

# Student Behaviour Management

## **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 own actions and to show respect for themselves and others, for the property of others and for the environment.

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

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

## **Philosophy:**

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

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

## **Purpose:**

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.

## **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.

## Student Behaviour Management

3. Staff will implement the School Behaviour Management processes, relevant to primary school or secondary school, within their classrooms and in shared spaces.
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 to have 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. In order 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.

### PROCESS

#### PRIMARY SCHOOL

#### IN CLASS

Use a 4-point step system.

NOTE: This can be escalated up to and including step 4 at any time, depending on the extent and impact of the negative behaviour incident on the student themselves, their teacher or their classmates

- 1 – warning
- 2 – location adjustment within classroom (for the duration of the lesson)
- 3 – removal of student to buddy classroom (for a 20-minute withdrawal)  
Student should be sent with work to complete if appropriate. Student must be escorted to and from the buddy room by office staff.
- 4 - On returning to class if subsequent negative behaviours are demonstrated, a behaviour notice will be issued, resulting in a lunch break being spent in the Behaviour Learning Room under the supervision of a designated staff member.

The duration of time in the Behaviour Learning Room will be as follows:

K/P-10 minutes

1-2: 20 minutes

3-6: full break, with allowance made for time to use toilet facilities

Time in the Behaviour Learning Room will include specific reflection/discussion/instruction of the negative behaviour in relation to school values, positive behaviour choices, and changes and restoration needing to be made.

## Student Behaviour Management

Teachers may reset the 4-point step system during the day, as appropriate to the age/stage of the child involved. (Guideline: ECE – each lesson, Junior Primary – each session, Senior Primary – each day)

On receipt of a behaviour notice, parents must be notified by the teacher issuing the discipline notice.

1. Staff should follow Behaviour Management Record Guidelines when recording student behaviour.

### IN SHARED SPACES (including playground/library/chapel/toilets...)

Use a 4-point step system.

NOTE: This can be escalated up to any step, including step 4 at any time depending on the extent and impact of the negative behaviour incident on the student themselves, a staff member or other students

- 1 – warning with clear advice given regarding expectation of good behaviour  
IF NEGATIVE BEHAVIOUR IS OBSERVED AGAIN
- 2 – location adjustment (for the duration of the break), within eyeshot of the supervising duty teacher  
IF NEGATIVE BEHAVIOUR IS OBSERVED AGAIN
- 3 – removal of student to the bench (Primary School) or Detention Room (High School) for an appropriate period of time.
- 4 - On returning to the playground, if subsequent negative behaviour is demonstrated, a Behaviour Notice/Detention will be issued with, resulting in time spent in the Behaviour Learning Room for the next break time, under the supervision of the designated staff member.

The duration of time in the Behaviour Learning Room will be as follows:

- K/P-10 minutes
- 1-2: 20 minutes
- 3-6: full break, with allowance made for time to use toilet facilities

Time in the Behaviour Learning Room will include specific reflection/discussion/instruction of the negative behaviour in relation to school values, positive behaviour choices, and changes and restoration needing to be made.

The staff member issuing a Behaviour Notice, must enter the incident in SEQTA pastoral care using the discipline notice category. The staff member should ensure that the box is ticked to “Email Student’s Teachers”. On receipt of a behaviour notice, parents must be notified by the Behaviour Learning Room supervisor and an electronic copy of the discipline notice and the reflection sheet sent to parents. Parents must respond, to acknowledge receipt of an infringement notice.

### SECONDARY SCHOOL

# Student Behaviour Management

## INFRINGEMENTS

Include:

- Lateness
- Self-manangement issues (disorganised for a lesson)
- Disruptive behaviour (minor)
- Property abuse (minor)
- Disrespect of others
- Being out of uniform without a note or special permission

## PROCESS

Students will be issued a 'write-out' reflection sheet relevant to their behaviour. They will complete this during lunch time. The infringement time runs from 11.45am to 12.15pm.

Infringements will be recorded into SEQTA pastoral care by the staff member providing the infringement.

Detention Officer will check SEQTA before duty to populate list of students. The names of students with an infringement will be published on SEQTA Notices in the morning, to be announced in Home Room. They will then communicate the names of students to the first lunch duty team.

Detention Officer will acknowledge on SEQTA once an infringement has been completed and upload a copy of the completed write-out to SEQTA pastoral care. If a student refuses to complete an infringement, it must be followed up with the principal for further action.

The Detention Officer will populate a list of infringements each student has incurred per term. At the commencement of each term, the Infringement (and Detention) count will be reset to zero.

## GENERAL PROCESS for Negative Behaviour

### STEP ONE

- Issue of Behaviour Notice (Primary School) and time in Behaviour Learning Room.  
or Detention (High School) and time in the Detention Room
- Parents notified by email

### STEP TWO (may be enacted after a student has received 2 Behaviour Notices/Detentions)

- Staff member or Head of School to notify the Principal who will hold a meeting with the student to discuss the behaviour trend and consequences for subsequent behaviour difficulties.
- Parents notified by email
- Individual Behaviour Improvement Plan developed by staff

## Student Behaviour Management

- Staff member (class teacher) to engage in consultation with chaplaincy services
- Meeting between staff and parents (and chaplaincy team member where appropriate)

### **STEP THREE (may be enacted after a student has received 3 Behaviour Notices/Detentions)**

- Parents to be contacted by the Head of School and the behaviour trend discussed.
- Primary School students placed on 3-day individual Behaviour Intervention Plan. Intervention to include significant input by the school chaplaincy team. The Behaviour Intervention Plan is to be stored in SEQTA pastoral care records.
- High School students placed on a WHITE CARD, a 3-day Behaviour Management Plan. This plan can be extended in order to meet the requirements outlined in their behaviour management plan for 3 consecutive days.

### **STEP FOUR (may be enacted after a student has received 4 Behaviour Notices/Detentions)**

- Parents to be contacted by the Head of School/ Principal for a face-to-face meeting.
- Primary school students placed on a 5-day Behaviour Intervention Plan Intervention to include significant input by the school chaplaincy team. The Behaviour Intervention Plan is to be stored in SEQTA pastoral care records.
- High school students placed on YELLOW CARD, a 5-day behaviour management plan, including withdrawal at lunch times.

### **STEP FIVE (may be enacted after a student has received 5 Behaviour Notices/Detentions)**

- Principal to call a face-to-face parent meeting to discuss the behaviour.
- Primary school students placed on an out-of-school suspension for a time deemed appropriate.
- High School students placed on a RED CARD, a 5-day in-school suspension including withdrawal from classes, recess, lunch, and before and after school interactions.

### **STEP SIX (may be enacted after a student has received 6 Behaviour Notices/Detentions)**

- Principal to conduct a parent interview to discuss the behaviour.
- The situation is referred to the School Council for review of enrolment status. The School Council has the right to impose out of school suspension for up to 5 days.
- Before returning to classes, the child must agree to abide by the school's Code of Behaviour. This should include the formulation of a Behaviour Contract detailing expected future behaviour and recording the progress made.

## Student Behaviour Management

In cases of negative behaviour where other children are put at risk, the student/s should be immediately removed from contact with other children, placed in an isolated time out area and supervised by a teacher. In such cases the principal should be informed and the incident documented in the student's pastoral care record in SEQTA.

In extreme cases of negative behaviour, for example, where other children or staff members are put at risk, the Principal has the authority to immediately escalate the consequences, including that of suspension pending a parent interview, and referral to the School Council for a decision regarding the consequences to the student.

### BEHAVIOUR MANAGEMENT RECORD GUIDELINES

#### CLASSROOM AND SHARED SPACES

To ensure that records are accurate and complete, the following steps need to be taken by the teacher responsible for dealing with the behaviour.

For positive behaviour:

1. Record the student's behaviour, and response (eg. House Point/Merit Certificate) on the student's pastoral care record in SEQTA.

For negative behaviour (negative behaviour is considered to be any behaviour that does not reflect the school's values or breaks the school Code of Behaviour):

1. All incidents of a student's behaviour, beyond Steps 1 & 2 in the in-class management system, and the responsive action taken by staff, must be entered on the student's pastoral care record in SEQTA.
2. Completed individual Behaviour Management Plans (WHITE to RED card) will be entered into SEQTA pastoral care by the Head of Primary/Head of Secondary.

NOTE: Where appropriate, at the end of each term, the count of a student's Infringements/Behaviour Notices will be reset.

### 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

#### 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 an infringement notification received

#### Staff

LCS Student Behaviour Management Policy

## **Student Behaviour Management**

1. To set clear expectations and boundaries for positive behaviour of students in class and in shared spaces
2. To maintain a consistent school-wide approach when responding to positive and negative behaviour in students
3. To 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
4. For any behaviour necessitating a parent interview, the teacher/principal conducting the interview is responsible for documenting the outcomes of meeting and supplying a copy to the parent/s. This should include the date, time, reason for calling the meeting, and the resolution reached.

# Student Behaviour Management

## CODE OF BEHAVIOUR – with details

### 1. To make the school safe by not threatening or hurting anyone else

#### **Inappropriate behaviours/actions include:**

- a) Threatening
- b) Pushing
- c) Hitting
- d) Kicking
- e) Pinching
- f) Pulling hair
- g) Tackling
- h) Throwing sand at another student
- i) Biting

**(list is not exhaustive)**

### 2. To care for and respect the property of others and the school

#### **Inappropriate behaviours/actions include:**

- a) Taking property from others' desks or bags
- b) Wilful damage of the property of others
- c) Wilful damage of sports equipment
- d) Wilful damage to classroom property
- e) Wilful damage or messing of buildings or playgrounds
- f) Littering

**(list is not exhaustive)**

### 3. To cooperate with teachers

#### **Inappropriate behaviours/actions include:**

- a) Ignore teachers, directions
- b) Cheek, back chatting
- c) Telling lies
- d) Disruptive behaviour

**(list is not exhaustive)**

### 4. To speak in a polite and caring way

#### **Inappropriate behaviours/actions include:**

- a) Crude language
- b) Swearing
- c) Name calling, teasing, insulting
- d) Inappropriate gestures
- e) Spitting

**(list is not exhaustive)**

### 5. To observe the school safety rules

#### **Inappropriate behaviours/actions include:**

- a) Leaving the school playground



## Student Behaviour Management

- b) Deliberately being out of bounds  
**(list is not exhaustive)**

**6. To wear the correct school uniform**

**Inappropriate behaviours/actions include:**

- a) Wearing of disallowed jewellery, friendship bands, nail polish or makeup
- b) Out of uniform without written note from parent / guardian  
**(list is not exhaustive)**

**7. To observe appropriate eating behaviour**

**Inappropriate behaviours/actions include:**

- a) Chewing gum
- b) Throwing food  
**(list is not exhaustive)**

**8. To use technology appropriately.**

**Inappropriate behaviours/actions include:**

- a) Cyber bullying
- b) Using a mobile phone during school operational hours
- c) Accessing the internet through channels other than the school's nominated filtering service  
**(list is not exhaustive)**

# Student Behaviour Management

## CODE OF BEHAVIOUR

Students of Landsdale Christian School will abide by the following Code of Behaviour.

1. Make the school a safe place for all by not threatening or hurting anyone else
2. Care for and respect the property of others and the school
3. Cooperate with teachers
4. Speak in a polite and caring way
5. Observe the school safety rules
6. Wear the correct school uniform
7. Observe appropriate eating behaviour
8. Use technology appropriately

### **Evaluation:**

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

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Last Modified: May 2020

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Principal: L. Walker

School Council Chairperson: W. Duncan

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