning process. Students must use this opportunity and do everything to encourage the learning for themselves and others.</p>	<p>Students will approach teachers and staff with courtesy and respect in all situations.</p> <p>Students will listen and obey teachers’ instructions in all situations unless they violate the principles of the school.</p> <p>Students are not to threaten teachers in any manner.</p>

### **Relationship with other Students**

“Show proper respect to everyone: Love the brotherhood, fear God, honour the king.” (1 Peter 2:17)

<b><i>Principle</i></b>	<b><i>Student Responsibilities</i></b>	<b><i>College Expectations</i></b>
<p>Our College’s goal is to build everyone up in Christian love.</p> <p>We desire our relationships to be positive and real so that all members of the community are affirmed in their uniqueness before God.</p>	<p>Relationship with fellow students is to be characterised by respect and building each other up.</p> <p>Conflict needs to be sorted out with care and forgiveness not sanction or exclusion.</p>	<p>Threats, bullying, ganging up, violence of any sort, and foul language are not to occur.</p> <p>Other students’ property is not to be touched without permission from its owner.</p> <p>Any conflict or problem between students must be dealt with in</p>



Success, effort and determination in all aspects of the school are encouraged and applauded by everyone in the College.	Goals include the betterment of fellow students in all aspects of their school life, full of encouragement for their achievements and efforts.	the procedures provided by the College.  Relationships between students must be appropriate and adhere to Biblical principles.
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### Relationship with Property

“Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much. So, if you have not been trustworthy in handling worldly wealth, who will trust you with true riches? And if you have not been trustworthy with someone else’s property, who will give you property of your own?” (Luke 16:10-12)

<b><i>Principle</i></b>	<b><i>Student Responsibilities</i></b>	<b><i>College Expectations</i></b>
The College aims to provide facilities and equipment that is modern and up to date. It aims to provide a modern, clean, dynamic learning environment.	<p>The College facilities and equipment are designed to be used by all students. Use them with care and respect in the manner in which they were designed to be used.</p> <p>Students must remember that all facilities and equipment are there for all members of the College.</p> <p>If damage is caused take ownership of that damage and seek help to return facilities and equipment to proper condition.</p>	<p>The College is to be kept clean and tidy.</p> <p>Rooms and equipment are to be kept clean, orderly and undamaged.</p> <p>Equipment is not to be used without permission.</p>

### ► NSW POLICE

The Police Local Area Command (LAC) appoints a Schools Liaison Officer to schools. The Liaison Officer can provide advice on a wide range of areas associated with bullying. These could include understanding the best ways to address instances of bullying from the perspective of legal or criminal processes or providing general advice on the burden of proof required for a bullying matter to be progressed through the legal system. Schools have a reciprocal obligation as responsible corporate citizens to provide the Police with any relevant information they have on community members engaged in matters of interest to the Police. Schools should keep in regular contact with their Schools Liaison Officer.

Senior Constable Rebecca Armitage / Senior Constable Peter Hughes – 0437 776 727.

## Management of Unacceptable Behaviour

### Level 6 – Principal

#### Possible Actions

- Long suspension
- Position terminated
- Contract with student and parents

### Level 5 – Head of Secondary/Deputy Principal

#### Possible Actions – Head of Secondary/Deputy Principal records discipline system

- Afternoon detention – letter sent home
- Suspension
- Parental/student meetings (Teacher, Year Advisor may be involved)
- Daily progress monitoring and parental updates
- Counselling required – weekly feedback
- Mediation meeting

### Level 4 – Head of Secondary

#### Possible Actions – Head of Secondary records actions on discipline system

- Parent contacted
- Friday afternoon detention – letter sent home
- Daily Discipline Behaviour Card designed to meet specific behavioural change
- Counsellor, Year Advisor, student meetings
- Reconciliation meetings, restitution for damage
- Mediation meetings
- In school suspension – letter sent home

### Level 3 – Year Advisor

#### Possible Actions – Year Advisor records actions on discipline system

- Letter automatically sent home
- Lunch Detention/use of behaviour cards
- Discussion of behaviour to determine issues
- Behaviour monitoring of student
- Restitution
- Referred to Counsellors

**NOTE:** If 5 x warnings across various faculties – Year Advisor to follow up student and call parent for a meeting

### Level 2 – Co-ordinator

Continual behavioural issues in class with a student where no change of behaviour occurs, teachers refer the student to their Co-ordinator for their help. This needs to be recorded on TASSWeb as to what actions are taken. This level needs to align to each Faculty's procedures. Also, homework completion needs to be handled at Faculty level. Completion of incomplete Assessment Tasks need to be undertaken at this level.

- Co-ordinator/Faculty Detention
- Provisional removal from class
- Contact Year Advisor
- Parent Meeting – ie. Parent, Student, Co-ordinator, Teacher, Year Advisor
- Restitution plan implemented

### Level 1 – Teacher

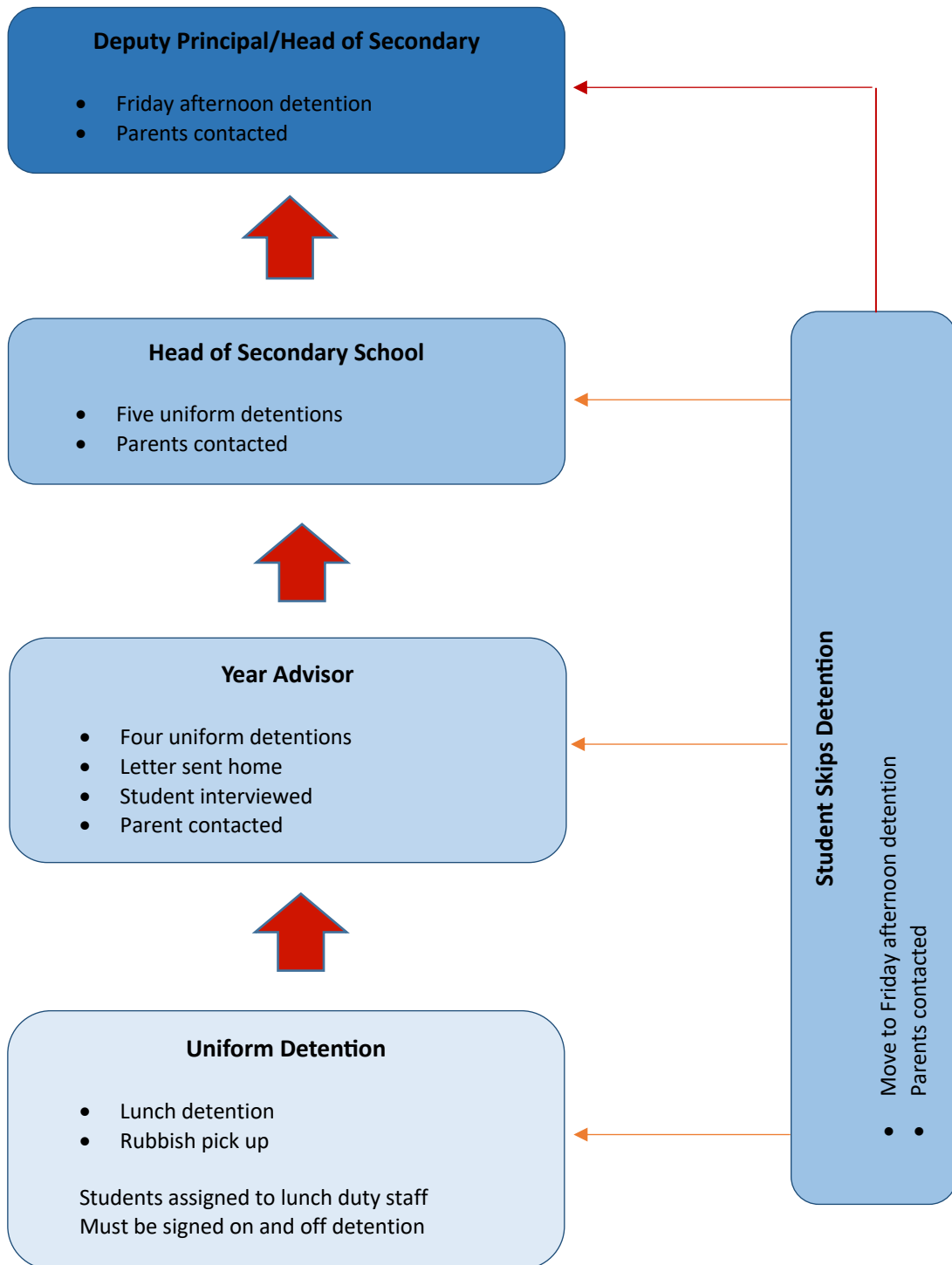
These must be recorded on TASSWeb and parents sent a copy. Contact parents if detention level is reached. Phone call is best.

**Teacher Detention:** 10–15 minutes teacher implemented detention

- 3 x warning incidents occur
- Significant poor behaviour
- **Warning**
- Student moved
- Computer or phone confiscated
- Repeated addressing talking
- Repeated addressing work ethic
- Separation of students
- Repeated addressing negative talk or relating

**Note:** Teacher detention must occur before progress to Level 2 is reached

► **UNIFORM**



STUDENT CLASSROOM/PLAYGROUND MANAGEMENT GUIDELINES (Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)			
LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT GUIDELINES
<b>LEVEL 1</b>  <b>TEACHER LEVEL</b> MILDLY UNACCEPTABLE BEHAVIOUR  WARNING Recorded on TASSWeb	The following may be an isolated incident <ul style="list-style-type: none"> <li>Disruptive behaviour</li> <li>Poor attitude</li> <li>Not listening to instructions</li> <li>Not bringing equipment to class</li> <li>Inappropriate use of technology or equipment</li> <li>Late to class on an occasion</li> <li>Not completing all work</li> <li>Inappropriate comments or actions to another in class</li> <li>Deliberate breaking of classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>Report made on discipline system/parent</li> <li>Any teacher initiated action appropriate to offence</li> <li>Moved within classroom</li> <li>Short time out/reflection sheet</li> <li>Any teacher initiated action appropriate to offence</li> <li>Individual action plan for student in consultation with Co-ordinator</li> <li>Seating plan/in class isolation</li> <li>Short time out/reflection sheet</li> <li>Personal restitution plan</li> <li>Parent contact</li> <li>Record as warning on TASSWeb</li> </ul>	Dealt with by the classroom teacher
<b>TEACHER DETENTION</b> Recorded on TASSWeb <b>(10-15 minutes must be given if 3 x warning accumulated)</b>	<ul style="list-style-type: none"> <li>Repeated disruptive classroom behaviour</li> <li>Repeated lack of application/incomplete work/homework</li> <li>Repeated poor attitude to work</li> <li>Leaving room without permission</li> <li>Refusal to follow the teacher's instructions</li> <li>Repeatedly not bringing equipment</li> </ul>	Brought back at lunchtime to discuss behaviour/catch up work <ul style="list-style-type: none"> <li>Teacher based detention – lunchtime/Time-out</li> <li>Daily monitoring (attendance or behaviour)</li> <li>Parent contact</li> <li>Record as Teacher Detention on TASSWeb</li> </ul>	

STUDENT CLASSROOM/PLAYGROUND MANAGEMENT GUIDELINES (Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)			
LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT GUIDELINES
	<ul style="list-style-type: none"> <li>Inappropriate use of technology or equipment</li> <li>Repeatedly not completing homework</li> <li>Rudeness to peers/staff – negative harmful comments</li> <li>Repeated lateness to class without reason</li> </ul>		
<b>Level 2</b>  MODERATELY UNACCEPTABLE BEHAVIOUR OR CONTINUED INAPPROPRIATE BEHAVIOUR  FACULTY CO-ORDINATOR LEVEL	<ul style="list-style-type: none"> <li>Student not responding to classroom controls – work /behaviour /attitude/ guidelines / continued disobedience/ defiance</li> <li>Bullying/harassment of any kind ie cyber, psychological, verbal, physical</li> <li>Repeated fractional truancy</li> <li>Swearing between peers/aggressive behaviour</li> <li>Student involved in moderately serious incident that breaks school rules</li> <li>Refusing to follow teacher's instructions or work with classroom teacher</li> <li>Repeated lack of self-discipline in class</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime detention with Faculty Co-ordinator</li> <li>Personal restitution plan</li> <li>Faculty based isolation</li> <li>Inclusion in welfare focus groups</li> <li>Behaviour contracts in conjunction with Head of Secondary and Year Advisor</li> <li>Parents contacted or meeting</li> <li>Temporary removal from class and supervised by Co-ordinator</li> <li>Faculty Detention/Time-out</li> <li>Confiscation of Equipment</li> <li>Parent meeting with teacher/ Year Advisor / Co-ordinator</li> </ul>	Dealt with by Faculty Co-ordinator in consultation with the Classroom Teacher, action recorded on TASSWeb.  Year Advisor/ Head of Secondary informed.

STUDENT CLASSROOM/PLAYGROUND MANAGEMENT GUIDELINES (Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)			
LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT GUIDELINES
	<ul style="list-style-type: none"> <li>Refusal to complete assigned tasks</li> <li>Incompletion of Assessment Tasks</li> <li>Repeated incompletion of homework</li> </ul>		
<b>Level 3</b>  CONTINUED UNACCEPTABLE BEHAVIOUR WITH NO IMPROVEMENT  YEAR ADVISOR/ HEAD OF SECONDARY LEVEL	<ul style="list-style-type: none"> <li>Student not responding to classroom controls – work/ behaviour/ attitude/ guidelines/ continued disobedience/ defiance</li> <li>Bullying/harassment of any kind ie cyber, psychological, verbal, physical</li> <li>Truancy or repeated fractional truancy</li> <li>Swearing between peers / aggressive behaviour</li> <li>Student involved in moderately serious incident that breaks school rules</li> </ul>	<ul style="list-style-type: none"> <li>Parents contacted and meeting or phone conversation to create plans for change</li> <li>Behaviour contracts or cards</li> <li>Year Advisor / Head of School detention</li> <li>Restitution Meeting with affected staff</li> <li>Meeting with Head of Secondary / Counsellors</li> <li>Confiscation of equipment</li> <li>Class movement after consequence</li> <li>Lunch Detention with Year Advisor</li> </ul>	Dealt with by Year Advisor / Head of Secondary in consultation with the classroom teacher; action recorded on TASSWeb

STUDENT CLASSROOM/PLAYGROUND MANAGEMENT GUIDELINES (Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)			
LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT GUIDELINES
	<ul style="list-style-type: none"> <li>Refusing to follow teacher's instructions</li> <li>Continued repetition of the above behaviours or uniform issues</li> </ul> <p>Lack of behavioural change at Level 1 or 2.</p>		
<b>LEVELS 4 AND 5</b>  SERIOUS UNACCEPTABLE BEHAVIOUR OR CONTINUAL MISBEHAVIOUR  HEAD OF SECONDARY/ DEPUTY PRINCIPAL LEVEL	<ul style="list-style-type: none"> <li>Student not responding to Co-ordinator or Head of School/persistent disobedience or defiance</li> <li>Teacher directed abuse/aggressiveness/ rudeness</li> <li>Serious incidents of various natures</li> <li>Destruction of property within school grounds</li> <li>Jeopardising the safety of others</li> <li>Physical assault eg hitting, kicking, pushing, shoving, punching (below shoulders)</li> <li>Serious physical assault eg hitting, kicking, pushing, shoving,</li> </ul>	<ul style="list-style-type: none"> <li>Friday afternoon detention (Secondary School)</li> <li>Partial attendance to classes</li> <li>In school suspension</li> <li>Out of school Suspension (Permission from Principal)</li> <li>Warning of suspension</li> <li>Isolation from playground</li> <li>Withdrawal of privileges and exclusion from non- classroom activities including excursions, sports representation etc</li> <li>Contact and possible interview with parents</li> <li>Consultation with counsellor</li> <li>Inclusion in welfare focus meeting</li> </ul>	Dealt with by Head of Secondary/ Deputy Principal/ Principal in consultation with staff involved

STUDENT CLASSROOM/PLAYGROUND MANAGEMENT GUIDELINES (Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)			
LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT GUIDELINES
	punching (above shoulders); serious misuse of technology • Swearing aggressively, directly at staff • Serious or ongoing bullying/harassment of any kind • Sexual harassment towards peers/staff • Smoking • Truancy in more than one subject • Vilification of students (intentionally insulting a person's identity, beliefs and values, race, gender etc)	• Referral to outside agency support • Head of School to visit student in class at random • Level 3 weekly detention / check in with Head of School • Exclusion from non-classroom activities • Loss of privilege to represent school • Head of Secondary to monitor student progress via the use of Red Behaviour Card	
<b>LEVEL 6</b>  EXTREME UNACCEPTABLE BEHAVIOUR  HEAD OF SECONDARY/ DEPUTY PRINCIPAL PRINCIPAL	• Illegal actions ie drugs • Weapons/dangerous implements • Violent behaviour • Stealing • Serious offensive behaviour • Vilification of staff (Intentionally insulting a person's identity, beliefs and values, race, gender etc) • Serious physical assault	• Student asked to leave the College • No inclusion in leadership roles • Possible referral to Police or other relevant agencies • Suspension • Inclusion in welfare focus • Referral to Counsellor	Dealt with by the Head of Secondary, Deputy Principal and Principal



## Behaviour Management – Procedural Fairness (Primary and Secondary)

The College will ensure that there are transparent, consistent, unbiased and fair guidelines in place for each instance of student behaviour that requires discipline according to the Behaviour Management Policy. This will include providing a fair “hearing” regarding an event, instance or allegation that is made against a student. It will also necessitate ensuring that there is an impartiality in an investigation and decision making and that there is an absence of bias by the decision maker.

The College will seek to use a range of disciplinary actions to help students change behaviour which is deemed unacceptable. In the case of a disciplinary action being taken by a Head of School, phone contact will be made with all parents concerned to discuss the action to be taken. A written caution will be given to the student and parent, and recorded on the student file and TASS.Web.

In instances of unacceptable behaviour that is of an extreme nature or in the case of repeated instances of unacceptable behaviour, the College may follow procedures that lead to suspension or expulsion.

### Definitions:

**Investigation** is a process that will involve the assessing of information regarding an allegation made against a student. It includes, but is not limited to, the questioning of witnesses, collection of data and interviewing of the student(s) involved.

**Decision Making** is the final process that will demand the Principal to assess the veracity of the findings in the investigation and making a final judgment regarding the outcome and consequences of the allegation made against a student.

**Suspension** is a temporary removal of a student from all of the classes that a student would normally attend at the College for a set period of time. Suspension may be held at the College or at home at the discretion of the Head of School and the Principal.

**Immediate Suspension** is a temporary removal of a student from all of the classes that a student would normally attend at the College effective immediately following a student’s behaviour at LEVEL 6 whilst an investigation is carried out.

**Expulsion** is the permanent removal of a student from the College.

### ► INVESTIGATION AND THE “HEARING” RULE

The investigation of allegations made against students will be conducted by the Head of School but may include input from the appropriate Year Advisor and Co-ordinators.

In the instance of long suspension (a maximum of 20 days) or expulsion being considered by the College, particular emphasis will be given to procedural fairness. This includes the offer of having a support person/observer to attend formal interviews.

In the instance of an allegation being made against a student at Level 5 or 6, then immediate suspension may be appropriate until a proper investigation can be carried out. In such an instance the well-being of all students at the College must be considered.

In the instance of an allegation being made against a student at Level 3 or above, an investigation will take place. The student along with their parent, carer or support person will be called to the Head of School's office as part of the investigation and the following will be explained to the student:

- The details of the allegation related to a specific matter or the allegations relating to continued unacceptable behaviour;
- The process that the College will follow in investigating the matter;
- Any other circumstances or information that may be taken into account in considering the matter:
  - Age of the student;
  - Specific needs or disabilities of the student;
  - Safety, care and welfare of other students at the school;
- The process that the College will follow in considering the matter.

At this point the Head of School will give an opportunity for the student to respond to the allegations.

The Head of School will ensure that the student and parent/carers has access to a letter that contains:

- A copy which details the nature of the allegation;
- The policies and procedures under which disciplinary action is taken;
- The process for seeking a review of the decision made in response to the allegations;
  - An approximate timeframe for decisions to be made.

Notes regarding the key points of discussion in a formal interview or meeting should be recorded in writing by the Head of School or their appointee, a copy of which should be kept on the student's record.

## ► **DECISION MAKING**

The final decision regarding suspension or expulsion will be made by the Principal.

The decision will be made after:

- assessing the veracity of the findings in the investigation;
- ensuring the process of investigation was fair and equitable;

- making a final judgment regarding the outcome and consequences required by the school policy regarding the behaviour of the student.

In the instance that expulsion is being considered the Principal will generally:

- obtain a report from the College Counsellor regarding the impact of the expulsion on the student;
- provide to the parents a copy of material pertinent to the decision;
- allow seven days for parents to respond to the material and allegations;
- discuss with parents the impact of expulsion on the student;
- Outline the process of appeal against the decision to expel.

The student may be placed on long suspension at this time.

Following the decision, the Principal or the Head of School will ensure that the student and parent or carer is made aware of the decision that has been made and the reasons for the decision. A letter outlining the decision will be sent to parents and kept on the student's record.

## ► **SUSPENSION RESOLUTION**

Before returning to school following a period of suspension, the student will meet with the Head of School in order to design and implement a plan for the successful reintegration into the College community. A formal contract or plan may be agreed upon by each of the parties involved before the student resumes classes.

## ► **APPEALS AND REVIEW**

Reviews of decisions and procedural fairness will be undertaken by the Principal in conjunction with the Deputy Principal.