



Nurture for today • Learning for tomorrow • Character for eternity

## **BEHAVIOUR MANAGEMENT POLICY 2018**

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

It is the school's responsibility to partner with the parents to train children to have a Godly character. The most basic of these characteristics is respect and obedience. This is encouraged at school through a range of positive rewards and consequences. There is no corporal punishment used at Sydney Adventist School Auburn.

All children are treated with respect and are treated fairly. Parents are notified either in writing or by phone if their child has had a detention or been sent to the Principal's office.

### **SCHOOL VALUES**

#### **We value relationships**

All people are treated fairly, with respect and kindness, care and compassion.

#### **We appreciate diversity**

Understanding and tolerance, acceptance and inclusion are our practice.

#### **We act with integrity**

Ethical behaviour is upheld. With responsibility, accountability and honesty we acknowledge the rights of all.

#### **We engage in service**

We seek to develop good citizenship and serve our community.

#### **We encourage achievement**

Perseverance, initiative, resilience and the pursuit of excellence are affirmed. Scholarship is prized.

#### **We celebrate Christianity**

We aim to model the love of God in the practice of Christian life.

## The SASA Way

### **WE LOVE AND RESPECT GOD**

We will be involved in worship and share our love for Him with others.

*1 Peter 2:17*

### **WE LOVE LEARNING AND STRIVE TO ACHIEVE OUR BEST**

We are purposeful, engaged and enthusiastic learners, always striving to develop our skills and talents. We do our best in class and we do not interfere with the learning of others. We will be curious about the world God created.

*Hebrews 11:6*

### **WE ALWAYS 'HAVE A GO'**

We make good choices and are confident to try new things. We show perseverance when things get tough.

*Colossians 3:23*

### **WE HAVE A JOYFUL AND POSITIVE MINDSET**

We are humble in victory, graceful in defeat, and always thankful for the abilities and opportunities we have. We are happy and enjoy ourselves at school.

*Philippians 4:4*

### **WE RESPECT EACH OTHER AND OUR SCHOOL**

We accept and value diversity. We are trustworthy, show tolerance and are understanding towards others. We greet each other, and all visitors to our school. We are proud to wear our uniform, and always look neat and tidy.

*1 Peter 2:17*

### **WE RESPECT OUR TEACHERS**

We speak nicely to our teachers and follow their instructions.

*1 Peter 2:17*

### **WE ARE RESPONSIBLE**

We keep our school tidy; we do not walk past rubbish. We arrive at school and to class on time. We take care of our property and respect things that belong to others.

*Galatians 6:4-5*

### **WE HELP, SUPPORT AND INCLUDE EACH OTHER**

We always look for ways to build and lift others up. We treat others the way we want to be treated.

*Luke 6:31*

### **WE VALUE SAFETY**

We act safely and do not risk our health and well-being, or the welfare of others.

*Psalms 121:7*

### **WE ARE PART OF OUR COMMUNITY**

We have many cultures but stand together as one community. We are willing to help those in need.

*Philippians 2:1-3*

## **POSITIVE REWARDS**

A range of awards is given to encourage students throughout the year. Awards are issued for behaviours such as helping others, demonstrating good sportsmanship, establishing positive work habits and displaying the school values.

Listed below are the various awards given to students throughout the school year.

### **Gold Slip Awards**

Throughout the week, students who are seen demonstrating positive behaviours may be given a Good as Gold slip. This slip will indicate the positive behaviour exhibited by the student and will be placed in the child's diary.

#### **SASA Good As Gold Slip**

\_\_\_\_\_ was on his/her best behaviour today. A teacher saw them:

- |  |  |
|--|--|
| <input type="checkbox"/> Helping another child in class/ the playground        | <input type="checkbox"/> Caring for our school         |
| <input type="checkbox"/> Demonstrating respectful behaviour in chapel/assembly | <input type="checkbox"/> Being obedient and respectful |
| <input type="checkbox"/> Trying hard in class                                  | <input type="checkbox"/> Showing kindness              |
| <input type="checkbox"/> Demonstrating the SASA way                            | <input type="checkbox"/> Other _____                   |

Please speak to your child and praise them for their pleasing behaviour. We are so happy to have children who care for others and have good behaviour at our school. Thank you for your continued support.

Principal / Teacher: \_\_\_\_\_

### **Principal Awards**

Each fortnight, the Principal issues awards of excellence to students from each class. Students who receive this award are recognised in the school newsletter and certificates are presented at assembly every second Monday.

### **Merit Awards**

Class teachers present Merit Awards at assembly each Friday. Merit awards can be given for a range of reasons, including; good work, being helpful, good sportsmanship, acts of kindness, encouraging others, etc.

### **The SASA Way Spirit Award:**

At the end of each term the class teachers choose a student whom they feel has displayed the 10 ideals of the SASA way the best. They give the names to the Principal who makes special certificates and gives a small gift to the students at assembly the last week of the term.

## **NEGATIVE BEHAVIOURS**

Teachers will follow their own discipline strategies in their classrooms. Some teachers will use, 'Class Dojo' to record both positive and negative behaviours in the individual classrooms. If the offence is of a serious nature the class teacher will record the offense on SEQTA under the "Pastoral Care - Red Rose". This facility has a cumulative nature and all staff are able to enter data about each child's behaviour as the year progresses. The staff are therefore able to keep a detailed account of each child's serious offenses.

If the incident occurs during playtime or before/after school, the teacher on duty is responsible for following up the incident. The teacher will need to record the behaviour on the "Pastoral Care - Red Rose", give a Reflection Slip and discuss the incident with the Principal or Coordinator. Any staff who do not have access to SEQTA are to record the incident on the Incident Report Folder in the staffroom. All incidents need to be investigated within an appropriate time frame.

### **Reflection Slip**

The Reflection Slip will be sent home under the teacher/Principal's discretion. The slip may be sent home for a variety of reasons, including, but not limited to; hurting someone with words or body, swearing, breaking the classroom or school rules or showing disrespect.

Reflection slips may be sent home for minor infringements in behaviour. Other displays of bullying, physical violence or bad language may result in a one day, in-school suspension and/or white level monitoring.

<b><u>SASA Student Reflection Time Slip</u></b>	
_____ had <b>Reflection Time</b> today (_____). They were not abiding by the following school rule:	
<input type="checkbox"/> Hurting a student with bad words <input type="checkbox"/> Swearing <input type="checkbox"/> Hurting a student with a physical action <input type="checkbox"/> Disrespectful to a teacher	
<input type="checkbox"/> Other _____	
Please speak to your child about their behaviour. Extra punishment is not necessary, as they have already made amends and have discussed the unacceptable behaviour with a Teacher/Principal. Please sign this slip to let the school know that you have spoken to your child. Thank you for your continued support.	
Principal: _____	Parent Signature: _____

If a student receives a Reflection Slip the teacher will record the details of the incident on the Reflection Time Slip and place it in the students' diary. The Principal/Coordinator must sign the slip and discuss the incident with the student. The student's parents must also sign the Reflection Slip to indicate that they have reviewed the incident with their child. The student must then show the signed reflection slip to their class teacher the next morning.

All Reflection Slips are to be administered as soon as the facts can be identified. Reflection time needs to be administered as soon as possible.

Repeated misbehaviours and/or serious incidents may also result in an in-school suspension.

## **IN-SCHOOL SUSPENSION**

Students may be given an immediate in school suspension for the day, for serious offences such as violence, bullying, racism, offensive language or disrespect towards a member of staff.

<b>Behaviour Examples:</b>	<b>Reflection Slip +</b>
Disobeying the teacher and/or breaking classroom rules	Depending of the severity, the student may be sent to another classroom or office to calm down.
Being disruptive in the classroom	Continuous disruptive behaviour may result with an in-school suspension and/or White Card Monitoring. There could be occasions where parents are contacted to come and pick their child up from school.
<b>Violence:</b>	<b>Reflection Slip +</b>
Hitting, punching, kicking, biting, choking or spitting at <b>another student</b>	Student will be sent straight to the office for investigation and possible in-school suspension or are to be sent home. No violence will be tolerated. Student may be placed on a White Level Monitoring Card for two weeks. During this time the Principal, class teacher, duty teachers and child's parents will closely monitor the student. If the parent is not willing to work with the school then there will be a discussion as to whether the student should continue enrolment at the school.
Hitting, punching, kicking, biting, choking or spitting at a <b>member of staff</b>	Student will be sent straight to the office for investigation and possible in-school suspension or are to be sent home. No violence will be tolerated. Student may be placed on a White Level Monitoring Card for two weeks. During this time the Principal, class teacher, duty teachers and child's parents will closely monitor the student. If the parent is not willing to work with the school then there will be a discussion as to whether the student should continue enrolment at the school.
<b>Bullying:</b>	<b>Reflection Slip +</b>
Verbal	The member of staff who witnessed the incident or had the incident reported to them would investigate the issue. Student may be given a time-out on the school bench. Students showing physical violence towards others will be sent to the Principal immediately.
Physical	
<b>Offensive language: including written and verbal</b>	<b>Reflection Slip +</b>
Swearing	Depending on the severity of the words used the staff member may discuss with the student why we do not speak these words. A higher level of repeated offensive language may result with a one-day in-school suspension and White Level Monitoring. The child may also be sent home depending on the severity of the behaviour.
<b>Teasing</b>	<b>Reflection Slip +</b>
Verbal words of an unkind nature being hurtful to another student	Depending on the severity of the incident the student should apologise and discuss with the staff member what they would do differently next time.

## **MONITORING CARDS**

Repeated misbehaviours or serious incidents may result with a Levelled Monitoring Card. The Levelled Monitoring Cards are designed to have the home and school working in collaboration to ensure the student's improvement in attitude and behaviour.

### **White Level**

If a child displays repeated misbehaviours such as violence, bullying or swearing, they may serve an in-school suspension for one day and be placed on White Level Monitoring. This Monitoring Card will document the student's daily progress. Before this process begins, the student's parents will be notified by the Principal to explain what is expected of both the child and the parents while the child is on monitoring.

The Principal, class teacher, duty teachers and parents will document the student's behaviour and sign the White Monitoring Card each day. Parents are encouraged to comment on the Monitoring Card each night. If the White Monitoring Card is not returned to school then the student will sit in the office during recess and lunch breaks. Parents will also be contacted to ensure they are aware that the Monitoring Card was not returned to school.

The student will stay on White Level Monitoring for two weeks. If the student's behaviour shows no improvement or deteriorates, the parents will be called to have a meeting with the classroom teacher and the Principal. If a student receives a Reflection Slip while on White Level Monitoring, then they will instantly move up to the next level of monitoring. The child will be sent home and will be put on Blue Level Monitoring when they return.

All students can only be placed on White Level Monitoring once in a term. If further incidents occur after they are removed from monitoring they will immediately progress to Blue Level Monitoring.

### **Blue Level - Suspension:**

Students who are placed on Blue Level Monitoring will have their parents called into the school to discuss their child's behaviour.

The student will be suspended from school for the first two days of their Blue Level Monitoring. This suspension will be served at home. On the third day of Blue Level Monitoring, the student will return to school and be able to enter the classroom for regular classes. The Principal, class teacher, duty teachers and parents will document the student's behaviour and sign the Blue Monitoring Card each day. Parents are again encouraged to comment on the Monitoring Card each night. If a student receives a Reflection Slip while on Blue Level Monitoring, then they instantly move up to the next level of monitoring. The child will be sent home and will be put on Red Level Monitoring when they return.

The time for Blue Level Monitoring is one week, including the two days of suspension. If there is no improvement in the student's behaviour during this one-week, the student will move to Red Level Monitoring. Additionally, students can only be placed on Blue Level Monitoring once in a term. If further incidents occur after they are removed from monitoring they will immediately progress to Red Level Monitoring.

### **Red Level - Suspension:**

Students who are placed on Red Level Monitoring will have their parents called into the school to discuss their child's behaviour with the classroom teacher and Principal. Parents are made aware at this time that Red Level Monitoring is the last step the school will take before expulsion.

The student will be suspended from school for one week. On the second week of Red Level Monitoring the student is to return to the classroom; they will be on Red Level Monitoring for one additional week. During this second week, the student will go to the Principal's office during recess and lunch breaks. The Principal, class teacher and parents will document the student's behaviour and sign the Red Monitoring Card each day. Parents are again encouraged to comment on the Monitoring Card each night. If a student receives a Reflection Slip while on Red Level Monitoring they will be sent home and the child's parents will be required to come to school and meet with the classroom teacher and Principal.

The time for Red Level Monitoring is two weeks. The first week will be suspension from school. The second week is the last chance for the student to demonstrate an improvement in their behaviour.

**Expulsion:**

If a child is on Red Level Monitoring and their behaviour does not improve, the student's parents will be required to come and meet with the classroom teacher and Principal to discuss the child's removal from the school.

If a student has been on White, Blue and Red Monitoring and their behaviour has improved for a time but is deteriorating, the parents will be called in to meet with the classroom teacher and the Principal to discuss the child's removal from the school.

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Note: These steps may not necessarily be followed consecutively. If misbehaviour is of a very serious nature, the child may go immediately to an appropriate level of monitoring. This will occur in consultation with the classroom teacher, Principal and parents.

With younger students in Prep to Year 1 the monitoring system may need to be adjusted accordingly. The Principal, teacher and parents will work on this together.