



Behaviour Management Policy

Background:

The purpose of this Behaviour Management Policy is to create a safe, respectful and supportive learning environment, where students develop an understanding of their responsibility for their own actions and the effect of their actions on others. This is achieved through developing the capacity of each student to take responsibility for their actions and to demonstrate care and respect toward others.

Scope:

This Policy applies to all students, staff and parents/carers of Chinchilla Christian College.

Values and Beliefs:

At Chinchilla Christian College, we believe that all students can expect to be able to learn in a supportive learning environment. Our Behaviour Management policy is based on the following beliefs:

- Student welfare at Chinchilla Christian College is founded on the biblical principles of truth and grace,
- We believe in espousing Christian values that allow students to develop a Christ-like character, and that this will help them to shine in the College and wider community in the way they conduct themselves,
- The development of strong and positive relationships between students, staff and parents provides the most successful development of responsible thinking and responsible behaviour. This helps ensure that students know they are valued and provides the best environment for them to contribute meaningfully in all aspects of their involvement with the College,
- Behaviour occurs as a result of choices, which are based upon the student's perception of the best way to satisfy a particular need,
- Students have different levels of understanding of what responsible thinking and appropriate behaviour is. Each student has the potential to demonstrate responsible thinking in their behaviour choices and be a happy, caring and respectful member of the community,
- Responsible behaviour protects students in being able to learn and supports teachers in being able to teach,
- Successful behaviour management gives students involved genuine input, a chance to plan for positive involvement and learn how to make responsible choices in the future,
- The most effective behaviour management strategies are based upon good classroom management, flexibility and a range of teaching styles to foster engagement in learning, and
- Students should be enabled to develop positive, constructive behaviours which go beyond mere compliance.

Policy Aims:

Our policy aims to:

- Develop each student's ability to relate positively to others at school and in the community,
- Guide students towards an awareness of the results of their behaviour choices and choose behaviour that is self-controlled,
- Create a caring and inclusive College environment and classrooms where students and staff can learn and work successfully together,
- Maintain expectations that protect the needs of all individuals, allowing all students to achieve their full God-given potential,
- Maintain a clear set of processes for individuals who do not accept their responsibilities and breach College expectations,
- Ensure that when a behaviour breach impacts another student, the victim is advocated for and supported when the breach is dealt with,
- Maintain a set of procedures which allow the resolution of conflicts in a positive and non-confrontational manner, and
- Encourage students to value and foster a positive attitude to learning.

Guiding Principles:

Code of Behaviour

- All students, staff and parents understand and accept that certain kinds of behaviour are expected,
- Everyone should be treated with courtesy and respect and everyone can expect to be safe, secure and able to learn,
- The expectations for individuals are related to responsibilities that must be recognised and respected, and
- Our policy is based on all individuals accepting responsibility for their own actions.

Pastoral Care

At Chinchilla Christian College, pastoral care is critical to our support for our students and integrated into our teaching and learning programs. Teachers guide students in self-discipline and reinforce College expectations, which governs their behaviour through developing an understanding of:

- The values and beliefs of the College,
- The needs and responsibilities of students and staff as outlined in this Behaviour Management Policy, and
- The effect of their relationships and interactions with others.

Each area of the College may adopt a specific pastoral care program or focus to support the development and maintenance of a productive environment for students and staff. Such a program will be consistent with the values and beliefs and guiding principles of this policy.

Classroom Expectations

Expectations for the guidance of student behaviour should be articulated and displayed in classrooms. A common set of expectations will be available for student guidance. Teachers may create specific expectations for the developmental age of students in their care if required. Such expectations are to be communicated in a positive form and are to be clearly stated.

Creating a Supportive Environment

All staff are to model appropriate behaviour for the students to follow. Staff, as much as is professionally reasonable, are to be aware of students' backgrounds and circumstances, be positive in their relationships with students, be active listeners and implement consistent decision making in the application of behaviour management techniques.

Student Code of Conduct

This Code of Conduct below outlines the standards of behaviour expected of students. It does not provide a detailed and exhaustive list of what to do in every situation, and does not override or supersede other policies, statements or agreements. Instead, it sets out general expectations of the standards of behaviour required. 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.

You must:

- conduct yourself 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.

Nothing in this Code of Conduct should be taken to limit the circumstances where the College may take disciplinary action in respect of a student. The College reserves the right at its sole discretion to vary or cancel this Code of Conduct at any time. The College understands it is best practice to communicate updated documentation to students through the regular methods, for example, the student portal.

The consequences of inappropriate behaviour and breaches of this Code of Conduct will depend on the nature of the breach. Students should report serious breaches by peers to staff members to protect everyone.

Factors the College may consider when deciding what action to take may include:

- the seriousness of the breach,
- the likelihood of the breach occurring again,
- whether the student has committed the breach more than once or has a history of negative behaviour, and
- the risk the breach poses to students, staff or any others.

Actions that may be taken by the College in respect of a breach of the Code of Conduct include:

- having students engage in the responsible thinking process (see attached Reflection Forms),
- disciplinary action (consequences) ranging from a warning to the termination of enrolment, and/or
- the right to determine in its entirety the response to any breach of this Code of Conduct.

1. Treat others with respect	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> • solve problems by useful words, not by physical means or negative words, • seek a teacher to assist with a problem if you are unable to solve it, and • use manners when interacting with members of the school community and the outside school community. 	<p><i>This means you will not:</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, or • belittle, 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-work talk for break times, • respectfully honour the College leadership and their decisions, • relationally speak with staff members and other community members with sensitivity and respect, and comply with published processes to raise concerns, and • on buses, respect the rules of the Bus driver that are aligned to the "Safe Travel of School Students" policy from the Department of Transport and Main Roads. 	<p><i>This means you will not:</i></p> <ul style="list-style-type: none"> • speak ill of a staff member, • speak over a teacher in class, or • make false accusations regarding staff members
3. Enter into respectful relationships	
<p><i>This means you will:</i></p> <ul style="list-style-type: none"> • keep open, supportive, and respectful friendships with your peers, • respect personal space, and • conduct yourself in friendships and relationships so as not to be obvious and exclusive both at school and while representing the school (including travelling to and from school). 	<p><i>This means you will not:</i></p> <ul style="list-style-type: none"> • be involved in intimate situations such as kissing, inappropriate hugging, or hand holding while in uniform or at College organised events, or • be signed in or out of College by out-of-school boyfriends or girlfriends or arrange to be met by them or taken home directly from school by them.

4. Respect College property and the property of others

This means you will:

- use all provided equipment in a responsible and safe manner,
- care for your laptop and report any damages immediately, and
- be responsible for the costs of repair for any wilful damage caused to the property of the College, including loaned laptops, or of an individual at the College.

This means you will not:

- wilfully damage the property of the College or other community members, or
- chew gum on College property.

5. Support at all times the Christian faith basis as well as the ethos, [mission and values](#) of the College

This means you will:

- attend and participate in Chapel, and
- participate in classes with Christian religious education.

This means you will not:

- promote another religion/faith/worldview at the College different to that of the College.

6. Make decisions which uphold the good reputation of the College and its community members

This means you will:

- protect the dignity of all members of the College, recognising that each person has been created *Imago Dei* (in the image of God), and
- 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.

This means you will not:

- 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, or
- be involved in gossip, be a false witness or bully another member of the College community (including cyber-bullying).

7. Adhere to the [Assessment Policy](#)

This means you will:

- attend all assigned exams following exam conditions,
- submit assignments on time,
- request an extension if you find yourself in a circumstance that prevents you from completing assessment,
- avoid plagiarism, and
- in exams, follow the supervisors’ instructions regarding seating, equipment and exam conditions.

This means you will not:

- plagiarise work,
- provide assistance to another student that compromises the integrity of the assessment task,
- fail to submit an assessment on time, or
- cause any distraction to other students during an examination.

8. Ensure you are compliant with the [Student Uniform and Presentation Policy](#)

This means you will:

- 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,
- wear the correct hat at break time and for outdoor lessons (e.g. PE, Sport),
- bring and change into specialised clothing and/or shoes for a specific activity or event, such as dance, football, a Hospitality event, etc. At the conclusion of the activity, change back in to correct school uniform, unless otherwise instructed by the supervising teacher
- Wear modest swimwear

This means you will not:

- wear the uniform incorrectly, or
- wear non-uniform items.

9. Follow protective practices and personal safety advice from the College

This means you will:

- act in a safe manner on and off campus, and
- use bathrooms for the purpose they are intended.

This means you will not:

- attend parties/gatherings where young people are putting themselves at risk (including binge drinking or using illicit drugs),
- engage in acts of a sexual nature (e.g. sexting, viewing or sharing pornography, sexual relationships),
- live with a person that you are in a romantic relationship with,
- act in a way that damages the reputation of the College or undertake any illegal acts, or
- gather in bathrooms.

10. Follow the [Drug Policy](#)

This means you will:

- be aware that possession, use and sale of drugs, and possession of implements related to drug use, is illegal and, in most cases, the police will be called if a student is found in possession of or using an illicit substance at the College.

This means you will not:

- use alcohol, drugs or smoking apparatus such as cigarettes or vapes on College property or at College functions and activities,
- bring alcohol, drugs or smoking apparatus such as cigarettes or vapes to the College, or
- participate in any illegal acts (in or outside of the College).

11. Remain in supervised zones of the College

This means you will:

- 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, and
- remain in sight of a teacher during class time or ask a teacher's permission to leave the classroom.

This means you will not:

- leave class without permission, or
- be in an out-of-supervised zone.

12. Adhere to the [Student Electronic Equipment Policy](#)

This means you will:

- hand in phones (and other similar devices) at Administration from arrival to departure
- only use headphones (including wireless headphones or air pods) with the school-supplied laptop and under teacher supervision.

This means you will not:

- 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,
- not take photos or other digital recordings of students and staff,
- take phones into bathrooms, or
- walk around with headphones in/on.

13. Follow the [Anti-Bullying Policy](#)

This means you will:

- 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, and
- refuse to become involved in bullying, including as a bystander.

This means you will not:

- 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, or
- 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.

14. Share information to staff that upholds truthfulness

This means you will:

- immediately report any accident or damage to yourself, others or property to the appropriate person,
- speak the truth with gentleness
- stand up for the truth and promote fairness, and
- provide truthful statements when asked by a teacher or staff member.

This means you will not:

- provide a dishonest account of a situation,
- stay silent if you see something that contravenes the College's policies or expectations, or
- act victimised or marginalised to avoid accountability for your actions

15. Be committed to school attendance and punctuality

This means you will:

- attend school on time each day, dressed in the correct uniform and with all the required equipment,
- 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, and
- be on time for class.

This means you will not:

- be late to class, or
- be absent from school without an approved reason.

16. Ensure you are prepared for school everyday

This means you will:

- charge your laptop to 100% before arriving at school every day,
- obtain and manage educational resources required for the school year,
- ensure homework is completed on time and to the best of your ability,
- bring the food you will need for the day

This means you will not:

- be unprepared for class,
- bring energy drinks on campus, or
- order food from an outside provider to be delivered to the College.

Classroom Warning System

Staff are to deal with disruption and other behaviour that destroys a fair and safe teaching and learning environment. Staff use warning steps to help students discipline (control, self-regulate) themselves to act appropriately. Depending on the disruption or other behaviours of a student, the teacher may need to move to a higher step of warning without first issuing earlier warnings. If a student is sent to Administration, a restorative process will be facilitated with the student and staff member by the Senior staff member.

Step 1	Teacher redirects and encourages students settle and engage, reminding them of classroom expectations.
Step 2	Teacher directly warns individual students to stop behaviour and focus on work. A Yellow Card is issued in Years 3 – 6.
Step 3	Teacher provides warning to individual students to stop behaviour and may direct students to an alternative working location within the classroom. An Orange Card is issued in Years 3 – 12.
Step 4	Students are directed to leave the classroom and go to Administration because of defiance or another breach of the Student Code of Conduct that needs immediate intervention. A Red Card is issued in Years 3 - 12. A Senior staff member will follow up and ensure a restorative process is undertaken to reintegrate the student into the classroom.
Step 5	Students are sent home if unwilling to cooperate at any point or their behaviour has been a serious breach of the Student Code of Conduct. Students will remain at home until staff have time to determine if students are able to return with the ability and commitment to 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.

Investigations

Students may need to be interviewed and provide written statements as part of an investigation into a potential or alleged breach of the Student Code of Conduct. Interviewing students one-on-one can reasonably be accepted as a natural and reasonable part of the management of students at school and on school events. Interviews are one example of compliance with Regulation 10 of the Accreditation Act Regulations, which mandates Non-State Schools to proactively promote and protect the health, safety and wellbeing of staff and students.

Student Appeals

Students must follow staff directions, even when they disagree. Students have the right to provide their side of an incident and seek a review of decisions in a manner that respects others. For example, meeting with teachers after class to work through what happened or writing a statement of their version of events when meeting with a Senior staff member. Students can use the formal complaints process of the College when necessary.

Consequences

Consequences result from the choices we make. Wrong behaviour (including foolish) usually has bad outcomes (e.g. injury) for someone. The College uses consequences to help children learn to act according to the agreed rules. This protects not only the child, but also other community members and maintains learning as the central purpose of the College.

We may search lockers, bags and property of the student (including any electronic device) where it is reasonable for us to do so or as part of a general or random search of a place where we conduct activities. We may confiscate forbidden or dangerous property.

Behaviour Levels

The Behaviour Management Policy is based on a Level system of rewards and consequences with the following structure:

Level A	<ul style="list-style-type: none">• Students who demonstrate excellent behaviour, consistently upholding the Student Code of Conduct• College Values Award• At least 98% attendance expected• Participation permitted in all co-curricular and school-endorsed activities• Eligibility for student leadership roles
Level 1	<ul style="list-style-type: none">• All students start school on this level and remain on this level while generally adhering to the Student Code of Conduct• College Values Award where appropriate• At least 95% attendance expected• Participation permitted in all co-curricular and school-endorsed activities
Level 2	<ul style="list-style-type: none">• Students who have repeated Low Level breaches or a High Level breach• Withdrawal from class or break, or part day internal suspension, parent communication• At least 90% attendance expected• Participation not permitted in co-curricular and school-endorsed activities during the duration of the withdrawal or suspension.
Level 3	<ul style="list-style-type: none">• Students who have repeated Low Level and/or High Level breaches• Internal suspension for one or more days, parent communication• Attendance below 90% risks a drop to Level 3• Participation not permitted in school team sports or arts activities (e.g. CCM Sports Gala Day, College Musical, etc.), but is permitted in Representative School Sport, SHEP, etc.
Level 4	<ul style="list-style-type: none">• Students who have continued High Level breaches or an Extreme Level breach• External suspension, review of enrolment, parent communication• Attendance below 85% risks a drop to Level 4• Participation not permitted in any co-curricular and school-endorsed activities

- Every student starts at Chinchilla Christian College on Level 1.
- Students who comply with the College rules and policies with only minor, occasional lapses will remain on Level 1, provided their attendance is at least 95%. Students remain on Level 1 for the entire year by generally adhering to the Student Code of Conduct and maintaining high attendance.
- Students who consistently demonstrate excellent behaviour and attendance move up to Level A. These students can be considered for student leadership roles.
- Students who demonstrate unacceptable behaviour or irregular attendance may be subject to the following:
 - a. Verbal warning by teacher
 - b. Withdrawal
 - c. Level drop to Level 2 through to Level 4, according to the serious nature of the unacceptable behaviour or attendance. Consequences may vary depending on the circumstances of the behaviour.
 - d. Parents/carers notified.
- Serious breaches of the Student Code of Conduct will impact on students' ability to participate in co-curricular and school-endorsed activities.
- Students may experience one Level drop or may go immediately to a more serious level if their actions warrant this. Any Level drops are always clearly communicated and discussed with parents/carers and follow-up meetings with the College arranged, as necessary, by a Senior staff member.
- Students can move back to the previous Level after a period of improved behaviour and/or attendance.
- Please note: The attendance brackets are intended as guidelines. Students' individual circumstances will be considered on a case-by-case basis.

Procedures for Breaches of Student Code of Conduct

Breaches of the Student Code of Conduct have been categorised into the following levels:

1. **Low Level breach** – managed by the staff member who has noticed the breach or is responsible for the student.
2. **High Level breach** – student referred directly to Senior staff member for urgent attention and will result in withdrawal or suspension.
3. **Extreme Level breach** – referred directly to Senior staff member for urgent attention, with the consequence to be determined by the Principal.

The following outlines examples of breaches that may be classified at each level of behaviour and provide an example of responses. It is acknowledged that the context of the breach will also be considered in determining at which level the breach falls and an appropriate response from staff.

Low Level Breach

Classroom Breaches

Behaviour	Consequence Options
<p>Commitment to work lacking, including: incomplete homework, classwork not completed in time.</p> <p>Not consistently on task, including: scribbling on materials, out of seat.</p> <p>Poor organisation, including: messy desk, missing equipment, unprepared for work.</p> <p>Incorrect presentation, including: incorrect uniform, girls' hair not tied back, Secondary boys' shirts untucked.</p>	<p>Teachers to guide students in responsible thinking at this level and send students to RTR if appropriate.</p> <p>Warning Move student to alternative working location Send student to RTR Uniform Breach Notification</p>

Outside Classroom Breaches

Behaviour	Consequence Options
<p>Incorrectly attired, including: uniform breach – no hat.</p> <p>Inappropriate area, including: present in wrong area, in class without permission, climbing on trees, fences, etc.</p> <p>Disrespect to area, including: leaving litter after eating, not cleaning up table after accident, etc.</p> <p>Inappropriate play, including: rough play, tripping, pushing, grabbing clothes, throwing objects.</p>	<p>Teachers to guide students in responsible thinking at this level, including using RTR where necessary.</p> <p>If no hat, send student to appropriate area out of the sun Uniform Breach Notification Counsel student Sit student in allocated place Clean up of an area Mediate problem Confiscate object</p>

High Level Breach

Behaviour	Consequence Options
<p>Intentional disruption to others' learning, including: talking without permission, calling out, distracting behaviour.</p> <p>Willful defiance, including: task refusal, answering back, rudeness, deliberate disobedience, leaving the College grounds without permission, repeatedly ignoring uniform requirements, plagiarism, cheating.</p>	<p>Student withdrawn and sent to Administration. Senior staff member to follow up.</p> <p>Withdrawal from class Withdrawal from break Meeting with the parents (in person or on the phone) Appropriate restitution (written and/or verbal apology) Restricted play areas</p>

<p>Lack of consideration, including: offensive, insulting or abusive language, physical/verbal harassment, intimidation, fighting, spreading rumours, vicious remarks, coercion, deceit.</p> <p>Disrespect for property, including: interference with others' or College property, theft.</p> <p>Inappropriate actions, including: crude gestures, dangerous throwing or projecting of objects, inappropriate use of technology.</p>	<p>Altered seating arrangements Completion of tasks during withdrawal Clean up an area Uniform Breach Notification Exclusion from school activities Internal suspension External suspension</p>
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Extreme Level Breach

Behaviour	Consequence Options
<p>*Repeated High Level Breaches</p> <p>Extreme disrespect to staff, including: verbal abuse of staff, threatening/aggressive behaviour to teachers, harassment of staff online, defamation of staff.</p> <p>Total disregard of others, including: acts of violence, physical abuse, inappropriate images, possession of cigarettes, alcohol or other drugs, possession of weapons, sexual advances/threats, selling prohibited substances, major theft, damage or destruction of property.</p>	<p>Student withdrawn and sent to Administration. Senior staff member to follow up.</p> <p>Exclusion from school activities External suspension Termination of enrolment</p>

Guidelines for Corrective Action

Firm, fair guidance in appropriate behaviour is a requirement of a healthy learning environment. Corrective processes should be seen as positive rather than negative. The goal of all correction is to change the attitude that has led to the misdemeanour / poor choice. Thus, correction is always redemptive. To achieve this, it is vital that the student has ownership of both their behaviour and the plan to restore this when correction is needed. At all levels, the process of responsible thinking, as guided by staff dealing with the matter, forms the basis of the plan for positive behaviour for students in the future. We do not use any form of corporal punishment of a student by a staff member as part of the disciplinary response.

Correction (consequences) guidelines allow for varying levels of correction depending on the nature of the misdemeanor / poor choice. These guidelines are based on the need for:

- Immediate and effective response by teachers when a student misbehaves,
- Giving teachers the primary responsibility for the day-to-day maintenance of student discipline in the classroom,
- Empowerment of students in overcoming challenges regarding their behaviour,
- Senior staff supporting teacher achieve order in their classrooms and the resolution of difficult discipline situations, and
- Parent support and involvement in the discipline of their children.

Low Level Breach Corrective Action

Teacher / Student Dialogue

Conversations with students about a low level breach should be conducted in a calm, respectful manner. The conversation will be guided by the following four questions:

1. What did you do?
2. What are you expected to do?
3. How can you make things right?
4. What will happen if you do this again?

The conversation, guided by these questions, should ensure:

- The student is clear about what is wrong with the behaviour / attitude that has been displayed,
- There is an opportunity for the student to explain his/her actions,
- The expectations for future behaviour are clear – be very specific,
- An opportunity for the student to plan what is needed to restore the situation, and
- Assurance of your care and support for the student.

The conversation should not involve:

- Any insulting, rejection, or vilification of the student or anyone else – stick to the facts,
- Any yelling,
- Any threats – the promise of consequences comes out of our concern, not our frustration, and
- Long “lectures” – make the point fairly quickly, as “lectures” can tend to harden hearts.

High Level Breach Corrective Action

High Level correction will involve the student being withdrawn and referred to Administration. This level of breach is typically characterised by a direct, willful action in defiance of clear parameters set by a teacher or the College.

When a student is withdrawn and sent to Administration, the teacher will send the student on their own and record details of the incident in Edumate (Welfare – Record Discipline). If the student is in the early years (e.g. Prep to Year 2), the teacher may send the student with a teacher aide or request a Senior staff member to attend the classroom.

High Level corrective action will follow a process of reflection by the student by completing a Reflection Form (refer to Appendices A-C) and a conversation with a Senior staff member to formulate a plan for the restoration of the behaviour. The types of restorative action may include, but are not limited to, the options listed in the table associated with High Level breaches.

Corrective action may also involve the Senior staff member suspending a student internally. An internal suspension will have the following characteristics:

- Parents will be contacted to inform them of the student’s breach and to discuss the provisions of the suspension,
- The student may not be allowed to travel on school buses (this will be at the discretion of the Senior staff member involved),
- The student will complete learning tasks and take breaks in isolation from other students,
- The Senior staff member will provide opportunities for reflection, support, planning for positive engagement and restitution during the suspension,

- The student's teachers will provide as much of the normal work as is possible for the student to undertake during the suspension,
- Internal supervision will generally be provided by the Senior staff member, and
- The Senior staff member will write to the parents confirming the internal suspension.

On occasions, the Senior staff member will decide that an external suspension is a more appropriate consequence given the seriousness of the behaviour breach.

- Parents will be contacted by the Senior staff member to inform them of the student's breach and to discuss the provisions of the suspension,
- The Senior staff member will write to the parents confirming the external suspension,
- The student's teachers will provide as much of the normal work as is possible for the student to undertake during the suspension. The College can accept no responsibility for work missed during the suspension, and
- Parents will be encouraged to provide redemptive counsel and personal reflective tasks during the suspension.
- A re-entry meeting will occur between the Senior staff member, student and parent/carers.

Extreme Level Breach Corrective Action

It is anticipated that very few students at Chinchilla Christian College will be responsible for an Extreme Level breach, and that at this level the matter is considered very serious through:

- Severe moral transgressions, angry/violent outbursts or other serious behaviours such as those listed in the table associated with Extreme Level breaches, and/or
- Long-term problems in which repeated short suspensions or parental restorative action at High Level have not resulted in appropriate correction in attitude and behaviour.

The Senior staff member may suspend (internally or externally) the student as deemed necessary. Other actions may be deemed appropriate as referred to in the earlier table. The Senior staff member may determine to recommend that the student be permanently excluded from the College. Approval to terminate the enrolment of a student rests with the Principal.

Communication with Parents

It is important that parents are informed of attitudes and behaviours of their children at school or when involved in College activities and the actions taken by the College to correct them. College staff are expected to work with parents to gain their active support in working through the behaviour issue. The details of meetings with parents are to be recorded on Edumate.

- A teacher should contact parents when they become aware of a significant concern with a student’s behaviour (e.g. assessment not submitted, homework repeatedly not completed).
- Teachers and the Senior staff member will contact parents to arrange meetings with them as necessary.
- The Senior staff member will contact parents if their child is sent to Administration for a behaviour breach.
- The Senior staff member will contact parents regarding any internal suspension.
- The Senior staff member will contact parents regarding any external suspension.
- The Principal (or, if delegated, the Senior staff member) will contact the parent regarding expulsion.

Revision Record

Version	Approval Date	Authorised by	Effective Date	Review Cycle	Next Review
1.0	13 October 2013	CCS Board	13 October 2013	2 years	September 2015
2.0	22 January 2016	Nathan McDonald	17 January 2020	4 years	December 2019
3	17 January 2020	Nathan McDonald	17 January 2020	4 years	December 2021
4	13 July 2020	Nathan McDonald	28 July 2020	4 years	June 2024
4.1	13 July 2020	Nathan McDonald	1 January 2021	4 Years	June 2024
4.2	19 April 2021	Nathan McDonald	19 April 2021	4 years	April 2025
4.3	31 January 2022	Nathan McDonald	31 January 2022	4 years	January 2026

Previously named Behaviour Development Policy

Version	Approval Date	Authorised by	Effective Date	Review Cycle	Next Review
1.0		Nathan McDonald	28 January 2025	4 years	

Revision Record – *Reverted back to original name*

Version	Approval Date	Authorised by	Effective Date	Review Cycle	Next Review
5.0	24 January 2025	Nathan McDonald	24 January 2025	4 years	January 2029
5.1	24 January 2025	Nathan McDonald	24 January 2025	4 years	January 2029

Appendix A – Reflection Form (Prep – Year 2)

Reflection

PREP - YEAR 2

Name: _____

What did I do? *Students to circle, draw or write their response.*



Students can use this box to draw their response.

What should I do next time? *Students to draw and/or write their response.*

What could I do to return to the Green Zone before doing something wrong next time?
Students to circle and/or write their response.



How can I fix this now?

Appendix B – Reflection Form (Years 3 – 6)

Reflection

YEAR 3 - YEAR 6

Name: _____ Class: _____

Who sent me to RTR? _____

What did I do that was wrong? _____

Why did I do that? _____

What zone was I in and how was I feeling? _____

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

Why was the behaviour wrong? _____

How did my behaviour affect others? _____

What should I do next time instead? _____

What could I do to return to the Green Zone before doing something wrong next time?

How can I fix this now? _____

Appendix C – Reflection Form (Years 7 – 12)

Name _____ Date _____

Who referred you to Responsible Thinking Room _____

1. Describe what you did to be sent to RTR _____

2. What were you expected to do? _____

3. Who was affected by your disruption and how? _____

4. What is your behaviour goal going to be? _____

5. What can you do to fix this situation?

6. Who do you need support from and what do they need to do to help you?

Student Signature _____