



St Philip's Christian College Gilibaa

Behaviour Management Policy and Procedures

Aim:

The aim of the Behaviour Management Policy is to ensure that we provide a safe, secure and happy learning environment where all students feel valued and supported. To achieve this, we need to employ strategies which enable students to develop and model appropriate behaviour and modify inappropriate behaviour.

Rationale:

Every student has a right to feel safe and secure and able to learn to the best of their ability. Inappropriate behaviour should not interfere with teaching and learning processes in the classroom. Students must have an understanding of the consequences of their actions, so that they can make positive decisions about their behaviour.

Implementation:

General principles of behaviour management in Gilibaa:

1. Relationship with our students is everything. Without it we achieve few if any of our goals.
2. A consistent approach to discipline throughout the whole school is essential.
3. Staff must work hard towards establishing a positive classroom and school environment. The more positive our relationships, the more value students will place on them, and the less likely they will be to behave in ways contrary to our culture and goals.
4. The objective is to develop self-discipline, with students accepting responsibility for their own behaviour. To achieve this, students need to have:
 - a. Clear and basic expectations of conduct (our Core Values) by which they can live.
 - b. Involvement with teachers who continually encourage them to evaluate behaviour and help establish appropriate behaviour patterns.
 - c. An understanding of the consequences of inappropriate behaviour.

Where any conflict arises with a student, it is important that the staff member involved adopts a detached approach. Poor behaviour should not be viewed as a personal affront! The staff member should respond calmly, rather than overreact to the situation.

Reinforcement of Positive Behaviours

In SPCC Gilibaa it is considered appropriate and beneficial to reward students for behaving in a manner that reflects the Core Values. To this end we employ a number of strategies.

Token System

The Token System is used throughout the Gilibaa.

Students receive tokens for:

- displaying positive attitudes

- displaying appropriate behaviour
- displaying improved behaviour
- displaying good work habits
- displaying improvement in work habits
- achievement
- community spirit
- displaying caring concern for others.

Teachers are encouraged to look for, catch and reward students in the act of doing the 'right things'. (Tokens must be recorded formally, in addition to any other means teachers deem appropriate).

Tokens are tallied regularly by class teachers and rewarded as follows:

- For 60 tokens the student receives a Bronze Award.
- For 120 tokens the student receives a Silver Award.
- For 180 tokens the student receives a Gold Award.

BRONZE, SILVER AND GOLD AWARDS – Generally, it is expected that most students should attain their Gold certificate within 12 – 18 months.

Merit Certificates.

These awards are presented fortnightly at assemblies. Each class teacher nominates students to receive these awards based on class attitude, improvement in special areas or achievement.

It is our aim for each student to receive approximately three certificate per year in Early Stage One and Stage One, and two awards in Stage Two.

(Awards must be recorded formally by each class teacher with the date and reason for issuing the merit certificate).

Strategies for Dealing with Inappropriate Behaviour.

Teachers are encouraged to get to know all students and to build a positive, caring relationship with them.

When a student behaves inappropriately, the teacher initially should deal with that behaviour him/herself. Should the student not manage to change or improve his/her behaviour, it may be deemed necessary for the student to be withdrawn from the classroom to spend time with another team member and/or the child may lose play privileges for a recess or lunch break. At this stage we will use our 'good message' stick that is used when students are sent out of the class. The message stick is a small, hand held piece of carved wood which is a cultural symbol of friendship and recompense. It is given to the student by the Director after a discussion about the behaviour that has occurred. The student takes the 'good message' stick back to the group seated in a circle, says sorry to the teacher and the class. The Teacher receives the apology with one/many class representatives. [LEVEL 1]

Examples of Level 1 behaviours:

- Not following teacher directions
- Disrupting the learning of others
- Being disrespectful in the first instance
- Being late to class after breaks due to student choice
- Using inappropriate language in the first instance
- Not respecting personal space

If the behaviour persists, the teacher is encouraged to discuss management strategies with Director of Aboriginal Education to decide on a satisfactory road ahead. At this point the teacher may place the student on a behaviour management plan, which focuses on recognising when the student displays the

appropriate behaviour. It is expected that at this time the Director of Aboriginal Education will make contact with the family to discuss the issues and together seek reasons/solutions, in conjunction with the school. [LEVEL 2]

Examples of Level 2 behaviours:

- Regularly not following teacher directions
- Consistently disrupting the learning of others
- Regularly being disrespectful to teachers and others
- Regularly being late to class after breaks due to student choice
- Using inappropriate language once the student has been made aware of the word / not being acceptable at school

In response to these behaviours, the student will have time with Gilibaa staff member (gender specific) to go for a walk around the SPCC PS Aboriginal student walk and lagoon for 15-20 mins, time lost for lunch break, 5 mins as discipline for behaviour. Note to be sent to the parents regarding time out of class and notes made on TASS.

If unsatisfactory behaviour persists, after consultation with the Director of Aboriginal Education, the student might be withdrawn from class to spend time in the office, under the supervision of the Director of Aboriginal Education (internal suspension). [LEVEL 3]

Examples of Level 3 behaviours:

- Being physically aggressive towards peers and staff
- Using bullying behaviour to intimidate another person
- Persistently continuing level 2 behaviours after spending time with the appointed Gilibaa staff member
- Deliberately and consistently not coming to class when at school

When behavioural concerns reach Level 2 or 3, families will be kept informed both about the issues and the strategies being used to modify behaviour. Communication should be via email but may be supplemented by phone or in-person conversations.

Should behaviour reach such a level that it endangers others or demonstrates that the student is failing to respond to any measures being set in place, the Director of Aboriginal Education, after consultation with the College Principal, might ask the student's family to keep the student at home for a set time (external suspension). [LEVEL 4]

Examples of Level 4 behaviours:

- Persisting in Level 3 behaviours following an in-school suspension
- Having a weapon at school
- Having an illegal substance at school
- Vandalism
- Being involved in an illegal activity
- Violent behaviour
- Truancy

Pastoral Notes on my SPCC

Once a behavioural management matter reaches Level 2, a record should be made of this in the student's mySPCC file, using the Pastoral Care tab. Copies of any email correspondence or other documentation should be included in this entry. Updates should be made to the entry when relevant.

Addendum

Procedural fairness in response to a possible suspension or expulsion:

1. The student has the right to know the allegations made towards them, which will be communicated to them by the Director of Aboriginal Education or other investigating staff member. Families will also be informed of the allegations/reason for the investigation by the Director of Aboriginal Education or investigating staff member.
2. The student has the right to respond to the allegations. The Director of Aboriginal Education or investigating staff member will listen to the viewpoint of the student and offer to them the opportunity to have a family member in attendance.
3. The student will be informed of the process moving forward following the investigation.
4. The student and family will know who they can refer the matter to if they would like the decision regarding the allegation reviewed.
5. The Director of Aboriginal Education or investigating staff member will confer with the Principal with regard to a decision/s regarding the allegations and related recommendations.
6. A recommendation is made in response to the investigation, which is communicated to families.
7. Families are able to review the decision regarding the recommendation and have a right of response which is to be made in writing via email.
8. After reviewing the decision in light of the appeal by the family, a final decision is made by the Principal and the family are informed in writing via email.

Related Documents: SPCC Gilibaa Discipline Policy
 SPCC GILIBAA student code of conduct
 SPCC Gilibaa Suspension Procedure
 SPCC-Gilibaa-Bullying-Prevention-and-Intervention-Policy