



## PRIMARY CAMPUS BEHAVIOUR MANAGEMENT

Over the past few months Primary Campus staff have spent some time revising and enhancing our behaviour management process. For your information, I have outlined below some of the important aspects of this process. It is important that you as parents/guardians have an understanding of the background and processes that we as staff employ in encouraging positive student behaviour at the College. You also may wish to use similar language and processes at home.

Coomera Anglican College operates upon Christian values and it is expected that all members of the College community behave in a manner that reflects these values. We aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every child has a right to enjoy their time at the College.

This community does not tolerate bullying or harassment. *Respect* for others is expected. Bullying exists in many different forms - physical, mental, verbal or emotional. It is therefore the intention of the whole College community that we do our utmost to minimise bullying in its many forms. Coomera Anglican College encourages an environment that allows the whole community to feel safe, secure and cared for.

I have outlined for you the details of the system of behaviour management that Coomera Anglican College (Primary Campus) has adopted.

## RAISE RESPONSIBILITY

Within the Raise Responsibility System, we use **four levels of social development** to help us teach our students how to **succeed at school and in life**.

*These following first two levels are NOT acceptable.*

- **A level - Anarchy** is the absence of order and is characterised by chaos.
- **B level - Bullying** or bossing is next and is characterised by bothering or bossing others and breaks our standards at school.

*The following top two levels are both acceptable.*

- **C level - Cooperation** is when a person is considerate and complies with requests, but the **motivation is external**—either from **peers** or **adults**.
- **D level - Democracy** is the highest level on the hierarchy and our goal for all students. This level is characterised by **self-discipline**, **initiative**, and displaying **responsibility**. On this level, a person's **motivation is internal**.

We believe that by teaching these levels, we are encouraging students to **learn how to make responsible choices** as well as **supporting the goals of our College and community**.

## EXPECTATIONS AND RESPONSIBILITIES

Students of Coomera Anglican College are required to agree to the following expectations and responsibilities:

1. Display respect for the right of teachers to teach and for students to learn.
2. Display politeness, tolerance and respect towards others at all times
3. Display personal responsibility as a College student
4. Display respect for the uniform expectations of the College.
5. Display responsible care for the College environment.
6. Display safe behaviour at all times

The expectations and examples set out in the following table are reasonable guidelines for all students to follow:

Expectation/Responsibility	Examples of Demonstrating Desired Expectation/Responsibility
<p>I will display respect for the right of teachers to teach and students to learn.</p>	<p>I will demonstrate:</p> <ul style="list-style-type: none"> <li>• Cooperation with staff and fellow students</li> <li>• Respectful communication with my teachers and fellow students</li> <li>• Respect for the rights of others to learn</li> <li>• Punctuality for all classes and activities</li> <li>• An effort to complete all set class and College tasks</li> <li>• A commitment to be in the correct place at all times</li> <li>• A commitment to follow directions</li> <li>• A commitment to maintain appropriate behavioural control</li> </ul>
<p>I will display politeness, tolerance and respect towards others at all times.</p>	<p>I will demonstrate:</p> <ul style="list-style-type: none"> <li>• Use of good manners</li> <li>• Courtesy when speaking</li> <li>• Treatment of others as I would want to be treated myself</li> <li>• Respect for the personal space of others</li> <li>• Acceptance and acknowledgement of the uniqueness of others</li> <li>• Appreciation of the rights of others</li> <li>• Friendliness and helpfulness towards all</li> <li>• Respect for self, others, property and environment</li> <li>• Inclusivity</li> </ul>

<p>I will display personal responsibility as a College student.</p>	<p>I will demonstrate:</p> <ul style="list-style-type: none"> <li>• Adherence to my student timetable and particular College activities</li> <li>• A commitment to complete all academic expectations to the best of my ability</li> <li>• Pride when representing the College</li> <li>• A commitment to have all the correct materials for learning</li> </ul>
<p>I will display respect for the uniform expectations of the College.</p>	<p>I will demonstrate:</p> <ul style="list-style-type: none"> <li>• Wearing the correct uniform to the standards and expectations specified</li> <li>• A commitment to wear the correct uniform at all times</li> <li>• Pride in the standard of my uniform</li> </ul>
<p>I will display responsible care for the College environment.</p>	<p>I will demonstrate:</p> <ul style="list-style-type: none"> <li>• Tidiness and cleanliness in the College environment</li> <li>• Helpfulness in keeping the natural environment of our College attractive and healthy</li> <li>• Appropriate care when using other people's property with their permission</li> <li>• Appropriate care when using allocated College property</li> </ul>
<p>I will display safe behaviour at all times.</p>	<p>I will demonstrate:</p> <ul style="list-style-type: none"> <li>• Safety by staying within specified areas of the College campus</li> <li>• Using College buildings under supervision of teacher</li> <li>• Care and safety of self and others while at the College</li> <li>• Safe and appropriate use of equipment at the College</li> </ul>

### **RESPONDING TO STUDENT BEHAVIOUR – LEVELS OF INTERVENTION**

Levels of intervention are applied in response to students requiring recourse and redirection to meet their responsibilities.

The language of Raise Responsibility and the levels that apply are used in conjunction with student redirection and recourse.

Levels of intervention would include the following process:

### **LEVELS OF INTERVENTION**

The following levels of intervention are used by teachers to assist students in making the right behaviour choices. These levels are used as a guide only and the process through these levels depends on the seriousness of the infringements.

<b>Levels of Intervention</b>	<b>Staff Responsibility</b>
Verbal redirection.	Staff interact with students proactively at all times to ensure students are aware of expectations prior to requiring redirection.
Verbal and written explanation and redirection eg diary note, email or phone call.	Further verbal redirection and recourse of behaviour may be required. At this point, due to repeated offense, a written diary note or an email should be sent to the parent by intervening staff member.
Reflection Room Student is sent to the Reflection Room.	All teaching staff members are able to redirect students during a lunch break to ensure that appropriate time is given for student reflection about their responsibility to meet expectation agreement.
Meeting between Coordinator of Students or Head of Primary, class teacher and parents.	All teaching staff members are able to recommend a parent conference. This should be approved by the Coordinator of Students or the Head of Primary. At this level a behaviour contract and/or loss of privilege and/or after school reflection (for work completion) and/or referral to the Counsellor or Principal may be utilised.
At this level the Principal of the College and/or Head of Primary become involved in any further levels of behaviour redirection.	

### **REMINDERS/NOTIFICATIONS AND REWARDS**

As well as these levels teachers are using other reminder cards and stickers to redirect and reward student behaviour. Some of these are as follows:

**1. Uniform Notification cards or stickers:**

These serve as a reminder for students and information for parents

**2. Playground Incident Notice:**

This is used during break times to assist students to make the correct choices in the playground (Level B and A). The notice is given to the class teacher who keeps a record of behaviour in the playground.

**3. Merit/Appreciation Notice**

This notice can be given to reward students for excellent behaviour – (Level D and C)