

Behaviour Management

Policy Scope

This policy is for the management of Australian Christian College Darling Downs Ltd (ACCDD).

Policy

The purpose of this policy is to clearly define the behaviour expectations for students and the procedures for resolving behavioural issues with procedural fairness. The school refers to this process as care management.

It is the aim of ACCDD that all students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers. Schools are a place of learning. We have the privilege of helping every child develop academically, physically, spiritually, socially and emotionally. Children will occasionally 'miss the mark' when learning new skills. They require explicit instruction and opportunities to practice, during which times they might make mistakes and get things wrong.

As teachers, called by God, we help children to become more confident and competent in their social skills. These social skills include respecting themselves and others, treating others well, and taking on the appropriate life skills which will serve them well as adults. We encourage each child to keep trying, and we applaud those children who have a strong desire to do what is right and make choices which will benefit themselves and others.

With relationships always at the centre, the school desires to support behaviour choices in such a way that students and teachers benefit from a safe and supportive environment and where school values are respected.

At ACCDD, we create positive and safe environments for learning to take place. As we have been forgiven by God, we forgive those who offend us by negative behaviour choices they make. We do, however, want children to learn that there are natural consequences to their behaviour choices, whether good or bad. Where a student is choosing to make poor behaviour choices, we have a series of steps to help guide better choices, and provide opportunities for restoration and redemption.

Statement on Duty of Care

Teaching staff have a responsibility to take reasonable care for the safety and welfare of students whilst students are involved in college activities. The duty is to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken.

In discharging their duty of care responsibilities, teaching staff must exercise their professional judgement to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities.

When non-teaching staff, volunteers and external providers agree to perform tasks that require them personally to care for students (in the absence of a member of the teaching staff), they will also be responsible to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen.

Statement on the Prohibition of Child Abuse, Corporal Punishment or other degrading punishment

1. The use of any form of child abuse, corporal punishment or other degrading punishment is explicitly forbidden
2. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce Behaviour Management at the school.

See also Staff Code of Conduct for further information.

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Statement on Bullying, Cyber-Bullying, Discrimination & Harassment

ACCDD does not tolerate bullying, discrimination, and harassment in any form.

Within the context of the Behaviour Management Policy, the purpose of this section on bullying & harassment is to clearly identify what constitutes bullying & harassment and to link these actions into the care management plan of the school.

This section relates to students and other members of the school community. Staff should refer to the [Workplace Discrimination & Harassment Policy](#).

The school treats allegations of bullying very seriously. The school does not view the following as bullying in the first instance:

1. single episodes of social rejection or dislike
2. single episode acts of nastiness or spite
3. random acts of aggression or intimidation
4. mutual arguments, disagreements or fights

Bullying is when someone or a group of people with more power repeatedly and intentionally causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

The key features of bullying are that it, causes hurt and distress, is repeated and involves the use of power in an unfair way.

Allegations of bullying & harassment are managed through the school's behaviour management plan as outlined in this policy.

Physical Bullying

Includes hitting, kicking, rude gestures, extortion, pushing and shoving, taking or damaging belongings i.e. any form of physical behaviour that hurts others or their property.

Verbal Bullying

Name-calling, insulting, repeated teasing, racist remarks, threatening, sexual harassment and any other form of verbal behaviour designed to hurt another.

Social (Covert) Bullying

Includes spreading lies, slander, rumours, playing nasty jokes, mimicking, excluding someone from the group, isolating someone and isolating others by preventing others from befriending them. Damaging a person's social reputation or social acceptance.

Psychological Bullying

Includes threatening, manipulative and stalking behaviours.

Cyber-Bullying

Cyber bullying is causing hurt via modern technologies such as the Internet and other forms of social media, and through the use of smartphones and other mobile devices.

Examples of Cyber-Bullying include but are not limited to:

1. Sending hateful or threatening comments or pictures via any form of technology including but not limited to the Internet and Social Media.
2. Using modern technologies to engage in the social exclusion of someone.
3. Posting rude, explicit or embarrassing messages or pictures about someone on the Net.
4. Stealing someone's identity in order to harm them in some way.
5. Putting pressure on a person to send revealing or compromising pictures of themselves.
6. Covertly filming, recording or taking a picture of someone and posting the images on the Net to cause hurt.
7. 'Outing' and disseminating confidential information about someone.
8. 'Flaming' and multi-messaging to clog up a person's electronic system and to cause them distress.
9. Using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset.
10. Engaging in cyber-stalking and the invading of privacy.

Sexting

Another expression of cyber bullying is sexting. Sexting is taking sexually explicit photos and making them available for others to see via a carriage service such as mobile phone or computer. Sending explicit images of anyone, including yourself, is a crime if you are under the age of 18 years. If the person in the picture is under 16 years, it can be a very serious crime resulting in charges of paedophilia.

Discrimination

Direct discrimination

Occurs when a person or group of people are treated in an unfair or less favourable way because of an attribute such as age, gender, race, religion, sexual orientation, disability, pregnancy, or marital status.

Indirect discrimination

Occurs when a person or organisation imposes a requirement (a rule, policy, practice or procedure) that has an unequal or disproportionate effect on a particular group or groups. If the requirement is not reasonable in all the circumstances, it is likely to be indirect discrimination.

Harassment

Harassment is any form of behaviour that is unwelcome, unsolicited, unreciprocated and usually (but not always) repeated. It is behaviour that is likely to offend, humiliate or intimidate. It can make it difficult for effective work to be done by the individual or groups targeted or affected by this behaviour. Sexual harassment is any unwanted, unwelcome or uninvited behaviour of a sexual nature that is likely to offend, humiliate or intimidate.

Procedures

PROACTIVELY CREATING A SUPPORTIVE AND SAFE ENVIRONMENT IN YOUR CLASSROOM

Class teachers have the important role of pastoral care for their class. Where possible, it is always best for issues to be handled by them. However, when required, support is provided by the Principal. ACCDD Teachers will:

1. Have 5 'rules/expectations/skills/values' which have been discussed and agreed upon by class members. This ensures that there are no surprises. Use scripture or Bible stories to reinforce the reasons behind these expectations e.g. the positive consequences for self and others.
2. Discuss with children what needs to happen if a student chooses to make a choice which falls short of the 'agreed expectation'. Together create natural consequences, including a Behaviour Reflection sheet.
3. Discuss the Remind, Remove, Reflect process which is designed to provide opportunities for a child to reflect on their choices and make better ones. Ask the class for suggestions as to how the children would like to be reminded and have temptation removed from them.
 - Remind (first incident: focus on expected behaviour and give a visible sign to remind child that they have chosen not to follow it e.g. name on board, take 'popstick' from child's collection, move child's name to orange traffic light, and remind them that they can redeem themselves with better choices)
 - Remove (second incident: while talking briefly about the expected behaviour, give a visible sign and remove the child from the temptation to repeat the behaviour e.g. child goes to 'thinking spot', move child close to adult,
 - Reflect (third incident: age-appropriate time in a supervised area away from the classroom to reflect, followed by a conversation between teacher and child with a Reflection Sheet)
4. Display the agreed behaviours & consequences on a chart in your room. This keeps expectations visible, overt, explicit and in the children's minds. There should be no surprises. Wording needs to be in age-appropriate language, but stressing how the good choices will have a positive impact on self and everyone. Children could add to their

ownership by drawing pictures, taking photos or finding images to help them to remember them.

5. Have children sign an agreement (Student Code of Conduct) around these statements.
6. Communicate these to parents via Seesaw.
7. In the first 3 weeks after displaying and communicating these, refer to the charts at the beginning of daily, then weekly, then monthly. Begin the process after any change in the classroom dynamics (e.g. new student begins, disruptive behaviour surfaces)
8. Once the expectations have been set, provide positive rewards to those who are following them. It pays to keep diligent with our positives, even as the term goes on. We all like acknowledgement for our efforts.

PROACTIVELY KEEPING A SUPPORTIVE AND SAFE ENVIRONMENT

We use a four-level behaviour support structure that aims to enhance the agreed values of the school community by making expectations transparent. It is intended that this management system will ensure a clear path of action, expected positive behaviour is reinforced and that parents are made aware of any behavioural difficulties. The following table is provided as a guide only (see also the ACCDD Visible Care Plan Flow Chart)

FOUR LEVEL BEHAVIOUR SUPPORT P-6				
	Level 1	Level 2	Level 3	Level 4
Behaviour	Classroom Behaviour (values driven) not adhering to classroom rules Playground Behaviour (values driven) not adhering to playground rules Repeatedly wearing incorrect uniform (including nail polish and jewelry) without permission Wilful disobedience	Repeated Level 1 (3 consecutive repeats of any Level 1) Vandalism (Minor) Bullying Rudeness to adults Lying Poor bus behaviour Not honouring commitments Swearing Teasing Hitting Spitting Biting	Repeated Level 2 Major bullying Stealing Racism Truancy Graffiti	Repeated Level 3 issues that show no movement towards socially appropriate behaviour Significant harm or danger to staff, themselves, students or members of the school community. Matters that could involve a breach of WA law.
Personnel responsible	Teacher	Teacher Refer to Principal where needed	Principal	Principal
Communication	Level 1.1 and 1.2 Quickschools record with scanned Level 1.1 or 1.2 Reflection Sheets signed by parent emailed to parent cc Principal via Quickschools	Level 2.1 and 2.2 Quickschools record with scanned Level 2.1 or 2.2 Reflection Sheet signed by parent emailed to parent cc Principal	Level 3 Referred to Principal Documented formal meetings with Principal, teacher, parents and child to develop and review assessments to	Level 4 Referred to Principal Regular documented meetings with Principal, teacher, parents and child to develop and monitor Behaviour Care

	<p>Noted informal discussions with parent, child and teacher</p> <p>Level 1.3 Quickschools record with scanned Level 1.3 Reflection Sheet signed by parent, emailed to parent cc Principal</p> <p>Documented formal meeting with teacher, parents and child</p> <p>Letter to parent from Admin stating Level</p>	<p>Documented formal teacher meetings with parents and child to develop and monitor Behaviour Care Plan</p> <p>Level 2.3 Teacher record Quickschools record Principal informed</p> <p>Referral to Specialists (e.g. Health Nurse)</p> <p>Letter to parent from Admin stating Level</p>	<p>inform revised Behaviour Care Plan</p> <p>Quickschools record with scanned Level 3 Reflection Sheets signed by parent, emailed to parent cc Principal</p> <p>Letter to parent from Admin stating Level</p>	<p>Plan and Daily Record Card</p> <p>Quickschools record with scanned Level 4 Reflection Sheet signed by parent, emailed to parent cc Principal</p>
Guidelines for Action	<p>3Rs</p> <p>10 minute reflection supervised by teacher using Level 1 Reflection sheet</p> <p>Counselling with teacher involved</p> <p>Restorative practice as needed</p>	<p>3Rs</p> <p>20 minute Counselling by teacher using Level 2 Reflection sheet</p> <p>Restorative practice as needed</p> <p>Individual Behaviour Care Plan established with 4-weekly review</p> <p>Referral process begun at Level 2.3 (e.g. counselling, assessments, psych)</p>	<p>3Rs</p> <p>Individual Behaviour Care Plan informed by external assessments</p> <p>Weekly Monitoring – possible Daily Record Card</p> <p>Possible withdrawal from extra-curricular activities</p> <p>Restorative practice as needed</p>	<p>3Rs</p> <p>Out of school Suspension</p> <p>Daily Record Card</p> <p>Restorative practice as needed</p> <p>Request to withdraw from ACCDD (last resort)</p>

Address 1
Address 2
Western Australian

Date

Re: Student Name

Dear Parent,

At Australian Christian College – Darling Downs, we endeavour at creating supportive and safe environments so that all students can learn. As we have been forgiven by God, we forgive those who offend. We do, however, want children to learn that there are natural consequences to their behaviour choices, whether good or bad. Where a student is choosing to make poor behaviour choices, we have a series of steps to help guide better choices, and provide opportunities for restoration and redemption.

<Child's Name> has just completed a Level <number> Reflection Sheet due to some inappropriate behaviour choices. Please refer to the Discipline Policy on our website to see how this relates to <Child's Name>'s journey with Australian Christian College.

Please make a time to meet with <teacher' name> to discuss how we can work together to help <Child's Name> to make better choices which will benefit everyone in the ACC-DD learning environment.

Kind regards,

Jacqui Burrage
Principal
Australian Christian College – Darling Downs