



Behaviour Management (Discipline) Policy

Dunsborough Christian College

ABN 96 105 961 135

Editor	Date	Comments
David Mullender	26 October 2023	Changed overall format to include preamble, definitions, scope and context. Included vaping and alcohol use in Error Matrix.
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Preamble

God created humanity to live life in harmonious relationship with Him, with one another and with the environment. Jesus stated it simply in this way, 'Love the Lord your God with all your heart and with all your soul and with all your mind and love your neighbour as yourself.'

At Dunsborough Christian College, classroom management and character development flows from a genuine desire to follow Jesus' call for us to love God with all our heart, soul, strength, and mind; and to love our neighbour as ourselves. We foster and expect a culture of mutual respect for our environment and each other. Within the class and across the whole school, shared activities provide wonderful opportunities to develop authentic relationships and friendships that we hope will last a lifetime!

The development of self-control and personal ownership of behaviour, known as discipline, is a crucial aspect of character development, increases positive learning opportunities, enhances co-operative and individual learning, and creates a safe, orderly, caring, and supportive school. Staff, students, and families have an important role in working together to preserve life and protect relationships.

Dunsborough Christian College. As a school, we aspire to provide a safe and conducive learning environment where:

All people are	Teachers are committed to:	Students are committed to:
<ul style="list-style-type: none">• Welcomed every day• Known by name• Heard by others when sharing• Empathetic toward others• Free from discrimination and abuse• Treated with dignity, respect, and care	<ul style="list-style-type: none">• providing clear routines and high learning expectations• Differentiating content to the learning needs of each student• Listening, interacting, and caring for every student• Providing regular and clear feedback to students, parents, and colleagues• Involving parents and families in their child's learning journey• Being flexible and adaptable• Meeting professional educational standards	<ul style="list-style-type: none">• Engaging in their tasks and self-regulating their behaviour• Using body language that shows respect and active listening to others• Choosing suitable furniture and spaces that promotes their learning• Considering any distractions or how they may be a cause of distraction• Taking initiative and problem solving• Maintaining a tidy workspace and cleaning up after themselves• Making amends for any wrongdoing

The College forbids the use in any form of:

- Child Abuse
- Corporal Punishment
- Degrading punishment

Scope

This procedure covers all students from Kindergarten to Year 6 of Dunsborough Christian College

Definitions

Positive Behaviour Support is the process of establishing, teaching, encouraging, and acknowledging a pattern of positive behaviour.

Positive Behaviour Recognition is acknowledging positive choices of behaviour.

Proactive approach is to take preventive actions rather than reactive actions to decrease the likelihood of an incident occurring.

Corrective strategies are approaches of correcting behaviours through reminding, reteaching, and reflection to prevent recurrence and restore relationship.

Child abuse

Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
2. Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:
 - a. the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b. the child has less power than another person involved in the behaviour; or
 - c. there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
 - a. psychological abuse; and
 - b. being exposed to an act of family and domestic violence.
4. Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

Corporal punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment

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 the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Emotional abuse

Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings.

Psychological abuse

Repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. It is a form of emotional abuse.

Rules of procedural fairness

These rules require:

- a. a hearing appropriate to the circumstances;
- b. lack of bias;
- c. evidence to support a decision; and
- d. inquiry into matters in dispute.

Context

Dunsborough Christian College takes a proactive approach to encouraging, modelling, and intentionally teaching expected behaviours. Informed by the Centre of Positive Behavioural Interventions & Supports (PBIS), the college utilises the PBIS framework for enhancing student learning and supporting positive behaviour across the school.

The framework is not an 'off-the-shelf' program with a 'one-size-fits-all' approach. Rather, PBIS provides research and resources that assists schools to design, implement and evaluate a behaviour support system suited to their context. Steered by a leadership committee, and in consultation with staff, students and parents, our school-wide PBS was developed under three key headings: Being Respectful, Being Responsible, and Being an Active Learner. Specific expected behaviours were then identified and categorised in a matrix under these three headings. These expectations are a vision of responsible student behaviour and social competence. Staff engage in appropriate initial and on-going training of PBS practices within the school.

In a similar vein to teaching and learning of academic content, the expected behaviours are explicitly taught and modelled across the school. Systematic teaching of the expected behaviours is taught in a variety of ways such as whole-school assemblies, in-class instruction and incidentally.

Creating a school culture where expected behaviours are the norm requires staff positively interacting with students more frequently when they have engaged in appropriate behaviour than when the student is demonstrating unproductive behaviour. Staff provide regular feedback to students about their behavioural progress; commending students for demonstrating expected behaviours and providing additional learning opportunities when required.

Inappropriate behaviour requires feedback and should be viewed as a teaching opportunity. The same calm instructional approach used when students make academic errors is used to correct behavioural errors. A continuum of responses to misbehaviour have been developed to assist staff with the tools to effectively respond and re-engage students in their learning or restore relationships.

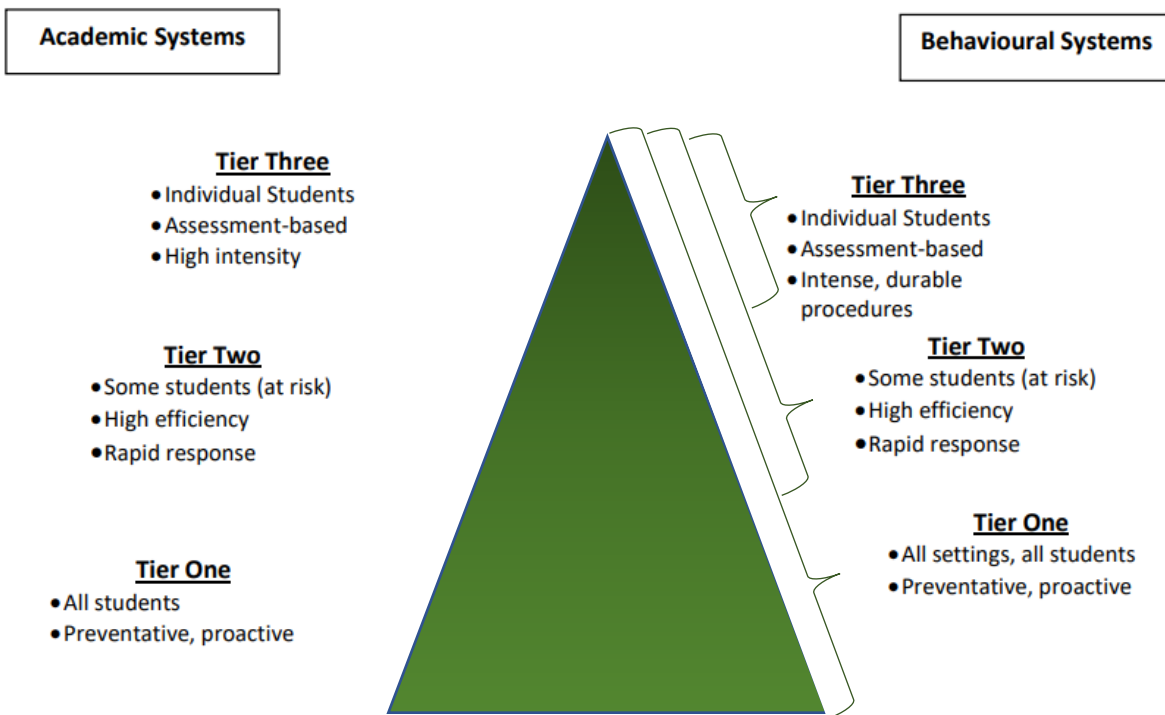
The PBS program is continually reviewed by identifying areas in need of improvement as well as those operating well in order to enhance the social, emotional and behavioural atmosphere and the learning experience for all students.

Procedures & Implementation

The PBS is a school-wide in the following ways:

- Staff are trained to use common language regarding behaviour expectations.
- Clear, positively stated expectations are displayed in the Positive Behaviour Matrix
- Staff and students are familiarised with the PBS, recognition system and negative behaviour process.
- Behaviour expectations are highly visible within classrooms and throughout the school.
- The behaviour expectations in the matrix are explicitly taught to all students.
- All staff demonstrate, explain, and provide opportunities for students to practise behaviour skills within and across multiple school settings.
- Classrooms establish visible procedures and routines aligned with the PBS.
- Students are given a high ratio of specific, positive, and frequent acknowledgement for displaying expected behaviour.
- Teachers are trained with a variety of appropriate responses for behaviour errors.
- Student incident reports are aligned with the Behaviour Management Policy and clearly define Behaviour Error and Solution-Focussed Corrective Strategies

Continuum of Support for all students



Tier 3	Intensive practices and systems for students whose behaviours have been documented as unresponsive at Tiers 1 and 2. Individualised to the specific needs and strengths of the student. Individual Behaviour Support Plan (BSP) developed in conjunction with family members, Inclusive Education Support personnel, special educators, educational psychologists, counsellors, behaviour interventionists and/or other allied service providers.
Tier 2	Targeted support is developed to provide more specialized and intensive supports for students who demonstrate low to no responsiveness to Tier 1 practices and systems. Individual Behaviour Support Plans (BSP) with personalised Highway Heroes support and goal setting.
Tier 1	Practices and systems for all students and staff implemented consistently and efficiently across the school and includes: 1) Positive Behaviour Matrix 2) Positive Behaviour Recognition 3) Negative Behaviour Process

Positive Behaviour Matrix

Being Responsible



Always	<ul style="list-style-type: none"> We follow all school instructions We move safely around the campus We use protective behaviours We pick it up, pack it up and clean it up We are responsible for our own actions
Learning Time	<ul style="list-style-type: none"> We are responsible for our own learning We keep our learning area tidy We keep hands, feet and objects to ourselves We seek permission to leave We prepare our workspace to learn
Break Time	<ul style="list-style-type: none"> We wash our hands before eating We eat our own food We sit down when eating We return our lunchboxes to our bags We collect and return unused equipment We respond immediately to the bell We play where we can be seen by a duty person We only run in open spaces

Being Respectful



Always	<ul style="list-style-type: none"> We show whole-body listening We always use manners We take care of all property We respect the privacy of others We care for our environment We respect others and their opinions We speak positively
Learning Time	<ul style="list-style-type: none"> We follow classroom expectations We wait patiently We ask permission to borrow belongings We are mindful of others
Break Time	<ul style="list-style-type: none"> We include others in our play and games We place rubbish in the bin We show good sportsmanship

Being an Active Learner



Always	<ul style="list-style-type: none"> We wear our school uniforms with pride We attend school regularly We persevere through challenges We prepare our workspace to learn We collaborate to learn and serve We ask for help when we need it
Learning Time	<ul style="list-style-type: none"> We accept work with a positive attitude We actively participate in all expected activities We complete work to a high standard We set high, achievable goals We have a Growth Mindset We accept and learn from feedback
Break Time	<ul style="list-style-type: none"> We use the toilet, and refill our water bottle before line up We use our calming strategies We walk away from conflict We return hats and jackets to their owners

Positive Behaviour Recognition

Recognising when expected behaviours being demonstrated are a key component to establishing a culture of respect, responsibility, and active learning. The school has four primary modes of recognising expected behaviour for individual students and classes.

1. Positive specific feedback to individual students (ratio 5:1). This can include, but not limited to:
 - Verbal recognition in class, administration, during play times.
 - Recognition strategy such as 'You Rock!', giving a High Five or class certificate.
2. Positive, specific feedback to parents (class certificate, letter, or email home)
3. Whole school recognition of individual students with a formal PBS certificate.
4. Whole class recognition which may include:
 - You Rock or Marble Jar (You shine or keep rolling on) that may result in a whole class activity.

Negative Behaviour Process

We understand that at different stages of life people may need increased support from others to live in a positive manner while they develop internal discipline. Where a student is unable to demonstrate self-control or appropriate interactions with others, the *Behaviour Error Matrix and Solution-Focused Corrective Strategies* will be enacted to assist them to take ownership for their behaviour, ensure the safety of other students and staff, self-regulate, and positively and efficiently re-engage in the school setting.

Behaviour Error Matrix and Solution-Focused Corrective Strategies

Level	Negative Behaviour(s) Demonstrated	Corrective Strategies	Administrative Actions
0	Generally, on task, occasional minor misbehaviour.	Teacher addresses student discretely using: <input type="checkbox"/> Acknowledge positive behaviour 5:1 ratio <input type="checkbox"/> Eye contact <input type="checkbox"/> Proximity <input type="checkbox"/> Positively phrased statement of expected behaviour (state what is expected not what the student is doing wrong).	No record made of behaviour on Edumate.
1	Low level behaviours such as: <input type="checkbox"/> failure to follow direction <input type="checkbox"/> non-serious but inappropriate physical contact <input type="checkbox"/> low level disruption <input type="checkbox"/> minor uniform breach <input type="checkbox"/> minor ICT breach <input type="checkbox"/> ignoring/excluding others <input type="checkbox"/> unfair play	Teacher addresses student discretely using: <input type="checkbox"/> Level 0 actions <input type="checkbox"/> Responsible Thinking Questions: <ul style="list-style-type: none"> • What are you doing? • What should you be doing? • Where are you choosing to go? Further action(s) if Level 1 behaviours continue: <input type="checkbox"/> redirection <input type="checkbox"/> discuss fair consequence with student <input type="checkbox"/> loss of break time (recess/lunch) <input type="checkbox"/> loss of privilege <input type="checkbox"/> relocate within, outside, or other class	<input type="checkbox"/> Teacher to upload Student Incident Report to Edumate <input type="checkbox"/> Teacher to inform parents/guardians via email. <input type="checkbox"/> Teacher monitors student <input type="checkbox"/> Head of School informed if behaviours continue.
2	Level 2 behaviours include: <input type="checkbox"/> Three Student Incident Reports being lodged within a week for repeated Level 1 behaviours <input type="checkbox"/> Ten Student Incident Reports being lodged within a term for repeated Level 1 behaviours OR Serious behaviours which include: <input type="checkbox"/> defiance or disrespect <input type="checkbox"/> disruption (repeated) <input type="checkbox"/> inappropriate language <input type="checkbox"/> abusive language <input type="checkbox"/> serious physical contact <input type="checkbox"/> unsafe behaviours <input type="checkbox"/> lying or stealing, <input type="checkbox"/> early instance bullying, <input type="checkbox"/> uniform breach (repeated) <input type="checkbox"/> major ICT breach <input type="checkbox"/> vandalism	<input type="checkbox"/> Refer student to Head of School with Student Incident Report <input type="checkbox"/> Daily Behaviour Tracker for one week (at discretion of Head of School)	<input type="checkbox"/> Student(s) discuss with Head of School <input type="checkbox"/> Parents/guardians informed via email or phone call from the school. <input type="checkbox"/> Record(s) stored on Edumate.
3	Level 3 behaviours include: <input type="checkbox"/> Three Student Incident Reports being lodged within a term for repeated Level 2 behaviours. <input type="checkbox"/> Breach of Level 2 Daily Behaviour Tracker OR more grievous behaviours which breach any College Policy. Examples include, but are not limited to: <input type="checkbox"/> truancy <input type="checkbox"/> smoking or vaping <input type="checkbox"/> drug or alcohol use <input type="checkbox"/> harassment <input type="checkbox"/> aggressive physical contact <input type="checkbox"/> sexual misconduct <input type="checkbox"/> attempting to access explicit material online	<input type="checkbox"/> Immediate referral to Head of School <input type="checkbox"/> A Daily Behaviour Tracker may be implemented for a period defined by Head of School OR <input type="checkbox"/> Head of School who may issue an internal or external suspension of up to 1 week. <input type="checkbox"/> A behaviour contract (signed by the student, parent and Head of School) will be implemented Should a behaviour be deemed extreme by the College, it will be classed Level 4.	<input type="checkbox"/> A formal interview will be arranged with the student, their parent/guardian, and the Head of School and any other appropriate persons to discuss the behaviour and consider implications for the students' enrolment. <input type="checkbox"/> All records will be kept up to date in Edumate.
Level 4	Subsequent breaches of the student's Level 3 behaviour contract, exhibits an extreme behaviour, or continues to demonstrate unacceptable behaviour following a suspension. The matter may result in a "Show Cause" meeting with the student, parents, and relevant school personnel where the continuation of the student's enrolment will be considered. At the discretion of the College Principal, this meeting may be bypassed, and the student may be asked to leave the College.		

Student Incident Report



Student:		Class:	Teacher:
Date:	Time:	Incident location:	Reports this week: 1 2 3 Reports this term: 1 2 3 4 5 6 7 8 9 10
The following school expectation(s) has/have not been followed: Respect Responsibility Active Learning			
Behaviours Demonstrated			
Level 0	Level 1	Level 2	
Generally, on task, occasional minor misbehaviour.	Low level behaviours: <input type="checkbox"/> failure to follow direction <input type="checkbox"/> non-serious but inappropriate physical contact <input type="checkbox"/> low level disruption <input type="checkbox"/> minor uniform breach <input type="checkbox"/> minor ICT breach <input type="checkbox"/> ignoring/excluding others <input type="checkbox"/> unfair play	<input type="checkbox"/> Three Student Incident Reports being lodged within a week for repeated Level 1 behaviours OR <input type="checkbox"/> Ten Student Incident Reports being lodged within a term for repeated Level 1 behaviours OR Serious behaviours: <input type="checkbox"/> defiance or disrespect <input type="checkbox"/> disruption (repeated) <input type="checkbox"/> inappropriate language <input type="checkbox"/> abusive language <input type="checkbox"/> serious physical contact <input type="checkbox"/> unsafe behaviours <input type="checkbox"/> lying or stealing, <input type="checkbox"/> early instance bullying, <input type="checkbox"/> uniform breach (repeated) <input type="checkbox"/> major ICT breach <input type="checkbox"/> vandalism	
Teacher directed actions			
Discrete <input type="checkbox"/> Acknowledge positive behaviour 5:1 ratio <input type="checkbox"/> Eye contact <input type="checkbox"/> Proximity <input type="checkbox"/> Positively phrased statement of expected behaviour (state what is expected not what the student is doing wrong).	Discrete <input type="checkbox"/> Level 0 actions <input type="checkbox"/> Responsible Thinking Questions: <ul style="list-style-type: none"> • What are you doing? • What should you be doing? • Where are you choosing to go? Action(s) if Level 1 behaviours continue: <input type="checkbox"/> redirection <input type="checkbox"/> discuss fair consequence <input type="checkbox"/> loss of break time (recess/lunch) ___mins <input type="checkbox"/> loss of privilege _____ <input type="checkbox"/> relocate within, outside, or other class: _____	<input type="checkbox"/> Refer student to Head of School with Student Incident Report	
Administrative Actions			
No record made of behaviour on Edumate.	<input type="checkbox"/> Teacher to upload Student Incident Report to Edumate <input type="checkbox"/> Teacher to inform parents/guardians via email. <input type="checkbox"/> Teacher monitors student <input type="checkbox"/> Head of School informed if behaviours continue.	<input type="checkbox"/> Student(s) discuss with Head of School <input type="checkbox"/> Parents/guardians informed via email or phone call from the school. <input type="checkbox"/> Daily Behaviour Tracker (at discretion of Head of School) <input type="checkbox"/> Record(s) stored on Edumate.	
Details of incident			

Daily Behaviour Tracker

To be completed by classroom and all specialist teachers

from / / to / /



Student:		Student has demonstrated school expectations of Respect, Responsibility & Active Learning	Additional comments	Teacher signature
Date	Class / Teacher			
		Y / N		
		Y / N		
		Y / N		
		Y / N		
		Y / N		
		Y / N		
		Y / N		
		Y / N		
		Y / N		
		Y / N		
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		Y / N		
		Y / N		
		Y / N		