

PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Faith Diligence Love

SUNCOAST
CHRISTIAN COLLEGE



DOCUMENT INFORMATION

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All students who are on Tier 3 would be deemed to have lost their Good Standing Status. Students on Tier 2 who are not responding appropriately to the support given may also be deemed to be ineligible for Good Standing Status. This change of status will be communicated to students and their parents in writing. Good Standing Status may be reviewed after 2 weeks by the HoP or the DHoP and students who have demonstrated that they are ready to be ambassadors for Suncoast will have their Good Standing Status reinstated. Students who fail to demonstrate appropriate behaviour choices will remain until the next review.	20
In-school Suspension.....	20
As per the flow chart in Appendix 2, students who fail to demonstrate appropriate behaviour whilst on a Behaviour Management plan or a Playground Management Plan, may be required to undertake an In-School suspension. In-School suspensions usually begin with a half day and progress to a full day. Parents will always be informed by the HoP or the DHoP if a student is issued with an in school suspension.....	20

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Purpose

The purpose of this policy is to help establish and maintain a safe, supportive and positive learning community that promotes student safety and wellbeing at Suncoast Christian College.

This document outlines the policies and procedures involved with behaviour management at the College.

As a Christian community we strive to bring honour and glory to God, to assist students realise their full potential as individuals uniquely created in the image of God, to provide guidelines for the orderly functioning of day-to-day operations of the College community and to provide a framework for managing student conduct.

References

Australian Education Regulations 2013 (Cth)

Australian Student Wellbeing Framework

National Safe Schools Framework

Suncoast Christian College Bullying Policy

Suncoast Christian College Uniform Policy

Suncoast Christian College Alcohol Tobacco Illicit Drugs Policy

Suncoast Christian College Transport Code of Conduct

Suncoast Christian College Disability Discrimination Policy

Policy

This policy is developed and reviewed by the College Principal. Review of the policy is undertaken every two (2) years. Review dates are recorded on the policy cover.

The College is committed to the management of student behaviour in a way that emphasises proactive strategies, support and the avoidance of confrontation. The College is focused on the development of positive student behaviour rather than on punishment. As a Christian school we place value on repentance, restitution and forgiveness. Therefore, every effort will be made to support students who genuinely repent of their misdemeanours and demonstrate a willingness to rebuild and restore their relationships with the other party or parties.

The College has carefully selected evidence-informed positive behaviour management approaches that align with the College community's needs.

Scope

The Primary School Behaviour Management Policy applies to all students enrolled in the College.

Staff at the College have roles and responsibilities within this policy.

Beliefs

Suncoast Christian College exists to provide Christ-centred education that promotes life-long learning, develops excellence and Christian character, and fosters social responsibility. The essence of our mission is to see the growth in students' faith, character and learning, and it is the distance travelled that we celebrate most. Rather than aiming for compliance with a set of rules, at Suncoast we aspire to develop virtue and character in our students.

Our mission and culture underpin this policy and frame our approaches to managing student behaviour. The following core beliefs are important in achieving our aim to develop virtue and character through our management of student behaviour:

1. Central to the purpose and philosophy of Christian schooling is the notion of Discipleship. It is our desire to see young people develop in a holistic manner and in so doing achieve their God given potential spiritually, academically, physically and emotionally. It is with this as our foundation that we have developed an approach to behaviour management that reflects a Christian World view. This world view recognises both the realities of God's judgment and His grace, which relies upon the redemptive work of Christ. Furthermore, we seek to put in place an approach to discipline which acknowledges the developmental stage that our students are in and that brings about transformation. It is our desire to lead students to become more like Christ; by adopting a model committed to bringing about transformation in a student's life we are ultimately in the practice of making disciples.
2. Discipline for transformation is an approach that requires time, energy and an awareness of the individual's circumstances. It is a consistent approach that acknowledges that each individual is unique and will respond to varying circumstances and consequences. The process will incorporate a willingness to listen as well as the certainty of appropriately considered consequences. A clear example of this model is found in scripture (John 8:1-11) when Jesus encounters a women caught in the act of adultery. As the women is dragged before Jesus and the law is put before her, she is found guilty. Jesus is challenged to apply the Mosaic Law which states that those guilty of adultery should be stoned to death. His response is extraordinary and leads to a transformed life. Sin is acknowledged, guilt found and redemption offered.
3. A Christian community is characterised by love – God's love for us, our love for Him and our love for one another. The staff of the College seek to put into practice the Lord's commands:
 - "As I have loved you, so you must love one another. By this all men will know that you are my disciples, if you love one another." John 13:34-35;
 - "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment. And the second is like it: "Love your neighbour as yourself." All the Law and the Prophets hang on these two commandments. Matthew 22:37-40.
4. As Christian staff, our relationship with God should set a foundation for loving, caring and high quality relationships with others, including students.
5. The aim of discipline is the development of character; discipline should not be based on:
 - unreasonable fear
 - following orders
 - exercise of power
 - oppression or manipulation
6. As a Christian community we are aware that without Christ we cannot be righteous. Our fallen nature sees us fall short of God's perfection. This is shown in problems and broken relationships. With these perspectives, discipline may be viewed as an opportunity for Christian growth.

7. We believe that our students should hear this message from each staff member:
 - I am willing to love you and become involved with you
 - I want our relationship to be unconditional and long term
 - I want you to be successful
 - You will always be accepted by me and, even though I may not be able to accept your behaviour sometimes, you will never be abandoned or rejected by me
8. We believe that effective behaviour management relies on effective relationships between students, staff and parents/guardians. The ideal type of behaviour management is self-managing behaviour with all actions resulting from a love for God, others and oneself (Matthew 22:37-40). The notion of self-control is in line with biblical principles and the fruit of the spirit as found in Galatians 5:22-23.
9. The College makes the commitment to provide a culture characterised by safety, acceptance, justice and opportunity to learn for every student. These simple commitments are the overarching principles which determine the Behavioural Management practices of the College.
10. As much as we may hope and work towards a positive outcome for all students with regards to their behaviour, sometimes it is best for a particular student to conclude their enrolment at the College. Examples of situations that may lead to a student being asked to leave include:
 - a severe, extreme or very serious incident
 - the inability to make the necessary changes in attitude or behaviour
 - continued breaches of College rules and/or culture over time
 - situations in which the safety and/or wellbeing of other students is jeopardised
 - where the student's behaviour continues to undermine the learning environment
 - where the student would benefit from a fresh start in another school because he/she has damaged relationships to such a degree that they would be very difficult to repair, or has established entrenched habits, reputation and/or peer relationships that would be very challenging to reset.

Philosophy

The key elements of our philosophy for behaviour management include:

- positive behaviour must be promoted and negative behaviour discouraged
- behaviour needs to be understood
- expectations need to be reasonable, manageable and clear
- inappropriate behaviour needs to be prevented and minimised through proactive strategies
- effective and appropriate solutions need to be generated

It is desired that, through such policies, Suncoast Christian College becomes a community:

- where personal acceptance is never in doubt
- where relationships are based on love, respect and servant leadership
- where proper authority is established in action and is respected
- which is orderly and organised to be effective for learning
- where response to student behaviour is appropriate and consistent and where consequences are just, progressive and predictable
- that fosters right choices based on the development of positive heart attitudes
- where the environment is proactive and one which encourages responsibility and accountability in relationships

It is extremely important for teachers to create opportunities to establish positive relationships with students. We are reminded that all are made in God's image and that God cares intimately for all of us (Luke 12:7). While some behaviours are unacceptable in the College community, it is important for teachers to separate the behaviour from the inherent value of the individual. All behaviour management procedures should maintain the honour and feeling of self-value of the individual.

Central to the notion of successful schooling at the College is our partnership with parents and guardians. We recognise that parents and guardians are the primary educators of students, so that College staff must make effective communication and involvement a priority in behaviour management processes. While it is neither possible nor desirable to communicate every instance of low level positive and negative behaviours, it is expected that staff will communicate with parent and guardians on significant matters to keep them informed, seek their support and give encouragement.

Implementation – ARISE Student Support for Success Program

ARISE Student Support for Success Program

The program endeavours to teach and build responsible behaviour choices in our Primary school student community. With a focus on character development, the program outlines and reinforces the virtues and behaviours which we seek to cultivate in all Suncoast students as well as providing support for students who require assistance to display these virtues and adhere to the Code of Conduct.

With a focus on students taking responsibility for their actions, staff recognise that mistakes and poor choices can provide a powerful opportunity for growth and change, if dealt with in an educative manner. The program therefore emphasises the importance of students taking responsibility for their actions, repairing any damage caused both to relationships and property and also accepting and undertaking relevant, meaningful consequences to ensure that justice is upheld. In essence, the program is educative and restorative rather than punitive in nature.

Through the ARISE Student Support for Success program we aim to:

- proactively teach and reteach the virtues, values and expectations which are to be upheld across the Primary school.
- actively involve students in understanding the effect which their actions have on the well-being of others.
- address behaviour in a dignified, respectful manner.
- view poor behaviour choices as an opportunity for students to grow and change through problem solving, focusing on the future, restorative practice and the acceptance of relevant consequences.
- avoid scolding and lecturing students.
- build relationship and ongoing partnerships with our students to ensure growth.

Establishing Expectations in the Primary School

The virtues we wish to cultivate in the Primary School and the Code of Conduct for our students are underpinned by our ARISE matrix.

ARISE stands for:

A	A love of learning
R	Respect
I	Integrity
S	Safe behaviour
E	Empathy

All students are expected to demonstrate exemplary behaviour. The details of what this looks like are expressed as clear, positive statements, ensuring that all students understand how they are to react and respond in a range of contexts. Teachers regularly outline and reinforce the expectations and requirements and reminders are clearly displayed in each classroom and throughout the playground.

If the Code of Conduct is breached, then this is expressed in terms of the virtue that has been violated and a restorative and educative plan is put in place to help the student to grow in the relevant virtue. Each student in our Primary School is expected to ARISE, demonstrating a love of learning, respect, integrity, safe behaviour and empathy for others.

The ARISE Matrix

Primary School Behaviour Expectations

SUNCOAST ARISE MATRIX					
All settings	A A LOVE OF LEARNING	R RESPECT	I INTEGRITY	S SAFETY	E EMPATHY
	<ul style="list-style-type: none"> I have a Growth Mindset I am curious and ask questions I participate with enthusiasm I use technology and school resources appropriately I demonstrate self – control 	<ul style="list-style-type: none"> I treat others as I would like to be treated I am polite and use kind words I use respectful words to resolve conflict I listen carefully to the teachers and others and follow instructions I wear my uniform with pride I allow others to have a different opinion to me I always include others I speak positively about the College 	<ul style="list-style-type: none"> I take responsibility for my actions and accept the consequences I am honest at all times I demonstrate self-control and manage my emotions I do what I believe is right and I am not influenced by others to do make a poor choice. I display good character at all times (including when using technology) 	<ul style="list-style-type: none"> I carefully follow directions I keep my hands and feet to myself I look out for others and report any problems to an adult I stay on school boundaries and I remain in the correct area I travel on the College buses in a safe manner 	<ul style="list-style-type: none"> I am thoughtful and considerate with my actions I am forgiving and show grace to others I seek opportunities to bless others and help without being asked. I use kind and encouraging words I share resources and take turns

<p>In the Classroom</p>	<ul style="list-style-type: none"> • I bravely take learning risks and persevere when things are hard • I work co-operatively and collaborate to improve our learning • I am always organised and ready to learn • I am a problem solver • I remain on task during lessons and activities and I do not distract others • I start tasks immediately and remain on task until completion • I am punctual 	<ul style="list-style-type: none"> • I respect others' right to learn and the teacher's right to teach. • I speak politely and respectfully to my peers and my teacher • I care for our classroom environment • I use manners at all times • I treat others' belongings and property with respect • I raise my hand to speak 	<ul style="list-style-type: none"> • I always do my best • I ask for help when I need it. • I take responsibility for my own learning 	<ul style="list-style-type: none"> • I ask permission to leave the room • I sit on chairs properly • I enter in an orderly manner • I thoughtfully use and pack away resources • I walk inside the classroom 	<ul style="list-style-type: none"> • I am pleased when someone else does well • I work alongside my classmates in a team and listen to their ideas. • I share with others • I co-operate with others in learning groups
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In the Playground	<ul style="list-style-type: none"> • I am a problem solver • I try new things • I get involved • I speak up for others 	<ul style="list-style-type: none"> • I play fairly and include others • I take care of equipment, property and the environment • I cooperate with the teacher on duty • I take turns and play co-operatively • I allow others to enjoy the space • I keep my hands, feet and body to myself 	<ul style="list-style-type: none"> • I keep my area tidy and clean up after myself • I share the playground equipment with others • I tell the truth • I return to the classroom on time • I sit down in the correct area to eat and wait till I am dismissed. • I do not proceed to Narnia Lower in the morning without a parent 	<ul style="list-style-type: none"> • I play in the correct areas • I wear a hat, sunscreen and shoes • I use equipment safely • I walk on pathways and concrete areas • I keep my hands, feet and body to myself • I use equipment safely and do not use large balls in Narnia Upper and Emerald City playground • I wait for the duty teacher before moving to the oval and Narnia Lower 	<ul style="list-style-type: none"> • I invite others to play with me and include them in my games • I share with others and take turns on the equipment • I use kind words • I help people who are hurt • I share with others
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Roles, rights and responsibilities of Primary School community members

All members of the Suncoast Community have both rights and responsibilities which are essential for maintaining a positive school culture. These are as follows:

Community Members	Rights	Responsibilities
Students	<p>Students have the right to:</p> <ul style="list-style-type: none"> • Receive instruction and participate in learning at the appropriate stage of development • Feel safe both physically and emotionally • Be treated with respect, politeness and fairness • Express opinions without fear of ridicule • Be accepted as individuals, with the right to independence and responsibility. 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Carefully adhere to the expectations outlined in the ARISE Matrix and behave in a manner that respects the rights of others, including their right to learn. • Take responsibility for their actions by offering reparation and accepting relevant and meaningful consequences as a result of their actions • Cooperate with staff and all other members of the College community.
Parents/Caregivers	<p>Parents have the right to:</p> <ul style="list-style-type: none"> • Expect that every student is given access to learning at an appropriate level • Expect fair and consistent treatment of each student • Be informed of school expectations and procedures • Be informed regularly of their student's progress • Have opportunities to communicate with College staff about issues concerning their child's progress and wellbeing 	<p>Parents are expected to:</p> <ul style="list-style-type: none"> • Work effectively and cooperatively with College staff as we seek to grow our students into young people who demonstrate our ARISE virtues • Show an active interest in their child's schooling and progress • Support the school staff in maintaining a safe and respectful learning environment for all students • Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour • Contribute positively to behaviour support plans and agreements that concern their child

Staff	<p>Staff have the right to:</p> <ul style="list-style-type: none"> • Receive respect from students and support from parents, colleagues, and Leadership Team members • Enjoy teaching and instructing students in a non- disruptive, safe learning environment • Expect a positive response from students to fair requests and standards of behaviour. 	<p>Staff are expected to:</p> <ul style="list-style-type: none"> • Provide safe and supportive learning environments • Provide inclusive and engaging curriculum and pedagogy • Initiate and maintain constructive communication and relationships with students and parents/caregivers • Regularly and explicitly teach the behaviour expectations in the ARISE matrix. • Clearly display the Matrix and the values in the classroom and the playground • Consistently, respectfully and fairly follow through with any breaches to the behaviour expectations and follow the ARISE flow charts to determine a course of action • Implement relevant, meaningful and appropriate consequences where required • Reinforce and encourage students who display the ARISE virtues and the associated behaviours that we seek to develop in our students. This can be done in class and also through our “Caught in Character” and “Consistent Character” awards in Chapel, and our RISE UP, Christian Character and Rose Bartlett Awards (4-6) • Remain flexible and allow for unforeseen circumstances or the unique and special needs of some students. • Maintain effective communication and adhere to the common language about behaviour across the Primary school.
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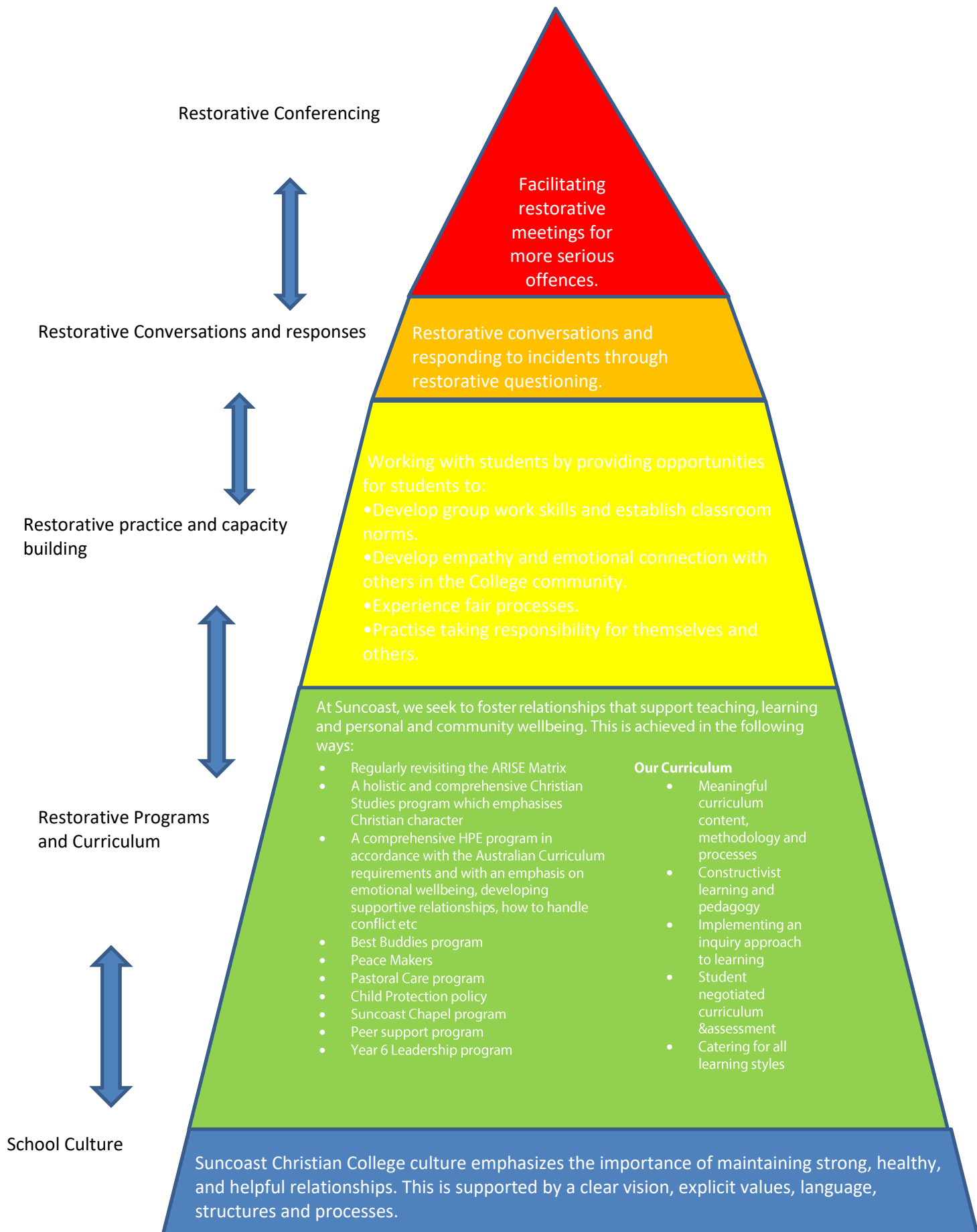
Whole school Behaviour Support- proactive and preventative strategies.

In addition to the responsibilities listed above, staff at Suncoast will support students by purposefully building a positive school culture. Across the Primary school we are committed to:

- ensuring that all community members feel honoured and respected
- maintaining healthy relationships throughout the community

The following diagram outlines some of the strategies which enable us to achieve this.

Building a school culture based on developing and maintaining healthy relationships



Strategies to promote a positive school culture at Suncoast

In addition to the above mentioned, the classroom teacher may use some of the following strategies:

- teach, model and reteach the College ARISE values Code
- teach, re-teach, model and rehearse classroom routines step by step
- promote and develop age-appropriate independence
- give clear instructions and specific directions
- be specific and consistent when giving praise
- set consistent boundaries in a calm manner
- provide engaging and differentiated curriculum and pedagogy
- provide positive praise and encouragement (verbal and nonverbal)
- provide encouragement by sending home ARISE postcards to affirm students
- issue in class rewards
- assign class responsibilities for students eg messenger, tuck shop helper etc
- communicate and affirm students by using phone calls, emails or diary communication with parents
- share work with others (HoP; DHoP, buddy classes, parents)

When dealing with students with special needs (emotional and behaviour difficulties), teachers endeavour to:

- be calm, clear and consistent in all communication
- adjust expectations to suit individual needs
- seek assistance from parents and College staff
- develop and adhere to an action plan that responds to individual needs and behaviour
- de-escalate situations and provide opportunities for students to calm down and return to rational thinking eg "Take a Break: cards, use a withdrawal space
- work in collaboration with the Learning Support Coordinator, DHoP and HoP

College Staff will use the following to promote a positive culture across the entire Primary School

Primary School Chapel Program

Every week, both the Junior Primary and the Upper Primary school communities gather for Chapel. During this time, we create and enrich our positive school culture through worship, prayer, class presentations, "Caught in Character" and "Consistent Character" awards. Students receiving, these awards will also have their name and photo displayed on the Primary School TV notice boards. The ARISE matrix is also regularly revisited during these gatherings.

College Awards

Character Awards are presented to students who consistently model and exemplify the ARISE virtues. In Years 4-6, these awards may be presented at the Upper Primary Celebration Evening.

They include:

- the RISE Up Award - presented to one student from each class has consistently demonstrated respect, integrity, safe behaviour and empathy for others.
- a Love of Learning Award (Growth) - presented to one student from each class who has demonstrated considerable growth in learning throughout the year.

- a Love of Learning Award (Tenacity) - presented to one student from each class who has been recognised as demonstrating considerable persistence and grit during their learning journey.
- the Christian Servanthood Award - presented to one student in each class who has been recognised as being exemplary in the area of service to others.
- the Rose Bartlett Award - presented to one student in Year 6 who has been proactive in serving others and has had a “what would Jesus do” approach to all relationships.

In Junior Primary, the teachers may refer to these character traits and virtues when writing recognition certificates which are presented at Junior Primary Celebration Morning.

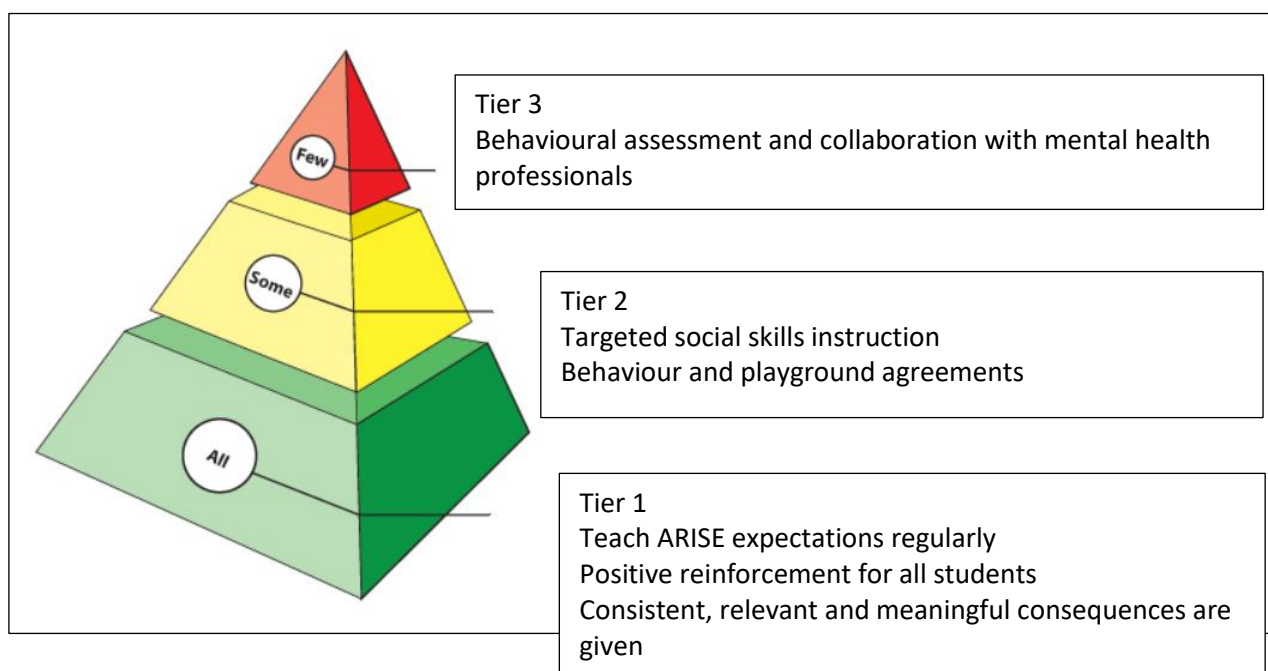
The continuum of support and key features

An important component of the ARISE - Student Support for Success model is the adoption of a continuum of behavioural supports. Within the continuum there are three tiers of support.

Tier 1: This focuses on universal behavioural and academic support for all students. Here the focus is on the prevention of problem behaviours, providing early intervention for those at risk and creating a positive learning culture across all areas of the College.

Tier 2: This focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data, students are identified early, before problem behaviours become chronic, and they receive targeted support through small group social skills instruction with our Primary Chaplain, academic support (through the Learning Support Co-ordinator) regular check-ins (with the Co-ordinators; DHoP or HoP) and self- management strategies (eg Take a Break cards). Students at this level may be on a Behaviour Support Plan or a Playground Agreement.

Tier 3: An individualised and intensive level of support is provided at this level. Students on Tier 3 require highly individualised behaviour support programs based on a comprehensive behavioural assessment. At this level, students will usually have a Behaviour Management Plan which will be developed in consultation with mental health professionals, the student’s family and other key stakeholders.



Lack of adherence to the Code of Conduct

When a student fails to comply with the Code of Conduct contained in the ARISE MATRIX, staff determine if the breach is deemed to be minor or major as per the guidelines in Appendix 1. The category of behaviour determines who is responsible for dealing with the incident and the procedure to be followed (see Appendix 1).

In an instance where a student's behaviour does not comply with the virtues and expectations outlined in the ARISE matrix, staff follow the relevant Behaviour Management flow charts (see Appendix 2).

In summary, these are as follows:

Classroom Context

When dealing with minor issues in the classroom staff adhere to the "5 R's" approach. This is as follows:

1. **Reminder** - The student is given a reminder of the expected behaviour, as outlined in the ARISE Matrix. This may be as simple as "Hey (name), remember at Suncoast we demonstrate A Love of Learning by staying on task and not distracting others". If the student continues to make poor choices, they progress to Step 2.
2. **Redirect and reteach** - The teacher reteaches the required expectation and ensures that the student fully understands what is required of him/her. For example, the teacher may say "(name), to stay on task you need to stop trying to take (other person's) book. S/he is unable to work whilst you are doing this and so are you. You need to sit in your own seat and keep your hands to yourself. Is there anything I can do to assist you to do this?" If the student continues to make poor choices, they progress to Step 3.
3. **Relocation** - The student is moved to a new space in the classroom or given time out. For example, the teacher may say, "Hey (name), you are clearly struggling to show "a love of learning" so I am going to help you. Please move to this table so that you and others can get on with the assigned work." If the behaviour persists, the student progresses to Step 4.
4. **Removal and reflection** - The student is removed to a Buddy classroom and is required to fill in a Reflection Sheet. This is sent home for parent perusal. On return to the classroom, the teacher meets with the student to review the reflection sheet and discuss the student's choices. Following this, an in-class, jointly constructed, consequence is given. The tone of this meeting is restorative and future focussed. The teacher records the behaviour in SEQTA and the reflection sheet is also uploaded prior to being sent home for parental signature. If behaviour persists, the student progresses to Step 5.
5. **Referral** - The Teacher completes a Behaviour Referral Form (See Appendix 4) and the student is referred either to the Coordinator, the Deputy Head of Primary or the Head of Primary. At this step, the student's parents usually will be contacted. If the undesirable behaviour is persistent and jeopardizes the ongoing learning or wellbeing of other students, the child may be placed on a Classroom Behaviour Management Plan. This is devised in consultation with the class room teacher and parents are notified of this arrangement.

All major incidents which cause significant harm to other people or property (see Appendix 1) are immediately escalated to Step 5.

Playground Context

When dealing with minor incidents in the playground staff adhere to the following Playground Behaviour Management flow chart (see Appendix 2).

In summary the steps are as follows:

1. **Reminder** - The Duty Teacher reminds the student of the Suncoast ARISE Virtues and the expected Code of Conduct. This may be as simple as "Hey (name), remember that at Suncoast we show empathy by sharing our playground equipment. Are you demonstrating empathy right now?" If the behaviour persists, the student progresses to Step 2.
2. **Redirect and reteach** - The duty teacher reteaches the playground expectations, ensuring that the student understands what is required. "(name), remember that Suncoast students show empathy. To do that, you would need to hop off the swing and give the others a turn. You need to jump off the swing now and go and join the end of the line or find something else to do." If behaviour persists, the student progresses to Step 3.
3. **Removal and relocation** - The duty teacher removes the student from the playground and issues a consequence. This could include time out, close supervision, or another relevant, meaningful consequence. The duty teacher will use the Restorative Questions (Appendix 3) when dealing with the perpetrator and the victim. If behaviour persists, the student progresses to Step 4.
4. **Referral and reflection** - The duty teacher completes the Playground Referral Slip (See Appendix 4) and the student is sent to Primary Reception where s/he completes a Behaviour Reflection sheet. The matter is referred to the Coordinator, Deputy Head of Primary or Head of Primary for a restorative conversation. At this point, relevant meaningful consequences are issued and there is opportunity to ensure that reparation occurs. A copy of the reflection sheet is sent home for parents to sign and if the matter is deemed to be serious, parents will also be directly contacted via phone or email.

For ongoing Playground issues, a Playground Management Plan may be implemented.

All major incidents are referred directly to either the JP or UP stage co-ordinator, the DHoP or the HoP.

Referrals are made via either the Playground Referral Form or the Behaviour Referral Form (see Appendices 4 and 8).

Investigating incidents

Suncoast staff are committed to the principles of natural justice and will therefore investigate incidents thoroughly and without prejudice, treating all parties fairly, with dignity and respect. Staff are encouraged to utilise Restorative Practices to explore situations in their classrooms, playground or elsewhere in the College community.

Restorative questions

When a student has not adhered to the ARISE Code of Conduct, staff can use some or all of the following questions to help him/her to reflect on their behaviour or the incident that has transpired (see Appendix 3).

4 Questions

1. What are you doing?
2. What should you be doing?
3. Do you understand the expectations or should we work on it together?
4. Are you able to follow the expectations from now on?

Across the Primary School all behaviour issues are also investigated through the use of the following Restorative Questions.

To the wrongdoer	To the victim	When stuck
What happened? What were you thinking at the time? What were you hoping would happen? What have you thought about since? Who do you think has been affected by what you did? In what way? What do you need to do to make things right and restore the relationship? How can you repair the damage that has been caused? How can we make sure this does not happen again? What can I do to help you?	What happened? What did you think about at the time? What have you thought about since? How has this incident affected you? What has been the worst part of it? What is needed to make things right for you? How can we make sure this does not happen again?	Was it the right or the wrong thing to do? Was it fair or unfair? What exactly are you sorry for? APOLOGY STEPS <ol style="list-style-type: none"> 1. Take responsibility for your actions 2. Say sorry and name the actions/behaviour you are sorry for 3. Ask for forgiveness 4. State what you would do differently next time 5. Put it right.

The questions endeavour to be neutral and non-judgmental, concentrating on the perpetrator's behaviour and the impact it has had on others. They are designed to be open questions that require an answer and which take everyone from the past (what happened) to the future (i.e. repairing the harm). They require both the perpetrator, the victim and any witnesses to reflect on who has been impacted and affected by the incident. In so doing, they are designed to help the wrongdoer develop some empathy for those affected.

Using the Restorative Justice Questions

The restorative practices model can be applied in a number of ways, ranging from informal conversations to more formal conferences with the perpetrator and the victim. Where required, parents and caregivers can also be involved. Restorative conferences may also involve the whole class if the student's behaviour has impacted the classroom environment.

Record keeping

Record keeping is achieved through SEQTA, our Learning Management System. This is a very important and effective tool for tracking student behaviour.

SEQTA Updates

Staff who deal with an incident, either in the classroom or in the playground, make a SEQTA entry for record keeping purposes. Staff who do not have access to SEQTA are required to fill out a Classroom Behaviour Form or a Playground Behaviour Form (see Appendix 4). This form is then sent to Primary Reception to be entered into SEQTA.

If a student has reached the Reflect stage of the flow-chart, the Reflection Form will be completed and sent home for parent perusal. In this instance, once returned, it will be sent to Primary Reception so that it can be scanned and entered into SEQTA. It is the issuing teacher's responsibility to ensure that it is returned and forwarded to Primary Reception. Teachers may wish to scan it prior to sending it home so that they can ensure that a record is kept.

If a student is referred to the Coordinator, DHoP or HoP then the details of the incident along with any action taken will be entered in SEQTA by the Coordinator, DHoP or HoP.

Once a student has been referred to the Co-ordinator, DHoP or HoP then parent contact will usually be made. In all other incidents, parent contact is advisable but is at the discretion of the classroom teacher.

Duty teachers are responsible to follow through with any issues that occur in the playground and should also inform the classroom teacher who has overall pastoral responsibility for the student in question.

Updating behaviour records in SEQTA is essential for the ongoing tracking of student behaviour.

Targeted supports

Targeted interventions play a key role in supporting students who are at risk of academic and social difficulties. These are designed to prevent the need for more intensive interventions. Targeted interventions should be timely and responsive. Some examples of Targeted Interventions are listed below:

Check-In Mentoring Program

Students who have identified as being on Tier 2 or 3 are eligible for the "Check-In" mentoring program. "Check-In" relies on building a trusting, relationship between the student and a caring teacher mentor (often the Co-ordinator or the Primary School Chaplain). The mentor checks in each day with each student and provides regular reminders and offers of support. This is always a positive exchange and it is clear that the mentor is there to support and champion the student toward positive behaviour choices.

Playground Agreements

A Playground Agreement may be issued when a student requires additional support to demonstrate the ARISE virtues in the playground environment. A Playground Agreement can specify locations for the child's play and/or allocated clubs which the student is required to attend. Whilst they are set up with the Classroom Teacher, the Coordinator and/or the DHoP or the HoP, they are monitored and supported by the classroom teacher. All duty teachers are made aware of the conditions of the agreement so that they are able to support it in the playground environment. Playground agreements always relate to the virtue on the ARISE matrix that the student is needing support to display.

The Agreement will be sent home via the student diary for parents to sign. Phone or personal contact may also be made with the parent to outline the parameters of the agreement so that it can be reinforced at home. Ordinarily, a Playground Agreement will be reviewed after 2 weeks and may then be concluded if the student has established that he/she can demonstrate the desired virtue in the playground. Similarly, it may be reinstated if required.

Classroom Behaviour Agreements

For some students on Tier 2, a Classroom Behaviour Agreement may be issued. In this instance, the student, parent and teacher discuss and agree on the behaviour goals which may improve the student's learning in the class environment. A student on a classroom behaviour agreement will be monitored and supported for a designated period of time to create positive behaviour changes. Students will be given an opportunity to reflect on their weekly progress with their classroom teacher. Classroom Behaviour Agreements also relate to the virtue on the ARISE matrix that the student is needing support to display. They are usually reviewed after 2 weeks and may be either revoked, revised or reinstated depending on the student's progress. Students who are on a Classroom Behaviour Agreement will lose their Good Standing Status.

Social Emotional Learning Programs

This type of intervention involves directly teaching the social and emotional wellbeing skills that will enhance a student's ability to interact in a positive manner with peers and adults. Whilst social and emotional skill may be a regular part of the Tier 1 support, this type of targeted support occurs in smaller groups or one on one, with students who require additional practise and feedback on their behaviour. These groups are usually coordinated by the Primary Chaplain.

Relevant meaningful consequences

Whilst the program aims to restore damaged relationships, it is important that justice be established through the administration of relevant and meaningful consequences. Where possible, the consequence will align with the virtue that the student has disregarded and address the wrong caused. In essence, it is important that the consequence provide the student with an opportunity to practise making positive behaviour choices. Where a student has wronged another person, the consequence, where possible, should also involve restoring the trust and integrity of the relationship. As such, the nature of the consequence will be determined by the circumstances surrounding the student's breach of the behaviour guidelines. Some examples are listed below but this is not exhaustive:

Supervised Playground Time

If a student has failed to uphold the College Code of Conduct in the playground and has hurt another student, s/he may be placed on supervised playground arrangements. This can involve shadowing the playground duty teacher to re-establish appropriate behaviour and re-build trust or sitting in the playground under close supervision. The duty teacher can use this time to help the student to reflect on their ability to make more positive choices in the future.

Community Service

If a student has damaged College or personal property s/he may be placed on Community Service duties which may include cleaning, picking up rubbish, gardening etc. The context is that the student is making a contribution toward repairing the resultant damage. In some instance, it may be deemed necessary for the student, in consultation with their parents, to also make a financial contribution toward repairing the damage.

Confiscation of Property

If a student does not adhere to the College Code of Conduct for technology or mobile devices, these can be confiscated for a set period of time until trust can be rebuilt and the student has proven that he/she can act in a responsible manner and in accordance with the Technology Use policy which can be found in the student diary. Similarly, if a student is misusing either personal or College property and this is causing distraction or potential harm, the item can be confiscated. This may be applied to students using balls or equipment in out of bounds areas.

Detention

Detention is not ordinarily used as it is preferable that consequences are more educative than punitive. However, where necessary, detention may be applied to a student but the context is always that s/he needs to be removed from the playground or the classroom to ensure the ongoing wellbeing and safety of the other students. The onus is on the student to demonstrate that s/he can be trusted to act in a way that ensures the ongoing safety and wellbeing of others.

Change of Status

Suncoast students who consistently uphold the College ARISE virtues are deemed to be "In Good Standing". As such, they can be considered as eligible to be ambassadors for Suncoast. All students commence the school year on "Good Standing" status. In instances where students may have ongoing attitude or behavioural issues, including repeated uniform infringements, it may be deemed necessary for them to lose their Good Standing status. "Status" changes are made in consultation with the HoP or DHoP. This is regarded as a severe step and it is designed to motivate the student to work with their classroom teacher, Coordinator, HoP or DHoP and their parents to remediate their position and to function appropriately in the College Community. When a student's status has been changed, his/her progress is closely monitored by the Coordinator, the DHoP or HoP, and a change in attitude and behaviour is expected.

Students who are deemed to "not be in good standing" are not eligible to represent the College at important events. This can include presenting at College functions, interschool sporting competitions, excursions, Leadership days etc.

All students who are on Tier 3 would be deemed to have lost their Good Standing Status. Students on Tier 2 who are not responding appropriately to the support given may also be deemed to be ineligible for Good Standing Status. This change of status will be communicated to students and their parents in writing. Good Standing Status may be reviewed after 2 weeks by the HoP or the DHoP and students who have demonstrated that they are ready to be ambassadors for Suncoast will have their Good Standing Status reinstated. Students who fail to demonstrate appropriate behaviour choices will remain until the next review.

In-school Suspension

As per the flow chart in Appendix 2, students who fail to demonstrate appropriate behaviour whilst on a Behaviour Management plan or a Playground Management Plan, may be required to undertake an In-School suspension. In-School suspensions usually begin with a half day and progress to a full day. Parents will always be informed by the HoP or the DHoP if a student is issued with an in school suspension.

External Suspension

Students who have failed to comply with the College Code of Conduct following an In-School suspension, may be required to undertake an External Suspension. Parents will be informed in this instance. External Suspensions can be for a period of 1 day to 2 weeks and this is at the discretion of the HoP, the DHoP and/or the College Principal. In extreme circumstances, where a student's behaviour is deemed to be or likely to be highly detrimental to the well-being or safety of other students or staff, an external suspension can be issued without adherence to the previous steps. This is at the discretion of the HoP and the Principal. Following any external suspension, the student, his/her parents and other stakeholders are required to attend a re-entry meeting to discuss the student's future at the College and to clearly outline behaviour expectations and support that is available.

Exiting a Student

Whilst it is the College's desire that all students will take responsibility for their behaviour, demonstrate appropriate behaviour choices and make positive contributions to the College community, where a student fails to respond to the interventions, strategies and support provided by demonstrating the required change in behaviour, it may be necessary to cancel his/her enrolment. This is done in consultation with the College Principal. In this instance, a parent meeting would be held to discuss the reasons and the parameters of the exit.

APPENDIX 1: BEHAVIOUR DEFINITIONS

Consequences for Behaviour that does not adhere to the ARISE expectations.

In the Suncoast Students Support for Success program, student failure to adhere to the behaviour expectations is divided into Minor and Major Behaviour Incidents.

MINOR BEHAVIOUR INCIDENTS

Behaviour	Value that has been compromised	Definitions	Examples
Physical Misconduct	Safety	Student engages in actions involving physical contact where unintentional injury may occur.	<ul style="list-style-type: none"> Running on cement and colliding with someone Playing hands on games where someone in the playground
Disrespect	Respect Integrity	Behaviour which shows some contempt for authority	<ul style="list-style-type: none"> Rolling eyes Smirking Make faces Walking away when an adult addressing them Eating in class Entering class without permission Saying, "I'm bored"
Disruption	A love of learning Respect	Behaviour resulting in a significant but short interruption to learning	<ul style="list-style-type: none"> Inappropriate, non-related comments Talking to friends Touching other people or their property Repeated noise – tapping pencils Throwing objects without intent – Playing with objects Calling out Leaving chair without permission Tapping on the classroom window/door Arriving at class unprepared – incorrect/no materials, unprepared to work

Uncooperative behaviour	A love of learning Respect Safety	Uncooperative or defiant behaviour directed at staff or other students	<ul style="list-style-type: none"> • Work or activity refusal • Failing to follow through on requests by staff • Rudeness or back-chatting
Verbal misconduct	Respect A love of learning	Low intensity inappropriate language	<ul style="list-style-type: none"> • Non-directed swearing in the classroom (e.g. "This is Cr#p") • Repeated derogatory language, e.g., "You are stupid," and does not respond to redirection
Lying/Dishonesty	Integrity Respect	Student delivers a message that is untrue- but not necessarily an ongoing pattern of behaviour	<ul style="list-style-type: none"> • Copying work from others • Fabricating a story to avoid responsibility or consequences • Fabricating a story to protect a friend
Failed to attend a classroom consequence eg Time out; visit to a buddy classroom etc	Integrity Respect	Student has failed to attend/ compete the detention/ classroom consequence adequately	<ul style="list-style-type: none"> • Failure to report back to the teacher • Refusal for Time Out or removing themselves out of Time Out without permission. • Refusal to attend a Buddy Class when directed or not going directly to the buddy class.
Noncompliance/ work refusal	A Love of Learning Respect	Brief or low intensity failure to respond to reasonable adult requests	<ul style="list-style-type: none"> • Talks while adult is talking • Is intentionally slow to respond to a direction • Back chatting when given a direction ie saying things like "This is stupid" "Why should I?" "I don't care?" etc

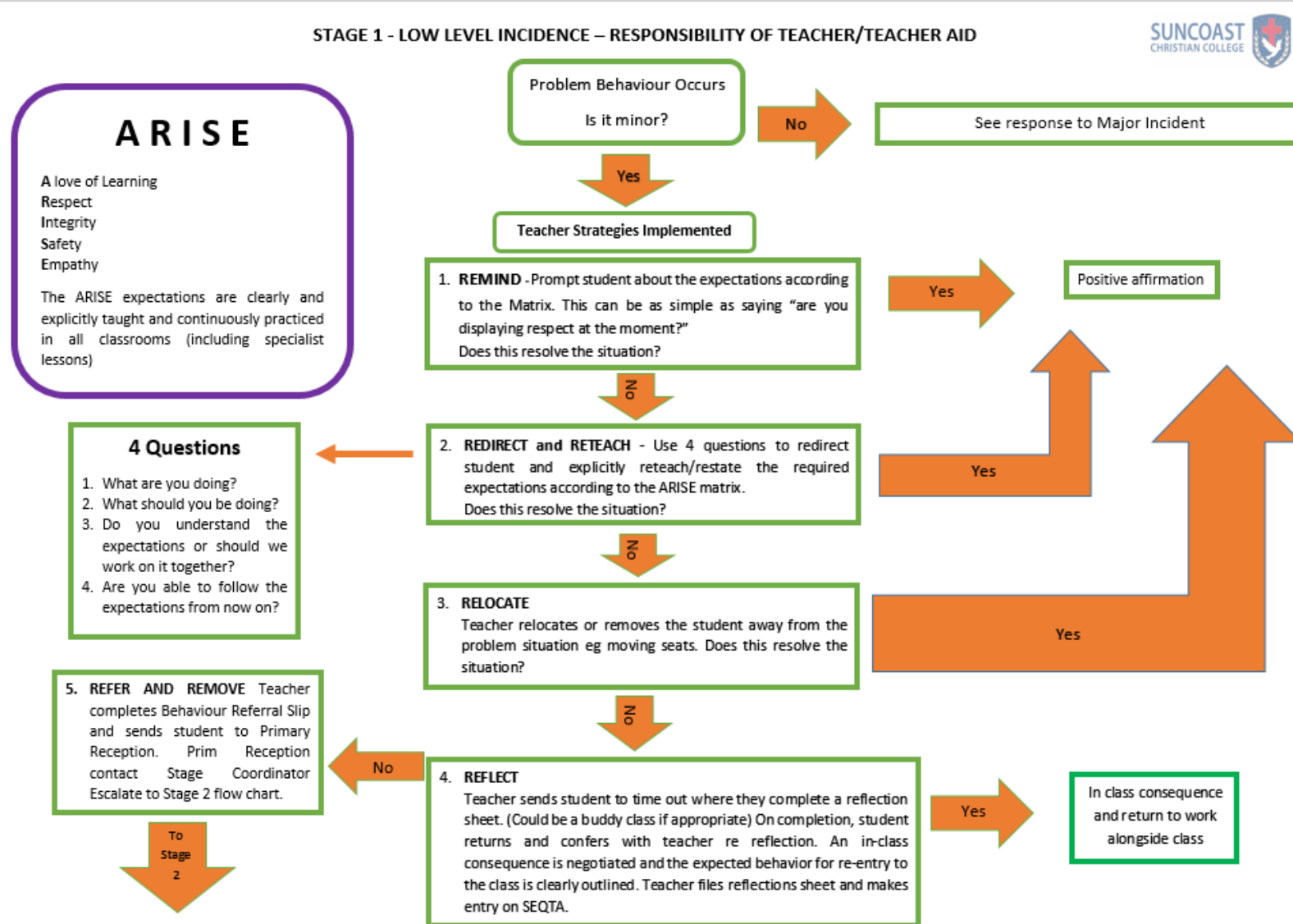
Disrespect of Property	Respect Integrity Safety	Causing minor damage to others or college property.	<ul style="list-style-type: none"> • Drawing on a desk or a piece of furniture • Defacing someone else's book • Intentional breaking someone else's belonging (non-malicious but not acting responsibly) • Breaking pencils • Ripping up work • Taking/ kicking bags or lunchboxes • Wasting materials • Rough handling of equipment and furniture
Tardiness/ Truancy	A Love of Learning Integrity Respect	<p>Not in class at the appropriate time without valid explanation</p> <p>Not completing work in a realistic period of time due to inappropriate choices (not an inability to understand)</p>	<ul style="list-style-type: none"> • Arriving back from a break late • Taking an extended period of time to complete an errand, visit the bathrooms or complete a task • Failing to start work straight away • Being unduly distracted when the student is supposed to be working
Teasing/ Taunting	Respect Empathy Integrity	Low level inappropriate comments and or unwanted verbal or emotional advances	<ul style="list-style-type: none"> • Name calling • Encouraging/ supporting wrong behaviour in other people
Unsafe Behaviours	Safety	Behaviours which have the potential to cause physical harm to self or others.	<ul style="list-style-type: none"> • Running on the concrete • Being out of bounds • Sliding or climbing on the outside of the stair rail. • Pushing to get into line • Climbing/ sitting on the port racks
Dress code	Respect	Students not wearing the school uniform as per the uniform policy –	<ul style="list-style-type: none"> • Intentionally or unintentionally wearing incorrect uniform • Not having a hat on during break time • Wearing non-sun safe clothing

MAJOR BEHAVIOUR INCIDENTS			
Behaviour	Value that has been compromised	Definitions	Examples
Physical misconduct	Respect Safety Empathy	Physical contact with intent or outcome of causing injury or harm to others	<ul style="list-style-type: none"> Intentionally, punching, biting, hair pulling, tripping, pinching with malicious intent and causing injury or upset to the victim
Abusive language/profanity	Respect Empathy Integrity	<p>Swearing or curse words directed towards others in a demeaning or provoking way. Repeated intentional use of inappropriate language directed towards others in a demeaning and provoking manner.</p> <p>Disrespectful messages include negative comments related to religion, race, gender, ethnicity, appearance, disabilities or other personal matters</p> <p>Extreme use of profanity</p>	<ul style="list-style-type: none"> Swearing with extreme profanity at another person Repeated swearing or demeaning words directed at other students Repeated name calling Intentional and repeated remarks (racial or derogatory) designed to degrade another person
Assessment Misconduct	A Love of Learning Integrity	One or more students deliberately plagiarizes another's intellectual property with/without permission – as per assessment policy	<ul style="list-style-type: none"> Cheating on exams Copying or plagiarising another students work Resubmitting a siblings assignment or work
Bullying/harassment	Integrity Empathy Safety Respect	Student delivers disrespectful messages (verbal or written) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes (Disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disabilities or other personal matters)	<ul style="list-style-type: none"> Repeatedly threatening another person Repeatedly verbally attacking someone based on ethnic origin, religion, gender, etc. Repeatedly tripping or pushing someone Verbal or written harassment

Combustibles	Safety	Student is in possession of substances/objects capable of causing bodily harm or property damage	<ul style="list-style-type: none"> • Matches, lighters • Firecrackers • Gasoline • Lighter fluids • Knives (including pocket knives)
Defiance	Respect Integrity	Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult	<ul style="list-style-type: none"> • Repeatedly refusing to follow reasonable adult direction • Leaving classroom or school grounds without permission • Persistently yelling at an adult • Repeatedly back chatting or walking away from an adult who is talking to them
Disruption	Respect A Love of Learning Safety	Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time	<ul style="list-style-type: none"> • Yelling/persistent calling out • Turning over furniture • Sustained loud talking • Sustained out of seat behaviour • Student does not respond to Classroom Management strategies. *
Fighting/physical aggression	Safety Empathy Respect	Physical contact with intent or outcome of causing injury or harm to others	<ul style="list-style-type: none"> • Intentional Hitting • Intentional Punching • Intentional Hitting using an object • Intentional Kicking • Actions using sharp/dangerous objects
Possession of a prohibited item	Safety Respect	Students possess on their person or in their bag an item which has been declared by the school as prohibited	<ul style="list-style-type: none"> • Knives • Fire crackers
Property misconduct	Safety Respect Integrity	Students participating in an activity that results in substantial destruction or disfigurement of property	<ul style="list-style-type: none"> • Repeatedly eating or stealing other students' food • Throwing someone's hat in the toilet • Ripping clothes

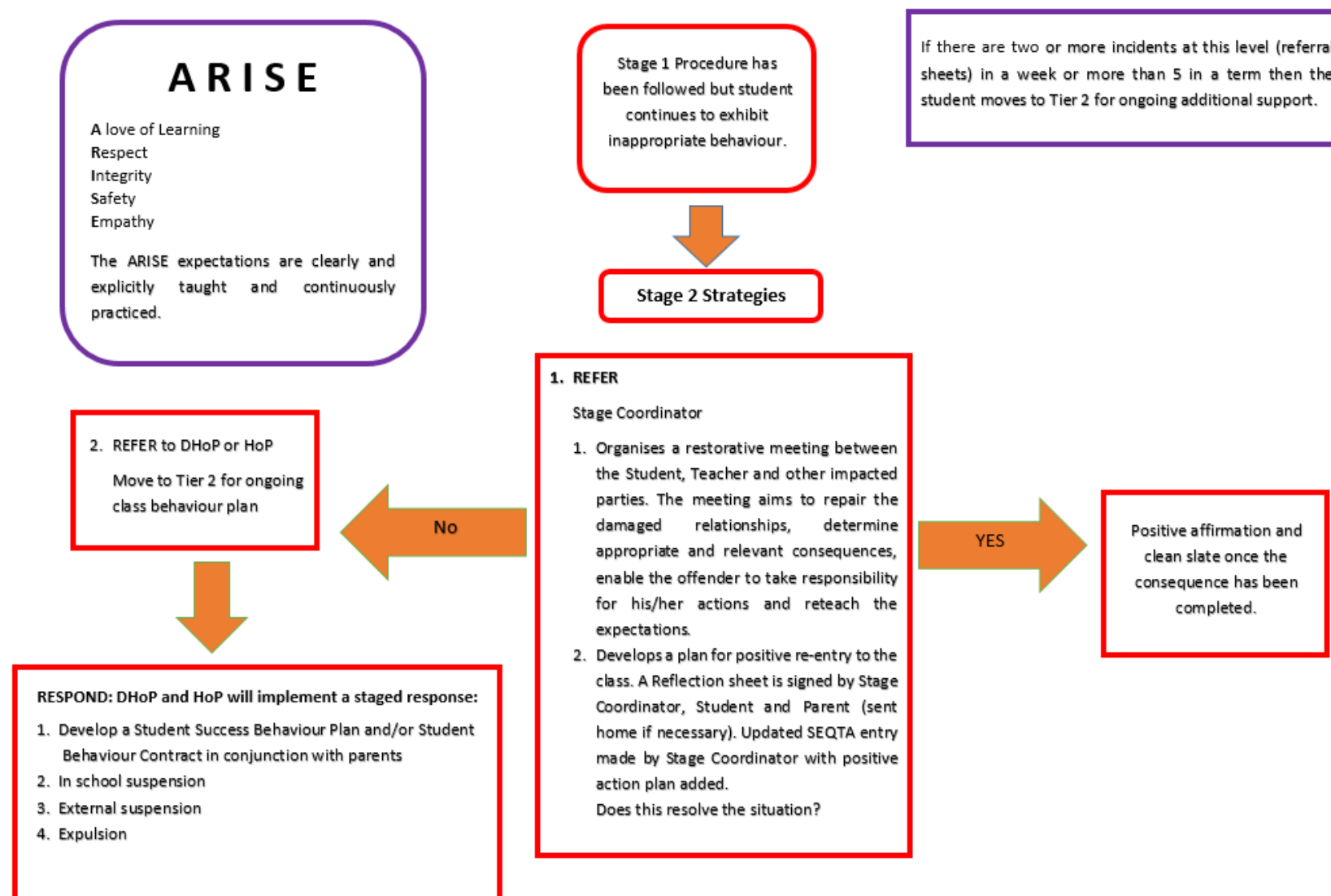
Theft	Integrity	The acquisition of other's property without permission and with intent to permanently deprive	<ul style="list-style-type: none"> • Taking another's wallet • Removing property from another's school bag • Stealing school resources
Tobacco	Safety	Student is in possession/use of a tobacco substance	<ul style="list-style-type: none"> • Student is observed smoking a tobacco substance • Student is in possession of a tobacco substance
Truancy	Integrity Safety A Love of Learning	Unexplained absence/s with or without parent's knowledge	<ul style="list-style-type: none"> • Leaving school without permission • Repeated failure to attend scheduled classes • Repeated absence from school with/without parent permission • Leaving class without permission
Unsafe behaviour	Safety	Behaviours which endanger self or others	<ul style="list-style-type: none"> • Climbing on structures to an unsafe height • Using equipment unsafely e.g. inappropriate of gas ovens, power points, fans • Throwing objects with intent to cause harm • Spitting
Weapons	Safety Respect Integrity	Student is in possession of knives, guns or other objects presumed to be or capable of causing bodily harm	<ul style="list-style-type: none"> • Bringing guns, knives, other potentially dangerous items to school • Using an item as a weapon to harm or threaten to harm

APPENDIX 2: BEHAVIOUR MANAGEMENT FLOW CHARTS – ORDER OF RESPONSE

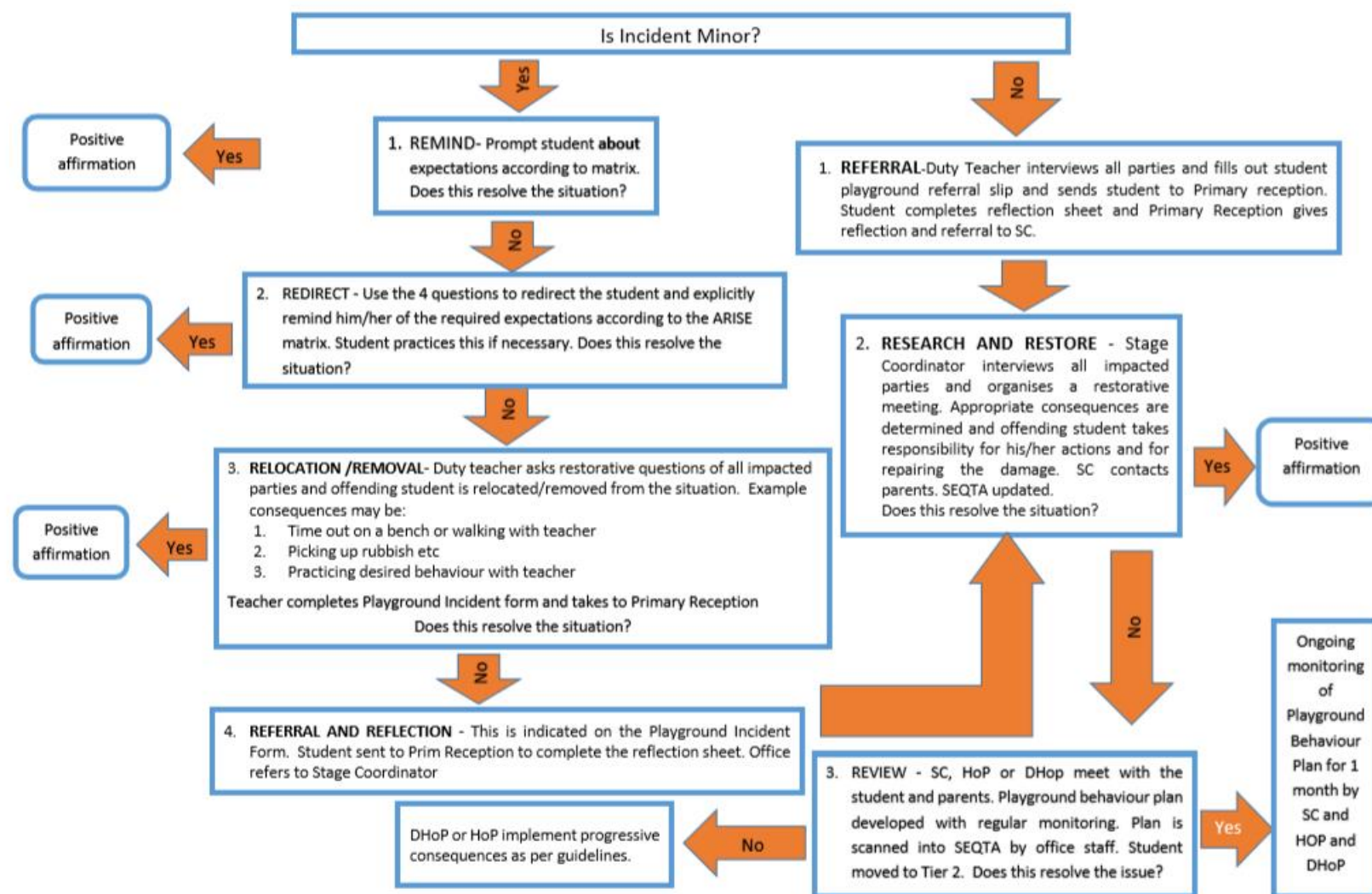


STAGE 2 - RESPONSE TO UNRESOLVED BEHAVIOUR ISSUES

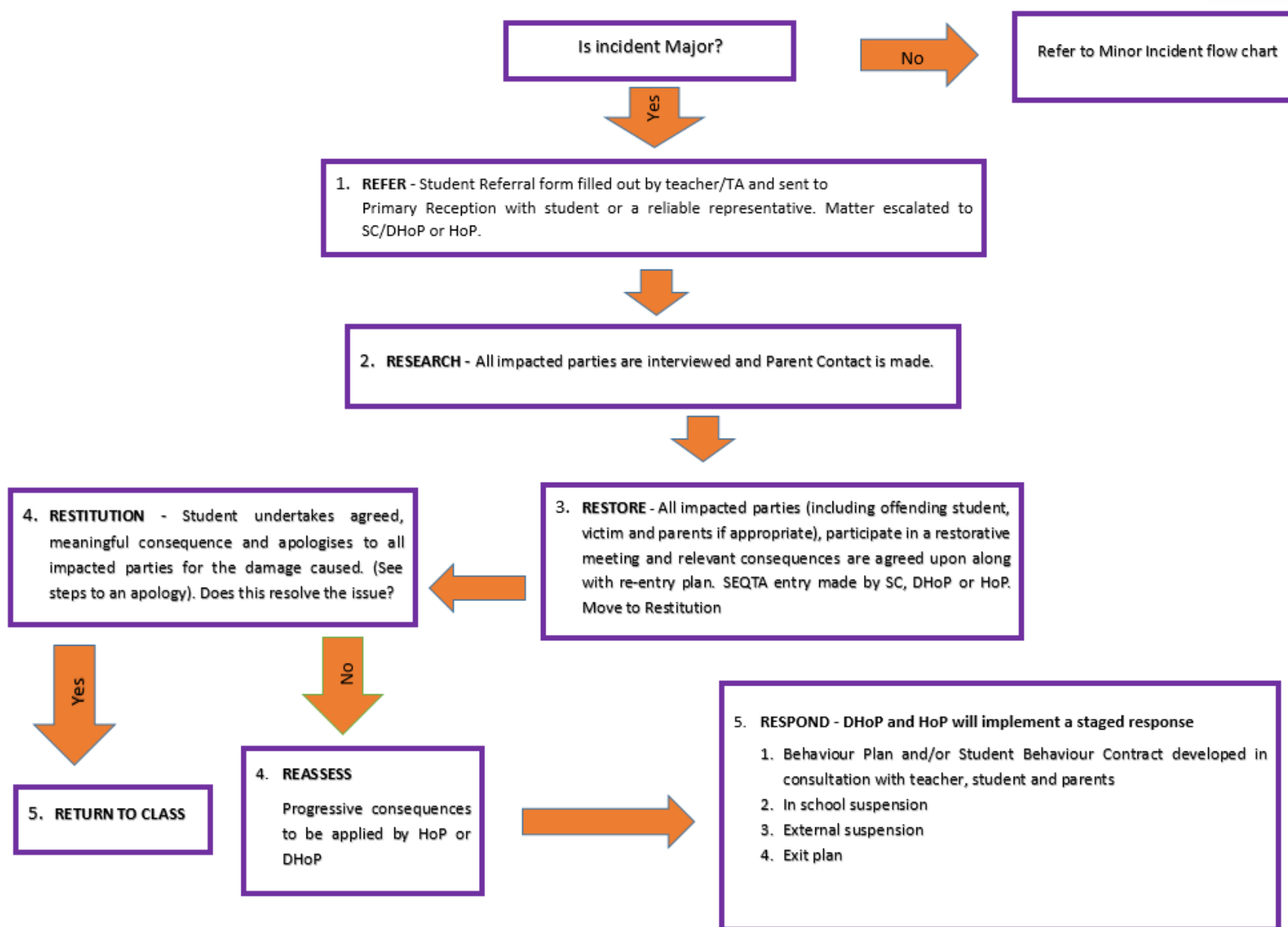
(LEADERSHIP INTERVENTION)



RESPONSE TO PLAYGROUND INCIDENT



RESPONSE TO MAJOR INCIDENT



APPENDIX 3: RESTORATIVE QUESTIONS

Across the Primary School all behaviour issues are investigated through the use of the following Restorative Questions. When a student has been found to not adhere to the College ARISE expectations, staff ask the following 4 questions:

4 Questions

1. What are you doing?
2. What should you be doing?
3. Do you understand the expectations or should we work on it together?
4. Are you able to follow the expectations from now on?

When investigating an incident staff use the following restorative questions:

To the wrongdoer	To the victim	When stuck
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What were you hoping would happen? • What have you thought about since? • Who do you think has been affected by what you did? In what way? • What do you need to do to make things right and restore the relationship? • How can you repair the damage that has been caused? • How can we make sure this does not happen again? • What can I do to help you? 	<ul style="list-style-type: none"> • What happened? • What did you think about at the time? • What have you thought about since? • How has this incident affected you? • What has been the worst part of it? • What is needed to make things right for you? • How can we make sure this does not happen again? 	<ul style="list-style-type: none"> • Was it the right or the wrong thing to do? • Was it fair or unfair? • What exactly are you sorry for?

APOLOGY STEPS

- Take responsibility for your actions
- Say sorry and name the actions/behaviour you are sorry for
- Ask for forgiveness
- State what you would do differently next time
- Put it right

APPENDIX 4: BEHAVIOUR REFERRAL FORMS



STUDENT REFERRAL FORM

Student Name _____ Teacher _____

Class _____ Date _____

Location of Incident _____

6R's Process

Minor Incident

- ☐ 1. Reminder given
- ☐ 2. Redirection
- ☐ 3. Reflection – time out and reflection sheet completed
- ☐ 4. Relocation to buddy classroom
- ☐ 5. Restorative conversation
- ☐ 6. Referral to Stage Coordinator

or

- ☐ **Major incident-** referral to Stage Coordinator

Other information _____

Please send the referred student to Primary Reception with the reflection sheet. If it is not possible to send the student, send the slip with another reliable student.

PLAYGROUND INCIDENT SLIP

Student Name _____ Class _____ Date _____

Referred by _____

Location of incident (please tick)

- | | | | |
|--|---------------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> Secret Garden | <input type="checkbox"/> Upper Narnia | <input type="checkbox"/> Oval | <input type="checkbox"/> Other |
| <input type="checkbox"/> Lower Narnia | <input type="checkbox"/> Emerald City | <input type="checkbox"/> Bathrooms | |

Nature of the incident (please tick) - Student was:

- | | |
|---|---|
| <input type="checkbox"/> Disrespectful | <input type="checkbox"/> using low level threatening behavior |
| <input type="checkbox"/> not playing safely | <input type="checkbox"/> out of bounds |
| <input type="checkbox"/> using inappropriate language | <input type="checkbox"/> defacing of property |
| <input type="checkbox"/> dishonest | <input type="checkbox"/> other (give details) |

The following steps have been followed by Playground Duty teacher (please tick)

Student has been:

- ☐ 1. **Reminded** of expectations as per ARISE matrix
- ☐ 2. **Redirected** and retaught the expectations
- ☐ 3. **Removed/ Relocated** - given time out, picked up litter, remained with teacher, practiced expected behaviour with teacher etc (please circle)
- ☐ **Issue resolved** - take form to Primary Reception for filing

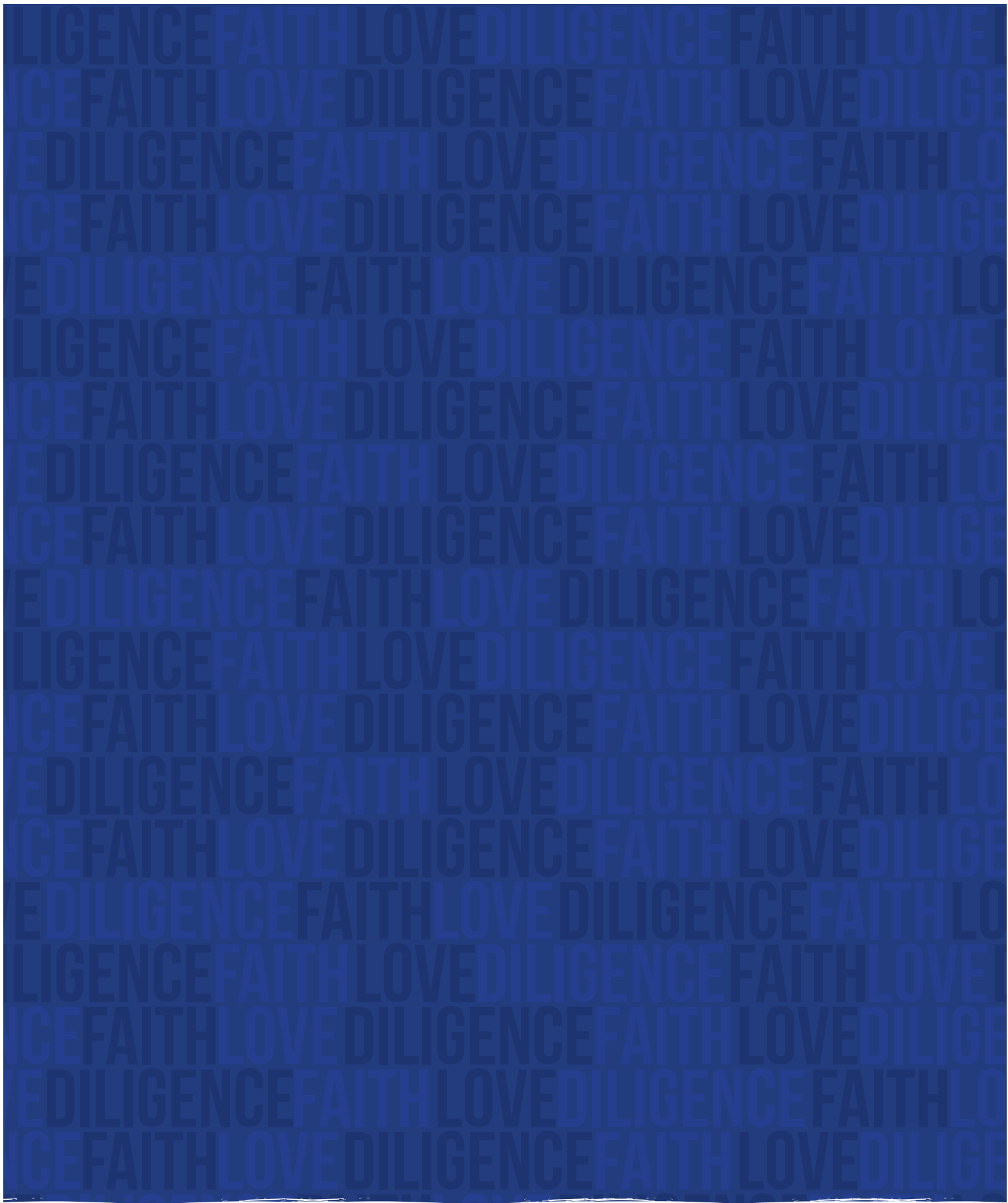
OR

- ☐ **Issue has not been resolved** - please provide details below and send student to Primary Reception with this form

OR

- ☐ **Major Incident**

Details _____



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