



Bethel Christian School

Behaviour Management Policy

School Vision Statement

A Christian learning community seeking to establish Christ-dependent knowledge as a basis of service to others.

School Mission Statement

To educate young men and women, within a Christian environment, so that they can realise their God-given academic, social, physical and spiritual potential.

Innovate

Authentic and practical use of resource for pursuit of excellence in all areas.

Inspire

Extraordinary learning through creative and flexible skill development.

Include

Building trust-based relationships through development of character and passionate service.

Biblical Principles

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

1. Behaviour of all members of the community should be align to the principles of mercy, humility and justice (Micah 6:8).
2. 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).
3. 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).
4. 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).
5. 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).
6. Individuals are responsible for their actions and behaviours (Ezekiel 18).

Policy Statement

Bethel Christian 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, Bethel Christian 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.

Procedure

At Bethel Christian 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
- 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 Bethel Christian 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
- Develop routines

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

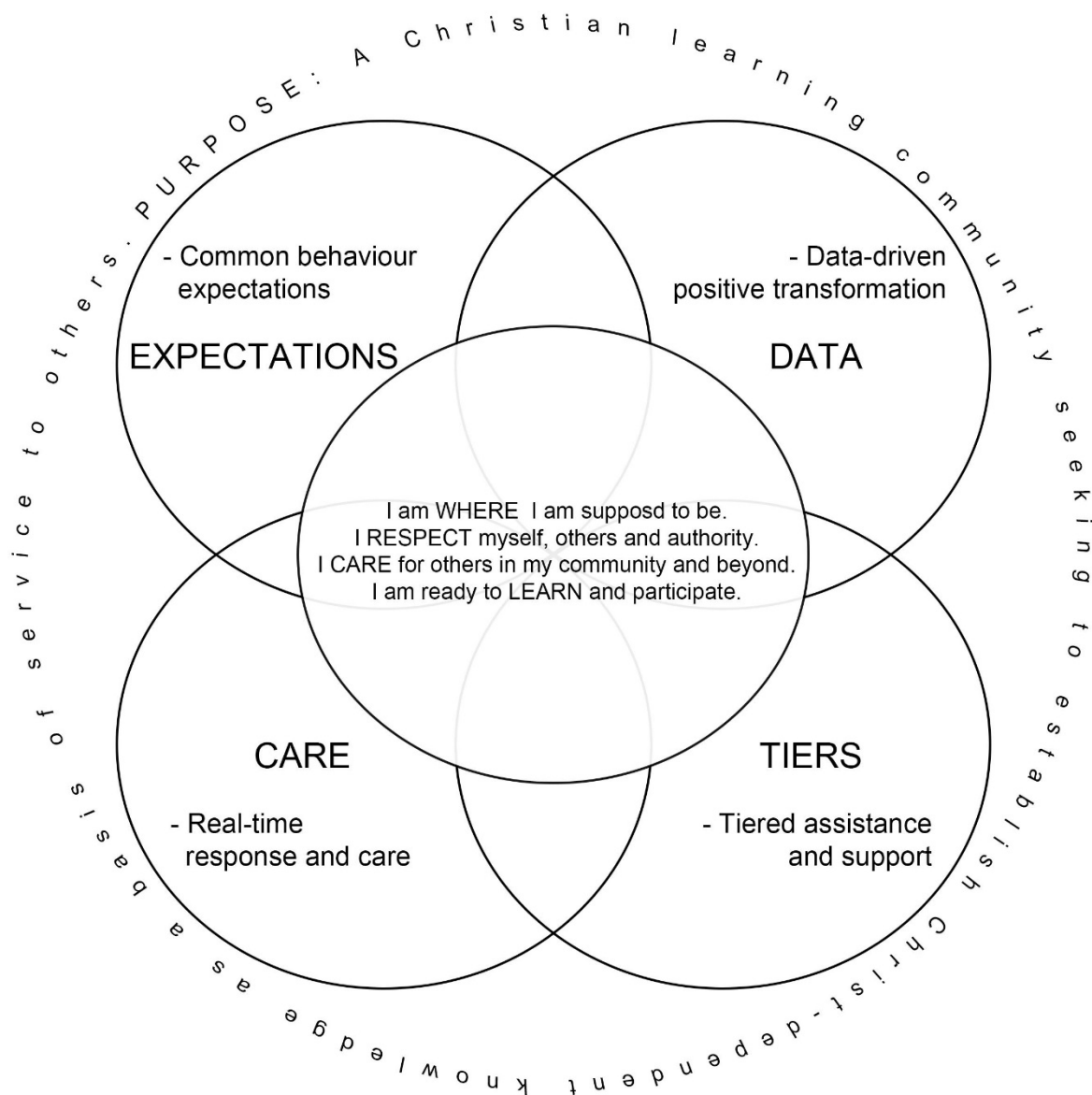
1. Expectations: Common behaviour expectations
2. Data: Data-driven positive transformation
3. Tiers: Tiered assistance and support
4. Care: Real-time response and care

Expectations, Data, Tiers and Care

Expectations

Bethel Christian 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 Bethel Christian School is a framing statement:

Bethel Christian 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.

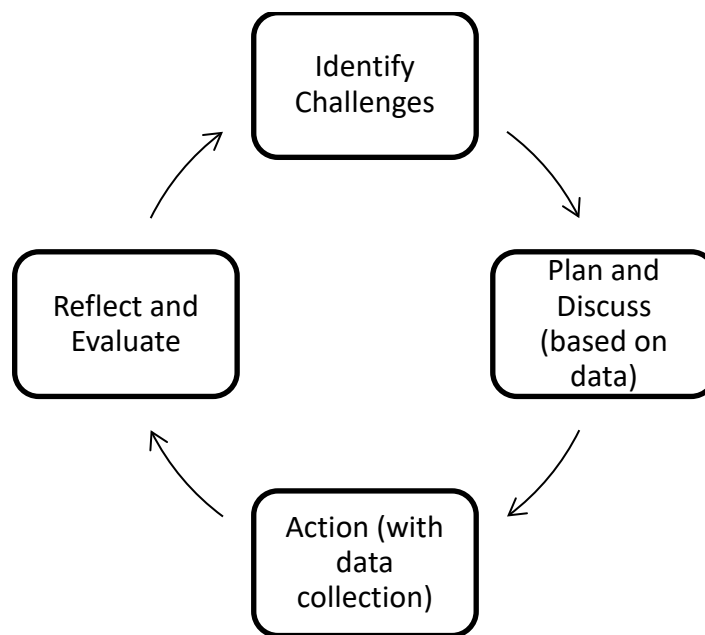
Staff are expected to:

- 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)
- Track behaviours daily with application of rewards and consequences, with consistency and equitability key



Data (Effective Monitoring)

The key to quality behaviour management is effective monitoring of behaviour based on data. Bethel Christian 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
 - Apply consequences of negative behaviour choices with consistency

We acknowledge that if behavioural whispers are ignored, we create 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.

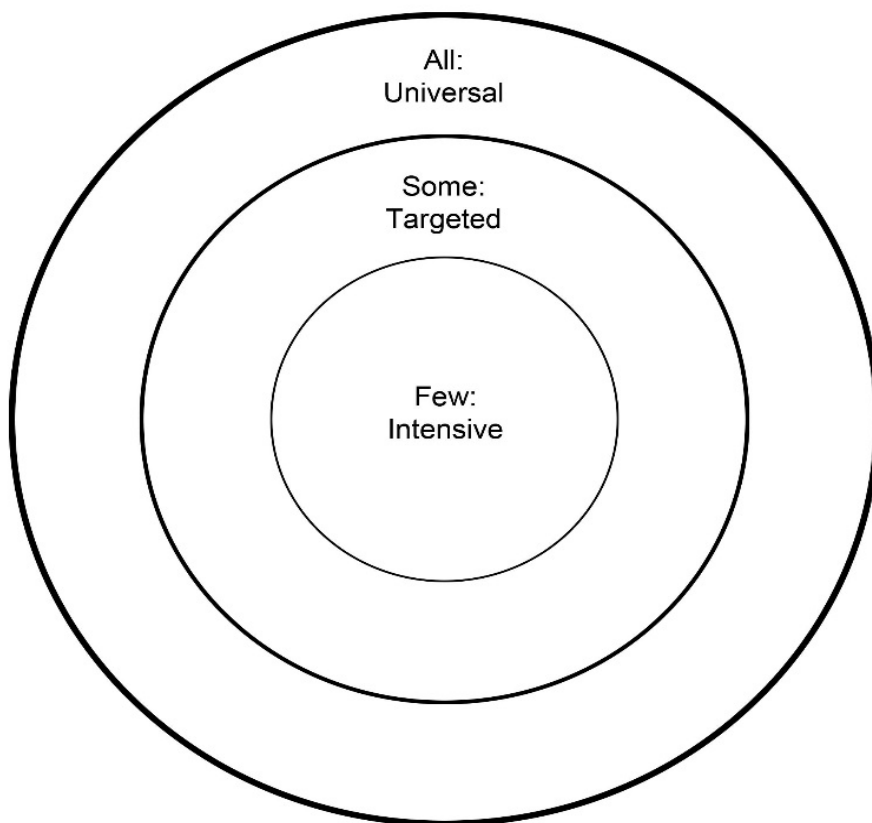
Tiers

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

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) →	YOU DO (independent)	
-----TIME-----				

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.

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
- Culturally responsive practices

Example of Tiered Support

Expectation: I am WHERE I am supposed to be.

	Positive Adherence Consequences	Non-adherence Consequences
Tier 1	K-3: Stamp on chart, sticker on chart, point on board, dojo etc. (measurable and recordable data) 4-12: Positive stamp in diary Feedback through praise of behaviour	Levels of support: <ul style="list-style-type: none"> • Class reminder (with reference to someone modelling adherence) • Individual reminder • Modification (additional modelling of correct, re-teaching, etc.) • Allocation of negative notice (data point K-3, diary 4-12) • Time away from class
Tier 2	Targeted monitoring of behaviour	Levels of support: <ul style="list-style-type: none"> • Office referral (Progression to Tier 2 support) • Parent contact • Increased structure and predictability • Targeted skill development • Detentions
Tier 3	Intensive behavioural support by team	Levels of support: <ul style="list-style-type: none"> • FBAs • ABA Strategies • Needs analysis • Individualised behaviour management plan • In-school suspensions • Out-of-school suspensions

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
- 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
- Use levelled recognition award system (Bronze, Silver, Gold, Principal's Award, Honours Medal)
- Privilege Day (K-3, 4-6, 7-12)

Class Awards

Each week in chapel, four awards will be provided:

1. I am WHERE I am supposed to be.
2. I RESPECT myself, others and authority.
3. I CARE for others in my community and beyond.
4. I am ready to learn and participate.

Privilege Day

A privilege day will be provided for K-3, 4-6 and 7-12, each term, with a final whole special day at the end of the school year for students who display excellence in behaviour, over the year.

Levelled Recognition Award System

A system of levelled recognition of behaviour will be provided with diligence, consistency and care. Effective monitoring of behavioural data is essential for procedural fairness in relation to the levelled recognition award system. Certificates will be handed out during chapel for acquisition of levels. The Honours Medal will be handed out at the end of year presentation ceremony for those who acquire 2 Principal's Awards within a year.

Bronze Certificate	Silver Certificate	Gold Certificate	Principal's Award	Honour Medal
15 positives	2 Bronze Certificates	2 Silver Certificates	2 Gold Certificates	2 Principal's Awards

NB: K-3 students receive positives in the form of small certificates, which are given for positive displays of behaviour in the 4 categories. Students with an excess of 30 negatives in a school term or a suspension are ineligible for an honour's medal.

Behaviours to Avoid

Teachers should endeavour to avoid:

- Misuse of negatives (as it can create bias in school data)
- Lack of identification of positive behaviour
- Shouting and speaking over a noisy classroom
- Sarcasm, humiliation and public embarrassment of a student
- Taking a student on in front of a class (which can be detrimental to overall authority)
- Lack of supervision within a class
- Lack of movement around the class
- Detaining of whole classes for individual or group non-adherence to expectations
- Any hand or body contact for disciplinary action

Diaries

School diaries are a major source of behaviour management data and communication between home and school. Diaries are to be monitored by PCG teachers and class teachers (Grade 4,5,6) and signed weekly by parents. Homework and assessment tasks should be written clearly in diaries. Expectation stamps (+ and -) are to be placed into the diary upon identification of positive and negative adherence to a particular expectation. Data is collected from the diaries to support behaviour management decision-making.

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.

Withdrawal from Class

If a teacher believes they have exhausted all management within their behaviour management plan, without resolving an issue, a Deputy Principal (High School) or primary coordinators 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. Five negatives in a week will result in a detention. 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

Behaviour monitor cards are issued to students who are accumulating negatives in class at a rate of more than 5 a week, 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 at the front office the next school day. Students on Behaviour Monitor Cards should report to the office for a photo to be taken of the card, prior to exiting the school at the end of the 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.

In-School Suspension

In-school suspension will be imposed on students by the Deputy Principal with consultation with the Principal, as a consequence for serious non-adherence to the expectations or breach of the Code of Conduct. The Deputy Principal will send a letter to the parent to inform them of the reasons and conditions of the suspension. The PCG teacher will be responsible in High School and the class teacher in primary for the provision of work for the student, during the in-school suspension. Parents should be interviewed with the student and school executive prior to re-entry to the mainstream classroom. A supervisor will be provided for any in-school suspension periods.

Out-of-School Suspension

Out-of-school suspensions and indefinite school suspensions will be imposed by the Principal for major behavioural issues. Suspensions will be determined by the Principal and administered to correct major misdemeanours of serious violation of the school's expectations and Code of Conduct. The Principal will establish conditions for the suspension, which may include counselling as appropriate. All suspended students will be assigned set work, which should be completed prior to re-entry to school. Failure to finalise set work, may extend a period of suspension. Upon receipt of a suspension, a student is to be collected from the school by his/her parent. A letter outlining the conditions of suspension (date, date of proposed re-entry, detailed reason for suspension, conditions of re-entry) should be provided to the parent upon collection of his/her child. Return to school should follow a face-to-face meeting with the Principal, parent and student, or the Principal's delegate in special circumstances. Following a suspension, a Behaviour Monitor Card will be utilised for a probationary period of 10 school days.

Indefinite suspensions 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 indefinite suspension. 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 indefinite suspension, 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 indefinite suspensions.

The School Board should be notified at the next meeting, of any suspensions.

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*, as follows:

1. Parents and the student should arrange a meeting with the Principal to seek an impartial hearing and reach a satisfactory resolution.
2. If the matter cannot be resolved, the parents and the student should state their case clearly in writing and address this to the School Board.
3. The School Board will review the matter and meet with the parents and student to affect a resolution.
4. In all appeals brought by parents and students against suspensions/indefinite suspensions, the School Board reserves the right to make the final decision.

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