

# Westmead Christian Grammar School

## Policy for Behaviour Management and Discipline

Westmead Christian Grammar School is committed to providing behaviour management through encouragement of positive behaviour, consistent monitoring and addressing negative choices, towards encouraging individual growth for all members of the school community.

In accordance with Government legislation, Westmead Christian Grammar School does not use corporal punishment as part of its student discipline policy nor does the school explicitly or implicitly sanction the administering of corporal punishment by non-school personas, including parents, to enforce discipline at the school.

### Background Information

Westmead Christian Grammar School is committed to providing a safe, caring environment for all its members. Discipline is one tool used in order to train students in accordance with the motto: to grow in wisdom and stature and in favour with God and man (Luke 2:52). God disciplines those He loves (Hebrews 12:5-11). He gives authority and the responsibility of discipline to the leaders of Government, the church and parents (Romans 13:1-7; Matthew 17:15-17; Proverbs 1:8; Proverb 23:13; Ephesians 6:4). At the time of enrolment parents agree that their child be taught according to the policies of the school. This does not remove any responsibility from the parents to discipline their child.

Discipline should always be for the benefit of the child. It should not be a negative concept and does not merely consist of punishment for wrongdoing. Westmead Christian Grammar School is committed to fostering moral skills, in the differentiation of right from wrong. Discipline should be based on love and aligned with the principles of God's Word. Teachers are encouraged where possible to use positive reinforcements to ascertain the correct behaviour from students wherever appropriate rather than initiating disciplinary action.

Discipline within Westmead Christian Grammar School is based on a 'whole school' approach. Consistency is a vital component of the success of this policy. The school size enables all staff to get to know the students of each stage. When a violation of the behaviour standards occurs the form of discipline necessary is determined by the nature of the misconduct. Consequences should:

- Be appropriate in terms of severity,
- Be consistent in application (mindful of special circumstances),
- Address any harm done (restitution where appropriate), and
- Facilitate the restoration of positive relationships between offender and offended.

### Biblical Principles

The school's vision and mission will be achieved through corporate acceptance of the following biblical principles relating to behaviour management:

- Behaviour of all members of the community should be align to the principles of mercy, humility and justice (Micah 6:8).
- Disciplinary measures involve correction, training, instruction and guidance in the pursuit of holiness (Matthew 28:20; John 21:15-17; 2 Timothy 2:14-26; Titus 2; Hebrews 13:17).
- Discipline that follows God's example of love, compassion and justice, including prayer, leading towards holiness through personal repentance (Deuteronomy 8:5; Proverbs 3:11-12; 2 Timothy 4:2; Hebrews 12:5-12; 2 John 5:14-16).
- The Bible encourages us to follow the directions of the government of the land, including the protection of each member of our school community (Romans 13:1-2).
- We have a duty of care toward our students whose education and care are entrusted to the school community by God and parents/guardians (Matthew 19:19).
- Individuals are responsible for their actions and behaviours (Ezekiel 18).

### Aim of Policy

It is the aim of the school to foster an environment where the love of God is evident in the behaviour of all members of the school community, by pursuing the goal of growing in wisdom, stature and in favour with God and man. In serving this aim Westmead Christian Grammar School endeavours to have God honoured in all conduct by members of the school community, including staff, students and the wider community population. To promote and support this



objective all members of the community are encouraged and assisted where possible to grow in Christian maturity. Behaviours should be promoted which acknowledge and enforce the rights of all individuals to a safe and healthy environment. Students should be assisted to develop the skill of differentiation between right and wrong, to ensure that behaviours are in accordance with the standards deemed appropriate. Teachers should be encouraged to model Christ-like behaviour for students at all times, understanding that children learn through imitation. The school should set out clear and attainable standards of behaviour for all members of the school community through its code of conduct. Lastly, all members of the community are encouraged to pray earnestly for one another.

## Responsibilities

It is the intention of Westmead Christian Grammar School to provide:

- A structured, safe environment for children to grow and develop.
- An overall standard of behaviour, which all members of the community adhere to.

### Staff Responsibility:

- To model appropriate Christian behaviour at all times.
- To deal with all reported and observed incidents of misconduct.
- To provide adequate supervision.
- To remain consistent in standard behaviour accepted and the disciplinary measures used.
- To report incidents of a serious nature to the Principal and other staff members as appropriate.
- To accept the biblical principle that parents are primarily responsible for their child's education; therefore, the school is a servant in the education process.
- To accept the right of parents to come into the school to discuss matters affecting their children's education.
- To listen to parents' concerns and, handle such issues as per Grievance Policy.
- To give appropriate feedback to parents through such avenues as Parent teacher Evenings.
- To communicate formally to parents on a regular basis.
- To treat students fairly especially through allowing them the right to be heard and to an impartial decision.
- To provide a safe and healthy environment.
- To provide facilities and resources appropriate to the school's financial resources.
- To provide a program of study which reflects the school's Christian ethos and values.
- To provide pastoral care and support to students.
- To provide other learning experiences as are appropriate to the school's ethos and values.
- To provide opportunities to reward and encourage of students.
- To provide values education for all students.

### Student Responsibility:

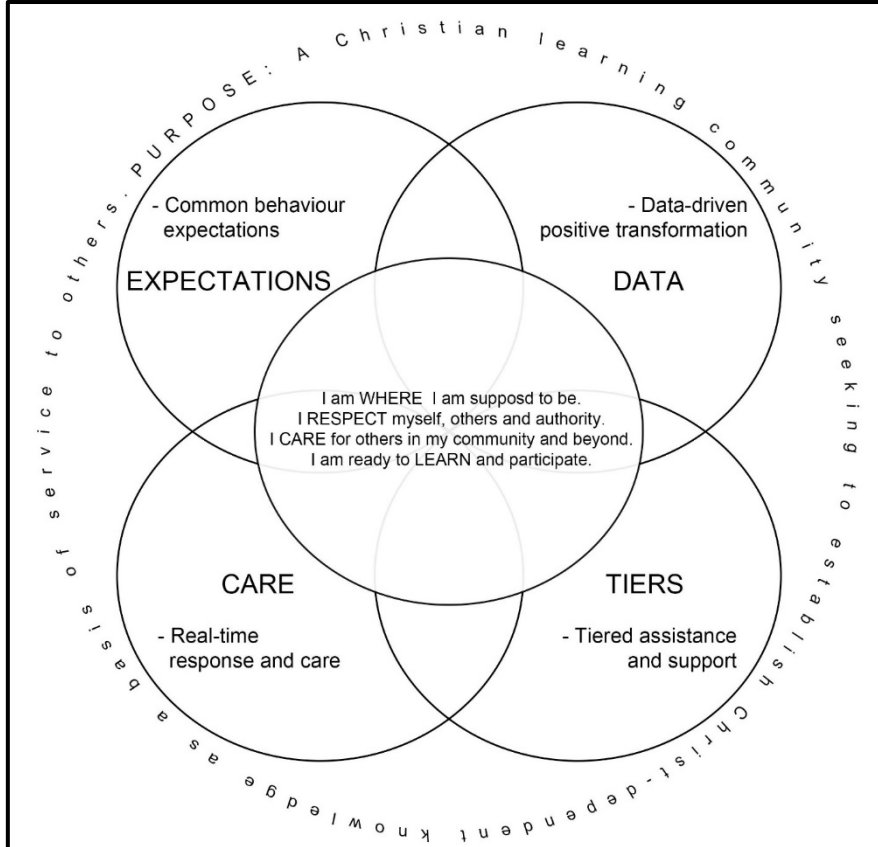
- To behave according to the standard of acceptable behaviour at all times.
- To support other children in their endeavour to behave according to this code.
- To report appropriately any incidents of misconduct that they witness, are involved in or hear about to the supervising teacher.
- Treat others with respect; including being polite and not bullying.
- Make sure that behaviour in class does not stop other students from learning.
- Complete all homework to the best of the student's ability and hand in assignments on time.
- Have the right equipment at school each day.
- Wear uniform correctly.

### Parent Responsibility:

- Encourage the child to behave according to the set standard by the school.
- Inform a staff member of any concerns they may have in regards to the behaviour of their child and/or other children.
- Ensure that their child has the full correct school uniform.
- Must report to the front office and will be asked to sign in the visitors' book when remaining on-site other than to drop off or pick up their child.
- Be respectful when accessing the school car park and adhere to a 5km/hr speed limit, follow all signs and markings including parking in lined spaces provided and not leave children unattended in a vehicle or the car park.
- Generally, should not interfere with their children's learning during school time unless there is an emergency.

- Should reflect the values and ethos of the school therefore, use of bad language, verbal harassment, threats etc are considered inappropriate behaviours
- Should accept lawful directions from school staff as appropriate.
- Should not interfere with the right of other parents to be on the school site at any time.
- Must not interfere in any way with any students enrolled at the school whilst on the school premises.
- Smoking and consumption of drugs and alcohol is not permitted.

## Procedural Application



At Westmead Christian Grammar School, effective cyclical monitoring and the application of tiered support, assist to have all members of the community feel safe to learn and grow, towards the development of Christian character. Underpinning all behavioural management is procedural fairness, which is the basic right of all members of the community. An individual who is accused on non-adherence to the school expectations and Code of Conduct, has the right to:

- Knowledge of the allegation (with specific information),
- Knowledge of the process of consideration of the matter,
- Knowledge of the response to the allegation, and
- Knowledge of how to seek a review of the decision relating to the allegations.

The guide of Micah 6:8 shapes the interactions within behaviour management procedures, through justice, mercy and humility, in relation to procedural fairness for all. The Code of Conduct and the statement of expectations draw attention to the high expectations for behaviour by all members of the community. It is the endeavour of Westmead Christian Grammar School to impartially investigate and make decisions relating to any accusations of behavioural misdemeanours. Absence of bias is sought for all circumstances. This involves dedicated partnership between staff within the school community, the students and parents.

Teachers are expected:

- Know students,
- Be organised and prepared,
- Be consistent,
- Be fair, and
- Develop routines.



The purpose of the school is achieved through the outworking of the behaviour management policy of Westmead Christian Grammar School. Four domains assist with the procedural application of the policy:

1. Expectations: Common behaviour expectations
2. Data: Data-driven positive transformation
3. Tiers: Tiered assistance and support
4. Care: Real-time response and care

The purpose behind the application of this policy is the development of a Christian learning community, seeking to establish Christ-dependent knowledge as a basis of service to others. The strategies used for overall behaviour management should have a positive reinforcement focus, understanding that intermittent positive reinforcement is the most powerful human reinforcer. It should be understood that different children will respond to different reinforcement and it should be the goal of each teacher to get to know the student population, learning what is an appropriate reinforcer for the students, particularly those in their direct care.

### Expectations, Data, Tiers and Care

#### Expectations

Westmead Christian Grammar School has four behavioural expectations, which support positive behaviour choices for all members of the community. Expectations have been designed to be clear, observable, measurable, positively stated and specific. Within the four expectations of Westmead Christian Grammar School is a framing statement:

Westmead Christian Grammar School WHERE we RESPECT, CARE and LEARN.

The four expectations:

- I am WHERE I am supposed to be.
- I RESPECT myself, others and authority.
- I CARE for others in my community and beyond.
- I am ready to LEARN and participate.

Staff are expected to:

- Define expectations (explicit instruction about expectations, which is reviewed and repeated),
- Acknowledge rewards for adherence and consequences for non-adherence to expectations,
- Clearly communicate about expectations with students, parents and other staff,
- Model and practice adherence to the expectations. (I DO... WE DO... YOU DO), and
- Track behaviours daily with application of rewards and consequences, with consistency and equitability key.

### WESTMEAD CHRISTIAN GRAMMAR SCHOOL

I am **WHERE** I am supposed to be.

*we*

I **RESPECT** myself, others and authority.

I **CARE** for others in my community and beyond.

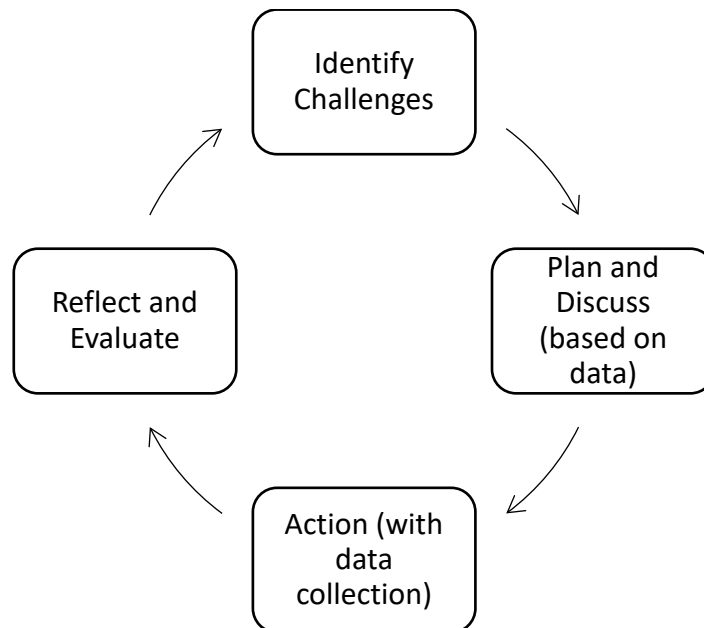
*and*

I am ready to **LEARN** and participate.



## Data (Effective Monitoring)

The key to quality behaviour management is effective monitoring of behaviour based on data. Westmead Christian Grammar School is committed to data-driven positive transformation, through effectively monitoring behaviour using evidence-based observations and data collection. Adherence and non-adherence to expectations should be documented. Feedback is provided in a data-driven cyclical loop and not a line.



Positive behaviour management strategies are utilised to assist with adherence to the expectations and Code of Conduct. To this end, staff will:

- Collect real-time and meaningful behavioural data,
- Provide feedback and support:
  - Use positive forms of encouragement (verbal and non-verbal),
  - Use evidence-based cycle of effective monitoring,
  - Reward positive behaviour choices consistently, and
  - Apply consequences of negative behaviour choices with consistency.

We acknowledge that if behavioural whispers are ignored, the result is often behavioural shouting. Listening for the whispers allows for prevention of behavioural issues and pre-emptive care and support to be offered to students with need for care or skill development.

Teachers are encouraged to come up with creative, age-appropriate ways of displaying data for classes. All rooms should have the expectations on display, for ease of reminding students and the development of cultural norms as a learning community. Some teachers may choose to recite the expectations or have students read them at the start of a lesson. If students can articulate the expectations, they have a greater ability to adhere to them. Celebrations of movement towards adherence of an expectation should be noticeable within the school community.

## Tiers

Multiple decades of research indicate the benefits of a multi-tiered system of support (MTSS) within a school community. Multi-tiered systems of support (MTSS) are data-driven, problem-solving frameworks for behavioural management, which seek to improve the outcomes for all students. MTSS relies on a continuum matched towards student needs and aims towards prevention of behavioural issues, whilst addressing academic, social, emotional and spiritual needs of the student community. Students are not tiered, rather the support provided to students, is available in a tiered system. The tiered support is fluid and flexible based on student needs. Tier 1 is universal support, provided for all students, and is heavily based on the student expectations, and supported by the school diary system and classroom level behaviour management plans. The design of universal Tier 1 is for prevention of issues and the establishment of a safe learning environment for everyone. Tier 2 is available for some students who require more targeted support. It is focused on specific skill development in areas of deficit, which are impeding safety and learning. Tier 2 provides students with the opportunity to practice and receive feedback back to assist with maximising success in moving back onto Tier 1 support. Tier 3 is individualised and intensive support, which is offered to a few students who require it. At Tier 3 support, students may be involved with outside sourced assessments.

Tier 1	<ul style="list-style-type: none"> <li>• Expectations explained</li> <li>• Expectations taught</li> <li>• Reward system for reaching expectations</li> <li>• Feedback, including ensuring provision of higher positive to negative interactions</li> <li>• Defined consequences for inappropriate behaviour</li> <li>• Differentiated instruction for behaviour</li> <li>• Data collection for decision-making</li> <li>• Universal behaviour support strategies as per classroom management plan</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>• Monitoring of 'at risk' students (following identification of an issue based on data)</li> <li>• Increasing structure and predictability</li> <li>• Increasing feedback on expectations</li> <li>• Increasing home/school communication</li> <li>• Data collection for decision-making</li> <li>• Targeted behaviour support as per executive school leaders' direction and plan</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Functional behaviour assessment (FBA)</li> <li>• Applied Behaviour Analysis</li> <li>• Individualised intervention based on assessment, with focus on:               <ul style="list-style-type: none"> <li>○ Prevention,</li> <li>○ Replacement of functional skills,</li> <li>○ Development of required skills,</li> <li>○ Extinction strategies,</li> <li>○ Increasing contingency reward for desired behaviour, and</li> <li>○ Use of safety consequences as necessary.</li> </ul> </li> <li>• Data collection for decision-making</li> <li>• Intensive behaviour support as per Principal's direction and plan</li> </ul>

### Example of Tiered Support

Expectation: I am WHERE I am supposed to be.

	Positive Adherence Consequences	Non-adherence Consequences
<b>Tier 1</b>	Stamp on chart, sticker on chart, point on board, dojo etc. (measurable and recordable data), Merit Awards, Feedback through Praise of Behaviour, Time to Complete Enjoyable Tasks.	Levels of support: <ul style="list-style-type: none"> <li>• Class reminder (with reference to someone modelling adherence)</li> <li>• Individual reminder</li> <li>• Modification (additional modelling of correct, re-teaching, etc.)</li> <li>• Time away from class</li> </ul>
<b>Tier 2</b>	Targeted monitoring of behaviour	Levels of support: <ul style="list-style-type: none"> <li>• Office referral (Progression to Tier 2 support)</li> <li>• Parent contact</li> <li>• Increased structure and predictability</li> <li>• Targeted skill development</li> <li>• Detentions</li> </ul>
<b>Tier 3</b>	Intensive behavioural support by team	Levels of support: <ul style="list-style-type: none"> <li>• FBAs</li> <li>• ABA Strategies</li> <li>• Needs analysis</li> <li>• Individualised behaviour management plan</li> <li>• In-school suspensions</li> <li>• Out-of-school suspensions</li> </ul>

Within Tier 1, teachers will:

- Explicitly instruction, model and practice adherence to expectations,
- Provide students with feedback on behaviour (verbal and non-verbal),
- Identify, acknowledge and reward adherence to expectations,
- Show genuine interest and care towards all students,
- Differentiate on basis of need and ability for academic and behavioural support for individuals,
- Set a standard of excellence for students, with high behavioural expectations,



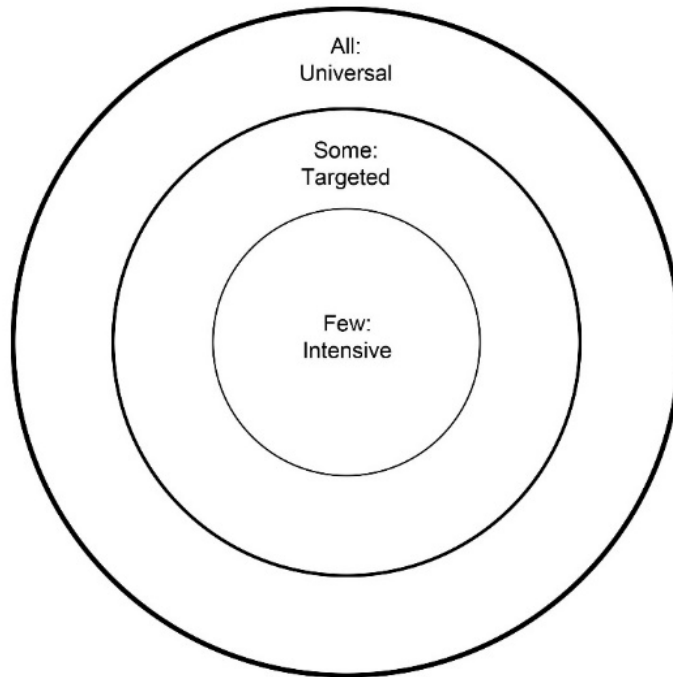
# Behaviour Management and Discipline



- Develop culturally responsive practices for individual students,
- Establish personal and individualised goals as an approach to identified issues,
- Use class awards to promote behavioural expectations, and
- Use levelled recognition award system (Bronze, Silver, Gold, Principal’s Award, Honours Medal).

Tier 1 strategies are based on the principles of investing time into being prepared to manage behaviour (through the development of a behaviour management plan), using quality instruction techniques (to increase engagement and decrease disruptions), focusing on positive behaviour (with planned ignoring of minor non-adherence), early provision of support following identification of behavioural issues, and persistent and consistent (cyclical) management of behaviour.

Tier 1 is universally provided for all students. Tier 2 is for some students, as required and Tier 3 is for a few students. As a guide, it is not desirable to move negatively outside of the following percentages: Universal – 100%; Targeted – 5-15%; and Intensive – 1-5%.



The goal for all students is to be managed with Tier 1 support strategies. Students are not placed with tiers, they are not Tier 1, 2 or 3 students, rather they are students who are currently utilising Tier 1, 2 or 3 support. Students should be moved from full teacher support towards student independence, through a series of modelling supports and skill development over time.

Full Teacher Support	→	Student Independence
I DO (modelling) →	WE DO (full support) →	WE DO (partial support) →
-----TIME-----		
		YOU DO (independent)

### Recommended strategies for minor incidents:

- Verbal warning and explanation of the boundaries in the area of offence.
- Second verbal warning with explanation of attached consequence to repeated behaviour.
- Continued misbehaviour that is not affecting the flow of the day may have consequence attached at the discretion of the teacher in keeping with the level or behaviour.
- Continued misbehaviour that is affecting the flow of the day should be considered as a moderate incident.



## Moderate incidents:

- Verbal warning, explanation of boundaries in area of offence, explanation of attached consequence to repeated behaviour.
- Further incidents may result in:
  - The establishment of a reward system put in place to modify behaviour,
  - Removal of stickers from charts,
  - Child's name on the board,
  - Behaviour contracts,
  - Yellow, orange, red card system,
  - Appropriate Restrictions,
  - On-going Monitoring,
  - Visual Cues,
  - Redirection of Task,
  - Natural Consequence,
  - Learning Rules,
  - Encouraging and Making Suggestions of Better Choices,
  - Thinking Spot,
  - Time Out,
  - Written Apology, and
  - Advice from Deputy Principal (where necessary).
- At the discretion of the teacher/s students may be removed from the environment either immediately or at a decided time for time-out or more formal detention. Incidents of this nature should be recorded within teachers daybook or equivalent.
- Where necessary, individual or group mediation depending upon the nature of the incident should be conducted to resolve and clarify issues.
- Behaviour that is either repeated or contextually unusual should be reported to the Principal or Deputy Principal. If the behaviour continues after mediation and/or intervention by the Principal and Deputy Principal the behaviour should be regarded as serious.

## Serious incidents:

An incident that seriously disrupts the flow of the day or significantly breaches the code of conduct.

Suggested Management Strategies:

- Should immediately or at the earliest possible time be reported to the Principal or Deputy Principal and recorded on an incidence form and placed in student file.
- If it is a behaviour that has been ongoing, formal notification may be made to the parent/s.
- Based on the context, motivation for the behaviour and previous intervention the Principal or Deputy Principal should determine the next phase of action. This may take the form of mediation, interviews or counselling.

## Withdrawal from Class:

If a teacher believes they have exhausted all management within their behaviour management plan, without resolving an issue, a Deputy Principal should be called to assist. Withdrawal from a classroom can follow, to allow for reflection on the behaviour. This is not viewed as a long-term solution, however, can assist in allowing time to resolve the situation and plan for restoration to the classroom. Any exclusion from class should be written up on the associated form (Withdrawal from Class Notice).

## Detentions:

Detentions are used to discourage ongoing non-adherence to expectations. Parents will receive notification of the detention, with a slip which will be signed and returned to school and placed within the student's file.

## Behaviour Monitor Card (Tier 2 and 3 Support):

Behaviour monitor cards are issued to students who are accumulating issues who have displayed major ongoing non-adherence to expectations or have received three detentions in a school term. Behaviour Monitor Cards should be signed by the parent and given in to the class teacher the next school day. It is recommended that the teacher takes a photo of the card prior to the end of each school day. Students on Behaviour Monitor Cards may not be entitled to participate in activities which involve leaving the school grounds or representing the school in any way, such as excursions, incursions, sporting events, etc, as determined to be in the best interest of maintaining duty of care responsibilities.





## Behaviour Management and Discipline



Discipline within Westmead Christian Grammar School is based on a 'whole school' approach. Consistency is a vital component of the success of this policy. The school size enables all staff to get to know the students of each stage.

When a violation of the behaviour standards occurs the form of discipline necessary is determined by the nature of the misconduct. Consequences should:

- Be appropriate in terms of severity,
- Be consistent in application (mindful of special circumstances),
- Address any harm done (restitution where appropriate), and
- Facilitate the restoration of positive relationships between offender and offended.

### **Suspensions:**

Suspensions will be determined only by the Principal. Suspensions will be administered to correct any misdemeanour deemed to be a serious violation of the school's stated code of conduct. The Principal will set conditions to be completed whilst the student is under suspension which may include recommendations for appropriate counselling. All suspended students will be assigned set work to complete during the suspension period. Students must complete all set tasks to a satisfactory standard during the suspension period, and failure to do so will extend the suspension. When a suspension comes into force, the suspended student must be collected from school by his/her parent(s)/carer(s), after meeting and consulting with the Principal. A suspended student's re-entry to school will take place only following a satisfactory meeting with the Principal, together with the student and his/her parent(s)/carer(s). A letter will be sent to the parents, detailing the reason(s) for the suspension, the duration of the suspension period, and the appointed time and date of the re-entry meeting. The School Board will be notified through the Principal of students who have been placed on an out-of-school suspension along with the conditions set for return to school.

### **Expulsion:**

Expulsions are only used for situations of safety for the student and school community. If a student is unwilling to show growth through completing his/her conditions of suspension, or, continues to reoffend despite the ministering of Christian counsel and the implementation of corrective behaviour management, the student may be placed on an expulsion. This means that because of the student's present attitudes and behaviours, acceptable levels of growth are not likely to occur in the short term, hence the need for that student to enrol at another school. If conditions change in the future, the student may reapply for re-admission to the school. All situations of re-admission following an expulsion, will be a matter for the Principal. In the situation of appeal, the Board will make the final decision in the case of recommendations for expulsions. The School Board should be notified at the next meeting, of any expulsions.

### **Right of Appeal:**

In all stages of the disciplinary process, students will be granted the right to procedural fairness. A student and his/her parents have the right to appeal against the grounds for the determination of a *suspension/indefinite suspension/expulsion*. Parents and the student should arrange a meeting with the Principal or Deputy Principal to seek an impartial hearing and reach a satisfactory resolution. If the matter cannot be resolved, the parent/s and the student should state their case clearly in writing and address this to the School Board. The School Board will review the matter and meet with the parent/s and student to reach a resolution. In all appeals brought by parent/s and students against suspensions/expulsion, the School Board reserves the right to make the final decision.

### **Behaviour Data and Records:**

Behaviour management data and records are to be maintained with respect to privacy. Individualised support should be documented and kept within student files.

### **Parental Communication:**

Open and transparent communication with parents relating to behaviour data should be maintained as required within the tiered support system. Parents of students who require tier 2 or 3 support should be informed of the support their child is receiving, as appropriate through phone or face-to-face communication.

### **Care**

Providing care to each student in real-time responses to behaviour, not only supports the development of understanding relating to the expectations of behaviour, it increases the positive feedback for positive behavioural choices and decreases the opportunity for a student not understanding why they are being given a negative consequence. Care is provided for all students, as part of the universal management of behaviour and student needs. Targeted and intensive care is at times necessary for students to assist with understanding the expectations and for development of skills required for aligning to the expectations.



## Behaviour Management and Discipline



Clear, explicit instruction regarding expectations, with if/then contingencies on behaviour, can assist the creation of a safe environment within the learning community. Staff, students and parents need to understand what happens if a student follows the rules, and what happens if they do not. The consistent predictability of the routine adherence assists with the development of caring support systems for those who are not yet able to understand the expectations. Part of the care provided for all students is found in purposeful provision of feedback and praise for those who adhere to the expectations of the school.

Understanding the space of the learning environment, including, classrooms, hall and playground, assists with the development of systems of care for all student, as well as staff. This includes consideration for the placement of student desks and workstations, the location of the teachers within the environment, the decorations, particularly in relation to under and over stimulation. Routines provide the opportunities for anticipation and support students in adhering to expectations. Consideration should be given to transitions, communication about procedures within the room, the signals within the room for attention, rules for downtime, and unplanned interruptions.

Each staff member should have clear outlines, within the behaviour management plan, for (but not limited to):

- Attendance and tardiness,
- Labelling of work,
- Submission of work (including homework),
- Procedures for visitors,
- Transitions,
- Lining up,
- Attention signals,
- Room organisation,
- Bathroom breaks,
- Preparing for and returning from breaks,
- Requesting assistance, and
- Culturally responsive practices.