# Behaviour Guidelines

OCTOBER 2023

# Introduction

At Canberra Christian School (CCS) we believe that creating a positive and respectful learning environment is essential for the growth and development of our students. To ensure a safe and inclusive space for everyone, we have established a set of behaviour guidelines.

These guidelines serve as a foundation for fostering a respectful, responsible, and caring community within our school. These guidelines apply to all students, teachers, staff, and visitors, and aim to promote a harmonious and conducive learning atmosphere.

The guidelines are constructed in alignment with our school character traits and restorative practice principles.

# Behaviour Expectations @ CCS

Our School behaviour Expectations

At CCS, we believe that creating a set of behaviour expectations is crucial for fostering a positive and respectful learning environment. The expectations are broken down into five key areas to ensure clarity and consistency in our school community.

1.  **Respect:** We value respect for oneself, others, and the environment. Students are expected to treat each other with kindness, empathy, and appreciation, while also being mindful of their surroundings.

2.  **Responsibility:** We emphasize the importance of taking responsibility for one's actions and choices. Students are encouraged to be accountable for their behaviour, attend classes punctually, complete tasks on time, and contribute positively to the learning environment.

3.  **Integrity:** We uphold the principles of honesty, trustworthiness, and ethical behaviour. Students are expected to act with integrity, demonstrate honesty in their academic work, and show respect for the rights and property of others.

4.  **Cooperation:** We value collaboration and teamwork. Students are encouraged to work together, support one another, and contribute positively to group activities and discussions.

5.  **Safety:** We prioritize the safety and well-being of all members of our school community. Students are expected to adhere to safety guidelines, report any concerns promptly, and maintain a secure and inclusive environment.

We believe that by following these behaviour expectations guidelines, our students will not only thrive academically but also develop essential skills and character traits that will prepare them for success in the future.

# Behaviour Expectations at CCS

| | Respect | Responsibility | Safety | Attitude |
|---|---|---|---|---|
| **Class** | I ask for permission to leave the room<br>I use respectful language and actions<br>I respect others opportunity to learn<br>I am on time so I do not disrupt the class schedule | I look after all property<br>I bring the things I need to school<br>I have a go at all activities | I keep my hands and feet to myself<br>I use equipment safely<br>I move safely in the classroom | I listen to my peers and teachers<br>I come into the classroom ready for learning<br>I take pride in my work<br>I will think before I speak and act to show others respect in my interactions |
| **Playground** | I agree on rules before I start playing<br>I respect that "no means no"<br>I keep my environment clean | I role model to show younger students how to play<br>I return equipment when I am done<br>I return to the classroom when the bell rings<br>I use the tap and bubblers appropriately | I share and use play equipment safely<br>I keep my hands and feet to myself<br>I wear my hat safely | I try to include everybody in friendship play<br>I accept warnings and consequences<br>I show good sportsmanship |
| **Toilet** | I don't play in the toilet<br>I am respectful of others' privacy<br>I use taps, lights and toilet seats for their intended use | I clean up after myself<br>I use toilet paper appropriately<br>I tell a teacher if there is something wrong | I always wash my hands with soap<br>I walk through the toilet doors responsibly to respect others entering and exiting | I travel to the bathroom with fast feet<br>I return to class quickly |
| **Chapel** | I use whole body listening<br>I raise my hands to ensure everyone has a turn to speak<br>I walk carefully up and down the stage so everyone can be safe | I participate in Chapel activities sensibly<br>I lead singing with enthusiasm and self control – standing in one spot – so everyone can be seen | I sit and stay with my class<br>I keep my hands and feet to myself<br>I make sure a clear walkway from the door to the stage is available so everyone is safe | I show pride when participating in Chapel<br>I encourage others to participate<br>I walk quietly and orderly in class lines from the classroom to chapel and sit in our lines to show the speaker we are ready to listen |

# Behaviour Expectations at CCS

| | Respect | Responsibility | Safety | Attitude |
|---|---|---|---|---|
| Hallway & Verandah | I use quiet feet and voices<br>I keep my hands and feet off the walls<br>I keep to the left when I walk through narrow spaces | I keep the walkways clear<br>I play in the right areas<br>I use walkways as opposed to 'short cut' methods | I keep my belongings in my zipped-up bag<br>I walk on hard surfaces | I give way to others |
| Pick Up | I respond to my name and move with fast feet<br>I am mindful of those around me<br>I say excuse me when moving around | I have all my belongings to take home<br>I use an inside voice | I keep my hands and feet to myself<br>I keep my bag zipped up | I use whole body listening and follow instructions |
| Technology | I use respectful language<br>I follow instructions | I use my own log-in details only and I log-out after use<br>I follow the ICT contract | I use two clean hands<br>I am seated when I use technology | I stay on task |
| Excursions & Camps | I use my manners and listen to whomever is speaking<br>I am sensitive to the noise level when on excursions | I take responsibility for protecting the environment we visit and keeping it clean | I always stay with the group unless otherwise instructed<br>I listen carefully to all instructions for activities | I represent my school with pride on all excursions/camps |

# Positive Reinforcement

"BE KIND TO ONE ANOTHER, TENDERHEARTED, FORGIVING ONE ANOTHER." EPHESIANS 4:32

**Positive Reinforcement**
Positive reinforcement is used in a variety of ways throughout the school and can be planned or spontaneous.

**In Class**
Teaching staff regularly affirm student's positive behaviour choices and implement their own class reward system to recognise and affirm positive choices.

**Whole School**
Every year the school implements and award/merits system based on the schools theme to assist with school positive reinforcement of behaviour. Teachers will aim to award each child in their class throughout a semester based on the CCS Character Traits or any other reason that the teacher sees valuable to recognise.

# Negative Behaviours

"THEY ARE PLANTED IN THE HOUSE OF THE LORD; THEY FLOURISH IN THE COURTS OF OUR GOD." PSALMS 92:13

**Negative behaviours**

As we strive to create a positive and inclusive learning environment at CCS we aim to have a consistent approach when addressing negative behaviours across the grades both in the classroom and in the playground. This helps foster a sense of responsibility and accountability among our students.

To effectively address negative behaviours, we have implemented a restorative step process that includes both minor and major behaviours (outlined below).

At CCS we understand the importance of teaching our students about the consequences of their actions while also providing opportunities for growth and learning.

| Minor Consequences | Minor Behaviours | Major Behaviours | Major Consequences |
|---|---|---|---|
| **Step 1: Expectation reminder**<br>• Teacher to investigate further (ask questions about the behaviour, is there something else happening)<br>• Encouragement to follow through with a positive behaviour<br>• Students given a choice to encourage the correct behaviour<br>• If behaviour stops then steps end here.<br><br>**Step 2: Restorative discussion**<br>• Teacher records name (post-it note) and lets student know that a discussion will be had in the next break (restorative chat reminder)<br><br>**Step 3: Change of environment/community service**<br>• Classroom issue: given time in another class (another classroom – student dependent)<br>• Playground issue: 5-10 minutes natural consequence or community service<br>• Teacher puts SEQTA notes in and contacts parents via Seesaw<br><br>**Step 4: Make a restorative plan**<br>• Student works with Wellbeing Officer/Chaplain to reflect and make plans for restorative approach moving forward<br>• Teacher puts SEQTA notes in and contacts parents via Seesaw<br><br>**Minor behaviour (Steps 1-4) may be escalated to major behaviour if required** | • Being mean on purpose<br>• Speaking with disrespect<br>• Inappropriate physical contact<br>• Not prepared for class – e.g. late to class<br>• Disrespect of belongings, resources and equipment<br>• Running in the classroom<br>• Failure to follow instructions<br>• Continual class disruption<br>• Inappropriate language and actions<br>• Unfair play and poor sportsmanship<br>• Excluding others<br>• Spitting<br>• Not returning equipment<br>• Climbing fences<br>• Out of bounds<br>• Littering<br>• Food sharing<br>• Dishonesty | • Profanity – such as swearing, name calling, verbal aggression<br>• Willful destroying and damaging property<br>• Bullying - repeated intentional targeting of another student<br>• Physical fighting<br>• Aggressive behaviour towards others<br>• Repeated minor behaviours<br>• Misuse of electronic equipment<br>• Lying, cheating<br>• Plagiarism<br>• Inappropriate sexualised touching, exposing and objectification<br>• Stealing<br>• Leaving school property without permission | **Step 1: Classroom or duty teacher addresses the immediate issue.**<br>• Teacher gets context/the full story from all parties involved<br>• If no further action required; issue resolved.<br>• If a Major Behaviour is identified/confirmed the consequences are escalated to step 2<br><br>**Step 2: Immediate class/playground removal -> Deputy or Principal to collect student**<br>• Classroom teacher records notes about behaviour in SEQTA<br>• Classroom teacher shares their understanding of the issue with Deputy/Principal<br><br>**Step 3: Deputy/Principal investigation**<br>• Deputy/Principal investigates all elements of situation and discusses with all relevant parties<br>• Deputy/Principal works with all parties involved to create a restorative consequence and plan. This may include such things as a parent/teacher conference, behaviour contract, etc.<br>• Parents contacted & informed of restorative consequences and plan<br>• Deputy/Principal communicates solution with all relevant parties & steps are documented in SEQTA<br><br>**Step 4: Escalated Consequence**<br>• Escalation of consequences from this point will be done as required and will fall in line with the requirements of the *ACT Education Act 2004.* |

# Behaviour Response Flow Chart