



**Whitsunday
Christian College**
Excel in Truth and Grace

Primary
**BEHAVIOUR
DEVELOPMENT &
DISCIPLINE POLICY**
Strengthen in Character



Respect • Responsible • Safe

Primary Behaviour Development & Discipline Policy

Purpose of Policy

This document provides a reference point for teachers to use and enforce school expectations in a consistent and fair manner across the school.

Mission

Educating for Eternity, Equipping for Life

Vision

To see students develop as lifelong learners of faith, **character** and purpose who achieve personal excellence and cultivate community through service.

Character Development Vision

Strengthen in Character

For every student to develop thoughtfulness, self-discipline, and personal responsibility, and demonstrate the lifelong character qualities of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. (Galatians 5:22-23).

We are strong in developing godly character that strengthens personal integrity and relationships and will support students to make positive choices and navigate life circumstances. Character is defined as ethics in action, driving values, choices and behaviour. We believe in the intentional development of individual character which fosters a positive and peaceful culture.

“For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, mutual affection; and to mutual affection, love.” (2 Peter 1:5-7)

College Values Focus – Primary

Respectful, Responsible, Safe

Character Development Approach

Whitsunday Christian College

- Affirms that each student is uniquely created by God, designed for a purpose with God-given gifts and strengths.
- Is committed to the delivery of high-quality curriculum in safe, supportive and disciplined learning environments that set clear standards of behaviour.
- Promotes student well-being and recognises this is fundamental to a student's success: academically, emotionally, physically and spiritually.
- Intentionally develops Character Development as an integral part of the teaching and learning process.
- Believes achievement, presentation and behaviour in the College should reflect Christian, God-honoring values.
- Employs a proactive approach with evidence-based engagement strategies to promote positive behaviour.
- Responds to inappropriate conduct with truth and grace where consequences are just, progressive and predictable.
- Implements a consistent process where accountability, ownership and restitution are sought through restorative practices.

- Maintains high expectations in an orderly environment where student learning is optimized.
- Explicitly communicates College standards and responses to the College community.

Purpose

Setting clear standards of behaviour that promote safe, supportive and disciplined learning environments enables students to gain better control over themselves, their learning and future.

Rationale

This policy is essential to fostering a positive and safe school community where students can flourish academically, socially, emotionally and spiritually. By setting clear expectations and providing consistent guidance, we aim to cultivate character and integrity, reflecting the teachings of Jesus Christ. Our approach emphasizes truth and grace discipline that seeks restoration and growth, equipping students with essential life skills and virtues to navigate challenges with faith and resilience. Through collaborative engagement with parents and staff, we strive to ensure that our Behavior Management Policy reflects our commitment to excellence and Christian values, preparing students for success in school and beyond.

Character Development Framework

| | |
|---|--|
|  | Community Responsibility |
|  | Classroom Expectations |
|  | Primary Student Code of Conduct |
|  | Learner Attributes |
|  | Foundations for Positive Behaviour Support |
|  | Positive Behaviour for Learning: Essential Skills for Classroom Management |
|  | Expectations |
|  | Primary Affirmation Program |
|  | Accountability: Discipline Approach |
|  | The Primary Warning System |
|  | Restorative Practices |
|  | Physical Classroom Guidelines |
|  | Responding to Inappropriate Behaviour |
|  | Communicating with Parents |
|  | Documentation – Behaviour Tracker |



Community Responsibility

Every community member needs to work to make Whitsunday Christian College a fair, safe, and pleasant place to teach, learn and work. Everyone needs to contribute positively to our learning community. This includes caring for and protecting our people, property, and reputation.

This is displayed in every classroom for reference.



Classroom Expectations

All behaviour must ensure students are able to learn and the teacher is able to teach.

This is displayed in every classroom for reference.



Primary Student Code of Conduct

Students are intentionally guided to grow in character. As ambassadors of the college, students are expected to conduct themselves at all times in a respectful, responsible and safe manner.

This Code of Conduct outlines general standards of behaviour expected of students. This Code of Conduct places an obligation on students to take responsibility for their conduct and to work with other College community members cooperatively to achieve a fair and safe learning environment free of disruption where people are happy and proud to attend.

Students must:

- conduct themselves in a manner that upholds the ethos and good reputation of the College and its community members,
- protect the right of teachers to teach and students to learn in a fair and safe environment free from disruption,
- comply with the College's policies and procedures, and the Australian and Queensland laws,
- act ethically and responsibly, working hard to develop self-discipline, respect, and care, and
- be accountable for your actions and decisions.

The Code of Conduct: Respectful, Responsible, Safe

| Values | All Areas | Learning Areas | Eating Areas | Playground | Toilets | Bus |
|--------------------|---|--|---|---|--|---|
| Respectful | <ul style="list-style-type: none"> -I treat others as I would like to be treated -I wear school uniform with pride -I am polite and use kind words to resolve conflict -I use appropriate language and good manners-please, thank you, excuse me -I speak positively about the College -I always include others | <ul style="list-style-type: none"> -I respect the rights of others to learn and the teacher's right to teach -I am a whole-body listener -I follow class routines and instruction -I care for our classroom environment -I use manners at all times -I raise my hand to speak -I encourage others to do their best | <ul style="list-style-type: none"> -I sit quietly until I am dismissed -I Keep the area tidy -I remember my manners -I chew with my mouth closed | <ul style="list-style-type: none"> -I play fairly, take turns, invite others and follow rules -I keep my hands, feet and body to myself -I take care of equipment, property and the environment -I cooperate with the teacher on duty | <ul style="list-style-type: none"> -I respect the privacy of others -I care for property -I keep it clean and tidy -I flush when I am finished -I wash my hands when finished | <ul style="list-style-type: none"> -I follow bus driver's instructions -I greet the bus driver -I follow bus rules |
| Responsible | <ul style="list-style-type: none"> -I follow instructions -I take responsibility for my actions and accept the consequences -I am honest at all times -I demonstrate self-control and manage my emotions -I display good character at all times -I am not influenced by others to make a poor choice | <ul style="list-style-type: none"> -I am organised and ready to learn -I use electronic devices responsibly -I keep the classroom tidy -I am an active and engaged learner -I am on time for lessons -I always do my best -I ask for help when I need it -Ignore distractions -I follow established classroom routines and instructions | <ul style="list-style-type: none"> -I eat my own food -I put my lunch box away after break times -I put rubbish in the bin and keep my area tidy and clean | <ul style="list-style-type: none"> -I play in the right area -I pack away equipment -I wear my hat -I report hazards to a teacher on duty -I walk on the concrete -I return to the classroom on time | <ul style="list-style-type: none"> -I wash my hands and close the tap -I go to the toilet during break times -I report problems to an adult -I return to class promptly -I use the toilet responsibly -I keep the toilets a play free zone -I use the soap sensibly | <ul style="list-style-type: none"> -I am on time for the bus -I wait quietly -I sit in the correct area -Report any issue to the bus driver |
| Safe | <ul style="list-style-type: none"> -I keep my hands, feet and objects to myself -I follow instructions and school expectations -I move safely and sensibly around the school -I look out for others and report any problems to an adult -I stay on school grounds and in the boundaries -I walk up and down the stairways -I follow emergency procedures | <ul style="list-style-type: none"> -I ask permission to leave the room -I sat on chairs properly -I enter and exit the room in an orderly manner -I use my walking feet inside the classroom -I accept help and feedback -I use equipment safely -I carry equipment with two hands -I keep the classroom a safe working area | <ul style="list-style-type: none"> -I wait my turn at the tuckshop -I eat my own food -I drink water -I sit down and eat | <ul style="list-style-type: none"> -I wear my hat and close in shoes -I use all equipment safely -I walk on pathways and concrete areas -I play safely -I keep my hands, feet and objects to myself | <ul style="list-style-type: none"> -I report any problems to a teacher -I keep the floor dry and use the hand dryer -I keep the toilets a play-free zone -I remember to be hygienic | <ul style="list-style-type: none"> -I follow the bus driver's instructions when travelling on the bus -I remain seated on the bus -I use my safety belt at all times |

Learner Attributes

To maximise success, increase achievement and enhance personal best, we desire for students to learn in a **responsible** and **respectful** manner. These values are taught and grounded in **relationship** and a **safe** environment and characterise our core learning attributes. Students are recognised for the development of these attributes and are celebrated through The Primary Affirmation Program.

This is displayed in every classroom for reference.

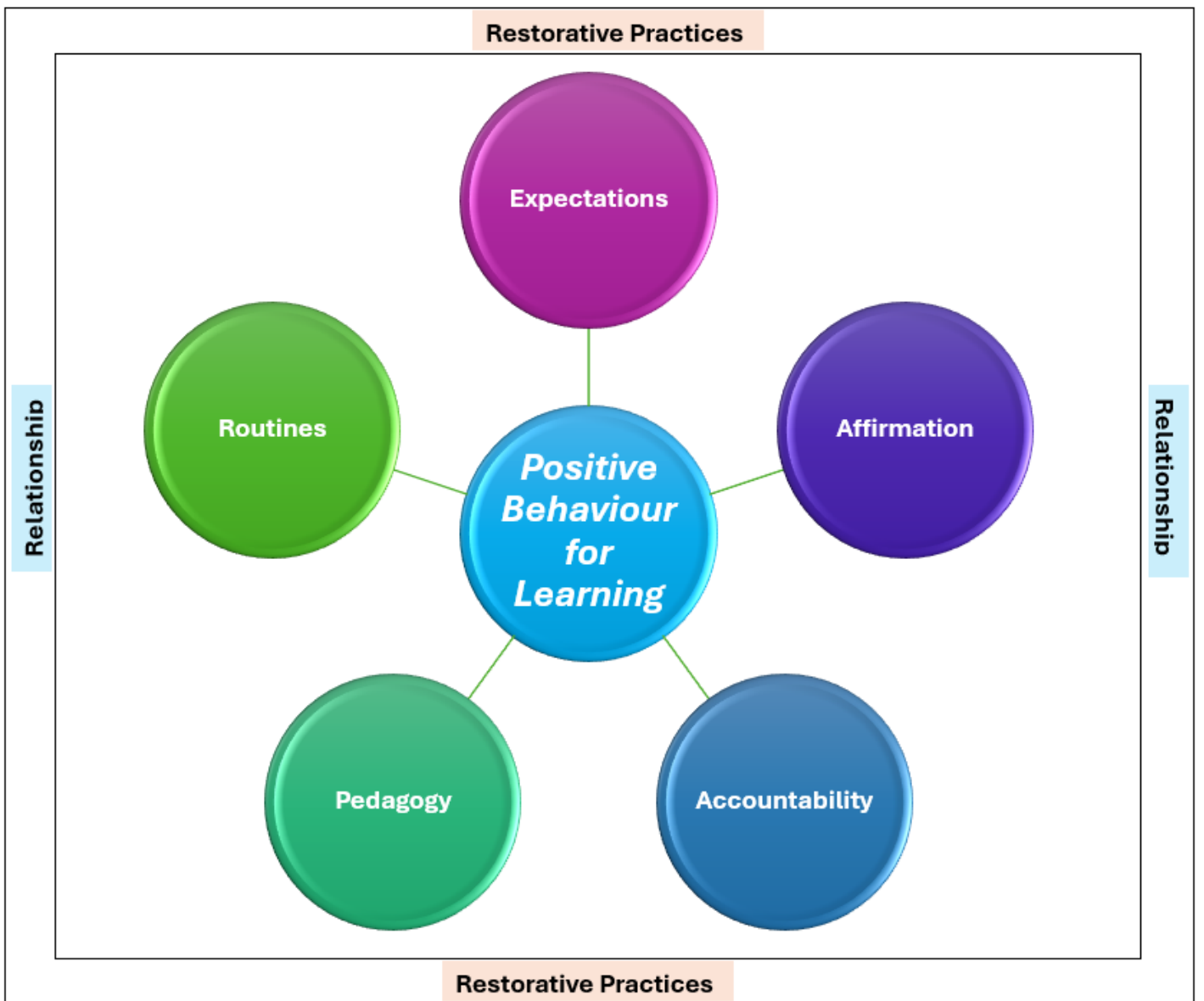


The Attributes of a Primary WCC Learner

| | | |
|-------------|--|----------------------|
| Respectful | Valuing the contributions of others and positively engaging in the learning process and environment. | Attitude to Learning |
| Responsible | Taking ownership and doing what is right | Action for Learning |
| Safe | Promoting a secure and supportive learning environment. | Security in Learning |

Foundations for Positive Behavior Support

This framework highlights the key components and provides a cohesive approach to fostering a positive and supportive learning environment. By integrating **Positive Behavior for Learning** strategies with clear **expectations**, consistent **routines**, **affirmations**, **accountability**, and effective **pedagogy**, while emphasizing strong **relationships** and **restorative practices**, it creates a foundation for growth, respect, and responsibility.



Effective use of **Essential Skills for Classroom Management** allows teachers to reduce time spent on managing conversations and increase time on learning conversations. ESCM's are not a substitute for well planned, innovative and engaging curriculum.

| | Essential Skill | Description |
|-----------------------------|--|---|
| Language of Expectation | 1. Establishing expectations | Making rules |
| | 2. Giving Instructions | Telling students what to do |
| | 3. Waiting and scanning | Stopping to assess what is happening |
| | 4. Cueing with parallel acknowledgment | Praising particular students to prompt others |
| Language of Acknowledgement | 5. Body language encouraging | Smiling, nodding, gesturing, moving near |
| | 6. Descriptive encouraging | Praise describing behaviour |
| Language of Correction | 7. Selective attending | Not obviously reacting to some bad behaviour |
| | 8. Redirecting to the learning | Prompting on-task behaviour |
| | 9. Giving a choice | Describing the student's options and likely consequences of their behaviour |
| | 10. Following through | Doing what you said you would |

Proactive measures to reduce discipline likelihood require staff intentionally designing the learning environment. Staff are to set, model and explain the following:

- ✓ clear class rules/expectations
- ✓ consistent predictable routines
- ✓ proactive, pre-emptive
- ✓ welcoming, calm, orderly
- ✓ strengths-based classroom (focused on leveraging student strengths)
- ✓ high expectations with high levels of support

In instances where correction of behaviour is required staff are to begin the process of discipline through conversation. Staff are to utilise their professional judgment for the most effective skill/s to employ when correction is required, starting from a least intrusive approach "Selectively Attending" (ESCM 7) as appropriate to "Redirecting to the Learning" (ESCM 8), "Give Choice" (ESCM 9), "Following Through" (ESCM 10).

ESCM 9 "Give choice" is used after redirection to learning/task has not worked. "Give choice" engages students in responsible thinking, to take ownership of their behaviour, and make positive choices. "Give choice" is a bounded choice approach, the teacher sets the boundaries, applying the 3 key questions of "Give choice" based on Responsible Thinking Classroom.

- What are you doing? (student is provided an opportunity to self-assess their behaviour)
- What should you be doing? (student/teacher conversation focused on the learning task)
- What is most likely to occur if you continue to make these choices? (consider behaviour choices/outcomes)

This approach acknowledges the need to provide opportunity for students to learn appropriate behaviours, ensuring that individual circumstances are recognised, and that the needs and rights of members of the school community are respected.

If a student's behaviour significantly impacts the quality of teaching and the learning opportunities of other students to learn in a safe, supportive, disciplined learning environment then the student is to be withdrawn from the learning environment.

Expectations

| Establishing Expectations | Positive consequences | Negative consequences |
|--|---|---|
| <ul style="list-style-type: none"> Expectations need to be clearly displayed and referred to. Weekly focus should be displayed and referred to. Define, teach, reteach and model. Must be age appropriate. | <ul style="list-style-type: none"> Positive consequences should be given freely and frequently. In class this looks like verbal praise, non-verbal acknowledgement, earning of points, provision of tangible rewards, or opportunities to perform a task or participate in an activity. | <ul style="list-style-type: none"> Should be displayed and referred to. Consistent with other teachers in the school. Always be consistent. Follow through. |

Class Rules

Student expectations are communicated through classroom rules. These must be clearly visible and referred to daily.

Class Rules

| | |
|---|---|
| <p>Create your own class rules and expectations for your classroom that fit within the following parameters:</p> <ul style="list-style-type: none"> Between 3 and 5. Positively stated. Cover a wide variety of behaviours that might be expected in your classroom. Get student input Be specific Display the rules Teach the rules | <p>Examples:</p> <ul style="list-style-type: none"> Be respectful of other's right to learn. Be responsible for the classroom environment. Be safe around the classroom and school. Be the best learner you can be. Raise your hand to speak Be a caring friend Follow instructions quickly |
|---|---|



The Primary Affirmation Program

We encourage and reinforce positive behaviours through praise and public recognition. The Class Rewards System recognises that praising students' efforts and successes has a strong motivational effect, with motivated students less likely to present behavioural problems. Teachers act as role models using positive language and actively seeking opportunities to reward students for exhibiting appropriate behaviours.

Each classroom teacher will have their own positive class reward system. The process incorporates tangible items that students can collect with the focus on positive reinforcement, immediate feedback and multiple opportunities to think, decide and behave appropriately.

As a college we will encourage student progress and effort within the classroom and the wider college and acknowledge in an informal and formal basis.

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

Formal ways include:

- Leadership acknowledgement
- Awards at Assembly & Awards Ceremony

Staff have the opportunity to acknowledge positive behaviours, through the following form:

Class Level

| | |
|---|--|
| <p>Whole Class Reward Create your own expectations for your classroom that fit within the following parameters:</p> <ul style="list-style-type: none"> • Up to 8 varying in value from least to most desirable • Should be achievable by all students. • Should not include purchasing items or food. • Should be age and subject-appropriate. | <p>Examples:</p> <ul style="list-style-type: none"> • Collect 10 tangible items in a week and choose from a number of rewards cards • Choose a partner to work with • Hold a special soft toy for the day • Eat with the teacher • Sit at teacher's desk for the day • Shoes off for in-class time • iPad time • Free choice activity • Positive phone call or SeeSaw message home |
| <p>Group Reward Create your own expectations for your group award</p> <ul style="list-style-type: none"> • Get student input • Be specific • Display the award | <p>Examples:</p> <ul style="list-style-type: none"> • The group that works constructively and do their best will have 5 min of Free activity • Can go out first for lunch |

| | |
|---|--|
| <p>Individual Reward (Non-negotiable) Create your own expectations for your classroom that fit within the following parameters:</p> <ul style="list-style-type: none"> • Up to 8 varying in value from least to most desirable. • Should be achievable by all students. • Should not include purchasing items or food. • Should be age and subject-appropriate. | <p>Examples:</p> <ul style="list-style-type: none"> • Collect 10 tangible items in a week and choose from a number of rewards cards • Choose a partner to work with • Hold a special soft toy for the day • Shoes off for in-class time • iPad time • Free choice activity • Eat with the teacher • Sit at teacher's desk for the day • Positive phone call or SeeSaw message home |
|---|--|

Phase Level:

| | |
|---|---|
| <ul style="list-style-type: none"> • Assistant Principal's Merit Stickers • Student of the Week Award at Assembly | <p>Examples:</p> <ul style="list-style-type: none"> • Neat bookwork • Writing pieces • Positive affirmation |
|---|---|

College Level:

| | |
|---|--|
| <ul style="list-style-type: none"> • Annual College Awards | <ul style="list-style-type: none"> • Character Strength • Academic • Diligence • Sporting • Character • Arts |
|---|--|



Accountability – Discipline Process

Our College is dedicated to cultivating students of faith, character, and purpose. The values of Respect, Responsibility, and Safety along with intentional Character Development, guide our approach to addressing misconduct. Consistency in applying appropriate and proportionate discipline responses is crucial for maintaining accountability and establishing a foundation that optimizes student learning and wellbeing.

WCC acknowledges that each student is uniquely created by God, with a distinct purpose and set of gifts. We are committed to providing high-quality curriculum within safe, supportive, and disciplined learning environments that allow these strengths to flourish. Disorderly situations disrupt concentration, impede teaching, and waste valuable classroom time, compromising students' right to learn and their social and emotional wellbeing.

Staff - Proactive and Pre-emptive

- Actively developing Godly character in students by explicitly teaching what we want to see.
- When teachers create a proactive, pre-emptive, strengths-based classrooms, students learn.
- Successful and safe learning environments are built on clear, consistent boundaries.
- Staff are to be proactive in explicitly setting, teaching, and modelling expected behaviours.
- Staff are to be proactive in identifying, acknowledging, and reinforcing positive behaviours.
 - ✓ clear class rules/expectations
 - ✓ consistent predictable routines
 - ✓ proactive, pre-emptive
 - ✓ welcoming, calm, orderly
 - ✓ strengths-based classroom
 - ✓ high expectations/high support
 - ✓ encourage and affirm desired behaviours

Response to inappropriate conduct – Staff

- When a student misbehaves, the staff member is to respond through a Restorative Practice lens.
- Identify the misbehaviour with the student – focusing on the behaviour not the student.
- Restorative Practice is effective when high expectations are accompanied by high levels of support.
- Providing high levels of support and care for individuals to meet these expectations.
- Better educate students towards self-directed right behaviour.
- Apply consistent, appropriate and proportionate consequences.
- Enable students to take responsibility and to be accountable for the real consequences of wrongdoing.

Response to inappropriate conduct - Student

- Acknowledge their behaviour choices and its impact on others.
- Accept the consequences, apologise and seek restoration for harm done.
- Make choices that positively impact on their own learning and the learning of others.
- Actively develop character that demonstrates respect, responsibility and building positive relationships.

Principles

- All behaviour has a purpose.
- We choose our own behaviour.
- You can only control your own behaviour.
- Our words and actions are evidence of our own character development.
- We are accountable for the impact of our behaviour choices on others.

Staff are obligated to deal with disruption and other behaviours that destroy a fair and safe teaching and learning environment. Staff use warning levels to help students to discipline (control, self-regulate) themselves to act appropriately. Depending on the disruption or other behaviour of a student, the teacher may need to give a higher level of warning without first issuing earlier warnings.

| | |
|-----------------|---|
| Level 0: | <p>Reminders Teacher/staff reminds, redirects and encourages students to settle and engage.</p> |
| Level 1: | <p>Formal Warning Teacher directly warns individual students to stop behaviour and focus on work.</p> |
| Level 2: | <p>Intervention Teacher provides warning to individual students to stop behaviour and directs students to an alternative working location within the classroom to reflect on their choices. Thinking Table/Reflection Table.</p> |
| Level 3: | <p>Exit for Repair – Removal & Reflection Students are directed to leave the classroom and sent to their Buddy Class teacher for ongoing disruptive behaviour or a serious breach of the Student Code of Conduct that needs immediate repair.</p> |
| Level 4: | <p>Action Plan Meeting Three removals from class in one term or major incident will result in an action plan meeting with parents, teacher and Assistant Principal Primary.</p> |
| Level 5: | <p>Internal Suspension Continuation of non-compliant behaviour and an unwillingness to enact and fulfill agreed action plan responsibilities will result in an internal suspension. Students given an immediate Level 5 for a major breach of the Student Code of Conduct or a second Level 3 warning in one day must work under supervision away from their peers for the rest of the day. Part-day internal suspension.</p> |
| Level 6: | <p>External Suspension Students are sent home if unwilling to cooperate at any point or their behaviour has been a serious breach of the Student Code of Conduct. Students will remain at home until staff have time to work with students to determine if students are able to return with the ability and commitment to conduct themselves in a responsible manner to protect the right of teachers to teach and students to learn in a fair and safe environment free from disruption. Assistant Principal Primary to send External Suspension Letter to parents.</p> <p>Enrolment Review Continuation of non-compliance and an unwillingness to support College expectations, including the Christian ethos and Student Code of Conduct will result in an enrolment review with parents and Principal.</p> |

Staff seek to rectify the behaviour matters through a Restorative process.

Our Restorative Practice lens acknowledges **three** fundamental principles:

- misbehaviour/conflict is a violation of people and relationships.
- violations create obligations and responsibilities.
- a restorative approach seeks first to put things right.

We operate restoratively by:

- having high expectations and insisting on high standards of behaviour
- providing high levels of support and care for individuals to meet these expectations.
- choosing to identify “the problem as the problem not the person as the problem.

Restorative Strategies

- It is important to have a non-judge mental attitude towards the student and view their behaviours as choices rather than writing them off or making assumptions.
- All the students involved in an incident should be involved and be given the opportunity to say their side of the story without being interrupted.
- Asking the student to write an apology note is one way we can get the student to reflect on their choices and view the situation as a teaching opportunity.
- Saying sorry is a skill, as is writing an apology note, and so a scaffold can be useful for extracting the pieces of information and focusing their thinking.

Reflection Time

It is important to explicitly teach students how to reflect on their choices, actions and behaviour. With the support of staff, students complete a statement detailing the order of events. Once facts have been established students complete a Reflection Sheet and discuss alternative choices. They are then led through a restorative conversation and given the opportunity to apologise and seek restoration, in order to restore relationships.

Key Questions

1. What happened?
2. Who has been hurt?
3. What needs to happen to make things right?

To support the student to reflect on their actions, in order to build, maintain and repair relationships a suggested routine is encouraged:

1. Tell me what happened, what did you do?
2. Which rule / expectation did you break?
3. Who has been affected by this action and how?
4. What can we do to fix it?
5. What do you think should happen if this behaviour occurs again?
6. What could you do next time instead?

Reflection Time

After a student statement has been established

Student: _____ Class: _____ Date: _____

Please take a moment to think about those choices and answer the questions below.

1. What poor choices were you making?

2. Why were you making those choices?

3. How do you think the other students/staff involved felt at the time?

4. How are you going to change and make better choices?

5. What would be a fair consequence if you continue to make poor choices?

Example of an Apology Letter

Dear _____,

I am sorry for

I realise that this made you feel _____ because

Next time I will _____

This will be a better choice because _____



Physical Classroom Guidelines

Whitsunday Christian College learning environments are to be clutter free, purposeful learning spaces that facilitate an ordered environment where students can concentrate and maximise learning opportunities. The physical aspects of the learning environment need to promote positive teacher-student interactions, assist with smooth transitions, minimise sensory overload and model cleanliness and order.

All classroom learning environments model the following requirements:

- Minimalistic, clean and an ordered approach
- Clutter free to avoid sensory overload – less is more
- Purposeful spaces that facilitate learning
- Resources labelled and stored neatly at all times
- Student resources stored in an accessible place
- School approved and purchased furniture only
- Classroom expectations/rules visible
- Daily visual timetable visible
- Positive Behaviour for Learning: positive and negative consequences visible
- An entrance design that details what class, teacher and students visible on the inside door
- Zones of Regulation Posters visible
- WCC Telephone directory displayed near phone
- Emergency Evacuation Poster visible
- Student desks are accessible and staff can move through easily
- Student desk layout facilitates both independent and collaborative work
- Teacher desk strategically placed to monitor all students
- Timetable & Playground Duty Roster to be visible, near teacher desk
- Timeout desk stationed
- Carpet space assigned
- Pinboards used for student work, bump it up walls and learning stations
- Pinboard displays to be presentable and professional
- Established routines for transitions visible (*using resources, entry to class, visitor greeting, exiting the classroom etc*)
- Hanging posters not in direct view of whiteboard
- Art activities involving paint completed in specialised Art Room
- School Bags ordered, checked and stored neatly in bag racks



Responding to Inappropriate Behaviour

Minor: Response - Teacher Involved Managed

This **category** of behaviour incident is to be responded to by the **teacher who witnesses/intervenes** in the incident. Minor behaviour Responses and support. **Inappropriate** student behaviours at this level **include but are not limited to:**

| Behaviour | Responses may include: | Support available |
|--|---|---|
| <p>Respectful:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disrespectful towards others <input type="checkbox"/> Disruption and non-compliance with routine <input type="checkbox"/> Minor disrespectful attitude <input type="checkbox"/> Lying/dishonesty <input type="checkbox"/> Disruption - class/playground <input type="checkbox"/> Teasing another student <input type="checkbox"/> Minor property misuse <input type="checkbox"/> Minor inappropriate language <input type="checkbox"/> Inhibiting others to learn <input type="checkbox"/> Inhibiting teachers to teach <p>Responsible:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorrect use of equipment <input type="checkbox"/> Incorrect uniform <input type="checkbox"/> Technology violation – minor off task <input type="checkbox"/> Late to class (5-10 min) <input type="checkbox"/> Minor disobedience <input type="checkbox"/> Non-completion of set tasks <input type="checkbox"/> Non-submission of draft <input type="checkbox"/> Failure to be prepared for learning <p>Safe:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unsafe behaviours <input type="checkbox"/> Minor physical contact <input type="checkbox"/> Brief failure to follow direction <input type="checkbox"/> Out of bounds (inside college) <input type="checkbox"/> Minor property misuse <input type="checkbox"/> Inappropriate bus behaviour <input type="checkbox"/> Inappropriate peer relationship interactions | <ul style="list-style-type: none"> • Warning • Refer: rules • Redirection • Reseating (relocation in class) • Thinking Table/Reflection Table • Restorative conversation • Student apology/restitution • Teacher supervised time-out • In-class suspension of IT access • Removal from an activity in class • Accompany PGD staff • Replace lost/stolen items • Replace damaged items • Playground withdrawal • Redirected lunch-time activity • Parent contact/interview | <ul style="list-style-type: none"> ✓ Parent/caregiver ✓ Teacher/s ✓ Home Class Teacher ✓ College Chaplain ✓ Head of Diverse Learning |

Monitoring Minor Level Behaviour

- Support of students from Home Class teacher and Teacher Involved. This may take the form of an agreement between the student, Home Class teacher and Teacher involved or some other arrangement. Eg Talk with the teacher after every lesson until behaviour changes. This approach is designed to assist students in self-assessment and modification of their own behaviour and provide timely information to parents/caregivers.
- Home Class Teacher informed of progress by the teacher involved.
- Assistant Principal Primary kept informed of progress by the teacher if required .

Behaviour Tracker – Excel Document

- Document persistent minor behaviours in Behaviour Tracker – Excel Document.

Communication to Parents

- Communicate persistent minor behaviours and those that affect others to parent.

Responding to Inappropriate Behaviour

Major: Response – Teacher involved, Home Class Teacher, Chaplain, Head of Diverse Learning

This category of behaviour incident results in **referral** to Home Class Teacher, Chaplain, Head of Diverse Learning or Assistant Principal Primary. **Inappropriate** student behaviours at this level include **but are not limited to**:

| Behaviour | Responses may include: | Support available |
|---|--|--|
| <p>Respectful:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal/non-verbal threat/intimidation <input type="checkbox"/> Inciting others to threat/intimidate <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Defiance/disrespect <input type="checkbox"/> Inappropriate/offensive language towards others <input type="checkbox"/> Vandalism/graffiti/theft <input type="checkbox"/> Lying <input type="checkbox"/> Persistently inhibiting others to learn <input type="checkbox"/> Persistently inhibiting teachers to teach <input type="checkbox"/> <p>Responsible:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Non-compliance to uniform/dress code <input type="checkbox"/> Persistent non-compliance <input type="checkbox"/> Sexual innuendo <input type="checkbox"/> Truancy – class <input type="checkbox"/> Persistent disruption (*Buddy class) <input type="checkbox"/> Technology Violation <input type="checkbox"/> Breach: Policy: Mobile (1st) + (2nd) + (3rd) <input type="checkbox"/> Breach: Policy: Laptop <input type="checkbox"/> Breach: Policy: Computer/Internet Use <input type="checkbox"/> Refusal to complete work <input type="checkbox"/> Not attending detention <input type="checkbox"/> Failure to comply with assessment expectations such as collusion, plagiarism, forgery and cheating <p>Safe</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inappropriate physical contact (rough conduct) <input type="checkbox"/> Unsafe behaviours <input type="checkbox"/> Consistent inappropriate bus behaviour <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Consistent inappropriate peer relationship interactions | <ul style="list-style-type: none"> • Interview/warning • Restitution/cost recovery • Lunchtime Detention • School community service • Confiscation/loss of privilege • 1st Classroom removal (Buddy Process) • Restorative conference • Take home/cool down – intervention • Completion of statement • Redirected lunch-time activity - extended • Suspension of IT access – short term • Exclusion - extracurricular events • Internal Suspension • External Suspension • Parent contact/interview • Advisory letter home • Referral/ Assistant Principal – Primary | <ul style="list-style-type: none"> • Parent/caregiver • Teacher/s • Home Class Teacher • College Chaplain • DLT (referral) • Counselling • Head of Diverse Learning |

Monitoring Major Level Behaviour

- Support of students from Chaplain, Head of Diverse Learning, Home Class teacher and/or AP - Primary. This may take the form of a Monitoring Card. This approach is designed to assist students in self-assessment and modification of their own behaviour and provide timely information to parents/caregivers.
- Action Plan Meeting with parents with ongoing monitoring and feedback.
- If a student is on a monitoring card, they may be subject to conditions regarding eligibility to attend extra-curricular activities and other school activities.
- AP – Primary informed of progress whilst any monitoring card is active.

Behaviour Tracker – Excel Document

- Document all MAJOR behaviours in Behaviour Tracker – Excel Document.

Communication to Parents

- Communicate all MAJOR behaviours to parents.

Responding to Inappropriate Behaviour

Enrolment Breach: Response - Assistant Principal - Primary Managed

This category of behaviour incident results in referral to Assistant Principal – Primary. Inappropriate student behaviours at this level include but are not limited to:

| Behaviour | Responses may include: | Support available |
|--|---|--|
| <p>Respectful:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sustained bullying/harassment <input type="checkbox"/> Inappropriate/offensive language towards others <input type="checkbox"/> Serious vandalism/graffiti/theft <input type="checkbox"/> Sustained non-compliance/defiance <input type="checkbox"/> Sustained disruption <input type="checkbox"/> Conduct detrimental to good order of the college <input type="checkbox"/> Conduct that adversely affects other students <input type="checkbox"/> Conduct that brings the college into disrepute <input type="checkbox"/> Sustained disrespect <p>Responsible:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Truant from school <input type="checkbox"/> Sustained non-compliance to dress code <input type="checkbox"/> Sustained disengagement from curriculum <input type="checkbox"/> Refusal to take part in a program of instruction <p>Safe:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aggressive physical contact (fighting) <input type="checkbox"/> Incitement of aggressive physical contact (fighting) <input type="checkbox"/> Serious verbal/non-verbal threat/intimidation <input type="checkbox"/> Weapons - use/possession/sales <input type="checkbox"/> Serious sexualised behaviour <input type="checkbox"/> Illegal substances - use/possession/sales <p>Technology Violations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Filming of others using a device <input type="checkbox"/> Sharing inappropriate footage with others <input type="checkbox"/> Distributing inappropriate footage/public platform <input type="checkbox"/> Intentional bypassing of school security systems <input type="checkbox"/> Illegal action via internet/mobile <input type="checkbox"/> Vexatious action against staff/school | <ul style="list-style-type: none"> • Confiscation • Restorative conference • Restitution/cost recovery • 2nd removal from class in a day • 3rd removal from class in a term • Parent contact/interview • Alternative Timetable • Suspension IT access - extended • Exclusion - extracurricular events • Individual Behaviour Support Plan/Contract • Enrolment Continuing Conditions (letter) • Behaviour/Engagement Monitoring • Suspension – internal (letter) • Suspension - external (Contract/Monitoring) • Referral/Principal • Enrolment Review (Letter) • Recommend: Cancellation of Enrolment | <ul style="list-style-type: none"> ✓ Parent/caregiver ✓ Teacher/s ✓ Home Class Teacher ✓ College Chaplain ✓ Head of Diverse Learning (referral) ✓ Counselling ✓ Assistant Principal – Primary ✓ Principal ✓ External referral |

Monitoring Major Level Behaviour

- Support of students by the AP – Primary. This approach is designed to assist students in self-assessment of their own behaviour and provide timely information to parents/caregivers.
- Re-entry meeting will be arranged with the student, their parents and the AP - Primary and any other appropriate persons to discuss the behaviour and consider implications for the students’ enrolment.
- “Enrolment Continuing Conditions” letter to be sent to parents by AP – Primary as required.
- Subsequent breaches of the School’s Behaviour Policy following a suspension will be referred to the College Principal.
- This referral will result in an “Enrolment Review” letter to be sent to parents, with a subsequent meeting required with the student, parents and relevant school personnel where the continuation of the student’s enrolment will be considered.
- At the discretion of the College Principal, this meeting may be bypassed and the student’s enrolment cancelled.

Behaviour Tracker – Excel Document & Edumate

- Document all MAJOR behaviours in Behaviour Tracker – Excel Document.
- To be noted in Edumate under Notes, including any formal letters

Communication to Parents

- Communicate all ENROLMENT BREACH behaviours to parents with AP – Primary knowledge.

Effective communication with parents is a cornerstone of a successful Primary school experience for children. It creates a partnership between home and school, fostering trust, collaboration, and shared responsibility for each child's learning and well-being.

Positive communication is essential to celebrate successes, recognize achievements, and keep parents informed about their child's progress. Sharing positive feedback builds confidence in children and strengthens the parent-teacher relationship.

Equally, open communication about challenges ensures that parents are aware of areas where support is needed. Addressing concerns early and collaboratively helps develop strategies that benefit the child's growth and development.

Regular, honest, and respectful dialogue ensures that parents feel involved and valued in their child's education. This partnership helps create a supportive environment where children thrive academically, socially, and emotionally.

Positive communication

- Academic Achievements
- Effort and Perseverance
- Positive Behaviour and Social Skills
- Leadership and Responsibility
- Creativity and Innovation
- Specific Events or Milestones

Negative communication

- Academic Challenges
- Disruptions in Class
- Peer Relationships
- Persistent Minor Behaviour
- Major Behaviour Issues

Key Elements of Negative Communication:

- Start Positive: If possible, acknowledge a strength or effort first.
- State the Concern: Be factual and specific about the issue.
- Offer Support: Suggest strategies or invite collaboration to address the challenge.
- End with Positivity: Express confidence in the child's ability to improve.

Documentation: Behaviour Tracker

Maintaining a behaviour record sheet is a vital tool for understanding and addressing patterns of negative behaviour in a constructive way. By documenting incidents consistently and accurately, teachers can gain valuable insights into a student's challenges, triggers, and progress over time.

Behaviour records serve as a clear and objective reference point for discussions with parents, colleagues, or support staff. They help ensure that responses to behaviour are fair, informed, and consistent, providing a basis for developing effective intervention strategies.

Additionally, tracking behaviour allows teachers to identify positive changes and improvements, highlighting when interventions are working. It also supports a proactive approach, helping to prevent minor issues from escalating by addressing them early and thoughtfully.

In general, persistent Minor Behaviour and all Major Behaviour needs to be documented on the Excel Behaviour Tracker Document that is stored on SharePoint. The Assistant Principal – Primary monitors incidents and provides support where necessary.

Types of behaviour include:

- Repeated Disruptive Minor Behaviours
- Defiance or Non-Compliance
- Physical Aggression
- Verbal Aggression or Inappropriate Language
- Bullying and Harassment
- Unsafe Behaviour
- Social and Emotional Concerns
- All Major Behaviours

Process:

1. Document all negative behaviour that you can't fix immediately.
2. Complete the 'Behaviour Record Sheet' on SharePoint.

| Date | Name and Surname | What happened? | Teacher investigate | Consequence | Elmarie notified? | Parents notified? |
|------|------------------|----------------|---------------------|-------------|-------------------|-------------------|
| | | | | | | |
| | | | | | | |

3. Documentation should be objective, include dates and times when possible, and describe the behaviour without judgment. This ensures a factual and professional record that aids in supporting the students' development.
4. Notify AS-Principal Primary when completed.