



Behaviour Management Policy

POLICY DATES: JOHN CALVIN SCHOOL BEHAVIOUR MANAGEMENT POLICY			
Formulated	14 June 2018		
Implemented	14 June 2018	Reviewed	November 2025
Next Review Due	JUNE 2028		
POLICY AUTHORISATION			
Principal	Daniel Coote	Signature	
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1. Rationale

Biblical rationale

The school exists as a caring Christian community that aims to nurture and develop the talents of each of its students within a secure and disciplined environment.

Christ instructs his followers in Matthew to

“Love the Lord your God with all your heart, with all your soul and with all your mind (and to), love your neighbour as yourself.”
Matt 22: 37 – 39.

This is the guiding principle on which we base the need for a school behaviour management policy. Behaviour management involves a flexible set of guidelines relating to an awareness of the behavioural expectations of the school community, the consequences of that behaviour and responsibility towards God, self and others.

The behaviour management strategies should be clear, fair and consistent across the school. Ephesians 6:4 teaches *... do not exasperate the children, instead bring them up in the training and instruction of the Lord*”. In order to develop a positive environment in which to nurture appropriate behaviour, it would be helpful to recall John’s words *“Everyone who believes that Jesus is the Christ is born of God and everyone who loves the father, loves his child as well (1 John 5:1)*. Both staff and students need to keep this in mind since harmony is a reflection of God's created order.

Paul instructs us to *“submit to one another out of reverence for Christ”* (Ephesians 5:21). We are unable to do this of ourselves; therefore, the school should provide an environment conducive to the Holy Spirit’s work in us. *“Do you not know that your body is a temple of the Holy Spirit who is in you?”* (1 Cor 6:19) A behaviour management plan should facilitate the development of respect for others and for self as image bearers of Christ.

Students should be encouraged to develop responsibility for their own actions within a caring Christian community. Further, the writer of Proverbs reminds us that the fear of the Lord is the beginning of wisdom, but fools despise wisdom and discipline (Proverbs 1:7). Students need to be trained in reflecting their position as children of the covenant. This incorporates a development of self-disciplined individuals who understand the consequences of their behaviours and are able to make appropriate decisions regarding their conduct.

Finally, *“whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks to God the Father through him.”* Colossians 3: 17

God's law, the Ten Commandments, provides guidance for the relationship between God and mankind, and for the relationships between people. This law highlights the relational nature of man's existence, and therefore the central role our relationships do play and should play in nurturing students towards appropriate conduct.

1. "I am the Lord your God, who brought you out of the land of Egypt, out of the house of slavery. "You shall have no other gods before^[a] me.
2. "You shall not make for yourself a carved image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth. ⁵ You shall not bow down to them or serve them, for I the Lord your God am a jealous God, visiting the iniquity of the fathers on the children to the third and fourth generation of those who hate me, ⁶ but showing steadfast love to thousands^[b] of those who love me and keep my commandments.
3. "You shall not take the name of the Lord your God in vain, for the Lord will not hold him guiltless who takes his name in vain.
4. "Remember the Sabbath day, to keep it holy. ⁹ Six days you shall labor, and do all your work, ¹⁰ but the seventh day is a Sabbath to the Lord your God. On it you shall not do any work, you, or your son, or your daughter, your male servant, or your female servant, or your livestock, or the sojourner who is within your gates. ¹¹ For in six days the Lord made the heavens and the earth, the sea, and all that is in them, and rested on the seventh day. Therefore the Lord blessed the Sabbath day and made it holy.
5. "Honor your father and your mother, that your days may be long in the land that the Lord your God is giving you.
6. "You shall not murder.
7. "You shall not commit adultery.
8. "You shall not steal.
9. "You shall not bear false witness against your neighbor.
10. "You shall not covet your neighbor's house; you shall not covet your neighbor's wife, or his male servant, or his female servant, or his ox, or his donkey, or anything that is your neighbor's."

National Principles for Child Safe Organisations and Tasmanian Child and Youth Safe Standards

The school has a responsibility to ensure a safe learning community for all, and therefore strives to uphold the *National Principles for Child Safe Organisations* as they are expressed in the *Tasmanian Child and Youth Safe Standards*, also as they apply to managing student behaviour including interactions between students (peer to peer).

Guiding Principles:

- promote the safety and wellbeing of children and young people; and
- prevent abuse and harm to children and young people.

Universal Principle:

- Organisations must provide an environment that ensures the right to Cultural Safety of Aboriginal or Torres Strait Islander children.
 - Cultural safety can be understood as an environment or relationship where:
 - Aboriginal and Torres Strait Islander children and young people feel safe to be themselves
 - their Aboriginality is respected
 - their sense of self and identity is nurtured and encouraged.

National Principles for Child safe Organisations:

1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is upheld and diverse needs respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
6. Processes to respond to complaints and concerns are child focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
9. Implementation of the national child safe principles is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

<https://oir.tas.gov.au/about/child-and-youth-safe-standards>

<https://chilsafe.humanrights.gov.au/>

2. Definition of Terms

Behaviour management:

An overall approach to eliciting appropriate behaviour at all times to facilitate learning and promote safety and well-being for all.

Rights:

Rights are people's entitlements. They must be met to ensure quality teaching and learning, safety and well-being.

Responsibilities:

Everyone has a duty towards those with whom they interact.

Consequences:

Consequences are a result of behaviour. They can be positive consequences for a desirable behaviour or negative consequences for inappropriate behaviour.

Punishment:

To discourage repetition of inappropriate behaviour, negative consequences are applied. Punishment must not include any form of child abuse, corporal punishment or actions that threaten or humiliate a child.

Discipline:

The establishment, maintenance and restoration of order. Discipline must not include any form of child abuse, corporal punishment or actions that threaten or humiliate a child.

3. Approach to behaviour management

Since the fall into sin, man lives in a broken world characterised by sinful behaviour. Genesis 6:5 teaches us that every inclination of the thoughts of man's heart is only evil all the time. Both students and staff are sinful creatures. Consequently, students can be expected to misbehave, and a lack of harmony will inevitably result. However, since we are all renewed in Christ, as members of the one body we must reflect this oneness in our school practices.

JCS utilises a three-phase approach to behaviour management:

i. Preventative

The first and most important step in behaviour management is the establishment of a school and classroom environment that is safe, nurturing and conducive to learning. A teacher who is fully prepared with knowledge and materials and knows her students' needs minimises the potential for misbehaviour.

Relational aspect: The establishment of healthy and safe relationships is critical to understanding students, their needs, and the potential causes of their behaviour.

Establishing expectations and climate/culture:

At the beginning of each year, or when a new teacher begins work with a class, the need and reasons for good order (rules) must be discussed with the students:

- the requirement to submit to the authority of the teacher for God's sake.
- the need for the classroom to be maintained as a safe place where learning takes place.
- the protection of the person and property of the neighbour, as well as the property of the school.

Together with the students, the class teacher shall build understanding of class and school rules based on the Student Code of Conduct. The Student Code of Conduct should be on display in each classroom, and school expectations should be visible and referred to regularly.

In the classroom

The essential foundation of the Behaviour Management Policy at John Calvin School is the development of a positive Christ-centred classroom environment. To facilitate this, the following principles are to be applied and prioritized by all teachers and staff:

- Get to know your students well;
- Value and respect all students;
- Seek to engage all students they teach;
- Apply the rules of basic courtesy as part of all classroom interactions;
- Create a program that supports detailed preparation and delivery of lessons;
- Appreciate the different needs, personalities and learning styles of each student;
- Consistently apply classroom rules and routines;
- Be consistent when applying consequences;
- Facilitate an organised classroom environment;
- Model a sense of enthusiasm for learning;
- Seek to praise and encourage students at every opportunity;
- Set an example in dress and appearance;
- Ensure they model Christ at all times in speech and demeanour.

In the playground

The playground environment should be an area where positive social interaction between staff/students and students/students is fostered. The playground is defined as those areas outside the classrooms and administrative areas but still within the school boundaries. This excludes all

areas deemed to be out of bounds. Staff assigned to playground duty will ensure the playground is:

- a safe environment for the enjoyment of all;
- a clean, hygienic and tidy environment;
- a place where all students have equal opportunity for social and physical interaction;
- a place where people's property is respected.

Out of the school

Activities and events undertaken outside of school grounds (eg sporting events, camps, excursions, tours, bike riding, hikes) may require a suitable and appropriate Behaviour Management Plan to be developed and approved prior to their commencement. Such plans should include a clear process for managing and dealing with negative behaviour and an outline of the consequences to be administered. These planning documents need to be approved by the appropriate Team Facilitator or Principal.

ii. Proactive & Corrective

The proactive approach accepts that students will misbehave and involves strategies to minimise the disruptive effect of that misbehaviour. These strategies should be as low key and unobtrusive as possible. Strategies including gesture, eye contact, non-verbal communication, redirection, proximity and pause can also be utilised at this stage. Students will be reminded of the code of conduct as often as necessary.

Instructions given to the children must be clearly stated in behavioural terms. (e.g. "sit down and stop talking" rather than "behave yourself").

However, low key responses if used too frequently or for severe misbehaviour may be inappropriate. For severe or repeated misbehaviour, a more formal approach is necessary. Consequences for infractions will be clearly spelled out and consistently enforced. There should be an increasing scale of consequences for repeated infractions (see 6. Behaviour levels and response guidelines, pg 22).

iii. Supportive and restorative

A supportive approach to behaviour management has as its aim to employ support for the student and the teacher/staff member. It provides an outlet and assistance for serious or repeat misbehaviour. It may take the form of timeouts, contracts and suspension both in and out of school. Other stakeholders in the child's education have an important role to play in assisting the student to take responsibility for their actions and developing a plan to assist them back to appropriate behaviour. The student needs to take an active part in this process.

At all stages of behavior management, the school holds as imperative, the relationship between individuals. Restorative practice is to be utilised to bring parties of an incident to a realisation of their role and to a desire to make restoration and repair harm. School staff will be trained to use restorative practices at all levels of behavior management to protect and repair relationships, and help students develop greater self-awareness and self-management skills.

In the event of repeated or continued infractions of the classroom rules, or other disruptive behaviour, the teacher shall discuss the matter with the principal and formulate a specific intervention plan for the purpose of changing the behaviour pattern of the student. The parents of the student should be kept informed, and their support and assistance sought.

In the event of conflict between students, or behaviour which in itself violates the norms of God's law (such as lying, stealing or fighting), the teacher shall make every effort to ensure that the students resolve the matter between themselves, and that proper acknowledgement of and apologies for wrongs are offered and accepted.

In the event of serious misbehaviour or disruption (such as abusing the teacher, physical attacks on other students, or deliberate defiance) the student will be asked to stop the inappropriate action in clear terms e.g. 'Put the ____ down' , 'Stop hitting'. Other students may need to be escorted from the classroom for their safety. The matter will be dealt with by the principal or senior staff member immediately.

4. Code of Conduct

We seek to uphold the school's core values of sincerity, stewardship and service.

Sincerity

- We are sincere in our Christian faith.
- We acknowledge our sinfulness and embrace the work of the Holy Spirit in us.
- We deal with one another with love, respect and humility as Jesus teaches us.
- We encourage open and honest communication.

Stewardship

- We live in thankfulness for God's gifts.
- We pursue excellence in the use of our God-given resources.
- We actively pursue growth in all aspects of faith and life.
- We support others to be their best.

Service

- We strive to serve God with our whole heart, soul, mind and strength.
- We offer our talents, firstly to the service of God, and then to the service of others.
- We will serve local and global communities with commitment and discernment.

At the heart of our student code of conduct is the desire to live Christlike, God-honouring lives that bless others. Therefore:

- We treat all people with dignity and respect as image bearers of Jesus Christ.
- We show self-control in all our actions, including our speech.
- We always avoid bad or rough language and unwholesome talk.
- We use our manners and always show courtesy.
- We seek to benefit others and promote our neighbours good, avoiding hurt and harm.
- We are good stewards of our resources (property, time and abilities) and the resources of others, including the school's.
- We are sensitive to the privacy and feelings of others and won't get involved in things that are not our business, accepting it when people respectfully advise us of such.
- We support others to be their best, actively helping them to grow and improve.
- We will humbly follow all reasonable directions of staff and leaders and seek to avoid unnecessary conflict.
- We will actively pursue peace and submit to school leader directions for resolving conflict.
- We will advise a trusted adult either at school or outside school who can help us if we have any conduct issues.

In speaking with students about their conduct, staff will make it clear what the expectations are and how the student has not met the expectations.

Staff will ensure they deal with matters with procedural fairness, allowing students to share their perspective and getting both sides of the story before

making conclusions. Some preliminary action may be required to give the staff member time to collect further information or speak to more people.

Procedural fairness involves:

- Know what the rules are and what behaviour is expected of students
- Have decisions determined by a reasonable and unbiased person
- Know the allegations that have been made and be provided with an opportunity to respond to them
- Be heard before a decision is made
- Have a decision reviewed and be made aware of the review process

5. Expectations / Rights and Responsibilities

At JCS we have the following expectations for student conduct.

Arriving at school	
Primary	Secondary
<ul style="list-style-type: none"> • Head around the back, place bag down neatly and play until classroom opens (8:30am). • Enter classroom calmly when teacher opens door. • Place bag in the provided space (hook or shelf). • Return outside to play or engage in classroom quiet activities. 	<ul style="list-style-type: none"> • Place bag in locker. • Head out the back to interact until music plays.
Lining up and entering a classroom	
Primary	Secondary
<ul style="list-style-type: none"> • Recess finishes after the music, at the first bell. • Teachers need to ensure that they are back to class by the first bell. • Students should proceed to the toilet, then to the classroom according to the expectations set by the teacher. • Enter quietly and await further instruction. 	<ul style="list-style-type: none"> • Recess finishes after the music, at the first bell. • Teachers need to ensure that they are back to class by the first bell. • Students need to prioritize going to toilet and fill water bottle when music starts. • Quietly line up on the sides of the corridor, leaving space for the door to open and people to walk through. • When invited by the teacher, enter quietly to your

	desk/workstation and await further instruction. <ul style="list-style-type: none"> • Do not open your laptop.
Toilets	
<ul style="list-style-type: none"> • Go to toilet during recess / lunch recess or in scheduled toilet breaks. • Walk in and out the toilets. • Toilets are quiet, private spaces – no noise or play • No misuse of toilet/cubical/urinal. • Respect the direction of any teacher-nominated toilet monitor. 	
Leaving the classroom	
<ul style="list-style-type: none"> • K-2 students need to be accompanied by an adult when moving from classrooms to another space when out of line of sight – eg the office • Students should ask for permission to leave a classroom, or use an established class practice for doing so. • All students should move around the grounds safely and promptly, especially during class times. • Respect others in learning spaces by moving around the school quietly, particularly when inside. 	
Adults talking to each other in class:	
<ul style="list-style-type: none"> • Continue with work otherwise quietly whisper to a partner nearby. • Do not interrupt/butt-in unless they have been addressed. • Adults will try to talk quietly to minimise disruptions (consider privacy) 	
Finishing a class	
Primary	Secondary
<ul style="list-style-type: none"> • Listen carefully to your teacher's instructions for packing up and getting ready for a break. • Ensure your desk or area is tidy ready for the next learning block • Wait to be dismissed by your teacher. • Exit calmly and safely, walking. 	<ul style="list-style-type: none"> • Wait to be dismissed by your teacher • Collect all of your belongings, stand up and push your chair in. • Leave the room tidy and move out in a quiet and orderly manner. • Collect any materials from your locker, and go to the toilet if needed. • Move to your classroom quickly and quietly • Wait outside the next classroom for your teacher to invite you in.
Assembly	
<ul style="list-style-type: none"> • Quietly enter the room and follow directions to your allocated seating. • Wait patiently and quietly. • Watch for the 'hand up' signal to indicate the start, and respond promptly. • Refrain from talking between items. • Wait quietly at the conclusion for directions on when to move out. 	

Library	
<ul style="list-style-type: none"> • Wash hands ensuring that they are clean (allergies). • Quiet voices only • No running. • Show respect to the librarians – greeting them • Use book marker when searching for books. • Listen respectfully to the staff/library directions. • Students are to keep shelves tidy when taking and replacing books. 	
Fidget Tools and Toys	
<ul style="list-style-type: none"> • Only allowed if there is an explicit letter from parents or if it is included in their documented plan. • Non-intrusive/disruptive tools required. • Students to use tools in a non-intrusive/disruptive manner. • No toys permitted in the classroom, unless with express permission from the teacher. • Toys must be kept in their schoolbags (except during recess/teacher's discretion). 	
Break times / on the playground:	
Primary	Secondary
<p>Abide by the following guiding principles:</p> <ul style="list-style-type: none"> • Respect: <ul style="list-style-type: none"> ○ Treat all students and adults with respect ○ Listen to and respect the opinions of others ○ Respect the school environment ○ Be positive • Relationships: <ul style="list-style-type: none"> ○ Include others ○ Take care of others ○ Use kind words ○ Have fun • Responsibility: <ul style="list-style-type: none"> ○ Play safely and fairly ○ Observe boundaries ○ Keep hands and feet to self ○ Take care of equipment. 	<ul style="list-style-type: none"> • Use spaces and equipment for what they are designed for • Show care for others and spaces • Clean up after yourself and put equipment back where it belongs. • One person to a swing, with bottom on swing seat. • Don't go past the front playground bollards • If you break something, tell the duty teacher • Keep your hands and feet to yourselves (hands-off). • Don't climb the gym walls or trees/shrubs.
Lunch Eating	
Primary	Secondary
<ul style="list-style-type: none"> • Students must wash their hands prior to eating. 	<ul style="list-style-type: none"> • Secondary students can use lunch resources in the kitchen on

<ul style="list-style-type: none"> • Go to the toilet before sitting down. • Find a spot to sit in the designated area. • Stay seated at your chosen spot until the bell goes (or if weather changes and are required to move). 	<p>designated days, between 12:00-12:15pm</p> <ul style="list-style-type: none"> • Kitchen must be left clean and tidy each time or the privilege may be revoked. • Duty teacher to check at 12:15.
End of day	
Primary	Secondary
<ul style="list-style-type: none"> • Stick to the designated walkways around and through the carpark. • Kinder and Prep students to be supervised by teacher and escorted to parents and those waiting in cars. • Sit down in the designated area until your transport arrives. • Wait for the car to stop before approaching. 	<ul style="list-style-type: none"> • Return the class to its standard set up and stack chairs (no higher than 8 high) • Advise your supervising teacher if you need to: <ul style="list-style-type: none"> ◦ Catch a bus ◦ Leave early for any other reason • Move promptly to the bus if required (you will be released at 2:55pm) • Wait quietly until you are called or released by the supervising teacher. • Move carefully through the school and use designated pathways around the perimeter of the carpark. • Do not use your mobile phone until out of the school building.
In Class Expectations	
Primary	Secondary
During the lessons	
<ul style="list-style-type: none"> • Hands up to share/answer questions • Teachers to use active, cooperative approaches where possible • Classrooms are a walking only space. 	<ul style="list-style-type: none"> • Prepare necessary materials for that class and sit quietly for teacher direction. <ul style="list-style-type: none"> ◦ Only open your laptop when the teacher advises you to. • If a set seating plan has been established, sit in your designated place. <ul style="list-style-type: none"> ◦ Do not ask the teacher about it, they will tell you if they want the seating plan changed.

	<ul style="list-style-type: none"> • Remain in your seat unless approved by the teacher to move. • Ask if you need to leave the room, including for toilet breaks. • Hands up to share/answer questions • Respect others who have been asked to speak and listen carefully. • Pay attention to all teacher directions and put your hand up if something is unclear.
Listening behaviours	
<ul style="list-style-type: none"> • Eyes on the teacher or student speaking • Sitting safely • Brain awake – stay focused (Be an active listener) 	
Work standard	
<ul style="list-style-type: none"> • Strive to reach your full potential in all learning opportunities provided. • Show consideration of others and their learning. 	
General	
<ul style="list-style-type: none"> • Rubbish in the bins and paper in recycling bin • Respecting school property • Care for your materials and don't be wasteful. 	<ul style="list-style-type: none"> • Care for your materials and don't be wasteful • Don't graffiti on school resources or deface materials given to you • Tidy inside your locker regularly • If something is locked, leave it locked, it is not a challenge.

Rights and Responsibilities

In order to meet these expectations, both staff and students have certain rights and responsibilities to be able to participate fully and positively.

Students have the:	
Right	Responsibility
To be treated with courtesy and respect	<i>by showing respect and courtesy to others</i>
To work in and enjoy a safe, secure and clean environment	<i>by keeping our environment safe, secure and clean</i>
To learn with minimal disruption	<i>by ensuring that there is no disruption to another person's teaching-learning environment.</i>
To achieve their educational potential	<i>by applying themselves diligently in developing their potential and allowing others to do the same.</i>
To have their property respected	<i>by respecting student, staff and school property.</i>
To bring credit to the school	<i>by ensuring that their actions do not discredit the School.</i>

Staff have the:	
Right	Responsibility
To be treated with courtesy and respect	<i>by showing respect and courtesy to others</i>
To work in and enjoy a safe, secure and clean environment	<i>by ensuring the School is safe, secure and clean</i>
To teach and guide with minimal disruption	<i>by providing relevant and challenging educational programs and ensuring good organisation and planning.</i>
To be supported by the whole school community	<i>by supporting the schools mission and vision, values, policies and procedures.</i>
To be able to access professional development and be supported to grow	<i>by being informed and skilled in effective teaching pedagogy.</i>

In addition, other members of the School community also have certain rights and responsibilities.

Parents have the:	
Right	Responsibility
To be treated with courtesy and respect	<i>by showing respect and courtesy to others</i>
To be informed about their child's well-being and progress	<i>by ensuring their child attends school and by monitoring their progress.</i>
To expect their child to participate fully in their educational program	<i>by ensuring their child has appropriate support materials needed for learning.</i>
To have a forum to voice their opinions on school related matters	<i>by being supportive of the School and following the complaints policy if a concern needs to be raised.</i>

6. Behaviour levels and response guidelines

Consequences are the result of behaviour. They can be positive consequences for desirable behaviour or negative consequences for inappropriate behaviour. Consequences chosen will be appropriate to the incident and to the developmental stage of the child. Consequences for students with special needs are determined through consultation with parents, teachers and support services, and should be included in the student's documented plan.

Consequences must not include any form of child abuse, corporal punishment or actions that threaten or humiliate a child.

The table below provides guidance to teachers as to how to respond to negative behaviour. The aim is to ensure that there is an appropriate and consistent response by all staff at the school.

Level 1: Initial Awareness		
Students may simply need to be reminded of expectations.		
Behaviour	Responsibility	Consequence
<p>Typically, a "minor infringement" that would include uncooperative or annoying/interruptive behaviour which upsets the smooth running of the class or school. It is thoughtless behaviour where there is no intent to cause harm or damage or to "victimise".</p> <p>Examples:</p> <ul style="list-style-type: none"> • Running in the hallway • Not finishing play when the music starts. • Rocking on their chair. 	<p>Classroom teacher or duty teacher i.e. teacher with immediate supervisory responsibility</p>	<p>Consequences consist entirely of verbal interaction between a staff member and the student. The aim is for the student to acknowledge that they have broken a rule and reflect on how they might avoid repeating the behaviour in the future.</p> <p>The interaction may include:</p> <ul style="list-style-type: none"> • a reminder • explanation of the rule • discussion of the incident • potential natural consequences
<p>Document: NA Communicate: NA</p>		

Level 2: Guided Reflection		
Behaviour requires reflection with guidance.		
Behaviour	Responsibility	Consequence
<p>An "isolated incident where a consequence is appropriate." This behaviour tends to be more careless in nature. It is likely to be an incident where a student's behaviour has caused some damage, harm, disadvantage, or unpleasantness for others which can be compensated in some way.</p> <p><i>Multiple (more than 2 occasions in a day) level 1 offenses will lead to it being treated as a level 2.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Participating in unsafe behaviour. • Breaking/destroying people's property including their own due to carelessness. • Disrupting the lesson, repeatedly. • Defacing on school property (non-permanent) • Inappropriate language (e.g. toilet talk) 	<p>Classroom teacher or duty teacher i.e. teacher with immediate supervisory responsibility.</p>	<p>Consequences are aimed at compensating (making up) for the inappropriate behaviour. Where possible a logical (natural) consequence will be used.</p> <p>Consequences may include:</p> <ul style="list-style-type: none"> • practising the correct behaviour • the student making a verbal apology to the injured party • replacement of an item • payment for any damage <p>Record behaviour in TASS</p>
<p>Document: Pastoral Care record on TASS Communicate: Advise parents of follow-up</p>		

Level 3: Focused Improvement More focused intervention is needed		
Behaviour	Responsibility	Consequence
<p>"Incidents of a more serious nature include those where a student intentionally causes distress to another member of the school, significantly disrupts the learning environment, or prevents a teacher from teaching effectively. Such behaviour can undermine the authority of the teacher in charge at the time and make learning a difficult endeavour for the student. These incidents often involve ignoring the rights of another person or group or deliberately not following a school expectation or rule.</p> <p><i>Multiple level 2 offenses (more than 5 occasions in any 10 week period) will be escalated to a level 3 offense."</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Speaking in a way that teases, hurts, or harasses others • Major refusal to do work • Isolated instances of bullying behaviour • Continual disruptions in class. • Misuse of technology • Failing to follow teacher instructions. This includes instructions from Aides and support staff. 	<p>Teacher and team facilitator.</p>	<p>The response will consist of logical consequences which will also include an element of punishment.</p> <p>Examples of consequences include:</p> <ul style="list-style-type: none"> • practising the correct behaviour • exclusion from activities • requirement to complete additional work • a verbal apology • complete some 'community service' within the school • a detention or be confined to a specified part of the playground for an extended period of time <p>Record behaviour in TASS and report to parents</p>
<p>Document: Pastoral Care record on TASS Communicate: Interact with Team Facilitator/Principal; Advise parents of follow-up</p>		

Level 4: Intensive Support: Intensive support intervention to address serious behavioural issues.		
Behaviour	Responsibility	Consequence
<p>These are “incidents of a particularly serious nature” and would include incidents of physical violence, overly aggressive behaviour, behaviour which is clearly very offensive to others or substantial theft.</p> <p><i>Multiple (2 occasions in any 10 week period) level 3 offenses will lead to it being treated as a level 4.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Participating in physical fighting with another student • Abusive language • Major misuse of technology • Consistent bullying • Significant vandalism • Blasphemy and Explicit swearing/talk 	<p>Teacher/Senior staff member/Principal/ Leadership Team</p>	<p>Parents and Principal will be involved.</p> <p>A meeting between parents, teacher, principal and child will be held.</p> <p>Consequences will be specific to each case but are likely to include:</p> <ul style="list-style-type: none"> • behaviour contract • restrictions on the student's movement or privileges • may include one or more of the consequences from a prior level. <p>An in-school suspension may be considered.</p> <p>Record behaviour in TASS and report to parents.</p>
<p>Document: Pastoral Care record on TASS Communicate: Interact with Team Facilitator/Principal; Involve parents in process</p>		

Level 5: Critical Engagement		
Critical intervention to resolve the most serious of behavioural issues.		
Behaviour	Responsibility	Consequence
<p>These are “unacceptable behaviour of a very serious nature” they would include excessive physical violence, premeditated or repeated theft, behaviour which shows contempt for the wellbeing of others or the school.</p> <p><i>Multiple (2 occasions in any 10 week period) level 4 offenses will lead to it being treated as a level 5.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Fighting a student that causes injury • Threatening or striking a staff member • Behaviours that are sexual in nature • Bringing weapons to school with the intent to cause harm. • Ongoing serious behaviour. 	Principal/Leadership Team	<p>In-school suspension or if the child is deemed a threat to others the suspension may need to take place at home.</p> <p>Record behaviour in TASS and report to parents.</p>
<p>Document: Pastoral Care record on TASS</p> <p>Communicate: Interact with Team Facilitator/Principal; Involve parents in process</p>		

NB. In the case of crisis situations, teachers are at all times able to call on the principal or senior staff member for assistance either directly or via the school office.

7. Repairing and rebuilding provisions

Repairing and rebuilding goes beyond correction and consequences to:

- Assure students that they are still accepted as members of the class and the school
- Deal with natural bad feelings that go with facing consequences and punishment
- Emphasise reconciliation especially of teacher and student or parties to the incident.

In our Reformed school the doctrine of forgiveness should be foremost here. Breakdowns in relationships should be viewed as consequences of sin. There is need for repentance and acceptance of such repentance. It would be beneficial to bring issues before the Lord in prayer and to request his Holy Spirit to work renewal.

The process of reconciliation in our school would include:

- ◆ Interviews involving whichever of the following is appropriate: child, teacher, principal, parents, professional counsellor, family friend or mediator.
- ◆ Analysis of what has happened based on scriptural principles and school rules.
- ◆ Contract either verbal or written, which outlines goals for appropriate behaviour.
- ◆ This process should include, when appropriate, bringing the matter before the Lord in prayer and recognizing our dependence on him as the source of healing and growth in love.

Restorative practice is used in the school where appropriate. Resources are available on the resource shelf in the staff room.

See the following website for details of other restorative justice practices.

<https://restorativeschoolsaustralia.org/>

<https://www.aarj.org.au/restorative-practices/schools/>

Key questions to work through in a restorative conversation:

- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- What have you thought about since?

These questions are incorporated in the JCS behaviour reflection sheet.

8. Recording incidents

Use the Pastoral Care tab in TASS to record behaviour incidents (PC entries / + New). Check a student's record prior to entering new data, as previous incidents may warrant escalation of the behaviour to the next level (Consult with your Team facilitator or Principal if unsure).

9. Take home, Suspension and Expulsion processes

Take-home

Take-homes are used by schools to respond to student behaviour emergencies. A behaviour emergency is when a student's behaviour puts the safety of themselves or others at risk, and the student cannot be supported to safely remain on-site.

In these situations, the Principal or delegate may arrange for a student to go home for the remainder of the school day and return the student to the care of their parent or carer for support. Take-homes must not be extended beyond the remainder of the school day.

See appendix 1 for take-home procedure.

Suspensions

In the event of a serious behaviour incident or the application of the behaviour management policy being ineffective, internal or external suspensions may be appropriate. The Principal will consult with relevant staff and school leaders when determining the appropriateness of a suspension, referring to the relevant guidelines (see appendix 2).

Internal suspension:

An in-school (sometimes called internal) suspension is the withdrawal of a student from their regular class/classes for a period of time, determined by the principal. In-school suspension should only be applied by the principal or their delegate, and is usually short in nature (part-day to 5 days).

Internal suspensions may be appropriate when one or more of the following occur:

- A student's behaviour is inappropriate or disruptive, but not a risk to staff who may need to supervise the student.
- A student is able to complete work under supervision with a level of independence.
- The school can reasonably provide supervision.
- The reflection and possible righting of wrongs is likely to be possible in a short timeframe.

Students in in-school suspension must be supervised by a member of the teaching staff and be readily observable by other staff.

The student's teacher/s will supply work for the student to complete. This work should be as close as possible to the work being completed in class;

however, this may not always be possible (for example, written tasks may be supplied when the class is doing sport in physical education).

External suspension:

An external suspension is the exclusion of a student from school for a period of time, determined by the principal. External suspension should only be applied by the principal or their delegate, and will not usually exceed 10 days (and may not exceed four weeks without approval from the Board).

External suspensions may be appropriate when one or more of the following occur:

- A student's behaviour is inappropriate or disruptive and may be a risk to staff and students.
- Internal suspensions have not been effective in correcting behaviour.
- The student and parents need to access external supports to engage the student in reflection and repair of harm.
- The school needs time to investigate the details or seriousness of an incident.

Expulsions

Expulsions are a rare occurrence and the most serious response that may be given. They are used in response to behaviour that poses an unmanageable risk to the health, safety and welfare of members of the school community. The behaviour is of such magnitude that it is not possible to plan for the student's safe return to school.

Expulsion may be appropriate when:

- Behaviour is serious enough to warrant an expulsion according to the levels of behaviour and consequences chart
- The student has been unresponsive to previous efforts to modify behaviour, and repeated behaviours have caused the issue to be escalated according to the levels of behaviour and consequences chart, including the use of suspension and supported return to school processes.
- The Principal has liaised with the Board regarding suitability of expulsion in accordance with the FRSA TAS Constitution section 31.2

Appendix 1: Take-Home Procedure

The Principal may collect more information following a behaviour emergency and decide that further action is required after the take-home.

Collect information:

In behaviour emergencies, school staff may not have time to collect all the available information about the incident before the Principal makes a

decision to use a take-home. Efforts must be made to find out from the student what is happening for them, noting that they may be too upset or distressed to talk about it at the time of the incident. In these situations, the observations and reports of staff may be used to inform a take-home decision.

Information about the incident must continue to be collected after the take-home has been issued to:

- understand the event
- develop ways to support the student in future
- support the student to discuss what happened when they are calm.

Consider other reporting requirements, for example, a critical incident report, an injury report or a mandatory notification. If there were other students or staff affected by the behaviour, the Principal must ensure an appropriate response is provided to all involved.

Decide:

The Principal may decide to issue a take-home in response to a behaviour emergency when:

- a student is showing behaviour of concern that is unsafe, severe and prolonged
- reasonable efforts have been made to intervene in the behaviour and support the student (including strategies that are documented in any personalised plans), without success
- the student remains too angry, upset or distressed to safely remain at school.

Plan:

If a take-home is needed, the school will contact the parents or carers to organise for an adult to collect the student. If the parents or carers are not available, the school will use the emergency contacts for the student. The parents or carers will be advised:

- that the student has been issued a take-home in response to a behaviour emergency
- of any information the school has about the events leading up to the behaviour emergency
- what has been done to support the student
- the plan to reconnect the student on the next school day

Reconnect:

Students who experience a take-home due to a behaviour emergency must be given a 'fresh start' the next morning and welcomed back to the school community. Schools must inform the student's parents or carers of the plan to

reconnect the student back to learning. This may include an informal check in with school staff or a short reconnection meeting to discuss:

- any other information that has been obtained by the parents or carers, school or others about what happened
- any follow up actions needed to support the student

If a student is showing frequent behaviours of concern (for example, 3 incidents in 2 weeks) that are unsafe, severe and prolonged, and require a take-home response, principals must ensure:

- supports for the student's learning, wellbeing, and behaviour needs are explored
- a behaviour support plan with learning and behaviour goals is developed or updated
- consideration has been given to what other services and expertise might be needed to inform behaviour support planning
- consideration has been given to what other knowledge, training or expertise staff may require such as trauma or cultural awareness training.

Appendix 2: Suspension Procedure

Collect information:

The Principal is responsible for collecting, documenting and considering the information about the behaviour.

They may ask school staff to collect and document information on their behalf.

If the Principal believes that a student has acted illegally, they should seek and follow police advice (phone 131 444) about:

- any restrictions on interviews about the behaviour
- handling of evidence

School staff must take reasonable steps to collect:

- information from students, staff and parent or carer witnesses
- documentation of the behaviour, including screenshots, emails, written records, and video footage
- information from the student who has engaged in the behaviour of concern
- any information that provides a thorough understanding of the situation.

When collecting information from the student, key considerations include:

- your body language, tone of voice and proximity to the student
- the student's communication needs, for example, using developmentally appropriate options such as drawing
- using restorative questions
- making adjustments for students with disability
- using culturally responsive approaches
- using trauma informed approaches
- translation support for students who have English as an additional language
- being flexible about when and how a student shares their perspective about the behaviour, for example, if they are too distressed at the time, provide alternatives, such as a phone call when they are at home
- a support person for the student, including other staff who may be able to support, for example, Student Wellbeing Leader.

Consider other reporting requirements, for example, a critical incident report, an injury report or a mandatory notification. If there were other students or staff affected by the behaviour, the Principal must ensure an appropriate response is provided to all involved.

Decide:

When deciding if suspension is an appropriate response the Principal must believe on reasonable grounds that:

- the student has threatened or perpetrated violence; or
- the student has acted in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person); or
- the student has acted illegally (consult with police regarding age of criminal responsibility); or
- the student has interfered with the ability of a teacher to teach or of a student to learn; or
- the student has acted in a way that threatens the good order of the school by persistently contravening or failing to comply with rules applying within the school about behaviour; or
- the student shows persistent and wilful inattention or indifference to schoolwork (that is not associated with a student's disability)

When deciding whether to suspend a student whose behaviour has met the grounds for suspension, the Principal should also consider the following factors:

- the severity and frequency of the misbehaviour of the student; and
- the student's prior record of behaviour and response to previous consequences (if any); and
- if relevant, any adjustments that have been made to support the participation of that student, or students with disability generally, at the school; and
- any other relevant matter, identified by the department to include:
 - the student's age, stage of development and level of understanding
 - whether any personalised plans the student has are being actively implemented and monitored
 - if the decision is safe in the student's circumstances
 - whether the student is at higher risk of exclusionary responses and, if so, whether the school should provide extra help to support their access and inclusion
 - whether the decision is likely to prevent future behaviours of concern
 - whether the intended outcomes can be reasonably achieved using a different response

Principals may suspend students for behaviours that happen outside of school hours and off school grounds where there is a reasonable connection between the student's behaviour, the school community and school

relationships. Principals may, but are not required to, suspend a student for behaviour that is being investigated by the police.

Document and communicate:

The Principal must document:

- the reasons for suspending the student
- the reasons for the suspension length for example, why a 5-day suspension is necessary rather than 1 or 2 days
- the information and evidence they relied on including the factors that have weighed on their decision

The Principal must make sure that the suspension decision is communicated by a person who can explain the decision to the student, parents or carers.

Communication with parents or carers must be verbal by phone or face to face, as soon as possible after the decision is made. In addition, for children in care the DECYP child safety service case worker must be notified as the legal guardian.

In some situations, the Principal may need to use other communication methods to share information with parents or carers. For example, a text message if multiple attempts to contact the parent or carer by phone have been unsuccessful (3 attempts within 2 days is considered reasonable).

Inform parents or carers about the following:

- the reasons for the decision, this can include legal grounds for suspension, events that led up to the decision, any supports provided to the student, and length of the suspension
- that the student cannot be on school grounds during the suspension, or whether the student will be given written permission to be on school grounds during the suspension
- any conditions during the suspension, for example, what days the student will attend another location within the school for an alternative learning program
- that a reconnection meeting will be held during the suspension and before the student's return to class
 - what to expect at the reconnection meeting, including who will be involved (consider seeking parent or carer consent for the attendance of Student Support Services or Aboriginal Education Services, if relevant)
 - their rights to bring a support person or advocate to the reconnection meeting.
 - that a staff member will connect with the student, parents or carers during the suspension, for example by making a phone call home (required for suspensions of 4 or 5 days).

- Connecting with a student through a suspension absence provides an opportunity to support their sense of belonging, check on wellbeing, and support their readiness for the reconnection meeting. For suspensions of 4 or 5 days the Principal must:
 - work with leadership or other staff to decide who is best placed to take responsibility for making contact with the student
 - consider staff roles and capacity when deciding who will take on this responsibility
 - decide the most suitable method of communicating and connecting with a student depending on their age and specific needs.
- Where all reasonable attempts to notify parents or carers of the decision have been unsuccessful, make sure the attempts have been recorded on the student's file along with the written notice of the suspension. Three attempts in 2 days is considered reasonable.

Suspensions are recorded as an absence. Schools may choose to provide schoolwork or learning tasks for a student during the suspension. The school should decide if this is appropriate based on the best interests of the student.

Reconnecting after a suspension:

During the suspension and before the student's scheduled return to school, a reconnection meeting must be held. Reconnection meetings are important processes designed to:

- work with the student, parents or carers and other key adults to understand the student's context and support positive behaviour change
- repair and restore relationships that have been harmed by behaviours of concern
- reinforce expectations and identify any necessary supports
- develop a behaviour support plan with learning and behaviour goals negotiated between the student, parents or carers and school staff. Where required, other professionals may also take part. For example, a Behaviour Support Educator or Aboriginal Education Services.

If a parent or carer cannot attend a reconnection meeting before the student returns to school, either:

- the student returns to school on an alternative program until the meeting is held
- a different way of negotiating the behaviour support plan for the student is decided.

If a parent or carer refuses to attend a reconnection meeting, the school can make decisions about the student's learning program and behaviour support in their absence.

At the reconnection meeting provide opportunities to discuss:

- the behaviour of concern
- the student's perspective on what happened and what they believe needs to be done to make things right
- supports, if any, that have been in place and what is working or not working
- the perspective of the parents or carers about the behaviours of concern
- behaviour expectations in line with school policies
- existing school supports and strategies available to the student to help them meet behaviour expectations
- any other tailored supports and strategies that may be needed to support the student to meet expected behaviours, for example, Inclusive Education Support Program or a referral to other services
- a behaviour support plan with learning and behaviour goals (this may be a standalone plan or incorporated into a student's existing personalised plans).
- any agreed support to be provided by parents or carers, and school staff
- other support programs or services the student and parents or carers may have been accessing outside of the school
- a suitable staff member to check in with the student after their reconnection to monitor progress.

Appendix 3: Expulsion Procedure

Collect information:

The Principal is responsible for collecting and considering the information about the behaviour. They may ask school staff to collect information on their behalf. If the Principal believes that a student has acted illegally, they should seek and follow police advice (phone 131 444) about:

- any restrictions on interviews about the incident
- handling of evidence.

School staff must take reasonable steps to collect:

- information from students, staff and parent or carer witnesses
- documentation of the behaviour, including screenshots, emails, written records and video footage
- information from the student who has engaged in the behaviour of concern
- any information that provides a thorough understanding of the situation.

When collecting information from the student, key considerations include:

- your body language, tone of voice and proximity to the student
- the student's communication needs, for example, using developmentally appropriate options such as drawing
- using restorative questions
- making adjustments for students with disability
- using culturally responsive approaches
- using trauma informed approaches
- translation support for students who have English as an additional language
- being flexible about when and how a student shares their perspective about the behaviour, for example, if they are too distressed at the time, provide alternatives, such as a phone call when they are at home
- a support person for the student, including other staff who may be able to support, for example, Student Wellbeing Leader.

Consider other reporting requirements, for example, a critical incident report, an injury report or a mandatory notification. If there were other students or staff affected by the behaviour, the Principal must ensure an appropriate response is provided to those involved.

Decide:

When deciding if expulsion is an appropriate response, the Principal must believe on reasonable grounds that:

- the student has threatened or perpetrated violence; or

JCS Behaviour policy

Implemented: 14 June 2018

To be reviewed: June 2028

- the student has acted in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person); or
- the student has acted illegally; or
- the student has persistently interfered with the ability of a teacher to teach students or of a student to learn.

When deciding whether to expel a student whose behaviour has met the grounds for expulsion the Principal must also consider the following factors:

- the severity and frequency of the misbehaviour of the student; and
- the student's prior record of behaviour and response to previous consequences; and
- if relevant, how much adjustments have been made to support the participation of that student, or students with disability generally, at the school; and
- any other relevant matter including:
 - the student's age, stage of development and level of understanding
 - whether any personalised plans the student may have are being actively implemented and monitored
 - if the decision is safe in the student's circumstances
 - whether the intended outcomes can be reasonably achieved using a different response

The Principal may expel students for behaviours that happen outside of school hours and off school grounds where there is a reasonable connection between the student's behaviour, the school community and school relationships. The Principal may, but is not required to, expel a student for behaviours that are being investigated by the police.

Consult and communicate:

The Principal, believing they have grounds for an expulsion, shall report their recommendation and grounds to the Board for approval. If supported, the decision will be communicated in writing to the parents of the student, 14 days prior to the expulsion taking effect.

The parents may appeal the decision, in writing, within 14 days of receiving written notice of expulsion. See the FRSA TAS constitution for appeals processes.

Reconnection after expulsion:

The Principal, in consultation with the Board, may consider an application from an expelled student or their parents/guardians, for reconnection with the school.

The Principal must consider the length of the expulsion and the age of the student when deciding whether the student can return, as well as the impact a return may have on the school community.

If the Principal and Board determines that the student can return, a reconnection meeting is arranged by the school. Principals should refer to the directions for reconnection meetings under 'suspensions'.

At the reconnection meeting the student's progress is reviewed, including what they have done to:

- engage in learning opportunities while expelled
- restore and repair the harm that may have resulted from their behaviour

A student who has been expelled cannot return to the school before a reconnection meeting is held.