



Behaviour
Management
for
Primary School

Dale Christian School - Vision and Mission

Our vision is to offer affordable, quality, Christ-centred education and to equip our students with skills and strong values that encourage them to pursue excellence spiritually, academically and socially.

We strive to ensure that every student who attends, will clearly hear the claims of Christ over their lives in areas of management, curriculum and teaching practices. We seek to provide opportunities for students to learn in a peaceful, Christ-centred environment, where there is a sense of meaning and security. Our families can experience the love of God at work and the Holy Spirit is able to minister to all members of the school community.

Our students should demonstrate respect and have the courage to make decisions which are not necessarily popular, but righteous. The students will have a sense of fairness and justice. Dale Christian School will strive to equip them to become effective life-long learners with strong resiliency, flexibility and problem-solving abilities. (Micah 6:8)

Version Management

Version	Date Published	Changes Made	Author of Changes	Board Approved
1				
2	2013/8/14			
3	2015/7/8			
4	2017/7/26	Updated	FJ	
5	2018/01/18	Updated as per copy. (Many changes made), eg removed "deputy", replaced Pastoral Deputy with Pastoral Care Team.	FJ KC	
6	2019/01/31	Reviewed	KC FJ	
7	2019/11/13	Changed as per Dale Character Quest	JW FJ	
8	2020/03/09	Updated Point 4.	FJ	

Dale Christian School has implemented the Child Safe standards and takes the safety of our children very seriously.

BEHAVIOUR MANAGEMENT – PRIMARY SCHOOL

Source of Obligation

The WA Registration Standards (Standard 14) require that Dale Christian School ensures that it provides positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.

Behaviour Management Policy

Every student has the right to a learning environment that is free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity. Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment. This Behaviour Management Policy sets the framework through which Dale Christian School manages student behaviour and punishment.

Strategies to Promote Good Behaviour

Dale Christian School seeks to develop a culture of positive behaviour by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations;
- establishing specific teaching and learning programs;
- communicating expectations with the wider school community;
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards; and
- maintaining records with respect to student behaviour.
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Prohibition of Corporal Punishment

It is our policy that: we prohibit corporal punishment;

- and we prohibit other *degrading punishments*, meaning 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 a child;
- and we do not explicitly or implicitly sanction the administering of corporal or degrading punishment by non-school persons, including parents, to enforce positive behaviour at the school.
- The use of any corporal or degrading punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Dale Christian School has a behaviour policy that is outlined below:

A. BEHAVIOUR PROCEDURE FOR THE CLASSROOM

1. Proximity praise/reward

When a student is misbehaving, the Teacher will praise at least one other student who is in close proximity for behaving appropriately, praise the misbehaving student as soon as they do something appropriate, prompt or redirect the student to return to the appropriate behaviour, check that the student can cope with the activity, quietly enquire as to the reason for the misbehaviour, encourage the student to ask to speak to a Teacher if something is worrying them.

2. Verbal Warning

3. Warning/Timeout – Classroom Consequence Chart

- 1) A Teacher will record incidents on the consequence chart.

4. Yellow Card

- 1) Student is handed the yellow slip and write their own name
- 2) Teacher records the yellow card/slip on the excel spreadsheet
- 3) Class teacher discusses incident with the student
- 4) Help the student of how to reflect what to do next time (Yellow Slip)
Inform the parents and the yellow slip home (Signed and back to Teacher if possible)
- 5) Teacher emails Administrator and the Principal

5. Principal / 5 Yellow Cards

- 1) Lunchtime Detention
- 2) Inform the parent after school / email / verbally (Year K-2)
- 3) Note in diary (year 3-6) to parents from class teacher
- 4) Visit to Primary Principal to determine restorative behavioural plan.
- 5) Recorded in the School's Student Management System

6. Principal/ 10 Yellow Cards

- 1) After school detention
- 2) Meeting with parents attended by Primary Principal and Class Teacher
- 3) Agreed Consequences at school and home implemented
- 4) Recorded in the School's Student Management System

7. Principal / 15 Yellow Cards

- 1) Meeting with Principal Primary School
- 2) Internal suspension
- 3) Possible loss of Excursion privileges
- 4) Recorded in the School's Student Management System

8. Principal / 20 Yellow Cards

- 1) External Suspension
- 2) Recorded in the School's Student Management System

Misbehaviour Continues or Severe Misbehaviour (Immediate Red Card):

This will be recorded on the school's student management system.

- Sent to Principal.

IMMEDIATE Action:

- 1) Parents will be notified
- 2) Parent meeting with pastoral care member if required
- 3) Loss of all Green Cards
- 4) A possibility of a lunchtime or after school detention
- 5) Loss of excursion or incursion privileges
- 6) Possible suspension

Escalation of poor behaviour in a Semester:

- 1) Parental Interview with Principal.
- 2) In-School suspension
- 3) Out of School Suspension.
- 4) Conditional re-entry
 - 1 month Probation
 - 1 Term Probation.
- 5) Enrolment terminated if poor Behaviour continues.

SERIOUSLY ABUSIVE OR INAPPROPRIATE BEHAVIOUR

Seriously abusive and inappropriate behaviour will be dealt with in a calm and controlled manner. Seriously abusive behaviour is defined as:

- Severe bullying (physical, Indecent inappropriate, verbal or cyberbullying).
- Violent behaviour – physical and verbal abuse.
- Running away from the school area.
- Drugs/ Alcohol/ Smoking.
- Explicit or undesirable material.
- Any other behaviour that may be deemed inappropriate by the Management Team.

In all situations the student should be taken immediately to the Principal or the Principal informed of the situation.

Serious behaviour results in:

- 1) Suspension pending investigation/ parent contacted.
- 2) Parental interview with the Principal.
- 3) School Board will be informed.
- 4) Student enrolment will be terminated, or probation conditions will be set in place.

B. BEHAVIOUR PROCEDURE FOR THE PLAYGROUND

(Collective Staff Responsibility - ON DUTY OR NOT)

Where the code of behaviour is infringed:

- 1) If the incident is serious, the playground Duty Teacher is to send the student to the Office.
- 2) The incident will be recorded in the school's Student Management System by duty/relevant teacher, and a Pastoral Care Team member will be notified on the same day.

BEHAVIOUR PROCEDURE FOR AFTERSCHOOL

Students who have not been picked up after school are to wait quietly in the Undercover Area until 3:30pm when they are taken to the office until collection.

Reference:

Dale Character Quest

Hillside Christian College

Quinns Baptist College

AISWA

CSA