

Behaviour Management Policy

INTRODUCTION

Bairnsdale Christian Community School is committed to maintaining an environment where all children can grow, develop and be nurtured in all areas of their lives: physical, intellectual, social, mental, emotional, moral and spiritual.

In ensuring such an environment careful attention needs to be devoted to discipline and the training/managing of the child's behaviour. If there is a lack of discipline in any way all efforts to construct and carry provide a meaningful learning environment will go to waste as poor behaviour becomes an obstacle to learning and thus prevents the child reaching his maximum potential in Christ.

This policy seeks to set out the principles and procedures by which the School seeks to manage student behaviour in order to maintain a positive school/learning environment for all children enrolled in the school or even present in the school at any time. This policy should be read in conjunction with the *BCCS - Student Code of Conduct* (Appendix 1).

RATIONALE

Underpinning all we do at Bairnsdale Christian Community School (BCCS), and in particular in this policy, are the following foundational beliefs.

- The first is the belief that God has created all people in His image. This means each person in our school is special and unique and thus inherently valuable to God and to those around them. As such each person, each child has the right to feel safe and protected in our school. Because of this belief everyone, adults and children, have the right to be treated with respect and dignity.
- Each child, indeed each person, is precious to God and is uniquely gifted and talented with a calling to serve God with those gifts and talents bringing all of life and reality under His sovereign Lordship. As an image-bearer each person has the ability to create, make, use and develop, exercising their responsibility to rule over this earth along with all of mankind in the service of mankind and through this to bring glory to God. Because of this each child has the right to learn. This is the foundation for the learning environment at BCCS.
- Like all people each child is fallen and inclined to sin. He/she is in need of redemption in Christ just as we all are.
- God, in His gracious love, provided a way to be restored to a right relationship in sacrificing His only son, Jesus. God, in His merciful love, valued people so much that He took this action.
- In order to be restored to a right relationship with God and with others sin must be acknowledged and forgiveness sought. Poor behaviour originates from sinful rebellion.
- Submission to Jesus Christ, accepting His work of redemption, God's gracious gift of salvation on our behalf is the only way to find this forgiveness.

- Forgiveness and redemption frees a person to once again live as God intended him/her to live as image-bearers.

These beliefs guide our work in training and managing a child's behaviour, in particular all disciplinary actions.

Respect for the uniqueness and inherent value of each child, an attitude of forgiveness, working towards repentance, reconciliation, restitution and redemption of relationships and circumstances and the expectation that each child can change through the grace of God and the action of the Holy Spirit characterise all we do in Behaviour management at BCCS.

Behaviour management is crucial as we endeavour to train our children to reach their full potential so that they too can give glory to God, using their unique gifts and talents to serve God, serve their fellow human beings and steward this wonderful earth God has given us.

The school culture is one which endeavours to show God's love and grace in all circumstances. According to the vision of the school we aim to foster a nurturing environment where students can learn and develop freely and safely.

AIMS

- To understand and help children understand that every child is uniquely valuable and made in the image of God.
- To understand and help children understand sinful human nature and the need for forgiveness.
- To make forgiveness, reconciliation and restoration a goal in all discipline actions taken.
- To acknowledge and encourage appropriate behaviour.
- To provide a safe and nurturing environment so that all children have the opportunity to successfully use their gifts and abilities glorifying God and reaching their full potential.
- To equip all members of the School community with a consistent, firm and fair approach to managing both appropriate and inappropriate behaviour.
- The promotion of positive relationships amongst all members of the school community and between the parents and the school.

IMPLEMENTATION GUIDELINES

General Principles

1. Every child is made in the image of God.
2. All our difficulties can be borne with God's help and resolved with His guidance and strength. We must exercise our authority responsibly and courageously.
3. Some difficulties are there to shape us, teaching us about how we might better cope in the future. We learn about ourselves, about others and how to live in a more Christ-like way.
4. Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School. The rules include those formulated for the classroom, the playground, as well as travelling to and from school. These rules are based on three basic rights:
 - The right to feel safe.
 - The right to learn.

- The right to be treated with dignity and respect.

The rules of the school relate to the responsibilities of students in order that these three basic rights are maintained.

5. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm or inconvenience or embarrassment to staff members, students or to the School, the student may be subject to some form of disciplinary action.
6. In a Christian school there should not be any personal desire to be rid of any difficult child simply to 'improve the environment for the class'. In everything it is our desire to know and do the will of God.
7. Love, revealed to us in Jesus Christ, characterises all actions taken in relation to children in our school, including disciplinary actions. It should be the initial posture taken when dealing with any child in any situation.
8. At all times staff should work towards forgiveness, reconciliation, restoration and restitution. Repairing and rebuilding relationships with god and with fellow human beings is paramount.
9. A child who finds it difficult to be wise and to behave appropriately when not in the direct control of the teacher should not be in the class when the teacher is absent from the room.
10. Staff should discern wisely as to whether the student's behaviour/misbehaviour or whether a breach of the rules is a premeditated act of rebellion and/or defiance or whether it is a result of childish or youthful irresponsibility and/or enthusiasm. Disciplinary action must be adjusted accordingly.
11. Staff need to be encouraged to work together in order to establish a high level of consistency in their approach to both encouragement and correction. Disciplinary action in the classroom and the school as a whole needs to follow the agreed principles and procedures in the school.
12. The attitude of staff to self discipline, and acceptance of the authority of the Principal and the Word of God is critical to the way children accept authority.
13. Staff should be aware of the legal constraints that will limit the action taken in managing student behaviour. ***Under no circumstances is corporal punishment in any form permitted. It is not considered the role of the School to administer this in any way and at any time. Parents may not authorise or request the School to administer corporal punishment. Any request will be refused as a matter of policy.***
14. Students should be made aware of school and class rules. They should be discussed regularly and where possible displayed in such a way as to be clearly visible and understandable. They should be reasonable to the point where students should be able to understand and see that there is a good reason for each of the rules. (App. 3)
15. The School's *Student Code of Conduct* should be made clear and available to all students as appropriate. (App. 1).
16. Positive behaviour should always be highlighted where possible in order for it to be used as an example of behaviour that is desirable and in line with what God would be expecting of us. Plenty of praise both verbal and non verbal should be evident in any classroom to the point where it outweighs admonition and correction.
17. Disciplinary action/procedures will vary according to the seriousness of the breach of the rules. At all times students and, if appropriate, parents should be informed of

the steps to be taken to deal with the breach. Students involved will be given an opportunity to respond or explain themselves.

18. In all actions taken care should be taken to ensure that there is a procedural fairness which includes:

- A right to be heard.
- Ensuring impartiality which may mean a removal of any bias or perceived bias.
- Justice: the consequences should be appropriate, reasonable and consistent across the school.

19. As much as is practicably possible parents should be informed of any improvements and major advances in their children's achievements in all areas.

PROCEDURES

Disciplinary Procedures

Following are practical actions and sanctions that may be applied relating to breaching school/class rules. The General Principles above should be followed in the application of these actions/sanctions. Teachers are expected to use some flexibility in the application of sanctions and personalise the approach where practicable and relevant.

The point at which other staff, such as the Principal, need to be involved is a matter of judgement for the teacher. In general this will be when normal means are unsuccessful, where there is repeated offending or defiance or behaviour of a more serious nature affecting the tone of the wider school. The Principal will consult with each teacher on this point.

The strategies below are to be seen as loosely organised into a progression of measures with students proceeding through them as the need arises. The hierarchy of action below, organised into three categories with descriptions and appropriate action, are not meant to be exhaustive. There should always be flexibility as to what is used and how a particular misbehaviour is responded to. In addition teachers should exercise good professional judgement and caution along with prayerful dependence on God for wisdom in dealing with students' misbehaviour.

GUIDELINES FOR ACTION

Less serious breach:

Non compliance with teacher instruction, teasing, name calling, being out of bounds, rough play, minor property damage, general low level misbehaviour...

- Reprimand/warning/redirect.
- Repeat set work
- Apology/Forgiveness
- Restitution – property damage
- Loss of privilege
- Discipline sheet - Think spot. (App. 2)
- Time out from playground.
- Detention – break times
- Teacher contact with parents/guardians.

Serious breach:

Consistent disobedience and unwillingness to comply with instructions in the classroom and the playground, racial vilification, stone-throwing, deliberate property damage/vandalism, theft, bullying behaviour (name calling, physical aggression,

- Reprimand/warning/redirect.
- Apology/Forgiveness
- Restitution – property damage
- Loss of privilege
- Discipline sheet - Think spot. (App. 2)
- Removal from playground.
- Isolation within class or in another class.
- Detention – break times.

teasing etc.), consistent misbehaviour...	<ul style="list-style-type: none"> ▪ Teacher contact with parents/guardians. ▪ Daily behaviour card. ▪ Principal contact with parents/guardians. ▪ Internal (in school) suspension
<p>Most serious breach: Intentional injury to staff or students through a variety of means, significant bullying/harassment leading to teachers or students being prevented from working or carrying out their duty of care, major and deliberate property damage...</p>	<ul style="list-style-type: none"> • Immediate removal from classroom/playground. • Isolation and internal (in school) suspension • Contact with parents/guardians made immediately. • Principal/Teacher meet with parents/guardians. • Principal to decide on appropriate action: <ul style="list-style-type: none"> ○ Behaviour contract. ○ Restitution – property damage ○ Internal or external suspensions ○ Possible expulsion/dismissal.

HIERARCHY OF STRATEGIES

Reprimand/warning/redirect.

Repeat set work

Apology/Forgiveness

Restitution – property damage

Loss of privilege

Discipline sheet - Think spot.

Uniform breaches - Letter to parent. (proforma letter)

Isolation with in class.

Isolation in another class.

Detention during school break times.

Daily behaviour card.

Time out in the Principal's office.

Teacher communication with parents.

Principal communication with parents.

Attendance on a pupil - free day.

Behaviour contracts or means negotiated with the parents.

Suspension.

Dismissal from the School.

In all cases:

- In **Less Serious Breaches** the classroom teacher will ordinarily only be needed to handle the situation. With **Serious Breaches** and **Most Serious Breaches** the Principal is involved (supervising, investigating, meeting with parents, reviewing and deciding on action) where it is deemed appropriate.

- With **Serious Breaches** and **Most Serious Breaches** any action taken must be recorded on the School's Disciplinary Action Register (Appendix 4). Each teacher should maintain one as well as the Principal. Blank forms can be obtained from the Principal.
- Procedural fairness and review should be maintained where appropriate. (where a serious breach has occurred).
- Consequences must **not** involve physical punishment or verbal abuse of any form.
- These strategies should be followed promptly with positive reinforcement for any improvement noted.
- At times an offending child will need to be withdrawn from a class thus preventing the offensive behaviour from affecting the other children. The child can be sent to another class or to the Principal's room/office. A note should accompany the child outlining the nature of the behaviour and the reason for withdrawing him.
- Lines of authority should be clearly understood by staff, students and parents. Each group within the school community need to know exactly who to communicate with concerning disciplinary and any other matters. In the Primary school the line will generally be as follows:
 - student > class teacher > Principal > School Board > God.
 - parents > class teacher > Principal > School Board > God.
- Students can be given special responsibilities as a natural flow on for displaying reliable and responsible behaviour.

COMMUNICATION

This policy will be communicated to all staff and revisited annually during the first Staff meeting for the year and individually during meetings with the principal.

New Staff will be made aware of it as part of the induction process.

The School Board will be sent a copy of the policy for perusal and approval.

APPENDIX 1: STUDENT CODE OF CONDUCT

Bairnsdale Christian Community School is committed to maintaining an environment where all children can grow, develop and be nurtured in all areas of their lives: physical, intellectual, social, mental, emotional, moral and spiritual.

This Student Code of Conduct is based on the foundational beliefs and general principles found in the BCCS Behaviour Management policy and the following additional principles:

- All individuals are to be treated fairly and with respect.
- Students have a right to work in a secure environment where they feel free to develop to the fullest, their talents, interests and ambitions without intimidation.
- Parents/carers have a right to expect that their children will be educated in a secure environment in which expectations of care, courtesy and respect for the rights of others will be encouraged.
- Parents/carers accept their obligation to support the school in its efforts to maintain a positive teaching and learning environment.
- Teachers have a right to expect that they will be able to teach in an atmosphere of order and cooperation.
- The School Principal and staff members accept their obligation to fairly, reasonably and consistently implement the Code of Conduct.
- Our school considers that a positive approach to behaviour is essential in fostering a school climate within which personal responsibility and self-discipline will be developed. Therefore everyone has responsibilities.

All students have the responsibility to:

- Treat everyone with love, politeness, respect and thoughtfulness.
- Be on time coming to school with all appropriate materials, ready to work and participate in all school learning activities.
- Keep hands, feet, and objects to yourself.
- Use school appropriate language and behaviour at all times.
- Avoid being involved in or starting dangerous activities and/or violence.
- Avoid being involved in or starting intimidating or harassing behaviour.
- Report any activity or behaviour that is intimidating or dangerous or is against school rules.
- Care for your own and other's property.
- Follow instructions given by authorised staff members and class rules.
- Regular attendance at school is necessary for maximum learning and development. School attendance is the responsibility of parents and students. It is our hope at BCCS that you share this same commitment.

THINK SHEET

B.C.C.S

What did I do wrong?

Why was it wrong?

How can I make it better?

How am I going to behave from now on?

Name:

APPENDIX 3: SCHOOL RULES

1. Seek to honour the Lord in all that I think, do and say. (Matt. 22:37 - "Love the Lord your God with all your heart and with all your soul and with all your mind.")
2. Learn all I can. (2 Tim. 2:15 - "Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.")
3. Respect my fellow pupils. (Matt. 22:39 - "Love your neighbour as yourself")
4. Respect adults. (Ex. -10: 12 - "Honour your father and your mother so that you may live long in the land the Lord your God is giving you.")
5. Respect authority. (Rom. 13.1 "The authorities that exist have been established by God.")
6. Respect the truth. (Ex. 20.16 - "You shall not give false testimony, against your neighbour.")
7. Respect the property of others as well as your own. (Ex. 20.15 - "You shall not steal" Ex. 20:17a "You shall not covet your neighbour's house ... or anything that belongs to your neighbour.")
8. Look after our school. (Gen. 2:15 - "The Lord God took man and put him in the Garden of Eden to work it and take care of it.")

Because we follow the rules outlined above, the following behaviour is unacceptable:

- fighting, bullying or any other form of aggressive behaviour
- throwing sand, stones or other dangerous objects
- using or carrying weapons (sticks, knives etc)
- harassment (cultural, religious, racial, sexual and disabilities)
- teasing and name calling
- stealing
- graffiti
- leaving the school ground without permission
- riding bikes in the school ground
- running in the school buildings
- climbing trees, roofs or structures other than designated playground equipment
- being in school buildings without teacher supervision
- kicking and other violence-based games