



Junior School Behavioural Management Procedure

Published 6/09/2019

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Contents

Contents	2
Preamble	3
Scope	4
Context	5
Definitions.....	5
Policy.....	5
Procedures	6
Implementation	9
Contact Person.....	9
Appendix 1 - Classroom Management.....	10
Appendix 2 - Positive reinforcement Procedures in Classroom.....	9
Appendix 3 - Corrective Procedures in Classroom.....	12
Appendix 4 - Table of Awards for Achievement.....	13
Appendix 5 - Behaviour and Consequences	14
Appendix 6 - Junior School Behaviour Management Display	15
Appendix 7 - Student Code of Conduct Agreement	16

Preamble

Swan Christian College Junior School upholds its commitment to providing quality education through the consistent implementation of the Discipline Policy. This plan reflects and upholds our values and beliefs as a Christian organisation.

The policy has been developed to realise the vision of the College to 'educate, encourage and equip students for lives of faithful service to the Lordship of Jesus Christ'. This policy acknowledges that our College is made up of uniquely created individuals who together comprise a large, complex, and diverse community. Underpinning this policy is an understanding that redemption is the primary perspective of Jesus Christ to bring us into reconciliation with God. Redemption has been freely given through Christ's death and resurrection and we are justified through faith (Romans 3:24). Reconciliation is the act of restoring friendship or harmony. In 2 Corinthians 5:18, the Bible reminds us that just as we have been reconciled to God through Christ Jesus, it is our ministry to preach and model reconciliation. In a school context, reconciliation is taught to restore relationships and for students to gain an understanding of forgiveness.

Discipline is a concept that is mentioned throughout the Bible. Hebrews 12:11¹ states that discipline 'yields the peaceful fruit of righteousness to those who have been trained by it.' Baker's Dictionary of Theology adds that, "discipline implies instruction and correction, the training which improves, moulds, strengthens, and perfects character²." Discipline is future-focused, always pointing toward future acts. The purpose of discipline is to train for correction and maturity; teaching that there is a right and wrong and upholding justice and truth. Discipline always holds the child's best interests in the forefront.

The Discipline Policy promotes preventative and corrective strategies that are responsive to individual student needs to create and maintain an optimum learning community. Swan Christian College Junior School sustains that the purpose of this plan is to promote positive behaviours and provide explicit expectations to ensure a safe, Christ-centred learning environment. The capacity for personal obedience and self-discipline is an essential element of a blessed life and the College works with parents and guardians to encourage students to demonstrate and develop social and moral responsibilities that glorify God. In addition, like any other learning area in the school, social responsibility and appropriate behaviour are necessary skills for students to develop in order to experience success in school, social contexts and in the future.

Scope

This procedure covers all students from Kindergarten to Year 6 of Swan Christian College.

¹ Hebrews 12:11, *English Standard Version*

² Everett F. Harrison (Editor-in-Chief), *Baker's Dictionary of Theology* (Grand Rapids, Michigan: Baker Book House, 1969), 167.

Context

The Biblical Framework developed by core members of staff and based on the College's Seven Pillars, underpin the Behaviour Management document.

Swan Christian College may, from time to time, review and update this policy to take account of changes to the College's operations and practices and to make sure it remains appropriate to the changing legal and school environment.

This policy should be read in conjunction with

[SCEA Behaviour Management Policy and Guidelines](#)

[SCEA Student Discipline Policy](#)

[SCC Good Standing Policy](#)

[SCC Student Code of Conduct Agreement](#)

Definitions

Positive Reinforcement is the process of encouraging or establishing a pattern of behaviour by recognising positive choices of behaviour.

Proactive Measures are preventive actions taken to decrease the likelihood of an incident occurring and support students to make positive choices.

Corrective Procedures the process of correcting behaviours through discipline and reflection to prevent recurrence and restore relationship.

Rethink is an example of a corrective procedure where the student completes a reflection exercise guided by the Coordinators or Deputy Head of Junior School

Procedures

Establishing Behaviour Expectations

At Swan Christian College, there are many ways in which the staff teach and establish the behaviour expectations of students in the Junior School. These include:

- Discussing, creating and agreeing to a set of positive classroom rules in each class at the start of each year
- Explicit teaching of behaviour expectations
- Consistent approaches and follow-up of school rules
- Modelling expected behaviours and using role play to teach younger students

- Displaying school rules clearly
- Appropriate consequences for not meeting expected behaviour
- Consistent affirmation systems
- Explaining why behaviour is expected and communicating consequences associated with actions
- Teaching and reinforcing the school's values at assemblies
- Teaching of Biblical values.

Positive Reinforcement

Staff utilise a wide range of positive reinforcement strategies to support and reflect our positive school culture, including:

- Verbal encouragement (focused on effort not 'self')
- House points
- Displaying work
- Visit with the Head or Deputy Head to celebrate achievements
- Communication with parents to celebrate student success
- Announcements in assemblies
- Articles in the College's newsletter and on the app
- Whole class rewards
- Value Certificates in Education Team assemblies
- End of year awards for academic, achievement and citizenship
- Head of Junior School Award

Proactive Measures

In the Junior School, we use a range of proactive strategies to establish a supportive environment for the students where learning is optimised. Teachers draw from a range of strategies, including:

- Layout of the classroom (considering needs, class size, resources)
- Programming based on sound pedagogy
- Structured days and lessons
- Carefully selected seating plans
- Positive interaction with students
- Resourcing appropriate and helpful materials to help support learning/behaviour

- Identifying triggers and implementing plans that focus on minimising the trigger
- Discussions with parents and support staff
- Teaching techniques, styles and behaviour strategies that are effective.

At the commencement of each year, or term, when new students commence, whole school rules and expectations are communicated to students. Within the classrooms, rules are to be established within the boundaries of the age group. The rules will be positively stated, taught explicitly and be displayed in a highly visible position within the classroom.

Corrective Procedures

When implementing corrective strategies, the aim is to support students to modify their behaviour with as little disruption to their learning and that of others. Students are guided to reflect on their choices and the impact the behaviour has on the school culture or members in the school community. For this reason, students who have displayed persistent or significant misbehaviour are asked to complete a reflection activity. During this activity, staff may assist students in understanding the impact and consequence of their behaviour, discussing more appropriate choices and discovering opportunities for restoration to occur.

The teacher may ask the following questions of the student:

- What rule/s are you having trouble following?
- What behaviour choices have you made which have resulted in (consequence)?
- How has this affected others?
- What will you do to change your behaviour so you can abide by the rules?
- What can you do to restore your relationships?
- How can I help you?

While there is no set response to student behaviour (e.g. Behaviour A = Consequence A) due to individual student needs, it is necessary to recognise that some behaviours have a greater impact than others and that the consequence should reflect this. [Appendix 5 – Table A](#) outlines examples of classroom behaviour at various levels and general consequences that can be implemented.

Playground Rules

In the Junior School, we have three playground rules that reflect the College's values of Spirituality, Integrity, Respect and Excellence. Posters are displayed in each classroom and playground area to serve as reminders for the whole school community of the positive behaviours the Junior School values.

We are safe

- We wear a hat
- We walk on pavements
- We stay in the designated areas

We show respect

- We put rubbish in the bin
- We line up quickly and quietly
- We put equipment away

We are kind

- We include others in our play
- We play and speak nicely
- We give others the space they need

In the situation where a student does not make positive choices to follow the playground rules, they may be issued a consequence that is appropriate to the nature and level of the demonstrated behaviour. [Appendix 5 – Table B](#) outlines examples of playground behaviour at various levels and general consequences that can be implemented.

Assembly Rules

In formal assemblies, students follow the CARE model. Students are reminded of the CARE model regularly and ASLAN (sign language) is incorporated as a non-verbal cue of expected behaviour.

Come in quietly

Awareness of ourselves and others

Respect

Exit quietly

Implementation

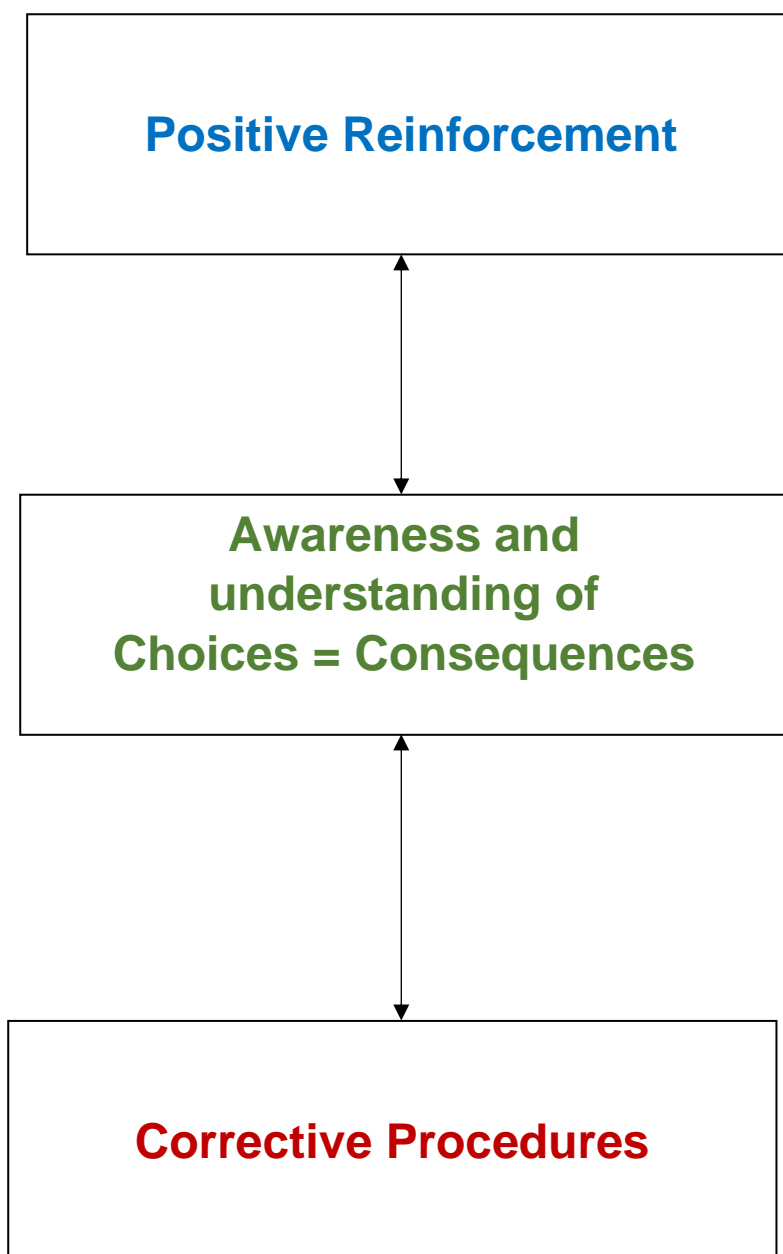
We value support from all stakeholders for the school rules to be implemented, understood and respected. The rules are communicated with students at Junior School and Education Team Assemblies and awards are given for consistent demonstration of compliance and promotion of the School's rules and values. In addition, all staff members model, teach and demonstrate these actions both implicitly and explicitly.

Contact Person

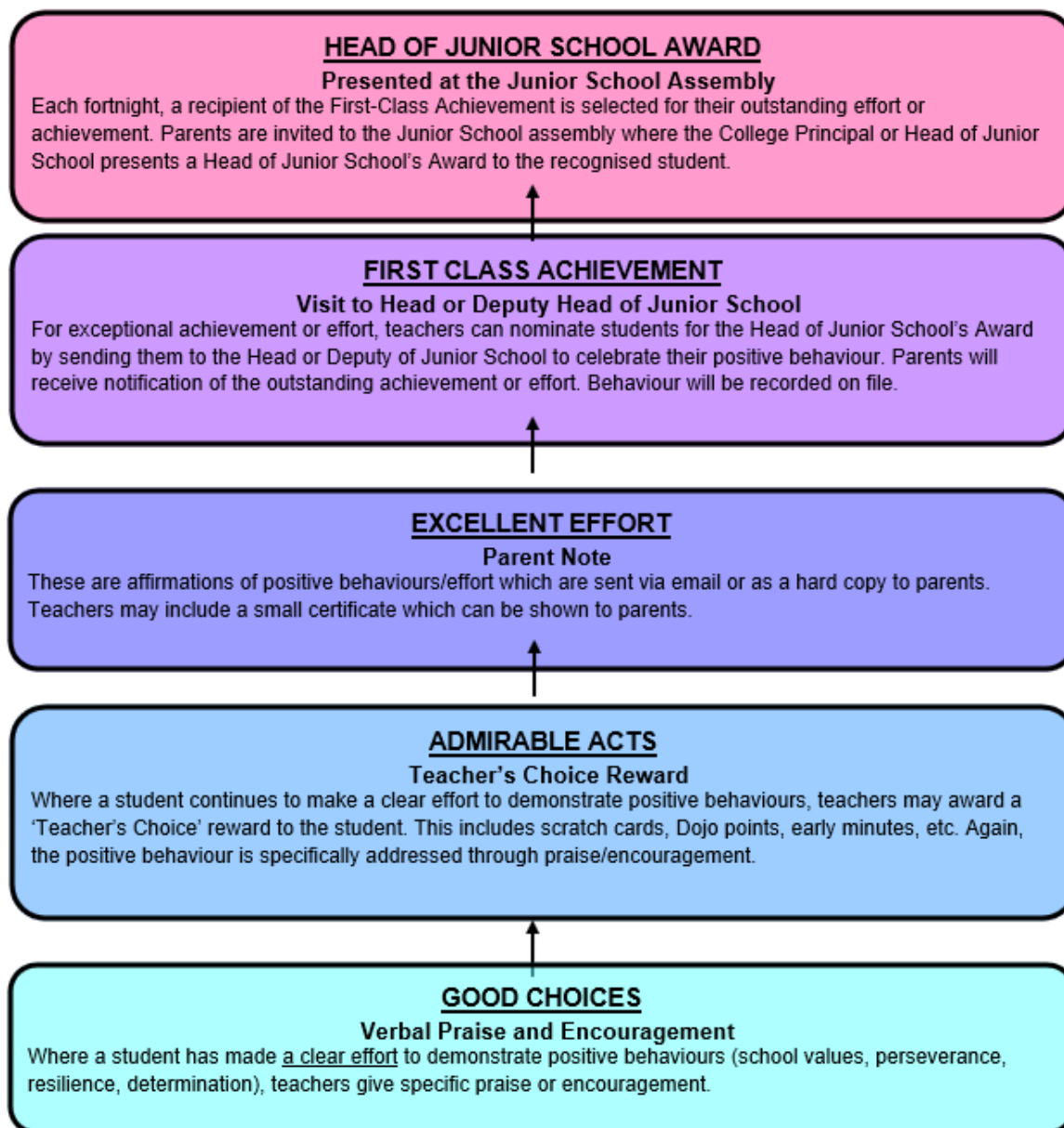
Deputy Head of Junior School, Head of Junior School

Appendix 1 – Classroom Management

Figure 1.1 Summary of Behaviour Management Procedures used by teachers in the Junior School



Appendix 2 - Positive Reinforcement Procedures in the Classroom



Appendix 3 - Corrective Procedures in the Classroom

MY CHOICE

Proactive and Preventative Strategies

Students begin each day with a reminder that they are responsible for their behaviour and that every behaviour choice has a consequence, whether positive or negative. Teachers draw upon a range of proactive behaviour management strategies such as developing classroom rules, seating plans, proximity, non-verbal cues, etc.

GET BACK ON TRACK

Reminder

The student will be given a verbal reminder of the school rule. If misbehaviour continues, a visual cue and/or reminder of correct behaviour is given. The behaviour choices and associated consequences are explained to the student.

THINK ABOUT IT

Thinking Time

The student is asked to sit in a designated space to have thinking time for a few minutes. The teacher speaks to the student and provides counselling. The student will be invited to re-join the group when s/he commits to making better choices and an opportunity to make amends has occurred.

TIME OUT

Buddy Support Class

The student is placed in another classroom for a period of time. The student completes assigned class work set by the teacher (this may include a reflection sheet). Behaviour is recorded on file. The student will re-enter class after meeting with the class teacher, discussing ways to improve behaviour and making amends.

PARENT CONTACT

Rethink

In instances where inappropriate behaviour continues, or severe behaviour occurs, the student spends a designated time in Rethink where a reflection exercise is completed. For Years 1-6 this occurs during lunch time and is monitored by the Coordinators and Deputy Head. The reflection is discussed with Coordinator/ Deputy Head. For Years 1-6 the student returns the reflection form to his or her class teacher where it is stored in a file. For K-PP, teachers use best practice to determine where the student is placed. Parents are informed and the behaviour is recorded.

LEADERSHIP REFERRAL

For severe or regular misbehaviour, the student is referred to the Deputy or Head of Junior School. At this stage, several options may occur, including the writing and implementation of an Individual Behaviour Plan, meeting with parents, or an in-school or out-of-school suspension.

Appendix 4 - Table of Awards for Achievement

<p>Parent Notes</p> <p>Parent notes are affirmations of positive behaviours/ effort written by the teacher and sent home via email, through SEQTA or as a hard copy.</p>	<ul style="list-style-type: none"> • Notes outline the achievement and celebrate student success • These are typically incorporated into the positive classroom behaviour system • Parent Notes can be given by any teacher/ member of the administration team who has recognised a student worthy of receiving praise
<p>End of year awards</p>	<ul style="list-style-type: none"> • Awards and acknowledges achievement made by students in a public forum • Awards can be given for academic, citizenship or achievement • Parents are invited to attend the Awards Assembly (PP-Y4) or Awards Night (Y5-6) • A formal certificate is presented to each student
<p>Values certificates</p> <p>At Swan Christian College Junior School, we believe in recognising students who consistently demonstrate the school's values of Spirituality, Integrity, Respect and Excellence</p>	<ul style="list-style-type: none"> • Classroom teachers use Education Team assemblies to acknowledge up to three students for their demonstration of one of the school's values • Awards are given based on the College values: Spirituality, Integrity, respect and Excellence
<p>Head of Junior School Awards</p> <p>For exceptional achievement or effort. Teachers can nominate students by sending them to the Head or Deputy Head of Junior School.</p>	<ul style="list-style-type: none"> • Very significant and distinguished awards for excellence • Teachers send students to the HOJS or DHOJS to share their work. The D/HOJS will choose one or two students to receive the Award; these will be presented at the Junior School Friday assemblies • Parents are invited to attend the assembly • A formal certificate is presented to the student
<p>Special Awards</p> <p>For outstanding achievement in a school cultural activity. This could include clubs, music ensembles, interschool competitions, etc. Nominated by external staff or staff responsible for the activity.</p>	<ul style="list-style-type: none"> • Whole group/ individual acknowledgement of participation in a school activity or competition • Completed by the teacher responsible for the group/ activity and handed in to administration staff • Parents are invited to attend the assembly • If given to a class, the class can stand and be acknowledged for their achievement and a representative can be sent to the stage to collect the award
<p>House Points</p>	<ul style="list-style-type: none"> • Students represent one of the five house factions: Bell, Mungulu, Kennedy, Shenton or Bennett. • Students can earn house points for their faction across the term for positive behaviour choices • The points are collected throughout the term and go towards the end semester total (added to points from carnivals) • At the end of each semester, a reward will be offered to students in the leading faction. • Students must have a record of positive behaviour choices to partake in the reward

Appendix 5 – Behaviour and Consequences

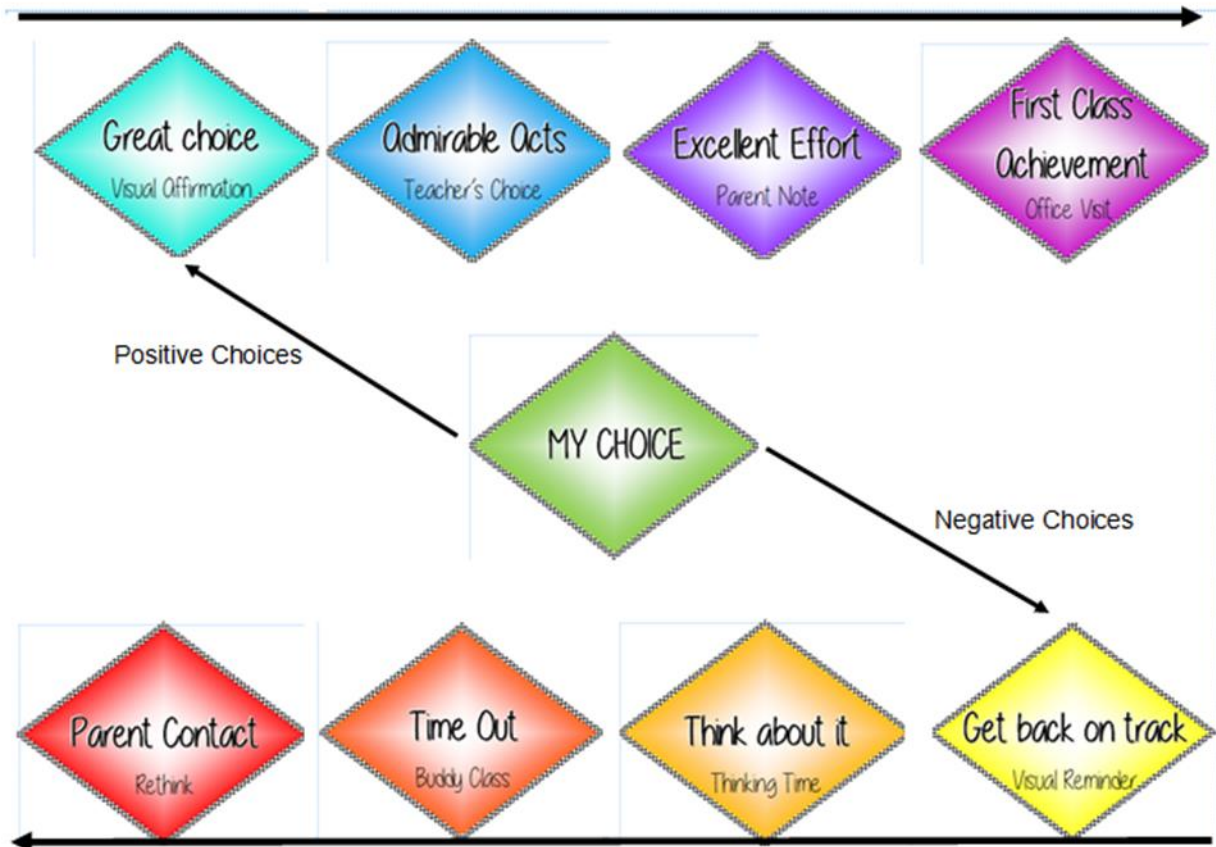
Table A - Classroom Consequences

	Low Level	Medium Level	Severe Level
Behaviours	Using equipment carelessly Leaving lunch box/bag out Not wearing a hat Taking someone's hat Calling names, negative comments Not eating lunch Running on paths Excluding others from play Uniform Out of bounds Littering Eating while moving around	Pushing Disrespecting school property Repeatedly excluding others Persistent low-level behaviour Spitting on others Rough play Deliberate disobedience Swearing (as a response to something but not used to name call) Using iPad before and after school	Physical assault Vandalism Verbal assault (explicit language aimed at another person) Bullying
Consequences	Verbal reminder Resolve the problem	Time out / bench time Walk with duty teacher for a time Possible Rethink Recorded on SEQTA	Rethink or possible suspension Loss of privilege Parents contacted Recorded on SEQTA Leadership referral which may result in further consequences

Table B – Playground Consequences

	Low Level	Medium Level	Significant Level
Behaviours	Using equipment carelessly Leaving lunch box/bag out Not wearing a hat Taking someone's hat Calling names, negative comments Not eating lunch Running on paths Excluding others from play Uniform/ shoes off in wrong area Out of bounds Littering Eating while moving around	Pushing Disrespecting school property Repeatedly excluding others Persistent low-level behaviour Spitting on others Rough play Deliberate disobedience Swearing (as a response to something but not used to name call) Using iPad before/after school	Physical assault Vandalism Verbal assault (explicit language aimed at another person) Bullying
Consequences	Verbal reminder Resolve the problem	Time out / bench time Walk with duty teacher for a time Possible Rethink Recorded on SEQTA	Rethink or possible suspension Loss of privilege Parents contacted Recorded on SEQTA Leadership referral

Appendix 6 - Swan Christian College Junior School's Behaviour Management Display



Appendix 6 – Student Code of Conduct



Student Code of Conduct

Code of Conduct

At Swan Christian College we expect students to uphold an agreed consistent set of values and virtues, whilst striving towards strong progression in their learning. This Student Code of Conduct sets out Swan Christian Colleges expectations of students with respect to their academic and personal conduct.

The focus of our College is to continuously improve the learning culture right across the school community. Life at the College focuses on students developing and experiencing challenge and growth which is fundamental to who we become and the character we develop. At Swan Christian College we seek to show characteristics of Spirituality, Integrity, Respect and Excellence as we believe this is an invaluable and integral part of a quality learning culture both in and out of the classroom.

The Code of Conduct is about creating a positive environment where people are kind and respectful to one another. It is a commitment we expect students to make to create a culture of which we are proud, one where we seek the best interests of each other over ourselves and one where each person feels safe and belongs. As members of the school community all students are expected to strive towards consistently upholding this code of conduct and can expect to consistently be held accountable for their actions.

As a member of the student body at Swan Christian College, I will:

- actively engage and learn within my classes, upholding the rules of the classroom whilst demonstrating the utmost respect for my teacher and fellow students;
- demonstrate respect towards the Christian ethos of the College;
- respect all individuals within the College, demonstrating kindness in all I do by seeking to serve others above myself;
- demonstrate integrity through being truthful and honest in everything;
- show appreciation to my teachers and all members of staff, by displaying gratitude;
- smile and greet our fellow students and staff as we transition through the day and enter classrooms/zoom room;
- respect and care for ones own property and that of others;
- be positive in my language, speaking to build each other up and not to tear anyone down;
- protect myself and others both physically and emotionally, including taking action as a bystander;
- demonstrate pride in the school and positively promote it to the wider community;
- respect the grounds and uphold the College uniform policy, Swanonline students should liaise with the Head of Swanonline when attending the College or College events;
- respect people's physical, social and emotional space; and
- uphold the College rules and abide by the law at all times.

Student Signature

Date Signed