



## BEHAVIOUR MANAGEMENT POLICY

### 1. College Identity and Values

- 1.1 Plenty Valley Christian College (**the College**) is an independent co-educational, Kinder – Year 12 College.
- 1.2 The College is a member of Christian Education National, a national partnership of Christian school associations whose core values are best summarised as:
  - (a) The central positioning of Christian scripture, Christian thinking and a vibrant demonstration of Christian faith in school communication;
  - (b) Christian parents having a determinative and ongoing involvement in setting the educational direction of a school;
  - (c) School partnership in a national community of accountability and support;
  - (d) Sharing the vision of Christian education in the wider community;
  - (e) Education of children for competent and responsible membership of the international community;
  - (f) Training teachers to understand and to teach from a Christian perspective.
- 1.3 With reference to the above values, the College seeks to operate and employ the principles, practices and values of a Christian theology and tradition to underpin and develop all relationships and learning.
- 1.4 When joining the College community, there is an expectation to actively participate in learning through curricular and co-curricular activities that involve a Christian understanding of the world. Parents and students should expect to commit themselves to this identity and purpose of the College and participate in ways that make the College better for others.

### 2. Purpose

The purpose of this Policy is to provide students, staff and parents with clarity as to the behaviour expected of students at the College and the consequences when those expectations are breached.



### **3. Aims**

- 3.1 To support the College and its employees, parents and students in creating a culture of positive behaviour with high levels of student engagement as essential prerequisites for learning.
- 3.2 To set out the College's clear expectations in relation to positive student behaviour and define what constitutes unacceptable behaviour.
- 3.3 To clearly set out indicative consequences when standards of behaviour are breached.
- 3.4 To create an environment in which the love of God is evident in the relationships between all people in the College community.
- 3.5 To ensure the safety of all the members of the College community (i.e. children, staff, parents and visitors).
- 3.6 To help children develop self-discipline, self-respect, self-worth and respect for others.
- 3.7 To create an environment where the right of all students to learn and the right of teachers to teach is respected.

### **4. Scope**

This Policy applies to all employees, directors, volunteers, students and parents.



## 5. Aspects of behaviour under this Policy

- 5.1 **Respect for the College:** upholding College values, bringing the College into disrepute.
- 5.2 **Respect for others:** including students, staff and other adults, the health, safety and wellbeing of others, courtesy, consideration, speaking ill of others, vilification.
- 5.3 **Bullying and harassment of any sort:** bullying, harassment (including sexual harassment), dangerous behaviour (real, perceived, threatening) towards another person, fighting, violent behaviour, use of language, gestures or conduct likely to offend.
- 5.4 **Respect for property:** litter, graffiti, vandalism, damage or destruction of property.
- 5.5 **Responsibility for property:** naming of property, valuables in College, theft, fraud, misuse of College property, digital devices, lockers, lost property.
- 5.6 **School campus:** out of bounds areas and times, designated use of facilities and buildings, where food is permitted.
- 5.7 **Acceptable use of ICT:** use of College systems and technology, use of mobile phones and other digital devices.
- 5.8 **Academic work:** completion of work, disruption to own or another's learning, assignments, homework, deadlines, exam rules and procedures, plagiarism, cheating.
- 5.9 **Attendance:** attendance, punctuality, preparedness.
- 5.10 **Personal appearance:** uniform, hair, make-up, jewellery, chewing gum, standards of dress.
- 5.11 **Obedience:** disobedience, refusal to comply with a reasonable request.
- 5.12 **Behaviour away from College:** excursions, activities, travel to and from College, behaviour in and around the College's neighbourhood.
- 5.13 **Prohibited and illegal activities:** alcohol, drugs, smoking (including vaping), gambling, weapons, arson.



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## 6. General guidelines

- 6.1 Teachers and students are to communicate respectfully and uphold Christian values in their communication.
- 6.2 Students are to genuinely attempt to solve student disagreements and conflicts independently and respectfully. They will refer to a member of staff if needed.
- 6.3 Students are to be considerate of others and be safe when playing.
- 6.4 Students use equipment responsibly, whether it be their own, others' or the College's equipment.
- 6.5 Students move in a manner which is orderly, appropriate to the area and ensures the safety of themselves and others.
- 6.6 Teachers and students need to be responsible for, and respectful of, our natural and College environments.
- 6.7 Students need to follow the behavioural expectations of the classroom as articulated by the College or the staff member responsible for that class.
- 6.8 Students should, at all times, make reasonable efforts to seek a teacher's permission prior to entering a classroom.
- 6.9 Students are to take responsibility for their physical and verbal actions and reactions.

## 7. Policy

- 7.1 The School is committed to ensuring its behaviour management policy and procedures are fair and reasonable.
- 7.2 The School prohibits any form of corporal punishment.
- 7.3 Behavioural expectations, standards and consequences are stated clearly for the benefit of students, parents and staff.
- 7.4 The School will ensure that this Policy affords procedural fairness, and its application is fair, consistent and non-discriminatory.
- 7.5 The School will regularly consider how they can provide opportunities for students to grow their social learning in order to develop positive behaviour, respectful relationships and high levels of student engagement.



- 7.6 The School will ensure that all members of the College community have a shared understanding of what constitutes acceptable and unacceptable behaviour together with clear systems of recognition and consequences.
- 7.7 The School will implement a Behavioural Management plan for students displaying challenging behaviours as soon as practicable.
- 7.8 The Behavioural Management Plan will assist staff members in handling difficult situations, including details of strategies:
  - (a) to reduce behavioural triggers;
  - (b) to address the behaviour; and
  - (c) on how all staff members will support a student and encourage them to calm down in heightened situations.
- 7.9 The School may be required to suspend or expel a student if it is determined that the seriousness of the behaviour warrants such a response.
- 7.10 The School will record and monitor student behaviour, including the application of any consequence, on the student profile held on the College learning management system – SEQTA. These records will be reviewed to enable the College to determine whether its response has supported an improvement in the student's behaviour and that of the students more broadly.

## **8. Responses**

- 8.1 Restorative responses and/or consequences will be applied if any member of the College community is impeding the right and opportunity of others to learn and be nurtured in a safe and orderly environment.
- 8.2 A restorative approach prioritises repairing harm done to relationships and people over allocating blame and dispensing punishment.
- 8.3 Students are to be adequately educated about the behavioural expectations of the College within and outside the classroom.
- 8.4 Sanctions and rewards must be applied fairly and consistently.
- 8.5 Sanctions and rewards should be in proportion to the behaviour and the application of sanctions from the least intrusive to the most intrusive.
- 8.6 Sanctions should not be applied to whole groups of students unless deemed necessary.



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- 8.7 Corporal punishment, belittling, humiliation and any form of abuse (physical, verbal or emotional) is expressly forbidden.
- 8.8 Suggested sanctions and rewards will be discussed between staff and students throughout the year and may be adjusted from time to time by the College.
- 8.9 Teachers are encouraged to frame their responses to student behaviours on four key questions:
- (a) What has happened?
  - (b) Who has been affected?
  - (c) How can we find a way forward for this matter?
  - (d) How can you do things differently in future to make sure that this doesn't happen again?
  - (e) Is there anything the College should do to help you make sure this doesn't happen again?

## **9. Procedure**

- 9.1 If a student behaves in a way that contradicts and breaches another related behaviour policy of the College, the teacher who has observed the behaviour will deal with such behaviour and document it.
- 9.2 Depending on the seriousness of the behaviour, the classroom teacher may:
- (a) Issue a clear verbal warning explaining the behaviour and reiterating the classroom expectations; or
  - (b) Undergo classroom consequences such as altering seating arrangements or extra monitoring during yard duty.
- 9.3 If deemed necessary, the teacher will notify the Principal (or delegate). The Principal (or delegate) will then follow up the behaviour/incident with the student and if required a meeting may be held with the parents.
- 9.4 Students who continue to misbehave in a lesson after the initial redirection, and whose disruptive behaviour has become unmanageable during that teaching session, will be sent to a senior staff member, as available, with enough work to complete until the next break (referred to as the "Safety Net").



- 9.5 When student behaviour requires more than incidental intervention by a teacher, they:
- (a) document the incident, date and details/context;
  - (b) have oversight of this process – i.e. implementation of consequences and/or use of the safety net;
  - (c) report instances where they have used the safety net at the next staff meeting; and
  - (d) ensure that the student involved has enough time to eat and use the toilet if necessary;
- 9.6 Student behaviour will be classified on a levelled scale. Positive behaviours will be incorporated into this scale as well.
- 9.7 Behaviour will be classified as:
- (a) Leadership: Proactively seeking help and setting an example;
  - (b) Level 1: Highly motivated
  - (c) Level 2: Completes work but prone to being off task
  - (d) Level 3: A constant distraction but still capable of completing good work
  - (e) Level 4: Intentional targeted harassment of individuals (mild verbal/physical level)
  - (f) Level 5: Intentional targeted harassment of individuals (strong verbal/physical level)
  - (g) Level 6: High level extreme behaviours such as weapons, drugs and alcohol.
- 9.8 A summary of these behaviours are shown in the table below.

<b>LEVEL</b>	<b>Behaviour</b>	<b>Consequence</b>
Leadership	<ul style="list-style-type: none"><li>• Taking pride in appearance and in classroom conduct. A proactive student.</li></ul>	<ul style="list-style-type: none"><li>• Appropriate and timely verbal recognition by a teacher. Recording of exemplary behaviour on Seqta</li></ul>
Level 1	<ul style="list-style-type: none"><li>• Completes work to a high standard.</li></ul>	<ul style="list-style-type: none"><li>• Appropriate and timely verbal recognition by a teacher.</li></ul>



Level 2	<ul style="list-style-type: none"> <li>• Off task.</li> <li>• Prone to distraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom responses and consequences such as warning.</li> <li>• Communication based around 'concern'.</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• A constant distraction because of classroom conduct.</li> <li>• High level of disorganisation such as continually forgetting diary or equipment, forgetting to return notes and wearing incomplete or incorrect uniform.</li> <li>• Behaviour having direct/indirect impact on others.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom consequences such as moving, or time spent during break times with the class teacher.</li> <li>• Record on Seqta and copy in parents.</li> <li>• Communication may involve parent meetings, agreed work goal, restorative conferences, apology for those who have been impacted.</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• Intentional harassment of other students in a mild physical/verbal way.</li> <li>• Intentional disregard of behaviour/work/uniform expectations.</li> <li>• While not intentionally targeting people, issues generated from misuse of social media.</li> <li>• Missing classes without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from lesson/yard play or other activities with re-negotiation required.</li> <li>• Restorative Conference involving staff and students as a condition of return to normal activities.</li> <li>• Parents contacted and involved.</li> <li>• Student placed on lesson check/work contract.</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• Intentional harassment of other students in a strong physical/verbal way.</li> <li>• Verbal harassment could be interpreted as sexual/racial/vilifying.</li> <li>• Targeting people using social media, making a direct or perceived threat about the use of a weapon.</li> <li>• Argumentative manner with teaching and support staff.</li> <li>• Ignoring reasonable directions.</li> <li>• Bringing the College into disrepute through actions within or outside the College.</li> <li>• Leaving the College grounds without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• After school detention/restoration process.</li> <li>• A period of exclusion either internal or external suspension.</li> <li>• A formal letter advising of the breach and the consequence will be sent to the families concerned.</li> <li>• Re-entry process following a period of exclusion will involve the Principal (or delegate), student and parents.</li> <li>• There will be a signed re-entry agreement.</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>• Extreme behaviour such as bringing drugs, alcohol or weapons into the College.</li> <li>• Blatantly targeting another student or a staff member.</li> <li>• Threatening a staff member verbally or physically.</li> <li>• Ongoing behaviour that vilifies/defames/degrades or humiliates another person.</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate period of external suspension, after which the student's position at the College will be formally reviewed by the Principal.</li> <li>• Should a student return to College they will be on a Behaviour Contract and any behaviour that is deemed at Level 4 or above will lead to termination of enrolment.</li> </ul>



## 10. The Three-Incident System

In the case of persisting or serious offences, the Three-Incident-System is used. This procedure is implemented by the teacher, Principal's delegate or Principal.

### 1. First Incident

Step 1: The System is introduced to the student in response to persistent, serious, unacceptable behaviour. The unacceptable behaviour is described.

Step 2: A clear warning is issued.

Step 3: Guidance for resolving conflict appropriately is provided.

### 2. Second Incident

After a second incident, steps 1, 2 and 3 above are repeated. Parents are contacted by the teacher, Principal's delegate or Principal.

### 3. Third Incident

With a third incident, the student is withdrawn and spends "time out" under the supervision of the teacher, Principal's delegate or Principal. Parents are requested to join the teacher, Principal's delegate or Principal for an interview.

In the event of a need to repeat the process, parents are contacted. At this stage, parents are informed that the student will be excluded from College for a period as designated by the Principal. In the event of continuing persistent, serious misconduct the above procedure is followed by a longer period of exclusion from College or expulsion.

## 11. Student Suspension

### Grounds for External Suspension

11.1 A Principal (or delegate) may suspend a student for behavioural reasons whilst that student is attending College or travelling to or from College, or engaged in any College activity away from the College that adversely affects students or staff at the College or the reputation of the College.

11.2 Grounds for suspension may include, but are not limited to:

- (a) fighting;
- (b) bullying;



- (c) verbally, physically or using media to intimidate, abuse or vilify another student, staff member or a visiting adult;
  - (d) being in possession of illegal drugs;
  - (e) being in possession of cigarettes (including vaping and smoking paraphernalia) or smoking on College grounds; and
  - (f) acts of vandalism or stealing or acts that may seriously endanger the safety and well- being of others.
- 11.3 If the College determines that a student is to be suspended, the student's parents will be notified and provided with the grounds upon which the suspension has been applied.
- 11.4 The student may be suspended for a period of one to three days during which time, as determined by the Principal (or delegate) and following a suspension, there will be a re-entry meeting involving the student, his / her parent / caregiver, Principal and the student's teacher.
- 11.5 Prior to a suspension being implemented the Principal (or delegate) may consult other staff to ensure that an external suspension is the most effective way of dealing with the situation.
- 11.6 Should these measures not result in improved behaviour the College will conduct a review of the student's position at the College.
- 11.7 Should the Principal make the decision to terminate the enrolment of a student the College will ensure that the College Board Chair is informed.

## **12. Expulsion**

- 12.1 The Principal may expel a student in the following circumstances:
- (a) Continued unacceptable behaviour after they have already served a time of suspension; or
  - (b) The student has committed a particularly serious offence which jeopardises the safety and security of other members of the College community or which seriously harms the reputation of the College; or
  - (c) The student has the possession or has used an illegal or dangerous substance; or

- (d) For a serious breach of the College's enrolment agreement, including but not limited to the Enrolment Terms and Conditions, the Student Code of Conduct and the Parent Code of Conduct.

### **13. Parent Contact**

13.1 Teachers are encouraged to maintain regular and positive communication with parents throughout the year. Parents may be contacted if teachers become concerned with a students' behaviour. Records of student inappropriate behaviour are to be documented.

13.2 Parents will be formally contacted in the following circumstances:

- (a) Serious or persistent breaches of the behaviour management guidelines;  
or
- (b) If an injury to their child or other students has occurred because of their actions.

### **14. Other relevant policies**

- Student Code of Behaviour Policy
- Staff Code of Conduct
- Complaints Policy