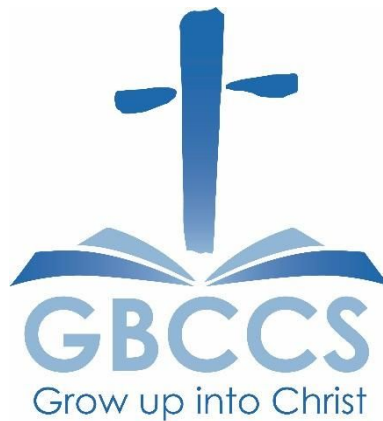


**GREENACRE BAPTIST  
CHRISTIAN COMMUNITY SCHOOL**



**Behaviour Management Policy**  
**Secondary**

Publication Date	November 2018
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Contact	Principal Mark Shume
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## MISSION STATEMENT

*To educate and equip our community to live authentic christian lives.*

To carry out our mission students need to learn how to:

- Live a disciplined life of grace being renewed and transformed in the likeness of Christ (*2 Corinth 3:18, Rom 8:29*)
- Live in an active relationship with God, Others and Creation (*John 17:21*)
- Belong and foster belonging (*Acts 2:44*)
- Use and develop their God given gifts and talents (*Eph 2:10*)

## INTRODUCTION

**Pastoral care** is the assistance the School provides in order that children will **grow up into Christ**. Staff pray for, nurture, counsel, disciple and discipline students. Our aim in correction of behaviour is forgiveness, redemption and restoration.

The school will endeavour at all times to have an overall educational objective of encouraging students to be self-disciplined and to develop cooperative attitudes and respect for the person and property of others. The student should be held responsible for his/her own actions. Discipline, wherever possible, should be positive in nature.

**We want our school to be a place where people are loved and each person lays their life down (looks outward).** Therefore, students are expected to practice an inclusive spirit, showing friendship and courtesy to all.

**We want our school to be a safe place where all are cared for and respected.**

**We want our school to be a place where all are treated daily with justice so we expect all students to speak and respect the truth.**

*“And now I give you a new commandment: love one another. As I have loved you so you must love one another. If you have love for one another, then everyone will know that you are my disciples.” John 13:34-35*

## PHILOSOPHICAL FOUNDATIONS

The School’s behaviour Policy is based largely on principles inherent in Ephesians 6:1-4. It assumes that although every individual is created in the image of God and is therefore unique and important, man’s fallen nature requires that his conduct be restrained by rules and imposed authority – with a view to leading them to submissiveness and obedience in Christ, a life lived by the Spirit.

In Hebrews 12:10 we are told: *“Our fathers disciplined us for a little while as they thought best; but God disciplines us for our good, that we may share in His holiness.”* Discipline, therefore must always be for the good of the student – administered out of our loving concern for the student and the community.

## EFFECTIVE DISCIPLINE

Effective discipline:

- Is an essential part of Christian Education;
- Is based on love and concern for each student’s well-being and personal development;
- Needs to be fair, consistent and positive;
- Is used to build up the student, assisting in the development of self-control and self-discipline.

Without discipline, learning and development are restricted. Effective discipline within the school means that learning and development can take place without frequent negative interruptions.

Sound discipline involves training as well as correction. Correction alone without thorough instruction is not effective discipline.

Through consistent discipline, involving both correction and training, GBCCS aims to promote self-discipline by assisting students to be thorough, consistent, appreciative, responsive and thoughtful and to take pride in all that they do so that it is pleasing to the Lord.

Students are helped to make their own decisions and come to their own conclusions within Biblical principles and to accept consequences of their own choices. Character training through rules, principles and the formation of good habits is an important part of the school program.

Our approach to discipline involves:

- Accepting and valuing the student as they are, not for what they do;
- Emphasising correct behaviour rather than focusing on errors consistently;
- Focusing on the behaviour not the person. Address the behaviour not the person so it does not cause students to devalue themselves. The student should be sure that the other person values them;
- Helping students to choose achievable goals.

Correction and training are to be expressed through mutual acceptance, encouragement and cooperation. The aim is to develop a genuine Christian School Community.

The following principles being evident:

- Cooperation and a sense of security of belonging. This means working together, accepting each other and aiding each other's development;
- Accountability for behaviour;
- Acceptance of and obedience to authority;
- Mutual Student-Teacher respect.
- Celebration of an individual's uniqueness ([weirdness](#)) created by Christ's handiwork (Ephesians 2:10)

## STRUCTURE FOSTERS SECURITY

### *Build The Garden*

God has created a world to work within a structure, which we interpret and maintain by sets of rules. The basis of all rules is to *“Love the Lord your God with all your heart, soul, mind and strength and to love your neighbour as yourself.”* (Mark 12:30)

- Rules are to focus first of all on attitudes and only secondly on behaviour. The danger of behaviour modification is its emphasis on outward behaviour. Rather we should be considering behaviour management by concentrating on modified attitudes.
- Rules should be appropriate. They should build up (1 Corinth 10:23) and take into account the needs of others (Rom 14, 15, 16 and 1 Cor. 8:9-13).
- Consequences should be appropriate.

When the above are functioning effectively in a school, the students develop a noticeable sense of security and belonging within the bounds of the structure.

## ACCEPTANCE OF AUTHORITY THROUGH OBEDIENCE

The Source of our authority is God, delegated to parents and through them to teachers. The purpose of authority is to:

- Provide a structure for society to function soundly, and;
- Be an instrument of God’s purposes. Teachers are to be held up as disseminators of that authority, as well as parents (Eph 6:1);
- Give us freedom, through submission and service (1 Peter 2:16).

The nature of authority is dominion exercised in order to serve. Christ personified the servant role of one in authority (Mark 9:35; 10:42-45, John 13:12-7).

It is God’s will that children obey their parents and, by delegation, their teachers. The onus is on students to give obedience, not on parents/teachers to force it from them. Every teacher must make their students aware of this responsibility to God and towards parents or others to whom parents delegate their authority. If it is not given however, it has to be demanded – for their sakes. Teachers and parents who allow disobedience from their students are not meeting God’s expectations.

Students have a Biblical responsibility to honour and respect their parents and teachers. Respect is not fear and dread on the one hand, nor is it casual, easy familiarity on the others. Teachers must demand and command respect from students. Not to do so is against God’s will. Our conduct, character, commitment and care should guarantee and command respect.

Finally, parents and teachers should not exasperate their children/students . Arbitrary, unjust or inconsistent treatment exasperates. A harsh, unremitting attitude, a failure to show compassion, just not bothering to find out the causes and circumstances in particular situations also exasperates. Be willing to explain reasons for rules, actions and policies.

## POLICY STATEMENT

At GBCCS we believe that strong, positive and peaceful (Rom 12:18) working relationships are vital. Relationships of this type allow everyone to achieve their God-given potential and growth. Our belief is that a cooperative school, operating through the grace of God and Biblical values (Pro 1:1-7), is a happy, secure place where everybody’s needs are considered and all have the opportunity to achieve success.

In particular, this policy aims to provide a scaffold for managing behaviour and teaching conflict resolution skills. The goals of these skills are a demonstration of mutual respect and cooperation.

It is the School’s belief that major behaviour problems must be referred back to the parents. It is not the role of the School or the teacher to correct a student’s behaviour problem alone. It must be emphasised that the School does not replace the role of the parents, but takes an active part in continuing the discipline of the parents.

**NOTE:** Due to the provisions of the Educational Reform Amendment (School Discipline) Act 1995, corporal punishment is not to be used in this school as part of its Behaviour Management Policy.

GBCCS does not condone nor encourage parents to use corporal punishment at home in regard to school-based issues.

## STAFF RESPONSIBILITY

Students do not intrinsically know the rules and it is therefore important for staff to regularly engage in teaching rules as appropriate for different contexts.

All teachers are responsible for consistently teaching school rules throughout the year particularly the application of these rules to their ‘classroom’ context.

## BEHAVIOUR MANAGEMENT

### VALUES

GBCCS school has three behavioural values: Live, Love and Learn. From these three values we build our discipline and merit systems.

### LIVE LOVE LEARN

Live	Love	Learn
<p>You are built for relationship with God</p> <p>Excellent stewardship:</p> <ul style="list-style-type: none"> <li>● Neat uniform,</li> <li>● Good time management</li> <li>● Punctuality</li> <li>● Diligent and thorough bookwork</li> <li>● Being prepared</li> <li>● Have the correct school equipment</li> </ul>	<ul style="list-style-type: none"> <li>● Develop the Fruit of the Spirit: (Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control)</li> <li>● Desire relationship with God</li> <li>● Be honest with God, yourself and others</li> <li>● Be encouraging</li> <li>● Think and act in positivity</li> <li>● Be respectful to yourself and others</li> <li>● Find ways to serve</li> </ul>	<p>A learner needs:</p> <ul style="list-style-type: none"> <li>● Determination (Grit)</li> <li>● Effort</li> <li>● Curiosity</li> <li>● Enthusiasm</li> <li>● Passion</li> <li>● Participation</li> <li>● Effective Listening</li> <li>● Observation Skills</li> <li>● Self-awareness</li> <li>● Personal Responsibility</li> <li>● Expect growth</li> </ul>

## POSITIVE BEHAVIOUR MANAGEMENT - THE MERIT SYSTEM

### AN EXCELLENT SPIRIT v A SPIRIT OF EXCELLENCE

The GBCCS Positive Behaviour Management system aims to develop an excellent spirit in students as well as creating a positive school environment where students flourish.

The merit system aims to acknowledge student's efforts in developing an excellent spirit (Daniel 5:12, 6:3) in their personal, social, spiritual and learning life. This is done by teachers explicitly teaching and identifying appropriate behaviours and attitudes.

When teaching an excellent spirit we must be careful to differentiate between a spirit of excellence and an excellent spirit.

The world sees a *spirit of excellence* as the end goal, it is the motivation to do well. It seeks to feed the esteem of self and to fill a person or organisation with pride based on the achievements of what "I" did. A spirit of excellence takes on a myriad of different forms but ultimately it is a god that enslaves.

An *excellence spirit* is different and this is what we want to cultivate at GBCCS. An excellent spirit is what is taught in God's Word, it is the renewing and development of a mind that is focused on God not self. An excellent spirit is all about cultivating a Godly character. It is the Holy Spirit in us that is the excellent spirit. Because of this, an excellent spirit is in every way superior to the counterfeit spirit of excellence.

*He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God. Micah 6:8*

An excellent spirit cultivates integrity, mercy and a humility that puts oneself under God.

### MERITS

A merit is given to a student who meets and/or exceeds staff expectation on a regular basis. *Merits should not be given for one-off episodes of good behaviour, such behaviours should be acknowledged by teachers, merits are given for consistency.* Merits are recorded in both the students diary and in Edumate.

When a student receives a merit, their merit also earns their house a point in the GBCCS House Shield.

#### **Who**

GBCCS staff award merits to students. It is the staff member's responsibility to record the merit in Edumate and also in the student's diary. Please note House Shield points are calculated from the merits awarded in Edumate, not the tally from each students' diary.

Students are responsible in keeping a tally of merits in their diary and notifying their devotions teachers when they have reached a merit certificate.

Devotion teachers are responsible in making periodic checks in Edumate to make sure each student's merits have been registered.

#### **When**

Merits are awarded to students who show positive behaviour across the behavioural value. Once awarded, a signature will be placed on the Merit sheet in the student's diary. A merit should also be recorded in Edumate.

All staff should aim to consistently award merits everyday and in every class (when warranted).



Staff should also issue only one merit at a time, except in cases of a double merit week or day, as advised by executive.

The total number of merits is important for gaining individual awards and also the House Shield. Merits can be awarded for a wide range of actions based on our Love, Learn Live values, for example:

**Love** - showing honesty, compassion, kindness, respect or service ect.

**Live** - showing diligence, consistent punctuality, excellent stewardship ect.

**Learn** - demonstrating grit, enthusiasm, improvement and or high performance in academic work etc.

## MERIT CERTIFICATES

Merit certificates are awarded after a student receives 25 merits.

### **Who**

Merit certificates are handed out by the students devotion teacher. A merit certificate must be recorded in Edumate to keep track of the students progress.

### **When**

After a students has been awarded 25 merit points.

## GIFT VOUCHERS

Gift vouchers are awarded after a student has received 4 merit certificates.

Principal awards vouchers at assemblies.

### **When**

On achieving multiple of 100 merits.

## OTHER USES FOR MERITS

If a student accumulates 5 merits within a term they may apply to the Deputy Principal to have these merits cancel 1 demerit. The Deputy's decision to cancel or not cancel will be final and no further communication on the subject will be entered into.

Excess merits will be rolled over to the next year's tally.

## SUMMARY OF MERIT SYSTEM

25 merits = 1 Merit Certificate

4 Merit Certificates (100 merits) = Gift Voucher

## NEGATIVE BEHAVIOUR MANAGEMENT

### PREVENTATIVE MEASURES

Good teaching practice and classroom management is the best form of prevention. A teacher's manner and genuine interest in their students; punctuality to class; effective supervision by being physically present and aware in *all areas* of the classroom as well as effective planning, organisation and delivering of lessons will prevent many behavioural issues. Therefore, staff are encouraged to spend time planning and programming lessons that use a variety of innovative teaching techniques which are differentiated to the needs and interest of their students.

Consistent implementation of the system by all staff is necessary to ensure clear boundaries are set by **all staff** and met by **all students**.

#### Who

Teachers and staff

#### When

All the time

### DEMERITS

A demerit point system will be used and recorded in a students diary and in Edumate. Demerits are issued for Low Level Negative Behaviour

Once 5 demerit points across a term have been accumulated (tallied automatically by Edumate), the students will be issued a lunchtime detention.

Any student who receives more than 5 demerits in a week will be sent immediately to the HOS who will issue an After School Detention (ASD).

- All demerits are cleared at the end of a term

#### Who

Demerits issued to students. All GBCCS staff can issue demerit points by recording in student's diary. As not all staff can access the Edumate Welfare Module a teacher may need to enter the record into Edumate on behalf of the non-teaching staff member.

#### When

When a student displays low level negative behaviour.

### LUNCHTIME DETENTION (LD)

During a lunchtime detention, the student will write a reflection sheet ([Appendix 1](#)) – if the Devotion Teacher (DT) deems it to be useful in the circumstances. Students AND parents need to sign this reflection which will be collected and filed by the DT. In order for the detention to be 'signed off' as having been completed the sheet must be returned, signed by the parent, to the DT the next day, otherwise a demerit will be issued. If a Reflection is not deemed to be useful in the circumstances the DT may speak to students 1:1 or asks students to do some form of service (playground cleanup).

- LD takes priority over all extra-curricular activities including sporting events
- LD tally is cleared at the end of the year. However, a record of past LD will remain.

## Who

Lunchtime detentions are supervised twice a week by teachers as part of their normal playground duty allocation. LD Teacher is responsible for handing out LD Reflection Sheet ([Appendix 1](#)) and also marking the LD roll on Edumate. DT is responsible for student and parent follow up.(reflection sheet)

LD is automatically allocated by Edumate tallying demerit points. Students will be automatically added to a lunchtime detention roll.

## When

LD when student receives 5 demerit points in a term.

LD twice a week for the duration of lunch.

LD Reflection sheet completed during lunch.

LD Reflection sheet returned to DT the next school day the students attends.

## AFTER SCHOOL DETENTION ASD

After School Detentions (ASD) are very serious. If a student receives 3 ASD in a year they will be automatically suspended from school. An ASD will be issued if a student:

1. receives 3 LDs in a term
2. receives 5 demerit points in a week
3. does not attend a LD (unless there is a reasonable excuse).

An email will be sent to parents as well as a physical ASD Form that parents or caregivers will need to sign in to acknowledge that they know about the detention. During an ASD, a student will spend half an hour completing a Reflection Sheet and will also spend a further half an hour doing some form of service, e.g. tidying the playground.

In order for the detention to be 'signed off' as having been completed the reflection sheet must be returned, signed by the parent, to the DP the next day.

The DP will organise a behaviour modification program for the students so the behaviour(s) will not repeat.

Not attending LD's will result in an ASD (unless there is a reasonable excuse). The teacher supervising the detention will notify the DT who will send the student to the DP during roll call the following day.

## Who

DP organises the ASD. DP will email parents as well hand a physical ASD notice to students to hand to parents. This notice is generated access through Edumate.

After School Detention supervised by secondary executive. ASD attended by student who has:

1. Received 3 LDs in a term
2. Received 5 demerit points in a week

ASD is automatically allocated by Edumate tallying the amount of LDs for an individual student.

Students will be automatically added to the ASD roll.

ASD Reflection sheet returned to DT the next school day the students attends.

## When

Once a week for 60 minutes (3:15pm - 4:15pm)

If a student:

1. receives 3 LDs in a term
2. receives 5 demerit points in a week
3. does not attend a LD (unless there is a reasonable excuse).

## LOW LEVEL NEGATIVE BEHAVIOUR (LLB)

Student is responsible to the classroom teacher. Before demerits are issued for LLB that can be described as disruptive or inappropriate, students should be given the opportunity to correct their own behaviour. Using the three strikes technique.

1. Communicate a firm verbal warning with student - address the behaviour not the student's character.
2. Write their name on the board as a second warning
3. Record in Edumate and student diary as demerit

Students receive a demerit for LLB. Only **one** demerit can be handed out for each LLB. If a student receives 5 demerit points in a term they will receive a lunchtime detention.

## OTHER MANAGEMENT STRATEGIES

### MEDIUM LEVEL NEGATIVE BEHAVIOUR (MLB)

Is any behaviour for which students are sent out of class to the HOS or DP

These students then attend a LD - time and date as advised.

During a lunchtime detention, the student will write a reflection sheet ([Appendix 1](#)). Students AND parents need to sign this reflection which will be collected and filled by the DP. In order for the detention to be 'signed off' as having been completed the sheet must be returned, signed by the parent, to the DP the next day, otherwise a demerit will be issued. If a Reflection is not deemed to be useful in the circumstances the DP may speak to students 1:1 or asks students to do some form of service (playground cleanup).

If a student has been referred to the HOS more than twice in ONE term, they should immediately be sent to the Principal each time they are referred to a DP for the remainder of that term.

It is important for MLB issues to be communicate with their staff about the outcome of student issues that are being referred to.

LDs takes priority over all extra-curricular activities.

### HIGH LEVEL NEGATIVE BEHAVIOUR (HLB)

These are referred directly to the Deputy Principal

It is helpful for the Deputy Principal to communicate about the outcome of each situation to the teachers) involved/impacted either in person or via email

These students will be issued with a ASD, at the very least, but possibly given a suspension / expulsion, depending on the behaviour.

Students who are sent to the Principal repeatedly will be placed on a **Level 3 Behaviour Management Card**. They will be supervised by the Principal, each case to be decided on an individual basis. A parent interview will be conducted.

ASD's takes priority over all extracurricular and after school activities.

Level 2 BMC ([see Appendix 2](#))

**EXPLANATION OF LEVELS OF NEGATIVE BEHAVIOUR FOR STUDENTS**

LOW LEVEL NEGATIVE BEHAVIOUR (LLB)	MEDIUM LEVEL NEGATIVE BEHAVIOUR (MLB) OR PERSISTENT LLB	HIGH LEVEL NEGATIVE BEHAVIOUR (HLB) OR PERSISTENT MLB
<p>Minor disruptions</p> <p style="padding-left: 40px;">non completion of work, annoying others, poor punctuality to class, inappropriate behaviour or use of technology (eg. Not doing their work, screen that they should not be on)</p> <p>Not ready to learn</p> <p style="padding-left: 40px;">incorrect equipment, none completion of work or homework</p> <p>Uniform breaches</p> <p>Littering or chewing gum</p> <p>Minor Non Compliance (eg ask to pull socks up, next period see socks down again)</p> <p>Inappropriate physical contact</p> <p>Late to school without a legitimate reason (traffic usually not a reasonable excuse)</p>	<p>Repeatedly violates the rights of others in a minor way, eg. Continues minor disruption, poor attitude to learning/work, rude/inappropriate language and/or unresponsive in class.</p> <p>Student has been engaged in a number of ongoing, minor misbehaviours for which consequences have been applied with no improvement</p> <p><b>Instant Afternoon Detention</b></p> <ul style="list-style-type: none"> <li>● Misuse of technology eg. Filming students/others, hacking etc. Use of mobile phones</li> <li>● Inappropriate language (direct/indirect), Swearing</li> <li>● Aggressive behaviour</li> <li>● Non compliance</li> <li>● Excessive physical contact</li> </ul>	<p>Continual L2 Behaviour + 3 Afternoon Detentions in a year</p> <p>OR</p> <p>This type of event is one off in nature but is significant enough to warrant escalation to this event level. Behaviour which meet this level could include:</p> <ul style="list-style-type: none"> <li>● Language that is aggressive and inappropriate, or used to threaten or harass.</li> <li>● Swearing directed at a person</li> <li>● Direct confrontation with staff member, blatant and or public defiance</li> <li>● Serious physical aggression</li> <li>● Theft</li> <li>● Drug Taking / Smoking</li> <li>● Vandalism</li> <li>● Truancy</li> <li>● Identified Bullying</li> <li>● Explicit sexual behaviours</li> </ul>
Responsible Staff		
Student is responsible to classroom teacher staff or playground duty staff	Head of Secondary	Deputy or Principal
Action		
Student receives 1 demerit point per LLB	Lunchtime detention	After School Detention, Parent Meeting Suspension, Expulsion
Intervention		
Monitored by devotion teachers Possible Level 1 BMC	LD Reflection Sheet Parents contacted / view and sign off reflection sheet. Possible Level 1 BMC	Level 2 or 3 BMC School Councillor

## BEHAVIOURAL MANAGEMENT CARDS (BMC)

### Level 1 Cards

Used for students who are having low level behavior issues in ONE class. They are supervised and retained by the class teacher.

Students on more than 2 Level 1 Cards should be moved up to a Level 2 Card.

Should be printed on **light green paper**.

### Level 2 Cards

Used for students who are having low or medium level behavior issues in a range of classes. They are supervised by the DP or another member of the executive staff as determined on a case by case basis. *All students on a Level 2 card will be referred to the School Counsellor.*

At the end of 4 weeks students are either taken off the Level 2 Card or moved up to a Level 3 Card if the student has not reformed their behavior.

Should be printed on **orange paper**.

### Level 3 Cards

Used for students who are consistently engaging in any low, medium or high level negative behaviours

It is the decision of the Principal in conjunction with the Deputy to place a student on an Level 3 Card.

Level 3 Cards are Individual Behaviour Plans so will be worked out individually for the student involved

Any student placed on an Level 3 will be referred to the School Counsellor for his/her input into how best to manage and help the student

Students placed on a Level 3 BMC will lose playground privilege / senior privileges during lunch.

Should be printed on **red paper**.

## SCHOOL ADMINISTRATION SYSTEM (EDUMATE)

It is imperative that merits and demerits are entered into Edumate as well as LDs, ASDs and Suspensions that have been given as a consequence of behaviour that exceeds LLN behaviour.

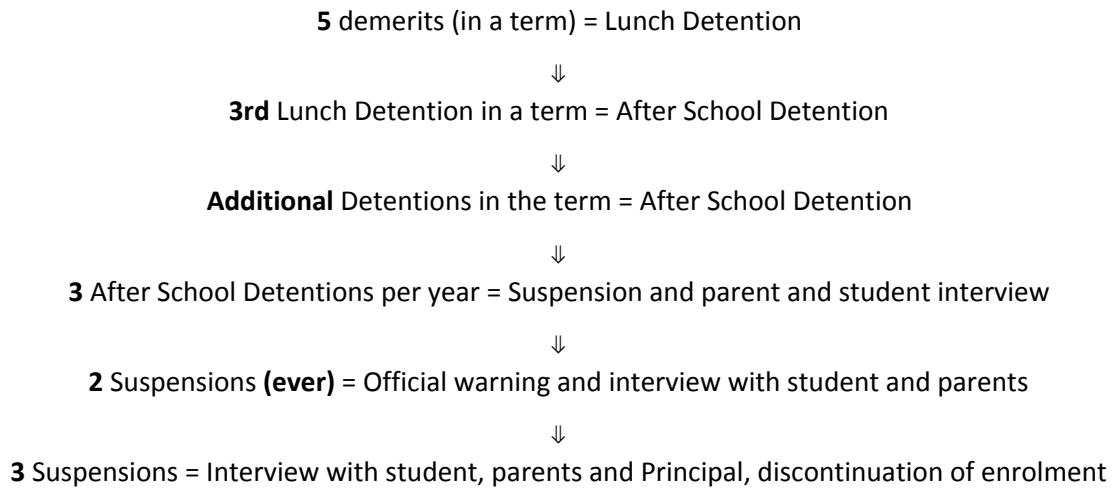
Edumate Welfare module keeps a tally of individuals students merits, merit certificates, merit badge, demerits, LDs, ASDs and Suspensions.

Edumate is programed to automate the GBCCS Behaviour Management Policy so parents, staff and executives are alerted to behaviour as well as students been automatically added to lunchtime detentions.

Edumate records will allow all teachers access to information about the behaviour of individual students and to see patterns of negative behavior.

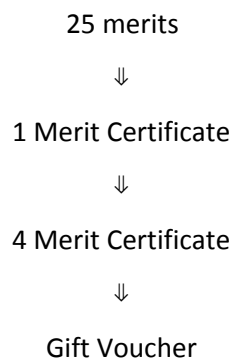
## NEGATIVE BEHAVIOUR FLOWCHART (STUDENT VERSION)

Below is a basic flow chart for behavior. Student privileges may be withdrawn at any stage in addition to the consequences specified below. Depending on the severity of the incident (see levels) students can bypass steps and go straight to a higher level penalty.



## POSITIVE BEHAVIOUR FLOWCHART (STUDENT VERSION)

Merit certificates are awarded to students for consistent behaviour in any of the three behaviour values (Live, Love and Learn). Merits also contribute to you house points.



## GBCCS Behaviour Management (Secondary) Flowchart



ASD = After school Detention  
 BMC = Behavioural Management Card  
 DP = Deputy Principal  
 DT = Devotions Teacher  
 HOS = Head of School  
 LD = Lunchtime Detention

Created with Lucidchart



# APPENDICES

## 1 LUNCH TIME DETENTION REFLECTION

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*To successfully complete your lunchtime detention this form must be completed to the satisfaction of the detention teacher. Complete this reflection with care.*

1) What skills, gifts and talents do you see in yourself and how do you demonstrate these in your everyday life?

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### Get Real

2) Explain what has brought you to this detention?

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3) Explain the reason(s) why you took part in these behaviours? *Think about the circumstances, your attitudes and emotions at the time.*

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\_\_\_\_\_ *Please Turn page over to complete the questions.*

## Take Action

5) What areas of your behaviour do you see need change?

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6) Thinking about the changes you have identified, what could help you make the change(s) in your behaviour?

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7) What steps do you (and /or others) need to take to restore relationship with the people that have been impacted by your behaviour (and / or to restore damaged property).

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*Once completed your detention teacher must check and sign off on your reflection and action plan.*

Detention Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

----- *Return to Deputy the day after detention. Failure to do so will result in one demerit per day it is late* -----

## 2 AFTERNOON TIME DETENTION REFLECTION

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*To successfully complete your afternoon detention this form must be completed to the satisfaction of the detention teacher. Complete this reflection with care.*

1) What skills, gifts and talents do you see in yourself and how do you demonstrate these in your everyday life?

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### Get Real

2) Explain what has brought you to this detention?

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3) Explain the reason(s) why you took part in these behaviours? *Think about the circumstances, your attitudes and emotions at the time.*

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4) Who has been negatively impacted by these behaviours? *We live in community, your actions impact others.*

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*Please Turn page over to complete the questions.*

## Take Action

5) What areas of your behaviour do you see needs to change?

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6) Thinking about the changes you have identified, what could help you make the change(s) in your behaviour?

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7) What steps do you (and /or others) need to take to restore relationship with the people that have been impacted by your behaviour (and / or to restore damaged property).

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*Once completed your detention teacher must check and sign off on your reflection and action plan.*

Detention Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

----- Return to Deputy the day after detention. Failure to do so will result in one demerit per day it is late -----



# GREENACRE BAPTIST

## Christian Community School

### LEVEL 1 BEHAVIOUR MANAGEMENT CARD

For student experiencing difficulties reaching satisfactory expectations in a single class

**Student:**

**Grade**

**Start Date**

**Focus Class / Subject**

**End Date**

*KPI - Key Performance Indicator. These are the focus areas for my behaviour.*

KPI 1: I will

KPI 2: I will

KPI 3: I will

I will report to \_\_\_\_\_ my class teacher after every class so I can have feedback on my progress . If I do not display a change in behaviour as indicated in my KPIs, GBCCS will implement further behavioral management strategies.

Please return signed to school the following day.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student:

If I lose this, I must start my KPIs again

Circle focus periods. KPI 1: I will															
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15
BS															
D															
P1															
P2															
REC															
P3															
P4															
L1															
L2															
DEAR															
P5															
P6															
AS															

Circle focus periods. KPI 2: I will															
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15
BS															
D															
P1															
P2															
REC															
P3															
P4															
L1															
L2															
DEAR															
P5															
P6															
AS															



Circle focus periods. KPI 3: I will															
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15
BS															
D															
P1															
P2															
REC															
P3															
P4															
L1															
L2															
DEAR															
P5															
P6															
AS															

Teacher Comments:



## LEVEL 2 BEHAVIOUR MANAGEMENT CARD

**Student:**

**Grade**

**Focus Area(s)**

**Start Date**

**End Date**

*KPI - Key Performance Indicator. These are the focus areas for my behaviour.*

KPI 1: I will

KPI 2: I will

KPI 3: I will

I will report to \_\_\_\_\_ every lunch and after school to show my progress. If I do not display a change in behaviour as indicated in my KPIs, GBCCS will implement further behavioral management strategies.

Please return signed to school the following day.

Student Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

Parent/Guardian Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

Student:

If I lose this BMC, I must start my KPIs again

KPI 1: I will																				
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17	D18	D19	D20
BS																				
D																				
P1																				
P2																				
REC																				
P3																				
P4																				
L1																				
L2																				
DEA R																				
P5																				
P6																				
AS																				

KPI 2: I will																				
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17	D18	D19	D20
BS																				
D																				
P1																				
P2																				
REC																				
P3																				
P4																				
L1																				
L2																				
DEA R																				
P5																				
P6																				
AS																				

KPI 3: I will																				
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17	D18	D19	D20
BS																				
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L1																				
L2																				
DEA R																				
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Teacher Comments: