

1. INTRODUCTION

The following applies to all staff and volunteers: At Yattalunga Valley Christian School no form of corporal punishment is used and there are no exceptions to this rule.

At Yattalunga Valley Christian School, in light of God being our Almighty Creator and in response to all He has done for us, we as a school community desire to honour God in our daily lives and relationships. Therefore, we seek to love the Lord our God with all our heart, soul, and mind. We also seek to love our neighbour as ourselves (Matthew 22: 37-39).

The responsibilities and expectations of each individual within our community have been centred on the desire to have relationships that are pleasing and honouring to God. These responsibilities and expectations are Biblically based to ensure our school community operates so that all individuals grow in their relationships with God and others in a safe, uplifting environment.

Parents are an integral part of any discipline within the School because of their Biblical responsibility to raise their children and we seek to encourage their participation and support within this area. In addition, we seek to assist and support parents in the Godly development of their children.

Understanding that we all fail and fall short of God's expectations, the cornerstones of this Behaviour Management Policy will be Love, Grace, Mercy and Justice.

2. LEGISLATIVE FRAMEWORK

The provisions described in this policy are informed by the constraints outlined in the following legislation:

- Disability Discrimination Act 1992 (Cth)
- Education Act 1990 (NSW)
- Human Rights and Equal Opportunity Commission (HREOC) Act 1986 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Racial Hatred Act 1995 (Cth)
- Sex Discrimination Act 1984 (Cth)

3. TABLE OF RESPONSIBILITIES

<i>Responsibilities</i>	<i>Evidence of Compliance</i>
Principal	
Ensure the development of this policy within the School	Policy written, published and up to date
Ensure procedures are maintained that enable compliance with this policy	Reviews done when incidents occur
Operate within his/her delegated authority	Abides by the policy
School Director	
Operate within his/her delegated authority	Abides by the policy as noted by the Principal
All staff	
Operate within delegated authority	Abide by the policy as noted by the School Director

4. DEFINITIONS:

Investigation is a process that will involve the assessing of information regarding an allegation made against a student. It includes, but is not limited to, the questioning of witnesses, collection of data and interviewing of the student(s) involved.

Decision Making is the final process that will demand the Principal to assess the veracity of the findings in the investigation and making a final judgment regarding the outcome and consequences of the allegation made against a student.

Withdrawal is a temporary removal of a student from the class that a student would normally attend at the School for a set period of time. Withdrawal may be held at the School or at home at the discretion of the School Director or Principal.

Immediate Withdrawal is a temporary removal of a student from their class effective immediately following a student's behaviour at LEVEL 6 whilst an investigation is carried out.

Expulsion is the permanent removal of a student from the School.

5. PROCEDURES

5.1. Aim

The key aim in Yattalunga Valley Christian School is to assist the students in moving from imposed discipline to managing their own behaviour. Therefore, the structures in place to manage discipline are more than rules and punishments. Through guidance and modelling it is hoped that students are able to make wise choices about how they act, speak and interact with other.

In order to build a positive, respectful and honouring learning environment, staff members are asked to consider the following:

Teaching and learning environments

- Staff are encouraged and supported to consider how their own teaching style can build appropriate relationships with students.
- Staff members are encouraged to consider how their classrooms reflect an environment of effective learning, engagement and respect. This involves ensuring that student seating and grouping is intentional and meets the various adjustments required for their students.
- Staff members utilise quality teaching and learning practices and appropriate differentiation in order to promote student engagement in learning.

Class rewards, expectations

- Staff members introduce standards for their students in terms of behaviour. These are created in consultation with the students where possible. They are integrated with the class reward system that focuses on effort, kindness, Fruits of the Spirit, and respect for others.

Principal Awards

- These awards allow teachers to select students from within their class who have demonstrated excellence in an area of their learning or relationship with others. Students can be recognised for:
 - Upholding the School's standards;
 - Demonstrating creative and critical thinking skills in their learning;
 - Examples of excellence in their behaviour and respect of others.
 - Other elements of the Graduate profile

These students are recognised at our weekly assembly and they are then invited to a morning tea with the Principal.

Reflection/Withdrawal Time

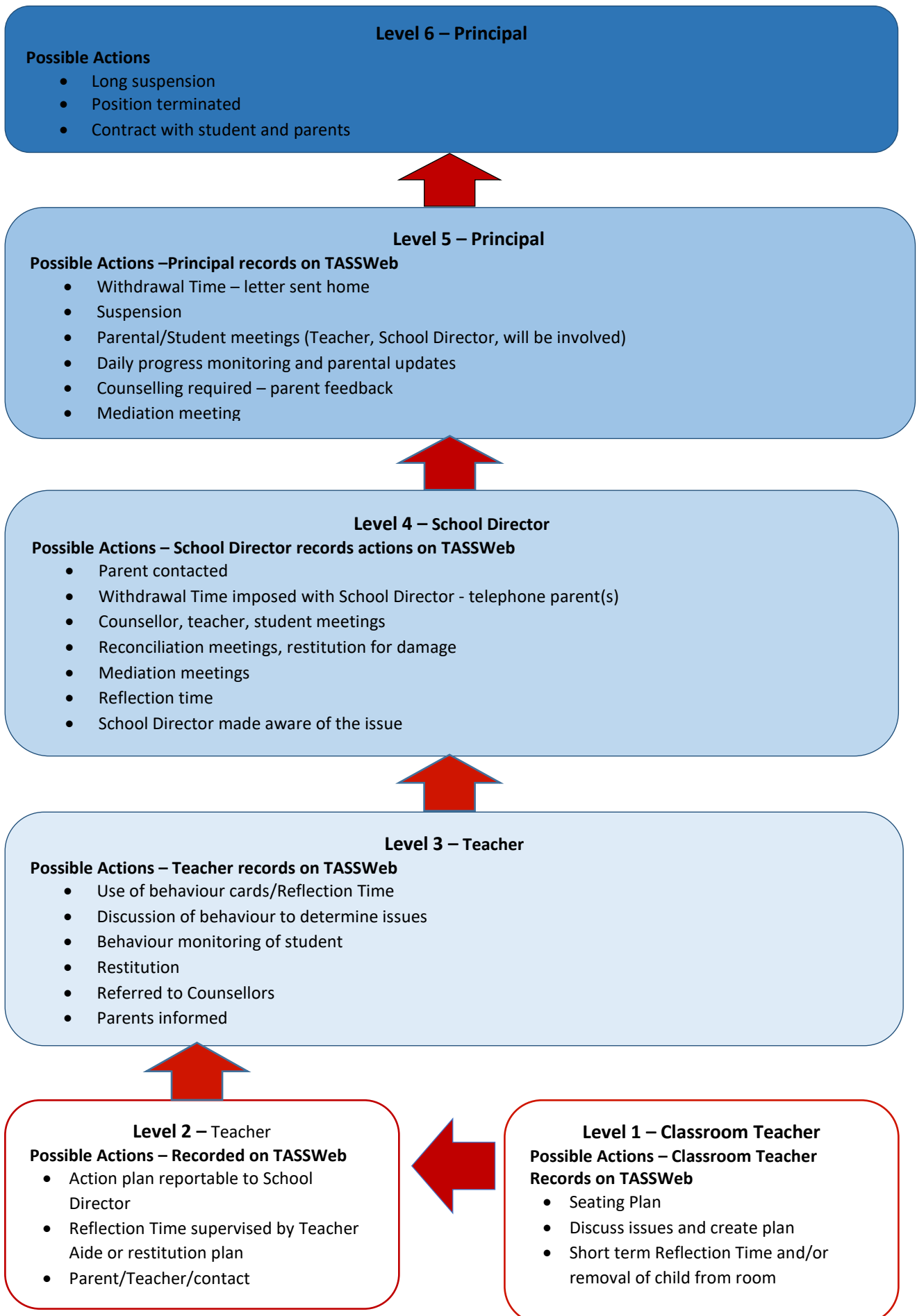
The School operates a multi-step approach to the correction of behaviour that is in line with the School's core purpose for the students. While teachers deal with minor indiscretions in their own appropriate ways, we have a standard procedure to deal with more significant or repetitive issues. Students who attend a reflection time or withdrawal time, have their details entered by their class teacher on TASSWeb and the child's parents are informed of the situation and their consequent reflection /withdrawal time.

5.2. Behaviour Monitoring Cards

When students continue to have difficulty making positive behaviour choices and are unable to manage negative behaviour, they will be placed on a Behaviour Monitoring Card. This will be done in consultation with the parents and students as appropriate. Behaviour Monitoring Cards will contain specific goals for the student to achieve and will be monitored each session and break time by teachers. The behaviour cards will be sent home each night for parents to read and sign and presented each day to the School Director. Behaviour Monitoring cards will be reviewed after two weeks.

If these behaviours continue, negatively impacting on the student and others, the student will be moved up the discipline levels. Students who are on Behaviour Monitoring Cards or whose behaviour may endanger others, may not be permitted to attend excursions, camps or sporting activities within that term as this is an important Risk Management process for all students and staff.

Management of Unacceptable Behaviour



STUDENT CLASSROOM/PLAYGROUND MANAGEMENT PROCEDURES

(Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)

LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT PROCEDURE
INDIVIDUAL INSTANCE OF INAPPROPRIATE BEHAVIOUR	The following may be an isolated incident <ul style="list-style-type: none"> • Disruptive behaviour • Not listening to instructions • Not bringing equipment to class • Inappropriate use of technology or equipment • Not completing all work 	<ul style="list-style-type: none"> • Report made in discipline system to parent • Any teacher-initiated action appropriate to offence • Moved within classroom • Short time out/reflection sheet 	Dealt with by the classroom teacher
<div style="background-color: cyan; padding: 2px; display: inline-block;">LEVEL 1</div> MILDLY UNACCEPTABLE BEHAVIOUR CLASS TEACHER	<ul style="list-style-type: none"> • Repeated disruptive classroom behaviour • Repeated lack of application/incomplete work/homework • Repeated poor attitude to work • Leaving room without permission • Refusal to follow the teacher's instructions • Repeatedly not bringing equipment • Inappropriate use of technology or equipment • Repeatedly not completing homework • Rudeness to peers/staff • Inappropriate comments or actions to another in class • Repeated lateness to school or class without reason • Deliberate breaking of classroom rules 	<ul style="list-style-type: none"> • Any teacher-initiated action appropriate to offence • Individual action plan for student in consultation with School Director • in class seating plan • Teacher based Withdrawal – • Reflection Time with School director/Teacher • Daily monitoring • Short Reflection Time • Personal restitution plan • Parent contact by classroom teacher 	Dealt with by the classroom teacher with School Director being informed, action recorded on TASSWeb

STUDENT CLASSROOM/PLAYGROUND MANAGEMENT PROCEDURES

(Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)

LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT PROCEDURE
<p style="text-align: center;">LEVEL 2</p> <p>MODERATELY UNACCEPTABLE BEHAVIOUR OR CONTINUED INAPPROPRIATE BEHAVIOUR</p> <p>CLASS TEACHER</p>	<ul style="list-style-type: none"> • Student not responding to classroom controls – work /behaviour /attitude /guidelines / continued disobedience/ defiance • Bullying/harassment of any kind ie psychological, verbal, physical • Swearing between peers/aggressive behaviour • Student involved in moderately serious incident that breaks school rules • Refusing to follow teacher’s instructions 	<ul style="list-style-type: none"> • Withdrawal Time with Teacher Aide /Teacher • Personal restitution plan • Inclusion in well-being focus group • Parents contacted and meeting • Reflection Time • Confiscation of equipment 	<p>Dealt with by Class Teacher in consultation with the School Director, action recorded on TASSWeb</p>
<p style="text-align: center;">LEVEL 3</p> <p>CONTINUED UNACCEPTABLE BEHAVIOUR WITH NO IMPROVEMENT</p> <p>SCHOOL DIRECTOR</p>	<ul style="list-style-type: none"> • Student not responding to classroom controls – work/ behaviour/ attitude/ guidelines/ continued disobedience/ defiance • Bullying/harassment of any kind ie psychological, verbal, physical • On-going swearing between peers/aggressive behaviour • Student involved in moderately serious incident/s that breaks school rules • Repeated refusing to follow teacher’s instructions • Continued repetition of the above behaviours or uniform issues 	<ul style="list-style-type: none"> • Parents contacted and meeting or phone conversation to create plans for change • Behaviour monitoring card • Withdrawal Time • Restitution meeting with affected staff • Meeting with School Director • Confiscation of equipment • Time off playground or directed play locations • School Counsellor to visit student(s) in class when appropriate • Possible withdrawal time 	<p>Dealt with by School Director in consultation with the classroom teacher, action recorded on TASSWeb</p>

STUDENT CLASSROOM/PLAYGROUND MANAGEMENT PROCEDURES

(Examples only, as all cases must be looked at individually and with regard to procedural fairness for all involved)

LEVEL OF OFFENCE	TYPE OF OFFENCE	CONSEQUENCES/ SUPPORT OPTIONS	MANAGEMENT PROCEDURE
<p style="text-align: center;">LEVELS 4 AND 5</p> <p>SERIOUS UNACCEPTABLE BEHAVIOUR OR CONTINUAL MISBEHAVIOUR</p> <p>School Director/Principal</p>	<ul style="list-style-type: none"> • Student not responding to teacher/School Director/persistent disobedience or defiance • Teacher directed abuse/aggressiveness/ rudeness • Serious incidents of various natures • Destruction of property within school grounds • Jeopardising the safety of others • Serious physical assault eg hitting, kicking, pushing, shoving, punching (above shoulders); serious misuse of technology • Swearing aggressively, directly at staff • Serious or ongoing bullying/harassment of any kind 	<ul style="list-style-type: none"> • Withdrawal Time – in school • Withdrawal Time – out of school (permission from Principal) • Withdrawal from playground, supervised play • Withdrawal of privileges and exclusion from non-classroom activities including excursions, sports representation etc • Interview with parents • Consultation with Counsellor • Welfare focus meeting • Possible referral to outside agency support • School Director to monitor student progress using Behaviour Monitoring card 	<p>Dealt with by School Director and Principal in consultation with staff involved</p>
<p style="text-align: center;">LEVEL 6</p> <p>EXTREME UNACCEPTABLE BEHAVIOUR</p> <p>Principal</p>	<ul style="list-style-type: none"> • Violent behaviour • Serious offensive behaviour • Vilification of staff or students (Intentionally insulting a person's identity, beliefs and values, race, gender etc) • Serious physical assault • On-going inability to operate within acceptable School boundaries 	<ul style="list-style-type: none"> • Consultation and interview with parents • School Director determined School Withdrawal Time • Inclusion in welfare focus • Referral to Counsellor • Possible termination of contract of enrolment 	<p>Dealt with by the Principal</p>

6. BEHAVIOUR MANAGEMENT – PROCEDURAL FAIRNESS

The School will ensure that there is a transparent, consistent, unbiased and fair procedure in place for each instance of student behaviour that requires discipline according to the Behaviour Management Policy. This will include providing a fair “hearing” regarding an event, instance or allegation that is made against a student. It will also necessitate ensuring that there is an impartiality in an investigation and decision making and that there is an absence of bias by the decision maker.

The School will seek to use a range of disciplinary actions to help students change behaviour which is deemed unacceptable. In instances of unacceptable behaviour that is of an extreme nature or in the case of repeated instances of unacceptable behaviour, the School may follow procedures that lead to withdrawal or expulsion.

The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.

Should parents/guardians be dissatisfied with the process or outcome of a disciplinary incident, they may appeal the decision firstly to the School Director and then to the Principal. Should the matter still not be resolved to their satisfaction, they may appeal to the Executive Principal whose decision is final.