R004	Behaviour Management and Discipline Policy
Purpose	This policy is related to student behaviour management and discipline.
Authority	Scripture – Matthew 18:2-6; Luke 10:27-36; Proverbs 3:11-12 School Education Act 1999 School Education Regulations 2000
Policy	The exercise of student behaviour management and discipline shall be in harmony with Biblical principles, reflecting Christian love and genuine care for the wellbeing of every student.
Delegation	The Principal
Related Policies	Child Protection (CP001) Physical Restraint (CP002) Student Code of Conduct (CP007) Bullying Prevention and Management (R001)
Date approved	March 2009; March 2012; March 2015; April 2019
Next Review Due	September 2025
Review Authority	Governance
Keywords	Behavior management; discipline; corporal punishment
Authorised by: **Board Chairman**	
Date:	
Author/Reviewer:	Jolanda Mulder – October 2018

R004	Behaviour Management and Discipline Procedure

Student behaviour management and discipline is based on the Scriptural truth that children are in a covenant relationship with God that calls them to obedience to His commandments. Mindful of a sinful nature that affects them and that inclines them to disobedience, children require instruction, direction and encouragement in relation to their conduct and discipline when they don't respond in accordance with that direction. The school will exercise a caring and loving attitude, reflecting God's commands and His care for His people.

God demands that His people live in holiness, reflecting His image in their daily life. Therefore, students and staff are to:

- Convey genuine love for their neighbour
- Demonstrate respect for authority
- Be punctual and trustworthy in all commitments
- Care for equipment, furniture, buildings and grounds
- Avoid all misconduct
- Be forgiving and ready to reconcile
- Take full responsibility for own actions

The Student Code of Conduct outlines the requirements of student behaviour at school. The school recognises that various individual factors can impact on student behaviour, such as identified disability, specific learning needs or strengths, difficulties at home, mental health difficulties and disengagement from learning. When the various needs are fully understood, it is more likely that effective supports can be planned and implemented.

The following are elements that ensure positive management of student behaviour:

- Be proactive in promoting positive behaviour rather than reactive to negative behaviour
- Clear expectations and guidelines (e.g. in the Student Code of Conduct, classroom rules)
- Enable students to develop respectful and positive relationships with others
- Provide a safe, supportive and respectful learning environment
- Encourage students to be reflective in their behaviour
- Focus on early intervention
- Have clear procedures for the management of behaviour
- Act in a fair and just manner

The following forms of discipline may be used:

- Warnings (verbal and written)
- Exclusions
- Detentions
- Work orders
- Suspension (internal and external)
- Expulsion

Behaviour management and discipline will be procedurally fair and non-discriminatory. The rules for procedural fairness require:

- A hearing appropriate to the circumstances;

- Lack of bias;

- Evidence to support a decision; and

- Inquiry into matters in dispute.

The following forms of discipline are explicitly forbidden at JCSA:
- Child abuse

- Corporal punishment

- Degrading punishment

Child abuse includes physical, sexual, and emotional abuse and neglect.

Corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. It typically involves hitting the child with the hand or with an implement and 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.

Degrading punishment is any punishment which is incompatible with respect for human dignity such as that which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

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 is 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.

In all situations involving more serious misdemeanours the school will notify the parents and record the incident on the Incident Report – Student Behaviour (See Appendix 2)

With respect to the management of student behaviour, the following steps describe the typical measures taken at school to assist each student in his/her responsibilities:

1. When a student misbehaves, normal corrective measures will be applied, e.g. the teacher issues a verbal caution or requests the student to do extra work at school. Use the least restrictive alternative that will prevent or de-escalate the behaviour (see Appendix 1.)

2. When a student ignores a previous caution and repeats his/her misbehaviour, the principal will be informed and further parental contact will occur.

3. When a student continues to ignore previous measures to correct his/her misbehaviour, the student may serve an internal or external suspension from the regular school program.

4. When a student continues to ignore previous measures to correct his/her misbehaviour, the School Committee will be requested to review the student's situation and his/her enrolment at school.

Individual Behaviour Management Plan:

Where the level of misbehaviour is in breach of the school's Code of Conduct, individual behaviour management plans may be made. Plans will be negotiated between school staff, students and parents/guardians, and will consider the student's:

- age;
- developmental needs; and
- behavioural context.

Desired behaviour/goals of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

Appendix 1 — Stages of Behaviour Escalation (Colvin & Sugai, 1989)

Behaviour Stage	Description of Stage	Area(s) of Focus for Staff	Intervention Tips
Calm	• Student is relatively calm and cooperative	• Focus on maintaining a clear, consistent environment and building rapport with the student	• Establish 3-5 behavioural expectations • Give student feedback using the 4 to 1 ration (4 positives for every 1 corrective/negative) • Teach replacements for interfering behaviours • Pre-correct problem situations
Trigger	• Student experiences unresolved conflicts that trigger behaviour to escalate • May displace anger on "safe target" (EA, teacher, parent)	• Focus on prevention and redirecting the student's behaviour	• Remove/adjust the trigger (if appropriate) • Use behavioural momentum to shape behaviour and reinforce small efforts • Remind student of rewards (if used) • Remind student to use replacement skills
Agitation	• Student is increasingly unfocused/upset • May exhibit avoidance • May challenge adult authority	• Focus on reducing student anxiety and increasing predictability in the student's environment	• Use non-confrontational non-verbal behaviour • Break down directions into smaller steps • Use "start" instead of "stop" directions • Provide reasonable options/choices • Use "Speak and Retreat" prompting • Set clear, reasonable and enforceable limits
Acceleration	• With conflict unresolved, this becomes student's sole focus • May become noncompliant • May be beginning to lose rational thought	• Focus on maintaining a safe environment for yourself, the student in crisis and any observers	• Use short phrases and allow processing time • Maintain calmness and detachment • Use active listening, reflection and restatement to clarify student's concerns and show you understand his/her feelings • Remember this is *not* a teachable moment
Peak	• Student is out of control and may have temporarily lost ability to think rationally • Exhibits severe behaviour (screaming, SIBs, aggression)	• Focus on crisis intervention procedures to maintain a safe environment for student in crisis, self and observers	• Isolate student by removing the audience • Call for help/staff witness if needed • Don't threaten consequences now; discuss when the student is more rational
De-Escalation	• Having vented, the severity of student's behaviour subsides • Drop in energy level of student after a crisis	• Focus on removing excess attention, helping student regain composure and demonstrating cooperation with neutral requests	• Allow Cool-Down time • Make sure the student has regained control before proceeding; look for less tense appearance, normal breathing, and willingness to comply with small requests
Recovery	• Students may feel shame, sorrow, fear, or regret • May not be able to verbalise feelings/details of outburst	• Focus on debriefing/problem solving and restoration, then transitioning student back to academics	• Debrief *before* following through with consequences set earlier • Problem solve and develop a plan with the student for better future behaviour • Remember to document the incident/event

Appendix 2	Incident Report – Student Behaviour

Saved Separately