



Behaviour Management Policy

CRICOS Provider Name: Christian Resource Ministries Incorporated | Provider Code: 01894D
Primary Years P – 6 Course Code: 030389C | Secondary Years 7 – 12 Code: 046659K

Consistent cultures of excellent behaviour management

Attention to “Behaviour Management” is a key to training in righteousness, which is what Jesus calls us to, and for those who follow Christ, righteousness is part of our true identity. We, however, do not always walk in this identity. At Christway College, Behaviour Management is really belief management. Who do we believe Christ has made us to be? Light, salt, lovers of God, self and others, holy, growing in the fruit of the Spirit, self-disciplined. Poor behaviour forms habits that pull students away from being who Christ calls them to be. Behaviour management at Christway seeks to speak to the child’s potential rather than their performance, not to ‘call them out’ but to ‘call them up’ to who they were created to be.

Consistency lies in the behaviour of adults and not simply in the application of procedure. Students thrive on predictability therefore rules must be enforced consistently. Teachers need to develop consistent routines and habits particularly because students watch you all the time. They notice when behaviour is ignored, and when you follow through. They learn more from what you consistently do than from what you say. The key is to develop a consistency that ripples through every interaction on behaviour. When learners feel treated as valued individuals, they respect adults and accept their authority.

Behaviour is Taught

We recognise that excellent behaviour is not accidental; it is taught, practiced, and maintained through clarity, consistency, and care. It thrives in a culture where adults lead with calm authority and unwavering expectations, and where students understand what is required and why.

All staff

- Meet and greet at the door.
- Refer to ‘Ready, Respectful, Responsive’
- Model and teach positive behaviours and build relationships.
- Create clear routines with high expectations, and consequences that allow students to thrive and feel safe.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Believe that every child can learn to behave well. Behaviour is not fixed. It can and must change, and we will support students in doing so.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the ‘buck stops here’



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Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess college wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

Managing behaviour in Classroom/teaching spaces

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following steps for dealing with poor conduct.

1. The reminder

A reminder of the expectations for learners Ready, Respectful, Responsive delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

2. The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

3. Scripted Intervention

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequence of their action is. (That they will be removed from the room if they choose not to comply at this point) Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next.

If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.

4. Removal

If the step above is unsuccessful then the learner will be asked to leave the room. A school leader will escort the learner to a workspace outside the teaching room. The student will now need to attend an after school Restorative Meeting. The student's parent will be informed of the date the meeting will take place. On the rare occasion that a student refuses to comply with the 'removal' parents will be contacted to collect the child. This will constitute a suspension from school.



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5. Restorative Meeting

To ensure that all students are ready to return to their classroom following a lesson removal, students need to attend compulsory after-school restorative meetings with their teacher. These will take place for approximately 15 minutes. If a student is required to attend, they will be notified whilst they are being removed from their lesson and parents/carers will be notified.

Students will report to the meeting room at 3.30 pm where they will wait in silence for the member of staff whose lesson they disrupted. The member of staff will talk with the student, supported by a school leader to ensure the student understands the importance of their choices.

If a student has been asked to attend an after-school restorative meeting and chooses not to attend, the following will happen: A school leader will notify parents that their child has not attended. Parents will need to contact their child immediately and encourage them to attend their meeting for the required time. If a student does not attend their restorative meeting for the required time, or if their restorative meeting is unsuccessful, parents will need to attend a meeting with their child and a school leader, before the student is allowed back into school.

Primary Students

Primary teachers will follow the same process. Primary students may be required to spend time in another classroom when they are required to leave the room, or they may spend some time with a member of the Primary Leadership Team. A short, informal conversation will be held with the parents (and the student in attendance) to inform them of the removal from a classroom and to discuss strategies for improvement.

Consistencies

- 1 Meet and greet at the door.
- 2 Model positive behaviours and build relationships.
- 3 Plan lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.
- 5 Refer to 'Ready, Respectful, Responsive' in all conversations about behaviour.
- 6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are behaving badly.

Steps	Actions
1) Reminder	A reminder of our three simple rules: Ready, Respectful, Responsive delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
3) Scripted intervention	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At CCK, we... (refer to the 3 school rules – ready, respectful and responsive)



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	<ul style="list-style-type: none">• Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?• Thank you for listening... then give the child some 'take up' time.
4) Removal	School Leader is called to remove the student from the classroom. Student completes work in another area/classroom and is not allowed to return to the class/subject until a restorative conversation with the teacher has taken place. Recorded on Compass and parents informed.
5) Restorative Meeting	5 questions are usually enough from the following: <ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought since?• How did this make people feel?• Who has been affected?• How have they been affected?• What should we do to put things right?• How can we do things differently in the future? (Key questions in bold)
6) Consequences	If a student has three or more incidents in a Term requiring Removal, they will be placed on a Behaviour Plan and will have weekly monitoring meetings to discuss their behaviour (with the Head of Primary/ Secondary). If the behaviour does not improve the student may be placed on conditional enrolment or their enrolment may be paused. As a last resort they may be expelled.

A serious breach is an incident that may lead to a suspension/expulsion. All serious behaviour matters must be referred *immediately* to the Campus Principal or Executive Principal.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking another student or adult
- Being rude and defiant towards adults and children
- Disruptive behaviour which stops other children from learning
- Presents a danger (actual, perceived, or threatened) to the health, safety, or wellbeing of any person
- Causing significant damage to or destruction of property
- Committing or attempting to commit theft of property
- Possessing, using, or selling illicit substances or weapons
- Failing to comply with reasonable instructions from staff, posing a danger to health, safety, or wellbeing
- Engaging in behaviour that vilifies, defames, degrades, or humiliates another person based on protected attributes
- Consistently behaving in a manner that interferes with the wellbeing, safety, or educational opportunities of other students

Christway College does not permit the use of corporal punishment.