

section: Administration
Policy No: A12
Policy Name: BEHAVIOURAL POLICY
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POLICY

Behaviour Policy

Support of the School's Values and Ethos is essential for every single person connected to the Caloundra City Private School. It is expected that all staff members, students and parents share our Mission Statement, Core Values, goals and expectations.

All students are expected to take great responsibility for their presentation, their behaviour and their actions.

To minimise bullying in a school environment requires a concerted effort on the part of the students, staff and parents. At Caloundra City Private School we educate students about the detrimental effects of bullying and provide basic strategies to deal with and avoid bullying behaviours. Also, we provide pastoral care programmes designed to build resilience in our children. It is most important that all members of the school community have a clear understanding of what bullying behaviour is, and to work in partnership between the home and school in order to rid our school of this behaviour.

Inappropriate behaviours are dealt with immediately they come to the attention of staff. There is a no blame approach in the first instance, and teachers will talk to students individually to find out what is going on between students and then will have a meeting with all of the students involved, to talk through the issues and to resolve any conflict that exists. If the behaviour persists, then the issue is brought to the attention of the relevant Head of School. The matter is dealt with in a timely and respectful manner, with the purpose of resolving the issue and moving on from the matter. Appropriate consequences are put in place by the Head of School, Dean of Students or in more serious instances, by the Principal. Parents, always will be notified of such serious instances.

For those students who fail to meet all of these fair and reasonable expectations, and who have previously been warned about one of these issues, a detention will be given after School. A Detention letter will be sent home to parents giving them at least 24 hour notice of the detention. Students need to understand that there will be consequences for inappropriate presentation and behaviour.

In more serious instances, students will be suspended from School. Illegal behaviours will result in a student being excluded from school e.g. physical fighting, repeated inappropriate behaviour.

It is the goal of the school for students to be safe and happy while they are at school and this can only be achieved if all students make an effort to abide by these expectations.

BEHAVIOUR MANAGEMENT

Behaviour Management is only one aspect of classroom management. Behaviour Management involves keeping a delicate balance between control and freedom. Behaviour Management involves learning personal self-control, and knowing how to handle emotions, and feelings at a given time. The success and effectiveness of classroom and personal discipline of pupils depends very much on:

- the respect the students have for the teacher
- the consistency with which rules and expectations are applied by the teacher
- programs, lessons, and learning activities which are
 - properly conceived
 - planned and well executed
 - interesting
 - efficiently managed

The School's approach to student behaviour management is based upon the right of the individual to be treated with respect. There are three key elements to this approach including:

- All participants in the process have rights.
- All participants work within negotiated rules.
- All participants adopt a set of responsibilities that lead towards self control and personal accountability.

These elements are supported and reflected in the School's Code of Behaviour as outlined in the Student Diary.

CODE OF BEHAVIOUR EXPECTATIONS

The global goals of School's Code of Behaviour, can be identified as:

1. Interaction with peers
2. Cooperation
3. Following directions
4. Uniform - being neatly and appropriately presented
5. Participation in School life
6. Respect - respect for self, others and staff

The final goal – respect – is central to these expectations. Students are particularly required to note the following:

RESPECT FOR SELF

Students are asked to:

- Set and strive to achieve appropriate personal and academic goals for themselves on a regular basis.
- Participate in the school's extra-curricular program during the year to the best of their ability.
- Be appropriately attired and groomed at all times when wearing their uniform.
- Exhibit sound communications skills and manners when interacting with members of the staff.

RESPECT FOR OTHERS

Students are asked to:

- Be proactive in supporting those in needs, both within and outside the school community.
- Model appropriate behaviour at all times when associated with the school.
- Be inclusive and supportive of individual differences that members of the school community may have.

In addition, students are encouraged to take responsibility for their own learning and be supportive of School activities.

These expectations are central to the management and monitoring of all student behaviour within the School.

MANAGING THE STUDENT'S BEHAVIOUR

In implementing these goals, the following process of management will apply:

- The promotion of appropriate choices.
- Respectful discipline that affirms and encourages.
- Joint rights, responsibilities and rules.
- The minimisation of embarrassment, confrontation and hostility.
- Purposeful and reflective communication of expectations.
- Effective communication with families
- The follow up of consequences.
- The engagement of other staff in the process of management.

THE ROLE OF CLASSROOM TEACHERS

In managing student behaviour, teachers are encouraged to adopt a four level structure of classroom management.

1. Prevention and minimisation of inappropriate behaviour.
2. Encouragement and redirection.
3. Application of appropriate consequences.
4. Maintaining working relationships between Teachers and Students.

THE REALITY OF BEHAVIOUR MANAGEMENT

All people - parents, staff and students - are subject to the rules and expectations of the group to which we belong. Problems can and do arise when students fail to meet expectations which have been put in place for the good of all and for the orderly management of our school. Teaching and being a student at our school should be a pleasant experience for all. However, much will depend upon the - cooperation of all staff and the consistent application by all teachers with respect to the above. Our students must also be taught that the price of being allowed to participate in the good things that happen, in education at our school is that their behaviour must conform to the rules, expectations and customs.

Our students must also be told that when they are being difficult or their behaviour is creating difficulty for the teacher and other students to learn, then a consequence will follow. NOTE: In instances where students are not doing their work or just day-dreaming, then the problem is likely to be an educational one and will require solution rather than discipline.

POSITIVE SIDE OF THE SYSTEM

All classrooms (& school wide) run a variety of positive systems (some formal some informal). School wide we have certificates given out at assemblies. Within classrooms a full range of positive activities is to be always encouraged. The following are some possible actions that take place within classrooms at various times you could consider using.

Behaviour Expectations to be emphasised in the classroom:

1. Follow directions the first time they are given; be in the correct place with the correct equipment ready to start on time.
2. Do not disturb other children when they are working
3. Keep hands, feet, objects to yourself
4. A working noise level in class. No child should be heard above the rest
5. We use manners at all times.
6. Respect for school equipment and other peoples property

Behaviour Expectations to be emphasised in the playground

1. No verbal abuse (eg swearing, name calling, teasing etc)
2. No physical abuse (eg fighting, bullying etc)
3. Follow directions the first time
4. Do not wilfully damage property, gardens or the environment (eg litter)
5. Be in the Right Place at the Right Time
6. No dishonesty

KEY FEATURES OF THE CLASSROOM BEHAVIOUR PLAN

Expectations

- Expectations are linked to agreed rights and responsibilities, sometimes expressed through a classroom charter.
- There should be a maximum of five or six rules.
- Expectations should have positive wording – what we want to see, not what we do not want.
- They should be clear and succinct.
- They should be based on observable behaviours.
- They should be discussed with and agreed by the children.

Routines

- Routines should be simple, sensible, clear, taught and consistent.
- Routines give a structure to all classroom activities.

Positive recognition:

- acknowledges when children make a good choice about their behaviour;
- is linked to the language of choice;
- builds self-esteem and positive relationships;
- is used to motivate children to choose to behave appropriately;
- can include low-key, personal interactions (a smile, a thumbs-up signal, a quiet word of praise); public, status-linked communications (certificates and awards, praise in an assembly); social or tangible transactions (from praise, to stamps and stickers, to time on a favourite activity or a concrete reward);
- can be used as individual, group, classwide or whole-school
- incentive schemes.

Negative consequences:

- are the least used part of the behaviour plan;
- are linked to the language of choice and signal that the child is making
- an inappropriate choice about his/her behaviour;
- follow a clear, known hierarchy;
- are discussed with and agreed by the children;
- are used in a consistent, fair way;
- are appropriate to the behaviour, not humiliating or excessive;
- used fairly, consistently and dispassionately will enable positive relationships to be maintained.

Code of Expectations for Students

1. Caloundra City School (CCS) seeks to provide a secure, supportive and encouraging learning environment. All members of the School community have a responsibility to practise and promote tolerance and the valuing of individual differences, and to uphold the values of courtesy, consideration, cooperation, common sense and care (The 5 Cs of CCS)
2. Students are encouraged to form an understanding of their role within the broader community and the mutual obligations of community members.
3. All students must support the rights of members of the School community to be free from bullying, harassment, and discrimination. (see *Anti Bullying Policy*)
4. The School encourages students to achieve their full potential academically. It is therefore expected that each student will cooperate with his teachers in taking responsibility for his own progress by diligent preparation and participation in the learning process. It is important that no student, through poor behaviour or lack of concern, interferes with the rights of others to pursue their studies.
5. Students will behave in a manner which enhances their reputation and the reputation of the School. Students will also follow the rules and expectations written in the School Diary. Disrespect to staff, causing harm to others, interference with the property of others, bringing the School into disrepute, or involvement with drugs (including cigarettes and alcohol) are regarded as serious behavioural issues which may result in a student being removed from the School.
6. Students must not leave the grounds during school time without first obtaining permission from The Principal, or Head of Sub School. Except in the case of illness, students must be in attendance on all school days unless leave has been granted by the Principal.
7. Students at CCS are expected to take pride in their personal appearance and School uniform. Students will present themselves in a way which both complies with school requirements and shows respect for themselves and their School.
8. Students are encouraged to participate in a wide range of activities, and are expected to support others by attending events such as Concerts, Plays, Speech Night, competition fixtures and Championships.

Being enrolled at the School implies acceptance of the above Code of Behaviour.