



SUMMARY GUIDELINES FOR PARENTS ABOUT OUR BEHAVIOUR DEVELOPMENT

Our Vision and Values are expressed as our 5R's of education:

- We desire for students to make **Relationships** with God and with others.
- Our priority is developing **Respectful** and **Responsible** attitudes towards God, others, self and His world
- We want to make students **Ready**. God made us to serve Him, making this world a better place
- We expect students to think about what they believe and why they believe it- **Reasoning**

Therefore our behaviour standards are expressly focused around developing respectful and responsible relationships, developing a readiness to learn and encouraging reasoned behaviours.

The importance of modelling good behaviours

Standards of appropriate behaviours are best communicated through the modelling and teaching of good behaviours by teachers and parents. It is required that the staff at Staines, particularly, teachers employ a range of strategies to help students learn good behaviours and correct poor/ wrong behaviour.

We believe good behaviours are taught by our words and actions. Our Behaviour Development practices are primarily concerned with training for success, not about punishing students for breaking rules and going against policies. There are significant benefits from having boundaries made clear. Communities function well as a single body with clear standards and consequences.

Rewarding good behaviours and/or improved behaviours

We encourage and reinforce good behaviours through praise and public recognition. As part of recognising students who achieve no behaviour referrals to Student Services in a Term, students will be honoured with a Principal's Gold Behaviour Award and usually be commended in the newsletter.

Dealing with poor/wrong behaviours

When students misbehave, the role of the staff member is to identify the poor/wrong behaviour and apply consistent consequences for the poor behaviour with a view to the student learning correct behaviours. The student is expected to acknowledge their behaviour, accept the consequences and work with God's help and staff member's advice to develop appropriate behaviours. Consistency and support from the home is most important if a change in behaviours is to be achieved. It is not the severity of the consequence that brings the best change, but the consistency of a consequence. Praying for wisdom and praying for God's help to be consistent are key actions for staff and parents.

God expects parents to be the principle discipline agents. The biblical purpose of discipline is for correction and training. In the Bible we read that the measured use of the rod is encouraged at points in time- for acts of disobedience and lack of respect- not for accidents. Note: It is not the practice of College staff to use this approach in the course of their duties.

A common way we process poor behaviours is through issuing a card; or referral to Student Services- which involves some time away from the setting in which the student was behaving poorly. Part of this process includes a reflection activity that is designed to help students take responsibility for their actions. Each time a card is issued there is a follow-up consequence.

When a student presents with repeated behaviour concerns we use a range of processes to help us determine possible ways to develop correct behaviours. This may include utilising staff resources within the College, or in certain cases, a paid consultant is engaged at parent expense.

Monitoring and tracking behaviour

We use a card system to monitor and track student behaviour when students are sent to Student Services. The different cards issued are not the discipline tool.



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Blue Cards: These cards are issued to identify organisational concerns where a student's actions are disrupting their own learning (E.g. Lateness to class, failing to bring equipment to class, minimal work requirements; failure to complete homework or assignments by the due date). Blue cards are processed separately from **Orange** or **Red Card** events.

When a student reaches a threshold point they will have a meeting with their Classroom Teacher (Primary) or Pastoral Care Teacher (Secondary) and put an action plan in place to assist the student in developing their organisation. A monitoring process may also be put into place. Ongoing concerns may be followed up with communication with parents and involvement from a Student Welfare Coordinator, Head of Welfare or Head of Teaching and Learning.

Orange and Red Cards:

A **warning** will generally be given to students before an **Orange** or **Red** card is given. A warning involves no action or consequence. There is some discretion left to the teacher in issuing a warning- especially as new students need time to learn our culture, and younger students need more training. A repeat infringement after a warning within the lesson would result in an **Orange** or **Red** card. In some serious scenarios a **Red** applies immediately. Typical behaviours leading to an orange and red card are described in the appendix. They include disrespect towards others and the disrupting of learning for others.

Each **Orange** and **Red** card issued has a demerit value; the accrual of demerit points provides a guide to parents and staff of behaviours that are a cause for concern and need to change. **Orange** cards result in 5 demerit points. **Red** cards score 10 demerit points and need to be avoided. For each week without a behaviour incident, a student receives a credit of 5 points until a zero balance is reached.

All students commence a College year with zero points. If a pattern of behaviour is identified, the student will have a meeting with their Classroom Teacher (Primary) or Pastoral Care Teacher (Secondary) to put an action plan in place to assist the student in developing their behaviour. A monitoring process may also be put into place. Ongoing concerns may be followed up with communication with parents, Parent-Teacher Meetings, involvement from a Student Welfare Coordinator, and the Head of Teaching and Learning.

Action Plans and Monitoring Process

When an **Action Plan** has been put into place between a student and their Classroom or Pastoral Care Teacher a **Monitoring Process** will commence.

During this time a student will be provided with a Monitoring card that remains with them for a minimum of two weeks. Once the student has achieved the goals of their action plan the monitoring event will cease.

Parents/ Carers are required to sign the Monitoring Card each day when the student brings it home. Conversations between the teacher and the parent are very important, particularly during Monitoring. Parent and teacher conversations when a student is on Monitoring should focus on helping the student learn better behaviours, rather than just discouraging poor behaviour.

Students who are unsuccessful during a monitoring process (That is, they continue to receive cards for the targeted behaviours) will move through a series of stages where at each stage additional staff and the students' parents will come alongside them to review and monitor the action plan.

With appropriate Parent/ Carer and College support we do not expect many students to go beyond **Stage 3**. In fact, we trust that the majority of students will never even reach **ONE** Monitoring event. To reach **Stage 4** the student would be generally demonstrating a lack of willingness to change behaviours consistent with the College requirements.

To discourage repeat behaviours, consistent but more significant behaviour consequences are applied. At the same time we seek to identify effective rewards for desired behaviours. These stages are outlined below:

Behaviour Development



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	Primary	Secondary
Stage 1	Teacher	Pastoral Care Teacher
Stage 2	Classroom Teacher Student Welfare Coordinator	Pastoral Care Teacher Student Welfare Coordinator
Stage 3	Classroom Teacher Student Welfare Coordinator Parent/ Guardian	Pastoral Care Teacher Student Welfare Coordinator Parent/ Guardian
Stage 4	Classroom Teacher Student Welfare Coordinator Parent/ Guardian Head of Teaching and Learning	Pastoral Care Teacher Student Welfare Coordinator Parent/Guardian Head of Teaching and Learning
Stage 5	Classroom Teacher Student Welfare Coordinator Parent/ Guardian Head of Teaching and Learning Principal	Pastoral Care Teacher Student Welfare Coordinator Parent/Guardian Head of Teaching and Learning Principal

Typical behaviours usually resulting in a SUSPENSION and in some cases cancellation of enrolment:

- Disrespect for authority- including offensive language, making threats towards staff
- Disrespect for others- violence/ fighting or significant verbal abuse
- Disrespect for others possessions- including stealing, damaging property
- Disrespect for self- using lack of effort to act in God-honouring ways
- Bringing inappropriate or banned materials/ items/ substances to College
- Repeated/ persistent poor behaviour during Monitoring (Stage 3+)

What happens when a Card is received?

When a student receives an **orange** card they have to report to the **detention room** on the next day to complete the reflection activity. When a **red** card is given, students have to report promptly to Student Services to complete the card.

The card will be issued; suggestions offered to assist completion and it will be checked for completion. Once properly completed the students are then responsible to take the filled in card back to the staff member who issued it. Students will usually be required to discuss the incident with the staff member, at a time convenient to the staff member. The discussion is intended to help the students plan to not repeat the behaviours and restore relationships. Students remain responsible for their actions and need to complete all consequences issued in a timely way to the staff members satisfaction.

What if a student considers the decision unfair?



If a student thinks the staff member issuing the card has misunderstood or got it wrong somehow and that the card is not warranted, the student is STILL required to go along with the process. After completing the process which would include a reasonable discussion about the matter at Student Services, the student may then talk the matter over with their Pastoral Care Teacher, or Student Welfare Coordinator who have an advocacy role in regard to his/her students. In some situations, a card could be down-graded or even cancelled.

Having a consequence without a card being issued

There may be some situations where the Principal or his delegate has to take some action outside of the system outlined above to ensure the integrity, good management or safety of the College community. This may include immediately suspending a student or even cancelling an enrolment. Examples necessitating prompt action include when a student has shown significant disrespect for the values of the College, or severely compromised the reputation of the College.

It is our desire to see students who act in Christ-like ways. We want students who are obedient, and display respectful and responsible conduct. When students demonstrate contrary behaviours we have a Biblical and legal responsibility to impose disciplinary measures. Students need to be aware that repeat breaches of the behaviour standards will incur increasingly severe action, including suspension and ultimately termination of enrolment (exclusion) from the College

When we make a decision to suspend or cancel enrolment it is not a decision that is made lightly. A range of factors are considered in determining the length of suspension including the nature of the incident and the age of the child. In being effective in behaviour development it is the consistency of the consequence rather than the severity of the consequence that is more important.

Summary

Your choices and your child's choices, ultimately, make all the difference. Working together we can help the young people at the College to make wise choices. Our College community desires our College to be a place where students learn and demonstrate behaviours that will last for eternity. This will require patience, wisdom and consistent effort and understanding. It takes time and prayer to educate a person to become what God required. In choosing to come to this College we value each family's desire to work with our staff to help train the young people in our community.