



CAPS KURRAWANG

Extending God's Grace

BEHAVIOUR MANAGEMENT POLICY

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1. POLICY STATEMENT

The School Education Act 1999 requires all schools to provide every student with the educational support the student needs to learn and maintain positive behaviour.

CAPS Kurrawang explicitly **forbids** the use of any form of child abuse, corporal punishment or any other degrading punishment to use as a behavior management strategy.

2. RATIONALE

CAPS Kurrawang School's Behaviour management policy endeavors to promote respectful, secure and healthy environments in which students can prosper.

The aim of the Behaviour management policy is to provide an environment that equips and trains students to be all that God has called them to be. Our policy is largely based on training students (Proverbs 22:6 – *Train up a child in the way he should go; and when he is old, he will not depart from it.*) At CAPS Kurrawang we aim to provide clear and concise boundaries in all circumstances, thus fostering the development of self-discipline among students. Discipline is given through loving correction. We believe that all individuals, students, staff and parents, have a right to feel valued and safe at CAPS Kurrawang. We also believe that individuals should be treated with respect and be in a learning environment that helps students reach their full potential.

This policy highlights the need for a TEAM (Together Everyone Achieves More) approach to all discipline matters. It is vital that good communication between students, parents and school be maintained whilst working for the good of every student here at CAPS Kurrawang.

3. WHO IT APPLIES TO

The CAPS Kurrawang behavior management policy applies to all students, the parents and carers who enrol their child into CAPS Kurrawang, and to CAPS Kurrawang Staff.

4. LEGISLATION

List below is some of the legislation that impose these types of duties and obligations upon a Schools:

- [Criminal Code 1913 \(WA\);](#)
- [School Education Act 1999 \(WA\);](#)
- [School Education Regulations 2000 \(WA\);](#)
- [Occupational Safety and Health Act 1984 and Regulations 1996;](#)
- [Disability Discrimination Act 1992 \(Commonwealth\);](#)
- [Disability Standards for Education 2005;](#) and
- [Equal Opportunity Act 1984 \(WA\)](#)
- [State Records Act 2000\(WA\).](#)

These sections of the School Education Act and Regulations apply only to government schools, however, the issues contained are also relevant to non-government schools e.g. functions of Principals and teachers, care and welfare of children.

5. PRINCIPLES

CAPS Kurrawang aims to be successful at creating an environment which:

- is supportive of individuals and groups with special needs
- is conducive to worthwhile learning
- Enhances a sense of belonging and
- Demonstrates a caring concern for the well-being of all its members

The behavior management policy's philosophy is that everyone is treated with care and respect and all students and staff have the right to feel and be safe.

Every school has some students whose personal and social problems may manifest in behaviours which are:

- Either disruptive to the teaching and learning program,
- Disrespectful of school rules and codes of conduct, and/or
- Harmful to the well-being and security of its member

In this context, CAPS Kurrawang School ensures that disciplinary measures and sanctions are approached as concerted attempts to raise the student's awareness of their behavior, foster responsibility for their actions, and to both guide and change inappropriate behavior and social skill interaction.

The primary focus is to identify the cause of the change in behaviour and not on behaviours that are being exhibited.

5.1. PROVIDE A SAFE AND CARING LEARNING ENVIRONMENT

The teaching staff and administration are committed to providing a safe, friendly and caring classroom and environment at CAPS Kurrawang School. This is provided through having a community approach in the classroom, providing clear expectations and rules, encouraging all individuals to follow the command ***“Do unto others as you would have them do unto you”*** through all situations that arise in the classroom, accepting each other's differences and valuing each person as an integral part of the classroom.

5.2. RESTRAINT AND PHYSICAL CONTACT

Restraint and physical contact should be a last resort however, school staff under certain conditions, may take action including physical contact with a student or a student's property as is reasonable to:

- manage or care for a student; or

- maintain or re-establish order; or
- prevent or restrain a person from -
 - i. to prevent at risk the safety of any person; or
 - ii. damaging any property.

Physical restraint should only be used if a student is acting in a manner that places at risk the safety of any person and must only be implemented by staff that have been trained in an approved program and should only be considered once alternatives have failed or are deemed inappropriate.

The use of physical restraint should only be done once the school has participated in the PART or Team Teach training, and should have regular training updates to maintain knowledge and skill levels. Evidence of this training must be recorded by the school to identify the members that are qualified to carry out appropriate physical restraint.

When restraint is used:

- it will be used in such a way as to minimise or prevent harm;
- staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- it will stop as soon as staff determine the student is no longer presenting a risk to safety; and
- the Principal will provide appropriate support to staff, the student and parents as required after the restraint.

Staff required to use restraint on an ongoing basis to manage the behaviour of an individual student need to ensure that this information is included in the student's documented plan. Planning for the ongoing use of restraint requires a collaborative approach between the Principal, the student's parents and staff.

The student's documented plan should include the following information:

- Trigger that may lead to the use of physical restraint
- Situations in which physical restraint is not to be used with a student
- Situations that may result in the removal of other students from the immediate environment
- Staff willing and qualified to use physical restraint as an agreed management strategy
- Assistance to be provided for staff who are involved with physical restraint
- Regular review of the behaviour management plan is essential in order to reduce and/or remove the need for physical restraint.

When physical restraint has been used, the incident must be recorded by the staff member and reported to the Principal and student's parents.

It is important that the written record of incidents where physical restraint is used be documented. These may include:

- Name of the student, class etc.
- Names of other people present

- Date and location of the incident;
- Details of the behaviour of the individual and the staff including attempts at de-escalation
- Accurate and clear description of who did what
- Names of staff using restraint or restriction
- Names of others who had a role
- Nature of any physical intervention used (what was being attempted and any deviation from what was being attempted)
- Start time and duration of any restraints
- Description of any injuries
- Whether debriefing was offered and accepted
- Whether medical treatment was offered and accepted
- Details of other supporting records relevant to this student
- How effective was the intervention?
- How was the incident resolved and what were the consequences?
- How was the intervention in the best interests of the individual?
- Risk assessment implications – changes/reviews of plans etc.
- Others that may need to be informed of the incident (i.e. councilor, chaplain, outside agencies)
- Signatures and views of those involved

Reference – Team Teach

A documented plan and risk management plan (if applicable), should be revised after a physical restraint has occurred to ensure strategies are appropriate and to reduce the need for physical restraint in the future.

5.3. INDIVIDUAL RESPONSIBILITIES

Principal:

- Oversee all behavior management throughout the school, providing training and support where necessary and writing policies
- Discipline individuals
- Listen, counsel and help train individuals through difficulties
- Promote programs through the school, including Biblical instruction, Daily devotions, Peacemaker, Christian Character, Choose Respect and other programs that highlight desirable behavior and train students in Christian Character
- Help individuals to resolve conflicts and restore relationships
- Communicate with parents. By telephoning or in a meeting
- Oversee and support teachers with Individual Behaviour Management Plans
- Support teachers through difficulties associated with behavioural issues

Teachers/Other Classroom Staff:

- Provide safe, encouraging classrooms.
- Provide clear, concise rules, expectations and consequences. Create well communicated boundaries in class. (These should be displayed in the room and communicated to parents).
- To provide a behaviour management plan at the beginning of each term to the principal.
- Promote and clearly teach Biblical values and Christian characteristics in the classroom
- Be consistent and fair with discipline in the classroom. Match consequences to offenses, not showing favouritism to particular students and being consistent on a daily basis with incidents that arise
- Listen to students and develop a positive rapport with students in class. Avoid confrontation and keep calm when dealing with problems.
- Resolve and restore relationships that have been damaged within the class.
- Train students through all situations
- Communicate effectively and regularly with parents. Work together with parents and Principal with persistent behavioural problems
- Provide Individual Behaviour Plans for students who need extra help in this area. Communicate this plan through student behaviour meetings involving parents and administration.

Students:

- Show respect to adults and peers at all times, by giving eye contact when spoken to, addressing adults correctly (Mr, Mrs, Miss, Ms) and speaking appropriately
- Arrive to lessons on time and be organized
- Follow school rules and accepting of consequences for breaking them.
- Adhering to school anti-bullying policy
- Treating fellow students with respect, speaking to them nicely and demonstrating Christian character in relationships with others

Parents:

- Work together with their children and school staff with all behavioural and discipline issues
- Communicate with teachers and/Principal when a problem arises
- Reinforce school rules and consequences and support these with their children
- Provide children with all requirements needed for class
- Be available to meet with staff if required
- Follow the Christian Code of Conduct.

6. CHRISTIAN CODE OF CONDUCT/VALUES

Based on our belief that our attitudes and behavior should reflect the standards found in Christian scriptures the following scriptures are in this policy and should in a major way affect our responses to the way we behave here at CAPS Kurrawang School.

- **Relationship** – Luke 6:31 “Do unto others as you would have them do unto you.”

Love God and Love Others (The Great Commandment) – Encouraging students, staff and parents to follow this command will help to bring peace and unity to all that we do here.

- **Attitude** – 2 Timothy 2:15 *Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth*

Doing your best as a workman for God. Encouraging students and staff to do their best with all that has been entrusted to them, whether it be in class, in the playground, when representing the school in the community or in friendships.

- **Character** - Galatians 5:22-24 *But the fruit of the Spirit is love, joy, peace, longsuffering, gentleness, goodness, faith, meekness, temperance; against such there is no law.*

Developing these character traits and attributes will help us behave in a manner based on our beliefs and in a way that is pleasing to God.

- **Trust** – Proverbs 3:5-6 *Trust in the LORD with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him and he shall direct thy paths.*

Trust is earned through relationships, attitude and character. At CAPS Kurrawang School we aim to entrust all that we do to God and pray that trust will be formed between all individuals.

7. PROCEDURES

When students are referred to the Principal (using the referral form) for disciplinary reasons a process is followed which is based on three fundamental understandings:

- Parents are the first and most important educators
- Every child has been created as a unique individual and
- The final outcome of any disciplinary process must be the growth and development of the child

At each incident referral the Principal will:

1. Give the student an opportunity to explain his/her behavior (this information may be verbal or by filling in an incident report)
2. Talk to other children and/or teachers that may be able to provide information regarding the circumstances of the incident or issue. The aim is to gather information so that some sound and valid conclusions can be drawn regarding the issue
3. Parents will be notified. Suitable consequences will be determined. The parent is asked to discuss the matter with their child overnight and to contact the Principal, once such a discussion has taken place
4. Each step in the process is documented and filed.
5. Communicate with teachers the action taken and consequences.
6. For ongoing behavioural issues: Write Individual Behaviour management Plan and arrange Case meetings with all parties involved.
7. Suspensions: - In School Suspensions – For consistent behavioural problems that have not been solved through previous processes students may be placed on an 'In-school suspension'. This involves them missing out on recess and lunch breaks. The period of the time will be negotiated dependent on the severity of the incident
8. Exclusion: It is not our desire at CAPS Kurrawang that any students be excluded from attending our school. However, for the protection of other students and staff a student involved in a serious incident such as possession of illegal or harmful substances or articles, inappropriate sexual contact, misuse of social media, violent behavior, vandalism or any verbal ongoing abuse of staff or student, a student's enrolment at our school may be terminated. The final decision would not be made without extensive discussion with parents. The school would also provide anecdotal written evidence to support its decision.

On reaching the point of possible exclusion in most cases the student will be placed on conditional enrolment. A conditional enrolment involves a document with very clear expectations for behavior in school context. This document would include a meeting with parents, student, teacher and Principal. All parties will sign off on the document. It will be for an agreed period of time. If a student fails to meet the conditions outlined in the conditional enrolment, their enrolment will be terminated.

Before a student is asked to leave the school, any decision making will include consultation with a board member.

8. RULES

Severe misconduct by a student or the repeated breaking of school rules will be referred to the Principal who treats each case individually depending on the circumstances, taking into account the individual needs of the students or students involved.

In the majority of circumstances, the parents or guardians of the student/students will be contacted and be advised of the resolution. Students are encouraged to resolve problems between themselves, by seeking a resolution that both parties can accept.

General School Rules:

1. Students should demonstrate an attitude of courtesy, respect and consideration to visitors, adults, teachers and other students at all times.
2. The following areas are out of bounds, unless permission is granted from a teacher:
 - a. Behind the cream classroom
3. Students and teachers must endeavor to keep classrooms, verandahs, school buildings and grounds tidy, including not littering.
4. Bicycles or scooters must be left in the designated area and not ridden on school grounds.
5. Students must eat lunch in the designated areas, under the supervision of a duty teacher.

Playground Rules:

1. Once on school property, students are to remain within school boundaries until dismissed.
2. Always be kind, courteous and considerate towards others.
3. Students are not to leave the school grounds to retrieve a ball without permission from and supervision by, the duty teacher – another important safety issue.
4. Only one person on at a time on the flying fox and the student is not to be pulled by other students.
5. Playing or eating in the toilet is not appropriate.
6. Line up at the canteen in an appropriately polite and orderly manner.
7. Respect the school environment

Classroom Rules:

Each class has a set of rules ensuring the individual rights of children. The classroom rules need to be established with the class at the beginning of the school year and revisited regularly throughout the year. Rules will be expressed in positive terms and clearly displayed in the classroom and students must be made aware of the consequences which will be applied consistently for breaches of the class rules.

We believe that in order to help protect students' rights and encourage responsibility, teachers must ensure that class rules cover:

- Communication
- Learning
- Respect
- Safety of self and others

9. CONSEQUENCES

Positive consequences

The key to effective discipline and good behavior is the positive reinforcement of students' appropriate behaviour. There are many positive reinforcements that teachers can use. The following are available to staff for appropriate

- Verbal recognition and praise
- Stickers
- Token system
 - Weekly merit certificates
 - Earning points for your team – school shop with various items and points

Accountability

Restoring relationships is a strong culture that CAPS Kurrawang seeks to promote within students and staff. Students who have behaved inappropriately are asked to consider their behavior and accept responsibility for the choices made. They are given the choice to make a public apology to the individual wronged and ask forgiveness. The individual/s who was wronged has the choice to accept the apology or not. Emphasis is placed on fostering the concept that an apology means to stop the inappropriate behavior.

All staff are expected to model restoring relationships with students and other staff when a relationship requires restoration.

10. PASTORAL CARE

As a Christian School CAPS Kurrawang will aim to talk students through behavioural issues on all occasions, with the aim of training children in the way that they should act. This will include discussions on why the behaviour is occurring, choices that could be made, negative outcomes versus other choices that would lead to positive outcomes and consequences. At all times the principle aim is to help students set goals for improvement and talk through problems and issues.

At different times students may have problems that require help to deal with the problem. The Principal works closely with teachers and parents to ensure that children experiencing any difficulties are given extra care during these times.

CAPS Kurrawang has a part time Chaplain. The chaplain will be available to talk with students about specific problems. He may take them out of class to have a chat, kick football, etc. The Chaplain is to provide a point of contact for students who need extra care. The principal works closely with the Chaplain. Teachers, parents and students to give students extra care.

It is not the Chaplain's role to discipline students.

If parents would like their child to speak with a Chaplain please contact the Principal.

Pastoral care may also include praying with a student.

11. PARENT NOTIFICATION/CONSULTATION

Parents will be included in all behavior management processes. A small incident may not be communicated, but for ongoing and larger issues parents will be notified by telephone or in writing. A TEAM approach is needed to ensure the best possible outcome for all people involved, especially the child.

Parents are encouraged to communicate any issues or problems that arise with the teachers involved and/or Principal. This can be done in writing or verbally. If a parent is not satisfied with a procedure, they will be encouraged to follow the steps outlined in the schools Complaints, concerns policy

12. BEHAVIOUR MANAGEMENT SUPPORT

Training: Staff will undergo ongoing professional development and in-school training in classroom management

Support: The Principal will endeavor to support staff in whatever way possible with behavioural issues or difficult situations that arises in the school. The Principal will also support parents as required.

Individual Behaviour Management Plans: The Principal will be available to assist teachers in the writing and implementation of individual behavior management plans. These plans will put in place strategies to change inappropriate behavior. Because of accountability for students and parents in the case of extreme or ongoing behavioural issues, staff are required to write up and carry out individual plans for students. These plans include setting goals/targets, outlining strategies, clearly defined consequences and regular reviews and rewards for student improvements. These plans will be clearly communicate to parents and in some cases students.

13. CONCLUDING STATEMENT

At CAPS Kurrawang School we aim to provide a safe environment for all people. This policy is a guide to the way we manage our school in the area of behavior management. As we are a Christian community our approach to all issues will always be made with love and compassion. The whole picture will be considered when dealing with each situation that arises, and our aim will be to find the best possible outcome for all parties involved.

This is a working document (and therefore a changing document); discipline procedures outlined in the policy can and will be reviewed at regular intervals.

The vital key to effective behavior management and discipline procedures in any school is communication and relationships built between all people involved. Therefore, a TEAM approach between Students – Parents – Teachers – School staff is vital to ensure the best outcomes for each individual.