



BRISBANE ADVENTIST COLLEGE

CRICOS Provider No. 00969J



BRISBANE ADVENTIST COLLEGE
INTERNATIONAL STUDENTS

Behaviour Education Policy

“A Restorative Practices Approach”

Developing Emotional Intelligence

**“If it is possible, as far as it depends on you,
live at peace with everyone”**

Romans 12:18 NIV.

Rationale

Brisbane Adventist College Behaviour Education Policy is Gospel inspired, and reflects the love and forgiveness that God shows us each and every day. Within a **restorative practices** framework, discipline is carried out in the context of forgiveness which allows a repentant student to restore relationships. As we experience God’s forgiveness we can then pass it on by forgiving others.

Forgiveness brings reconciliation and restoration of relationships. While forgiveness is practised, consequences for inappropriate behaviour remain an integral part of the Brisbane Adventist College Behaviour Education Policy as a way of building mutual respect, self-worth and creating positive relationships.

In the spirit of the Christian Gospel, Brisbane Adventist College is committed to using Restorative Practices with all members of our community to build harmonious relationships and resolve issues of concern or conflict, openly and respectfully.

Restorative Practices (RP) is a philosophy and continuum of processes that is based on the premise that repairing harm done to people and relationships is a very effective way to resolve conflict, influence positive behaviour and build a safe, productive and caring community. A core belief is that the wrongdoings and misbehaviours that bring disruptions to classrooms, and the hurtful behaviours that are so often associated with conflict, are primarily not just “breaking rules”, but actually result in harm to individuals, groups and the whole school community.



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In a school setting, restoration of relationships for effective learning is the ultimate goal of restorative practices.

In response to this, RP encourages a profound fairness, and a culture of listening across our school community. It is based on core values that build an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships and the development of social and emotional competencies. People involved develop personal awareness and responsibility while learning and using lifelong skills such as active listening, expressing emotion, **facilitating dialogue** and problem-solving.

RP is also based on the belief that the people involved in a conflict, wrongdoing, or misbehaviour, need to be actively involved in the process of resolution. Imposed (and purely punitive) solutions can be less effective and less educative. The RP continuum of interventions and **processes** is applicable across all levels of our school community: from more formal responses such as our Circle Conferences to more informal Restorative Mini Chats. It is the cornerstone of our influencing behaviour and pastoral care procedures and policies. Trained staff facilitate the processes. Staff, students, and parents are all encouraged to participate in a “restorative pedagogy” that builds a school culture that is fair, safe, and encourages effective learning.

We seek, not just to put a stop to harassing or discriminatory behaviour, but also to repair harm, “put things right” and bring about **reconciliation** between the parties in the spirit of Matthew 18:15.

Through an emphasis on student welfare and positive attitudes and behaviour in relationships, Brisbane Adventist College aims to promote the emotional, social and spiritual development of the student as an individual within the community.



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At Brisbane Adventist College we are committed to the following twelve values in relation to influencing student behaviour:

1. PASTORAL CARE

We strive to show care and support equally to every student and parent regardless of their personal beliefs, abilities, behaviour or circumstances. This derives from our belief that, because God loves us regardless of who we are or what we do, so we should love others.

2. CELEBRATION

We provide many opportunities for students to experience the joy of life, learning and relationships. Because we are thankful for the wonderful gifts God has given us, we frequently have special times of celebration, both formal and informal. These occasions affirm our vision and values, and enhance our sense of community.

3. CHRISTIAN VALUES

In the lives of students and staff we value and promote the qualities of forgiveness, reconciliation, humility and self-sacrifice. Jesus Christ modelled these qualities in his life and death. The “good news” of the gospel of Jesus is the means and motivation for inviting, encouraging and developing healthy relationships within the school community.

4. PARTNERSHIP WITH PARENTS

We consistently involve parents when student welfare or behaviour education issues arise because students benefit most when there is a strong partnership between the school and the families of students. Behavioural change is most likely where parents and the school have shared expectations.

5. RELATIONSHIPS WITH STAFF AND STUDENTS

We provide many opportunities for formal and informal social interactions among staff and students. We want students to enjoy school, to develop friendships and thus to grow in self-esteem and self-discipline. Positive relationships with peers and adults is a key to healthy social and emotional development.

6. SPECIALISED PERSONNEL

We involve specialised, qualified personnel in coordinating welfare and behaviour education programs. At a whole school level, our full-time Chaplain and Counsellor coordinate Pastoral Care activities, in conjunction with our teaching staff. Our Restorative Practices Coordinator (RPC) is responsible for Behaviour Management and works closely with classroom teachers and the Principal.

7. PREVENTION IS BETTER THAN CURE

We provide a number of programs to assist students to develop personal character and positive behaviours. These include social and emotional literacy via “Circle Time.

8. HIGH STANDARDS OF BEHAVIOUR

We present and uphold high expectations of behaviour for staff and students based on Christian values derived from the Bible and the normal rules of conduct required for an orderly society. These expectations are clearly communicated to all members of the community.

9. A PRODUCTIVE LEARNING ENVIRONMENT

We are committed to creating a secure, success-oriented, empowering learning environment. We insist that students have the right to learn and teachers the right to teach: both parties should treat each other with dignity and respect. We aim to ensure that all students have the opportunity to be happy and successful - to be able to participate, to be heard and to work harmoniously with others.

10. AN EFFECTIVE BEHAVIOUR EDUCATION PROCESS

We apply clear and fair procedures to influence student behaviour, recognising that individuals are imperfect, even in a Christ-centred community. Behaviour is influenced in a loving and caring environment that promotes faith, hope, justice and reconciliation. A consistent philosophy of influencing behaviour underpins procedures P - 7, but specific rules and guidelines are determined for students of different ages with regard to their different developmental needs.

11. APPLICATION OF CONSEQUENCES

We consistently reinforce positive behaviour and strive to ensure that consequences for inappropriate behaviour are fairly administered and follow due process. Consequences are applied in an attempt to support behavioural change and enhanced relationships. Corporal punishment is not permitted to be used in Brisbane Adventist College; indeed, any physical interaction between teacher and student when implementing disciplinary measures is unacceptable. A student who chooses to engage in behaviour which places the community at risk, or wilfully rejects advice and opportunities to change unacceptable behaviour, may forfeit his or her right to be part of the community.

12. EVERYONE IS SOMEONE

We ensure that each student at Brisbane Adventist College has at least one staff member who knows them well, cares for their welfare and monitors their learning needs. This is the class teacher. This person is the first staff member who should be contacted by the parent if there is a question or concern relating to their child. There is also a Staff and Student Wellbeing Coordinator to oversee all wellbeing matters. At Brisbane Adventist College, each child is a person, not a number.

A Summary of Restorative Practices

Restorative Practices (RP) is a philosophy and a continuum of processes from informal chats to formal structured conversations (BAC Circle Conferencing) or mediation. RP is based on the following premises:

1. Conflict causes harm that needs to be repaired. "Pain that is not transformed, will be transmitted." Richard Rohr

2. Fight or flight are generally inappropriate responses to conflict. We do not run away or give in to conflict. We do not pay back.



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3. Conflict needs to be addressed by all parties, preferably face-to-face, in a structured, safe environment. (*Note: refer to the School's Child Protection Policy for special circumstances relating to sexual harassment or abuse)

4. People involved in a conflict, wrongdoing or misbehaviour need to be actively involved in the process of resolution. Imposed solutions or punishments can be less effective and less educative.

5. Using Restorative Practices is not a "soft option". Core values include respect, inclusion, accountability and commitment to relationships.

6. Participants learn social and emotional skills they will use throughout their lives such as: active listening, facilitating dialogue, problem-solving, expressing emotion appropriately, developing personal awareness, empathy and taking responsibility.

7. Logical consequences and sanctions (e.g. detentions, suspensions, staff disciplinary procedures) are still used but in the context of RP (e.g. "what can you do to make things right?").

Restorative Practices at Different Levels

Restorative Practices may look different in different sections of the school, recognising the ongoing developmental changes of children.

Restorative Practices Early Years/Stage 1

Restorative Practices in the Early Years of children's school life recognises that children's cognitive abilities are still developing. It also recognises:

- Children at this age tend to be more egocentric
- Children at this age are more inclined to listen to adults than their peers
- Remorse, empathy and reasoning skills are still developing

RP therefore requires a modified approach that requires more telling and explicit teaching. Children need to be guided through this stage of self-centeredness so they are able to think more intentionally about how their behaviour affects others.

The Restorative Intervention at this level focus on:

1. Information gathering – the stakeholders understanding the problem (not just investigating the issue, dealing with the hurt and how to move forward)
2. The teacher giving a simple telling without judgement, focusing on the one social value or behaviour the child/ren need to understand.
3. Repairing the harm with teacher support.

Restorative Practices in Stage 2

Many of the children's developing cognitive skills are now established and most children at this stage are **consolidating**:

- Reasoning skills
- Empathy and remorse
- An understanding of how their behaviour affects others.



During this stage there is a shift from the adult being the most important person in a child's life to peers playing a more significant role. This allows for a sense of family to be developed within the classroom so that behaviour can be supported and rejected within this community. This is a transitional stage where children often go from having adults controlling behaviour to children controlling their own behaviour.

The Restorative Intervention at this level focus on:

1. Information gathering – the stakeholders understanding the problem (not just investigating the issue, dealing with the hurt and how to move forward)
2. The choices that were made.
3. The effect these choices have on others.
4. What needs to happen for the damage to be repaired?

The teacher aims to be a facilitator, but as this is a transitional phase, interventions will still require some telling.

Restorative Practices in Stage 3

Most children's cognitive skills required for working restoratively are now **established** and most children at this stage:

- Are able to reason
- Have a sense of empathy and remorse
- Understand how their behaviour affects others

It is expected that children of this age are able to work restoratively and are able to participate successfully in the various restorative conferences.

The Restorative Interventions at this level focus on:

1. Information gathering – the stakeholders understanding the problem (not just investigating the issue, dealing with the hurt and how to move forward)
2. The choices that were made.
3. The effect these choices have on others.
4. What needs to happen for the damage to be repaired?

The teacher aims to be a facilitator.

At BAC we believe children require the following skills to successfully participate in restorative conferences at the highest level.

An ability to name and understand emotions such as:

- Anger
- Sadness
- Happiness
- Jealousy
- Annoyance
- Frustration



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An ability to work with others through:

- Listening
- Communicating
- Cooperating
- Negotiating (fight fairly)
- Empathising
- Self-soothing
- Responsible decision making
- Objectivity
- An understanding that all actions have consequences
- Empathy

The staff at BAC recognise that these skills are continually developing in our children and that we are able to support this development through facilitating restorative conferences.

(adapted from Hamilton North Primary School Restorative Management Policy)

PLEASE REFER TO APPENDIX 1 – BAC RESTORATIVE ACTION PLAN

Restorative Practices Implementation

In the classroom

The classroom teacher will

- Intentionally teach emotional intelligence through circle time activities to enhance the personal and social competencies of children.
- Set clear expectations for classroom and playground behaviour and establish positive and negative consequences.
- General school expectations will be displayed in each classroom.
- Use restorative language, (what has happened, what were you thinking, who has been affected, what can we do to fix things up) where appropriate, when addressing the choices children make.
- Be responsible for tracking an individual child's classroom behaviour and recording it on SEQTA. Contact parents when necessary.
- Follow up and work through the reflection sheets.
- Liaise with the Restorative Practices Coordinator to set up any necessary Individual Management Plans for children who have difficulty in showing positive changes to their behaviour.
- Direct any children on Individual Management Plans to the RP Coordinator or Principal and inform other teachers as necessary.
- Discuss any children involved in incidences that require more time with the RP Coordinator or the Principal who can make themselves available to give teachers release time to allow more follow up time.
- Liaise with the Restorative Practices Coordinator and refer children for further support.

In the playground

The Playground Duty Teacher will

- Use restorative language, where appropriate, when addressing the choices children make.
- Complete notification slips about behaviour addressed in the playground and hand them to the relevant teacher or directly to the RP Coordinator.
- Refer students needing time to reflect on an inappropriate behaviour to the class teacher and liaise with the RP Coordinator.
- Direct any children who are unable to work restoratively or involved in incidences that are serious, or require more time, to the RP Coordinator or Deputy Principals immediately.
- Direct any children on Individual Management Plans to the RP Coordinator or Deputy Principals as necessary.

The Restorative Practices Coordinators will

- Be in attendance at first lunch break to monitor and work through reflection sheets with students needing to reflect on an inappropriate behaviour choice or action or give release time to the teacher to do the same.
- Work through more in depth incidences as required, allowing for more detailed information gathering.
- With consultation with the classroom teacher and Principal, decide when a child's behaviour needs to be managed differently.
- Support teachers to set up any necessary Individual Management Plans.
- Monitor students on individual behaviour management plans.



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- Meet regularly with teachers and Deputy Principals to discuss progress, needs and concerns.
- Facilitate conferences when appropriate.
- Will monitor children's behaviour file on SEQTA.
- Will meet with children who have had ongoing behaviour problems on a regular basis or provide release time for teachers to meet with them.
- Will inform parents of children's ongoing negative behaviour and refer to the Deputy Principals if behaviour continues.
- Will refer children to the Deputy Principal for further consequences if behaviour education plans have little or no impact on student behaviour or if the behaviour requires suspension.
- Will refer children to the Deputy Principal if the behaviour relates to student protection.

The Deputy Principals

- Can be called on after teachers have undertaken their classroom behaviour management plan and the behaviour continues.
- Can be called for cases of behaviour when the teacher deems it serious and requires extra support. The Deputy Principal may either work with the students or give release time to the teacher to work with them.
- Can support teachers when designing behaviour management plans.
- Will inform parents of children's ongoing negative behaviour if behaviour continues.
- Will make decisions for further consequences if behaviour education plans have little or no impact on student behaviour or if the behaviour requires suspension.

Classroom Expectations and Behaviour Management Steps

Classroom expectations

- To be established by each stage at the beginning of each year. Classroom expectations should reflect the expectations in other school policies.
- Displayed clearly in all classrooms
- Reviewed and revisited frequently by teachers and students

Steps to follow managing classroom behaviour

Step 1

First warning

Step 2

Second warning

Step 3

Third warning (This warning must remind students that the next step is Isolation)

Warning maybe verbal or non-verbal and must clearly indicate to the student that he/she has not met the classroom expectations.

Step 4

Isolation in classroom

- Student moves to a predetermined space
- Student stays in isolation for a maximum of 10 minutes (at teachers discretion)



- Student continues with work OR completes 'thinking/reflection sheet'
- Teacher discusses incident with student (**re-entry mini chat.**)
- Student returns to class group

Step 5

If inappropriate behaviour continues during the same session with increased severity or disregard for the impact of the behaviour on the class environment:

Relocation to another classroom

- Student moves to a predetermined space
- Student stay in relocation for a maximum of 15 minutes (at teacher's discretion)??
- Student continues with work OR completes 'thinking/reflection sheet'??
- Teacher discusses incident with student (**re-entry mini chat.**)
- Student returns to class group

The classroom teacher will record steps 4 - 6 on SEQTA

Step 6

Relocation – RPC

- If a student is being totally uncooperative they may need to go to the RPC room or Principals Office.
- Relocation with the RPC or Principal is an opportunity for the student to calm down
- Student will discuss incident and issues with RPC/Principal
- A student who continues to be disruptive may be sent home

Time Out during Lunch break – 'RPC's Room for Reflection'

- If student's behaviour has not improved they will be sent to the Reflection Room during the first lunch break. **Please remember if you are sending a child to another teachers room or the RPC's Room you MUST notify the parents**
- Students will spend 25 minutes during their first lunch break in the Reflection Room to discuss their behaviour with the Restorative Practices Coordinator and complete a reflection sheet that will be sent home for parents to sign
- Attendance will be monitored by the Restorative Practices Coordinator
- Parents will be asked to come in to meet with the classroom teacher and the RP Coordinator to discuss consistent attendance in the **RPC's** Room.

Playground Expectations and behaviour management steps

Playground expectations:

The playground expectations, which encourage safe, harmonious play, will be discussed with the children at the beginning of each year and revisited regularly throughout the year. The expectations address the following acceptable behaviours:

- **Speak to please, not to tease**
- **Hands are for helping, not hurting**
- **Work in work time, play in playtime**
- **Stay safe, do the right thing and care for our school**

Playground expectations will be:



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- Reviewed at the start of each year by staff and students
- Displayed clearly in all classrooms
- Reviewed and revisited frequently

Steps to follow managing playground behaviour:

Step 1

Warning

Step 2

Walk with teacher

- Student walks with teacher for a specific time (at teacher's discretion)
- Teacher discusses incident/behaviour with student "**mini-chat**"
- Student returns to play



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Step 3

Isolation off the playground

- Student sits on the seats outside Library or Prep/Gr1 room (depending on duty) for a specific time or the remainder of playtime and the **incident is entered in the behaviour section of BAC SEQTA asap after duty completed.**

Step 4

RPC Room – Relocation

If a student is being totally uncooperative the RPC or Principal is notified and collects student from playground and escorts him/her to the reflection room/office depending on staff available **and incident is entered into the behaviour section of BAC SEQTA asap after duty completed**

- Relocation to the office or RPC's room is an opportunity for the student to calm down.
- Student completes a 'Reflection Sheet' and talks through the incident with the Principal or RP Coordinator
- Relocation will be for the remainder of the lunch break
- A student who continues to be disruptive in the Office or Reflection Room may be sent home

In exceptional circumstances a teacher may choose to bypass all steps and go immediately to Step 4.

Inappropriate behaviour that may call for such actions includes:

- Excessive rudeness towards teacher or other student
- Behaviour that threatens the safety of others
- Continual refusal to comply
- Deliberate destruction to school or personal property
- Insulting behaviour with malicious intent
- Continual harassment of any kind

Aggressive Behaviour

Whether provoked or not, aggressive behaviour is not tolerated at BAC and there will be consequences for the following choices -: hitting, punching, pushing, barging or any threatening physical contact. Consequences include immediate relocation from play so that the aggressor has time to rethink his/her choices and to ensure the safety of the other children in the playground. The Principal and RPC is notified. An Incident Gathering Report is filled out and sent to the parents with an accompanying letter from the Principal so that they are fully informed of their child's behaviour. Repeated aggressive behaviour is dealt with through a series of options. These could include time out from play for a period of time, attendance to the RPC's room to complete a reflection sheet, exclusion from camps/excursions or in-school suspension.

Throughout this process parents will be kept fully informed of any action taken and counselling for the student with a member of the Pastoral Care Team will be provided.

Developing an Individual Management Plan

(When children can't work restoratively at their level)

Despite the best of attempts there are times when a child does not respond to the restorative approach of conferencing problems and continues to exhibit inappropriate behaviour at school. A decision is then made, with consultation between RP Coordinator, the classroom teacher and the



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Principal, to manage this child's behaviour differently through the structure of an individual management plan.

When the decision has been made that a child's behaviour is to be managed differently the Restorative Practice Coordinator begins planning the development of the IMP. This planning, in consultation with relevant parties, may benefit from including the following considerations:

- The skills the child needs to work restoratively, with consideration to their stage of development.
- The behaviour to be addressed
- Some ideas of why we are seeing this behaviour
- How the child's needs can be met in a positive way
- Saying to the child:

“ _____ at the moment it appears your behaviour has not changed and I feel we are spending too much time on this problem. Therefore the consequences are that we are going to manage your behaviour differently by putting you on an individual management plan. This plan is a way of helping you make an improved effort to manage your behaviour. First I'm going to need to contact your mum and/or dad to arrange a meeting, as we will need their help. For now you are going to need to spend your lunchtime in the reflection room until we can arrange a suitable time to meet”.

When the planning of the school's response has been completed the development of the IMP is then developed through the inclusion of significant others, teachers, RP Coordinator, Principal, child and parents. A consultative meeting will be held – the meeting and the development of the IMP will address the following issues:

- The behaviour that has led up to the decision for the child's behaviour to be managed differently
- The behaviour to be addressed
- Strategies that will be implemented to support the child at home and school
- The consequences of not choosing the desired behaviour at school
- Emphasises that the individual has a choice – to follow or not follow the agreement.

(adapted from Hamilton North Primary School Relational Management Policy)

PLEASE REFER TO APPENDIX 2 – INDIVIDUAL MANAGEMENT PLAN FOR MANAGING BEHAVIOUR DIFFERENTLY

PLEASE REFER TO APPENDIX 3 – RECORD KEEPING