



PEDARE CHRISTIAN COLLEGE BEHAVIOUR MANAGEMENT JUNIOR SCHOOL POLICY AND PROCEDURE

1. OBJECTIVES

Pedare Christian College (PCC) is committed to providing supportive, disciplined and safe learning environments where students are respectful, responsible and behave lawfully. PCC is also committed to consistently and confidentially managing students' behaviours that do not meet the required standards with due process and procedural fairness.

PCC Junior School Behaviour Management policy is to:

- recognise that the College's learning community has rights and responsibilities to uphold appropriate and meaningful relationships where desired behaviours are taught, modelled and encouraged to maximise students' learning
- explain the College's behaviour management system explicitly so that it is easy to understand, operate and record to enable the College to develop and maintain creative learning and teaching environments which are safe, supportive and disciplined
- set out how students' behaviours which do not comply with the College's standards will be managed empathically and compassionately
- enable parents/caregivers and other stakeholders to be aware of, and supportive of the policy

2. INTRODUCTION

Our College Core Values, Junior School Expectations and 'YOU CAN DO IT EDUCATION' forms the basis of our teaching of appropriate behaviour and the development of young people's social and emotional capabilities, leading to children exhibiting the five keys to success: confidence (academic and social), persistence, organisation, getting along, and emotional resilience.

3. DEFINITIONS

Students' behaviour covered by Behaviour Management policy include:

Inappropriate behaviour in classroom -relates to emerging difficulties in their learning

Inappropriate behaviour in wider environment - relates to difficulties in learning, or feelings of 'fit' within the College, such as students who:

- tease, ridicule others
- fail to listen and argue with others without respecting their points of view
- damage College property and grounds

Bullying -when someone repeatedly misuses their power to try to hurt, scare, or exclude another person. It can be done by one person, or a group. It can be physical, verbal, social, psychological or electronic.

- Involves one or more person/s exerting power or dominance over another, or others.
- Behaviour is deliberate, unwelcome, usually uninvited and usually repeated.
- Involves behaviour that is physical, verbal, psychological, social/relational.
- Causes another person to feel embarrassed, offended, hurt, humiliated, insulted, ridiculed, unhappy, frightened, lonely, unsafe and angry.
- Can have a serious long-term effect on the health and well being of people, including:
- confusion and an inability to know what to do about the problem
- an inability to concentrate, work or sleep
- a loss of self-confidence and self-worth



PEDARE CHRISTIAN COLLEGE BEHAVIOUR MANAGEMENT JUNIOR SCHOOL POLICY AND PROCEDURE

- a deterioration in relationships with staff, family and friends
- an unwillingness to come to school

4. PROCEDURE

Management

Head of Junior School: is responsible for the implementation of the Behaviour Management policy and ensuring compliance with policy's procedures within and for the Junior School. Assistant Head of Junior School is accountable to Head of Junior School for the successful and consistent implementation of the Behaviour Management policy. To aid the management of behaviour the Head of Junior School and Assistant Head of Junior School will use the Behaviour Support Plan, please see attached.

Principles Applied in Implementing Procedures

Due Process -the basis on which all student behaviours are managed, incorporating:

Confidentiality –where workers responsible for handling a student's behavioural issues are kept confidential, involving only relevant workers and not discussing the student's matter or associated issues in the staff room or amongst the Pedare Community

Impartiality - where workers responsible for managing a student's behavioural issues do so without bias (real or perceived) and do **not** handle a student's behavioural matter if:

- › student is not comfortable working with the worker responsible
- › student's behavioural issues involve the worker responsible

In such instances, The Head of School will handle the particular matter

Procedural fairness- where the procedures, as set out in the policy, are followed consistently, to ensure that students with behavioural issues and their parents/caregivers consider they are being or have been treated fairly, and that the decisions made are clear, perceived to be fair and ethical and can be readily justified.

Communication- to parents or caregivers also emphasises PCC's commitment to managing students' behaviour with empathy and compassion and encourages parents/caregivers to support the policy so that their children are enabled to learn in a safe and respectful environment.



PEDARE CHRISTIAN COLLEGE BEHAVIOUR MANAGEMENT JUNIOR SCHOOL POLICY AND PROCEDURE

In Class Procedure- The following flow chart describes the steps that comprise the behaviour management procedures in the classrooms. This framework is adapted for individual students and class groups. However, every classroom management plan includes these processes.

If a student behaves inappropriately in class the following needs to occur:

REMINDER

Verbal Reminder - Discuss school expectations in relation to the values with the student

REVISIT

Request that the student 'sit out' in a designated area in the classroom. This should be somewhere between 2-5 minutes after which the student can be invited back into the learning environment.

REFOCUS

If inappropriate behaviour continues the student is sent to buddy class with appropriate work/reflection sheet to complete. This should be no longer than 15 minutes.

REPORT

Once the student returns to class the inappropriate behaviour has been dealt with. It is then the responsibility of the classroom teacher to ring the parents and let them know of the behaviour which has occurred during the day and the positive steps that are occurring to address this.

In each classroom the teacher along with their students will design their own behaviour contract. This should not involve students judging each other on their behaviour.

If the nature of the behaviour is extremely serious, leadership will be informed and appropriate action will be taken.



PEDARE CHRISTIAN COLLEGE BEHAVIOUR MANAGEMENT JUNIOR SCHOOL POLICY AND PROCEDURE

Yard Procedure

When students engage in irresponsible or thoughtless behaviours which constitute a minor infringement of our values teachers will:

- Remind the student of appropriate behaviour and relate them to our values. This discussion will occur when the student walks around the yard with the teacher on duty.
- If inappropriate behaviour continues then student will be requested to sit out by the Yard duty teacher, who will during the day inform the classroom teacher

Serious Behaviour

If students display the following behaviours:

- Physically hurting others
- Bullying or threatening others
- Sexual or racial harassment
- Deliberate rough play
- Deliberately damaging school property

Restorative Practice

Responding to bullying/conflict or incident which:

- Supports those affected.
- Allows for understanding of the wrongdoing.
- Gives ownership of the problems created.
- Promotes a sense of responsibility for our actions.
- Gives people the chance to make amends or change their behaviour, with support.
- Respects people and leaves their dignity intact.

Procedures used to deal with bullying incidents will depend on the severity or the on-going nature of the particular case and may include:

Counselling

Discussion with all those involved in the inappropriate behaviour, reflection tasks; empathy building; No Blame or Shared Concern approaches; developing agreements/contracts etc.

Consequences

These will be used in conjunction with the Student and Staff Expectations and Behaviour Management Policies. They may include: withdrawal from the classroom or the yard; alternative recesses and lunchtimes; isolation from peers; withdrawal of privileges; detention; suspension; expulsion.

Suspension

If a student is unwilling or unable to comply with College Behaviour Expectation, or is a danger to themselves, staff, or other students, suspension will apply immediately.

- The Head of Junior School/Nominee will contact either the parents/caregivers, or the emergency contact person to organise for an adult to collect the student. The period of suspension will vary depending upon the nature of the incident. If there is no adult to collect the student the police may be called.
- When the student returns, a re-entry plan will be negotiated with the Head of Junior School/Nominee and the student's parents/caregivers.



PEDARE CHRISTIAN COLLEGE BEHAVIOUR MANAGEMENT JUNIOR SCHOOL POLICY AND PROCEDURE

Immediate Expulsion/Suspension

If the severity of the unacceptable behaviour warrants a stronger response, the student may be expelled/suspended immediately at the discretion of the Principal in consultation with Head of the Junior School.

External Support

Where student behaviour warrants more specialised support, external welfare agencies may be recommended to parents or caregivers.

Responsible Behaviour and Positive Feedback

Every attempt will be made to acknowledge responsible behaviour. We seek to create an environment where positive feedback will be given to all students, recognising that all people are on a journey of life.

An important aspect of supporting students is the need to highlight and support those individuals who 'do the right thing'.

Thus a range of initiatives are in place to highlight students who are seen to support our Christian Culture and thus promote a happy and orderly College culture. For example:

- Positive reinforcement through You Can Do it
- Certificates and in class rewards / Shine Shiled points
- Head of Junior School Award.
- Leadership opportunities.

THE CLASSROOM AND YARD PROCEDURES ARE EXPLAINED IN BEHAVIOUR MANAGEMENT PLAN

Roles and Responsibilities

It is important that workers, students and parents work together to ensure that PCC Junior School is a safe, caring environment for all of its community members.

Principal

- Be responsible for the total oversight of Student Behaviour Management Policy and procedures.
- Take responsibility in relation to final decision making on the outcomes of inappropriate behaviour.
- Ensure that appropriate structures exist to accommodate the aims of the policy.
- Initiate regular reviews of the procedures and guidelines that support the Student Behaviour Management Policy.
- Provide parents/families during enrolment interviews with clear information about the College Student Behaviour Management Policy and procedures.
- Provide support for Heads of School and other key leaders within the College structure.

Head and Assistant Head of Junior School

- Be responsible for the safety of all students within the Junior School.
- Ensure that the Student Behaviour Management Policy and procedures are implemented fairly and justly within the Junior School.
- Work in collaboration together and with the College Chaplain and teachers to ensure that student behaviour is of a consistently high standard across the Junior School.



PEDARE CHRISTIAN COLLEGE BEHAVIOUR MANAGEMENT JUNIOR SCHOOL POLICY AND PROCEDURE

- Keep detailed records of all behaviour issues and consequences.
- Liaise with parents to ensure that excellent communication is a feature of supporting all students

Teachers

- Take all reasonable steps to establish positive relationships which model mutual respect.
- Work with students to establish expectations in relation to behaviour norms, as stated in the Student Behaviour Management Policy.
- Ensure that student behaviour expectations are met by all students.
- Keep the Assistant Head and Head of Junior School informed about all serious behaviour issues.
- Ensure records are kept of all inappropriate student behaviour.
- Liaise with parents as appropriate.

Parents

- Support the College Student Behaviour Management Policy, guidelines and procedures.
- Work with children to help them understand their responsibility towards others.
- Maintain open and supportive levels of communication with teachers and other College workers when addressing issues of student behaviour.
- Use appropriate channels of communication in resolving issues of behaviour management.
- Seek to resolve issues of behaviour management by speaking with the teacher involved. If it is not resolved at this level then seek out the Assistant Head or Head of Junior School. If it is not resolved, then make contact with the Principal of the College.
- Support the College by accepting responsibility for a son or daughter if they are externally suspended from school.

Grievance Procedures

PCC will address and resolve problems which come to our attention. However, there may be times when students or parents feel that a problem has not been resolved. In these situations the College Principal has the responsibility to make the final decision in relation to consequences for inappropriate behaviour.

In relation to unresolved issues, PCC encourage students to do the following:

- Discuss the situation with their parents/legal guardian(s).
- Arrange a time to speak with the teacher.
- If the problem is not resolved, advise the teacher that they wish to speak with the Assistant Head of Junior School or Head of the Junior School.

Unresolved issues that have not reached resolution, parents/caregivers must do the following: Seek to resolve the issue in a calm and positive manner by arranging to speak directly with the class teacher (if the problem is with that person) or the person concerned.



PEDARE CHRISTIAN COLLEGE BEHAVIOUR MANAGEMENT JUNIOR SCHOOL POLICY AND PROCEDURE

If the situation is not resolved:

- Arrange a time to speak with the Head of Junior School.

If not resolved:

- Arrange a time to meet with the Principal.

You Can Do It Education

- YCDI's focus is on building social, emotional, and motivational capacity of young people rather than on their problems and deficits. It encourages prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.
- As a strength-building approach, YCDI also seeks to build the capabilities of adults (community, school, home) associated with positive outcomes in young people, including positive, caring relationships with young people, providing for their safety, high expectations for achievement and behaviour, involving young people in decision-making and providing them with special responsibility, accommodating young people's interests, communicating and modelling of social and emotional capabilities including values and resilience, and a high quality academic program that provides young people with multiple opportunities for success.

5. RELATED DOCUMENTS

- Behaviour Management Plan