



Heatherton Christian College

Behaviour Management Policy



Rationale

At Heatherton Christian College, we expect all children to behave in an appropriate and acceptable manner. We believe that the quality of children's learning and the quality of life in the College will be enhanced and enriched through the promotion and maintenance of high standards of behaviour.

We aim to establish a caring and supportive environment where all members of the College community feel secure, respected and valued. The development of personal qualities and social skills, and the fostering of socially acceptable behaviour, are an integral aspect of the College curriculum.

We expect children to take responsibility for their own actions, be aware of the needs and rights of others and so increasingly display self-discipline in all aspects of College life. The maintenance of an orderly community where children show consideration for others, and are courteous and caring, will be afforded the highest priority.

A primary aim of the College is to encourage, within each student, the development of Christian character. Rules, and the means to enforce those rules, have been established to assist in this development. The rules and their enforcement are also intended to help each student accept responsibility for personal actions, and to ensure the safety and welfare of other members of the College community.

Clear guidelines, communicated with students and consistently enforced by all staff, add greatly to the effective maintenance of a College culture, which supports a safe environment for all students, and a positive classroom atmosphere.

The following scripture references provide the Biblical framework on which the College Behaviour Management Policy is modelled.

- **Proverbs 22:6: Train** up a child in the way he should go and when he is old, he will not depart from it.
- **Ephesians 6:1-2: Respect and Honour** – Children obey your parents in the Lord, for this is right, honour your father and mother for this is the first commandment with a promise.
- **Luke 10: 27: Discipleship** - He answered, "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'[a]; and, 'Love your neighbor as yourself.

Policy Statement

Heatherton Christian College aims to articulate the central values, rights and responsibilities which underpin the management of student behaviour within our College.

Heatherton Christian College will have as its central pillar the Principles of Restorative Justice. We will aim to embed restorative approaches and use Restorative Justice Conferences in order to support our Behaviour Management Policy.

The College will use Restorative Justice as an educative approach, to help those involved to learn how to change. Restorative Approaches will underpin our Behaviour Management Policy and offer an alternative to the traditional responses to challenging behaviours.

The Behaviour Management Policy is written in the belief that an understanding, shared throughout the College, of principles, procedures and practices, is the most effective method of achieving a united College community of which all its members can be proud.

Restorative Approaches can assist the development and repair of relationships between students and adults. The approach is respectful of the dignity of all concerned.

Restorative Practice

Restorative Practice is a process that actively encourages students to speak about their actions, consider their effects on others and help decide the best way of repairing any harm done to relationships. It provides a range of approaches to reduce the harm and to fix “damage” to relationships caused by incidents. It is a problem-solving approach, which supports students in their efforts to build personal relationships as a means of overcoming social conflict. Restorative Practice is a process which is authoritative and re-integrative. It stresses high support for students and high personal control. Teachers, using restorative practices, develop in their students social problem solving skills and empathy. Restorative practice reflects an approach to behaviour management that aims to discipline and guide students, rather than punish them.

Heatherton Christian College is committed to creating quality relationships through The Principles of Restorative Practice that:

- Develop an awareness in students about the effects of their behaviour on others;
- Avoid scolding and lecturing students;
- Actively involves students in discussing the reasons and effects of their actions on others;
- Addresses behaviour whilst still maintaining a student’s dignity;
- Views poor behaviour as an opportunity to learn through problem solving and focusing on the future;
- Provide students with a range of future options for behaviour;
- Form the basis of classroom management practices at the College.

Overarching Principles

- Everyone has a right to be happy and safe at school;
- All teachers have a right to teach;
- All pupils have a right to learn;
- All adults working with the children, model and teach expected behaviour;
- Mutual respect.

Aims

To promote positive behaviour at the College we seek at all times to:

- Ensure consistency and care in our interactions with children;
- Be fair, and be seen to be fair;
- Treat all with respect;
- Communicate clear expectations;
- Provide planned activities which motivate and challenge all to learn academically and socially;
- Create in and around the College a calm and well-organised learning environment;
- Develop tolerance and understanding in children, based upon a shared understanding of the Code of Conduct that exists in our College;
- Consistently praise and respond to actions of positive and poor behaviour;
- Inform and involve children in decisions made about our College;
- Recognise the positive contributions of individual children to the College and local community;
- Work in partnership with parents actively promoting standards of positive behaviour.

Promoting Positive Behaviour

We believe that the ideal incentives to promoting positive behaviour are intrinsic rewards offered by:

- Warm and caring relationships;
- A stimulating curriculum;
- Positive role-models.

We support this by offering a reward system which recognises all forms of achievement and effort. To ensure every child has the opportunity to experience success, we use the following as rewards:

- Non-verbal praise;
- Verbal praise;
- Display;
- Privileges;
- Achievement awards.

Appropriate Behaviour

At the beginning of each academic year, classes work together with their teacher to develop and agree upon Class/Home Group expectations, which encourages all children to:

- Respect the views and opinions of others;
- Talk quietly and politely at all times;
- Walk and never run about the classroom or learning spaces;
- Share equipment with other children and adults;
- Respect other people's property and put equipment away at the end of the lesson;
- Respect the wishes of others to work quietly and not be disturbed;
- Not talk when an adult is addressing the class or another child;
- Respond as requested to an instruction given by any adult employed by or working in the College;
- Report incidents of unacceptable behaviour to a teacher or adult employed by the College;
- Understand appropriate behaviour at recess and lunchtimes.

The College promotes positive effort and achievement in the College assemblies that take place each week. Some assemblies seek, through reflection and the sharing of experiences, to foster in all children: respect, tolerance and an appreciation of each other's views and beliefs.

Other assemblies involve children working co-operatively and recognising that they are part of a larger group. In particular, the sharing assembly each week is an opportunity for the College to celebrate examples of good work and positive achievement, including behaviour. It provides an occasion to recognise the success, progress and effort made by children in and outside school.

Rights and Responsibilities

Every member of the College community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Members of the Heatherton Christian College community have legal responsibilities under relevant legislation, including the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006, the Disability Discrimination Act 1992 and the Education and Training

Reform Act 2006.

Special Considerations

The behaviour management strategies outlined above are appropriate for most students, including those with special needs. However, alternative strategies may be appropriate for some students with diagnosed/documentated conditions such as Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder and should be developed in consultation with specialist staff following classroom observations of their behaviour. Student Support Group (SSG) conferences with Parents, the student's Teachers and Head of School / Head of Sub School may also be appropriate. Whilst these alternatives may be more demanding initially, positive outcomes for the student over time are increasingly likely.

Students experiencing emotional difficulties are treated with respect and understanding. They are supported through a multi-agency approach involving parents, College staff and, where appropriate, outside support agencies and other agencies working with the student. Students with exceptionalities may have a documented Behaviour Management Plan as part of their Individual Learning Plan. This will be discussed at Student Support Group (SSG) meetings.

The main features of the approach used in a Restorative Justice Conference include:

- They focus on harm and actively seek ways of repairing that harm;
- They help create dialogue and communication;
- They are fair, open and honest: treating all participants with respect;
- Within a safe environment, they will allow all participants to engage, learn and gain a shared understanding;
- This should lead to accepting responsibility, reparation, reintegration, restoration and behavioural (cultural) change;
- They offer a structured intervention by trained neutral facilitators to help participants to understand each other, find resolutions to issues causing conflict and repair harm. The process always takes place in a safe environment that allows all taking part to engage with the process; Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

The use of Restorative Justice at Heatherton Christian College

A restorative approach to behaviour management will require all staff working with our students to be aware of the principles of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the College community. The principles and use of Restorative Justice will be a regular feature in the College's Continuing Professional Development program both at the beginning of the College year and where appropriate at other times.

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way have they been affected?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

Home - School Links

We aim to develop an effective partnership between the College and home and believe that we are most effective when we work together to support student learning.

Students benefit from knowing that both their parents and teachers share the same expectations, value learning and share a concern for their development and progress. Through on-going dialogue, teachers inform parents of student's positive effort, attitudes and behaviour and similarly inform them of incidents and concerns.

Parents contribute to their children's progress through open communication with their child's teachers, by offering support to their child at home, by talking over the challenges that their children meet, and by reinforcing the messages being given at school.

Changes to a Student's Status

In the case of ongoing behavioural problems or critical incidents, a student's status may be changed by the Head of Campus. A student may progress through a series of zones: (see Appendix 1). A change of a student's status into a new zone will trigger the commencement of a Behaviour Management Card and should strongly motivate a student to work with the Head of Sub School / Head of School and their parents to remediate their position and function correctly in the College community. When a student's status has been changed, their progress will be closely monitored by Head of Sub School / Head of School / Head of Campus and an evident change in attitude and behaviour is expected. The desired outcome is that the student should return to his/her original status. It should be noted that close adherence to uniform policy is regarded as an immediate outward indicator of a student's desire to cooperate and remain enrolled at the College.

Conditional Enrolment

Conditional enrolment is essentially a signed contract between the student, their parents and the Head of Campus, as representative of the College, which determines the conditions upon which a student's enrolment may be continued. Conditional enrolments are usually for a semester and will be reviewed at their expiry. Usually, conditional enrolment will be the consequence of an escalation in a student's behaviour.

There are two categories of provisional enrolment:

Initial Conditional Enrolment

The conditions of this enrolment if not adhered to will result in another interview and enrolment review which may lead to either exclusion from the College or a Final Conditional Enrolment.

Final Conditional Enrolment

If the provisions of this enrolment are not kept the student's enrolment is terminated as a matter of course. This may or may not include an interview. Students and parents must understand that being on Conditional Enrolment changes a student's status in the College and any major infraction, or continued issues not positively addressed, even if not specifically mentioned in the conditions of enrolment, will jeopardise enrolment.

Expulsion

A student may be expelled from the College at the discretion of the Executive Principal as

the result of a serious breach of the College Behaviour Management Policy, criminal act or failure to maintain the conditions of enrolment.

The College has a zero tolerance stance with regards to drugs and alcohol, violence and aggression, and inappropriate sexual behaviour. Involvement in these behaviours can lead to expulsion in the first instance.

Roles and Responsibilities

All adults at Heatherton Christian College have a shared responsibility for teaching and modelling behaviour that is congruent with the College's values.

Class teachers

- Model positive behaviour through their social interactions;
- Teach behaviour and make expectations clear;
- Create a caring and supportive working environment in which the students are able to learn;
- Treat students with respect;
- Communicate effectively with parents;
- Value and reward individual achievement;
- Discuss lunchtime behaviour and any difficulties which arise;
- Engage the students in learning.

Head of Campus / Head of School / Head of Sub School

The Head of School / Head of Sub School, through the auspices of the Head of Campus, is responsible for ensuring good order and discipline within the Primary / Secondary school and achieves this through:

- Communicating the policy to parents and reminding parents of the policy at the beginning of each academic year;
- Supporting students, staff and parents who are experiencing difficulties;
- Receiving complaints and responding appropriately;
- Maintaining an overview;
- Taking immediate action in response to critical incidents;
- Making informed decisions on detentions, suspensions and expulsions;
- Co-ordinating support for children returning to school following suspension.

Support Staff

All support staff are entitled to respect and co-operation. All staff should hold the same expectations and share responsibility for modelling behaviour as set out in this policy.

Parents

- Treat their own, and other people's children with respect;
- Work in partnership to support the College's Behaviour Management Policy.

Student

Learn to be responsible for their behaviour and for their choices.

Student Code of Conduct

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity. 1 Timothy 4:12

Principle 1

Students have the right to feel safe and secure within the College environment, free from intimidation, bullying and harassment, and to be treated with love, justice and equity according to the Scriptures. Students have the responsibility to behave in a considerate and thoughtful manner, and to treat others with love, justice and equity.

Principle 2

Students have the right to work and play in an environment free from interference or damage to personal property. Students have the responsibility to respect all property, including that of other students, and to do nothing that would harm another's well-being.

Principle 3

Each student has the right and responsibility to receive Biblical counsel and correction when needed from members of staff.

Principle 4

Each student has the right to be valued and treated with respect. Courtesy, consideration of others, co-operation and honesty are essential to the proper functioning of a Christian community. Each student has the responsibility to treat others with respect and courtesy, to be honest and co-operative in all aspects of College life, and to respect authority.

Principle 5

Each student has the right not to be exposed to harmful substances, influences or immoral behaviour in the College environment. Each student has the responsibility not to behave in a manner that could negatively influence others.

Principle 6

Parents have the right to expect that their child will be treated fairly, reasonably and consistently by the Head of Campus and staff in the implementation of the Code of Conduct and to expect that their children will be educated in a loving and disciplined environment in which love for God and others is encouraged. Parents have the responsibility to support the College in its efforts to maintain a positive teaching and learning environment, and to provide a loving and disciplined home environment in which love for God and others is encouraged.

Principle 7

Each teacher has the right to be able to teach in an orderly and cooperative environment. Students have the right to learn in an orderly and cooperative environment and to be able to develop their God-given talents and abilities. Each teacher has the responsibility to maintain an orderly and co-operative environment. Students have the responsibility to develop their God-given talents and abilities for His glory and to do nothing that would prevent others from learning.

Discipline Procedures and Sanctions

In an effort to ensure that these principles are outworked in the life of the College:

- Teachers will apply appropriate sanctions that follow from the Biblical principles, standards and rules set by the Student Code of Conduct;
- The College considers that Christian discipline is achieved by training in Godliness. Godly training does not eliminate the need for corrective discipline. Rather, it forms the context in which corrective discipline can most helpfully take place. Corrective discipline seeks to bring about reconciliation amongst members of the College community; restore the student who has erred and bring freedom from guilt; and maintain the purity of the College;
- Discipline properly motivated and applied, is an act of love, never intended to be a punitive measure applied in isolation from motives of love and care for the individual. Rather, disciplinary measures are applied for the good of the student and his or her ultimate wellbeing;
- Sanctions are graded with severity, with the emphasis on the students being accountable and learning to take responsibility for their behaviour.

Choices and Consequences

It is a critically important life-lesson that we aim to teach our students via our Behaviour Management Policy. "Choices and Consequences" should become an 'oft-repeated mantra' as we interact with our students. We need to be encouraging students to think about their choices and the potential consequences before deciding on a particular course of action.

Additional to this, the policy is based upon the right of every child at Heatherton Christian College to learn in a safe environment, which is free of disruption and similarly, the right of every teacher to teach with the same expectation.

If a student does not comply with any reasonably and clearly communicated instruction of the staff, or infringes College rules, then Behaviour Management procedures will be applied as documented in the Appendices.

These guidelines will be published in part or whole in the College handbooks and in the newsletter, and will be reinforced by College staff on commencement of classes and as required.

Responsibilities

The Head of Campus has overall responsibility for the implementation of this policy.

Evaluation

This policy will be reviewed as part of the College's three-year review cycle.

Related Policies

Grievance and Complaint Management Policy

Pastoral Care Policy

Supervision Policy

Document History

- Student Behaviour Management Policy Reviewed by Childwise in June 2016
- Policy re-written by Head of Campus with focus on restorative justice in April 2017.
- Policy updated and amended by Head of Campus in July 2022

References

Kerang Christian College. (2014, August.). *Behaviour Management Policy*. Retrieved from <http://www.kccs.vic.edu.au/pdf/NO-15-Behaviour-Policy.pdf>

Thompson, F., & Smith, P. K. (2011). *The use and effectiveness of anti-bullying strategies in schools*. Research Report DFE-RR098. London. Retrieved from

Victorian Department of Education and Training. (2013, September). *Restorative Practice*. Retrieved from <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

Appendix 1

BEHAVIOUR MANAGEMENT STATUS FRAMEWORK

The processes outlined below form a clear framework of how student misbehaviour will be followed up and hopefully rectified. The vast majority of students will not need to be concerned with these processes.

Any commendation or significant misbehaviour (including unacceptable punctuality and Uniform infringements) by a student is recorded in COMPASS via a Pastoral Care Note.

Behaviours, both positive and negative have a number of “COMPASS points” allocated. A student will accumulate positive or negative COMPASS points based on their behaviour at school. If a student accumulates positive COMPASS points, it is likely that they will receive some form of end of term reward. They may also be recognized and awarded certificates at assemblies.

If a student begins to accumulate negative COMPASS points, their status may change and specific consequences will be triggered when the negative points totals reach certain thresholds as outlined below. Other sanctions may be implemented in the various zones as appropriate, including time out, detentions, camps/excursion bans or internal/external suspensions.

Periodically, COMPASS points will be removed from students’ totals by a Head of School, which, with continued avoidance of misbehaviour, will return a student’s status to a lower level.

COMPASS points Threshold	Processes to be followed
0-7 negative COMPASS points	Teacher Managed (see Appendix 3)
8-15 negative COMPASS points	Head of Sub School Managed Parent phone discussion 2 week Behaviour Card (see Appendix)
16-23 negative COMPASS points	Head of Primary/Secondary Managed Parent in-school Meeting 2 week Yellow Behaviour Card
24-31 negative COMPASS points	Head of Campus Managed Head of Campus meeting with Parents 2 week Red Behaviour Card
32 or more negative COMPASS points	Head of Campus Managed Head of Campus Meeting with Parents Conditional enrolment contract leading to possible expulsion if breached

Appendix 2

PRIMARY STUDENT BEHAVIOUR MANAGEMENT PROCEDURES

MERITS

MERITS	
<p>Merits are given to students for showing Christian character in line with the “5 Foundations of a healthy, whole Heatherton student”, a willingness to go above and beyond in quality of work, achieving excellent improvement, serving others or for “Random acts of kindness”</p>	
Behaviour	Action
<p>Spiritual (Heart)</p> <ul style="list-style-type: none"> • Joyful • Faithful • Forgiving • Prayerful <p>Academic (Mind)</p> <ul style="list-style-type: none"> • Diligent • Curious • Wise • Enterprising <p>Social (Neighbour)</p> <ul style="list-style-type: none"> • Empathetic • Servant-Hearted • Ethical • Compassionate <p>Emotional (Soul)</p> <ul style="list-style-type: none"> • Resilient • Confident • Humble • Honest <p>Physical (Body)</p> <ul style="list-style-type: none"> • Courageous • Determined • Self-controlled • Initiators 	<p>5 Merits = Merit certificate presented in Tuesday Chapel service</p>
<ul style="list-style-type: none"> • Good sportsmanship • Random act of kindness • Achieving good level of improvement in effort and studies 	<p>3 Merit Certificates = Letter of commendation, presented in Primary assembly</p>
	<p>2 Letter of Commendations, presented at the end of Term Chapel = fun day or film reward.</p>

DEMERITS

LEVEL 1

These behaviours should be dealt with by the classroom teacher – no Compass recording of these but teachers should keep track of patterns of these behaviours

Behaviour

- Talking out of turn
- Minor disruptive behaviour
- Tardiness, lateness to class
- Littering
- Dishonesty
- Inappropriate language
- Uniform violation
- Excluding others from an activity or social group

LEVEL 2 (-1 Point)

Behaviour

- Persistent Level 1 offences
- Disrespect
- Swearing at someone
- Defiance or repeated defiance
- Out of bounds
- Chewing gum
- Inappropriate use of Electronic devices
- Leaving class without permission

LEVEL 3 (-2 Points)

Behaviour

- Consistent Level 2 Actions
- Bullying (cyber or other)
- Using racist or discriminatory language or behaviour
- Physical violence towards another student
- Abusive behaviour to others
- Damaging school or another's property
- Graffiti
- Theft
- Deliberate breach of safety
- Inappropriate contact with others
- Leaving classroom or activity without permission
- Truancy
- Deliberate sharing of inappropriate material (online or physical) considered to be racist, pornographic or blatantly opposed to a Christian worldview

LEVEL 4 (-4 Points)

Behaviour

- Consistent Level 3 Actions
- Persistent Disruption resulting in Ejection from class
- Swearing at another
- Consistent answering back
- Bullying behaviour verbal or physical
- Deliberate damage to property / vandalism
- Defiant / challenging to adult
- Threatening /abusive behaviour
- Leaving College grounds without permission
- Racist or sexist behaviour
- Hurting others deliberately
- Lying with serious consequences
- Forgery of notes, signatures and lies
- Giving false information

LEVEL 5 (-6 Points)

Behaviour

- Repeated Level 4 Actions
- Frequent and deliberate upsetting / harming of others;
- Abusive / threatening behaviour to adults;
- Repeated personalised swearing;
- Consistent bullying;
- Behaviour, physical disruption / endangering others e.g. throwing chair;
- Breaching Health and Safety rules such as not following evacuation procedures, playing with fire extinguishers and setting off false alarms
- Behaviour that brings discredit to the school
- Major insolence
- Severe bullying including cyber bullying
- Physical abuse of staff or students
- Verbal abuse of staff or students
- Smoking or possession of tobacco products
- Theft
- Use/possession of a dangerous weapon
- Use/possession of illegal substance

***Note: Any other inappropriate behaviour as determined by the College Leadership could result in a demerit, an immediate action and in the case of serious misconduct, suspension or exclusion.**

Secondary MERITS and DEMERITS

MERITS	
<p>Merits are given to students for showing Christian character in line with the “5 Foundations of a healthy, whole Heatherton student”, a willingness to go above and beyond in quality of work, achieving excellent improvement, serving others or for “Random acts of kindness”</p>	
Behaviour	Action
<p>Spiritual (Heart)</p> <ul style="list-style-type: none"> • Joyful • Faithful • Forgiving • Prayerful <p>Academic (Mind)</p> <ul style="list-style-type: none"> • Diligent • Curious • Wise • Enterprising <p>Social (Neighbour)</p> <ul style="list-style-type: none"> • Empathetic • Servant-Hearted • Ethical • Compassionate <p>Emotional (Soul)</p> <ul style="list-style-type: none"> • Resilient • Confident • Humble • Honest <p>Physical (Body)</p> <ul style="list-style-type: none"> • Courageous • Determined • Self-controlled • Initiators <ul style="list-style-type: none"> • Good sportsmanship • Random act of kindness • Achieving good level of improvement in effort and studies 	<p>5 Merits = Merit certificate presented in Monday Sub school assemblies</p> <hr/> <p>3 Merit Certificates = Letter of commendation, presented in Secondary assembly</p> <hr/> <p>2 Letter of Commendations given at end of Term Secondary Assembly</p>

LEVEL 1

These behaviours should be dealt with by the classroom teacher – no Compass recording of these but teachers should keep track of patterns of these behaviours

Student Behaviour

- First 2 uniform infringements
- First 2 occasions late to class
- Calling out;
- Disrupting others
- Thoughtlessly / carelessly upsetting others;
- Chatting / not listening;
- Not settling / being off task;
- Wandering about;
- Rocking on chairs;
- In classroom before the teacher, or during recess or lunchtime without permission;
- Playing on the wrong oval, playground area;
- Dropping rubbish;
- Not being lined up ready for class on time;
- Diary not signed / Homework not completed;
- Uniform incorrectly worn;
- Chewing gum.

LEVEL 2

Warning & recording in Compass Chronicle (-2 points)

Student Behaviour

- 3rd and subsequent uniform infringement
- 3rd and subsequent occasion of being late to class
- Patterns of classroom disruption
- Deliberate time wasting
- Taking other's property / hiding things
- Inappropriate / bad language
- Rude behaviour, put downs
- Damaging property
- Purposeful disruption
- Reluctance to work
- Misuse of equipment
- Deliberately upsetting others
- Answering back
- Consistent level 1 behaviours

LEVEL 3

Warning & recording in Compass Chronicle (-4 points)

Student Behaviour

- Persistent Disruption resulting in Ejection from class
- Swearing
- Consistent answering back
- Bullying behaviour verbal or physical
- Deliberate damage to property / vandalism
- Defiant / challenging to adult
- Threatening /abusive behaviour
- Leaving classroom or activity without permission
- Racist or sexist behaviour
- Hurting others deliberately
- Lying with serious consequences
- Forgery of notes, signatures and lies
- Giving false information
- Consistent level 2 behaviours

LEVEL 4

Warning & recording in Compass Chronicle (-6 points)

Student Behaviour

- Consistent Level 3 offences;
- Frequent and deliberate upsetting / harming of others;
- Abusive / threatening behaviour to adults;
- Repeated personalised swearing;
- Consistent bullying;
- Behaviour, physical disruption / endangering others e.g. throwing chair;
- Leaving College grounds without permission;
- Breaching Health and Safety rules such as not following evacuation procedures, playing with fire extinguishers and setting off false alarms.

LEVEL 5

Warning & recording in Compass Chronicle (-8 points)

Student Behaviour

- As level 4 despite action taken
 - Extreme violence towards others
 - Drug related incident
 - Serious vandalism
 - Consistent and absolute refusal to co-operate
 - Persistent failure to change behaviour
 - Accumulation of several Level 3 offences over a short period of time
 - Wilful and deliberate defiance of a teacher or staff member
 - Very serious accidental or intentional damage to school or student property
 - Theft of another student's property or college property
 - Discrimination, bullying (cyber or other) or intimidation towards other students
 - Physical violence directed towards another student (including physically striking or pushing with a level of force)
 - Behaviour that threatens the health and/or well-being of staff, volunteers and/or students
 - Serious discrimination, bullying or intimidation against other students
 - Physical violence towards student or staff member
 - Possession of or supplying of weapons
 - Sexually immoral behaviour at school or during camp
 - Smoking or associating with smokers
 - Drug possession and/or use, supplying of drugs
 - Alcohol possession and/or consumption or supplying alcohol to others
 - Leaving the College premises without permission
 - Deliberate sharing of inappropriate material (online or physical) considered to be:
 - Behaviour that is discriminatory, racist, pornographic or blatantly opposed to a Christian worldview.
- This also includes posting and sharing of different forms of media without consent (such as images, video, audio of others)

Appendix 3

TEACHER MANAGED ACTIONS

The following is an escalating outline of actions that classroom teachers (and other supervisory staff both in class and on the yard) should undertake for the 3 main types of student misbehavior:- Uniform, lateness and disruption in class. These behaviours are likely to be the most common on a day to day basis but (but hopefully not too common). The other particular misbehavior types listed in Appendix 2 can also be reported through COMPASS as and when they occur and may bypass the points system and be escalated immediately as necessary to the Head of Primary/ Secondary or the Head of Campus.

A. Uniform Infringements

Home Group Teachers

<u>Incident</u>	<u>Action</u>	<u>Who</u>
Uniform Infringement	address student	HG Teacher
Up to 2 uniform Infringements	Warn student	HG Teacher
3rd and subsequent Uniform Infringements	COMPASS note (Uniform Infringement) Parent notification HOSS notification	HG Teacher

Classroom Teachers – periods 1 to 6 and yard duty teachers at lunch/recess

1. Question any student out of uniform and whether their Home group Teacher has spoken to them. Regardless of their answer, make a note (mental or otherwise).
2. If this is the 3rd or subsequent time you have noticed the student out of uniform, please enter a COMPASS note as soon as practical (but do not notify parent). If it turns out that the HG teacher has already entered a COMPASS note during Home room that day, the duplicate can be removed by the Head of Sub School so that the student doesn't accumulate undeserved COMPASS points.

NOTE: The reason for this initial double handling is that some students may either arrive late and therefore the infringement is undetected or they may commit the infringement after home room therefore avoiding detection for the rest of the day unless questioned each period.

B. Poor Punctuality

Classroom Teachers – Periods 1-6

<u>Incident</u>	<u>Action</u>	<u>Who</u>
Late to Class	address student	Classroom teacher
Up to 2 occasions late to class	Warn student	Classroom teacher
3rd and subsequent occasion late to class	COMPASS note (Late to Class) Parent notification HOSS notification	Classroom teacher

NOTE: As a teacher, you will use your professional judgment to determine what constitutes being late to class in terms of an unsatisfactory amount of time after the bell has sounded. But there is already some grace built in with the COMPASS note only being entered on the 3rd occasion, so 2 minutes after the bell is probably a good guideline since students do have a few minutes of music as a warning period to arrive at class in a timely manner.

C. Poor Behaviour

Classroom Teachers & Yard Duty Teachers

<u>Incident</u>	<u>Action</u>	<u>Who</u>
Disruptive or poor behaviour	Warn student	Classroom / Yard duty Teacher
Continued poor behaviour	Move/isolate Student	Classroom / Yard duty Teacher
Continued poor behaviour even after moving/isolating	Call for a senior staff member to collect student if necessary COMPASS note (Serious misbehaviour) Parent notification HOSS notification	Classroom / Yard duty Teacher

Note: The process above assumes that the classroom teacher employs a consistent approach to classroom disruption (or misbehavior out on the schoolyard) involving an initial warning that if the behavior continues, the student will be moved/isolated to a different location, followed by a second warning that if the behavior continues further (after being moved/isolated) that the student will be removed from the classroom and collected by a senior member of staff. Removal of a student should only result if they are interfering with the learning of the class and/or the disruption is preventing the teacher from running the class. It may be the case that the teacher still makes the COMPASS note report for serious behaviour but avoids having to have the student removed. This will depend on the situation/context and/or the professional judgment of the teacher.

Appendix 4

ESCALATION OF BEHAVIOUR AND ACCUMULATION OF COMPASS POINTS

As shown in Appendix 1, the misbehavior of students can result in an accumulation of COMPASS points. It is the responsibility of the designated senior staff member (Head of Sub School/Head of School/Head of Campus) to monitor accumulation of COMPASS points for students by running regular COMPASS analysis reports. If the process is followed consistently, the designated senior staff member should also receive email notifications relating to particular students as their COMPASS points accumulate, providing an additional form of detection on top of the analysis report results. The full workflow is summarized below:

Behaviour Management Flow chart

POINTS	Uniform			Punctuality			Behaviour			Effort		
	Incident	Action	Who	Incident	Action	Who	Incident	Action	Who	Incident	Action	Who
0-7 COMPASS POINTS	Uniform infringement	Address student	HG Teacher	Late to Class	Address student	Classroom teacher	Disruptive or poor behaviour	Warn student	Classroom / Yard duty Teacher	Unacceptably low effort	Address student	Classroom teacher
	Up to 2 uniform infringements	Warn student	HG Teacher	Up to 2 occasions late to class	Warn student	Classroom teacher	Continued poor behaviour	Move/isolate Student	Classroom / Yard duty Teacher	Continued unacceptably low effort	Warn student	Classroom teacher
	3rd and subsequent Uniform infringements	Compass note Parent notification HOSS notification	HG Teacher	3rd and subsequent occasion late to class	Compass note Parent notification HOSS notification	Classroom teacher	Continued poor behaviour even after moving	Compass note Parent notification HOSS notification	Classroom / Yard duty Teacher	3rd and subsequent occasions of unacceptably low effort	Compass note Parent notification HOSS notification	Classroom teacher
Head of Sub School to monitor Compass points accumulation												
8-15 COMPASS POINTS	Accumulation of 8 COMPASS points	Compass note Parent notification HOS notification HOSS to call parents Behaviour Card	Head of Sub School	Accumulation of 8 COMPASS points	Compass note Parent notification HOS notification HOSS to call parents Behaviour Card	Head of Sub School	Accumulation of 8 COMPASS points	Compass note Parent notification HOS notification HOSS to call parents Behaviour Card	Head of Sub School	Accumulation of 8 COMPASS points	Compass note Parent notification HOS notification HOSS to call parents Behaviour Card	Head of Sub School
	Head of Sub School continues to monitor Compass points accumulation											
16-23 COMPASS POINTS	Accumulation of 16 COMPASS points	Compass note Parent notification Head of Campus notification Parent meeting with Head of Sec/Prim Yellow Behaviour Card	HOP/S	Accumulation of 16 COMPASS points	Compass note Parent notification Head of Campus notification Parent meeting with Head of Sec/Prim Yellow Behaviour Card	HOP/S	Accumulation of 16 COMPASS points	Compass note Parent notification Head of Campus notification Parent meeting with Head of Sec/Prim Yellow Behaviour Card	HOP/S	Accumulation of 16 COMPASS points	Compass note Parent notification Head of Campus notification Parent meeting with Head of Sec/Prim Yellow Behaviour Card	HOP/S
	Head of Primary/Secondary to monitor Compass points accumulation											
24-31 COMPASS POINTS	Accumulation of 24 COMPASS points	Compass note Parent notification Parent meeting with Head of Campus & Head of Sec/Prim Red Behaviour Card	Head of Campus	Accumulation of 24 COMPASS points	Compass note Parent notification Parent meeting with Head of Campus & Head of Sec/Prim Red Behaviour Card	Head of Campus	Accumulation of 24 COMPASS points	Compass note Parent notification Parent meeting with Head of Campus & Head of Sec/Prim Red Behaviour Card	Head of Campus	Accumulation of 24 COMPASS points	Compass note Parent notification Parent meeting with Head of Campus & Head of Sec/Prim Red Behaviour Card	Head of Campus
	Head of Campus to monitor Compass points											
32+ COMPASS POINTS	Accumulation of 32 COMPASS points	Compass note Parent notification 2nd Parent meeting with Head of Campus & Head of Sec/Prim Conditional enrolment contract	Head of Campus	Accumulation of 32 COMPASS points	Compass note Parent notification 2nd Parent meeting with Head of Campus & Head of Sec/Prim Conditional enrolment contract	Head of Campus	Accumulation of 32 COMPASS points	Compass note Parent notification 2nd Parent meeting with Head of Campus & Head of Sec/Prim Conditional enrolment contract	Head of Campus	Accumulation of 32 COMPASS points	Compass note Parent notification 2nd Parent meeting with Head of Campus & Head of Sec/Prim Conditional enrolment contract	Head of Campus
	Head of Campus continues to monitor Compass points											

Appendix 5

BEHAVIOUR CARDS

Behaviour Cards are implemented for any student who accumulates 8 SEQTA points or higher. The cards themselves are not coloured as this can be visibly negative and have a discouraging effect but the title of the card has a colour status and reflects the Behaviour Management status they have most recently entered.

The behaviour card will clearly state the types of positive behaviours that are required rather than the negative behaviours to avoid. This could be focused narrowly on just one area, eg “wear the correct uniform each day”, or on multiple aspects depending on the COMPASS points tally for each of the 3 areas of uniform, punctuality and behaviour.

1. The student is responsible for bringing the behaviour card to every class and to have it checked and completed by the teacher every lesson as satisfactory or Not satisfactory (S or N)
2. The student must also have the behaviour card signed at the end of each school day by a member of the College Executive. This doesn't have to be the same Executive member each day. Preferably it would be the senior staff member currently managing the student but often they may not be available so any Executive member will suffice.
3. Signs of positive behaviour change should be met with encouragement and students need to have a sense that they can meet the goals they have been set. The goal for everyone involved is for the student to succeed and for poor behaviours to become less prevalent.
4. A behaviour card lasts for 10 school days (2 weeks)
5. After a satisfactory 2 week period, the student finishes the behaviour card and the card is kept on file by the relevant senior staff member.
6. Parents should be notified of the successful completion of the behaviour card period and the student encouraged.
7. If a student loses their behaviour card, they are issued a new one and the 10 day cycle starts again until they have satisfactorily completed 10 consecutive days.
8. Satisfactory completion will be at the discretion of the relevant senior staff member. For example 95% of lessons with a satisfactory may be judged to be sufficient depending on the focus and/or context.
9. If the 10 day period is deemed to be Not satisfactory, the student should be escalated by the designated senior staff member to the next highest behaviour management status level.
10. COMPASS notes are still entered as usual throughout the behaviour card period.

Primary BEHAVIOUR CARDS

Behaviour Cards are implemented for any student who accumulates 8 Compass points or higher. The cards themselves are not coloured as this can be visibly negative and have a discouraging effect but the title of the card has a colour status and reflects the Behaviour Management status they have most recently entered. 1. Grey, 2. Yellow, 3. Red.

The behaviour card will clearly state the type of positive behaviour that is required rather than the negative behaviours to avoid. This will be focused narrowly on just one area, eg “show respect to other students by using kind words” after analysing the COMPASS points tally for each of the demerits given and in consultation with the class teacher and Head of Section.

1. The teacher is responsible for signing the behaviour card each session and handing on to Specialist Teachers.
2. The teacher must have the behaviour card signed at the end of each school day by a member of the Primary leadership Team.
3. Signs of positive behaviour change should be met with encouragement and students need to have a sense that they can meet the goals they have been set. The goal for everyone involved is for the student to succeed and for poor behaviours to become less prevalent.
4. A behaviour card lasts for 5 school days (1 week)
5. After a satisfactory 1 week period, the student finishes the behaviour card and the card is kept on file by the relevant senior staff member.
6. Parents should be notified of the successful completion of the behaviour card period and the student encouraged.
7. Satisfactory completion will be at the discretion of the relevant senior staff member. E.g. a student should be receiving approximately 17 (80%) smiley faces out of the total of 21
9. If the 5 day period is deemed to be not satisfactory, the student should be escalated by the designated senior staff member to the next highest behaviour management status level.
10. COMPASS notes are still entered as usual throughout the behaviour card period.

BEHAVIOUR MANAGEMENT CARD TEMPLATE

Behaviour Management Card Template – Grey / Yellow / Red

Student Name: Year Level: Date:

Area of Focus:

Please rate each session and have signed by the Classroom Teacher and Head of Section at the end of each day.

Day	Period 1 & 2	Period 3 & 4	Period 5 & 6	Signatures
1				Class Teacher: HOS:
2				Class Teacher: HOS:
3				Class Teacher: HOS:
4				Class Teacher: HOS:
5				Class Teacher: HOS:

Art	PE	Music	Christian Life	French	Technologies

Optional Comment:

Teacher Signature.....HoS Signature.....

Student Signature.....Parent Signature.....

Appendix 6

Secondary BEHAVIOUR MANAGEMENT CARD TEMPLATE

Student Name: Year Level:Date:

Areas of Focus:

F1	F2	F3
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Each area should be rated S or N for every period and signed by the teacher

Week1 Day	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Senior staff Signature
1	F1 S/N						
	F2 S/N						
	F3 S/N						
2							
3							
4							
5							

The rating a student achieves on the Behaviour Card are not relative to what teachers have come to expect from that student, but what the College expects from all students generally.

Secondary BEHAVIOUR MANAGEMENT CARD TEMPLATE- week 2

Student Name: Year Level:Date:

Areas of Focus:

F1	F2	F3
----	----	----

Each area should be rated S or N for every period and signed by the teacher

Week2 Day	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Senior staff Signature
6	F1 S/N						
	F2 S/N						
	F3 S/N						
7							
8							
9							
10							

Appendix 7

SECONDARY SCHOOL BEHAVIOUR MANAGEMENT CONTRACT

BEHAVIOUR MANAGEMENT CONTRACT	
Name:	<Student Name>
Current School:	Heatherton Christian College
School Level:	Year <level>
Date of Birth:	<Insert date>
Meeting Attendees:	<Head of Campus>, <Head of School>, <Parents>
Review Date:	<1 Term>

Student Signature Date: ___ / ___ / ___

Parent / Guardian Signature Date: ___ / ___ / ___

Home Group Teacher Signature Date: ___ / ___ / ___

Behaviour & Academic Contract

Student: <Name>

Year Level: <Year Level>

Review Date: < Insert Date>

Contract:

I have read and understood the Heatherton Christian College Student Code of Conduct and Conditions of Enrolment. I agree to abide by the Code of Conduct and acknowledge the Conditions of Enrolment. I agree to work towards meeting the targets as outlined below.

Targets:

<Create appropriate targets for the student. Adapt the list below as necessary>

- Actively participate and engage in learning activities in all scheduled classes.
- Respect the learning environment including other people and property.
- Submit all work by the submission date set by the teacher.
- Follow all instructions given by the teacher.
- Communicate appropriately with staff and students.
- Wear correct College uniform