



BEHAVIOUR MANAGEMENT POLICY PRIMARY SCHOOL

Policy

The school environment should be largely positive. Strategies to encourage appropriate behaviour should include individual, group, class and school incentives. Incidents or patterns of inappropriate behaviour should be responded to promptly in a sequenced manner that follows a fair and reasonable pattern. Students should be able to learn, and teachers able to teach. Godly underpinnings to our responses and dealings with children are expected.

Aim

To enable students to develop good behavioural patterns and responses based upon the belief that everyone has the capacity to do right and wrong. As a Christian school we encourage a positive learning environment, free from bullying and disrespectful practices. We see behaviour as part of the whole person, and as such we teach and declare that a life in Christ is a full life. Therefore, we see God's glory as those who are alive in Christ.

Rationale

1. The behaviour management policy of the school is based upon principles evident and taught in Scripture.
 - 1.1 The Christian message (in relation to behaviour) is that, every individual chooses to do right or wrong (Romans 6:1-22).
 - 1.2 Every individual can change with God's help (2Corinthians 5:17).
 - 1.3 Inappropriate behaviour is called sin in the Bible and should be avoided (1Timothy:5:22).
 - 1.4 God forgives sin and wants restored relationships (1Peter 3:18/Ephesians 1:7).
 - 1.5 God is perfectly holy (Exodus 15:11) and, through the Holy Spirit, we can practise holiness (1Peter 1:16).
 - 1.6 HillSide practises successful and well-reasoned behavioural management strategies to improve student engagement.
2. HillSide Christian College is an extension of the Christian home, and our behaviour policy provides a mutual support practice. While we recognise that all students come from different backgrounds, cultures and religions, as a Christian school our belief and practice will always reflect our Christ-centred approach in all situations. A Christ-centred model is always sensitive, Godly, fair and inclusive.
3. Our behaviour model is based on RESPECT, and the development of a Godly character.
 - 3.1 Include everyone and encourage others – we are all equal in God's eyes.
 - 3.2 No swearing, put downs or offensive speech – our tongue has the ability to cause life or death.
 - 3.3 No talking while others are talking – we are to be patient and respect everyone's right to hold a viewpoint.



3.4 All of us should arrive on time and have the right equipment – we come with an attitude of learning.
3.5 All of us should be dressed in correct uniform and without extras such as electronic devices or mobile phones - we show pride in ourselves by the way we dress.

4. We seek to develop growth of character and spirituality. We, therefore, encourage self-discipline. Students should be challenged to take responsibility, be positively reinforced for doing the right thing, and be sensitively, yet firmly guided when they fall short of school and moral rules.

5. Our school policy is based upon a positive school environment where students are encouraged to practise good behaviour. Should a child need correction or discipline, the Christian principle of restoration is paramount. At all times we seek forgiveness, reconciliation and communication. The process we use, therefore, will be fair, incremental and clear. More serious consequences occur only when necessary, but nevertheless will be applied as needed.

Behaviours considered unacceptable

- Answering back
- Calling out
- Swearing and inappropriate language or statements
- Bullying behaviours
- Racism
- Touching other students inappropriately
- Talking under breath
- Hitting another person
- Moving around or carrying on with own activity while teacher is trying to address the class or individuals
- Disrupting others and preventing them from learning
- Throwing objects with the intent to hurt or disrupt
- Disrespecting school property
- Not wearing complete uniform or non-compliance with policy

This list is not exhaustive, it is only a guide to general behavioural practices. Should a child contravene school ethos or Scriptural teachings, then they can expect to be disciplined.

Unacceptable Disciplinary Practices

The use of corporal and other degrading punishments in schools is banned by the Minister of Education in the *Registration Standards*.

Degrading punishment means any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.



Behaviour Management Process

Line of responsibility - Discipline

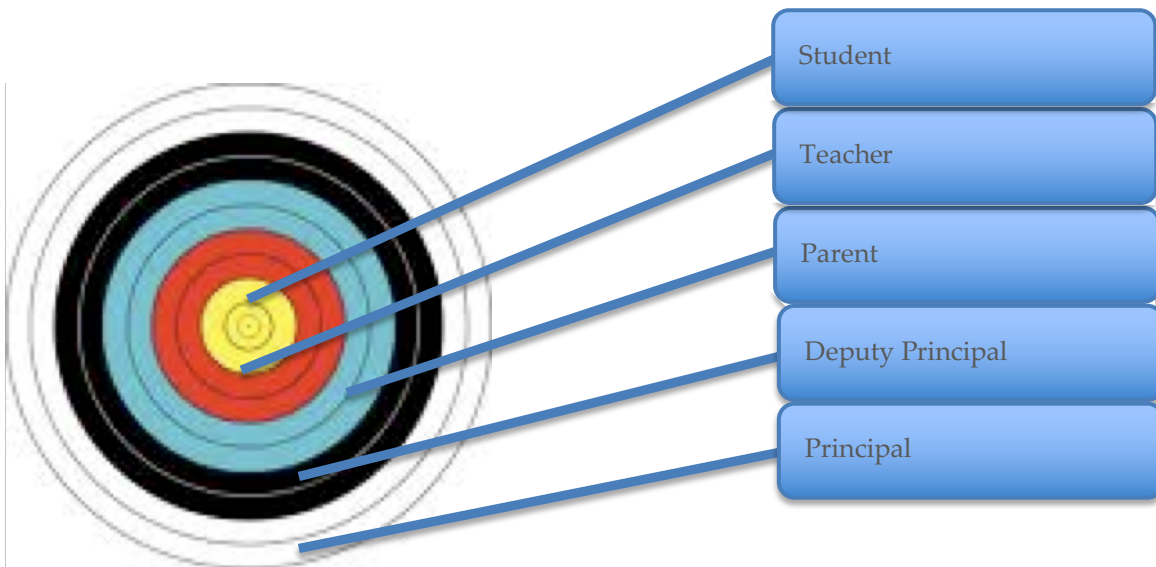
STAGE 1: Parent - Student -Teacher (buddy class: Green Form)

STAGE 2: Parent – Student - Teacher level (buddy class: Orange Form)

STAGE 3: Parent - Student - Teacher - Deputy Principal (in-school suspension: Red Form)

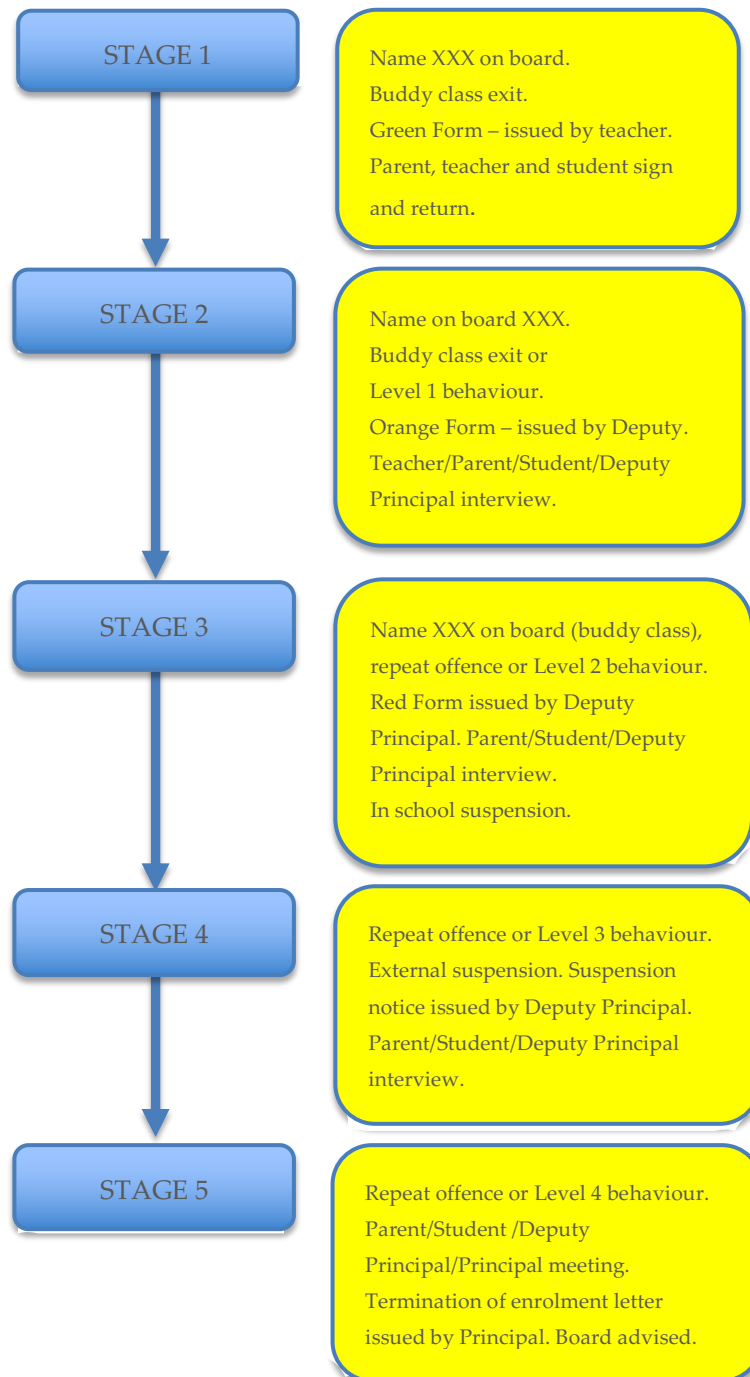
STAGE 4: Parent - Student - Deputy Principal (suspension level: Suspension letter)

STAGE 5: Parent - Student - Deputy Principal - Principal (exclusion level: Exclusion letter)





GENERAL BEHAVIOUR FLOW CHART - DISCIPLINE





Uniform Notice 1

Primary School

Friendly Reminder – PINK FORM 1

This form needs to be signed by the parent and returned to school.

This form is a communication item between school and home. A student receiving this form should have it filled out by the parent and returned to the form teacher. It outlines the uniform items that need to be changed in order to meet the school policy.

STUDENT NAME _____

DATE _____

YEAR _____

DETAILS OF UNIFORM ISSUE

STUDENT SIGNATURE _____

TEACHER SIGNATURE _____

PARENT SIGNATURE _____



Please return this slip to be retained by the form teacher

STUDENT NAME _____

DATE _____

YEAR GROUP _____

Teacher Issuing _____



Uniform Notice 2

Primary School

Formal Notification – PINK FORM 2

This form needs to be signed by the parent and returned to school.

This form is a communication item between school and home. A student receiving this form should have it filled out by the parent and returned to the form teacher. It outlines the uniform items that need to be changed in order to meet the school policy. Next stage is a Deputy Principal interview.

STUDENT NAME _____

DATE _____ **YEAR** _____

DETAILS OF UNIFORM ISSUE

STUDENT SIGNATURE _____

TEACHER SIGNATURE _____

PARENT SIGNATURE _____

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Please return this slip to be retained by the form teacher

STUDENT NAME _____

DATE _____ **YEAR GROUP** _____

DETAILS OF UNIFORM ISSUE

Teacher Issuing _____



Record of Inappropriate Behaviour (Green Form - Primary School)

This form needs to be signed by the parent and returned to school.

This form is a communication between school and home. A student receiving this form will have a copy sent to the office. Parents please speak to your child regarding the behaviour, and assist the teacher by providing a consequence at home. Please contact the staff member issuing the Green Form should you have any queries.

STUDENT NAME _____

DATE _____ **YEAR** _____

DETAILS OF BEHAVIOUR

STUDENT SIGNATURE _____

TEACHER SIGNATURE _____

PARENT SIGNATURE _____

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Please return this form to the Deputy Principal.

STUDENT NAME _____

DATE _____ **YEAR GROUP** _____

DETAILS OF BEHAVIOUR

Teacher Issuing _____



Record of Inappropriate Behaviour (Orange Form - Primary School)

This form needs to be signed by the parent and returned to school.

This form is a communication between school and home. A student receiving this form will have a copy sent to the office. Parents please speak to your child regarding the behaviour, and assist the teacher by providing a consequence at home. Please contact the staff member issuing the Orange Form should you have any queries.

STUDENT NAME _____

DATE _____ **YEAR** _____

DETAILS OF BEHAVIOUR

STUDENT SIGNATURE _____

TEACHER SIGNATURE _____

PARENT SIGNATURE _____

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Please return this form to the Deputy Principal.

STUDENT NAME _____

DATE _____ **YEAR GROUP** _____

DETAILS OF BEHAVIOUR

Teacher Issuing _____



In-School Suspension (Red Form – Primary School)

This form needs to be signed by the parent and returned to school.

Your child has not complied with school rules. The consequence is an in-school suspension. Severe incidents are also punishable with an in-school suspension. An interview needs to take place with the Deputy Principal before your child can resume normal classes.

STUDENT NAME _____

DATE _____

YEAR _____

DETAILS OF BEHAVIOUR

STUDENT SIGNATURE _____

PARENT SIGNATURE _____

DEPUTY PRINCIPAL SIGNATURE _____

RETAIN COPY AND ISSUE TO PARENT

Medium-Severe Behaviours Chart

	CORRESPONDING STAGE	EXAMPLE BEHAVIOURS	CONSEQUENCES (Possible)	RESPONSIBILITY
LEVEL I	STAGE 2	Swearing at another person Teasing another student Disrespect toward a staff member Minor deliberate damage to property Insolence Out of boundary offence Minor harassment Repeated inactivity Actions that potentially cause danger Minor physical altercation. Refusing a direct instruction from teacher.	Detention Notice (Diary) Teacher/Deputy to contact parent verbally (if necessary) Time Out – Break times Isolation (1-3 hours)	Teacher/Deputy Principal
LEVEL II	STAGE 3	Smoking Physical assault (minor) H.O.S Referrals – repeated Level I offences Abuse of teacher Continuing or severe teasing Theft Refusing a direct instruction from H.O.S. (non-compliant)	Red Form In-school suspension BMP Student contract Parent/H.O.S/Deputy interview After school/Saturday detention	Deputy Principal to issue Red Form
LEVEL III	STAGE 4	Minor Drug offence Theft (major/repeated) Physical assault (major) Damage to property (major) Public swearing at staff/students (serious) Repeated Level II offences Refusing a direct instruction from administration member (non-compliant)	External Suspension Letter to parent Parent/Deputy Principal/Principal interview BMP	Principal to issue Suspension Notice
LEVEL IV	STAGE 5	Drug offence (major) Repeated Level II and III offences Student unable to be managed by staff Severe abuse of others	Exclusion Termination letter to parent Exit interview Parent/Principal/Stud	Principal/Board

The chart above is used in the class and playground where a student bypasses the normal classroom discipline process. These behaviours are for incidental or repeated behaviours. This chart matches the GENERAL BEHAVIOUR FLOW CHART.



NOTE: outrageous behaviours that cause fear, damage or undermine the school integrity may lead to STAGE 5 being implemented immediately.

System to promote positive behaviours

To promote appropriate behaviours in the classroom, HillSide uses the following system:

The behaviours we recognise and encourage are:

- Respectful behaviour towards peers and teachers;
- Practise being Godly (prayer, love, mercy, holiness);
- Demonstrating a friendly, positive attitude;
- Appropriate effective communication;
- Respect school property and others' possessions;
- Show concern and assistance for the welfare of others;
- Tell the truth and be honest in all our dealings;
- Avoid gossip and meddling in affairs of others;
- Be punctual and organised in order to perform well;

Be ready on time with everything you need for the day/session/class.

- Greet teachers and supervisors appropriately when they address you.
- Follow all instructions given by the teacher/supervisor.
- Speak and listen respectfully to everyone.
- Work productively on all tasks.
- Appearance of student and their possessions

Positive Behaviours – students may earn some of the following awards/prizes either incidentally or over a consistent period.

1. Individual rewards and recognition. These may include:
 - Free-time
 - Certificates
 - Verbal and written praise
 - Special privileges (e.g. computer usage, working conditions)
2. Class rewards and recognition. These may include:
 - Free-time
 - Games
 - Movies
 - Excursions
 - Extra sporting activities
 - End of term activities
3. School/House rewards and recognition. These may include:



- Excursions
- Free-time
- Computer time
- Fun games

Discipline Stages

Warnings only (teacher – student) – Managed by the classroom teacher incidentally and informally.

Classroom teacher deals with general class behaviour using a variety of management strategies. Teacher issues low level consequences and controls. The teacher has discretion to apply consequences as they deem appropriate, particularly in the junior primary area. Examples of unacceptable behaviour.

- Disruptive behaviour in class
- Unsafe behaviour (low risk)
- Littering
- Swearing (low level)

Consequences (Possible)

- Teacher – student discussion
- Detention (15-30minutes) at the next available break
- Time-out

Stage 1 (Teacher) – repeated or disruptive low level

Examples of unacceptable behaviour (see Behaviour Chart).

- Frequent disruptive behaviour in class . Name XXX on board
- Frequent teasing (low level)
- Disrespect or insolence
- Inappropriate use of equipment or possessions
- Out of boundary (minor)
- Frequent uniform issues

Consequences

- **GREEN FORM**
- Teacher – parent interview (if necessary)
- Buddy class

Stage 2 (Deputy Principal) – Medium level

Examples of unacceptable behaviour (see Behaviour Chart).

- Property abuse (medium)
- Out of bounds (medium)
- Not attending a class / truanting
- Teasing (repeated)



- Repeated behaviour (Green Form issued prior)

Consequences

- **ORANGE FORM**
- Student/Parent/Teacher/Deputy Principal interview
- Buddy class
- Playtime detentions

Stage 3 (Deputy Principal) - Repeated Medium Level

- Offensive behaviour or language
- Physical bullying (medium)
- Unsafe behaviour (moderate to high risk)
- Leaving the school grounds
- Bullying / Harassment
- Repeated Offensive language or Behaviour
- Smoking
- Theft (medium)
- Severe teasing
- Refusing a direct instruction from Deputy Principal
- Repeated in-class recalcitrance/poor behaviour (Orange Form issued prior)

Consequences

- **RED FORM**
- Student - Parent - Teacher – Deputy Principal interview
- Behaviour Plan
- Detention (all breaks – 2 days)
- Work in office for period determined by Deputy Principal in consultation with Principal.

Stage 4 (Deputy Principal) – High level – Formal suspension letter to parent.

Examples of unacceptable behaviour:

- Personal drug use (drugs legal – minor)
- Persistent harassment
- Refusal to follow College rules/policies/requirements
- Physical assault (serious)
- Public swearing at students or staff
- Refusing a direct instruction from administration member
- Repeat offence from Stage 3

Consequences (Deputy Principal)

- Student – Parent - Deputy Principal interview
- Behaviour Plan
- External suspension issued



- Detention (all breaks – 2 days)
- Work in office for period determined by Deputy Principal in consultation with Principal.

Stage 5 – (Principal/Board) Severe level

Examples of unacceptable behaviour

- Drug use or distribution (drugs illegal)
- Persistent harassment
- Repeated Level II and III offences
- Student unable to be managed by staff
- Severe abuse of others
- Refusal to comply with legal instruction from Deputy Principal or Principal
- Bringing the College into disrepute

Consequence

- Termination of enrolment from College

General In-Class Discipline Process

Based on Canter style, this process is incremental and process driven. It is clear and systematic.

1. Verbal warning
2. Name on board or tracking sheet
3. X 10 minutes detention
4. XX 20 minutes detention
5. XXX Detention (max 30 minutes)

Inappropriate Methods of Correction

- Extra school work (unless related to an academic problem)
- Any form of corporal punishment
- Sarcasm, ridicule or abuse
- Group correction for individual misbehaviour
- Sending a student from the classroom to an unsupervised area. Students sent from the room must be sent out for no more than 5 minutes, and must be visible to the teacher from the front of the classroom.
- Referral of a student to Deputy Principal/Principal for minor infractions (unless repeated offences). If a student is sent to the Deputy a note should be provided with brief details of the incident.

Serious Stage 5 Behaviour (Outrageous Behaviours' Clause)

This Behaviour Management Policy is usually incremental and process driven. It must be noted, however, that a student who performs, or engages in any behaviour listed in Stage 5 (Level IV on the MEDIUM - SEVERE BEHAVIOURS FLOW CHART), or in any behaviour deemed by the Principal to be outrageous according to College standards may have their enrolment terminated.

Enrolment Pledge

The College values the relationship between school and home. Students' behaviour is best managed and improved when parents, teachers and the school community co-operate in partnership. Part of the enrolment pledge signed at enrolment time, articulates this willingness by parents to support the teachers'



disciplinary approach. It is, therefore, important that teachers are supported at all levels in their behaviour management practices by parents. Likewise, staff should communicate regularly with parents to build awareness and co-operation.

Conclusion

The cornerstone to implementing this policy is the use of commonsense and circumspect wisdom so that personal emotion does not compromise an objective process.

References

HillSide Christian College – Uniform Policy
HillSide Christian College – Enrolment Policy

Legislative Links

School Education Act 1999
School Education Regulations 2000
Department of Education Services – Registration Standards