



STUDENT BEHAVIOUR MANAGEMENT

This policy was last updated in May 2018.

Context

Donvale Christian College values the partnership of students, teachers and parents in the learning process. Behaviour management and related policies, being part of this process, assist parents in their responsibility to bring up their children in 'the training and instruction of the Lord'. (Eph.6:4)

Donvale Christian College is a learning, nurturing and serving community and everyone - students, teachers, parents, administrators - has a role in maintaining it as such. Students are encouraged to acknowledge that in a Christian community, they can honour God and serve each other by:

- Respecting people and property
- Accepting their responsibility to learn
- Ensuring everyone is safe
- Using and developing God given talents
- Obeying the College rules

A positive focus on achieving and maintaining the highest standard of teaching, learning, nurturing and serving is the foundation of an effective behaviour management policy - a policy which is infused with a biblically based restorative approach. Restorative principles assist all DCC community members to focus responses on relationship-building so behaviour management contributes to strengthening community among students and between students, teachers and parents.

Typically in a restorative practice setting, conflict or wrongdoing is seen as causing harm to people and relationships, and there is an obligation to set this right so that the people involved may move forward. Such an approach encourages DCC students to move towards self-regulated behaviour that is respectful of all concerned. In particular, it places responsibility on the individual to be truly accountable for their behaviour and to attempt to repair any harm caused to others.

Responses

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 to be nurtured in a safe and orderly environment.

College rules are framed in order to contribute to such an environment. The rules are reviewed regularly and published each year in the college diary and all students are expected to be respectful, engaged and proactive learners.

A variety of restorative focused consequences and procedures may be applied as befits the student and the circumstance. Given that the restorative approach prioritises repairing harm done to relationships and people over allocating blame and dispensing punishment, teachers are encouraged to frame their responses to student behaviours on four key questions:

- What has happened?
- Who has been affected?

- How can we find a way forward?
- How can everyone do things differently in the future?

The latter two questions can be simplified to 'how can it be fixed?'

Typically the key values of this approach create a more respectful, inclusive and accountable community that is committed to relationships and the common learning goals of the classroom/college.

However, should a student's behaviour seriously or continuously impede the learning or nurturing of others, a range of consequences may be applied. The application of the behaviour management policy will be firm, but flexible enough to recognise the developmental stage, social context or welfare needs of an individual student. The College community will attempt to provide support, help and advice to students whose behaviour is substantially the result of difficult individual circumstances. In its restorative and corrective responses and welfare concerns, the College relies on parental advice and support in seeking to achieve a change of behaviour in the student concerned.

Primary School

PROCEDURES

The Assistant Principal - Primary supports classroom teachers in the monitoring of the behaviour of students in the Primary School.

Affirmation of good choices and behaviours is the driving strategy but when the learning environment is compromised by poor behaviour, restorative/corrective responses are applied in consultation with the classroom teacher (and College Counsellor where appropriate).

Significant concerns are communicated to parents.

The classroom teacher, in consultation with their class, will formulate a clear set of rules/guidelines that supports the Primary School's guidelines. As members of a Christian community, students will honour God and serve each other by:

Respecting people and property Accepting their responsibility to learn Ensuring everyone is safe

Using and developing God given talents Obeying the college rules

A basic principle is established that in each classroom, students will be given two warnings about their inappropriate behaviour. If a student continues with this type of behaviour, then a Time Out will be given.

The classroom teacher will use a variety of positive and corrective measures to maintain an orderly classroom environment. General concerns will be communicated to parents via the diary/telephone call/email or direct contact before or after school.

RESTORATION & CONSEQUENCES

Time Out:

1. Time Out is conducted during the first half of lunchtime, from 12.40 until 1.05pm in a designated room.
2. A notice of the Time Out is sent home for parents to sign with the student.
3. During a time out, Prep to Year 2 students are given a piece of paper that has been divided into six boxes. They are asked to draw six 'good choice' pictures that aim to help the student to reflect on the behaviour choices they have made and the ones they should make in the future.

4. During a time out Year 3 to 6 students are given a Four W Sheet. This sheet asks the student four key questions for students to reflect on their inappropriate behaviour and how to make better choices in the future.
 - What did I do?
 - Why did I do it?
 - What rule did I break?
 - What should I do next time?
5. Students may also receive a Time Out for one of the following reasons
 - Being out of correct P.E. uniform three times in a term.
 - Being out of correct School uniform three times in a term.
 - Chronic non completion of homework
 - Being unprepared for Specialist classes eg not bringing smock to Art

Lunchtime Detention

1. Lunch Time Detention is the next level of punishment. These are supervised by either the Head of Primary or the Deputy Head of Primary.
2. Students who have had three Time Outs in a term will be given a Lunch Time Detention, as will students who seriously or consistently break the College rules.
3. Lunch Time Detentions are conducted over the whole of lunch time.
4. Parents will be informed by a letter explaining why the Lunch Time Detention has been given and when it was served. The letter will be sent home through the mail.
5. If a student receives two or more Lunch Time Detentions in a term, the parents will be asked to meet with the Head of Primary, the Classroom Teacher and/or the School Counsellor to discuss and implement an action plan that can help the student improve their behaviour.
6. Three detentions in a term may result in a one day internal suspension from the College
7. Any further detentions may result in either a two day internal suspension or a one day external suspension.

Conduct Card System

Any student whose classroom behaviour has a chronic or serious negative impact on the learning environment will be referred to the Assistant Principal - Primary. He/she will assess the child's behaviour and decide whether the student should be put on a Conduct Card.

How does the Conduct Card System operate?

1. If a student is put on a Conduct Card the parents will be asked to attend an interview with the Assistant Principal - Primary
2. A student on a Conduct Card will be required to work with the teacher and his/her parents, targeting specific behaviour which needs to be improved. Improvements will be noted and rewarded by the teacher.
3. At the end of each teaching session / period, the Classroom Teacher or Specialist Teacher will assess the student's behaviour in terms of acceptability and record the assessment on the card.
4. At the end of each day the student will take the Behaviour Card home and it is to be signed by the parents.
5. At the end of each week the student's Behaviour Card is reviewed by the Assistant Principal - Primary.
6. Students will be removed from the Behaviour Card when their behaviour is consistently appropriate.

7. Persistent misbehaviour may also lead to a student being withdrawn from class for a set period.

Notes:

1. Parents will be notified of any withdrawals from the classroom and of any detentions.
2. Where possible, prior to any suspensions, parents are to meet with the Assistant Principal - Primary to discuss the issues involved.
3. Prior to any decision concerning the child's continuing enrolment, parents will need to meet with the Principal and the Assistant Principal - Primary.

Suspension

There are two types of suspension that can be administered.

1. **Internal Suspension:** The student attends the College but is not permitted to enter the regular classroom activities for the set period. The student will complete the assigned work under the supervision of the Assistant Principal - Primary or the Deputy Head.
2. **External Suspension:** The Student is required to stay at home for a set period. Prior to recommencing back at the College, the student and parent(s) must attend a briefing session with the Assistant Principal - Primary. The College Counsellor may also be asked to attend this briefing.

The Assistant Principal - Primary may suspend a student:

1. as a result of their progression through the 'Conduct Card System'.
2. for a serious offence which jeopardises the safety and security of him/herself or of others, or which seriously reflects on the reputation of the College.

Parents are notified to state the grounds upon which the suspension is determined. A student who has an external suspension shall not enter the College grounds for any purpose during the period of suspension without the express permission of the Principal.

Expulsion

1. The Principal may expel a child in the following circumstances:
 - Chronic unacceptable behaviour after a child has already served a time of suspension.
 - A particularly serious offence which jeopardises the safety and security of other members of the College community or which seriously imperils the reputation of the College.
 - The possession or use of an illegal or dangerous substance.
2. When the Principal expels a student from the College, the student's enrolment at the College shall be terminated. The Principal shall remove the student's name from the school roll which shall debar the student from any further attendance at the College for any purposes and he/she shall notify the parent/s or guardian/s and state the grounds upon which the expulsion is determined.
3. Advice to the College's Board of Directors - the Principal must provide an appropriate explanation and any associated documentation to the Board when a student has been expelled.

Secondary School

PROCEDURES

1. The classroom teacher will ensure that a positive learning culture is clearly articulated and classroom rules are formulated, owned and implemented. The classroom teacher will use a variety of strategies to maintain an optimum learning environment in the classroom. Restorative and/or corrective responses will be applied to students who choose to work against the positive learning culture. In addition to a broad range of classroom management strategies, teachers use a variety of responses which may include the following:
 - In class individual restorative chat
 - Class or group discussion (circle time)
 - Brief exclusion and restorative chat
 - After class catch up
 - Email/phone parents
 - Note in diary
 - Recess or lunchtime meeting/catch up
 - Referral to the YLC for a formal lunchtime detention and restorative response
2. The Year Level Co-ordinator supports the classroom teacher and monitors the learning and behaviour of students at a particular level. Should a student's behaviour or attitude seriously impede the learning or nurturing of others, that student may be referred to the YLC. Restorative and corrective measures are applied as appropriate. Significant concerns are communicated to parents. YLCs use a variety of responses which may include the following:
 - YLC office restorative chat
 - Class or group discussion
 - Lunchtime or after school detention
 - Community service
 - Parent communication
 - Student Monitoring card/negotiated agreement
 - Referral to SSS if required
3. The Assistant Principal – Secondary Students supports the YLC and classroom teachers when the poor behaviour of a student/s is serious or chronically impeding the learning community or individuals therein. The APSS uses a variety of responses which may include the following:
 - Restorative discussion
 - Parent communication/meeting
 - Community service
 - Student Monitoring card/negotiated agreement
 - Contract
 - Saturday detention Suspension

RESTORATION & CONSEQUENCES

Detentions

1. Classroom teachers may detain students at lunchtime or recess when their general behaviour, punctuality or attitude to work, is not appropriate or they may refer them to the YLC if the behaviour is serious or chronic.
2. Formal lunchtime detentions (30 minutes) are conducted by YLCs for a variety of minor offences.

This may involve students in community service within the College grounds.

3. Students who persistently offend (three plus lunchtime detentions) or who commit a more serious offence may be required to attend an after-school (90 minutes) or Saturday detention (3 hours). These consequences incorporate a restorative chat and community service.

Students who have ongoing issues with expectations in the learning environment and/or compliance to DCC rules may be suspended or their enrolment may be terminated.

Student Monitoring Cards

At the discretion of the Year Level Co-ordinator, a Student Monitoring Card may be activated. These cards take different forms depending on the presenting difficult behaviour. The student takes responsibility by committing to positive learning behaviours and ensuring the requirements of the card are fulfilled including collecting teacher and parent signatures etc. YLCs partner with parents in following up on the cards.

Examples of student monitoring cards may include:

- Classwork Card - monitors the concentration and commitment of the student to the work that is set in class.
- Homework Card - monitors the performance of the student in respect of the set homework.
- Behaviour Card - monitors the behaviour of a student in class and, when required, in the playground.

Suspension

1. Chronic/extreme behaviour which is disruptive to the learning or the safety and security of others could result in a suspension. The Principal/Assistant Principal – Secondary Students is responsible for all suspensions.
2. Automatic suspensions apply to certain offences. (e.g. A student who has cigarettes at the College, is found to be in a smoking situation or is actually smoking is automatically suspended for two days).
3. In some circumstances a student's behaviour may result in immediate suspension rather than withdrawal from class. Such decisions are the responsibility of the Principal.
4. When a student is suspended the Principal/Assistant Principal shall notify the parent/s or guardian/s and state the grounds upon which the suspension is determined. A student who is suspended shall not enter the College grounds for any purpose during the period of suspension without the express permission of the Principal. A suspension may be subject to terms and conditions determined by the Principal. For example: a student may be excluded from sitting examinations conducted by or at the College.

Enrolment brought into question / Expulsion

1. The Principal may expel a child in the following circumstances:
 - Continued unacceptable behaviour after they have already served a time of suspension.
 - A particularly serious offence which jeopardises the safety and security of other members of the College community or which seriously imperils the reputation of the College.
 - The possession or use of an illegal or dangerous substance.
2. When the Principal expels a student from the College, the student's enrolment at the College shall be terminated. The Principal shall remove the student's name from the school roll which shall debar the student from any further attendance at the College for any purposes and he/she shall notify the parent/s or guardian/s and state the grounds upon which the expulsion is determined.
3. Advice to the College's Board of Directors - the Principal must provide an appropriate explanation and any associated documentation to the Board when a student has been expelled.