

Behaviour Management Policy



RATIONALE

This policy provides guidelines for discipline within The King's College. It seeks to acknowledge and perpetuate the original vision of those who founded the College as a Christian educational community with a Spirit filled emphasis. It further seeks to facilitate learning excellence founded on biblically-based beliefs, values and lifestyle – able to support the learning needs and discipline of students. The intention and purpose of the policy is to 'cover the field' with respect to discipline matters. However, the Principal has discretion over any matter not specifically addressed by the policy and in circumstances where the arbitrary application of the policy does not achieve the overarching purpose of the schools vision, mission and objectives.

GENERAL PRINCIPLES AND PURPOSE

In accordance with its mission statement, namely;

- To provide an environment for students to succeed in education, to serve God, to pursue excellence throughout life and to know that "God will do exceedingly, above and beyond all they can think or imagine." (Ephesians 3:20)
- To enable students to identify their God given purpose, gifts and talents;
- To train and develop people of character, integrity and fortitude;

The King's College Discipline policy is designed to encourage and train students to fulfil the call of God on their lives.

PHILOSOPHY FOR DISCIPLINARY ACTION

The behaviour management of students in The Kings College is necessary for the safe and orderly supervision and conduct of students whilst in the care of the College staff. This policy recognises the importance of age appropriate discipline measures being consistently employed by College staff.

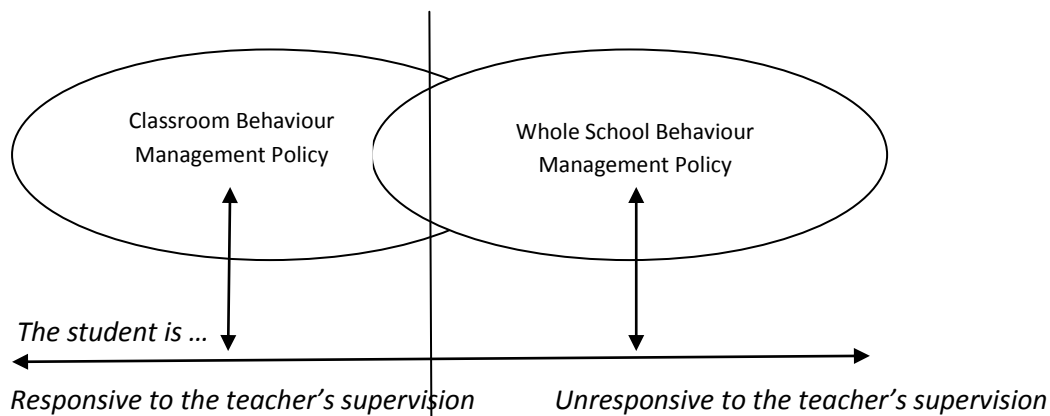
Discipline is a Biblical concept when one considers that the word 'discipline' has, as its base, the same root as the word 'disciple'. The Biblical view of discipline is the equipping of a disciple of Jesus Christ to become mature in character and behaviour in the image of Christ. A person who is disciplined has the qualities of character and behaviour that mark that person as 'one of Christ's'.

Basic to this policy is the recognition that the school and the home, working in partnership on the matters of student behaviour, is the most appropriate model if effective outcomes are to be realised.

Discipline, as part of the management process, should not be seen as a negative response to wrong behaviour. In fact good disciplinary measures in the College should be both proactive and reactive and seek to reinforce good behaviour as well as address inappropriate behaviour.

The Kings College has a whole school approach to its behaviour management policy. This means that similar approaches are used through out the school ensuring there is a consistency in how discipline is handled. It is, however, important to recognise that both proactive and reactive measures should be appropriate to the age level of the student.

Student behaviour management within the context of the College has two elements to it. Firstly and primarily, student behaviour is the concern of the classroom teacher. For this reason, this policy should be read in conjunction with the Classroom Management Policy. Secondly, the management of student behaviour becomes the jurisdiction of the Senior Management of the College, when the limits of the teachers' classroom protocols have been reached. This second stage of involvement is essential in ensuring teachers, other staff and parents have the necessary support and objectivity of the senior staff should it be required. The following diagram represents the interacting nature of these two elements.



Effective discipline seeks to reward and correct a student's attitude, not simply their behaviour. Discipline at the point of attitude will enable a teacher to encourage good behaviour and respond to a wrong attitude before it manifests itself in inappropriate behaviour. Jesus taught that wrong attitudes are every bit as serious as wrong behaviours.

The King's College expects that all students will adhere to the highest standards of behaviour as set forth in God's Word. Behaviour will be consistent with the Statement of Faith and in keeping with the Standard of Conduct of The King's College which is set forth to promote an atmosphere for spiritual growth and academic excellence. It is a condition of enrolment that all students abide by The King's College Standard of Personal Conduct Policy. Violations of these expectations will result in disciplinary action and possible dismissal. All students are required to maintain these standards. As a student of The King's College one must realize that he/she not only represents the college but also his/her home church and the Lord Jesus Christ.

The standards of The King's College have been shaped by three sources:

1. Legal Authority

Local, state and federal laws address matters that influence the school's policy. Possession of illegal substances, alcohol, harassment, physical abuse against property or persons, possessions of firearms on campus and copyright laws are examples of these.

2. Spiritual Authority – God's Word

The Bible speaks to every area of our lives. It is the standard that helps us develop Godly character and integrity that impact the community and the relationships within that community. The Bible speaks directly to such issues as human worth, God's grace, and His power to heal.

3. Mission and Purpose of The King's College

The mission of The King's College is to facilitate the development and education of students in spiritual maturity, academic excellence, and physical wholeness. The King's College wishes to establish a climate where education, spiritual, moral and ethical excellence can be developed in the students as future Christian leaders and professionals. Any conduct that may be seen by the college as being in direct opposition to its mission and purpose may be just reason for disciplinary action or dismissal.

DISCIPLINE POLICY WITHIN THE 'PURSUIT OF EXCELLENCE' PROGRAM

The King's College embeds the Discipline Policy within its Pursuit of Excellence Program which has a three-fold purpose. The first part of the program centres upon encouragement and celebration of student achievements. The next part of the program encourages and trains students to take responsibility and be accountable for their actions. The final component of the program addresses unacceptable behaviour and may ultimately result in the suspension or expulsion of the student.

PROCEDURES FOR 'STEP' PROGRAM

The Five Step Whole School Behaviour Management Process.

Once a teacher determines that a student's behaviour has moved beyond their ability to manage within the jurisdiction of their own classroom management policy, the following procedures are to be followed:

Issuing a Step 1:

- The student is asked to complete a student behaviour incident form outside the classroom. (see appendix 1.)
- At an appropriate time, the information on this sheet is discussed between the student and the teacher and if deemed appropriate, a step 1 incursion is recommended to either the Primary Deputy Principal or the Secondary Coordinator.
- If this recommendation is upheld, the incident form is forwarded to the College secretary who will enter the information on the SchoolPro Student Behaviour module and inform the parents by standard letter. (see appendix 2)
- No further action is required.

Issuing a Step 2:

A further incident by the same student would follow the above procedure. Step 2 would be recorded on the Student's Behaviour record.

Issuing a Step 3:

A third incident by the same student would follow the step 1 procedure. Step 3 would be recorded on the student's behaviour record and the parents would receive a request for a meeting with the teacher and Primary Deputy or Secondary Coordinator.

Issuing a Step 4:

A fourth incident involving the same student would follow the step 1 procedure and the parents would receive a request for a meeting with the College Principal.

Issuing a Step 5:

A fifth incident involving the same student would automatically result in the College Principal, convening the College Enrolment Panel* for consideration for termination of the student's enrolment. If this is upheld the Principal would then contact the parents and advise them of the outcome.

* This panel will consist of the Principal, Primary Deputy Principal, Secondary Coordinator and, where appropriate, a female member of staff such as the Curriculum Coordinator.

Additional information:

- It is important that records of student behaviour are managed consistently and without partiality. It is the teacher's responsibility to be aware of the step status of the students in their care.
- A step may be removed from the student's record if after a ten week period the student has maintained good behaviour. This consideration will be given at the once-a-term review meeting of the College staff.
- All students enrolling in the College from years one up are automatically placed on probation step 1 for a term's period. Parents will be informed of during the enrolment process.
- Students who reach step 3 (other than on probation) will be denied access to the end of year excursion.
- The College Classroom Management Policy should be read in conjunction with this policy.

END OF SEMESTER

At the end of the term or after ten weeks without a step (whichever is the latter), a step or steps may be removed by the Deputy Principal or Secondary Coordinator. The student will be informed.

However, if it is believed that the student needs more time to address his/her behaviour, the principal may choose to maintain the STEP progress into the next semester. When the student has shown consistent improvement over a period of 10 weeks or more, the fresh start will be applied.

DEMERIT SYSTEM

Demerits are given by teachers and accumulated by the student for failure to self manage the 'little' but important matters that can often be overlooked when steps are considered. The organisation and self managed behaviour of the students is the responsibility of students in years 5 - 12. At certain points along the line of accumulated demerits action is taken. The demerits are not removed and if the limit of 25 is reached in any given year the student will be permanently excluded from the College.

A demerit will be given to a student for any one of the following which exhibit a lack of organisational or self management responsibilities.

- Homework not completed
- Assignment not completed
- Late to class for no acceptable reason
- Moving between classes in a disruptive and noisy manner
- Coming to class unprepared with the required items. (Texts, calculator, pens etc)
- Make up
- Jewellery offence
- Hair (E.g. not tied back, over the eyes, untidy etc)
- Wearing the uniform incorrectly / inappropriately
- Incorrect or no sports uniform for sport
- Not wearing the blazer
- No hat (if on order a uniform pass will be issued)
- Disregarding the instruction of a teacher on duty
- In appropriate behaviour outside the school
- Swearing
- Chewing gum

A pad of sheets with the above, space for the name of the student and date is kept by each teacher. When an offence occurs the teacher simply advises the student that a demerit will be issued. The appropriate box is ticked on the record sheet and the student's name and date is added. No further discussion or action in class with the student is required. At the end of the day the form is passed onto the appropriate form teacher.

A running tally is kept by the form teacher. When a student is approaching a censure point, the student and appropriate senior staff member is advised. A warning note to the parents is added to the student's diary also. When the censure point is reached the Deputy Principal (primary) or the Secondary Coordinator (Secondary) is advised for action to be taken. (A standard letter from office to home and appropriate disciplinary response is in the appendix).

The censure points are:

- 10 demerits – lunch time suspension in class
- 15 demerits – Suspension at home
- 20 demerits – Suspension at home. Loss of 'Good Standing'.*
- 25 demerits – Withdrawn by parent or exclusion from the College.

* 'Good Standing' is required to be able to participate in camps, off site excursions, College ball and other extra-curricula activities. Incursion participation will be at the discretion of the organizing teacher.

The Step process operates separately but alongside the demerit system. A teacher should **not** take into account demerits when considering a step for the more serious misbehaviours.

DESIRED OBJECTIVE

It must always be remembered that both the DEMERIT and STEP programs have been designed to assist the individual to achieve their God given calling. Parents and students are the clients of The King's College and are therefore to be served with grace, love and patience. Neither program can be used to substitute for a lack of teacher classroom management skills.

Any teacher who is having difficulty in classroom management should seek help via their staff coordinator, and the principal.

NOTE

Suspension may be used at any time **by the Principal** at the Principal's discretion should the situation warrant immediate intervention. In such occasions the Principal will notify the parents, and follow up with a formal letter.

APPLICABLE LAW

The King's College acknowledges its obligations to comply with all relevant and applicable statutes and laws of the State of Western Australia and the Commonwealth in the implementation of its Discipline Policy.

RELEVANT POLICIES

- Duty of Care Policy
- Grievance Policy
- Child Protection Policy
- Safe Schools/Anti-Bullying Management Policy and Procedure
- Standard of Personal Conduct Policy
- Enrolment Policy

ANNEXURES

- Student Behaviour Incident Form
- Parent Letter

Appendix 1.

Student Behaviour Incident Form

You have been given this student Incident Sheet as a result of ongoing poor behaviour in class. You are required to neatly write down the details in each section and wait for your class teacher to meet to discuss this with you.

Student's name: _____ Teacher's name: _____ Lesson: _____

What did you do that resulted in you being asked to fill in this form? _____

What do you think you could have done to avoid this problem? _____

How do you think this matter can be resolved? _____

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Action to be taken after discussion between student and teacher

Recommendation concerning a step: 1 2 3 4 5

If a step is recommended, please forward to either the Primary Deputy Principal or Secondary Coordinator

Action taken: _____

Signed: _____ Date: _____

If a step given, please forward to the Office.

Appendix 2



Dear.....

This purpose of this letter is to inform you that *insert student name* has been a step *insert number* as a result of *details as per information on student incident sheet*.

Please discuss this information with your child as support from the home in reinforcing appropriate behaviour will assist in avoiding further disciplinary action.

Yours sincerely,

If steps 1 – 3 the Primary deputy's or Secondary Coordinator's name

If step 4 – The College Principal's name

Appendix 3 Sample of form to be used by the teacher in issuing the demerits

Name: _____

Date: _____

- Homework not completed
- Assignment not completed
- Late to class
- Moving between classes in a disruptive manner
- Coming to class unprepared
- Make up
- Jewellery offense
- Hair
- Wearing the uniform incorrectly
- No Sports uniform
- Not wearing the blazer
- No hat. (this will necessitate the use of the uniform pass)
- Disregarding the instruction of a teacher on duty
- In appropriate behaviour outside the school
- Swearing
- Chewing gum

Issuing Teacher: Please ensure this is passed onto the appropriate Form teacher by the end of the day

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Appendix 4 Sample letter home from the Office

Dear Mr & Mrs...

This is to inform you that _____ has reached a censure point on our Behaviour Management Policy by accumulating ____ demerits for a number of poor self management matters.

The censure points are:

- 10 demerits – lunch time suspension in class.
- 15 demerits – Suspension at home.
- 20 demerits – Suspension at home & Loss of 'Good Standing'.

Earlier contact by the College teaching team advised you that _____ was approaching this point. As a result of this censure he / she will be required to complete an in-school lunch time detention / complete a day's suspension at home on _____.

Please note that an accumulation of 25 demerits in the one year will result in exclusion from the College.

Should you have any questions relating to this matter I can be contacted on 9411 4100.

Yours sincerely,

Mr Aaron Guppy or Mr Simon Karginoff
Deputy Principal Secondary Coordinator