



LANDSDALE CHRISTIAN SCHOOL

High School Student Behaviour Management Policy

Titus 2:7-8 (English Standard Version)

“Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech that cannot be condemned ...”

Policy

Landsdale Christian School recognises that students and teachers have the right to a safe, pleasant working and learning environment. Students and staff need to be responsible for their actions and show respect for themselves and others, the property of others, and the environment.

In keeping with best practice, Landsdale Christian School uses positive behaviour management to encourage acceptable behaviour.

At no time will any form of child abuse, corporal punishment, or other degrading punishments be used to manage student behaviour at Landsdale Christian School.

Refer to Appendix A for definitions of child abuse, corporal punishment, and degrading punishment.

Philosophy

The underlying philosophy of behaviour management at Landsdale Christian School is Restorative Practice, mentoring students through restoring positive relationships with others.

We believe students can and should be taught to self-monitor and self-regulate their behaviour. Intentional planning for this learning is built into early childhood social skills training sessions and primary school health programs. These ideas will continue to be reinforced in high school as needed.

Landsdale Christian School promotes the values of Adventist Education: compassion, hope, humility, justice, excellence, integrity, love, respect, honesty, service, and discernment. These values will be upheld throughout the school, supporting the development of positive behaviour in students. Values will be embedded through explicit biblical and practical instruction, visual presentation in classrooms and shared areas of the school, and reflection on behaviour in relation to these values.

School Values

1. To build in students the capacity to use positive self-management strategies for personal behaviour management.
2. To develop in students the desire and willingness to be personally responsible for their actions and choices.
3. To develop an environment in which mutual respect is evident.
4. To develop in students an appreciation and understanding of the rights of others to learn and work in a safe, secure environment.
5. To ensure there is a consistent approach to behaviour management.

The following expectations are set for all students at our school. They are meant to create a safe and respectful learning environment, promote personal responsibility, and encourage positive social interactions:

Student Code of Behaviour

Students of Landsdale Christian School who are identifiable, that is wearing school uniform or promoting the school, are considered to be representatives of the school and its standards whether at school or in the community. This is the underlying principle that should direct students' conduct.

As such, it is expected that students will:

1. Respect staff members and fellow students, addressing them in a proper manner at all times.
2. Behave courteously in every circumstance.
3. Conduct themselves in an orderly manner while travelling on school buses or other forms of public transport, showing consideration and respect for other people as well as care for the school's and fellow students' property.
4. Obey rules, including those regarding individual and collective safety.
5. Demonstrate responsibility by keeping the school grounds tidy at all times.
6. Refrain from leaving the school grounds without permission.
7. Never use or bring illicit drugs to school; this includes alcohol and tobacco.
8. Leave all personal items at home unless they are to be used for an organised school activity.
9. Always wear the correct uniform in a neat and tidy fashion.

These expectations serve as guidelines for students to follow, creating a harmonious and productive environment for everyone at our school. We encourage all students to embrace these values and uphold them in their daily lives as responsible members of our school community.

The school is committed to addressing behaviours that have a negative impact on oneself, others, or the overall quality of teaching and learning. This includes actions that disrupt the learning experience of fellow students.

General guidelines

1. The School Behaviour Management Plan is to be known and understood by the whole school and its community.
2. Students will be expected to make appropriate choices and to accept responsibility for their choices and actions.
3. Staff will implement the School Behaviour Management processes, relevant to primary school or secondary school, within their classrooms, and in shared spaces, within school hours and at school organised events.
4. Behaviour records are to be maintained by staff members. Incidents of outstanding behaviour, both positive and negative, are to be entered into the pastoral care section of the SEQTA suite. In addition, staff members will maintain records of incidents or circumstances that they consider having an overall impact on student behaviour.
5. Positive behaviour will be acknowledged and/or rewarded.
6. Negative behaviour will be addressed in a timely and appropriate manner, with the aim of restoring positive behaviour and relationships.
7. To promote collective contribution to positive relationships and behaviour, each child will be part of a House Group, with individual positive behaviours contributing to group acknowledgement. Classroom teachers may choose to adopt their own collective classroom reward system.
8. The services of school chaplaincy will be engaged to support students, where appropriate, to reflect on positive practises that will promote their own and others' wellbeing.

Behaviour Management Record Guidelines

A Head of Secondary or Dean will monitor and maintain a student's record and ensure procedural fairness and that the sanction is proportionate to the nature of the student's breach.

Roles and Responsibilities

Students

- To consistently adhere to the school guidelines for positive behaviour.
- To accept responsibility for their choices and actions.
- To engage in restorative practice procedures, under the guidance of staff, to restore positive relationships and behaviour.

Staff

Factors the school may consider when deciding on what action to take in response to a student breach in behaviour:

- the nature and characteristics of the breach.
- whether the student has committed the breach consistently.

In general, the decision-maker in charge of the situation has a responsibility to:

- set clear expectations and boundaries for the positive behaviour of students in class and shared spaces.
- act reasonably and consistently with the School policy when responding to positive and negative behaviour in students.
- proportionately sanction the student's conduct.
- maintain clear documentation of student behaviour that includes relevant incidents, dates, times, antecedents, and consequences. Documentation should be made within a student's pastoral care record in SEQTA.
- make sure disputed matters are fully investigated.
- allow a student a reasonable opportunity to respond to the allegation and complaint.

For any behaviour necessitating a parent interview, the staff member conducting the interview is responsible for documenting the meeting outcomes and supplying a copy to the parent/s. This should include the date, time, reason for calling the meeting, and the resolution reached.

Parents

- To support the school and staff in the promotion of positive relationships and behaviour choices of their child whilst at school.
- To acknowledge receipt of any communication by staff.

Behaviour Management Process Overview

The Behaviour Management Process consists of 5 Levels:

- Level 1: Restitution detention with the classroom teacher
- Level 2: Restitution detention with the student's Dean
- Level 3: Restitution detention with the Dean/Head of Secondary
- Level 4: Suspension with the Principal or Principal's delegate
- Level 5: Expulsion

Classroom guidelines

Identifying and Addressing Student Behaviour:

- When a student exhibits problematic behaviour, the classroom teacher should identify the behaviour and determine its severity.

Positive Behaviour	
<p>Behaviour examples:</p> <ul style="list-style-type: none"> • Being kind to others • Displaying the School Values • Displaying Positive Education character strengths • Displaying respect and partnership with students and staff • Assisting staff and peers • Following classroom rules • Helping other students with their work • Celebrating the success of others • Demonstrating a positive mindset • Completing homework to a personal high standard • Perseverance at tasks • Excellent achievement or growth • Always doing their best 	<p>Recognition:</p> <ul style="list-style-type: none"> • Student and parent notification • Commendation letter • Student of the month • House Points • Nomination for end of year Awards • End of year excursion (Adventure World)

Negative behaviour	
<p>Behaviour examples:</p> <ul style="list-style-type: none"> • Disruptive in class • Distracting the learning of others • Inappropriate/irrelevant comments made in general or to others • Rudeness to another student or staff • Low-level, but inappropriate physical contact with another student • Non-educational use of email • Non-educational laptop use • Homework not completed • Class set tasks not completed • Not prepared for class • Lateness to class • Lateness to Homeroom without a valid reason • Failure to attend the detention room (E.g., for a uniform infringement or detention) 	<p>Procedure:</p> <ul style="list-style-type: none"> • Student receives a warning • If the behaviour doesn't change – second warning • If the behaviour doesn't change – parents are notified through an email or phone call (e.g., student written warning) • The teacher will make a SEQTA entry for written warnings <p>May include:</p> <ul style="list-style-type: none"> • Verbal warning may be entered on Seqta as a teacher note • Student(s) could be asked to undertake some community service (i.e., rubbish duty or tidying a classroom)

Level 1: Restitution detention with the classroom teacher	
Behaviour examples: <ul style="list-style-type: none"> • Repeated or escalated negative behaviour • Disrespect to staff • Wilful disobedience • Not handing in or using a mobile phone during school hours • Crude language • Misuse of personal or school devices 	Procedure: <ul style="list-style-type: none"> • The issuing staff member will assign a Level 1 Restitution Detention and enter the incident into SEQTA May include: <ul style="list-style-type: none"> • A Level 1 agreement could be issued between the teacher and the student • The issuing staff member should also inform the student's parents and Dean by email or phone call

Level 2: Dean/Head of Department	
Behaviour examples: <ul style="list-style-type: none"> • Repeated or escalated negative and Level 1 behaviours • Intentionally wearing the incorrect uniform • Minor intentional damage to property • Throwing an object deemed dangerous • Deliberately disruptive • Not following safety guidelines • Repeated intentional unkindness to another student • Intentional misuse or damage to School resources • Clear refusal to follow direct instructions by a teacher (e.g., defiance) • Aggressive behaviour • Accessing inappropriate material on a laptop • Deliberately refraining from attending a Level 1 detention or detention related to uniform infringement. • Serious breaches of the School's ICT or Social Media Policies 	Procedure: <ul style="list-style-type: none"> • The student will receive a Level 2 Restitution Detention with the Dean • The student will attend the detention room for 2 days • The student will be placed on a Level 2 Dean Behaviour Management agreement, and the Dean should inform the parents through a phone call or email. A parent meeting may be scheduled May include: <ul style="list-style-type: none"> • In more serious cases, the student may be placed in an upper or lower school class for a specified period • Lesson isolation • Day isolation • Verbal or written apology from the student • The student could be monitored through a Dean/Head of Department Level 2 Behaviour Management Card

Level 3: Dean/Head of Secondary	
<p>Behaviour examples:</p> <ul style="list-style-type: none"> • Repeated or escalated negative behaviours and Level 1 – 2 behaviours • Bullying • Intentional swearing towards a member of the School community • Extremely disrespectful behaviour towards a teacher • Significant breach of health/safety • Significant breach of Student Code of Conduct 	<p>Procedure:</p> <ul style="list-style-type: none"> • The student will receive a Level 3 restitution detention with the Head of Secondary or Dean. • The student will attend the detention room during recess for 5 days • Loss of privileges and Good Standing for incursions, excursions, carnivals, or camps • The student will be placed on a Level 3 Head of Secondary Behaviour Management Agreement, and the Head of Secondary should inform the parents through a phone call or email. A parent meeting may be scheduled <p>May include:</p> <ul style="list-style-type: none"> • Internal suspension (1 to 2 days) • The student could be monitored through a Dean/Head of Department Level 3 Behaviour Management Card

Level 4: Head of Secondary/Principal	
<p>Behaviour examples:</p> <ul style="list-style-type: none"> • Repeated or escalated negative behaviours and Level 1 – 3 behaviours • Smoking or vaping on school grounds • Severe bullying • Fighting (i.e., slaps, fists, pushing in anger, etc.) • Significant breach of the Student Code of Conduct 	<p>Procedure:</p> <ul style="list-style-type: none"> • Principal's Level 4 Behaviour Management Agreement • Loss of privileges as above • Parent meeting will be scheduled <p>May include:</p> <ul style="list-style-type: none"> • Internal suspension (5 days) • External suspension (5 days) • The student will be monitored through a Head of Secondary or Principal's Level 4 Behaviour Management Card

Expulsion:

- In cases where the student fails to modify their behaviour after Level 4 intervention, engages in illegal behaviours, or brings weapons to school, Level 5 consequences will be enforced, which will lead to expulsion.

11. Repeating Levels:

- Students may be required to repeat a level multiple times at the discretion of the Landsdale Christian School Disciplinary Panel.

12. Good Standing:

Good Standing is a designation that reflects a student's current status and position within the school community. It serves as an indicator of the extent to which a student is aligning with the school's established standards and is fulfilling their responsibilities as a student in a constructive and commendable manner. Essentially, being in good standing signifies that a student is in compliance with the school's policies. Students who have Good Standing are allowed to attend all of the school's events.

This status is not permanent and can change based on a student's actions and conduct. Loss of good standing is typically prompted by a student's receipt of a Level 1 or higher, which indicates a deviation from the expected conduct and policies. A serious breach of Good Standing (i.e., from Level 3) may prevent a student from participating in school events such as incursions, excursions, carnivals, or camps.

However, it is important to note that the concept of Good Standing is not punitive in nature. Instead, it is a framework designed to provide students with opportunities for improvement and growth. Students who find themselves in a position of having lost Good Standing have the capacity to regain it by successfully completing the requisite measures or behaviours outlined in the behaviour agreement. Successfully fulfilling these requirements allows the student to transition back into Good Standing, signifying their commitment to adhering to school policies and standards.

Non-Exhaustive List of Specified Behaviours:

- Please note that this is a non-exhaustive list of specified behaviours. The specified behaviour will be made clear to the student and parents by a teacher, Dean, Head of Department, Head of Secondary or the Principal.

Disciplinary Panel Review:

- Acts and behaviours that may be characterised as atypical, severe, unpredictable, or malicious beyond the general understanding of that act or behaviour can be elevated to a level deemed sufficient by the Landsdale Christian School Secondary Disciplinary Panel.
- The Landsdale Christian School Disciplinary Panel consists of the Principal, Head of Secondary School, and the House Deans. This panel will meet only when or is required to review the situation of a disciplinary issue that does not immediately fit into one of these levels to decide on an appropriate outcome. That decision will be communicated to the student and their guardians in due course.
- Students may be required to repeat a level multiple times at the discretion of the Landsdale Christian School Disciplinary Panel.

Appendix A

Definitions:

Child Abuse: Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
2. Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:
 - a. the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b. the child has less power than another person involved in the behaviour; or
 - c. there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
 - a. psychological abuse; and
 - b. being exposed to an act of family and domestic violence.
4. Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care, or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic, or chronic.

Corporal Punishment is defined as:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.

Degrading Punishment is defined as:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment, which belittles, humiliates, denigrates, scapegoats, threatens, scares, or ridicules the child (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

Evaluation:

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