

Behaviour Management Policy



NORTHERN
CHRISTIAN SCHOOL

Building Brighter Futures

Document

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Introduction

At Northern Christian School, we expect all children to behave in an appropriate and acceptable manner. We believe that the quality of students' learning and time at school will be enhanced and enriched through continual promotion and maintenance of high standards of behaviour. We aim to establish a caring and supportive environment where students, staff and caregivers feel secure, respected and valued. We endeavour to provide our students with love, grace, kindness and forgiveness in their day-to-day life at Northern. Our students are also taught the consequences of uncaring, unsafe behaviour, always with the aim of restoring broken relationships and encouraging respectful behaviour.

We believe that caregivers have the primary responsibility for the education of their child/ren, and we work closely to partner with our parents to promote a transforming and biblically-authentic approach to expected behaviour and discipline. Our staff may need to firmly enforce specific procedures at school to direct a student who is uncooperative and disruptive to restore a conducive learning environment.

Behaviour management is essential so that:

- Our students learn to live under authority.
- Our students develop an understanding of right and wrong behaviour.
- Our students develop the skills to be self-disciplined.
- We create a safe, respectful and learning environment for all students and staff.

Purpose

Every student has the right to a learning environment where they are comfortable, cared for, feel safe and be safe. Our students should enjoy their day free from bullying and intimidation. They also have the right to be treated fairly and with dignity. When deemed necessary, disciplinary action is undertaken to ensure the safety and welfare of all our students, teachers and staff. This Policy sets the framework through which Northern Christian School manages student discipline.

Prohibition of Corporal Punishment

It is our policy that corporal punishment of any type is prohibited.

The use of any form of corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Definitions

School - in this Policy, "school" refers to Northern Christian School (NCS).

Parent - in this Policy, "parent" means a parent, a legal guardian or an appointed carer.

Unacceptable behaviour - behaviour which is not acceptable in school includes behaviour that:

- Constitutes a refusal to participate in the education programme.
- Constitutes disobedience of instructions which regulate the conduct of students.
- Is likely to significantly impede the learning of the other students.
- Is likely to be detrimental to the health, safety or welfare of the staff or students.
- Causes or is likely to cause damage.
- Is likely to bring the school into disrepute.

Detention - is any relatively short period when a student is:

- Detained at school, or in a particular class, or during 'non-class' time (recess, lunchtime, recreation time, after school).
- Excluded from normal classes, or a particular class, pending negotiated conditions for re-entry (time-out).

Internal suspension - is withdrawal from the student's class, and the student will be moved to the Principal's office or another classroom to work. It is designed to protect the learning and safety rights of other members of the school community. It is a signal to the student and community that the student's behaviour is not acceptable.

External suspension: is the temporary, full-time or part-time withdrawal of a student's right to attend school, for a period of time as deemed necessary, by the authority of the Principal.

Expulsion: is the full-time withdrawal of a student's right to attend the school.

Sexual-based harassment: involves verbal or physical conduct of a sexist or sexual nature which is uninvited, unwelcome, intimidates or is offensive.

Bullying: is the continuous use of aggression to hurt another person (physically, verbally and/or socially), which results in physical and/or emotional pain, and distresses the victim.

Cyberbullying: involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, which is intended to harm others.

Restorative Approach

We have a restorative approach to behaviour management. Staff will ask the student/s the following 'Restorative Questions' to resolve situations involving conflict and misbehaviour:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way have they been affected?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

These questions are neutral, non-judgemental and open-ended (require an answer other than yes/no). They highlight the wrongdoer's behaviour and its effect upon others. The questions are designed to take everyone from the past (what happened) to the future (repairing harm), and require the wrongdoer to reflect on who has been affected.

Three-tier approach to Behaviour Management

We have a three-tier approach to behaviour management which focuses on restoration.

First Tier - Classroom or playground behaviour issue

The teachers' role at this Tier is to:

- Discuss inappropriate behaviour and the expectations of students.
- Warn the student/s of possible relocation within the classroom or playground area.
- Enforce the classroom or playground area relocation.
- If there is refusal or repeated behaviour, relocate student/s and commence to Second Tier.

Please note, teachers, the Pastoral Care Coordinator and the Principal are required to document a student's misbehaviour and incidents on SEQTA within 48 hours.

Second Tier – Referral

The student is referred to the Pastoral Care Coordinator or Principal and is relocated to the Office. The Pastoral Care Coordinator or the Principal will work with the student to correct behaviour and restore broken relationships. The classroom teacher is required to notify the parent of the incident. If there is refusal or repeated behaviour, commence to Third Tier.

Third Tier - Meeting

Once the Pastoral Care Coordinator or Principal have met with the student, a meeting with the student's parents, and any other relevant parties involved, will be held. A Behaviour Contract may be implemented, and behaviour modification cards may be issued. This Tier may include the School Counsellor and external agencies.

Behaviour Flowchart

At Northern Christian School, we hold the following school values

- Respect – We expect and model respect
- Kindness – We encourage and celebrate kindness
- Resilience – We promote and nurture resilience

At Northern Christian School, we want everyone to feel safe and valued

We know that we are all loved by God and want to reflect that in our behaviour and the way we treat others. We want everyone who comes to Northern to see our values being lived out each and every day.



When everything is going well we are

- Respectful – in the way that we talk, act and look after our school, ourselves and each other
- Kind – with our words and actions
- Resilient – in the way that we interact, respond to others and approach challenges

When things go wrong we want to support students in returning to things going well. This is what the process can look like:

First Tier

Something goes wrong

- I call out, talk to others or make noise when it is not my turn
- I move around the classroom
- I become off-task or am not paying attention
- I act in a silly manner or annoy others

How it might be dealt with

- A reminder of expectations
- Warn me about consequences of continued behaviour
- Relocate me within the class or to another class for a period of time
- Keep me back for part of recess or lunch to complete tasks

Restoration may include

- An apology
- Returning to expected behaviours
- A commitment to follow expectations

Second Tier (If First Tier behaviour continues or my actions are at a higher level)

Something goes wrong

- I am refusing to follow instructions
- I am swearing or using inappropriate language
- I am doing anything that is unsafe
- I am avoiding or refusing to work
- I damage property
- I engage in behaviour that may bring the school into disrepute

How it might be dealt with

- Relocate me to another classroom or office
- Keeping me back for part of recess or lunch to complete tasks
- Be given a detention
- Be referred to senior staff
- Have my parents informed of the behaviour

Restoration may include

- A meeting with teacher and parents or other involved party/s
- An apology
- A commitment to follow expectations
- An act of restitution

Third Tier (If Second Tier behaviour continues or my actions are at a higher level)

Something goes wrong

- I continue with First Tier or Second Tier behaviours
- I repeatedly disrupt others' learning and school activities
- I continue to disobey or defy teachers or other school staff
- I engage in behaviour that may bring the school into disrepute
- I threaten, attempt to or cause injury to a student, staff member or visitor
- I bully another student or students

How it might be dealt with

- Relocate me to another classroom or office
- Meeting with senior staff
- Have my parents informed of the behaviour
- Internal suspension
- External suspension

Restoration may include

- A meeting with parents and Principal
- A behaviour contract
- An apology
- A commitment to follow expectations
- An act of restitution

Behaviour Contract

For ongoing unacceptable behaviour by a student, the Principal may use what is called a Behaviour Contract. Parents will be notified of the need for a Behaviour Contract and are required to sign the Contract with the child. The Contract will also be signed by the classroom teacher. The purpose of the Contract is to record the student's attempts, choices and breaches of the conditions outlined in the Contract. This information will be documented on SEQTA and reviewed each week. A Behaviour Contract may be ongoing to consolidate improved behaviour, with fewer recording and review times needed over time. The Behaviour Contract will cease once the classroom teacher, Pastoral Care Coordinator and the Principal are satisfied the student's behaviour has consistently improved. While on the Behavioural Contract, the teacher will regularly encourage the student when they exhibit positive behaviour, and will continue to contact parents at least once a week with an update on the student's behaviour.

Time Out

Time Out may be imposed on students who are interfering with other students' learning or are not completing their work. Where 'time-out' involves removal from class, the following should be noted:

- Time Out is one stage in an explicit discipline plan involving a fair-warning system which all students should understand.
- The student should be readily observable and supervised.
- The student should understand that their return to class is contingent on a negotiated agreement to behave appropriately.
- Time Out will not be effective if the student does not want to return to class or views Time Out as an escape from an undesirable situation.
- Interaction between a student and the supervising teacher should be emotionally neutral: the aim should be for the student to devise a plan that negotiates re-admission to class

Detention

Classroom teachers can impose a detention on a student.

This is an appropriate level of response for unacceptable classroom behaviour. It signals to a student that unacceptable behaviour which breaks class rules or school rules is met with an immediate consequence.

Detentions are a deterrent to unacceptable behaviour, or a first-level response to it. They prevent a student either from enjoying pleasant recreational activities (recess, lunchtime, recreation time or after school extra-curricular activities) or from participating in normal classes (Time-out).

The purpose of a detention is to:

- Provide an immediate consequence for unacceptable behaviour.
- Reinforce the position that participation in class depends upon behaving appropriately.
- Provides an opportunity for a student to work out a solution to his or her behaviour or issue without interfering with other students' learning.



Suspension

If satisfied that a student has exhibited 'unacceptable behaviour', the Principal has the discretion and authority to suspend a student. If the Principal is absent from the school, the Pastoral Care Coordinator has the authority to suspend a student, after discussion with the Principal.

The school may consider the following as grounds for suspending a student:

- Threatening, attempting or causing injury to a student, staff member or visitor
- Bullying another student/students
- Damaging property, either belonging to the school, staff member or another student
- Engaging in obscene acts or habitual profanity
- Repeatedly disrupting other's learning and school activities
- Continuing to disobey or defy teachers or other school staff
- Engaging in behaviour that may bring the school into disrepute

Internal Suspension

Internal suspension is at the discretion of the Principal, in partnership with the Pastoral Care Coordinator. Internal suspension is the removal of a student, for a half or full-day, for the benefit of the school community, and is usually implemented for the following reasons:

- A critical incident which does not warrant an external suspension.
- Ongoing disruptive or inappropriate behaviour, where the class teacher has taken additional actions to manage the behaviour of the student, and there has been no change in behaviour.

The teacher will provide suitable work for the student to undertake while withdrawn from class. The Pastoral Care Coordinator and the Principal will ensure that parents are informed when a student has been issued with an internal suspension. This will also be documented in writing to the parents. Students on internal suspension will have their recess and lunch at different times to the scheduled breaks.

External Suspension

The purpose of external suspension is to:

- Signal that the student's behaviour is not acceptable and cannot be managed within the school community.
- Allow for a 'cooling-off' period.
- Establish a negotiation process for the student's re-entry to the school, based on the student achieving some explicit goals related to improved behaviour.
- Ensure that the student's caregivers are aware of the seriousness of the student's unacceptable behaviour and are involved in the process of negotiation for re-entry.
- Protect the rights of staff to work in a safe and professional environment, and the rights of students to learn without being disrupted or put at risk.

External suspension should be seen as part of a larger plan to change the behaviour of a student. It should be issued in the context of our Behavioural Management Policy which takes a supportive, restorative, problem-solving stance rather than a punitive one. Any suspension of longer than one day requires a re-entry interview with the Pastoral Care Coordinator or Principal, parents and student. The student and parents must show a commitment to improved behaviour and a desire to continue enrolment at Northern. At the Principal's discretion, the student may be placed on a 'Provisional Enrolment' for a period of time. If, during this time, the conditions of re-entry are not met, the student's enrolment may be terminated as a consequence.

Parents have responsibility for the student while they are on external suspension and must provide appropriate supervision. Parents need to be aware that their child may not attend school or any school-related activities.

Please note, the processes associated with external suspension outlined above are at the Principal's discretion and in particular circumstances may be adapted. All processes are to be carried out in a way that conforms to this Policy, with accuracy, honesty and attention to all aspects of the process.

Positive Behaviour and Culture

At Northern, we expect our students to take responsibility not only for their actions, but also to be aware of the actions and needs of others. We also expect students to respect and look after the classrooms and grounds. Expectations are communicated regularly to students. Please refer to the Building Positive Behaviour and Culture document on our website for more information.

Students are affirmed by staff when they show positive behaviour by being caring and courteous to other students and staff. The '5 Steps' is a strategy that we use to help students take responsibility for their actions, as well as teach conflict resolution skills. Each year, students create posters to demonstrate their knowledge of the '5 Steps'. These are displayed in all classrooms and around the school.



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