

	<p style="text-align: center;"><b>Whitsunday Christian College</b></p>	<p>Last Updated: May 2020</p>
	<p style="text-align: center;"><b>Behaviour Policy</b></p>	<p>Version: 2</p>

## Foundation Phase (Prep – Year 2)

### Aim

This policy focuses on the procedures in the Foundation Phase that ensure students develop positive behaviour and responsibility as well as to deal effectively with inappropriate student behaviour. Whitsunday Christian College exists to give children and young people a rich and satisfying life full of promise, purpose and hope.

In the Foundation Phase, we seek to:

- Provide students with a tangible (tactile) monitoring system to help in their understanding of the standard of behaviour expected.
- Affirm and acknowledge students for behaving appropriately.
- Ensure our approach to discipline is positive, consistently applied and facilitates the development of responsible self-discipline.
- Nurture students in character including compassion, courage, diligence, enthusiasm, forgiveness, generosity, honesty, kindness, loyalty, patience, respect, thankfulness and tolerance.

### Principles

The following principles are followed in the management of all student behaviour:

- Student well-being and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices.
- Communication with parents is essential.

### Affirming positive behaviour

Positive behaviour is an essential foundation for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. We recognise that positive behaviour for learning has to be taught and that all staff have a responsibility for this.

We believe that in order to develop positive behaviour and self-management skills, the emphasis should be on students making the right choices and taking personal responsibility. A student understanding that there are benefits for positive behaviour with consequences for poor conduct is part of that responsibility. As a school, we will endeavour to provide the support structures necessary to develop pupils academically, socially and emotionally to reach their full potential. The school understands that behaviour in classrooms and across the whole school does not occur in isolation. As a whole school, we will work hard to develop the three sets of relationships which contribute to a positive culture of learning behaviour:

- **Relationship with self:** a student who does not feel confident as a learner will be less likely to engage in the challenge of learning and may be more inclined to present 'unwanted behaviours'.
- **Relationship with others:** behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in the school/settings) as it is by factors internal to the child.
- **Relationship with the curriculum:** pupil behaviour and the curriculum and learning are inextricably linked.

### **Parent, Student and Teacher Voice**

We understand the importance of listening to students, parents and teachers to ensure that issues are identified before they become problems and good practice can be reinforced. To provide all stakeholders with a voice we have:

- Student Council: representatives from each year group meet every term to discuss issues arising.
- Parents and Friends Group (P&F): representatives of parents of pupils from WCC meet every term to discuss school matters
- Principal Open Door: open door in which staff, students and parents can discuss issues with the Principal or Phase Leader.

### **Culture of Shalom**

- Developing a culture of shalom among students and their families where there is wholeness, peace, safety, and restoration.
- Developing and embedding excellent behaviour for learning that focuses on developing students' motivation, independence and sense of personal responsibility for their own and others learning in a community of shalom.

### **Shalom**

Shalom is more than just simply peace; it is a complete peace, a feeling of contentment, completeness, wholeness, wellbeing and harmony. 'Shalom' is taken from the root word shalom, which means, 'to be safe in mind, body, or estate'. It speaks of completeness, fullness, or a type of wholeness that encourages you to give back — to generously re-pay something in some way.

### **Student Code of Conduct**

**It is expected that students will:**

- Move sensibly, quietly and safely around the school.
- Treat each other with courtesy, respect and good manners. Participate in all lessons and create an environment to encourage all students to learn.
- Attend lessons promptly, equipped and ready to learn to the best of their ability.
- Follow instructions and requests from all school staff at the first request.
- Care for equipment, belongings and our environment.
- No bullying or other harassment [physical, verbal, emotional, digital].
- No swearing, blasphemy or other offensive language (this includes non-verbal, e.g. hand gestures and threading).
- No fighting/violence.
- No bringing offensive material/items to school.

- No bringing weapons of any description, including fireworks.
- No expensive toys or other items of value.

This includes any College activity and coming and going to and from school.

### **Bullying**

To help the school ensure that bullying does not take place, students should:

- Report all incidents of bullying to a staff member.
- Actively support students they know are being bullied.
- Refuse to become involved in bullying, including as a bystander.

### **Productive Behaviour System (Rewards)**

In the Foundation Phase, we aim to encourage students to reach the highest standard of which they are capable of. The Rewards system recognises that praising students' efforts and successes have a strong motivational effect, with motivated students less likely to present behavioural problems. It should be understood that the praise must be genuine and well-deserved; undue praise will rapidly become devalued and ultimately worthless. Teachers act as role models using positive language and actively seeking opportunities to reward students with a tangible item for doing the right thing in terms of student expectations and work.

We reward in order to:

- Encourage an ethos where all types of achievement, whether they be academic, sporting, creative, social etc. are openly recognised and valued by the whole school community – Students, staff, parents and governors alike.
- Develop self-esteem in individual students.
- Recognise effort as well as achievement.
- Raise the aspiration of all students.
- Encourage students to accept praise and feel valued in the school.
- Acknowledging doing the right thing and following the student code of conduct.

#### **Prep – Productive Behaviour System:**

- The process incorporates tangible items (fish) that students can collect with the focus on positive reinforcement, immediate feedback and multiple opportunities to think, decide and behave appropriately.
- Each student has a fish net with their name on it. They receive an item (fish) in recognition of positive behaviour choices that can be counted at the end of the week, e.g. working quietly, showing kindness to others, working collaboratively, giving an insightful answer etc.
- At the end of each week, students count their items (fish), and their goal is to reach ten a week. Students choose a prize from the Prize Box if they get ten or more items.

#### **Year 1 and Year 2 – Productive Behaviour System:**

- The process incorporates tangible items (diamonds) that students can collect with the focus on positive reinforcement, immediate feedback and multiple opportunities to think, decide and behave appropriately.

- Each student has a container or bag with their name on it. They receive an item (diamond) in recognition of positive behaviour choices, e.g. working quietly, showing kindness to others, working collaboratively, giving an insightful answer etc.
- For each group of ten items, students receive a sticker that goes on their sticker chart.
- A sticker chart is comprised of ten boxes or dots to fill. When the sticker chart is full students can choose a prize from the Prize Box and take their sticker chart home.
- The process repeats with a new sticker chart.

These Reward systems found above describes the productive behaviours in a system that would be rewarded at Foundation Phase. Teachers give verbal praise in class and, when work is marked, they seek to give written praise and encouragement. Whole school and year events such as assemblies and Awards Evening provide an opportunity to celebrate students' successes and achievements.

We want to send the message that these events matter and that it's good to do well and achieve the very best you are capable of.

**Rewards are available to all students who make good progress and adhere to consistently meet Foundation Phase expectations demonstrating productive behaviour and follow our 'Five Class Rules'**

1. Follow directions quickly
2. Raise your hand to speak
3. Listen when someone is speaking
4. Be a caring friend
5. Always do your best work

### **Non-Productive Behaviour Table**

This table clearly illustrates the non-productive behaviours in a level system that are sanctioned at Foundation Phase Level. The table below represents the support structure that is in place and outlines the steps in procedures when dealing with non-productive behaviours during learning time.

***Prep Non-Productive behaviour will come to full effect in Term 2 and will start fresh every week. Year 1 and Year 2 Non-Productive behaviour will come to full effect in Term 1 and will start fresh every week.***

Level 1, 2 and 3 behaviours will be dealt with according to the professional judgement of staff. There will be a graduating scale of sanctions to be applied depending on the non-productive behaviour encountered.

The general principle underlying our approach to consequences and sanctions is as follows:

- Any incidents of poor behaviour should be dealt with as close to the point of occurrence as possible.
- The focus for dealing with the incident should be on encouraging reflection, developing strategies for future avoidance and developing plans for making amends for the incident.

At Foundation Phase, all sanctions should be on an individual basis and take into account the seriousness and circumstances of the incident; previous behaviour of the student and the effect on other students within the school. We understand that for some students, these sanctions may not have the desired effect, and the negative behaviour may continue. Our college motto is 'In Truth and Grace'. The premise of our behavioural system is that of restoration. Punishment is the effect of bad behaviour or poor choices. The end goal is to correct and guide each child for good behaviour and good choices. Hence the grace aspect. There need to be repercussions for the misbehaviour, hence the justice aspect.

To support learning and reduce/eliminate repeat occurrence of non-productive behaviours, a number of sanctions could be applied.

Sanction Notes	Sanction Notes
Verbal warning	Reaffirmation of school and class rules.
Changing seats	Moving a student away from a distraction.
Withdrawal of privileges	Providing a student with work that still allows them to achieve but may be less enjoyable (e.g. book work instead of Maths game or iPad).
Contacting parents	This can be achieved by sending a letter and/or email, but ideally, a parent will be contacted by phone to discuss any issues.
Confiscation	If a student is found in possession of an article which has been banned under the school rules, then the article may be confiscated by the member of staff.
Time out – Class time or Lunchtime	Eat morning tea or lunch outside the office and stay there for a given amount of time afterwards. It is expected that the reasons why the student was placed on time-out are discussed with them and strategies/targets discussed to prevent similar behaviour in the future.
Buddy class	There will be occasions where students have been involved in incidents which have not been able to be resolved by the next lesson or where the seriousness of the incident means that the student is placed in an alternative class where they are expected to complete classwork and a reflection sheet.
Reflection sheet	A reflection sheet gives students the opportunity to recognise, reflect and apologise for their behaviour.
Behaviour Card – Daily and Weekly	Daily Behaviour card – Teacher and student to complete the behaviour card after each teaching block. Parent to sign behaviour card at the end of the day. Weekly Behaviour card – Teacher and student to complete the behaviour card after each teaching block. Parent to sign behaviour card at the end of the week.
Suspension	A pupil may only be placed on an internal or external suspension because of a serious incident or for ongoing persistent poor behaviour across a number of contexts. This must be agreed by the Phase Leader and Principal. All suspended students will be provided with work from teachers to complete during the exclusion. A meeting with parents needs to happen before the student is allowed back in class.
Long Term Suspension	A pupil may serve a long term suspension for serious offences, or repeated suspensions. A meeting with parents needs to happen before the student is allowed back in class.
Expulsion	This is to be used in extreme cases of negative behaviour and is the Principal's decision. It may also be from repeated suspensions.

**LEVEL 1** (Classroom Teacher)

Non-Productive Behaviour	Consequences	
<ul style="list-style-type: none"> <li>• Scribbling on books or other students work</li> <li>• Keep on talking when lining up or when walking in line</li> <li>• Not sitting properly on chairs</li> <li>• Incidental swearing</li> <li>• Taking someone else’s equipment without asking</li> <li>• Toilet talk</li> <li>• Telling tales</li> <li>• Fidgeting and rolling on the carpet</li> <li>• Drawing on one self / someone else</li> <li>• Pushing or shoving students out of the way</li> <li>• Interrupting the teaching process</li> <li>• Not following teachers instructions</li> <li>• Calling out</li> <li>• Answering for others</li> <li>• Speaking rudely to peers (you’re not my friend, you stink, I don’t like you etc.)</li> <li>• Walking around the classroom without permission</li> <li>• Silly noises</li> <li>• Pulling silly faces</li> <li>• Disturbing others while learning</li> <li>• Bossing others around</li> <li>• Gestures such as shrugging shoulders, rolling eyes</li> </ul>	1 <sup>st</sup> time	Verbal warning – Reaffirmation of school and class rules
	2 <sup>nd</sup> time	Changing seats
	3 <sup>rd</sup> time	Lose items (diamond, fish)
	4 <sup>th</sup> time	Withdrawal of privileges
	5 <sup>th</sup> time	Time out in class
	6 <sup>th</sup> time	Time out during lunch
	7 <sup>th</sup> time	Time out in class for the rest of the day – (Contact Parents)
	8 <sup>th</sup> time	Buddy class – Reflection sheet (Contact Parents)
<p>If the behaviour continues, student will go every time to Buddy class until 20 reflection sheets are completed (Parents be notified every time). Student will then move to <b>Level 2</b> behaviour.</p>		

**LEVEL 2** (Classroom Teacher and Foundation Phase Coordinator)

Non-Productive Behaviour	Consequences
<ul style="list-style-type: none"> <li>• 20 Reflection sheets or</li> <li>• Persistent Level 1 behaviour</li> <li>• Constant verbal harassment of another student</li> </ul>	Parent meeting: Discussion of next step: Daily or Weekly Behaviour card (depending on investigation)
	If failure of behaviour card continues, student will then move to <b>Level 3</b> behaviour and Principal will get involved.

### LEVEL 3 (Principal)

Non-Productive Behaviour	Consequences
<ul style="list-style-type: none"><li>• Persistent failure of behaviour card (Level 2)</li><li>• Threats of violence or physical abuse against students</li><li>• Deliberate physical hurting of other students (e.g. kicking, hitting, pinching, biting, Chinese burn, throwing objects etc.)</li></ul>	Short Suspension: Students will be suspended pending investigation (Can be 1-5 days, may be external or internal)

### LEVEL 4 (Principal)

Non-Productive Behaviour	Consequences
<ul style="list-style-type: none"><li>• Persistent failure of behaviour or serious misconduct</li><li>• Extreme cases of negative behaviour and/or repeated suspensions</li><li>• Physical or verbal abuse towards staff or parents (e.g. kicking, hitting, pinching, biting, throwing objects etc.)</li></ul>	Long Suspension: Students will be externally suspended pending investigation (Can be 5 days and more)  OR  Expulsion

### Suspension / Expulsion

A short suspension is from 1-5 days, and the student or parents are not able to appeal the principal's decision. A long suspension is over five days. The student or his/her parent or someone else on his/her behalf is entitled to appeal to the Principal for a review of a long suspension or expulsion decision. The student, in this case, has the right to be told the allegations against them, a reasonable opportunity to see and consider the evidence relied upon by the Principal, a reasonable opportunity to present their case and be given a fair hearing before the decision is made by the Principal who will act without bias.

## Junior Phase (Year 3 – Year 6)

### Aim:

This policy focusses on the procedures in the Junior Phase that ensure students develop positive behaviours and act responsibly, and staff deal effectively with inappropriate student behaviour. Whitsunday Christian College exists to give children and young people a rich and satisfying life; full of promise, purpose and hope.

At Whitsunday Christian College, we seek to:

- Acknowledge and affirm students for behaving appropriately.
- Ensure our approach to discipline is positive, consistently applied and facilitates the development of responsible self-regulation.
- Nurture students in character including compassion, courage, diligence, enthusiasm, forgiveness, generosity, honesty, kindness, loyalty, patience, respect, thankfulness, and tolerance.

### Principles:

- Student well-being will be enhanced through a focus on early intervention and prevention of inappropriate behaviours.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Communication with parents is essential.

### Culture of Shalom

*Shalom* is more than just simply peace; it is a complete peace. It is a feeling of contentment, completeness, wholeness, wellbeing and harmony. *Shalom* is taken from the root word shalom, which means, “to be safe in body, mind or estate”. It speaks to the completeness, fullness, or a type of wholeness that encourages you to give back – to generously re-pay something in some way. As a school we aim to:

- Develop a culture of shalom among students and their families where there is wholeness, peace, safety, and restoration.
- Develop and embed excellent behaviour for learning that focusses on developing students’ motivation, independence and sense of personal responsibility for their own and other’s learning in a community of shalom.

### Parent, Student and Teacher Voice

We understand the importance of listening to students, parents and teachers to ensure that issues are identified before they become problems and good practices can be reinforced. To provide all stakeholders with a voice we have:

- Student Representative Council: One SRC member is elected by each class to meet every term and raise issues on behalf of the students.
- Parents and Friends Group (P&F): Parents of pupils from Whitsunday Christian College meet every term to discuss school matters.
- Teacher Open Door: Students are encouraged to bring any concerns they are facing directly to their teacher’s attention. Parents are welcome to meet with their child’s teacher and raise any concerns regarding their child.
- Head of Primary and Principal Open Door: If an attempt to resolve a matter with the classroom teacher has been unsuccessful, students and parents are welcome to make an appointment to discuss the issue with the Head of Primary or the Principal. Teachers are also welcome to raise issues with the Head of Primary or Principal.



## **Student Code of Conduct**

Students are expected to act in a safe, healthy, fair and respectable manner always. This includes any Whitsunday Christian College activity and traveling to and from school.

It is expected that students will:

- Move sensibly, quietly and safely around the school
- Treat each other with courtesy, respect and good manners
- Participate in all lessons and create an environment which encourages all students to learn
- Attend lessons promptly, equipped and ready to learn to the best of their ability
- Follow the uniform code
- Care for equipment, belongings and our environment
- Follow instructions and requests from all school staff at the first request
- Complete work that has been assigned to be done at home

Classroom teachers deal with most behavioural incidents. The class teacher will follow the Behaviour Arrows if students refuse to comply with the student code of conduct.

## **College Rules and Regulations**

- No bullying or other harm [physical, verbal, emotional, digital]
- No swearing, blasphemy or other offensive language (this includes non-verbal e.g. hand gestures)
- No fighting/violence
- No bringing offensive materials/items to school
- No bringing weapons of any description, including fireworks
- No having or using banned substances [e.g. cigarettes, alcohol, drugs]
- No roller blades, skates, skateboards, bicycles or scooters to be used on College grounds [bicycles used for travelling to and from school must be kept in the bike racks between the hall and the front office]
- No dogs permitted on College grounds unless permission from the Principal or Head of Primary is given
- No disobedience and/or disrespect towards other staff
- No inappropriate behaviour towards the opposite sex
- No wilful damage of property
- No expensive toys or other items of value
- No eating in class
- No mobile phones/personal devices
- No selling or fundraising activities unless specific permission from the Principal has been given

## **Bullying**

Whitsunday Christian College has a zero-tolerance policy toward bullying. To help the school ensure that bullying does not take place students should:

- Report all incidents of bullying to a staff member
- Actively support students they know are being bullied
- Refuse to become involved in bullying, including as a bystander

## **Affirming positive behaviour:**

Positive behaviour is an essential foundation for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. We recognise that positive behaviour for learning must be taught and that all staff share the responsibility for this.

We believe that to develop positive behaviour and self-management skills, the emphasis should be on students making right choices and taking personal responsibility for their behaviour. A student's understanding that there are benefits for positive behaviour and consequences for poor conduct is part of that responsibility. As a school, we will endeavour to provide the support structures necessary to develop pupils academically, socially, and emotionally to reach their full potential. The school understands that behaviour in classrooms and across the whole school does not occur in isolation.

As a school, we will work hard to develop the three sets of relationships which contribute to a positive culture of learning behaviour.

- *Relationship with self:* A student who does not feel confident as a learner will be less likely to engage in the challenge of learning and may be more inclined to present unwanted behaviours.
- *Relationship with others:* Behaviour of students is triggered by their interactions with others (pupils, teachers or other adults in the school) as well as factors internal to the child.
- *Relationship with the curriculum:* Student behaviour and the curriculum and learning are inextricably linked.

## **Rewards**

At Whitsunday Christian College we aim to encourage students to reach the highest standard of which they are capable. The Rewards Policy recognises that praising students' efforts and successes has a strong motivational effect, with motivated students less likely to present behavioural problems. Praise must be genuine and well-deserved; undue praise will rapidly become devalued and ultimately worthless. Teachers act as role models using positive language and actively seeking opportunities to reward students for exhibiting appropriate behaviours in terms of student expectations, work and attendance. Each classroom teacher will have their own positive class reward system.

As a school we will encourage student progress and effort within the classroom and the wider school. This is done on an informal and formal basis.

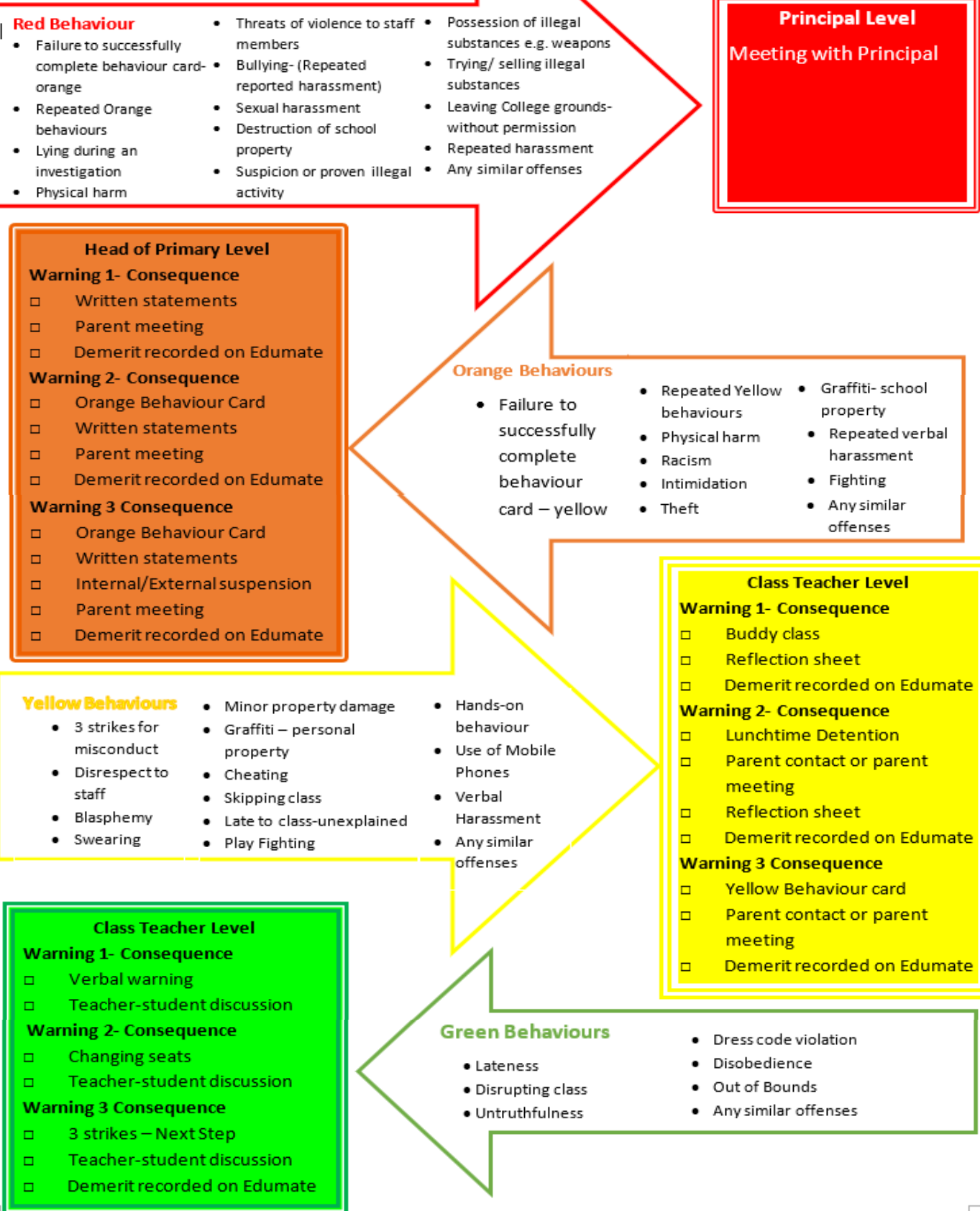
Some informal ways include:

- Valuing and acknowledging each student.
- Verbally praising students' work and conduct in class.
- Written praise and encouragement when marking workbooks.
- Class reward system

We acknowledge students formally at assemblies and Awards Ceremony

- Student of the Week – Every Wednesday at Primary assembly, one student from each class is awarded a Student of the Week award for demonstrating excellence in behaviour or academia.
- Diligence Award – Awarded at Awards Ceremony at the end of the year, to one student from each year level who has demonstrated excellent commitment to learning across the entire year.
- Character Award – Awarded at Awards Ceremony at the end of the year, to one student from each year level who has demonstrated the four school values; Passion, Integrity, Care and Success, across the entire year.

# Behaviour Policy Arrows



## Offenses and Consequences

Green Level Offense Class Teacher Level	Yellow Level Offense Class Teacher Level	Orange Level Offense Head of Primary Level	Red Level Offense Principal Level
<ul style="list-style-type: none"> <li>• Lateness</li> <li>• Untruthfulness</li> <li>• Disrupting class</li> <li>• Dress code violation</li> <li>• Out of bounds</li> <li>• Disobedience</li> <li>• Any similar offenses</li> </ul>	<ul style="list-style-type: none"> <li>• 3 strikes</li> <li>• Disrespect to staff</li> <li>• Unexplained lateness for class</li> <li>• Swearing</li> <li>• Blasphemy</li> <li>• Minor property damage</li> <li>• Graffiti – personal property</li> <li>• Cheating</li> <li>• Skipping class</li> <li>• Late to class - unexplained</li> <li>• ‘Play’ fighting</li> <li>• Hands-on behaviour</li> <li>• Use of mobile phone</li> <li>• Verbal harassment</li> <li>• Any similar offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to successfully complete behaviour card – yellow</li> <li>• Repeated Yellow Level Offenses</li> <li>• Repeated Verbal harassment</li> <li>• Physical harm</li> <li>• Intimidation</li> <li>• Theft</li> <li>• Graffiti – school property</li> <li>• Repeated verbal harassment</li> <li>• Fighting</li> <li>• Racism</li> <li>• Any similar offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to successfully complete behaviour card – orange level</li> <li>• Lying during an investigation</li> <li>• Physical harm</li> <li>• Treats of violence against staff members</li> <li>• Bullying (Repeated reported harassment)</li> <li>• Sexual harassment</li> <li>• Destruction of school property</li> <li>• Possession of illegal substances (eg. Weapons)</li> <li>• Suspicion or proven illegal activity</li> <li>• Possession of weapons</li> <li>• Leaving the college grounds without permission</li> <li>• Trying/selling illegal substances</li> <li>• Any similar offenses</li> </ul>

<p><b>Green Level Offense Class Teacher Level</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lateness</li> <li><input type="checkbox"/> Disrupting class</li> <li><input type="checkbox"/> Untruthfulness</li> <li><input type="checkbox"/> Dress code violation</li> <li><input type="checkbox"/> Disobedience</li> <li><input type="checkbox"/> Out of bounds</li> <li><input type="checkbox"/> Any similar offenses</li> </ul>	<p><b>Yellow Level Offense Class Teacher Level</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 strikes for misconduct</li> <li><input type="checkbox"/> Disrespect to staff</li> <li><input type="checkbox"/> Swearing / Blasphemy</li> <li><input type="checkbox"/> Minor property damage</li> <li><input type="checkbox"/> Graffiti – personal property</li> <li><input type="checkbox"/> Cheating</li> <li><input type="checkbox"/> Skipping Class</li> <li><input type="checkbox"/> Late to class – unexplained</li> <li><input type="checkbox"/> Play fighting</li> <li><input type="checkbox"/> Hands-on behaviour</li> <li><input type="checkbox"/> Use of mobile phones</li> <li><input type="checkbox"/> Verbal harassment</li> <li><input type="checkbox"/> Any similar offenses</li> </ul>	<p><b>Orange Level Offense Head of Primary Level</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Failure to successfully complete behaviour card – yellow</li> </ul> <p><b>Directly to Warning 3 Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical harm</li> <li><input type="checkbox"/> Intimidation</li> <li><input type="checkbox"/> Theft</li> <li><input type="checkbox"/> Graffiti – school property</li> <li><input type="checkbox"/> Racism</li> <li><input type="checkbox"/> Repeated verbal harassment</li> <li><input type="checkbox"/> Fighting</li> <li><input type="checkbox"/> Any similar offenses</li> </ul>
<p><b>Warning 1 Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal warning</li> <li><input type="checkbox"/> Teacher-student discussion</li> </ul>	<p><b>Warning 1 Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Buddy class / Edumate</li> <li><input type="checkbox"/> Reflection sheet</li> </ul>	<p><b>Warning 1 Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written statements</li> <li><input type="checkbox"/> Parent meeting</li> <li><input type="checkbox"/> Demerit on Edumate</li> </ul>
<p><b>Warning 2 Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Changing seats</li> <li><input type="checkbox"/> Teacher-student discussion</li> </ul>	<p><b>Warning 2 Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher’s Detention / Edumate</li> <li><input type="checkbox"/> Parent contact or parent meeting</li> <li><input type="checkbox"/> Reflection sheet</li> </ul>	<p><b>Warning 2 Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Orange Behaviour Card</li> <li><input type="checkbox"/> Written statements</li> <li><input type="checkbox"/> Parent meeting</li> <li><input type="checkbox"/> Demerit on Edumate</li> </ul>
<p><b>Warning 3 Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 strikes</li> <li><input type="checkbox"/> Teacher-student discussion</li> <li><input type="checkbox"/> Demerit point on Edumate</li> </ul>	<p><b>Warning 3 Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yellow Behaviour card / Edumate</li> <li><input type="checkbox"/> Parent contact or parent meeting</li> <li><input type="checkbox"/> Demerit point on Edumate</li> </ul>	<p><b>Warning 3 Consequence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Orange Behaviour Card</li> <li><input type="checkbox"/> Written statements</li> <li><input type="checkbox"/> Internal suspension</li> <li><input type="checkbox"/> Parent meeting</li> <li><input type="checkbox"/> Demerit on Edumate</li> </ul>
<p><b>The Green Level consequences will restart each day, unless 2 Demerit points are accrued within the same week, the student will then commence the next day from Yellow behaviour consequences.</b></p>		

# Secondary School

## Aim

This policy focusses on the procedures in the Secondary School that ensure students develop positive behaviour and responsibility as well as to deal effectively with inappropriate student behaviour. Whitsunday Christian College exists to give children and young people a rich

and satisfying life full of promise, purpose and hope. At Whitsunday Christian College, we seek to:

- Affirm and acknowledge students for behaving appropriately.
- Ensure our approach to discipline is positive, consistently applied and facilitates the development of responsible self-discipline.
- Nurture students in character including compassion, courage, diligence, enthusiasm, forgiveness, generosity, honesty, kindness, loyalty, patience, respect, thankfulness, and tolerance.

## Principles

The following principles are followed in the management of all student behaviour:

- Student well-being and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices.
- Communication with parents is essential.

## Affirming positive behaviour

Positive behaviour is an essential foundation for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. We recognise that positive behaviour for learning has to be taught and that all staff have a responsibility for this.

We believe that in order to develop positive behaviour and self-management skills the emphasis should be on students making the right choices and taking personal responsibility. A student understanding that there are benefits for positive behaviour with consequences for poor conduct is part of that responsibility. As a school we will endeavour to provide the support structures necessary to develop pupils academically, socially and emotionally to reach their full potential. The school understands that behaviour in classrooms and across the whole school does not occur in isolation.

As a whole school we will work hard to develop the three sets of relationships which contribute to a positive culture of learning behaviour:

- **Relationship with self:** a student who does not feel confident as a learner will be less likely to engage in the challenge of learning and may be more inclined to present 'unwanted behaviours'.
- **Relationship with others:** behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in the school/settings) as it is by factors internal to the child.
- **Relationship with the curriculum:** pupil behaviour and the curriculum and learning are inextricably linked.

## **Parent, Student and Teacher Voice**

We understand the importance of listening to students, parents and teachers to ensure that issues are identified before they become problems and good practice can be reinforced. To provide all stakeholders with a voice we have:

- Student Council: representatives from each year group meet every term to discuss issues arising.
- Parents and Friends Group (P&F): representatives of parents of pupils from WCC meet every term to discuss school matters.
- Principal Open Door: open door in which staff, students and parents can discuss issues with the Principal or Phase Leader.

## **Culture of Shalom**

- Developing a culture of shalom among students and their families where there is wholeness, peace, safety, and restoration.
- Developing and embedding excellent behaviour for learning that focuses on developing students' motivation, independence and sense of personal responsibility for their own and others learning in a community of shalom.

## **Shalom**

*Shalom* is more than just simply peace; it is a complete peace. It is a feeling of contentment, completeness, wholeness, wellbeing and harmony. "Shalom" is taken from the root word shalom, which means, "to be safe in mind, body, or estate." It speaks of completeness, fullness, or a type of wholeness that encourages you to give back — to generously re-pay something in some way.

## **Student Code of Conduct**

**It is expected that students will:**

- Move sensibly, quietly and safely around the school.
- Treat each other with courtesy, respect and good manners. Participate in all lessons and create an environment to encourage all students to learn.
- Attend lessons promptly, equipped and ready to learn to the best of their ability
- Care for equipment, belongings and our environment.
- Follow instructions and requests from all school staff at the first request.

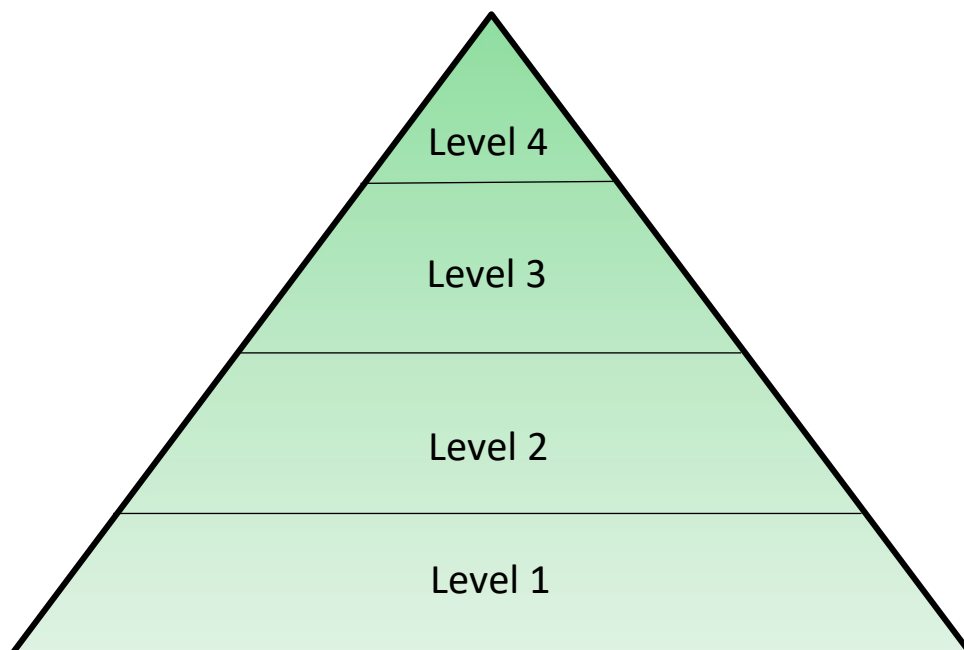
## **Bullying**

To help the school ensure that bullying does not take place students should:

- Report all incidents of bullying to a staff member
- Actively support students they know are being bullied.
- Refuse to become involved in bullying, including as a bystander.

## Reward

There are levels of rewards for productive behaviour.



Level	Award Type	How often	Criteria
Level 4	Principals award	Yearly  (Term 4, Week 7, Friday)  (Year 12 during week 7 at principal's discretion)	Students must achieve a minimum of 200 merits and have no more than 2 detentions in the year
Level 3	Head of Phase  Or  Head of Secondary Award	Term 1, 2, 3 & 4  (Middle Phase, Week 9, Friday so certificates can go out on the following Monday)  (Senior Phase, Week 8, Friday so certificates can go out on the following Monday)	Senior Phase- Students must achieve a minimum of 60 merits and no more than 4 demerits in the term.  Middle Phase - Students must achieve a minimum of 60 merits and no more than 4 demerits in the term.
Level 2	Home Class Award	Term 1,2,3 & 4  (Home Class Teacher to check weekly and have certificates ready for assembly the following Monday)	Senior Phase- Students must achieve a minimum of 40 merits and no more than 1 detention in the term.  Middle Phase - Students must achieve a minimum of 40 merits and no more than 1 detention in the term.
Level 1	Merits	Daily in lessons	Daily in Lessons



## **Student Expectations and Responsibilities**

To ensure that Whitsunday Christian College is an environment in which all pupils feel safe and confident to learn and teachers feel able to teach, it is important that key expectations are shared by all teachers and staff. These expectations are summarised in the student planner and signed by students in the Secondary Contract:

I understand that I should be striving to be a young person of good character, developing positive habits and being known for a person that upholds the College Christian ethos.

Therefore:

I agree to participate fully in the programs of the College, including participation in all devotional activities, camps, work experience, co-curricular and other activities and excursions

I agree to wear full College uniform, in accordance with all uniform and hair/dress code requirements.

I will behave in a God-honouring way and, that while enrolled in the College at school, on school events or representing the school, I will not:

- use tobacco or drink alcohol (see policy that explains this in context in more detail)
- take other harmful substances illegally, that is, without prescription
- enter into alternative or independent living arrangements or into adult type personal life
- relationships. That is, the student will need to remain living in the family home with parents. If circumstances change then a discussion with the principal will need to take place to seek approval for changed arrangements (e.g. family needs to move away but student wishes to
- live with alternative family - e.g. brother's house - to complete Year 12).
- bring disrepute to the College
- undertake illegal acts
- attack, bully or harass other College community members via any method or mode (including electronic means).

I understand that the College and staff will act in a manner to promote the good order of the College and the schooling of Students. This includes teaching and disciplining. This may mean having to undertake consequences or undergo a loss of privileges.

I understand that the College will take a proactive interest in student well-being in addition to utilizing proactive intervention processes to address student concerns, shared or observed.

Interviewing students one-on-one can reasonably be accepted as a natural and reasonable part of behaviour/pastoral educational management of children. Interviews are one example of compliance with Regulation 10 of the Accreditation Act Regulations, which mandates Non-State Schools to proactively promote and protect the Health, Safety and Well-being of Staff and Students.

I understand that the College may suspend or terminate enrolment at its discretion for failure to comply with these or other school rules and regulations and accept responsibility for damage caused to property by me.

I understand that for the time I am on the school grounds, or engaged in school activities of any nature, whether on the school grounds or otherwise, I am under the care and authority of the College Principal, or staff. I agree to abide by the College's Code of Conduct while enrolled at the College whether at home, at school, or elsewhere and to participate as required in College programs and activities.

I understand that if I attain a leadership position at school and bring disrepute to the College whether at school or away from school, I may lose my leadership role.

I will have a positive attitude and contribute to the common wealth of the College and enhance the mission of Whitsunday Christian College by:

- Following the aims, policies, procedures and rules of the College
- Supporting the College within the channels provided
- Supporting staff members
- Acting in the best interest of the College
- Living peacefully within the College community: never attack, bully or harass other College community members via any method or mode (including electronic means).
- Respecting the privacy of all College community members: ie not include details (words or photos) regarding the College or College community members in any publication (e.g. Facebook or local paper).

### **Student Code of Conduct**

Students are expected to act in a safe, healthy, fair and respectable manner at all times. This includes any College activity and coming and going to and from school.

- No bullying or other harassment [physical, verbal, emotional, digital]
- No swearing, blasphemy or other offensive language (this includes non-verbal e.g. hand gestures)
- No fighting/violence
- No bringing offensive material/items to school
- No bringing weapons of any description, including fireworks
- No having or using banned substances [e.g. cigarettes, alcohol, drugs]
- No roller blades, skates, skateboards, bicycles or scooters to be used on College grounds
- No dogs permitted on College grounds unless permission from the Principal is given
- No disobedience and/or disrespect towards staff
- No inappropriate behaviour towards the opposite sex
- No wilful damage of property
- We follow the uniform code at all times
- No expensive toys or other items of value
- No selling or fundraising activities unless specific permission from the Principal has been given

### **Strategies for Promoting Good Behaviour**

- Act as a role model for things you expect to see – mirror what you want
- Plan for good behaviour
- Don't be surprised when problems occur – we are working with children who are learning and testing the boundaries of acceptable behaviour
- Our success in managing behaviour should not be judged by the absence of problems but how we deal with them

Do all you can to avoid

- Humiliating – it breeds resentment
- Shouting often – it weakens your status

- Over reacting – the problems will grow
- Blanket punishments – the innocent don't deserve them
- Over punishing – it reduces options later
- Jumping to conclusions – avoid punishing what you can't prove
- Don't block a student's exit

Do all you can to

1. Use humour – it builds bridges
2. Keep calm – it uses high status and reduces tension
3. Listen – it earns respect
4. Use first names
5. Praise good behaviour
6. Be consistent and fair
7. Use the minimum sanction necessary to achieve your desired outcome

### **Behaviour Support Structure**

Classroom teacher deals with most incidents of behaviour – the class teacher should manage behaviour issues such as:

- uniform issues
- lack of equipment
- home learning
- low level disruption
- poor work rate
- lateness
- chewing, eating
- jewellery
- mobile phones/IPods/MP3 players
- inappropriate behaviour outside the classroom (dealt with by all staff)
- nonattendance to lesson

### **Rewards**

At Whitsunday Christian College we aim to encourage students to reach the highest standard of which they are capable. The Rewards Policy recognises that praising students' efforts and successes has a strong motivational effect, with motivated students less likely to present behavioural problems. It should be understood that the praise must be genuine and well-deserved; undue praise will rapidly become devalued and ultimately worthless. Teachers act as role models using positive language and actively seeking opportunities to reward students for doing the right thing in terms of student expectations, work and attendance.

We reward in order to:

- Encourage an ethos where all types of achievement, whether they be academic, sporting, creative, social etc. are openly recognised and valued by the whole school community – students, staff, parents and governors alike.
- Develop self-esteem in individual students.
- Recognise effort as well as achievement.
- Raise the aspiration of all students.
- Encourage students to accept praise and feel valued in the school.
- Acknowledging doing the right thing and following the student code of conduct.
- Reward excellent attendance and punctuality record.

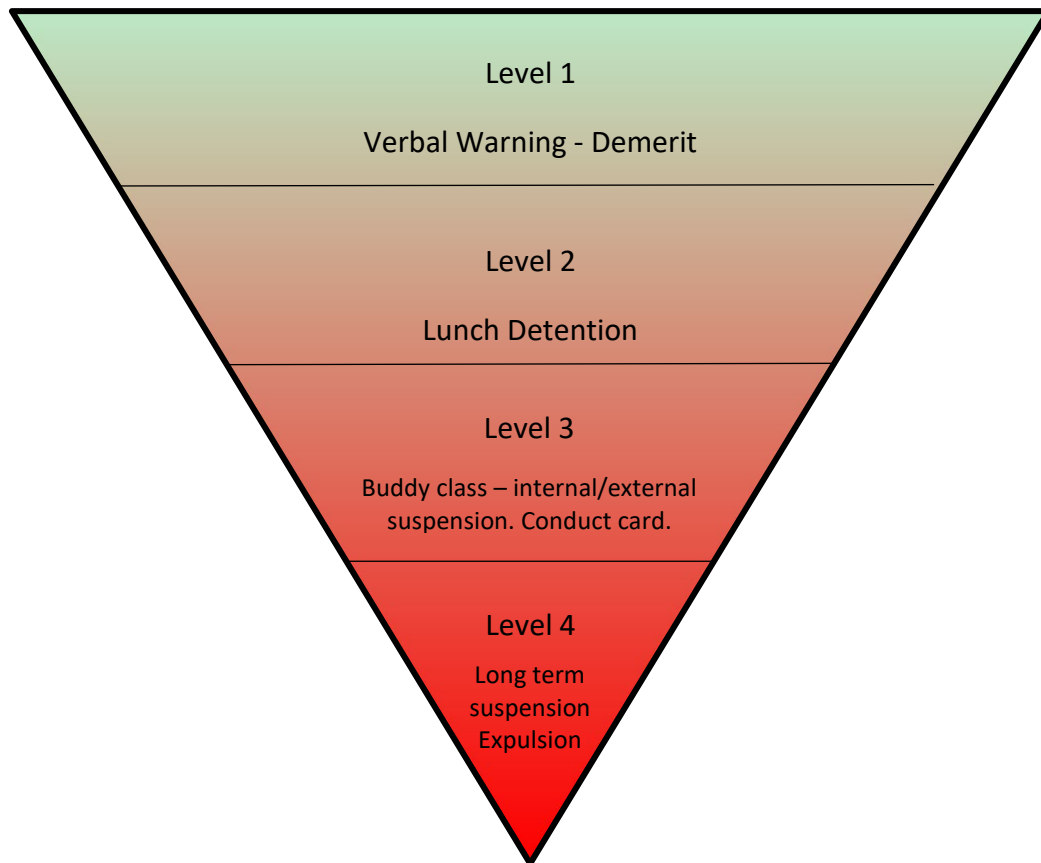
The Reward Diamond can be found above, which illustrates the productive behaviours in a tier system that would be rewarded at Whitsunday Christian College.

Teachers give verbal praise in class and, when work is marked, they seek to give written praise and encouragement. Whole school and year events such as assemblies and Awards Evening

provide an opportunity to celebrate students' successes and achievements. We want to send the message that these events matter and that it's good to do well and achieve the very best you are capable of.

**Rewards are available to all students who make good progress and adhere to consistently meet WCC expectations demonstrating productive behaviour.**





### **Behaviour Diamond**

The Behaviour Diamond clearly illustrates the non-productive behaviours in a level system that are sanctioned at WCC. The diagram below represents the support structure that is in place and outlines the steps in procedures when dealing with non-productive behaviours during learning time.

Level 1, 2, 3, and 4 behaviours will be dealt with according to the professional judgement of staff. There will be a graduating scale of sanctions to be applied depending on the non-productive behaviour encountered. The behaviour diamond represents the sanction given depending on the non-productive behaviour the teacher is confronted with which will be applied according to the discretion of the Phase Leader and/or Principal. The sanctions applied would include:

- Oral reprimand
- Withdrawal of privileges
- Home Room involvement
- Parental involvement
- Community service
- Report to a member of staff
- Referral to Phase Leader
- Exclusion from lessons (internal or external)
- Expulsion

The general principle underlying our approach to consequences and sanctions is as follows:

- Any incidents of poor behaviour should be dealt with as close to the point of occurrence as possible.
- The focus for dealing with the incident should be on encouraging reflection, developing strategies for future avoidance and developing plans for making amends for the incident.

At Whitsunday Christian College all sanctions should be on an individual basis and take into account the seriousness and circumstances of the incident; previous behaviour of the student and the effect on other students within the school. We understand that for some students these sanctions may not have the desired effect and the negative behaviour may continue.

Our college motto is “In Truth and Grace”. The premise of our behavioural system is that of restoration. Punishment is the effect of bad behaviour or poor choices. The end goal is to correct and guide each child for good behaviour and good choices. Hence the grace aspect. There needs to be repercussions for the misbehaviour, hence the justice aspect.

To support learning and reduce/eliminate repeat occurrence of non-productive behaviours, a number of sanctions could be applied.

<b>Sanction</b>	<b>Notes</b>
Changing seats	Moving a student away from a distraction.
Alternative work	Providing a student with work that still allows them to achieve but may be less enjoyable (e.g. answering questions from a book)
Contacting parents	This can be achieved by sending a letter and/or email, but ideally a parent will be contacted by phone to discuss any issues.
Conduct Card	Pupils can be placed on a conduct card. The focus on this report may be: Poor behaviour, Equipment, Effort, Punctuality. (See Behaviour Diamond)
Confiscation	If a student is found in possession of an article which has been banned under the school rules, then the article may be confiscated by the member of staff.
Teacher detentions	These should normally last for a maximum of 20 minutes during the start of lunch. It is expected that the reasons why the student was placed on detention are discussed with them and strategies/targets discussed to prevent similar behaviour in the future. If during break or lunch, students should have enough time remaining for a toilet break and to obtain food.
Withdrawal from lessons in a particular subject - Shadow timetable	There will be occasions where students have been involved in incidents which have not been able to be resolved by the next lesson or where the seriousness of the incident means that the student is placed in an alternative class.

Suspension	A pupil may only be placed on an internal or external suspension because of a serious incident or for ongoing persistent poor behaviour across a number of contexts. This must be agreed by the Phase Leader and Principal. All suspended students will be provided with work from teachers to complete during the exclusion. A meeting with parents needs to happen before the student is allowed back in class.
Long Term Suspension	A pupil may serve a long term suspension for serious offences, or repeated suspensions. A meeting with parents needs to happen before the student is allowed back in class.
Expulsion	This is to be used in extreme cases of negative behaviour and is the Principal's decision. It may also be from repeated suspensions.

### **Detentions**

All members of staff can make the decision to provide a student with a detention or demerit. Students should be told the reasons why the student was placed in detention and strategies/targets discussed to prevent similar behaviour in the future.

To support staff there is a system of detentions that can be used accordingly:

- Class teacher issues initial detention
- Issue demerits

Any contact with parents should be undertaken with the guidance of a Home Class Teacher or Head of Secondary.

**Conduct cards:** We use a system of conduct cards to support students in order to assist them realise their potential.

### **Suspension**

Suspensions will be issued for serious breaches of behaviour. The decision will be made at a senior level. Expulsion is only issued for repeated fixed term exclusions where the student persistently fails to respond or for one major incident.

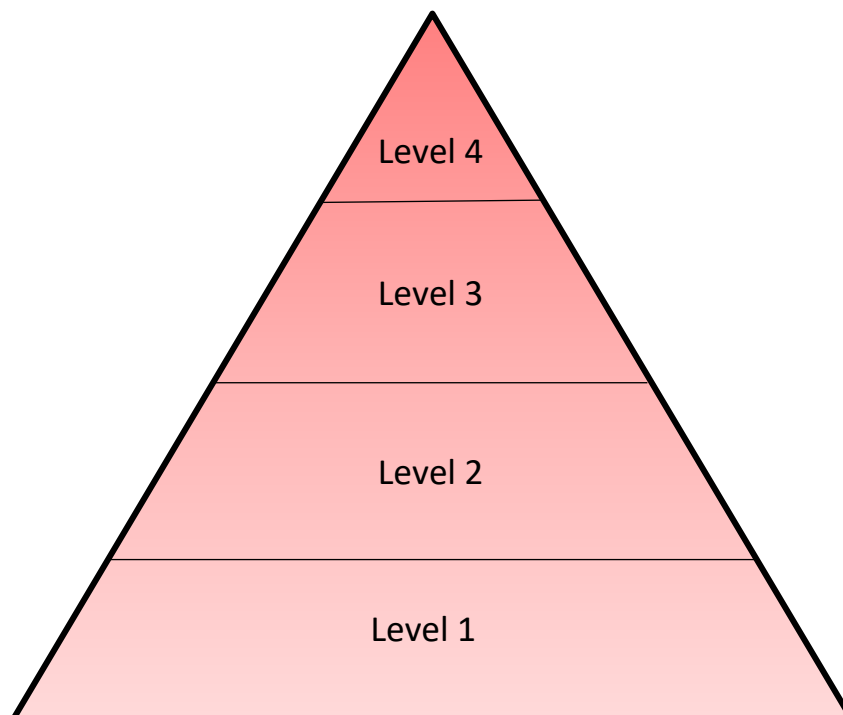
The following types of serious case incidents that may lead to exclusion and in some cases possible permanent exclusion depending on the severity of the incident:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct

- Suspected or proven drug and alcohol related incidents
- Damage
- Theft
- Smoking or bringing smoking material on to the school site
- Persistent disruptive behaviour
- Bringing an offensive weapon or an imitation weapon into school, or using or attempting to use such a weapon in school, or on the way to and from school
- Bringing illegal or suspicious substances into school or selling, or attempting to supply or sell, such substances in school, or on the way to and from school

A short suspension is from 1-5 days and the student or parents are not able to appeal the principal's decision. Parents have the right to appeal to the Principal suspensions or expulsions. A long suspension is over 5 days. The student or his/her parent or someone else on his/her behalf, is entitled to appeal to the Principal for a review of a long suspension or expulsion decision. The student in this case has the right to be told the allegations against them, a reasonable opportunity to see and consider the evidence relied upon by the Principal, a reasonable opportunity to present their case and be given a fair hearing before the decision is made by the Principal who will act without bias.

## Discipline





Level	Staff level	Possible Consequences	Offences
Level 4	Principal	Long term suspension or expulsion	<p>35 demerits or 7 detentions = Detention and Conduct Card (NB – Persistent failure of conduct card will result in an escalation in consequences)</p> <p>Many offences of Level 2 violations and repeated offence of Level 3 violations, lying during an administrator-directed investigation, threats of violence against teachers or other staff members, physical abuse, possession of tobacco, non-prescription (illicit or illegal) drugs or alcohol, possession or distribution of pornographic material, including accessing pornographic internet sites, sexual misbehaviour</p> <p>Students will be suspended pending investigation or expelled.</p> <p>Possession of a weapon (including knives) or use of a potentially dangerous object as a weapon is an expulsion offence.</p> <p>And similar offences</p>
Level 3	Head of Phase or Head of Secondary	<p>Internal / External Suspension</p> <p>Reintegration meeting after external suspension</p> <p>Conduct Card</p> <p>Meetings with parents</p> <p>Behaviour Plan</p>	<p>25 demerits or 5 detentions = Detention and Conduct Card</p> <p>30 demerits or 6 detentions = Detention and Conduct Card (NB – Persistent failure of conduct card will result in an escalation in consequences)</p> <p>Repeated offence of Level 2 violations, theft, continued verbal or physical harassment, physical abuse such as fighting, blatant disrespect or defiance to staff members, leaving school property without permission, improper sexual behaviour.</p> <p>And similar offences</p>
Level 2	Home Class Teacher	<p>Lunchtime detention</p> <p>Communication with home</p> <p>Conduct Card</p> <p>Meetings with parents</p>	<p>5 demerits = Detention 10 demerits = Detention</p> <p>15 demerits or 3 detentions = Detention and conduct card</p> <p>20 demerits or 4 detentions = Detention and conduct card (NB – Persistent failure of conduct card will result in an escalation in consequences)</p> <p>Minor property damage, disrespect to staff, harassment, forgery, plagiarism, cheating, skipping class</p> <p>And similar offences</p>

Level 1	Classroom Teacher  Classroom Management	Verbal Warnings Move Seat Demerits  Time out Buddy Class  Contact with parents	Repeated lateness, profanity, lack of truthfulness, minor property damage, disruption to class, inappropriate behaviour, missing absentee notes, inappropriate displays of affection, dress code violations, entry into restricted areas, late to class, not bringing PE uniform for the second time, incorrect uniform (after warning) and similar offences  Persistence of classroom general offences  Disobedience to a teacher  Major disruption in the classroom two or more times, failure to attempt homework without suitable explanation from parents  And similar offences
---------	---	--	--