



*A hope and a future.*

Summerland Christian Life Centre

Operating

Summerland Christian College

## Student Behaviour Management Policy and Procedures

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### **Rationale**

This policy refers to how the College will manage student behaviour.

This Policy and the associated Procedures are based on the 5 Core Values of Summerland Christian College.

#### **1. Christ Centred.**

Here at Summerland, we believe students thrive best in a supportive Christian environment. That's why we strive to create a caring and faith inspiring setting built on God's love. We provide a supportive Christian environment. Colossians 2:2-3

#### **2. Academic Achievement.**

Here at Summerland, we are committed to helping our students achieve outstanding academic results. Our dedicated teachers pursue excellence through innovative approaches to learning and by helping our students achieve their best. We have proven academic success. Isaiah 40:31

#### **3. Personalised Education.**

Here at Summerland, we believe God has created every student with a unique set of gifts and distinctive potential. That's why we are committed to providing unique pathways for each individual, enriching their development whilst adding academic value to their lives. We seek God's wisdom beyond the earthly in our teaching approach. We value the individual. Ephesians 2:10

#### **4. Partnering with Parents.**

Here at Summerland, we believe that students excel when parents and teachers combine for a tailored and supportive approach to their education. That's why we facilitate and encourage parental insights and participation in each child's learning and academic progress. We encourage partnership with each family. Proverbs 22:6

#### **5. The Living Word.**

Here at Summerland, we stand on the Word of God and its scriptures as foundational and life transforming. We believe that the Bible is God breathed and our handbook for wise choices and joyful living. We acknowledge our dependence on the empowerment of the Holy Spirit to live as God intended. We are Bible based. Joshua 1:8

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## **Behaviour Management Policy**

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.

### **Guiding Principles**

1. Treat students with respect at all times, develop positive relationships with them and maintain an encouraging disposition at all times;
2. Monitor student behaviour at all times, whether ‘on-duty’ or not;
3. Proactively address students with regards to behavioural matters, preventing and reporting to the management team high risk or negative situations;
4. Take personal responsibility for planning and executing the management of behaviour of those in their care;
5. Apply consistently the appropriate consequence for all known instances of negative behaviour; and
6. Initiate contact with the parents of the offending student where appropriate to clarify the behaviour of concern, the consequence and to reiterate the School’s expectations.

Corporal punishment is not practiced at Summerland Christian College. In accordance with government legislation the school does not employ the use of Corporal punishment, nor does it encourage parents or non-school persons to use this form of punishment as a response to school issues.

### **Procedural Fairness**

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’.

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations;
- know how to seek a review of the decision made in response to the allegations.

The ‘right to an unbiased decision’ include the right to:

- impartiality in an investigation and decision making;
- an absence of bias by a decision-maker,” and

The review mechanism adds to the fairness of the process.

- Where suspension or expulsion could be the outcome of a disciplinary proceeding, in order to provide procedural fairness, the parent holds a right of review or appeal process.

## **Managing Behaviours**

Teachers are encouraged to:

- Know their subject matter;
- Be punctual, organised and well prepared;
- Set learning goals for each lesson and inform students;
- Plan interesting & engaging lessons with a variety of activities and phases including student involvement;
- Ensure that lesson content is appropriate for each student and differentiated where necessary;
- Plan appropriate ways to minimise opportunities for disruption;
- Integrate technology where appropriate;
- Review previous lesson's work;
- Establish classroom routines that provide clear expectations of behaviour for all students;
- Check that each student understands what to do and is able to do it;
- Constantly scan and move around room to ensure students remain on task;
- Control environmental dynamics (eg: seating design & seating plan - match students with mixed abilities);
- Remain aware of personal behaviour (mood, stance, tone, facial expressions);
- Use eye contact; and
- Employ tactical ignoring, giving positive reinforcement to those students behaving well, particularly those that are consistent.

## **Parent Support**

Parents/guardians commit to supporting the School and its policies at the time of enrolment and for the duration of enrolment. This includes:

- Working with the School to support positive behaviour in their child;
- Supporting any reasonable consequences imposed on their child; and
- Taking responsibility, including financial, for intentional or unintentional damage caused by inappropriate behaviour (eg broken windows and damage to desks by graffiti).

## **Behaviour Management Procedures**

Behavioral incidents are categorized as Minor, Significant and Major incidents.

### **Investigation**

Incidents witnessed by a staff member will require minimal investigation. Students will be given opportunity to respond to the allegations in line with the Procedural Fairness guidelines. Incidents at this level may be investigated at the teacher's discretion, or if requested by the Head of School or Principal.

The staff member will determine if an investigation or a minor consequence is applied.

## **Significant Incidents (including parent communication)**

Incidents that move into the Significant or Major category will require an investigation in parent communication. A significant incident will be investigated by staff. For reported incidents, the teacher or homeroom teacher will investigate the allegations and follow the behaviour management process to determine the follow up actions required. Where possible, written statements from the person involved and two witnesses will be collected and installed on Sentral. Students will be given opportunity to respond to the allegations in line with the Procedural Fairness guidelines.

## **Major Incidents**

Major incidents will be referred to the head of school. Teachers may be required to investigate and collect written statements from the students involved and witnesses. Parents will be communicated with. The head of school will determine the outcomes of actions from any major incidents. Students will be given opportunity to respond to the allegations in line with the Procedural Fairness guidelines.

## **Communication**

Key stakeholders are involved in the managing of behaviour with a focus on promoting positive behaviours and minimising behaviours that affect the well-being of students and teachers and learning in the school. Where appropriate, parents are notified in a timely manner with a focus on collaboratively improving the behaviours.

## **Minor Incidents**

Possible Minor Incident Examples	Possible Minor Consequence Examples
<ul style="list-style-type: none"><li>• Continued classroom disobedience</li><li>• Low level disrespect</li><li>• Breaking school or classroom rules</li><li>• Misuse of school property</li><li>• Minor verbal altercations</li><li>• Unsafe behaviours</li></ul>	<ul style="list-style-type: none"><li>• Apology</li><li>• Detention/Rebuild-it room</li><li>• Time out</li><li>• Loss of privileges</li><li>• Pay cost of repair or replacement of damaged property</li><li>• Community service in the College</li></ul>

## Significant Incidents

Possible Significant Incident Examples	Possible Significant Incidents Consequence Examples
<ul style="list-style-type: none"> <li>• Direct disobedience of a reasonable request</li> <li>• Ongoing repeated mining incidents</li> <li>• Physical altercations resulting in minor injuries</li> <li>• Swearing</li> <li>• Targeting of students with negative actions or words</li> <li>• Truancy</li> <li>• Aggressive or threatening behaviours towards others</li> </ul>	<ul style="list-style-type: none"> <li>• Mediation</li> <li>• Parent meetings</li> <li>• Behaviour plans</li> <li>• Behaviour communication books</li> <li>• Loss of school privileges</li> <li>• Playground restrictions</li> <li>• In-school suspensions</li> </ul>

## Major Incidents

Major Incident Examples	Suspension Levels
<ul style="list-style-type: none"> <li>• Ongoing minor and/or significant incidents. This includes but is not limited to : <ul style="list-style-type: none"> <li>- refusal to obey staff instructions,</li> <li>- defiance, or</li> <li>- disrupting other students</li> <li>- disrespectful behaviour</li> </ul> </li> <li>• Aggressive behaviour. This includes but is not limited to hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students; bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.</li> <li>• Altercations resulting in significant harm.</li> <li>• Smoking at the College, travelling to to/from the College or at College events.</li> <li>• Drinking alcohol at the College, travelling to to/from the College or at College events.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 day Suspension</li> <li>• 5 day suspension</li> <li>• 10 day suspension</li> <li>• 20 days suspension with recommendation for expulsion.</li> <li>• Behaviour management plan</li> <li>• Probationary enrolment</li> </ul>

## **Probationary Enrolment**

Where the College is concerned about a student's behaviour the student may be placed on a probationary enrolment for a period of 6 months. The probationary enrolment outlines:

1. The areas of concern to be reviewed (maximum 3);
2. The duration of the probationary enrolment;
3. The review date; and
4. Signatures of the Principal or delegate, the student and the parent.

## **Expulsion**

If suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant expulsion, the principal may impose a 20 day suspension with a recommendation to the College Board to expel the student. The principal may also recommend to expel a student who is over 17 years of age for unsatisfactory participation in learning.

The School Board is the body that makes the final determination in relation to the disciplinary matter of expulsion. The Board will only make such a decision in communication with the Principal.

Expulsion appeals will be only be accepted if submitted to the College Board in writing within 7 days of the "Recommendation to Expel" notification sent to the student and their parent by the College Principal. The Board will respond to this appeal in writing within 7 days.

Considerations and reasons for expulsion include:

- Acts that risk the safety of students and staff;
- Possession, supply or use of a suspected illegal or restricted substances;
- Physical violence which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault);
- Sexual activity at the College or at College events;
- Use or possession of a prohibited weapon, firearm or knife. When the student: uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act;
- Threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
- Use of an implement as a weapon. When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made, or adapted, to cause injury to another person);
- Serious criminal behaviour related to the school. This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises;
- Persistent or serious misbehaviour. This includes, but is not limited to: repeated refusal to follow the school discipline code;
- Making credible threats against students or staff; or
- Behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

## **Behaviour Management Record Keeping**

Staff should notify the Head of Primary or Head of Secondary of any:

- Significant negative behaviours or patterns of behaviour that remain unresolved after the issuing of appropriate consequences; or
- Behaviours or patterns of behaviour of a complex, serious or extreme nature.

School staff are to record in the student's Sentral file the following:

- All significant student and parental communications using a note on student history, relevant records and reports;
- All negative student behaviours are recorded using the minor significant or major incident reports;
- All follow up actions are recorded in the Incident Report or a new Incident Report is opened with links to the original incident using the Sentral hashtag incident number; and
- Suspensions must be recorded in the suspension tab of Sentral in order for tracking attendance.