

SECONDARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

Faith Diligence Love

SUNCOAST
CHRISTIAN COLLEGE



DOCUMENT INFORMATION

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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 ('the 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 Secondary Behaviour Management Policy applies to all students enrolled in the College.
- Staff at the College have roles and responsibilities within this policy.

Beliefs

The 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:

- a) 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.
- b) 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.
- c) 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.
- d) As Christian staff, our relationship with God should set a foundation for loving, caring and high quality relationships with others, including students.
- e) 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.
- f) 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.

- g) 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.
- h) 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.
- i) 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.
- j) 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; and
- effective and appropriate solutions need to be generated.

It is desired that, through such policies, the 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; and
- 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.

Staff – roles & responsibilities

All staff roles and responsibilities in behaviour management:

- to foster self-discipline by encouraging positive, appropriate behaviour and upholding the College behavioural expectations;
- to react immediately to situations when behaviour expectations are disregarded by students and they put the safety and/or well-being of others, or the good order of the College in jeopardy;
- to notify the Year Level Coordinator (YLC), Head of School or Principal when serious offences occur;
- good discipline is the concern of all staff members who must work together for consistency and model expected behaviours for students;
- teachers will contact parents/guardians and notify them of significant or continued inappropriate behaviours or attitudes;
- to work with curriculum leaders or Head of Departments where difficulties may be related to academic difficulties;
- to work with the Year Level Coordinator or Head of School for additional support if a student fails to respond to the classroom management strategies used by the teacher and disrupts the learning of others, or fails to respond to a reasonable direction from a staff member in the playground.

Teacher roles and responsibilities to:

- uphold and reinforce the College's behavioural expectations for students;
- establish his/her own classroom rules and procedures with the students and within the College guidelines;
- counsel students in appropriate classroom behaviour and demeanour;
- ensure that teaching programs align with the philosophy of the College;
- utilise appropriate support, such as the Home Class teacher, Year Level Coordinator, Head of Department and/or Head of School, in handling discipline matters when necessary;
- keep records of significant student behaviour; and
- where appropriate, contact parents/guardians to inform them and seek their support in dealing with behaviour issues.

Home class and classroom teachers:

- have responsibility to undertake day to day administration and pastoral care;
- should make appropriate use of home class or classroom time to reinforce expectations of student behaviour.

The Year Level Coordinator:

- takes overall responsibility for pastoral care and behaviour for a specific year level group, and develops a holistic view of each student;
- supports staff in following up more serious or recurring behaviour issues;
- acts as a support to staff members regarding classroom management and the development of strategies for managing student behaviour at a whole class and individual student level; and
- assists with a discipline management strategy where necessary by liaising, as appropriate, with subject teacher, student, support staff and/or Head of School/s.
- ensures that there is a consistency in approach to addressing concerns for a particular student by liaising with relevant stakeholders; and
- consults with or involves the Head of School early on serious matters.

The Head of School, Director of Studies and/or Director of Teaching:

- ensures teaching programs and pedagogy align with the philosophy of the College;
- ensures learning programs providing appropriately for the individual needs of students;
- assists students in appropriate subject choices;
- monitors and enhances the quality of teaching throughout the College;
- provides a contact point for parents/guardians with concerns about student progress, relationships with teachers, etc.;
- liaises with the Director of Student Development;
- implements the College's behavioural expectations and together with staff, reviewing its effectiveness;
- reaffirms values and approved behaviours;
- shares with the Principal the handling of serious breaches of discipline;
- deputises for the Principal as necessary;
- investigates matters such as complaints about students on public transport, students involved with vandalism, theft, etc.;
- acts as a point of referral or advice for teachers, parents/guardians and students in matters relating to discipline or classroom concerns;
- at the earliest opportunity responds to discipline matters and follows up as quickly as possible.

The Principal:

- is responsible, in consultation, for review and implementation of the College's behaviour policies;
- takes a public role with students, staff, parents/guardians and the community in reinforcing values and approved behaviour;
- takes firm, decisive measures in line with his/her responsibility and role when behaviour of students demands it;
- shares with the Heads of School the handling of serious breaches of discipline matters;

- acts as a referral point when asked by teachers, students or parents/guardians to deal with a particular situation; and
- acts as an authority figure in a serious discipline matter.

Staff – strategies for effective behaviour management

The examples provided are considered to be the “minimum standards” for effective behaviour management at the College.

Establishing, maintaining and building relationships by:

- learning student names quickly;
- setting clear classroom rules and procedures;
- using and modelling conflict resolution strategies;
- focusing on behaviour, not the person or personality;
- valuing the individual and the learning community;
- establishing genuine interest in students;
- resolving relationship breakdowns quickly after cool off time; and
- being consistent and fair.

Encouragement of positive behaviour by:

- acknowledging and encouraging appropriate behaviour;
- using a balance of intrinsic and extrinsic rewards;
- not overly focusing on negatives;
- giving specific positive affirmation and opening communication between parents and guardians and teachers of positive behaviours and successes;
- being polite and respecting students as young adults;
- always displaying a positive attitude;
- recognising students when they are having a go; and
- spreading compliments around and intentionally focusing on the quieter students.

Prevention and minimisation by:

- clearly establishing rules and procedures and being consistent with consequences;
- remaining calm and using appropriate voice;
- using humour appropriately;
- selective, purposeful ignoring and redirecting attention;
- being aware of aspects of the physical and emotional environment that may lead to unwanted behaviour and taking proactive actions to eliminate or minimise these;
- being thoroughly prepared and well-planned for lessons in terms of learning design, strategies, materials and resources;
- scanning the class at all times to “see” all parts of the class, including when working with individual students or helping small groups;
- using cool off and time-out strategies;

- developing effective communication with students, parents/guardians and colleagues;
- ensuring rooms are tidy and orderly prior to entry and exit;
- establishing positive relationships with all students, and particularly at risk students.
- being direct with instructions and clear with directions; and
- avoiding public humiliation or attack.

Setting and implementing appropriate consequences:

- clearly communicating consequences to students, both individually and via corporate events in a timely manner so that there are no surprises;
- matching consequences with misbehaviour;
- implementing consequence in a timely manner so that they provide the best opportunity for appropriate lessons to be learned;
- considering the manner in which we implement – fair, calm, matter of fact;
- building early and quality communication with parents; if possible, prior to any issues occurring;
- operating with consistency, both with students , but also between staff so as to promote justice and fairness; and
- giving explanations for consequences and why things are as they are.

Students – code of conduct

General expectations and responsibilities

Students are expected to:

- exhibit acceptable and safe behaviour at all times;
- show common sense, cooperation and consideration for others;
- treat all members of the community with courtesy and respect at all times;
- be friendly towards and inclusive of other students;
- take a stand against harassment and bullying;
- follow the directions of staff the first time they are given;
- show respect for this community and themselves through their appearance and by wearing the correct uniform at all times;
- attend school as lawfully required keep indoor and outdoor environments clean and tidy at all times and in all circumstances. All College community members are stewards of the environment and need to look after it.
- exhibit qualities of leadership and to model appropriate standards of conduct for other students to emulate, especially as senior students; and
- conduct themselves to the highest of standards and be ambassadors for the College when in the presence of visitors and in public.

Expectations and responsibilities for students as learners

Students are expected to:

- attend all classes as expected by school authorities;
- be punctual and prepared for learning;

- accept responsibility for their own progress and development;
- develop sound study habits and organisational skills.
- show respect for the learning environment and be good stewards of College resources;
- respect the rights of others to learn without disruption;
- be courteous to and cooperate with staff who facilitate their learning.

Academic Integrity

Where it is established that cheating, plagiarism or copying of another student's work has taken place, consequences will be decided upon after consultation between the classroom teacher and/or Head of Department or the Director of Studies. Usually, the student will be required to complete an alternative assessment item, except in the Senior Years where the QCAA guidelines and rules will apply.

Cheating may include:

- a student possessing unauthorised materials in an examination environment; and
- a student communicating with another student during an examination.
- any student who assists or attempts to assist another student to cheat during an examination will be deemed as cheating and steps outlined about will be applied.
- unauthorised communication between students whilst undertaking assessment under examination conditions.

Unacceptable behaviour

There are specific forms of behaviour which are unacceptable from a student of the College and may result in detention, suspension or exclusion:

- criminal offences including theft, shoplifting, and the use of tobacco, alcohol and illicit drugs;
- breaking bounds;
- leaving the College grounds during school hours without being signed out;
- deliberate disobedience of the directions of staff;
- the use of offensive and insulting language;
- wilful damage of property;
- bullying and harassment, either physical or emotional;
- unseemly behaviour in public places and on public transport; and
- acts of violence.

Student relationships

Open displays of affection between students in a romantic relationship do not have a place in the College environment. The rule of 'no contact' should be followed at all times and in all situations while students are on or off campus attending College related activities, such as camps, musicals, excursions, sports fixtures, etc., or in public places while wearing the College uniform. This is sometimes referred to as the daylight rule" – daylight must be visible between couples at all times.

Expectations for sport competition

Students are expected to:

- play by the competition rules and conditions;
- never argue with the decision of the judge, referee or umpire;
- control their temper;

- be humble in victory and gracious in defeat;
- work equally hard for their own performance and that of the team;
- be a good sport – encourage and support their own team members;
- show respect and courtesy for their opponents;
- be friendly to all participants;
- attend training sessions for their own safety; and
- wear the designated uniform and have the required equipment.

Bicycles

Bicycles may be ridden to the College. They are to be parked and locked adjacent to Secondary Reception.

Students may wish to wear non-uniform when riding their bicycles to and from the College but must change into uniform once they arrive at school.

All students, when riding to and from the College and/or in the College uniform must wear helmets and abide by the road laws at all times.

Bicycles should not be ridden through the campus as this is a risk to the safety of pedestrians.

Motor Vehicles

Students wishing to drive a vehicle to the College must apply to the Head of School for permission and must give details of the vehicle's make and registration number. Students must have a current Queensland driver's licence. The vehicle must be sound and roadworthy and must be currently registered.

Students must not under any circumstances transport other students unless the parent/guardian of the other student has given written permission to the Head of School for such transportation.

Vehicles are to be parked in the designated student area in the Lower Car Park before 8:30am and should not be moved before 3:00pm without written permission from school authorities.

All road rules and speed limits must be adhered to at all times.

Students – expectations and consequences

These expectations and consequences are based on three levels of behaviour. Students may progress from one level to the next over time due to repeated lower level infringements; passage from one level to the next is to be via a referral process involving the Year Level Coordinator.

LEVEL 1	
Breach of expectations	Consequences
<ul style="list-style-type: none"> • uniform & presentation • unprepared for class • homework /classwork not completed • late for class • breach of ICT Acceptable use • out of bounds on campus (College or Church property) • infringement of expectations off campus • breach of 'daylight' rule • gaming / downloading music, use of mobile phone in class or at breaks w/o explicit permission of duty teacher • crude or offensive conversations • breach of classroom rules when classroom rules • texting/calling/receiving text/calls on mobile phone in class • failure to attend a detention set by subject teacher • incidental inappropriate language in conversation • chewing gum 	<ul style="list-style-type: none"> • Teacher warning or reprimand • Teacher detention • Parent notification • Parent conference • Administrator warning or reprimand • Behaviour contract • An afternoon detention • Recorded in SEQTA

LEVEL 2	
Breach of expectations	Consequences
<ul style="list-style-type: none"> • continued Level 1 misbehaviour • overt swearing, intentional blasphemy • refusal to follow reasonable direction • damage to property • cheating in exams (HoD or DoS and YLC to be informed for counselling) • plagiarism (HoD) • breaches of security on assessment pieces (HoD or DoS) • failure to sign-out without a previous pattern of behaviour or without missing a class • jeopardising the safety of others • opportunistic theft • inappropriate intimacy • hacking - intentional defamation or deleting files or equivalent malice • disrespectful behaviour towards teacher in front of class • skipping class (including sport) on campus • physically aggressive behaviour • being in possession of dangerous objects • violate rules or expectations while attending an excursion or sporting event • misbehaviour for a relief teacher 	<p>Parent notification and one or more of the following as enacted by the Year Level Coordinator or Head of Secondary (Deputy Principal):</p> <ul style="list-style-type: none"> • 2 or more afternoon detentions • 1-5 day suspension either internal or external • Behaviour contract • Restorative Practices • Weekly Behaviour Monitoring Card – White, Yellow, Red. • Recorded in SEQTA

LEVEL 3	
Breach of expectations	Consequences
<ul style="list-style-type: none"> • continued Level 2 misbehaviour • smoking on campus • bringing onto campus, or being in possession of, weapons or illegal implements • consuming or providing alcohol or other illegal substances • harassment or bullying (physical, emotional, cyber, sexual, racial) • swearing or offensive language directed at others • truancy or leaving the campus without permission • possession of pornographic material • pre-meditated theft • aggravated assault which causes injury to another person • breaking into any school building or vehicle 	<p>Parent notification and one or more of the following actions as enacted by the Year Level Coordinator, Deputy Principal or Principal:</p> <ul style="list-style-type: none"> • Up to two weeks suspension • Loss of privileges • Restorative Practices • Weekly Behaviour Monitoring Card – White, Yellow, Red. • Referral to law enforcement authorities • Referral to appropriate government department • Cancellation of enrolment • Recorded in SEQTA

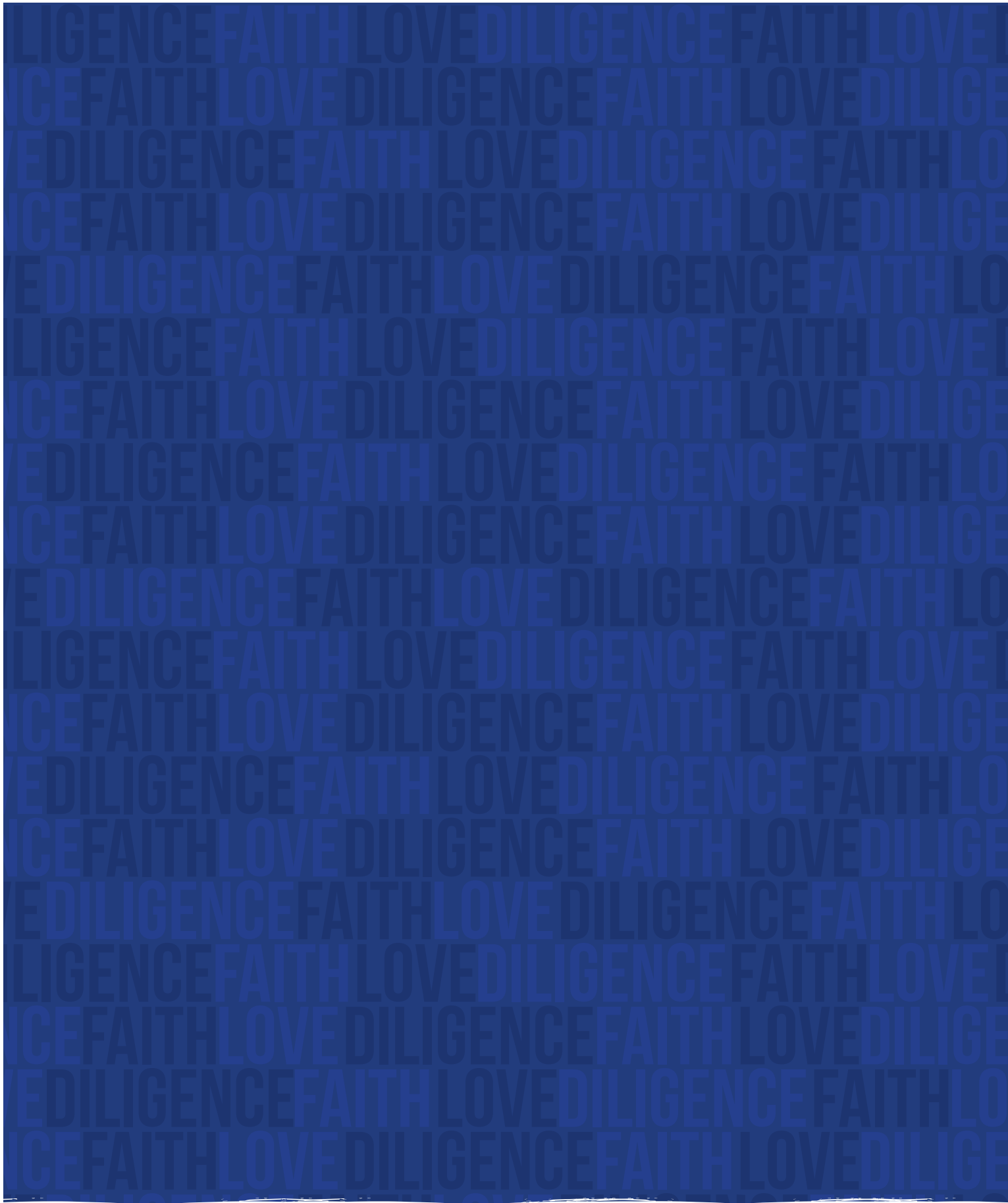
Behaviour Management Card Process

Students who display behaviour in Level 2 or 3 may be placed on a Behaviour Monitoring Card. This card will monitor their conduct in all their lessons during a predetermined amount of time (usually 1 week). Two criteria are chosen by the YLC or Head of School to be monitored.

The student is placed on a White card at the beginning and progresses to Yellow and Red in the proceeding weeks if the report is not satisfactory. Three lessons with an Unsatisfactory grade would mean a progression to the next card.

If a student performs unsatisfactorily on the Red Behaviour Management Card a meeting is called with the family and the Head of School.

LEVEL 3 – SERIOUS BEHAVIOURS	
These are intended as guidelines and each incident should be considered in terms of severity and context.	
Breach of expectations	Minimum consequences
Skipping class	Partial Internal Suspension
Leaving campus without permission (going to plaza, surfing and not returning to school)	Internal or External Suspension
Using or possessing alcohol, tobacco or illicit drugs or related implements at the school or at school-related events	<p>1st Action:</p> <ul style="list-style-type: none"> • 1 week external suspension • if illicit drugs, report the matter to the police • counselling if appropriate <p>Repeat offense:</p> <ul style="list-style-type: none"> • cancellation of enrolment • if illicit drugs, report the matter to the police
Selling or distributing (trafficking) alcohol, tobacco or illicit drugs or related implements at the school or at school-related events	<p>1st Action:</p> <ul style="list-style-type: none"> • cancellation of enrolment • report the matter to the police
Aggravated assault, causing injury to another person	<ul style="list-style-type: none"> • 3 Day External Suspension • Counselling, dependent on context and severity
<p>Harassment – including all forms of bullying</p> <ul style="list-style-type: none"> • physical • verbal • cyber 	<p>Depending on the severity:</p> <ul style="list-style-type: none"> • internal or external Suspension • cancellation of enrolment • counselling and cautions • parents/guardians notified; • student confined to specified area during breaks and placed under constant supervision
Hacking	<ul style="list-style-type: none"> • computer privileges revoked for a set period of time • internal or external suspension.



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