



Behaviour Management

Behaviour Management Policy

Philosophy

The vision of Heights College is “to see Heights College graduates powerfully influence the world for Jesus Christ”. As a Christian school, we recognise God as our authority. His Word, the Bible, is Holy Spirit inspired and our source of absolute truth. As humans, we are created in the image of God and as a result of the fall, have a sin nature. We, as individuals, reflect this imperfection. Hebrews 12:10-11 *But God disciplines us for our good...no discipline seems pleasant at the time, but painful. Later on however, it produces a harvest of righteousness and peace for those who have been trained in it.* Effective behaviour management is achieved through:

- Creating quality relationships between parents, students and staff;
- Consistency of application; and
- Clear articulation of standards and expectations that, as members of God’s family and the Heights College community, we have inherent rights and responsibilities.

Aim

Proverbs 22:6 *Train a child in the way they should go and when he is old he will not turn from it.*

Knowledge, understanding and wisdom are developed as students infuse Christian values and principles into their daily lives. This is demonstrated through positive attitudes and Christ-like behaviours. The Behaviour Management Policy is designed to assist students to progress from knowledge, through understanding, to wisdom. (Proverbs 23:23). Behaviour is an outworking of the heart. (Proverbs 20:11)

Biblical Underpinnings

- Hebrews 12:11 (Discipline/Love)
- Romans 13:1-3 (Authority)
- Deuteronomy 6:1-9 (Integrity)
- Micah 6:8 (Rules for living)
- 2 Corinthians 10:5 (Thinking/Attitude)

Statement of Belief

- Fear of God;
- Respect for others;
- Respect for self;
- Respect for property.

Rights and Responsibilities

It is every person’s responsibility to connect with, to care for, and to challenge each other to reach their full potential in Christ. New members of the College community are to be made aware of their rights and agree to their responsibilities.

Students:

Rights –

- to learn and feel safe;
- to be treated fairly and with respect by other students, teachers and adult members of the College community; and
- to be encouraged to identify their God-given talents and abilities.

Responsibilities –

- to uphold, maintain and be accountable for the rules, standards and values of Heights College;
- to be a godly example to all members of the College community by showing Christ’s love, compassion and faithfulness to all they serve;
- to achieve and maintain a level of academic achievement consistent with their God-given abilities; and
- to honour, obey and submit to all in authority over them (Ephesians 6:1-9, Hebrews 13:17).

College Staff:

Rights –

- to work, teach and feel safe;
- to be treated fairly, with dignity and respect; and to be honoured in their positions of authority (Ephesians 6:5-9).

Responsibilities –

- to deliver quality education at an appropriate level;
- to identify and develop students' God-given talents and abilities;
- to respect the opinions of all members of the College community; and
- to be accountable to God for the way they conduct themselves with students, parents and other members of the community (Hebrews 13:17).

Parents and Caregivers:

Rights –

- to be listened to respectfully and express their opinions in an appropriate forum;
- to know that their children are in a safe environment and receiving a suitable education;
- to be informed of significant or consistent behavioural issues and any assistance or guidance being provided.

Responsibilities -

- to be the key influencer and role model of positive attitudes and Christ-like behaviour;
- to be prepared to learn about, support and contribute positively to behaviour support plans that concern their child;
- to maintain regular communication with teachers and the College regarding student behaviour.

Behaviour Management Procedures

The Behaviour Management Procedures involve two parts. The first is the identification of expected or inappropriate behaviour and the implementation of a response to this behaviour through encouragement or remedial action.

The second is the recording of significant or consistent behaviour that will allow a more effective tracking of student behaviour in the College, with the goal of providing effective long-term responses.

The Behaviour Management Policy operates on a level system, with students progressing up or down the levels over the course of their enrolment. All students will commence at the College on the Entry Level (Character), with the Servant Leader Qualities communicated as the expected behaviour.

During a student's enrolment in each sub-school, they may progress through Character, Leadership, Influence and Breakthrough Levels for expected behaviour and Levels 1 - 4 for inappropriate behaviour. The College sub-schools are: Lower Primary (P_3), Upper Primary (4-6), Middle School (7-9) and Senior School (10-12)

Students will retain their positive level of expected behaviour (Character, Leadership, Influence and Breakthrough) from one year to the next as they progress through a sub-school. When students move into a new sub-school (Years 4, 7 and 10), each student will start on the Character Level again as there will be a higher level of expectation regarding their behaviour. It is anticipated that only a small number of students will achieve the Breakthrough Level each year, as students typically progress through levels after at least 1 term at each level. Variations to this timeline can occur, based on individual student circumstances.

Students on Level 1, 2, 3 or 4 will move up to the entry level at the start of each new year, regardless of the level at which they finished the previous year, as a demonstration of grace and new opportunities.

Tracking Behaviour

The tracking process assists in identifying and responding to positive and negative behaviour at Heights. It is important to note that NOT ALL BEHAVIOUR WILL BE RECORDED.

Behaviour management records are reviewed, and repeated or significant behaviours will be addressed. Only behaviour that is significant or consistent in its nature is recorded on the College's student data system, Responsible Decision Room and Detention records.

All teaching and non-teaching staff at Heights College, including Administration, Teacher Aides, Groundsmen, Bus Drivers, and Cleaners etc. are able to use the Behaviour Management Processes, and are required to report inappropriate behaviour to the relevant Sub-School Heads, or Line Managers.

Attributes demonstrated by a Servant Leader

<p>Character Wisdom –makes wise choices</p>	<p>Chooses right over wrong; follows rules; chooses what is right over following others; understanding leads to appropriate actions and behaviours; thinks before acting so as to make wise choices; behaves in an appropriate manner according to context; chooses not to involve self in others' wrong behaviours; uses common sense.</p>
<p>Humility – shows respect and obedience with a good attitude</p>	<p>Obedience; respect toward those in authority; accepts correction and responds positively; doesn't display rebellious or defiant characteristics; willing to listen and take on board suggestions; applies self to develop good behaviours; is willing to put others first; doesn't always need to be first or in front.</p>
<p>Efficiency – organises self effectively</p>	<p>Keeps chair bag tidy, hands work in on time, doesn't regularly leave things at home or lose things; displays diligence; makes the most of their time on task; punctual; plans work and carries out plans; doesn't waste time; is able to stay focused to get tasks done.</p>
<p>Attentiveness – actively listens and works co-operatively</p>	<p>Listens attentively during class discussions and participates; works independently; understands how task links to their own learning; shows a desire to learn and develop good attitudes and work habits; is a good team member; willingly co-operates with others during group work; is self-controlled and self-disciplined; aware of others' opinions and ideas; responds relevantly to topic; doesn't distract others with irrelevant ideas; puts the task or other person first above own needs.</p>
<p>Integrity – acts honestly and responsibly</p>	<p>Acts honestly and responsibly; willingly own up when they have done the wrong thing; shows respect for their own and others' property; doesn't graffiti property but keeps things in good order; shows pride in their work; acts the same no matter who is around; keeps their word; doesn't lie; doesn't manipulate others; not sneaky; loyal; trustworthy; reliable; consistent with truth.</p>
<p>Accountability – completes school and home tasks</p>	<p>Regularly completes and hands in work on time (at school, homework and projects); shows pride in self and work by wearing their uniform correctly and presenting work neatly; doesn't make excuses or blame others.</p>
<p>Leadership Discernment – recognises the difference between right and wrong</p>	<p>Has a knowledge of right and wrong, is able to discern between the two and is able to make wise choices based on this understanding according to the age of the student; can make links to rules/Heights Way/scripture/family principles; has a clear link between recognising the difference between right and wrong and choosing to do right; willing to search out truth and rely on God.</p>
<p>Resourcefulness – shows initiative to solves problems</p>	<p>Can identify what is required and searches out what needs to be done; can ask the right questions to get the job done; makes plans and carries them out; willingly take risks to work towards solving problems and achieving tasks; shows creativity, initiative, flexibility.</p>
<p>Prayerfulness – actively participates in a faith community</p>	<p>Shows respect, honour and reverence to God during Praise & Worship, prayer and devotional times; shows an interest in becoming Christ-like and knowing God's truth, will and purpose according to His Word; asks to pray for those in need; values the practices of the College in relation to honouring God; values Scriptures.</p>
<p>Sense of purpose – attends to their own learning</p>	<p>Attend to their own learning; recognise the purpose of learning and school and apply themselves to the task; not distractible or distracting; can stay focused; self-motivated learners; uses what God has given them to the best of their ability.</p>
<p>Influence Righteousness – influences others to do right</p>	<p>Acts righteously around teachers and peers and in unsupervised situations; influences others to follow the Heights Way through words and actions; willing to speak out regardless of what others may think; challenges others to do what is right; not bossy children that haven't yet learned to act out what they speak; displays a standard others can look up to.</p>
<p>Justice – makes an effort to restore relationships</p>	<p>Treats everyone the same; has a sense of forgiveness; readily apologises; seeks to restore broken relationships; doesn't retaliate but attempts to walk in God's ways which are just; doesn't hold grudges and seek vengeance; aware of bullying and will attempt to stop it or notify teachers; recognises unfairness and goes out of their way to equal the balance; shows courage and commitment to fairness; fair in regard to interests, property and safety of others.</p>
<p>Grace – thankful and well-mannered toward others</p>	<p>Displays fruits of the spirit; Shows respect to peers and teachers, shows thankfulness; caring and well-mannered toward others - says please and thank you, excuse me and then waits, etc.; allows peers to make mistakes without holding them accountable; recognises individual differences and allows for them; is patient; not pushy; encouraging towards the work and actions of others knowing they make others feel good; kind.</p>

<p>Compassion – takes account of the needs of others</p>	<p>Helpful and considerate of others; sees that someone is hurting and seeks to help them rather than laughing at them; is understanding, considerate and tolerant of those that are different to themselves; cares for others with words and actions; willingly offers to help those that need it in the classroom; give up own time and things to help others; generous; attempts to alleviate distress of others; gives relief.</p>
<p>Leadership Discernment – recognises the difference between right and wrong</p>	<p>Has a knowledge of right and wrong, is able to discern between the two and is able to make wise choices based on this understanding according to the age of the student; can make links to rules/Heights Way/scripture/family principles; has a clear link between recognising the difference between right and wrong and choosing to do right; willing to search out truth and rely on God.</p>
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<p>Sense of purpose – attends to their own learning</p>	<p>Attend to their own learning; recognise the purpose of learning and school and apply themselves to the task; not distractible or distracting; can stay focused; self-motivated learners; uses what God has given them to the best of their ability.</p>
<p><u>Breakthrough</u> Resilience – perseveres to succeed</p>	<p>Willing to take a risk and have-a-go at new things; shows endurance and keeps a good attitude when needing to persevere; doesn't give up when the going gets tough but pushes through.</p>

Examples of Inappropriate Student Behaviour

Level	Demonstrated Behaviour	Consequences	Time Frames
1	<ul style="list-style-type: none"> · Continued demonstration of minor infractions within a short period of time, for example: · Uniform infringements – Hat, belt, socks, shirt untucked, shoes, hair colour/length, makeup, fake tans, nail polish, jewellery, skirt length · Incomplete homework and class work · Tardiness, vacating class without permission · Deliberately out of bounds · Littering · Minor disrespectful speech, body language and bad manners – backchat, rolling eyes, talking over others, rudeness · Electronic devices within school hours 8:00 am - 3:00 pm · Minor dangerous behaviour – swinging on chairs, throwing objects · Medium infractions e.g. rough unacceptable play, bullying, teasing, minor vandalism, lying, · Non-submission of draft assignments · Unsportsmanlike behaviour · Minor misuse of computers · Minor Graffiti on personal or College property 	<p>Minor infractions dealt with by appropriate teacher with redirection/conference with teacher/Pastoral Care / Student Services Coordinator to provide support as required.</p> <p>Detention Room - Withdrawal of privileges e.g. Sporting teams, playground, Excursions and Camps.</p> <ul style="list-style-type: none"> · Three detentions given for behaviour or lack of equipment in a two week period will result in an automatic meeting with Heads/ Sub-school Coordinators where an internal suspension/ Wednesday sport detention will be issued in conjunction with a one week monitoring (period) report. 	<p>As a result of a Level 1 censure, detention can be given up to three times in a two week time frame.</p>
2	<ul style="list-style-type: none"> · Continued demonstration of Level 1 behaviours · Major infractions e.g. Truancy, cheating, plagiarism, swearing, verbal or physical harassment, physical fighting, bullying / cyber-bullying · Non-submission of draft and final assignments. · Dangerous play · Inappropriate boy-girl relationships · Inappropriate use of computers /technology/social networking · Refusing to follow teacher directions. · Three RDR referrals in a two week period 	<p>Internal Suspension – Parent contacted by Head / Sub-school coordinators</p> <ul style="list-style-type: none"> · May require conference with Pastoral Care Coordinator, Heads/ · Sub-school Coordinators and/or Student Services Coordinator · Monitoring Card · Re-entry process into classrooms for students who have been referred to RDR is a written re-entry plan to be signed and agreed to by the teacher who referred the student. · Three RDR referrals within a two week period will result in automatic meeting with Heads/Sub-School Coordinator and an internal suspension or Wednesday sport detention and at least 1 week on a monitoring card. 	<p>Students may move to this level as a progression from Level 1 if they demonstrate 3 repetitions within a four-week period.</p> <p>Students may move directly to this level if their behaviour is in line with the indicators.</p> <p>A student may move back up to Level 1 after four weeks on this level with no new infringements.</p>
3	<ul style="list-style-type: none"> · Continued demonstration of Level 1 or 2 behaviours · Severe infractions e.g. Violence, verbal abuse, distribution of offensive material, stealing, smoking, sexual harassment, vandalism/graffiti, body art/tattoos · Significant breach of College safety policies · Evidence/intent to bring disrepute to Heights College, staff, student and parent community. · Sexting, possession of pornographic material/images, repeated cyber-bullying · Misbehaviour or refusal to follow directions in RDR or on Internal Suspension. 	<ul style="list-style-type: none"> · External Suspension – Contact with or meeting with parent, student, teacher, Head/Subschool coordinator, Head of Student Management and Administration. · Will require conference with Pastoral Care Coordinator and/or Student Services Coordinator Monitoring Card. 	<p>Students may move directly to this level if their behaviour is in line with the indicators.</p> <p>A student may move back up to Level 2 after eight weeks on this level with no new infringements.</p>
4	<ul style="list-style-type: none"> · Continued demonstration of Level 1, 2 or 3 behaviours. · Major vandalism, illicit drugs, alcohol, weapons, inappropriate sexual activity · Any illegal activity. 	<ul style="list-style-type: none"> · Possible withdrawal of student enrolment by Headmaster. · Meeting with Headmaster and all stakeholders as required. 	<p>Students may move to this level as a progression from Level 3 if they demonstrate 2 repetitions within a twelve-week period. Students may move directly to this level if their behaviour is in line with the indicators.</p>

