



CANBERRA CHRISTIAN
SCHOOL

NURTURE | LEARNING | CHARACTER

BEHAVIOUR MANAGEMENT

Policy and Guidelines

Behaviour Management Policy

PURPOSE

The aim of this policy is to clearly outline the guidelines for student behaviour management at Canberra Christian School. It sets out the guidelines and procedures for ensuring that behaviour at Canberra Christian School is managed in a fair and equitable manner and that staff and students are aware of their own responsibilities and students are encouraged to be thoughtful, respectful and responsible for their own actions.

POLICY STATEMENT

The staff at Canberra Christian School are committed to a behaviour management approach that supports all children and helps them to develop and refine social skills, resilience and relationships.

We are positive and proactive in behaviour management. We listen to children's concerns carefully and help them to decide if they can solve a problem with the other child or if they need adult support. We always listen to both sides of the story (as there are always two sides) and aim to reach a resolution that children agree upon and are committed to. We are also aware of reconnecting the children to each other so that they can focus on the behaviour as the problem not the person as a whole.

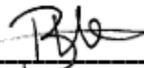
In more serious matters such as physical violence, verbal insults, or exclusion of others, the Principal will decide on an appropriate consequence for each behaviour. These consequences will have a direct correlation to the behaviour and may involve in-school suspension, or a child being sent home. In the instance of a child being sent home, the Principal will be consulted and, where possible, will contact the parents. In both these instances the behaviour will be documented and filed with the Principal and class teacher.

Our overall goal is to have an environment at Canberra Christian School which is safe, happy and comfortable. Social challenges amongst children are a normal part of their development as they work out who they are in our wider world. We aim to work together to help them in this journey.

ASSOCIATED DOCUMENTS

- Anti Bullying and Anti Discrimination Policy
- ICT and Internet Policy
- Student Management policy

SIGNATURE(s):

Date: 02 / 06 / 2014

Guidelines

INTRODUCTION

Our aim is to ensure that all children at Canberra Christian School have access to quality learning within a safe and caring environment and to encourage all students to strive towards behavioural excellence and increased personal responsibility. This system encourages consistency when either rewarding or disciplining behaviour and it provides strategies for the implementation of the school Discipline Procedures.

Staff Commitment

The staff members at Canberra Christian School are committed to caring for each child by:

- Establishing routines so that students know what is expected of them
- Discussing classroom problems together as a class
- Assisting students to make wrongs right
- Praying together as a class and with individuals
- Praying together as a staff
- Talking through problems with individual students
- Ensuring that students complete assigned work and assisting them to do so
- Taking time to talk to students when on duty
- Maintaining confidentiality within the school
- Encouraging students to share their ideas and opinions
- Participating in extra-curricular activities
- Teaching co-operative learning
- Modelling Christian values
- Taking time to play and participate in fun activities with the children
- Planning activities that build self esteem

Classroom Management

Staff are expected to establish, as a class, the rules and behaviour management for their classroom and follow the process as set out in this Behaviour Management policy.

There are also many ways in which students at Canberra Christian School have positive rewards for their behaviour and teachers are always encouraged to focus on the positive before looking at the behaviour management system that is in place.

Co-operation in reinforcing the School's positive behaviour is essential for the success of this plan.

The Principal has the power to remove privileges or place a student on any appropriate level if necessary and to suspend a student after consultation with the School Council.

Building Positive Relationships with Students

Research has shown that students raised in an environment with well-defined limits develop positive self esteem and behaviour patterns. We aim to achieve this through

- establishing a sense of security for all students
- establishing a sense of belonging for all students
- developing a sense of purpose for each student
- encouraging a sense of personal competence for each student.

Establishing a Sense of Security

1. Set realistic rules:

- that are general in nature.
- that define expected classroom behaviour.
- that define procedures or routines.
- that define the rights and responsibilities of individuals.
- that can be enforced.

3. Develop self-respect and responsibility:

- Use positive reinforcement for following rules.
- Find ways to have students monitor their own behaviour.
- Work individually with children who need correction.
- Use natural consequences.

2. Enforce rules consistently:

- Let students know when the standards are being changed.
- Provide consistent enforcement; it is more effective than threats and severe punishment.

4. Build trust:

- Keep commitments.
- Demonstrate faith and trust in members of the class.
- Behave in a predictable manner.
- Creating a sense of belonging

Establishing a sense of belonging

Try to prevent any child from feeling lonely.

1. Create a proper environment:

- Develop an appreciation for others.
- Recognise unique contributions and qualities.
- Provide a variety of activities in which children can gain recognition from peers.

2. Explore the responsibilities of group membership:

- Train children in responsibilities to the group.
- Teach children when it is appropriate to function as an individual and when to function as part of a group.

3. Encourage acceptance and inclusion of others:

- Provide for peer acceptance.
- Use class meetings.
- Teach social skills.
- Provide opportunities to be of service to others.

Developing a Sense of Purpose

Those who feel best about themselves set realistic goals. Self-motivation comes from pursuit of goals.

1. Convey expectations:

- Children perform best with high expectations.
- Convey expectations as long-term goals.
- Challenges are appropriate for some children.
- Start with short-term, specific goals.
- Use contracts to define specific goals.

2. Build confidence and faith:

- Demonstrate faith in children's ability to succeed.
- Provide reassurance when needed.
- Recognise past accomplishments.

3. Aid students in setting goals:

- Help children identify things they want to achieve.
- Use test instruments to point out areas in need of improvement.
- Have children set specific goals.

Encouraging a Sense of Personal Competence

Feelings of competence encourage personal responsibility. Those who lack these feelings feel that they are victims and are unlucky, and engage in defensive mechanisms.

1. Help in making choices and decisions:

- Identify with children the options and resources available.
- Provide options and alternatives in the classroom.

2. Provide encouragement and support:

- Help children analyse progress being made.
- Help children see new options when they are stuck.
- Encourage children to monitor their own progress.

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3. Aid students in self-evaluation:

- Provide feedback for self-assessment.
- Reduce dependence on adults.
- Teach how to use resources effectively.

4. Provide recognition and rewards:

- Use individual reward systems rather than class rewards.
- Move from extrinsic rewards to intrinsic rewards.
- Help children experience feelings of accomplishment and success.

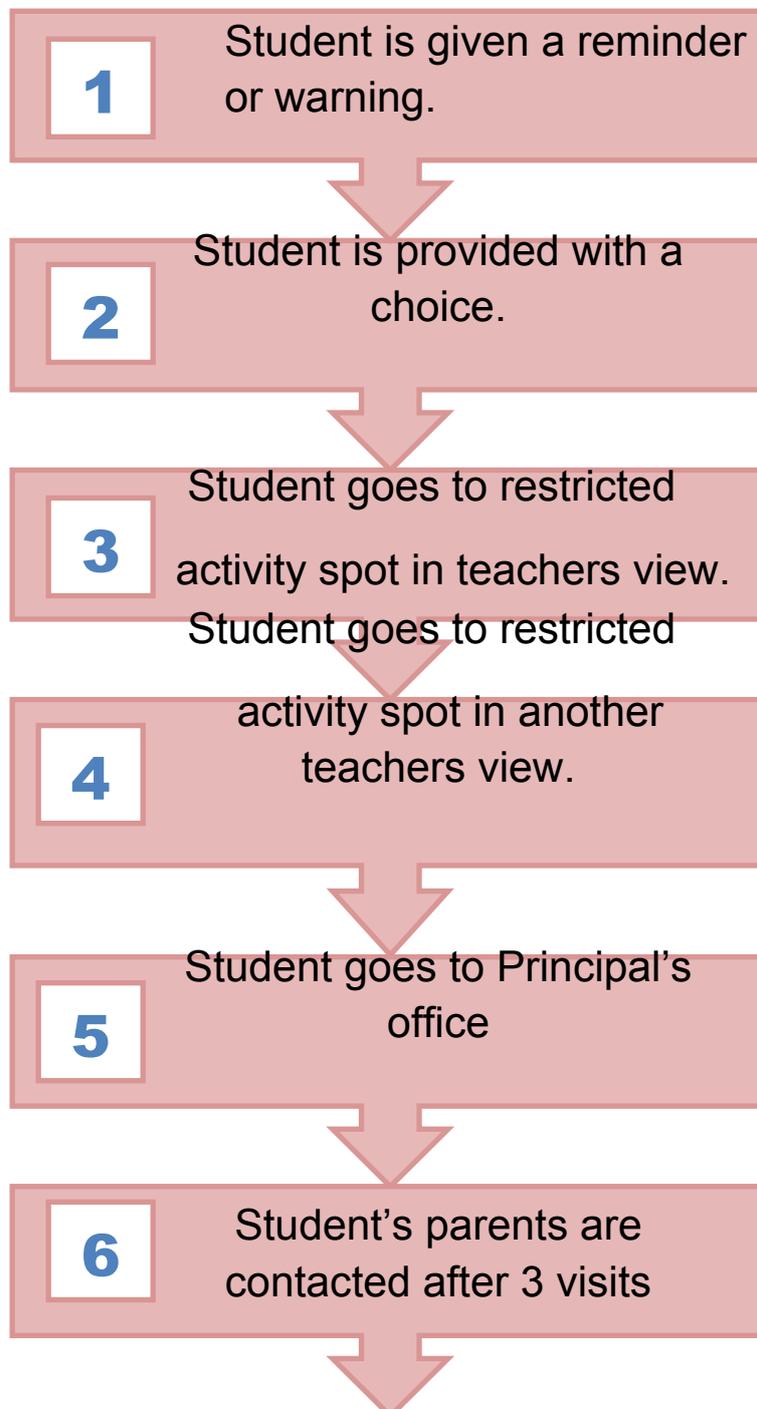
School Discipline Procedures

There are six initial steps of behaviour management within the school discipline procedures if a student chooses inappropriate or unsafe behaviour (outlined in diagram).

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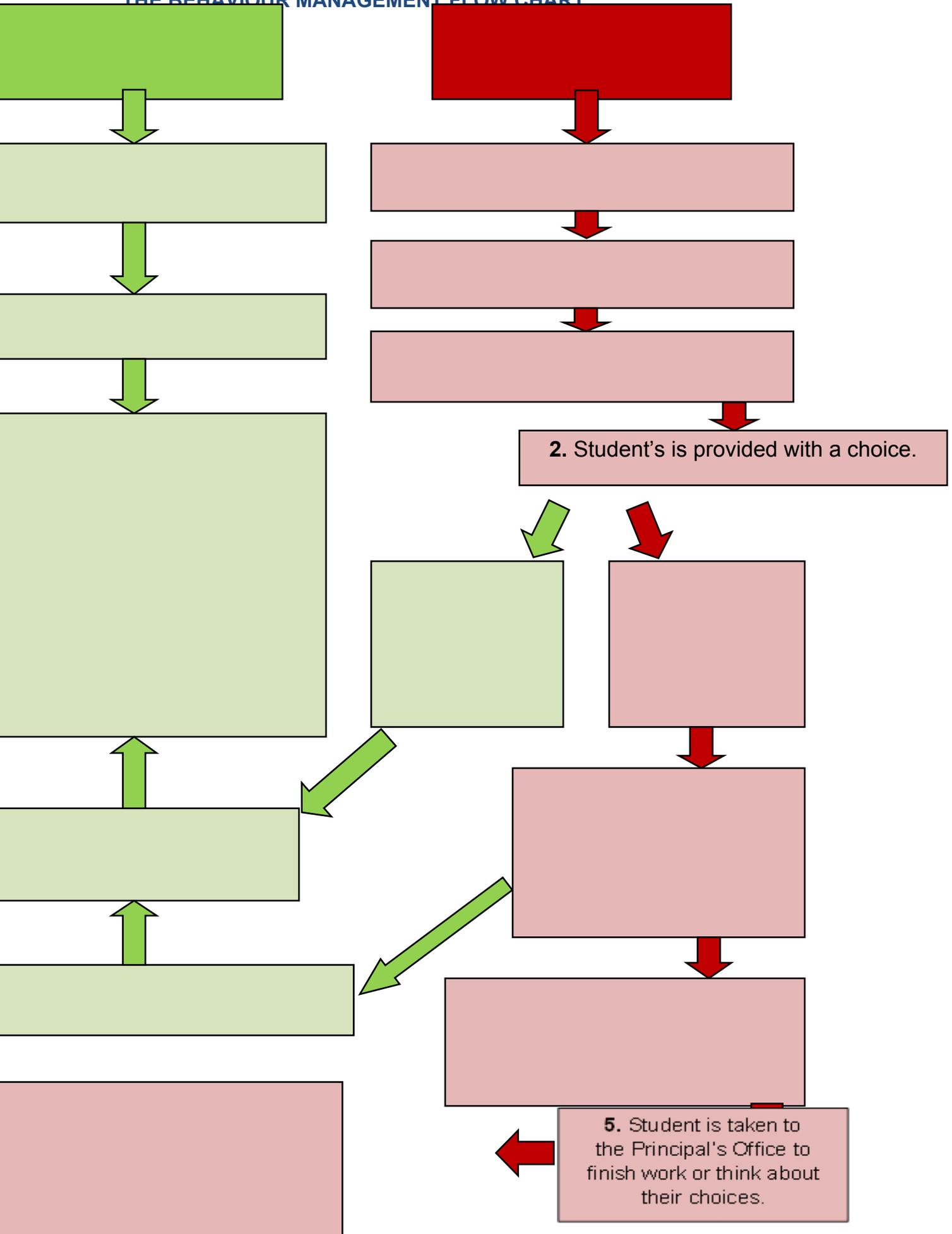


Student says 'no' or does what he/she wants.
They do not follow the instruction.



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THE BEHAVIOUR MANAGEMENT FLOW CHART



BEHAVIOUR MANAGEMENT COMMUNICATION

Whenever a student visits the principal three times parents will be informed and in some cases an interview will be requested. Your co-operation in reinforcing the School's Code of Behaviour is essential for the success of this plan. It will be much appreciated if you spend time going through the following pages of this booklet with your child to ensure that he/she understands.

Here are some of the types of behaviour which will result in students being placed on a lower level. Class teachers will talk to students about their behaviour and explain how to avoid this action being taken.

- Teasing and laughing at others' imperfections
- Continually being found in areas out of bounds
- Rudeness to teachers
- Blatant disobedience
- Leaving school without permission
- Persistent classroom disruption
- Disruptive behaviour at assemblies and/or school functions
- Deliberate interference in others' games
- Throwing sticks or stones
- Spitting
- Aggressive behaviour – intimidation of others
- Bullying other children
- Swearing, using obscene language
- Damaging or taking school property
- Damaging or taking other people's property
- Behaving in a manner dangerous to self and others
- Dishonesty and cheating

REWARDING POSITIVE BEHAVIOUR

Teachers constantly look for positive behavior and aim to reward and reinforce the behavior as often as possible. Each classroom has an independent reward system and the school (as a whole) has a positive reward system in the form of 'bands'. If a student is observed behaving in a positive way that warrants reward any staff member can reward the student a blue band for 'shining their light for Jesus'. When a student collects three blue bands they can trade it for a red band and reward (normally presented in assembly).

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BANNED ITEMS

Students must not use, consume or have in their possession:

- Firearms, tobacco, alcoholic beverages, illegal or habit-forming drugs (This will result in immediate suspension.)
- Knives, razor blades, and other dangerous items or weapons
- Offensive reading or audio-visual materials
- Weapon-type toys
- Mobile phones, radios, CD or cassette players, skateboards, Game boys and other electronic equipment or other determined items
- Collectables for swapping (e.g. Pokémon cards)
- Chewing gum and its derivatives.

The school does not use corporal punishment.

Corporal punishment is not permitted in ACT schools.