



Learning Today, Leading Tomorrow

Behaviour Management Policy

ISSUED: January 2022	VERSION: 2022.1
REVISED ANNUALLY: January 2022	NEXT REVIEW: January 2023

Wisdom College Behaviour Management Framework

The management of student behaviour is part of our overall approach towards student wellbeing at Wisdom. It is one part of a wholistic view of providing education, opportunities, and guidance to the students in our care.



Behaviour Management - Statement of Purpose

Our College expectations and rules are explicitly taught to all students from Prep to Year 12. Wisdom College is committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students. All members of our College are expected to work towards achieving the College expectations in the context of our broader College Vision, Mission and Values.

The Behaviour Management Framework provides a guide for staff, students and parents/carers to understand the processes and procedures that Wisdom College follows to ensure the wellbeing of all students. As such, this framework is amongst a suite of programs at our College that all contribute to the social, emotional, physical, spiritual, and academic health of all students. Overall, this is known as 'Wellbeing @ Wisdom'.

This framework includes information regarding our College expectations, as well as strategies and practices to encourage positive behaviour choices, recognise student achievement and manage inappropriate student behaviour. Wisdom College consistently reinforces positive behaviour and aims to ensure that all students and members across our community feel safe and happy. Through the creation of a culture of respect, resilience and safety, students will be able to engage in educational programs with success.

College Values

At Wisdom College, students are encouraged to develop and display our core set of values. Our College Values are:

- Respect
- Compassion
- Integrity
- Excellence

College Expectations

- Be safe
- Be respectful
- Be engaged
- Learn and let others learn

Student Code of Conduct

We are committed to providing safe, supportive, and responsive learning environments for everyone.

We teach and model the behaviours we value in our students:

- Respect other students, teachers, College staff and community members.
- Follow College and class rules and follow the directions of teachers and staff.
- Strive for the highest standards in learning.
- Respect all members of the College community and show courtesy to all students, teachers & community members.
- Resolve conflict respectfully, calmly, and fairly
- Comply with the College uniform policy.
- Attend College every day (unless illness or extenuating family circumstances apply).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol, vapes or tobacco into our College
- Not bully, harass, intimidate, or discriminate against anyone

We take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Roles and Responsibilities

The roles and responsibilities of staff, students and parents/carers that ensure the wellbeing of all members of our College community include:

Students

- Demonstrate behaviours in line with our Code of Conduct and College Expectations
- Follow the Code of Conduct and College Expectations and comply with staff directions regarding discipline and appropriate behaviour when engaged in any College activity, both on and off site.
- Show respect for teachers, fellow students, other staff, and College visitors.
- Display behaviour that is free of any form of harassment, intimidation, victimisation or bullying.
- Actively contribute to the safe and caring environment of Wisdom College
- Report incidents of negative behaviour that impact on an individual.

Parents/Carers

- Support the College in the implementation of the behaviour management policy.
- Work in collaboration with the College to shape your child's understanding of the College expectations and acceptable behaviour.
- Regularly talk to your child about their day at College, focusing on the positive aspects and counselling them on any negative occurrences.
- Report any concerns you or your child has to the classroom teacher first. If you are not satisfied with the outcome, speak with the Head of Primary or Head of Secondary. If you feel there is still a problem, make an appointment to speak with the Principal.
- Actively contribute to the safe and caring environment of Wisdom College.

Staff

- Participate in the development and implementation of the College discipline procedures and support its effective implementation.
- Provide learning experiences for all students to develop the understanding of and strategies to demonstrate College expectations and values.
- Build positive relationships with students across the College and members of the College community.
- Actively supervise students at all times in the classroom, on the playground and when engaged in any College activity, both on and off site.
- Maintain a calm proactive (not reactive) approach when addressing matters of discipline using PBL interventions.
- Follow up all incidents of negative behaviour and take appropriate steps as per the discipline and anti-bullying policies.
- Document incidents and work collaboratively with other staff to eliminate the occurrence of these incidents.
- Seek advice and/or refer students to the Head of Primary / Secondary, Principal.
- Utilise class and whole College reward systems.
- Actively contribute to the safe and caring environment of Wisdom College.
- Undertake professional learning to enhance knowledge and understanding of current best practice




Strategies to establish positive student behaviour

- Wisdom College maintains a focus on providing positive reinforcement to encourage positive behaviour. The College subscribes to the Positive Behaviour for Learning (PBL) framework.

When students demonstrate positive behaviour combined with a culture of respect present within our community all students feel safe and are successfully engaged in the learning cycle.

- Code of Conduct – at the beginning of each year, class teachers will discuss the ‘Code of Conduct.’ All students will be expected to discuss this behaviour code with their parents/carers.
- Positive Behaviour for Learning (PBL) – these lessons / learnings are regularly and explicitly taught to each class and provide students with the knowledge and opportunity to practise strategies to promote safe, respectful, engaged, and resilient learners.
- Matrix of expected behaviours – these matrices describe the behaviours that are expected of students in the different areas of the College. They provide students with explicit examples of positive behaviours. These expectations and behaviours are regularly discussed with the students and are visible in prominent areas of the College for students to reference.
- Common language – to be utilised by staff, students and parents/carers when discussing behaviour, expectations, and achievements.
- The Student Wellbeing Team (SWT) which supports the overall wellbeing of all students by providing support and guidance to address areas of need including academic, behavioural, and social. It meets weekly and comprises the Principal, College Counsellor, Learning and Support teacher/s, Head of Primary / Secondary, and the teacher/s of any student who is being referred.
- Anti-Bullying Policy – this policy is utilised as needed within the College, in conjunction with the College’s overall Wellbeing framework.
- Leadership opportunities including an active Student Representative Council and other opportunities as detailed in the College’s Student Leadership document.
- Calm spaces during lunch breaks such as the library and Wisdom House.
- Proactive supervision – provided by all teachers on the playground and within the classroom. Regular discussions with individuals and groups of students will occur to ensure all students are following the College rules, adhering to expectations, and interacting appropriately with all members of the College community.
- Whole College reward system and leadership levels.
- The You Can Do It program (YCDI) – this is largely used within the Primary years, however it does play a smaller role in the Secondary. This program focuses on five social and emotional strengths that contribute to positive student outcomes: getting along; organisation; persistence; confidence & resilience.

Matrix of Expected Behaviours

<p>Our College Rules →</p> <p>Locations ↓</p>	<p>SAFETY Keep yourself and others safe.</p> 	<p>RESPECT Respect everyone and everything.</p> 	<p>LEARNING Learn and let others learn.</p> 
<p>All Areas</p>	<ul style="list-style-type: none"> • Be in the right place at the right time, doing the right thing. • Keep yourself and others safe. • Obey teachers' instructions carefully. • Use equipment safely and appropriately. • Keep your hands and feet to yourself. 	<ul style="list-style-type: none"> • Wear your school uniform with pride. • Respect everyone and everything. • Obey College rules. • Respect the College and keep all areas clean and tidy (always recycle). 	<ul style="list-style-type: none"> • Learn and let others learn. • Follow instructions. • Follow the 5Ls for listening. Lap, legs, lips, look, listen! • Have a positive attitude to learning. • Be punctual and prepared.
<p>Administration</p>	<ul style="list-style-type: none"> • Walk in the office area. 	<ul style="list-style-type: none"> • Speak quietly. • Wait in single line. 	<ul style="list-style-type: none"> • Use clear, polite language when speaking.
<p>Learning Areas</p>	<ul style="list-style-type: none"> • Walk safely. • Enter and exit rooms in a quiet, orderly manner. 	<ul style="list-style-type: none"> • Have a positive attitude when speaking to everyone. • Ask permission to borrow property. • Allow others to have a different opinion. • Be considerate of others. 	<ul style="list-style-type: none"> • Do your best work. • Use time wisely. • Follow the 5Ls for listening. • Raise your hand to speak. • Listen attentively to others. • Work quietly in the library. • Bring your library bag and books on library day. • Do not bring mobile phones into the classroom
<p>Outside Assembly</p>	<ul style="list-style-type: none"> • Be punctual. • Walk sensibly to class lines. • Line up quietly in two, straight lines. 	<ul style="list-style-type: none"> • Be punctual. • Be still, silent and listen carefully. 	<ul style="list-style-type: none"> • Sit / stand quietly in lines. • Pay attention and follow messages and instructions.
<p>Toilets and Taps</p>	<ul style="list-style-type: none"> • Wash your hands. • Only use toilets and taps for their proper purpose. 	<ul style="list-style-type: none"> • Keep the toilet area clean and tidy. • Use the toilets at the correct time. • Respect others' privacy. 	<ul style="list-style-type: none"> • Be hygienic and wash your hands thoroughly. • Use resources wisely. • Be organised and go to the toilet at the correct time. • Return to class quickly.
<p>Playgrounds and Tuckshop</p>	<ul style="list-style-type: none"> • Wear a hat to play – no hat, no play. • Sit in your eating area to eat your food. • Ask for a teacher's permission to visit the office 	<ul style="list-style-type: none"> • Care for the gardens. • Share the playground space with others. • Join the end of the queue at tuckshop and quietly wait your turn. • Return sports equipment 	<ul style="list-style-type: none"> • Play in supervised areas and stay in bounds. • A healthy lunch equals a healthy brain. • Include others in games. • Interact in a friendly manner.
<p>Transition / Movement</p>	<ul style="list-style-type: none"> • Walk with your class in 2 lines. • Enter and leave College safely through correct gates and use road crossings. 	<ul style="list-style-type: none"> • Talk quietly when walking around the College. • Respect others' personal space. 	<ul style="list-style-type: none"> • Move quickly & quietly to class • Stay with your class
<p>Excursions and Sport</p>	<ul style="list-style-type: none"> • Walk in an organised manner and stay with your group. • Follow road safety rules. 	<ul style="list-style-type: none"> • Listen politely and carefully to others. • Represent the College with pride. 	<ul style="list-style-type: none"> • Be a good sport. • Follow the rules. • Learn from excursion experiences. • Participate enthusiastically.

Strategies to manage poor student behaviour

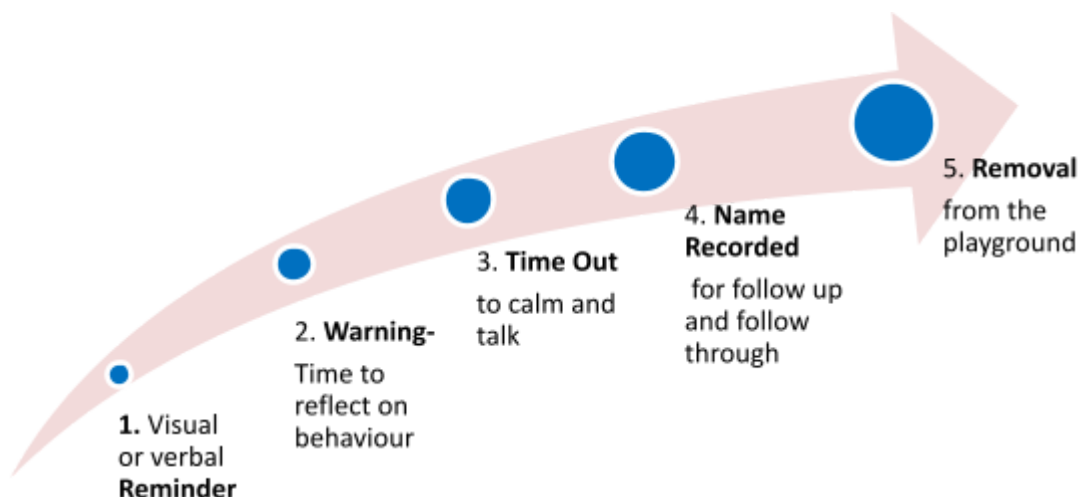
Students are expected to demonstrate behaviour that is consistent with the behaviour expectations and to comply with staff directions. In the event that students demonstrate behaviour that is not in line with the College behaviour expectations, a range of strategies may be used to realign behaviour.

This includes:

- Reflection sheets
- Teacher meetings
- Parent engagement
- Removal from class or activity
- Referral to the RTC – Responsible Thinking Room

Staff will also apply the following approach towards managing poor behaviour, both in class and in the playground. It is not about punishment, rather it is about prevention, safety, redirecting behaviour towards learning, and allowing others to learn.

A. Playground



Teachers will follow the process:

1. The Visual or Verbal Reminder

This step is, and always should be used first, to draw students' attention to their inappropriate behaviour. It is as simple as telling the student what he or she is doing that is inappropriate. For example, a student is not wearing a hat. The teacher says, "You are not wearing a hat" (verbal) OR the teacher puts his/her hand up to touch his/her own hat to remind the student he/she needs to wear a hat (visual).

2. Warning – Reflect on Behaviour

The student should be reminded of the rules and given time to reflect on her/his behaviour. This may involve walking with the teacher briefly (5 minutes maximum). The emphasis in all behaviour interactions should be the process of behaviour correction. Students are given time to reflect on their behaviour using the RTP questions and are given the supported opportunity to correct it.

3. Time-Out to Calm and Talk

A student who continues to not follow the rules should be given a time-out. The time-out should typically be a brief period (one minute per each year of the child's age). The time-out may be sitting in a designated space or walking with the teacher. The teacher and students should engage in a conversation about the rules at the conclusion of the time-out.

Time-out it is a short-term consequence; never an end in itself. As a means to an end, it can help support disruptive students by giving themselves a chance to calm themselves (away from the immediate audience) and give them a chance to think about their behaviour. (p.140, Rogers 2006).

4. Name Recorded for Follow Up and Follow Through (FUFT)

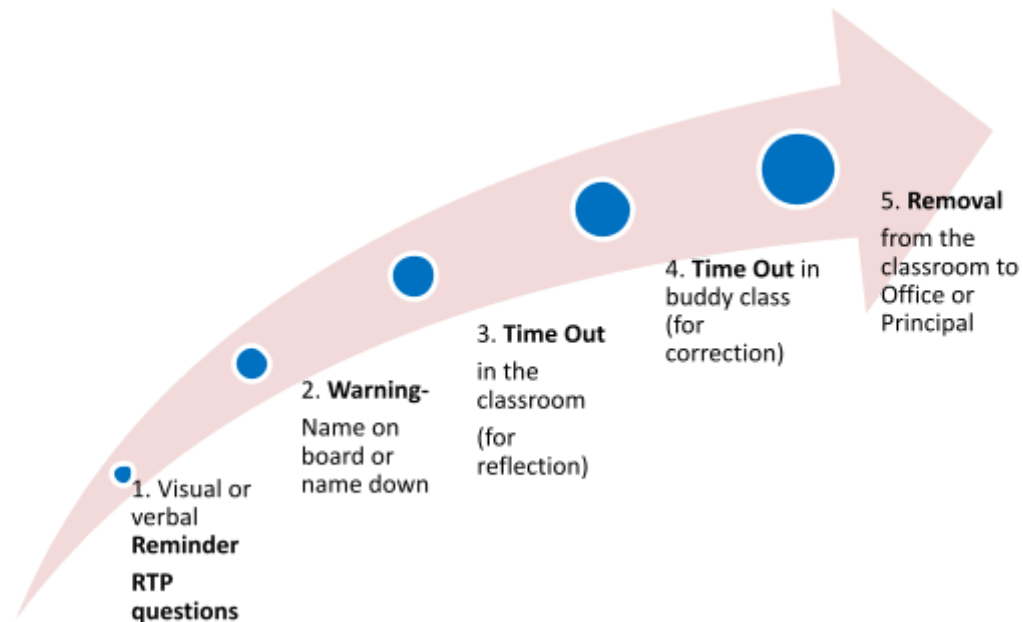
This step is used to place students on report and inform other teachers and Administration about a student's consistent behaviour concerns. A student's name is recorded on CoolSIS for incidents that may need a follow-up from the teacher on duty or an Administration member. This step in the process is critical to identify students who may be causing concern over a number of days or in different play areas and times. *A demerit may be issued during this step, particularly where the incident is of a high seriousness or high frequency nature. In most cases, a demerit should only be issued AFTER the first three steps have been followed to assist the student to repair his/her behaviour.

5. Removal from the Playground

A student who is displaying "high seriousness" behaviours should be removed from the playground immediately. The student should be escorted by the teacher on duty to the office and the relevant Coordinator will be contacted by the office. *A demerit may be issued.

B. Classroom

Each classroom / learning setting plan (i.e. library or the computer lab) will be set up differently but generally, the process is:



1. The Visual or Verbal Reminder

This step is, and always should be used first, to draw students' attention to their inappropriate behaviour. It is as simple as telling the student what he or she is doing that is inappropriate. For example, a student is calling out, "You're calling out (name)" (verbal) OR the teacher puts his/her hand up to remind the student he/she needs to put his/her hand up to speak (visual). Or use the RTP questions.

2. Warning (name on board or name down)

A student who has been reminded of his/her inappropriate behaviour should make every effort to correct it. In some cases this may not be the case. If he/she continues to behave inappropriately, he/she is to be warned of the inappropriate behaviour. This is following the least intrusive to most intrusive process. Again, the emphasis is on correcting the behaviour. A student's name may be written on the board, or placed down the ladder (or some other equivalent step central to the classroom's behaviour consequences process).

3. Time-Out in the Classroom (for reflection)

A student who continues to not follow the classroom rules and routines should be given time-out inside the classroom. This step is designed to give the student some thinking time. It should be no longer than the child's age in years and the process will follow the class's established plan. Some teachers may have students reflect on their behaviour by completing an RTP Form. Some teachers

may choose to give the child time to just think. The class teacher should record the incident briefly in his/her diary or behaviour management book for further reference.

There are some important considerations when utilising a time-out.

Time-out is a short-term consequence; never an end in itself. As a means to an end, it can help support disruptive students by giving themselves a chance to calm themselves (away from the immediate audience) and give them a chance to think about their behaviour. It is also fair for the other students in that they, too, have a chance to refocus (to class learning and activities) beyond the disruption to their basic rights. (p.140, Rogers 2006).

Time-out, as a school-wide consequence, needs to be utilised as a least – to most-intrusive option in managing disruptive and unsafe behaviour. At the least-intrusive level, in-class time-out may be an option; at the most-intrusive level of application students may need to be escorted from the classroom to a time-out place where they can calm down and, if necessary, parents (or caregivers) may need to be notified. (p.140, Rogers 2006).

4. Time-Out in a Buddy Classroom

Time-Out in a buddy classroom is reserved for students who continually break the rules OR students whose behaviour warrants it (high seriousness). It should never be used for students who are behaving inappropriately but have not had any reminders of the appropriate behaviour or time to correct the behaviour. Class teachers may send a student to a colleague's class. The referring class teacher should record the incident briefly in his/her diary or behaviour management book for further reference.

Students sent to another class for time-out should go with a brief note. This enables the supporting teacher to identify the reasons for the removal without the need to question either the removed student or the accompanying student.

5. Removal from the Classroom to the Head of Primary / Secondary

A student who has proceeded through the first 4 steps will be removed from the classroom should he/she continue to behave inappropriately. This step is also for ANY VIOLENT INCIDENTS – as violence (physical, mental, emotional) will not be tolerated. The HOP / HOS will discuss the removal with the child. The HOP / HOS SHOULD ALWAYS accompany the student back to the classroom to allow the teacher to follow-up the incident with the child.

This is necessary to:

- encourage the student to be behaviourally aware;
- encourage the student to own his/her behaviour;
- allow the student and teacher to respect their mutual rights; and
- build AND maintain workable relationships.

Responsible Thinking Process (RTP)

The Responsible Thinking Process is designed to help students develop a sense of responsibility for their own lives and respect for everyone around them. It does not involve coercion, punishment, or rewards. When students have difficulties getting along with others in College, or when they disrupt the class or other College settings, they are taught how to plan ways to get what they want without infringing on the rights of others. The Responsible Thinking Process, leads to desirable outcomes because it relies not on threatening, directing, and correcting, but on asking key questions that help students learn (when they are willing) to look within themselves and decide how they want to be. This, in turn, helps them learn how to make more effective plans that will, in the future, provide for them the necessary understanding of how to deal with getting what they want without violating the rights of others.

The Questioning Sequence in the Responsible Thinking Approach

Below is the sequence of questions for the Responsible Thinking Process.

Question 1. "What are you doing?"

Most always, this question should be asked first, but always in conjunction with question #2. When students hear this question, they look within themselves and identify their behaviour. Telling them what they are doing wrong not only doesn't teach them to develop the skill of self-reflection either now or in the future, but, more importantly, it keeps you in the loop. Teaching self-reflection takes you out of the loop and the students are left to deal only with themselves. Furthermore, there is always the inclination to look for excuses to defend what one is doing. That's why you don't ask, "Why?" It gets you on the slippery road to the excuse battle.

Question 2. "What are the rules?"

As was said earlier, when asked this question, students quickly tie the rules to what they are currently doing and assess their actions in terms of the rights of others. Questions 3, 4, and 5 are used at first, but as students grow in their understanding of the process, they are no longer needed.

Question 3. "What happens when you break the rules?"

This simply gets students to reflect on the consequences that follow when they break rules, especially how what they are doing affects others.

Question 4. "Is this what you want to happen?"

Now you are asking students to look within themselves and decide how they want to see themselves as persons and how they want to live their lives.

Question 5. "Where do you want to be?" or "What do you want to do now?"

These questions help students come to closure concerning a plan of action that will resolve the conflict between their behaviour and the rights of others.

Question 6. "What will happen if you disrupt again?"

This question should always be asked, even if students have already reflected and decided to change how they want to be. The reason for being asked this question is for them to show a clear understanding of College procedures for those who continually disrupt, namely, to be sent to the Responsible Thinking Classroom, where they are taught to make effective plans for resolving their problems.

The foregoing questions should never sound like warnings to students. Warnings imply possible punishment. All they should do is lead students to think about what they are doing in relation to the rules wherever they are and consider, without being prompted, whether there might be a better course of action available to them.

Responsible Thinking Process Questions



Wisdom College Behaviour Management Framework

Behaviour Level	Demonstrated by	Consequences or Rewards	Person / People Responsible
Gold (leadership)	Behaviour that may warrant a move to Gold: <ul style="list-style-type: none"> ● Displaying Silver level behaviours ● Taking on a formal leadership role ● Doing at least 2 service activities ● Consistently displays humility and initiative 	<ul style="list-style-type: none"> ● Eligible for end of Term reward activity ● Attending events as a representative of the College ● Enrolled in student leadership events external to the College ● Letter of commendation ● Gold level certificate 	Principal
Silver (leadership)	Behaviour that may warrant a move to Silver: <ul style="list-style-type: none"> ● Displaying Bronze level behaviours ● Taking on a formal leadership role ● Doing at least 2 service activities ● Consistently displays humility and initiative 	<ul style="list-style-type: none"> ● Eligible for end of Term reward activity ● Attending events as a representative of the College ● Enrolled in a formal student leadership course 'Learning Leadership' ● Letter of commendation ● Gold level certificate 	Head of Primary Head of Secondary
Bronze (leadership)	Behaviour that may warrant a move to Bronze: <ul style="list-style-type: none"> ● Supporting the teacher or staff member with general tasks ● Showing kindness to all students ● Helping a new student ● Doing at least 1 service activity 	<ul style="list-style-type: none"> ● Eligible for end of Term reward activity ● Letter of commendation ● Bronze level certificate 	Head of Primary Head of Secondary
Blue Expected level of conduct	<ul style="list-style-type: none"> ● Being at class on time ● Having all learning materials ready for class ● Basic courtesy and kindness towards staff and students ● Not engaging in any disruptive, rude, intolerable, or bullying behaviour 	<ul style="list-style-type: none"> ● This is the expected conduct of a Wisdom College student. 	Student
Yellow (monitoring)	Behaviour that may warrant a move to Yellow: <ul style="list-style-type: none"> ● Littering ● Being dishonest ● Disrespect towards a staff member ● Not following instructions ● Disruptive conduct ● Repeatedly calling out ● Teasing ● Repeated failure to complete homework ● Not submitting a draft in by due date 	May include: <ul style="list-style-type: none"> ● Redirection of behaviour by teacher or staff member ● Sent to RTC ● Phone call or email to parents ● Given service to complete – ie litter duty ● Cannot attend Friday Rewards 	Teacher or staff member on playground duty Behaviour is recorded on TASS
Orange (restricted)	Behaviour that may warrant a move to Orange: <ul style="list-style-type: none"> ● Fighting – verbal ● Spitting ● Pushing, shoving, tripping ● Wilful damage of property ● Derogatory or racist comments ● Bullying ● Persistent 'Yellow' misbehaviours ● Threatening other students ● Leaving College grounds 	May include: <ul style="list-style-type: none"> ● Restorative justice meeting ● Meeting with parents ● Student is placed onto a behaviour card for one week ● Internal suspension for 1 to 3 days ● Removal from normal timetabled break times ● Given service to complete – ie litter duty ● Cannot attend Friday Rewards 	Head of Primary Head of Secondary

Red (at risk)	Behaviour that may warrant a move to Red: <ul style="list-style-type: none"> ● Using or possessing dangerous implements ● Abusing, swearing at a staff member ● Threatening staff ● Repeated 'Orange' level misbehaviours ● Possession or use of drugs, tobacco, alcohol, vapes 	May include: <ul style="list-style-type: none"> ● External suspension of up to 5 days ● Cancellation of enrolment (expulsion) ● Cannot attend Friday Rewards 	Principal
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Wisdom College Behaviour Management Framework

The Responsible Thinking Process and various strategies provided are all largely teacher driven. This framework provides an overall review of expected behaviours and consequences for poor behaviours. It also provides a structure to reward positive behaviour and to promote leadership.

How do students move up or down?

The student diary is the key piece of communication and in monitoring behaviour. Teachers will record positive and negative incidents in the diary.

In Primary School this will be managed by the core classroom teacher.

In Secondary School this will be managed by the care class teacher.

The SWT (Student Wellbeing Team) decides which students move from Blue to Bronze, Silver, Gold. This is done on the recommendation of the Primary core classroom teacher, or the Secondary care class teacher. Evidence of meeting the criteria will be required.

The Head of Primary and Head of Secondary manage the movement of a student from Blue to Yellow, Orange, Red.

RTC – Responsible Thinking Centre

This room is staffed every lunchtime break – second break.

Students who are on Yellow, Orange or Red level spend their time in the RTC during send break.

Whilst in the room they complete the Responsible Thinking Process questions. They also complete other school work – assessment, study, homework.