



Courage
DALBY
Integrity
Love
Honour
Truth
Faith
Diligence
**CHRISTIAN
COLLEGE**

**Behaviour Development
&
Discipline Policy**

Behaviour Development & Discipline Policy

Purpose of Policy

This document provides a reference point for teachers to use and enforce school expectations in a consistent and fair manner across the school.

Mission

Dalby Christian College upholding the eternal Lordship of Jesus Christ, striving to educate, nurture and disciple students for a life of serving Him with heart, mind and hand.

Vision

To see students serving God with heart, mind and hand.

Purpose

To educate and nurture to see students achieve their personal best as they serve God.

Character Development Vision

Strengthen in Character

For every student to develop thoughtfulness, self-discipline, and personal responsibility, and demonstrate the lifelong character qualities of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. (Galatians 5:22-23).

At Dalby Christian College, we endeavour to develop godly character that strengthens personal integrity and relationships and support students to make positive choices and navigate life circumstances. Character is defined as ethics in action, driving values, choices and behaviour. We believe in the intentional development of individual character which fosters a positive and peaceful culture.

“For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, mutual affection; and to mutual affection, love.” (2 Peter 1:5-7)

College Values

Truth, Honesty, Diligence, Courage, Faith, Love, Honour.

Dalby Christian College shares core values that guide character development and shape school culture. Our core values can be grouped under the following attributes:

Respectful, Responsible, Resilient.

We are developing 21st century learners who need to possess robust and prosperous attributes of a learner, as they navigate and respond to a rapidly changing world. Preparing them not only to participate, but to engage and contribute, both in character and action is critical.

We desire for students to learn in a Respectful, Responsible, and Resilient manner, pursuing their personal best. These values are grounded in **relationship** and a **safe environment** and characterise our core learning attributes. Our priority is in assisting students to develop Responsible and Respectful attitudes to God, others, self and His world- being proactive in their learning and interactions with others demonstrating positive problem-solving attributes. We desire to help students develop resilience and a growth mindset as they navigate through their personal journey.

Character Development Approach

Dalby Christian College

- Affirms that each student is uniquely created by God, designed for a purpose with God-given gifts and strengths.
- Is committed to the delivery of high-quality curriculum in safe, supportive and disciplined learning environments that set clear standards of behaviour.
- Promotes student well-being and recognises this is fundamental to a student's success: academically, emotionally, physically and spiritually.
- Intentionally develops character as an integral part of the teaching and learning process.
- Believes achievement, presentation and behaviour in the College should reflect Christian, God-honouring values.
- Employs a proactive approach with evidence-based engagement strategies to promote positive behaviour.
- Responds to inappropriate conduct with truth and grace where consequences are just, progressive and predictable.
- Implements a consistent process where accountability, ownership and restitution are sought through restorative practices.
- Maintains high expectations in an orderly environment where student learning is optimised.
- Explicitly communicates College standards and responses to the College community.






Purpose

Setting clear standards of behaviour that promote safe, supportive and disciplined learning environments enables students to gain better control over themselves, their learning and future.

Rationale

This policy is essential to fostering a positive and safe school community where students can flourish academically, socially, emotionally and spiritually. By setting clear expectations and providing consistent guidance, we aim to cultivate character and integrity, teaching Christlike character through our College Values. Our approach emphasises truth, grace and discipline that seeks restoration and growth, equipping students with essential life skills. Through collaborative engagement with parents and staff, we strive to ensure that our Behaviour Development Policy reflects our commitment to excellence and Christian values, preparing students for success in school and beyond.

Character Development Framework

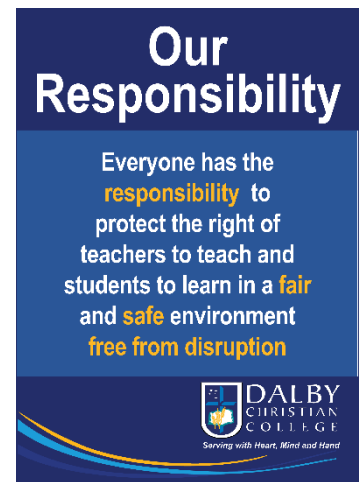
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|---|--|
|  | Community Responsibility |
|  | Classroom Expectations |
|  | Student Code of Conduct |
|  | Learner Attributes |
|  | Affirmation Program |
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|  | Restorative Practices |
|  | Positive Behaviour for Learning: Engagement Strategies |
|  | Warning System |
|  | Conduct Reference Table |
|  | Responding to Inappropriate Behaviour Table |
|  | Pastoral Response |
|  | Edumate Documentation |



Community Responsibility

Every community member needs to work to make Dalby Christian College a fair, safe, and pleasant place to teach, learn and work. Everyone needs to contribute positively to our learning community. This includes caring for and protecting our people, property, and reputation.

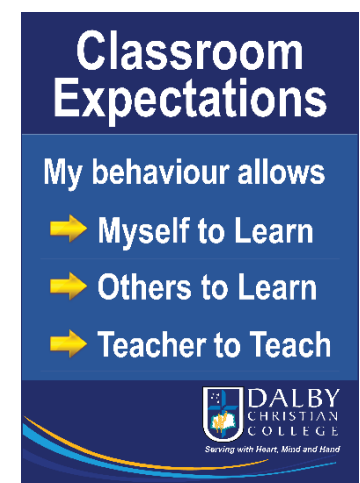
This is displayed in every classroom for reference.



Classroom Expectations

All behaviour must ensure students are able to learn and the teacher is able to teach.

This is displayed in every classroom for reference.



Student Code of Conduct

Students are intentionally guided to grow in character. As ambassadors of the College, students are expected to conduct themselves at all times in a respectful, responsible and resilient manner.

This Code of Conduct outlines general standards of behaviour expected of students. This Code of Conduct places an obligation on students to take responsibility for their conduct and to work with other College community members cooperatively to achieve a fair and safe learning environment free of disruption where people are happy and proud to attend.

Students must:

- conduct themselves in a manner that upholds the ethos and good reputation of the College and its community members,
- protect the right of teachers to teach and students to learn in a fair and safe environment free from disruption,
- comply with the College's policies and procedures, and the Australian and Queensland laws,
- act ethically and responsibly, working hard to develop self-discipline, respect, and care, and
- be accountable for your actions and decisions.

Student Code of Conduct

Respectful

“Submit yourselves for the Lord’s sake to every human authority: whether to the emperor, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right. For it is God’s will that by doing good you should silence the ignorant talk of foolish people.”

1 Peter 2:13-15

Everyone within our learning community has the responsibility to respect:

- the authority staff members have in carrying out their roles,
- the right of staff members to carry out their roles without disruption,
- the right of other students to learn without disruption,
- the right of others to be physically and emotionally safe,
- the right of others to be respected and to be treated with dignity,
- the right of others to have their property cared for, and
- the effort of families and others (including volunteers) to enable students to have the learning opportunities that exist at Dalby Christian College.

| 1. Treat others with respect | |
|--|--|
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • solve problems by choosing useful words, not by physical means or negative words • seek a teacher to assist with a problem if you are unable to solve it • use manners when interacting with members of the school community and the outside school community • keep open, supportive and respectful relationships with peers • respect personal space. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • use profane or aggressive language • use derogatory or malicious language • use physical violence or force against others • belittle, exclude, speak ill-of or bully individuals (including on social media platforms). |
| 2. Respect Staff Members | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • courteously follow instructions given by staff members • raise hand in class to speak • save non-school related talk for break times • respectfully honour the College leadership and their decisions • respectfully speak with staff members and other community members with sensitivity and respect • comply with correct processes to raise concerns • on buses, respect the rules of the Bus driver. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • speak ill of a staff member • speak over a teacher in class • mimic staff • make false accusations regarding staff members, such as labelling staff as ‘racist’ or a ‘bully. |

| 3. Respect College property and the property of others | |
|--|---|
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • use all provided equipment in a responsible and safe manner • care for laptops and report any damages immediately, as per Technology Policy • be responsible for the costs of repair for any willful damage caused to the property of the College, and property belonging to other students. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • wilfully damage the property of the College or other community members • Leave lockers unlocked with College property inside. • Take or use something belonging to someone else without the owner’s permission. |
| 4. Support at all times the Christian faith basis as well as the vision, mission and values of the College | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • attend and participate respectfully in Chapel • participate in all classes • support the Christian ethos at all times in both word and action • participate in class devotions. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • promote another religion/faith/worldview at the College different to that of the College. |
| 5. Make decisions which uphold the good reputation of the College and its community members | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • protect the dignity of all members of the College, recognising that each person has been created in the image of God • maintain confidentiality and privacy of information that does not involve you personally • report potential harm of community members to staff to promote a safe environment for everyone. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • commence any social media “page” or “group” which uses the College name or any part of the College name or implies association with the College • ‘follow’ or ‘like’ any page that has been created for the purpose outlined above • be involved in gossip, be a false witness or bully another member of the College community (including cyber-bullying). |

Responsible

“But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.” Galatians 5:22-23.

Everyone within the Dalby Christian College community has the responsibility to:

- Take responsibility for their own behaviour
- Not blame others or things for their poor behaviour
- Speak the truth at all times
- Make good and wise choices
- Regulate emotions
- Demonstrate self-control
- Use appropriate words

| | |
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| 1. Adhere to the Assessment Policy which includes: | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • attend all exams at the assigned time • submit assignments on time • avoid plagiarism • follow teachers’ instructions at all times • Work diligently to complete assignments during the provided lessons • Request an extension if you find yourself in a circumstance that prevents you from completing an assessment (see pg 7 of policy). | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • plagiarise work • provide assistance to another student that compromises the integrity of the assessment task • fail to submit an assessment on time • cause any distraction to other students during an examination/test • let another student copy your work. |
| 2. Ensure you are compliant with the Uniform Policy . | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • be in the full correct uniform when you leave home at the beginning of the day until you arrive home at the end of the day • arrive and depart from school each day in your Dalby Christian College uniform • wear the correct hat at all times, except when in the classroom or other indoor spaces • Bring and change into the College sport uniform for extra-curricular activities eg. Cross country training, athletics training. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • wear the uniform incorrectly • wear non-uniform items, including jewelry, or hair accessories • have hair cuts, hair styles and colours contrary to the hair policy • wear sport uniform on days when there is no scheduled PE or sport. |

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| 3. Follow the <u>Student Attendance Policy</u> | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> ● attend school on time each day, dressed in the correct uniform and with all the required equipment ● arrive at school by 8:40 in time to attend form class ● obtain College and parental authorisation if you need to leave school before the end of the school day ● provide any supporting documentation as requested by the College to verify or explain the reason for an absence, e.g. medical certificate ● be on time for class. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> ● be late to class ● be absent from school without an approved reason |
| 4. Ensure you are prepared for school everyday | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> ● have a charged laptop for all classes, if issued with a laptop ● have all equipment and materials required for each class ● ensure homework is completed on time and to the best of your ability ● bring a healthy lunch to school or plan to purchase from the tuckshop menu ● keep informed on matters published on the Student Portal ● check emails daily ● check for timetable changes on Edumate or using the Student Noticeboards. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> ● be unprepared for class ● bring energy drinks or chewing gum onto Campus ● order food from an outside provider to be delivered to the College. |
| 5. Follow Protective Practices and personal safety advice from the College | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> ● act in a safe manner on and off campus ● use bathrooms for the purpose they are intended. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> ● bring disrepute on the College by attending parties/gatherings where young people are putting themselves at risk ● engage in acts of a sexual nature (e.g. sexting, viewing or sharing pornography, sexual relationships) ● engage in the use of any illegal substance ● act in a way that damages the reputation of the College ● gather in bathrooms ● eat in bathrooms. |

| 6. Remain in supervised areas of the College | |
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| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • remain on campus until the end of the school day unless you have an excursion or event to attend or are signed out by your parent/carer • attend timetabled classes • remain in areas of supervision at break times • remain in sight of a teacher during class time or ask a teacher’s permission to leave the classroom. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • leave class without permission • be in an out-of-bounds area. |
| 7. Adhere to Technology Policy | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • hand in phones (and other similar devices) to Student Reception on your arrival to the College and collect your phone on departure • only use headphones (including wireless headphones or air pods) with the school-supplied laptop and under teacher supervision. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • access or use social media apps or platforms while at school or at school activities, unless it is directed by the teacher for educational use • take photos or other digital recordings of students and staff • take phones into bathrooms • walk around with headphones in/on. |

Resilient

“Consider it pure joy, my brothers and sisters, whenever you face trials of many kinds, because you know that the testing of your faith produces perseverance. Let perseverance finish its work so that you may be mature and complete, not lacking anything.” James 1:2-3.

Our vision is to see students:

- Develop self-discipline
- Develop patience
- Develop perseverance.

Bullying and harassment are unacceptable behaviours within our learning community.

| | |
|--|---|
| 1. Follow the Anti-Bullying Policy | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • treat people with dignity and respect as every person has a right to feel safe and a right to enjoy learning, free from intimidation • support each other by reporting all instances of bullying as a recognition that bullying is too important not to report • actively support students you know are being bullied • refuse to become involved in bullying, including as a bystander. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • push, shove, punch, kick, poke, trip people up, use threatening gestures or invasions of personal space • name call, use offensive language, put people down, pick on a person because of their race, gender, religious creed, physical appearance or academic ability, even in jest • repeatedly exclude or isolate • use threats or implied threats, intimidate, use offensive notes or material, manipulate or use threats to an individual’s reputation and sense of safety • use electronic communication (chat rooms, web sites, social networking sites, text messaging, etc.) to communicate in a bullying way, either in or out of school hours. |
| 2. Share information to staff that upholds truthfulness | |
| <p><i>This means you will:</i></p> <ul style="list-style-type: none"> • immediately report any accident or damage to yourself, others or property to the appropriate person • speak the truth in love • stand up for the truth and promote fairness • provide truthful statements when asked by a teacher or staff member. | <p><i>This means you will <u>not</u>:</i></p> <ul style="list-style-type: none"> • provide a dishonest account of a situation • stay silent if you see something that goes against the College’s policies or expectations • act as if someone has wronged you when this is not true. |

Learner Attributes

To maximise success, increase achievement and enhance personal best, we desire for students to learn in a responsible, respectful and resilient manner. These values are grounded in relationship and a safe environment and characterise our core learning attributes. Students are recognised for the development of these attributes and are celebrated through The Affirmation Program.

This is displayed in every classroom for reference.



The Attributes of a DCC Learner

| | | |
|-------------|--|--------------------------------|
| Respectful | Valuing the contributions of others and positively engaging in the learning process and environment. | Attitude to Learning |
| Responsible | Taking ownership and doing what is right Being proactive in learning and interactions, demonstrating problem solving | Agency and Action for Learning |
| Resilient | The determination and courage to persevere | Growth through Learning |



The Affirmation Program

We encourage and reinforce positive behaviours through praise and public recognition. Students are nominated for a merit award when demonstrating a given attribute. Once students have reached 3 nominations in a category, the student will be awarded a merit award publicly.

Attributes – Responsible, Respectful and Resilient

Nomination & Award Process

- Students receive learner attribute nominations for demonstrating attribute qualities.
- Teachers are to give 5 nominations a week, minimum.
- Teachers are to log nominations in Edumate – *Awards*, stating reason for nomination.
- Teachers are to log nominations in Edumate by COB Wednesday.

How to Log an Award in Edumate:

1. Go to tab – **Welfare**
2. Click **Give Award**
3. Complete **5** fields
 - Student: Type in students name and hit enter
 - Class: Enter what class this award is relevant in
 - What Happened? Click relevant award (Respectful, Responsible, Resilient)
 - Details: Write the reason you are giving this award (office use only)
 - Action Taken: Click what award it is (second time)
4. IMPORTANT – Click **SAVE** (it must go green)
5. To start another one, click **NEW** (top right)

- Nominations will be communicated in Student Weekly Summary emailed to parents each Friday.
- Once a student has accrued 3 nominations in 1 attribute category, students will receive an award.
- Edumate will calculate and trigger award.
- Administration to print awards.
- Awards are presented at Whole School Parade and communicated in the Student Weekly Summary.
- Students who have accrued the most nominations in each category, per year level will receive an award presented at Semester Awards.
- Annual Awards: At the end of the year students who has received the most overall nominations in each year level will be presented with a Character Award at Awards Night.

In addition, staff have the opportunity to acknowledge positive behaviours, through the following form:

| Class Level | Sub School Level | College Level |
|---|---|---|
| <ul style="list-style-type: none"> • Verbal/Non-verbal praise/recognition • Positive messages on values/achievement • Edumate “Give award” parent notification | <ul style="list-style-type: none"> • Awards: School Leader Award | <ul style="list-style-type: none"> • Annual College awards <ul style="list-style-type: none"> ○ Academic ○ Cultural ○ Character ○ Community Service ○ Sporting |

Learner Attribute Indicators

| Respectful <i>Attitude to learning</i> | Responsible <i>Action for learning</i> | Resilient <i>Growth through Learning</i> |
|---|--|--|
| By: | By: | By: |
| Being focused | Being self-motivated | Using common sense |
| Showing care | Being Willing to work | Displaying Self-control |
| Respecting the learning environment | Inspiring others with encouragement | Displaying Emotional intelligence |
| Considering others | Accepting ownership | Demonstrating Restraint |
| Participating | Displaying Teamwork | Risk-taking |
| Taking pride in work | Actively engaging with others | Displaying Perseverance |
| Taking pride in school | Displaying management skills | Being Self-disciplined |
| Effectively collaborating with others | Being accountable for own actions | Stepping outside of comfort zone |
| Supporting teachers to teach | Demonstrating Acts of Service | Challenging yourself |
| Complying with school rules | Staying focused & on task | Being Confident |
| Honouring others | Being Reliable | Having a Growth mindset |
| Contributing to the learning environment | Consistently managing their own learning | Pushing through |
| Upholding school values & ethos | Showing Initiative | Being Obedient |
| Abiding by uniform standard | Setting goals | Being Self-reliant |
| Upholding School rules | Displaying Integrity | Seeking help |
| Communicating effectively | Displaying positive learning habits | Being Pliable |
| Working well with others | Being Organised and prepared | Being Quick to recover |
| Being Actively Engaged | Being Faithful | Using failures to grow |
| Being Responsive to questions | Being Sensible | Being Teachable |
| Being Attentive in class | Making an Effort | Being Open |
| Being Presentable and wearing the correct uniform | Being an Active and engaged learner | Being adaptable in different situations |
| Displaying an attitude of service | Being Trustworthy and Dependable | Being Patient |
| | Being a Role Model | Being Long-suffering |
| | Being a Conscientious Learner | |
| | Demonstrates Leadership | |

Our College is dedicated to cultivating students of faith, character, and purpose. The attributes of Respect, Responsibility, and Resilience, along with intentional Character Development, guide our approach to addressing misconduct. Consistency in applying appropriate and proportionate discipline responses is crucial for maintaining accountability and establishing a foundation that optimises student learning and wellbeing.

Dalby Christian College acknowledges that each student is uniquely created by God, with a distinct purpose and set of gifts. We are committed to providing high-quality curriculum within safe, supportive, and disciplined learning environments that allow these strengths to flourish. Disorderly situations disrupt concentration, impede teaching, and waste valuable classroom time, compromising students' right to learn and their social and emotional wellbeing.

Staff - Proactive and Pre-emptive

- Actively developing Godly character in students by explicitly teaching values and expectations.
- When teachers create a proactive, pre-emptive, strengths-based classrooms, students learn.
- Successful and safe learning environments are built on clear, consistent boundaries.
- Staff are to be proactive in explicitly setting, teaching, and modelling expected behaviours.
- Staff are to be proactive in identifying, acknowledging, and reinforcing positive behaviours.
 - ✓ clear class rules/expectations ([Classroom Routines & Policies](#))
 - ✓ consistent predictable routines
 - ✓ proactive, pre-emptive
 - ✓ welcoming, calm, orderly
 - ✓ strengths-based classroom
 - ✓ high expectations/high support
 - ✓ encourage and affirm desired behaviours

Response to inappropriate conduct – Staff

- When a student misbehaves, the staff member is to respond through a Restorative Practice lens.
- Identify the misbehaviour with the student – focusing on the behaviour not the student.
- Restorative Practice is effective when high expectations are accompanied by high levels of support.
- Questioning: What harm did you cause? (person, feelings, property, learning)

How can you repair this?

Our classroom expectations are....

How will you show these expectations when you return to the classroom?

- Providing high levels of support and care for individuals to meet these expectations.
- Better educate students towards self-directed right behaviour.
- Apply consistent, appropriate and proportionate consequences.
- Enable students to take responsibility and to be accountable for the real consequences of wrongdoing.

Response to inappropriate conduct- Student

- Acknowledge their behaviour choices and its impact on others.
- Accept the consequences, apologise and seek restoration for harm done.
- Make choices that positively impact on their own learning and the learning of others.
- Actively develop character that demonstrates respect, responsibility and building positive relationships.

Principles

- All behaviour has a purpose.
- We choose our own behaviour.
- We can only control our own behaviour.
- Our words and actions are evidence of our own character development.
- We are accountable for the impact of our behaviour choices on others.



Restorative Practices

Staff seek to rectify the behaviour matters through a Restorative process.

Our Restorative Practice lens acknowledges **three** fundamental principles:

- misbehaviour / conflict is a violation of people and relationships.
- violations create obligations and responsibilities.
- a restorative approach seeks first to put things right.

We operate restoratively by:

- having high expectations and insisting on high standards of behaviour
- providing high levels of support and care for individuals to meet these expectations
- choosing to identify “the problem as the problem not the person as the problem



Positive Behaviour for Learning

Effective use of **Essential Skills for Classroom Management** allows teachers to reduce time spent on managing conversations and increase time on learning conversations. **Essential Skills for Classroom Management** (ESCM) are not a substitute for well planned, innovative and engaging curriculum.

| | Essential Skill | Description |
|-----------------------------|--|---|
| Language of Expectation | 1. Establishing expectations | Being respectful, responsible & resilient |
| | 2. Giving Instructions | Telling students what to do |
| | 3. Waiting and scanning | Stopping to assess what is happening |
| | 4. Cueing with parallel acknowledgment | Praising particular students to prompt others |
| Language of Acknowledgement | 5. Body language encouraging | Smiling, nodding, gesturing, moving near |
| | 6. Descriptive encouraging | Praise describing behaviour |
| Language of Correction | 7. Selective attending | Not obviously reacting to some bad behaviour |
| | 8. Redirecting to the learning | Prompting on-task behaviour |
| | 9. Giving a choice | Describing the student’s options and likely consequences of their behaviour |
| | 10. Following through | Doing what you said you would |

Proactive measures to reduce discipline likelihood require staff intentionally designing the learning environment. Staff are to set, model and explain the following:

- ✓ clear class expectations
- ✓ consistent predictable routines
- ✓ proactive, pre-emptive
- ✓ welcoming, calm, orderly
- ✓ strengths-based classroom (focused on leveraging student strengths)
- ✓ high expectations with high levels of support

In instances where correction of behaviour is required staff are to begin the process of discipline through conversation. Staff are to utilise their professional judgment for the most effective skill/s to employ when correction is required, starting from a least intrusive approach “Selectively Attending” (ESCM 7) as appropriate to “Redirecting to the Learning” (ESCM 8), “Give Choice” (ESCM 9), “Following Through” (ESCM 10).

ESCM 9 “Give choice” is used after redirection to learning/task has not worked. “Give choice” engages students in responsible thinking, to take ownership of their behaviour, and make positive choices. “Give choice” is a bounded choice approach, the teacher sets the boundaries, applying **Restorative Conversation Questions**.

Person Responsible:

- What happened? Tell the story.
- What were you thinking? (student is provide an opportunity to self-assess their behaviour)
- Who has this affected? (consider behaviour choices/outcomes)
- What do you need to do to make it right?

Person Harmed:

- What Happened? Tell the story.
- What did you think when this happened?
- How did it make you feel?
- What’s needed to make things right?

Moving Forward:

- *What needs to STOP happening?*
- *What needs to STAY happening?*
- *What needs to START happening?*

This approach acknowledges the need to provide opportunity for students to learn appropriate behaviours, ensuring that individual circumstances are recognised, and that the needs and rights of members of the school community are respected.

If a student’s behaviour significantly impacts the quality of teaching and the learning opportunities of other students to learn in a safe, supportive, disciplined learning environment then the student is to be withdrawn from the learning environment.

The following section of this policy is intended to guide staff in making consistent, proportionate, and appropriate responses to inappropriate behaviour at Dalby Christian College.

Staff are obligated to deal with disruption and other behaviours that destroy a fair and safe teaching and learning environment. Staff use warning levels to help students to discipline (control, self-regulate) themselves to act appropriately. Depending on the disruption or other behaviour of a student, the teacher may need to give a higher level of warning without first issuing earlier warnings.

| | |
|-----------------------|--|
| <p>LEVEL 0</p> | <p>Reminders Teacher/staff reminds, redirects and encourages students to settle and engage.</p> |
| <p>LEVEL 1</p> | <p>Formal Warning Teacher directly warns individual students to stop behaviour and focus on work.</p> |
| <p>LEVEL 2</p> | <p>Intervention Teacher provides warning to individual students to stop behaviour and directs students to an alternative working location within the classroom. Apply Restorative Practice using questions:</p> <ul style="list-style-type: none"> • What harm did you cause? (person, feelings, property, learning) • How can you repair this? • Our classroom expectations are.... • How will you show these expectations when you return to the classroom? <p><u>Process</u> Teacher to log 'what happened' & 'actions' in Edumate. How to enter Interventions in Edumate:</p> <ol style="list-style-type: none"> 1. Go to tab – Record Discipline 2. Complete 6 fields <ul style="list-style-type: none"> - Student: Type in students name and hit enter - Class: Enter what class this breach is relevant in - What Happened? Click relevant Behaviour Breach-Not displaying respect, responsibility, resilience. - Details: Write the specific reason why you have needed to do an intervention - Action Taken: Click Minor Level – Classroom Formal Intervention (inside the classroom) or Minor Level – College Formal Intervention (outside the classroom) 3. IMPORTANT – Click SAVE (it must go green) 4. To start another one, click NEW (top right) |
| <p>LEVEL 3</p> | <p>Exit for Repair – Removal & Reflection Students are asked to leave the classroom and sent to their Head of Secondary/Head of Primary because of ongoing disruptive behaviour or a serious breach of the Student Code of Conduct that needs immediate repair. Students will be given an opportunity to seek permission from their teachers to return to class when they display a desire to:</p> <ul style="list-style-type: none"> • work through their behaviour issues via the satisfactory completion of a repairplan, and; once again conduct themselves in a responsible manner to protect the right of teachers to teach and students to learn in a fair and safe environment free from disruption. <p><u>Process</u></p> <ul style="list-style-type: none"> • Student to attend meeting with Head of Secondary / Head of Primary on the same day to complete Restorative Conversation. • Head of School to support student through restorative conversation and facilitate repair process • Student to action repair with teacher and gain entry back into class • Students are unable to gain entry to class unless repair has been successful |

| | |
|-----------------------|---|
| | <ul style="list-style-type: none"> • Head of School to contact Form Class teacher to monitor and tally frequency of behaviour/removals (Form class teachers will be sent daily logs and weekly summaries) <p>How to enter Classroom Removal in Edumate:</p> <ol style="list-style-type: none"> 5. Go to tab – Record Discipline 6. Complete 6 fields <ul style="list-style-type: none"> - <u>Student</u>: Type in students name and hit enter - <u>Class</u>: Enter what class this breach is relevant in - <u>What Happened?</u> Click relevant Classroom Learning Breach- - <u>Details</u>: Write the specific reason you are giving this breach - <u>Action Taken</u>: Click Classroom Learning Breach – Classroom Removal to HOS/HOP 7. IMPORTANT – Click SAVE (it must go green) 8. To start another one, click NEW (top right) |
| <p>LEVEL 4</p> | <p>Action Plan Meeting - Initiated by Head of School</p> <ul style="list-style-type: none"> • 3rd incident of classroom removal or major incident – action plan meeting with parents, teacher and HOS / HOP. • Action Plan to be developed and initiated. <p><u>Process</u></p> <ul style="list-style-type: none"> • Form Teacher to be sent daily logs & weekly summary every Monday. • Three removals from class in a term, will result in meeting with parents, teacher, Form teacher, Head of School. • Two removals from class in 1 day will result in an internal suspension. • Action plan to be devised and agreed upon by student, staff and parent, a Monitoring Card may be actioned. <p>Action required: Head of School to log <u>Major Level- Action Plan Meeting</u>, including reason.</p> <p>How to enter Action Plan Meeting in Edumate:</p> <ol style="list-style-type: none"> 1. Go to tab – Record Discipline 2. Complete 5 fields <ul style="list-style-type: none"> - <u>Student</u>: Type in students name and hit enter - <u>Class</u>: Enter what class this breach is relevant in - <u>What Happened?</u> Click relevant Classroom Learning Breach- - <u>Details</u>: Write 'accumulation of 3 classroom removals' - <u>Action Taken</u>: Click Major Level – Action Plan Meeting 3. IMPORTANT – Click SAVE (it must go green) 4. To start another one, click NEW (top right) |
| <p>LEVEL 5</p> | <p>Internal Suspension</p> <ul style="list-style-type: none"> • Continuation of non-compliant behaviour and an unwillingness to enact and fulfill agreed action plan responsibilities will result in an internal suspension. • Students who are given an immediate Level 5 for a major breach of the Student Code of Conduct or have been given a second Level 3 warning in one day must work under supervision away from their peers for the remainder of the day. Part-day internal suspension. <p><u>Process</u></p> <p>Head of School to log internal suspension on Edumate.</p> |
| <p>LEVEL 6</p> | <p>External Suspension (Principal Approval Only)</p> <p>Head of School to make a report to the Principal on the student behaviour, the steps and actions taken to correct this behaviour. The Principal will make a decision on the course of action.</p> <p><u>Process</u></p> <p>Principal to log external suspension on Edumate and sends External Suspension Letter to parents.</p> |

| | |
|----------------|--|
| | <p>Enrolment Justification</p> <p>The student and their parents will be required to meet with the Principal prior to re-entering the College. The Principal to document the outcomes of this.</p> |
| LEVEL 7 | <p>Cancellation of Enrolment</p> <p>If following an external suspension the student's behaviour has not changed, the Principal will meet with the student and their parents to discuss whether their enrolment will continue.</p> |



Conduct Reference Table

| Discipline Process | Warning Level | Managed by | Action Taken | Referral | Consult | Examples | Communication |
|-------------------------|---------------|---|---|--|--|--|---|
| Proactive | None | Teacher | Pre-emptive ESCM's and Discipline Process strategies to reduce misbehaviour | None | None | <ul style="list-style-type: none"> ✓ clear class expectations ✓ consistent predictable routines ✓ proactive, pre-emptive ✓ welcoming, calm, orderly ✓ strengths-based classroom ✓ high expectations/high support | Positive phone call or email home Nomination of award Other in class positive consequences |
| MINOR | 0 | Teacher Involved | Teacher appropriately addresses behaviour | None | None | Friendly reminder only | None required |
| | 1 | Teacher Involved | Teacher appropriately addresses behaviour | None | None | First disruption warning, remind student to stand in line, raise hand to ask question | None required |
| | 2 | Teacher Involved | Teacher appropriately addresses behaviour Record on Edumate | Form /Class Teacher if necessary | Form/Class Teacher | Second disruption warning, moved seats Patterns of minor level behaviour | Notification to parents/caregiver in report by email or phone. |
| MAJOR | 3 and 4 | Teacher Involved Form/ Class Teacher Chaplain | Teacher appropriately addresses behaviour Issue a consequence Record on Edumate Contact home | Form/ Class Teacher Head of – Secondary Primary | Head of – Secondary Primary | Third disruption warning, sent out of class to Head of School Consistently repeated low level behaviour following teacher intervention Major level behaviour (no warnings given) | Notification to parents/caregiver sent in Edumate by email or phone. If a student has been removed from class, teacher is required to consult with Head of School. HoS will determine whether teacher or HoS will contact parents to discuss student's disruption Head of – Secondary / Primary to notify parents when Action Plan Meeting required |
| ENROLMENT BREACH | 5 and 6 | Head of - Secondary Primary | Initiate intervention Email information to Principal Record on Edumate | Principal | Head of - Secondary Primary Principal | Vaping, truancy, bullying, violence Unresolved consistently repeated low level behaviour Consistently repeated major level behaviour Enrolment breach level behaviour | Notification to parents/caregiver by phone, email, letter. Principal to determine whether Head of School or Principal to notify parents. |

Responding to Inappropriate Behaviour

Minor: Response - Teacher Involved Managed

This **category** of behaviour incident is to be responded to by the **teacher who witnesses/intervenes** in the incident. Minor behaviour Responses and support. **Inappropriate** student behaviours at this level **include but are not limited to:**

| Behaviour | Responses may include: | Support available |
|---|---|---|
| <input type="checkbox"/> Minor physical contact <input type="checkbox"/> Brief failure to follow direction <input type="checkbox"/> Teasing another student <input type="checkbox"/> Inappropriate peer relationship interactions <input type="checkbox"/> Minor disrespectful attitude <input type="checkbox"/> Minor inappropriate language <input type="checkbox"/> Inhibiting others to learn <input type="checkbox"/> Inhibiting teacher to teach <input type="checkbox"/> Incorrect use of equipment <input type="checkbox"/> Non-compliance with routine <input type="checkbox"/> Minor property misuse <input type="checkbox"/> Out of bounds (inside college) <input type="checkbox"/> Incorrect uniform <input type="checkbox"/> Technology violation – minor off task <input type="checkbox"/> Late to class (5-10 min) <input type="checkbox"/> Disruption - class/playground <input type="checkbox"/> Minor disobedience <input type="checkbox"/> Non-completion of set tasks including homework <input type="checkbox"/> Failure to be prepared for learning <input type="checkbox"/> Disrespectful towards others <input type="checkbox"/> Inappropriate bus behaviour | <ul style="list-style-type: none"> • Warning • Refer: rules • Redirection • Reseating (relocation in class) • Restorative conversation • Student apology/restitution • Teacher supervised detention • In class suspension of IT access • Removal from an activity in class • Accompany Playground Duty staff • Replace lost/stolen items • Replace damaged items • Playground withdrawal • Redirected lunch-time activity • Parent contact/interview | <ul style="list-style-type: none"> ✓ Parent/caregiver ✓ Teacher/s ✓ Form / Class Teacher |

Monitoring Minor Level Behaviour

- Support of students from Form / Class teacher and teacher involved. This may take the form of an agreement between the student, Form Class teacher and teacher involved or some other arrangement. Eg Talk with the teacher after every lesson until behaviour changes. This approach is designed to assist students in self-assessment and modification of their own behaviour and provide timely information to parents/caregivers.
- Form / Class Teacher informed of progress by the teacher involved.
- Head of Primary/ Secondary kept informed of progress by the teacher if required.

Edumate Documentation

1. Breach

2. Action Taken

Minor Level – Classroom formal intervention (inside the classroom)

Minor Level – College formal intervention (outside the classroom) (see page 26)

Responding to Inappropriate Behaviour

Major: Response – Teacher involved, Form /Class Teacher, Head of Primary, Head of Secondary, Principal

This **category** of behaviour incident results in **referral** to Form / Class Teacher. **Major** Secondary Academic incidents refer to Head of Secondary.

Inappropriate student behaviours at this level **include but are not limited to**:

| Behaviour | Responses may include: | Support available |
|--|---|--|
| <input type="checkbox"/> Inappropriate physical contact (rough conduct) <input type="checkbox"/> Verbal/non-verbal threat/intimidation <input type="checkbox"/> Inciting others to threat/intimidate <input type="checkbox"/> Consistent inappropriate peer relationship interactions <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Defiance/disrespect <input type="checkbox"/> Persistently inhibiting others to learn <input type="checkbox"/> Persistently inhibiting teacher to teach <input type="checkbox"/> Inappropriate/offensive language towards others <input type="checkbox"/> Persistent non-compliance <input type="checkbox"/> Vandalism/graffiti/theft/destruction of school property <input type="checkbox"/> Non-compliance to uniform/dress code <input type="checkbox"/> Sexual innuendo <input type="checkbox"/> Truancy – class <input type="checkbox"/> Persistent disruption <input type="checkbox"/> Technology Violation <input type="checkbox"/> Breach: Policy: Mobile Phone <input type="checkbox"/> Breach: Policy: Laptop <input type="checkbox"/> Breach: Policy: Computer/Internet Use <input type="checkbox"/> Refusal to complete work <input type="checkbox"/> Consistent inappropriate bus behaviour <input type="checkbox"/> Unsafe behaviours <input type="checkbox"/> Lying <input type="checkbox"/> Failure to comply with assessment expectations such as collusion, plagiarism, forgery and cheating | <ul style="list-style-type: none"> • Interview/warning • Academic resolution – Head of Secondary • Restitution/cost recovery • School community service • Confiscation/loss of privilege • 1st Classroom removal • Restorative conference • Take home/cool down – intervention • Redirected lunch-time activity - extended • Suspension of IT access – short term • Exclusion - extracurricular events • Parent contact/interview • Advisory letter home • Referral to Head of Secondary | <ul style="list-style-type: none"> • Parent/caregiver • Teachers • Form Class Teacher |

Monitoring Major Level Behaviour

- Support of students from Form / Class teacher and/or Head of Secondary / Primary and Principal. This may take the form of a Monitoring Card. This approach is designed to assist students in self-assessment and modification of their own behaviour and provide timely information to parents/caregivers.
- Action Plan Meeting with parents with ongoing monitoring and feedback.
- If a student is on a monitoring card, they may be subject to conditions regarding eligibility to attend extra-curricular activities and other school activities.
- Head of Secondary / Primary informed of progress whilst any monitoring card is active.

Edumate Documentation

1. Breach

2. Action Taken

Major Level x 12 options (see page 26)

Responding to Inappropriate Behaviour

Enrolment Breach: Response – Principal /Head of School Managed

This category of behaviour incident results in **referral** to Head of Secondary/ Primary Level 3 Responses and support. Level 3 Secondary Academic incidents refer to Head of Secondary. **Inappropriate** student behaviours at this level include but are not limited to:

| Behaviour | Responses may include: | Support available |
|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Aggressive physical contact (fighting) <input type="checkbox"/> Incitement of aggressive physical contact (fighting) <input type="checkbox"/> Serious verbal/non-verbal threat/intimidation <input type="checkbox"/> Sustained bullying/harassment <input type="checkbox"/> Inappropriate/offensive language towards others <input type="checkbox"/> Illegal substances - use/possession/sales <input type="checkbox"/> Weapons - use/possession/sales <input type="checkbox"/> Serious vandalism/graffiti/theft <input type="checkbox"/> Sustained non-compliance/defiance <input type="checkbox"/> Sustained non-compliance to dress code <input type="checkbox"/> Serious sexualised behaviour <input type="checkbox"/> Sustained disruption <input type="checkbox"/> Sustained disrespect <input type="checkbox"/> Truant from school <input type="checkbox"/> Conduct detrimental to good order of the college <input type="checkbox"/> Conduct that brings the college into disrepute <input type="checkbox"/> Conduct that adversely affects other students <input type="checkbox"/> #Sustained disengagement from curriculum <input type="checkbox"/> #Refusal to take part in a program of instruction <p><u>Technology Violations</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Filming of others using a device <input type="checkbox"/> Sharing inappropriate footage with others <input type="checkbox"/> Distributing inappropriate footage/public platform <input type="checkbox"/> Intentional bypassing of school security systems <input type="checkbox"/> Illegal action via internet/mobile <input type="checkbox"/> Vexatious action against staff/school | <ul style="list-style-type: none"> • Confiscation • #Academic resolution (Head of Secondary /Primary) • Restorative conference • Restitution/cost recovery • 2nd removal from class in a day • 3rd removal from class in a term • Parent contact/interview • Alternative Timetable • Suspension IT access - extended • Exclusion - extracurricular events • Individual Behaviour Support Plan/Contract • Enrolment Continuing Conditions (letter) • Behaviour/Engagement Monitoring • Suspension – internal (letter) • Suspension - external (Contract/Monitoring) • Referral/Principal • Enrolment Review (Letter) • Recommend: Cancellation of Enrolment | <ul style="list-style-type: none"> ✓ Parent/caregiver ✓ Teacher/s ✓ Form Class Teacher ✓ College Chaplain ✓ Counselling ✓ Head of Secondary /Primary ✓ Principal ✓ External referral |

Monitoring Major Level Behaviour

- Support of students by the Head of School. This approach is designed to assist students in self-assessment of their own behaviour and provide timely information to parents/caregivers.
- Re-entry meeting will be arranged with the student, their parents and the Principal and any other appropriate persons to discuss the behaviour and consider implications for the students' enrolment.
- "Enrolment Continuing Conditions" letter to be sent to parents by Principal as required.
- This referral will result in an "Enrolment Review" letter to be sent to parents, with a subsequent meeting required with the student, parents and relevant school personnel where the continuation of the student's enrolment will be considered.
- At the discretion of the College Principal, this meeting may be bypassed and the student's enrolment cancelled.

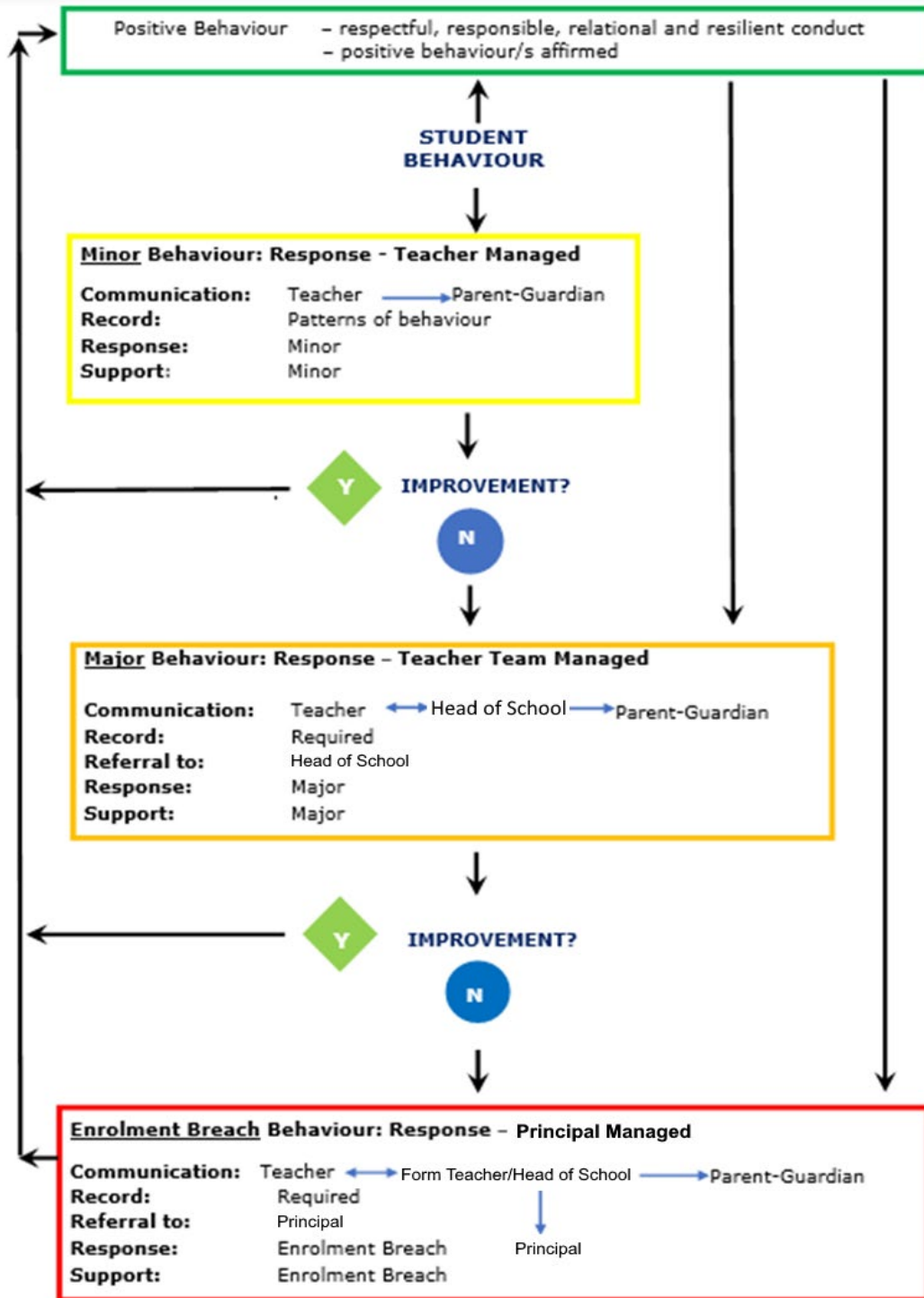
Edumate Documentation

1. Breach

2. Action Taken

Enrolment Breach x 4 options (see page 26)

 Pastoral Response



When do I enter into Edumate? Behaviour - Level 0 & 1: Reminder and formal warning



Behaviour - Minor: Intervention (Staff to Record)

Behaviour - Major: Staff to record

Behaviour - Enrolment Breach: Principal to record

Documenting on Edumate

Student name:

What happened: Select what the student did from the list provided.

Details: Add in any further details

Print Details: do not use

Student Response: do not use

Teacher Response: do not use

Actions Taken: Select what action you took to address the breach

Actions:

Minor Level – Classroom formal intervention

Minor Level – College formal intervention

Major Level – Classroom Removal

Major Level – Action Plan Meeting

Major Level – Lunchtime Reflection with Teacher

Major Level – Suspension of IT access

Major Level – School Community Service

Major Level – Confiscation/loss of privilege

Major Level – Exclusion of extracurricular events

Major Level – Parent contact/interview

Major Level – Advisory Letter home

Major Level – Uniform: Parent Intervention

Major Level – Academic Integrity Resolution

Major Level – Peer Restitution

Enrolment Breach – Internal Suspension

Enrolment Breach – External Suspension

Enrolment Breach – Behaviour Support Plan

Enrolment Breach – Enrolment Review

Teacher's detention (**Major or minor – used when teachers choose to do their own detention**)

Referral (**used when referring to other staff**)

Classroom removal triggers Reflection.

3 removals triggers Action Principal Meeting

2 removals in a day triggers Internal Suspension