



Swan Christian
EDUCATION ASSOCIATION

Behaviour Management Policy and Guidelines

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Rationale

Swan Christian Education Association (SCEA) is committed to providing Christ-centred education to all students in its care. To this end it is important that the procedures used by staff and teachers in SCEA schools and colleges meet legislative requirements and are respectful of SCEA's ethos, the expectations of parents, and the learning needs, aspirations and well-being of its students

This policy provides guidance for schools and colleges to consider given underlying principles in developing and implementing Behaviour Management *Procedures* that will support and enable the spiritual needs, learning and curriculum of their students whilst upholding the values of SCEA.

We recognise that the **primary responsibility of discipline rests with parents** and that the capacity for personal obedience and self-discipline is an essential element of a life well lived (Deuteronomy 6:6-8; Proverbs 6:20-23). The schools and colleges work with parents to encourage students to behave correctly in the context of their developing social (Hebrews 3:17) and ethical responsibilities (Matt 22:37-40, Micah 6:8).

Our emphasis, therefore, is to implement in schools and colleges a policy that:

- provides clear understanding of rights and responsibilities
- makes actions and consequences clear
- supports and nurtures all stakeholders, and
- considers students and their families in the context of the needs and requirements of the broader community, both within and beyond the school/college.

This policy aims to provide enough structure to give support, guidance and clarity whilst having sufficient flexibility for schools and colleges to be responsive to their specific circumstances.

Duty of Care

School authorities, schools and teachers owe a duty of care to their students. This duty arises from the nature of the relationship and exists whenever and wherever the student is in their care. (See SCEA Duty of Care Policy)

The notion of 'reasonable care' extends to ensuring that the school provides a safe environment for all students and includes the development of processes for the effective management of student behaviour.

Biblical Context includes:

The heart of our policy is to develop character and godliness in students in a disciplined and redemptive context.

Deut 6:6-7 *"And these words which I command you today shall be in your heart. ⁷ You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up.*

Prov 6:20-23 *"My son, keep your father's command, and do not forsake the law of your mother. ²¹ Bind them continually upon your heart; Tie them around your neck.*

²² *When you roam, they will lead you; when you sleep, they will keep you; and when you awake, they will speak with you. ²³ For the commandment is a lamp, and the law a light; reproofs of instruction are the way of life."*

Heb 13:17 *"Obey those who rule over you, and be submissive, for they watch out for your souls, as those who must give account. Let them do so with joy and not with grief, for that would be unprofitable for you."*

Matt 22:37-40 *"Jesus said to him," "You shall love the Lord your God with all your heart, with all your soul, and with all your mind." "This is the first and great commandment." And the second is like it:*

'You shall love your neighbour as yourself.' "On these two commandments hang all the Law and the Prophets."

Micah 6:8 *"He has shown you, O man, what is good; and what does the LORD require of you but to do justly, to love mercy, and to walk humbly with your God?"*

Scope

This policy applies to all staff and volunteers in SCEA schools and colleges, whether full time, part time or casual at any level of seniority in schools and the SCEA office. The procedures give assurance to parents and carers of the discernment that staff give to the management of student behaviour, and of the fairness and consistency used across the school/college in managing behaviours of all students.

Context

This policy is related and read in conjunction with:

- **Values, Vision and Mission of SCEA and the school/college**
- **SCEA Staff Code of Conduct Policy**
- **SCEA Student Code of Conduct Policy**
- **SCEA Child Safe Policy and Framework**
- **SCEA Duty of Care Policy**
- **SCEA Student Discipline Policy**
- **SCEA Student Enrolment, Attendance and Truancy Policy**
- **SCEA Bullying Policy**
- **SCEA Discipline Policy**
- **School-based Homework Policies**

Policy Statement

Swan Christian Education Association schools and colleges will develop and implement Behaviour Management procedures appropriate for managing student behaviour – whenever they are responsible for doing so both on and off-site - in ways that facilitate academic, social, and spiritual learning, and staff and student well-being in schools and colleges.

In developing their site-based principles they will consider the best-practice and behaviour management principles found elsewhere in this document, and be highly cognisant of legislative and regulative requirements concerning child protection and the design and use of punishments, restraint, detention and withdrawal, as indicated below:

This position requires that

- Students and staff are well prepared and organised for learning
- Parents support behaviour management processes, and
- Students are disciplined in ways that include learning, restoration and forgiveness.

Guidelines for Developing Procedures

Guiding Principles

The staff of SCEA schools and colleges adhere to the following principles when managing student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour will not be viewed in isolation but as part of an interaction between the student, staff and the school/college community.
- School/college staff will demonstrate accountability for evidence-based decision making, reporting and referral to appropriate support and record keeping.

Best Practice in Behaviour Management

Behaviour management practices that members of staff employ must ensure the establishment of high-quality positive relationships between staff and students.

Staff need to:

- communicate whole school/college and classroom rules and the consequences of their infringement
- set consistent and achievable standards; and demonstrate high expectations to students for their achievement
- promote a positive working environment - give consideration to student voice, seating and classroom arrangements
- prepare each learning session professionally know what they want students to learn know the content and how to teach it have prepared the necessary resources, and be punctual.
- ensure that during lessons they
 - give clear instructions
 - teach at the students' level of understanding
 - differentiate the curriculum
 - use motivation techniques
 - cater for a variety of interests
 - be inclusive of students from non-English speaking and different cultural backgrounds
 - be flexible and adaptable in approach.
- use positive reinforcement for appropriate behaviour
 - verbal encouragement should be the most used incentive
 - positive incentives need to be earned before they are given
 - a variety of positive incentives need to be used; change incentives often to maintain enthusiasm

- desired behaviour needs to be rewarded
- every child needs to be given the opportunity to earn and receive acknowledgement of his or her work
- be alert to disruptive students and be prepared to use the school/college behaviour management procedures/plan to consistently handle inappropriate behaviour.
- be mindful when investigating Behaviour Management incidents, of students from Non English-Speaking Backgrounds (NESB), Special Needs and/or disability) so that appropriate language is used, commensurate with students' understanding.

Note: *Swan Christian Education Association* explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. (Please see below for a description of these terms).

Child Protection

Behaviour Management procedures should be developed in the context of **SCEA's Child Safe Policy and Framework** which ensures that schools avoid any form of child abuse.

Child abuse

Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
- 2) Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:
 - a. the child is the subject of bribery, coercion, a threat, exploitation or violence
 - b. the child has less power than another person involved in the behaviour; or
 - c. there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- 3) Emotional abuse includes:
 - a. psychological abuse; and
 - b. being exposed to an act of family and domestic violence
- 4) Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic or chronic.

Corporal punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.

Degrading punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

Restraint and Physical Contact

If a school's policy indicates that physical restraint and contact is part of managing student behaviour, it is essential that a relevant and approved program which incorporates correct techniques be implemented. It is also essential that all staff are trained and aware of the appropriate and safe restraint technique(s) if it is necessary.

Restraint and physical contact should be a last resort. According to the United Nations Declaration of Human Rights (1948), we violate the rights of individuals to whom we are providing services when we:

- physically force them to stop doing something they want to do when what they want to do is not dangerous
- physically force them to start doing something we want them to do

Physical Restraint

Physical restraint (when one or more staff members use bodily force, intentionally, to limit a student's freedom of movement against their will) must only be implemented to protect the child or others from harm, preferably by staff that have been trained in an approved program (e.g. Team-Teach¹) and should only be considered once alternatives have failed or are deemed inappropriate. Physical restraint should only be used if a student is acting in a manner that places at risk the safety of any person. (See UN committee on the rights of the Child General comment no. 8, 2006)

When restraint is used:

- it will be used in such a way as to minimise or prevent harm;
- staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- it will stop as soon as staff determine the student is no longer presenting a risk to safety; and
- the Principal will provide appropriate support to staff, the student and parents as required after the restraint.

Staff required to use restraint on an ongoing basis to manage the behaviour of an individual student need to ensure that this information is included in the student's documented plan. Planning for the ongoing use of restraint requires a collaborative approach between the Principal, the student's parents and staff.

The student's documented plan should include the following information:

- Triggers that may lead to the use of physical restraint
- Situations in which physical restraint is not to be used with a student
- Situations that may result in the removal of other students from the immediate environment
- Staff willing and qualified to use physical restraint as an agreed management strategy
- Assistance to be provided for staff who are involved with physical restraint
- Regular review of the behaviour management plan is essential in order to reduce and/or remove the need for physical restraint.

When physical restraint has been used for children – other than that used to restrain younger children wanting to cling to parents when their parents are present - the incident must be recorded by the staff member and reported to the Principal and student's parents.

It is important that the written record of incidents where physical restraint is used be documented. These may include:

- Name of the student, class etc.

¹ <https://www.team-teach.com.au>

- Names of other people present
- Date and location of the incident
- Details of the behaviour of the individual and the staff including attempts at de-escalation
- Accurate and clear description of who did what
- Names of staff using restraint or restriction
- Names of others who had a role
- Nature of any physical intervention used (what was being attempted and any deviation from what was being attempted)
- Start time and duration of any restraints
- Description of any injuries
- Whether debriefing was offered and accepted
- Whether medical treatment was offered and accepted
- Details of other supporting records relevant to this student
- How effective was the intervention?
- How was the incident resolved and what were the consequences?
- How was the intervention in the best interests of the individual?
- Risk assessment implications – changes/reviews of plans etc.
- Others that may need to be informed of the incident (i.e. counsellor, chaplain, outside agencies)
- Signatures and views of those involved

Reference – Team Teach

A documented plan and risk management plan (if applicable) should be revised after a physical restraint has occurred to ensure strategies are appropriate and to reduce the need for physical restraint in the future.

Detaining students after school

If this process is to be included in the school's behaviour management policy, it is advisable that detention only takes place when parents have been contacted to inform them of the reasons for, and the duration of, the detention. It is essential that staff adhere to the school's policy and the school's Code of Conduct.

It is important to remember the **duty of care** obligations and ensure that these are met.

Schools may wish to refer to the [School Education Regulations 2000](#) r.42 (1), (2) & (3) pp 27 & 28 for guidance on what is required of WA Government schools, on the topic of detaining a student after school.

Withdrawing Students from School Activities

Withdrawal of students from school activities is a planned strategy and will involve consultation between the class teacher and the school's administration team. This is a different strategy from short-term withdrawal, such as removing a student to another class, which may form part of a teacher's classroom management strategies.

Withdrawing a student from school activities is a strategy that may be used for the following reasons:

- to provide a student, who is exhibiting disruptive behaviour, with the opportunity to calm down and reflect on their own behaviour
- to provide a safe place for the student

- to provide an opportunity to negotiate and plan behaviour management strategies
- to provide an opportunity to clearly communicate with the student in question
- to provide an opportunity for restorative processes to be implemented
- to avoid putting others at risk - (e.g. excursions and camps), in consideration of the safety of students, staff and others.

Staff should ensure that the students who are the subject of a withdrawal are provided with the opportunity to complete assignments and assessments to fulfil course requirements.

It is important to remember duty of care obligations and ensure that safety and supervision requirements are met. Decisions regarding location, supervision and the duration should take into consideration the development stage of the student, and the potential emotional, academic and social impact, of the withdrawal, on the student.

Additional Considerations

Procedures developed by a school/college from implementing this Behaviour Management policy, must:

1. Align closely to the Biblical context, guiding principles, research findings revealed through the best practices included herein, and enable the school/college to demonstrate their implementation of the policy
2. Demonstrate implementation of the SCEA Duty of Care policy
3. Involve staff in their development so they have a sense of 'ownership' of the procedures
4. Consult with parents in development of procedures and communicate the final documents to ensure there are no 'surprises'
5. Ensure relief teachers and volunteers are familiar with the policy and procedures
6. Ensure students understand the expectations placed on them and consequences for breaking school rules and/or the student code of conduct
7. Ensure students are aware of procedures used if they do not meet expectations
8. Ensure that staff use a 'whole-school', consistent approach in the implementation of procedures
9. Ensure staff use procedural fairness in implementing student discipline as part of managing student behaviour
10. Ensure any student plans/contracts that are developed to address student behaviour, are negotiated between students, parents and specialists involved, and that these are age-appropriate (including desired behaviours/goals and consequences for the student)
11. Include dates for annual review and monitoring with staff including the use of data to inform effectiveness; inform parents of any changes

Implementation

This policy, and procedures developed by each school (see Exemplar, Appendix 1) will be implemented immediately procedures have been developed. Staff and parents should be included in the development process and they should align with this policy. Principals should regularly draw attention to both the SCEA policy and school-based procedures, particularly

1. During staff induction times at the commencement of the school year
2. At the commencement of employment for new teachers and relief teachers
3. Prior to the development of school booklists for the following year

Contact Person

Chief Education Officer

Appendix 1: Behaviour Management Procedures (examples of excerpts from one school)

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Rights and Responsibilities

Rights

Members of staff have the right to:

- respect, courtesy and honesty.
- teach in a safe, secure and clean environment.
- teach in a purposeful and non-disruptive environment.
- cooperation and support from parents and other staff.

Students have the right to:

- learn in a purposeful and supportive environment.
- work and play in a safe, secure, friendly and clean environment.
- respect, courtesy and honesty.

Parents have the right to:

- be informed of curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare.
- be informed of their child's progress.
- access to a meaningful and adequate education for their child.
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

Responsibilities

Members of staff have the responsibility to:

- model respectful, courteous and honest behaviour
- ensure that the College environment is kept neat, tidy and secure
- establish positive relationships with students
- ensure good organisation and planning
- report student progress to parents
- consistently implement College policy

Students have the responsibility to:

- ensure that their behaviour is not disruptive to the learning of others
- ensure that the College environment is kept neat, tidy and secure
- ensure that they are punctual, polite, prepared and display a positive manner
- behave in a way that protects the safety and well-being of others

Parents have the responsibility to:

- ensure that their child attends College

- ensure that their child is provided with appropriate materials to make effective use of the learning environment
- support the College in providing a meaningful and adequate education for their child and model respectful, courteous and honest behaviour
- ensure that they sign in and follow protocol when entering the College site
- ensure that their children arrive at College on time for the start of the first lesson
- follow the 's communication steps (Appendix E) at all times

Positive Incentives for Student Behaviour

Teachers should negotiate students' incentives for encouraging a positive classroom environment, e.g. Group/Individual Points, additional personal reading in class.

The College will establish initiatives to encourage appropriate student behaviour. These incentives will be linked to the needs of the College and reviewed on a regular basis, e.g. Merit Awards.

Students have the opportunity to be involved in pastoral care initiatives through participation in the Student Leadership team.

Merit Awards - These awards are announced at each assembly.

Display - Students' class work is displayed in classrooms, office reception area and the library.

Student Leadership team – Student leaders are appointed by the College Administration based on student votes and teacher advice. Student Leaders are given the opportunity to organise special events for students, and have a 'voice' in decision-making on behalf of the student body.

House Captains - Senior children are elected by their faction members and College administrators to lead their faction and help organise sporting events.

Staff Roles

The Principal and Coordinators have agreed to:

- support teachers with student behaviour management
- ensure consistency in the implementation and maintenance of the Behaviour Management procedures throughout the College
- provide new and relief teachers with guidelines/code of conduct pertaining to Behaviour Management procedures
- record incidents in TASS

Teachers have agreed to:

- display and discuss *College Rules* and *Rights and Responsibilities*
- make first contact with parents, as needed
- provide support to the review of the *Student Behaviour Management Procedure*
- consistently apply the College's behaviour management procedures
- complete a referral note as soon as practically possible, when referring a child to the administration
- arrive punctually at their duty area when on playground duty, and actively manage student behaviour

Outline of Behaviour Management Procedures

BEHAVIOUR MANAGEMENT POLICY



RIGHTS AND RESPONSIBILITIES



BEST PRACTICE for BEHAVIOUR MANAGEMENT



STUDENT BEHAVIOUR MANAGEMENT PROCEDURES

<p>In-class</p> <p>Student Behaviour Management Record</p> <p>Step 1 Rule reminder/Verbal warning</p> <p>Step 2 Name on board</p> <p>Step 3 <u>Time out in Class</u> (10 -30 mins)</p> <p>Step 4 <u>Time out in Other Class</u></p> <ul style="list-style-type: none"> • Completion of work & sufficient work to keep them occupied for at least 2 periods • Fill out <u>Stop and Think Sheet</u> while in Other class. Appendix A Yrs 1-3 <p>Appendix B Yrs 4 -7</p> <ul style="list-style-type: none"> • Discuss S&T sheet with teacher at next major break; teacher allows student to return to class if satisfied with student response; student remains in senior or junior class (as appropriate) until end of next double-period break. 	<p>Out of Class</p> <p>Playground Behaviour Management Record</p> <p>Minor behaviour incidences (e.g. no hat, running on pavement, littering), to be dealt with by Duty Teacher at time of incident.</p> <p>For serious offences, students are walked to office and followed up by Administration.</p> <p>Serious behaviour incidences include:</p> <ul style="list-style-type: none"> * Physical assault or intimidation of students or staff; * Verbal abuse or harassment of students or staff; * Wilful offence against property. * Non-compliance; <p>-and are referred to a member of the Administration Team with a red card (issued for emergencies)</p> <p>Behavioural Referral Form (Appendix C.) and TASS records completed</p>	<p>Red Card for Serious Behaviour</p> <p>Serious behaviour incidences include:</p> <ul style="list-style-type: none"> * Physical assault or intimidation of students or staff; * Verbal abuse or harassment of students or staff; * Wilful offence against property. * Non-compliance; * Substance abuse; <p>In the case of a serious behaviour incident skip steps 1-4 and refer the student to the Coordinator with a Red card (Step 5)</p> <p><u>Time out in Office</u></p> <ul style="list-style-type: none"> • Student discusses behaviour with Coordinator • Teacher/Coordinator completes Behaviour Referral Form (Appendix C) and TASS records • Parent conference requested
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<ul style="list-style-type: none"> Teacher to send students S&T Sheet home for parent to sign and return next day/parent notified Teacher fully accepts student back to class on following day with S&T sheet <p>Step 5 Referred to Coordinator with Red Card; <u>Time out in Office</u></p> <ul style="list-style-type: none"> Teacher must provide work for student to do until end of day Student discusses behaviour with Coordinator Teacher/Coordinator completes Behaviour Referral Form (Appendix C) and TASS records Parent conference requested <p>Step 6 Suspension from College (at Principal's discretion)</p> <p><i>Following suspension from College, a student will automatically lose Good Standing (see right)</i></p> <p>Step 7 Asked to leave the College (at Principal's discretion)</p>	<p>All severe behavioural incidents will result in Steps 5, 6 and/or 7 at the discretion of the administration team.</p> <div data-bbox="560 1070 1026 1478"> <p>Loss of Good Standing</p> <p>Will be issued after a suspension or inappropriate behaviour deemed to be a suspendable offence.</p> <p>Students will lose their rights to attend camps, excursions, incursions and sporting carnivals.</p> <p>College Administration team will meet to consider and return students to good standing</p> <p>(Please Note: If a student leader or house</p> </div>	<ul style="list-style-type: none"> Student completes College Code of Conduct (Appendix H) before returning to class Student's teacher completes 'Daily Record' (Appendix F,G) for student each period (secondary) or lesson (primary) Any student who's Daily Record shows a breach of the signed College Code of Conduct will progress to Step 6 <p>Step 6 Suspension from College (at Principal's discretion)</p> <p>Step 7 Asked to leave the College (at Principal's discretion)</p>
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