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## PEDARE CHRISTIAN COLLEGE BEHAVIOUR MANAGEMENT MIDDLE & SENIOR SCHOOL POLICY AND PROCEDURE

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### 1. OBJECTIVES

At Pedare Christian College (PCC) we strive to build and maintain collaborative relationships between workers, parents and students where responsible behaviour is modelled and explicitly taught. The College recognises its role, in partnership with parents, to model and teach students appropriate behaviour. It is expected that all members of our community will behave in a way which reflects our College Core Values and the expectations of the Middle and Senior Schools.

All members of PCC have the right to be in a safe, caring, success-orientated learning environment in which the rights of all students to learn and all teachers to teach is valued and supported.

### 2. INTRODUCTION

#### Students

Responsible behaviour is an important aspect of students experiencing successful, rewarding relationships. This Policy and Procedure seeks to provide a learning experience for each student so that they develop the ability to:

- Exhibit self control and self discipline to behave appropriately at home, at the College and in the wider community
- Be cooperative with and considerate of the needs of others
- Respect and obey the authority inherent in the role of leaders and teachers, and the expectations of the College
- Encourage responsible behaviour in fellow students through role modelling and support in non-aggressive conflict resolution and problem solving strategies
- Be prepared to help other students with their learning, both actively and by not interrupting the learning of others
- Respond to the efforts, achievements and responsible behaviours of fellow students in positive and encouraging ways
- Reflect upon their behaviour and make responsible choices
- Demonstrate emotional resilience
- Take responsibility for their own actions
- Experience a sense of belonging to a safe and secure community
- Develop a positive self-concept
- Contribute willingly to keeping the College environment clean, safe and supportive of healthy and productive educational activities
- Adopt as a key focus, the pursuit of improvement and achievement, through commitment, concentration and perseverance

#### Parents/Caregivers

It is an expectation that parents:

- Are prepared to learn about and support the College's policies and practices regarding the management of students' learning and behaviour
- Maintain regular communication with teachers and the College, via the student planner, interviews and any other forms of communication between the College and home
- Provide an appropriate home environment and encouragement for their children to help support them in the fulfilment of their responsibilities under this policy



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### Workers

Likewise it is an expectation that the workers:

- Exercise their authority as teachers and leaders with due understanding, compassion and clear expectations
- Model the behaviours that are described and expected of students in this policy
- Plan and provide a clean, safe environment in which students' behaviour, interactions and learning are promoted according to the College values and expectations
- Be prepared to talk with students and listen to their concerns, needs and opinions
- Discuss and clarify with students responsible behaviour, College expectations and consequences
- Help students to learn behavioural strategies as well as academic practices
- Encourage students to be aware of their behaviour and to explore consequences through asking questions rather than giving directives
- Promote, have confidence in and expect students to make appropriate choices and to take responsibility for their actions
- Have clear, consistent, consequential responses to various forms of inappropriate behaviour and ensure that these are communicated to the students
- Regularly acknowledge and report to students and their parents responsible behaviour, successful achievements and worthwhile effort, as well as areas of concern
- Persevere with students by encouraging positive learning and responsible behaviour, as well as ensuring that consequences for inappropriate behaviour are followed through.

### 3. DEFINITIONS

Workers – Teachers, Temporary relief Teachers, Pre-service Teachers or other persons employed by the College.

### 4. PROCEDURES

#### 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.

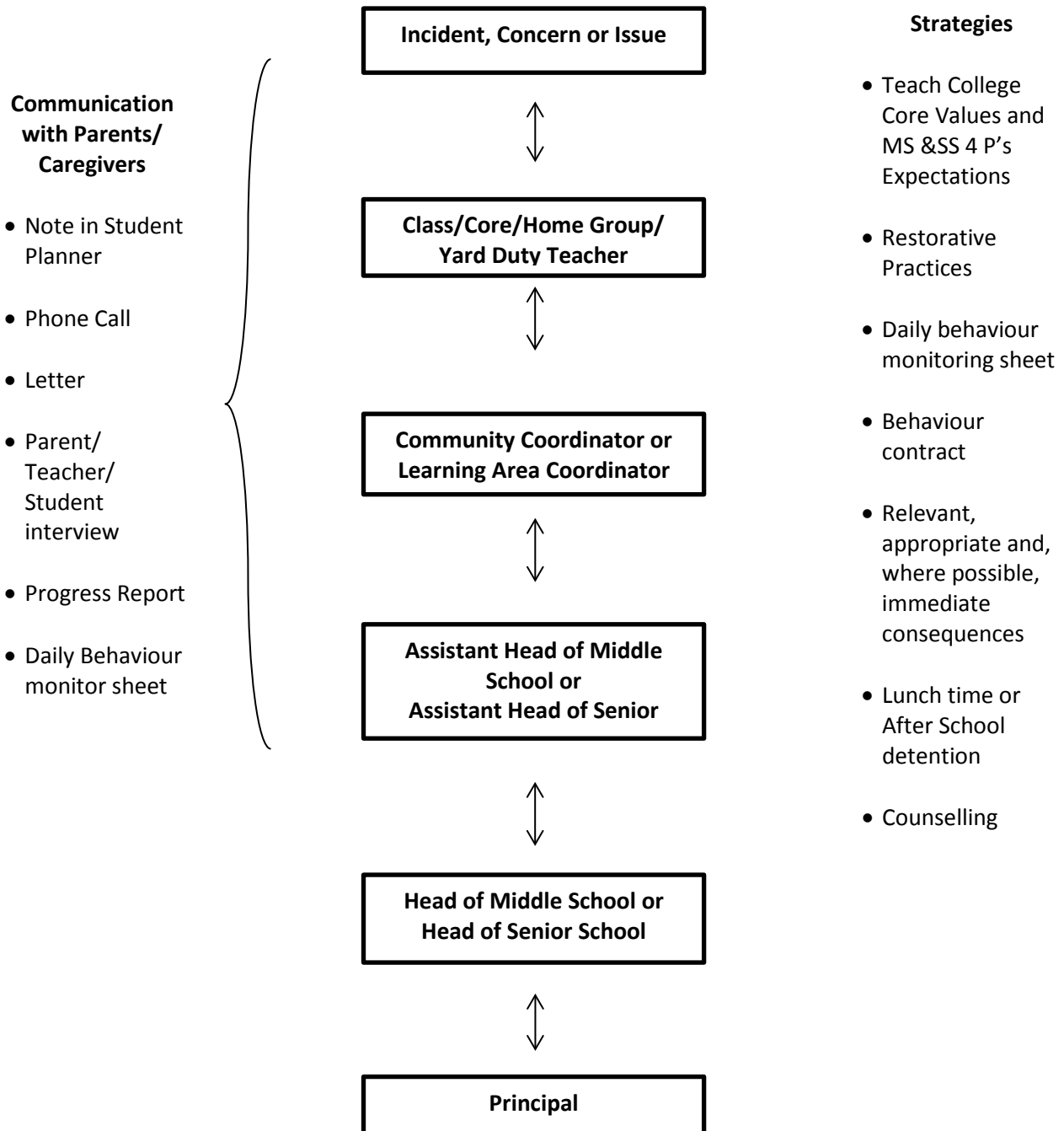
**Communication**- to parents or caregivers also emphasises PCC's commitment to managing students' behaviour with empathy and compassion and encourages parents/caregivers to support the policy so that their children are enabled to learn in a safe and respectful environment.



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**MIDDLE AND SENIOR SCHOOL BEHAVIOUR SUPPORT FLOW CHART**

The flow chart below outlines possible aspects of the process. In each instance the approach used will depend upon the nature of the incident and the needs of the student.





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### RESTORATIVE PRACTICES

At Pedare, the behaviour management of students is based on restorative practices that should reflect natural or logical consequences (where the safety and security of students and workers is not at risk), so that the appropriate behaviour may be learnt through a compassionately managed system of: mistake – correction – evaluation and reflection – more responsible choice.

### SUSPENSION / EXPULSION

If a student is unwilling or unable to comply with the College expectations, or is a danger to themselves, workers or other students, suspension may apply immediately and is administered by the Community Coordinator, Assistant Heads of School or Heads of School.

- Internal Suspension involves removal of a student from some/all classes, with an alternative recess and lunchtime, for an agreed period of time.
- External Suspension involves students being excluded from the College, to remain at home under the care of parents.
- For External Suspensions students will be required to undertake a re-entry meeting with the Assistant or Heads of School and their parents/caregivers before returning to class.
- Expulsion is the most serious consequence and is administered at the discretion of the Principal, after consultation with appropriate workers and other professionals, as is seen fit.

### EXTERNAL SUPPORT AND WELFARE AGENCIES

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

### 5. RELATED DOCUMENTS

Pedare Vision and Mission Statement