

Northshore Christian Grammar School

Behaviour Management Procedures

Table of Contents

Behaviour Management Procedures	4
<i>Rationale</i>	4
<i>Classroom Discipline Framework</i>	5
<i>Exits</i>	6
<i>Rebuilding</i>	6
<i>Parent Involvement</i>	6
<i>Lines of Escalation</i>	6
<i>TASS Pastoral Care Entry: Affirmations</i>	7
<i>Recording Behaviour on TASS</i>	7
<i>Recording Behaviour Patterns</i>	7
Good Standing	8
Secondary School Protocols (7 – 10)	10
Implementation	11
Contact Person	11
Appendix 1 – Student Agreement	12
Appendix 1 – Student Agreement	13
Appendix 2 – Behaviour Management Card Template	14
Appendix 3 – Provisional Enrolment Template	15
Appendix 4 – Loss of Good Standing Letter Template	16
Appendix 5 – Loss of Good Standing Appeal Form	17

Preamble

School approaches to *Behaviour Management* most often describe expected responses to obvious, visible behaviours and in many instances, schools have to content themselves with obedience to school rules and the general expectations of society. However, the ultimate aim is not merely to achieve a change in outward behaviour but to cultivate a change of heart.

At Northshore Christian Grammar School, we believe that the purpose of *Behaviour Management* is to develop self-discipline and build character strengths which allow our students to navigate the complexities of life with purpose and a strong moral compass, so that they may live as God created them to live.

To this end, the School seeks to train and mentor students, recognise and reinforce positive behaviour, and correct students whose behaviour may be destructive to the community and/or themselves.

Scope

These procedures apply to all students at Northshore Christian Grammar.

Context

Northshore Christian Grammar School has developed and implemented *Behaviour Management* procedures appropriate for managing student behaviour in ways that promote staff and student well-being and also facilitate academic, social and spiritual learning.

The procedures outlined in this document are:

- Aligned to relevant legislative and regulatory requirements concerning child safety, the use of punishments, restraint detention and withdrawal of students
- Validated by current scientific research into effective behaviour management as detailed by Bill Rogers et al.

Northshore Christian Grammar may, from time to time, review and update these procedures to take account of changes to the School's operations and practices and to make sure it remains appropriate to the changing legal and school environment.

These procedures should be read in conjunction with:

[SCEA Behaviour Management Policy and Guidelines](#)
[SCEA Student Discipline Policy](#)
[SCEA Student Agreement Policy](#)
[NCGS Student Agreement](#)

Behaviour Management Procedures

Rationale

Clear expectations and behaviour management procedures are required to create a safe and effective environment which is conducive to learning and teaching.

A 'Restorative' Approach

Northshore Christian Grammar practices 'restorative' behaviour management approaches which encourage students to take responsibility for their actions, learn from any mistakes and restore healthy and respectful relationships. This approach assumes that students and staff are well prepared and organised for learning, parents support behaviour management practices, and students are disciplined in ways that facilitate learning, restoration and forgiveness.

Overview

We are a Christian community; therefore, Christ is at the heart of all that we do and all which we aspire. As disciples of Christ, we share His Gospel message through fostering respectful relationships and demonstrating care and concern for others. We believe that respectful relationships are foundational to good educational outcomes and that the strength of our relationship determines the extent to which we are able to effectively teach, mentor and correct students during any given interaction.

As a Christian community, we understand that we will fall short of Jesus' example and will at times fail to make appropriate, positive choices. In these instances, the student's action/s to 'make things right' may be enough, however sometimes an appropriate consequence is also part of the learning journey.

When consequences are employed, teachers will assist students to take responsibility for their own behaviour and implement intentional restorative practices. In all instances the dignity of the student and the teacher should always be maintained. Consequences will be determined by the classroom teacher and overseen by the Year Coordinator/Dean of Pastoral Care/Head of Secondary/Principal as appropriate. All consequences will be determined on a case-by-case basis underpinned by relationship and rapport. The language and approach detailed in the procedures is biblically based and guided by the research of Rogers (2004).

Most disciplinary issues will be handled by the classroom teacher and referred to the next lines of leadership, as appropriate followed by the Head of School. The Principal will oversee permanent exclusion. All Provisional Enrolments are approved by the Principal in consultation with the Heads of School.

Affirmations and Commendations

Northshore Christian Grammar seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include setting clear expectations with respect to student behaviour, communicating expectations with the wider school community and maintaining records with respect to student behaviour.

Teachers are encouraged to ‘catch students being good’ when they see behaviours which align to the school’s core values and to acknowledge positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards as follows:

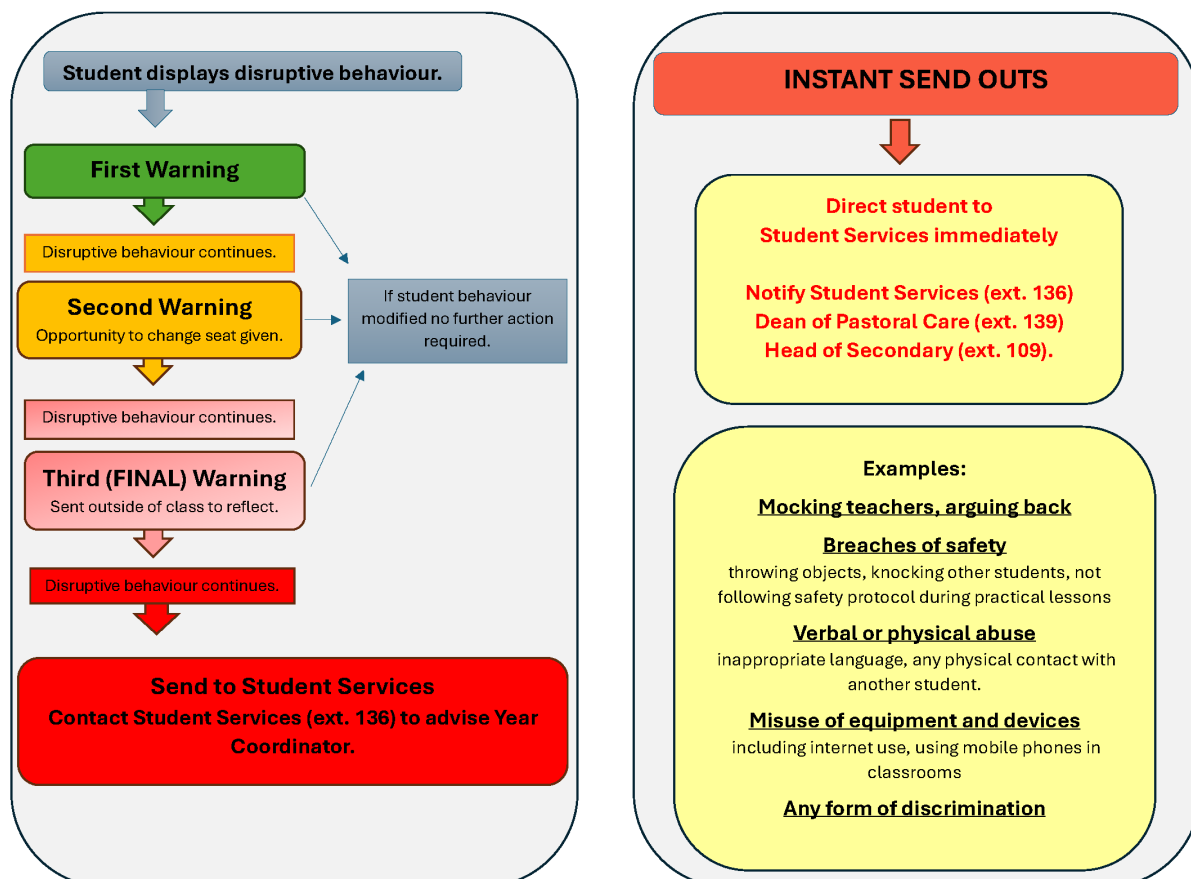
Affirmations:

Teacher Affirmation	Commendation entered on TASS via Pastoral Care entry
Year Coordinator	Commendation entered on TASS via Pastoral Care entry <i>Recognition at Year group assemblies as appropriate</i>
Head of School OR Principal	Award presented at Assembly- Invitation Letter

Classroom Discipline Framework

Classroom teachers are expected to use the following steps (see table below) to address poor behavioural choices in the classroom. Teachers will consider the context when implementing them i.e., age of students or nature of the task at hand. E.g., Children in the Early Years may need further support.

In order to protect the safety and wellbeing of all, serious incidents may require immediate and further intervention and/or referral.



Exits

Teachers are required to record **all Exits** as pastoral entries on the School's TASS Learning Management System (LMS) at the earliest possible time and before going home. It is critical that a brief summary of the incident and follow up is entered in the '*Comment to Parents*' section so that parents are notified.

Pastoral Care entries are reviewed by Year Coordinators, Dean of Pastoral Care and Heads of School and repeated *Exits* within a short period of time may result in additional consequences and/or follow up.

Rebuilding

Northshore Christian Grammar practices 'restorative' behaviour management which encourages students to take responsibility for their actions, learn from any mistakes and restore healthy and respectful relationships. Depending on the severity and/or regularity of behaviour this approach may require varying levels of support.

Teacher	Teacher to implement consequences, student reflection and parent contact via TASS if needed.
Teacher with Support	Teacher to implement consequence/s with support from Year Coordinator, parent contacted via phone call or parent meeting. Option of Green Behaviour Monitoring card implemented.
Year Coordinator	Individual plan developed, teacher supported, parents contacted by Year Coordinator, good standing reviewed. Option of Green Behaviour Monitoring card implemented.
Head of School	Executive discretion, Provisional Enrolment automatic loss of good standing. Yellow Behaviour Monitoring card implemented.
Principal	Principal discretion, Provisional Enrolment – automatic loss of good standing. Yellow/Red Behaviour Monitoring card implemented.

Parent Involvement

Parental support and discussion is vital and encouraged. Behavioural issues can be dealt with effectively when students, staff and parents work together on the resolution. Phone calls, letters and/or interviews are a key part of Northshore's early intervention approach to behaviour management.

Lines of Escalation

Any classroom issue that requires escalation should be communicated to the respective Year Coordinator, Dean of Pastoral Care or, if they are unavailable, to the respective Heads of School. Communication with the classroom teacher will occur either in person or through email.

- At all levels of escalation, the teacher will be included in communication.
- At all levels of escalation, the classroom teacher will continue to apply the classroom discipline process.

TASS Pastoral Care Entry: Affirmations

Log the affirmation on the student's profile and include a comment in the '*Comment to Parents*' section so that parents are notified. Teachers are encouraged to follow up a TASS 'Affirmation' with a phone call to parents for noteworthy achievements or commendations.

Recording Behaviour on TASS

When logging behaviour on TASS the teacher needs to include comments on (1) what the student has done (2) what behaviour strategies were implemented and (3) any follow up and processes/strategies implemented in the restoration of the behaviour. E.g. "*Jess continued to leave her desk during instruction time. Teacher warned Jess multiple times and kept her back after class for a conversation and reminder of standards.*"

Recording Behaviour Patterns

Log any behaviour that is fixable on the spot but needs recording to see a trend in behaviour. For example, lateness, shirt untucked, gum, swearing, uniform, litter, forgotten equipment etc. may not result in an immediate consequence but may establish a pattern of behaviour which can be address with support from the Heads of School if required.

Good Standing

Northshore Christian Grammar School (NCGS) students will maintain their Good Standing by demonstrating:

- Satisfactory attendance and punctuality: full-time attendance at a class when normal classes are in operation (excluding explained/acceptable absences).
- Completion of all course requirements in accordance with subject outlines
- Satisfactory behaviour by adhering to school's Student Agreement
- Meeting the requirements of the school's dress code

Loss of Good Standing for four (4) weeks will occur in the case of:

Absence/Lateness

- Ongoing unexplained absences *after students have been reminded*; and/or
- Persistent lateness to school/class without satisfactory explanation *even after intervention*.

Course Requirements

- The Head of Secondary may recommend loss of Good Standing if, *after intervention*, a student continues to demonstrate poor application, late/unsatisfactory completion of coursework, comes unprepared to lessons, or does not respect the rights of others to learn.

Dress Code

- Persistent non-compliance with the School Dress Code *after intervention*.

Behaviour Expectations

- *Repeated* breaches of the school Behaviour Management Policy/Procedures including truancy and/or not following teacher instructions.

Suspension

- Any act which results in suspension.

CONSEQUENCES OF LOSS OF GOOD STANDING

A student without Good Standing will not participate in any extra-curricular activities. In exceptional circumstances the Principal may also choose to exclude students from specific co-curricular activities.

Co-curricular activities are learning experiences that take place outside of the classroom but are still tied to the classroom curriculum.

Extra-curricular activities are optional learning experiences that enhance learning but are not required for the completion of a course.

Privileges lost may include activities such as:

- Social Events
- Excursions
- School representation at competitions and carnivals
- Camps
- Leadership responsibilities and/or roles
- etc.

Notification

Staff will be notified of students who have lost good standing.

The student and parents/guardians will be notified in writing at the time of losing Good Standing.

Appealing a Loss of Good Standing

Students are able to appeal their loss of Good Standing and in exceptional circumstances this will be considered by the principal.

Students with repeated loss of Good Standing may be required to meet with the principal, and their parent/guardian to discuss suitable educational alternatives.

Secondary School Protocols (7 – 12)

At the start of lessons

1. Students line up outside the room after a break or when changing classrooms.
2. Informal check of uniform as students line up.
3. Students enter the classroom and sit down when invited to do so by the teacher.
4. Students to organise themselves for the lesson (e.g., open books, rule up page, review content from previous lesson)
5. The teacher formally greets the class.
6. The teacher writes the learning outcomes on the board for that lesson and draws students' attention to them. The learning outcome is student driven rather than teacher driven.
7. The teacher marks the roll and students prepare their equipment.

At the end of lessons:

- Student achievement of the learning outcome is informally assessed –this may be a simple thumbs up/down for achieving the outcome and/or an Exit Tickets etc.
- The teacher confirms whether any Home Learning (follow up or work completion) is required and writes this on the board or electronically. Students record it. The teacher checks that students have recorded 'what' needs to be completed and the due date.
- At the teacher's invitation the students pack up and stand behind their desks. Whilst this occurs, the teacher will direct any room cleaning that needs to be completed.
- The teacher greets the class and dismisses them. As students leave the class, s/he may wish to check in with individual students, express gratitude for contributions, or effort, shake hands or other way of building rapport with students.

Learning should be the focus of all activity in Secondary School. Thus, except in emergencies, students should not be wandering outside the room/designated learning space without permission and direction. This means:

- Students should not be leaving class to get a drink in class time; they should bring a water bottle to their class (individual teachers to manage as appropriate). Bottles should not be refilled during class time.
- Students are encouraged to minimise time out of class (such as going to the toilet). Time absent should be monitored closely.
- Students should bring all required equipment for each block of lessons:
 - Access to bags in class time or between lessons should be minimised.
 - Having spare equipment, textbooks, and electronic version of texts etc. in classes should limit the need for students to exit the room/learning space.
- When a consecutive classes occur in the same room and the next teacher is not there at the beginning of a class, students are to exit the classroom and line up again.

List of Appendices

The following documents linked to the behaviour management procedures at the School can be found within the below appendix.

- **Student Student Agreement** See appendix 1
- **Individual Behaviour Plan** See appendix 2
- **Daily Contract** See appendix 3
- **Provisional Enrolment Letter Template** See appendix 4
- **Loss of Good Standing Letter Template** See appendix 5
- **Loss of Good Standing Appeal Form** See appendix 6

Implementation

The rules are communicated with students by classroom teachers, through Home Room Meetings, Year Group School assemblies and Secondary School assemblies. In addition, all staff members model, teach and demonstrate these actions both implicitly and explicitly.

Contact Person

Principal

Appendix 1 – Student Agreement



Swan Christian
EDUCATION ASSOCIATION



Northshore
Christian Grammar School

Secondary Student Community Agreement (Student Code of Conduct)

As a Christian learning community, we hold that all people have the right to be treated with love, kindness, and respect, for all are created equal, made in the image of God (Genesis 1:26-27). We take seriously Christ's call to love God, love our neighbours as ourselves, and to do to others what we would have them do to us (Matthew 7:12 & 27: 37 – 40).

These beliefs shape the culture of Northshore Christian Grammar School with the implicit high standards and expectations of all its students, their attitudes, learning, behaviour and interactions with others.

The **SCEA Student Community Agreement (Code of Conduct)** clearly outlines the **rights and responsibilities** of each student as valued members of the learning community with respect to their academic and personal conduct. All students are expected and encouraged to strive toward consistently upholding this agreement and can expect to be commended for abiding by it and held accountable for any actions that breach it.

As a member of the student body at Northshore Christian Grammar School

I agree that I should...	I agree to...
Be able to learn in a safe, secure, and supportive environment.	<ul style="list-style-type: none"> Act and speak with staff and fellow students in ways that make them feel safe and supported. Be inclusive of others in learning and social activities, ensuring they feel valued. At no time threaten, harass, assault, bully, or support the bullying of other students, including online. Take full responsibility for my own actions and words and any corresponding consequences.
Be treated fairly, with respect, courtesy, and dignity.	<ul style="list-style-type: none"> Treat all others as I would want to be treated, showing others respect, politeness, consideration, and appreciation. Be understanding, respectful and tolerant of differences in others including their culture and beliefs. Use positive and kind language, avoiding hurtful or discouraging words. Appreciate and celebrate the achievements of others. Follow all reasonable requests and directions given by a staff member.
Be taught and appropriately supported so that I can learn effectively.	<ul style="list-style-type: none"> Apply myself in learning to the best of my ability including undertaking homework and revision as required. Allow my teachers to teach and fellow students to learn by actively engaging and contributing to lessons and avoiding disruptive behaviour. Be ready for learning, having all my books and equipment ready and being punctual to class. Ensure that all work I produce is mine and is not plagiarised, copied from others, or created by artificial intelligence (unless expressly allowed by the teacher).

Appendix 1 – Student Agreement

<p>Belong to, have a valued voice in, and contribute positively to, the school community.</p>	<ul style="list-style-type: none"> • Behave and speak in a manner that supports the positive reputation of the School. • Demonstrate respect for the Christian character and practices of the Northshore Christian Grammar School, along with the beliefs of others. • Show appreciation to those I learn from and learn with, valuing ideas and contributions that promote good discussion. • Abide by the Northshore Christian Grammar School's uniform policy, wearing the correct uniform consistently and being neat in my personal appearance, aware that I am representing the Northshore Christian Grammar School whenever in uniform, on and off-site. • Give my time and effort in assisting those in need.
<p>Have others respect my privacy, personal boundaries, and property.</p>	<ul style="list-style-type: none"> • Be a responsible user of the internet and social media, abiding by the signed ICT User Agreement, and following rules concerning the use of mobile phones and other devices. • At no time share sensitive information about others that is personal with anyone else without their permission, respecting their privacy and confidentiality. • At no time engage, or give the appearance to engage, with other students in a sexual way or in inappropriate physical displays of affection while on Northshore Christian Grammar School grounds, at Northshore Christian Grammar School-related events, or wearing the Northshore Christian Grammar School uniform. • At no time supply, use or support the use of harmful or illegal substances, including tobacco, drugs, e-cigarettes/vapes or alcohol while on Northshore Christian Grammar School grounds, at Northshore Christian Grammar School-related events, or wearing the Northshore Christian Grammar School uniform. • Demonstrate care for my personal property, the property of others, the property of the Northshore Christian Grammar School and that of the surrounding neighbourhood, with no deliberate damaging, vandalising or destroying of property.

As a member of the Northshore community, I agree to abide by the Student Code of Conduct and meet my responsibilities as outlined above.

Student Name:

Student Signature:

Date: _____

Appendix 3 – Provisional Enrolment Template

Dear Mr and Mrs

RE: Provisional Enrolment Status for ...

Thank you for attending a re-entry interview for [INSERT NAME]. As you are aware, we have decided to initiate a provisional enrolment with very specific criteria for [INSERT NAME].

[INSERT NAME] will be required to comply with the following points under provisional enrolment:

1. Behave in a respectful and cooperative manner towards teachers and students at Northshore.
2. Behave in a respectful manner when travelling to and from Northshore by bus.
3. [His/Her] behaviour is to reflect Northshore's values and policies at all times.
4. Must be a respectful and engaged member of Northshore's community and not disrupt the learning environment of other students.

Failure to maintain these particular provisions or any other serious breach of School expectations will result in a review of [his/her] enrolment. Our aim in providing these boundaries is that [INSERT NAME] will know exactly what is expected of [him/her]. [He/She] has agreed to these criteria in our meeting and affirms [his/her] desire to be here.

All students who are on provisional enrolment automatically lose their good standing with the College. Loss of good standing has implications for [INSERT NAME] ability to participate in School based activities, please refer to the Behaviour Management Policy which is attached to this letter.

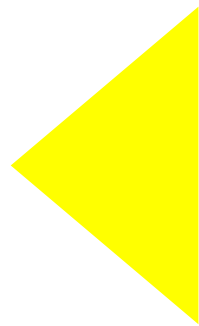
We trust that this alteration to his enrolment will bring about a positive result for [INSERT NAME], your family and the School.

Please sign and return this letter, accepting the terms of the provisional enrolment.

Yours Sincerely

Mr J Sobejko
Head of Secondary

Mr S Chisholm
Principal



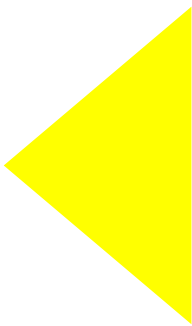
We, [INSERT PARENT NAMES], understand and accept the criteria by which [INSERT STUDENT NAME] will be re-entering Northshore and will continue to work with the school in this regard.

Sign here

Sign here

I, [INSERT STUDENT NAME] understand and accept the criteria by which I will be re-entering the School and will abide by the criteria set out in this letter.

Sign here



Appendix 4 – Loss of Good Standing Letter Template

Dear Mr and Mrs [PARENTS DETAILS]

RE: Loss of Good Standing

Due to numerous behavioural concerns affecting the Northshore Christian Grammar community, the School has decided to initiate a loss of good standing for [INSERT STUDENT NAME] to be reviewed by [INSERT DATE].

To help rectify the concern, [INSERT STUDENT NAME] will participate in a daily contract for the next two weeks to monitor his/her behaviour during class time. If [INSERT STUDENT NAME] does not demonstrate improvement in this area a Provisional Enrolment will be considered and implemented.

We believe that it is a privilege to participate fully in the School's programs and with this privilege comes responsibilities. At this stage [INSERT STUDENT NAME] will lose his/her 'Good Standing' within our School.

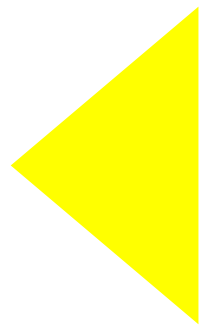
Please consider the key points of the Loss of Good Standing policy:

- A student who has a loss of good standing may not be permitted to attend the year camp or other special group activities. Ongoing poor behaviour may lead to suspensions.
- A student who has incomplete academic work may have to complete that work during an In-School Suspension or an Out-of-School Suspension.
- A student who is behind in their academic work may not be permitted to represent the College at outside functions such as sporting fixtures and cultural events.
- A student whose uniform does not satisfy the College Uniform Policy may be sent home.

If a student would like to be a part of an activity which they are excluded from, they are required to write a letter or email to the Head of School, acknowledged by their parent/guardian, outlining why they should be included in this specific activity and how it could benefit their growth. This will be reviewed by the Head of School, pending their decision.

To return to 'Good Standing', [INSERT STUDENT NAME] must demonstrate positive behaviours which are expected of any School member.

Yours sincerely



Appendix 5 – Loss of Good Standing Appeal Form

LOSS OF GOOD STANDING Appeal Form



To be completed by **the student** who has lost their Good Standing and submitted to the Principal via the Main School Reception. The student will be required to attend a meeting with the Principal, if this appeal is considered.

Name:			
Year:		Home Room:	
		Date of loss of Good Standing:	
Reason for loss of Good Standing:			
Reason for appealing loss of Good Standing:			

Signed

Student:		Date:	
Parent:		Date:	
Home Room teacher:		Date:	

OFFICE USE ONLY

RESULT OF APPEAL	SUCCESSFUL	
	UNSUCCESSFUL	
PROCESS CONCLUDED ON		
COMMUNICATION TO PARENT/STUDENT	<input type="checkbox"/> YES	DATE:

