



Behaviour Management Policy

Purpose:	The purpose of this policy is to set in place the procedure and guidelines whereby students and teachers are able to work in the school environment free from disruption, abuse or threats and within which they can reach their potential as teachers and learners.	
Scope:	This policy applies to behaviour within the school grounds and classroom, when representing the school in public and on camps and school excursions and may also be applied to activities in an online environment.	
Status:	Approved	Supersedes: 2009
Authorised by:	Radiant Life Education Ltd	Date of Authorisation:
References:	<ul style="list-style-type: none">• Radiant Life College Anti-Harassment Policy• Radiant Life College Grievance Policy• Radiant Life College Anti-Bullying	
Review Date:	Annually	Next Review Date: 2017
Policy Owner:	Radiant Life Education Ltd	



Policy Statement

The behaviour Management policy aims to set in place the procedure and guidelines whereby students and teachers are able to work in this environment free from disruption, abuse or threat and within which they can reach their potential as teachers and learners.

At Radiant Life College we believe that for effective learning to take place we need to create a safe, supportive and disciplined environment that respects the following rights:

- *Students have the right to learn*
- *Teachers have the right to teach*
- *Everyone has the right*

There is an expectation that students obey all the rules of the College and be aware of the consequences should they choose to disregard them. The College may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other breaches of the school's rules and regulations. **Such termination may be for a singular serious incident or for failure over a period of time to correct less serious breaches.**

Strategy

The behaviour Management Strategy involves a whole school approach. At the staff level, the essential factors are summed up in the three C's:

- Cooperation with colleagues
- Communication with all concerned
- Consistency by individuals and throughout the College

Each staff member has a responsibility to ensure that they play a part in effective implementation and operation of the strategy by:

Carefully reading the strategy document

Working as part of a team, rather than in isolation

It must be understood that:

Students and teachers have the right to work to potential, free from disruptions, abuse or threat.

For effective teaching, it is essential that a positive relationship exists between teachers and students and a positive classroom environment be maintained.

Students must be fully aware of standards of behaviour expected, and the consequence of not adhering to expectations.

Consistent application of expectations and consequences is required

Individuals must accept responsibility for their own behaviour and for correcting their misbehaviour

It is expected that, in most instances, individual staff members will take responsibility for their own behaviour management. Referral of a student to the Principal should only occur for the more serious breaches of discipline.



Christlikeness

- Seek to honour the Lord in all I think, do and say
- Help and serve others

Learning

- Participate and learn all I can
- Seek the truth

Excellence

- Give my best always
- Be in the right place at the right time

Attitude

- Display a positive attitude in effort, speech, dress and conduct
- Earn my family and College a good name

Respect

- Move and play safely
- Respect adults and fellow students, property and my environment

Consequences

“Behavioural consequences are a link between rights and rules, and the corrective discipline when students have affected others’ rights.” *Behaviour Management*

An important tenet of the school’s behaviour management policy is to teach young people that actions have consequences and that both appropriate and inappropriate behaviour is a choice made by them. Students are expected to accept the consequences of choosing particular behaviour the consequences need to be:

- Relate to the behaviour concerned
- Reasonable
- Respectful of the dignity of the individual; and
- Have degrees of seriousness built in.
- Relative to rights

The effectiveness of a consequence is in the certainty that it will occur as an immediate or deferred consequence. Consequences and follow up need to be followed through by the teacher who approached the child about the behaviour, and where appropriate, reported to the student’s class teacher or the relevant individual, depending on the nature and seriousness of the behaviour. Examples of logical consequences:

- If you push or shove in line to get ahead – you go to the end of the line.
- If class assignments are unfinished – they become part of your homework.
- If you vandalise – you must make restitution: clean up the mess or pay towards repair.
- If you break someone’s ruler – you replace it
- If you harass another student – you apologise

Specific Behaviour – not an exhaustive list

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Physical Assault – including fighting and bullying

Management

- Teacher to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self awareness, effects on others, etc.
- Stop activity causing concern
- Support if necessary
- Give/Obtain medical assistance If required
- Ensure separation of those involved
- Serious incidents which involve physical or mental harm to students must be reported to the appropriate person, i.e.; Principal or Pastoral Care Coordinator

Consequences

- Isolation (e.g. in class, in another class, office)
- Separation
- 'Time Out'
- Referral to Pastoral Care Coordinator
- Loss of privileges
- Detention time if required
- Contact with parents
- Suspension
- Expulsion

Inappropriate Interpersonal Behaviours- Including swearing, threatening, verbal teasing, answering back, insolence, discourtesy, passive resistance, refusals

Management

- Teacher to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self awareness, effects on others, etc.
- Stop activity causing concern
- Ensure separation of those involved
- Support if necessary

Note: The School has no tolerance rule with regards to rudeness to teachers or other staff members. This behaviour should always be reported to the Principal. Other consequences might include

- Isolation (e.g. in class, in another class, office)
- Separation
- Detention
- 'Time Out'



- Loss of certain privileges
- Contact with parents
- Suspension
- Expulsion

Property Issues – including school and personal property

- Destruction e.g. ripping another person's books, kicking or breaking school property, vandalism
- Defacement e.g. graffiti
- Breakages e.g. damage cause by impulsive or improper behaviour
- Stealing e.g. of money, food, equipment. The above behaviours assume intent to destroy or spoil personal or school property

Management

If a minor incident occurs, teacher will decide on the consequences and put them into effect.

For major incidents, the behaviour should be referred to the appropriate person; i.e.; Principal or Pastoral Care Coordinator.

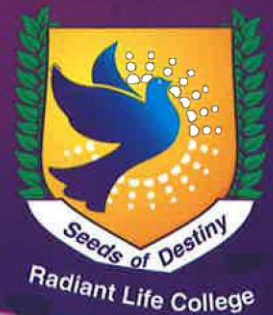
Consequences:

- Replacement
- Repair
- Repay
- Clean up
- Legal action
- Contact with parents
- Suspension
- Expulsion

The offender should take responsibility to make amends for the behaviour, including written apologies where possible.

Suspension/Termination

There is an expectation that students obey all the rules of the College and be aware of the consequences should they choose to disregard them. The College may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other breaches of the school's rules and regulations. Such termination may be for a singular serious incident or for the failure over a period of time to correct less serious breaches.



Behaviour Management Process

<p align="center">OUTSTANDING POSITIVE BEHAVIOURS</p> <p align="center">Consistently demonstrating CLEAR values, submitting assignments early, striving to improve, etc.</p> <p align="center">POSSIBLE REWARDS</p> <p align="center">End of term treats, privileges, Christian Character awards</p>	
<p align="center">POSITIVE BEHAVIOURS</p> <p align="center">Punctual, strong work ethic, takes pride in uniform, assignments submitted on time</p> <p align="center">POSSIBLE REWARDS</p> <p align="center">Free time, treats, privileges</p>	
<p align="center">DISAPPOINTING BEHAVIOURS (TEACHER MANAGED)</p> <p align="center">Disrupting lesson, disobedience, uniform infringement, equipment missing, not on task, negative behaviours.</p> <p align="center">POSSIBLE CONSEQUENCES</p> <p align="center">Kept in (max 10 min), Teacher records, assigned to Duty teacher-litter duty, note in diary, Detention.</p>	
<p align="center">CONCERNING ON-GOING BEHAVIOURS (REFERRAL TO ADMIN)</p> <p align="center">Unacceptable work or behaviour habits that have become habitual e.g. assignments not submitted, disrespectful/defiance/argumentative to staff, removal from classroom, swearing, malicious gossip, bullying etc.</p> <p align="center">POSSIBLE CONSEQUENCES</p> <p align="center">Parents notified, behaviour monitoring card, assigned to Duty teacher-litter duty, exclusion from playground, detention, incident recorded.</p>	
<p align="center">DETERIORATING BEHAVIOURS (REFERRAL TO ADMIN)</p> <p align="center">No evidence of improvement despite monitoring & warning , serious offence e.g. fighting, threatening a teacher, bullying or harassment, smoking, possession of unwholesome material etc.</p> <p align="center">POSSIBLE CONSEQUENCES</p> <p align="center">Parents notified, afternoon detention, Whole day internal Suspension, incident recorded.</p>	
<p align="center">DISQUALIFYING BEHAVIOURS (REFERRAL TO ADMIN)</p> <p align="center">Not demonstrating any willingness to improve, any involvement with illegal drugs, extreme bullying</p> <p align="center">POSSIBLE CONSEQUENCES</p> <p align="center">Parents notified, Exclusion, Expulsion</p>	

Termination for Singular Incident

Examples for singular incident which would result in termination may include but are not limited to the following:

- 1) Violence towards a staff member;
- 2) Violence of an extreme nature towards another student;
- 3) Possession of illegal substances or banned articles at school;
- 4) Being in possession of a weapon at school;
- 5) Wilful damage to property;
- 6) A singular extreme example of bullying, e.g. posting derogatory material about another;
- 7) Activity which would be deemed to be sexual harassment or assault;
- 8) Inappropriate incident activity at school.

Where appropriate or necessary, the College reserves the right to involve Police or Child Safety in any of the above incidents.

Procedure:

- 1) The student will be isolated immediately;
- 2) Parents will be contacted to collect the student;
- 3) A written statement outlining reasons for termination will be handed personally or posted to parents.



Termination for failure over time to correct less serious breaches

These breaches could involve a range of activities detailed earlier in this policy. In particular, the College emphasises that the failure to correct continual disruption of the teaching/learning environment or the failure to correct bullying or unsafe behaviour towards other students may result in termination.

Before termination would occur a number of processes may have occurred which may have included: -

- 1) Student being placed on short or long term behaviour card;
- 2) Internal or external suspension
- 3) Review of enrolment procedure (see appendix);
- 4) Parental interviews;
- 5) Probationary periods.

In all of the procedures above parents will be kept fully informed and a process of natural justice will be followed whereby the student is allowed to express their viewpoint in the issues being discussed. The process is designed to allow time for the student to correct attitude/behaviour.