



Growing · Building · Caring

Positive Student Behaviour Policy

POLICY REVIEW

This policy may be reviewed periodically and republished; as applicable. The Principal may issue additional instructions within the policy framework as appropriate. The policy will also be reviewed on an annual basis.

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AMENDMENT		DATE	DESCRIPTION OF AMENDMENT
Page	Version		
ALL	2021.1	02/10/2021	Review and update of plan contents and layout.
7	2022.1	16/05/2022	Explicit addition of vaping, smoking and alcohol possession or use on-campus as high-level inappropriate behaviours.

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Background

The Positive Student Behaviour Policy is designed to create a safe, nurturing and supportive learning community based upon the Biblical notion of Grace, where students take ownership of their behaviour, develop an understanding of their responsibility for their own actions and the effect of their actions on others.

It is the policy of the College to be as positive and sympathetic as possible in approaching the conduct of students. Staff must try to understand the reasons behind a student's behaviour and, where possible, treat or support students through the **causes** of unsatisfactory behaviour. Staff members should expect a high standard of co-operation, conformity to College rules and procedures, and consideration for others from all students.

Goldfields Baptist College implements processes to ensure that the College's physical and online environments meet Child Safe standards at all times.

In following up any inappropriate student choices, the College is committed to prioritising restoration of positive relationships as the most desirable outcome, which is most effectively pursued through sensitive and compassionate pastoral care offered to both the offending and offended parties.

Scope

This policy applies to all staff who interact with students, as well as all students at the College. Through this policy, the College seeks to equip students to take a positive and active role in their learning and accept responsibility for the choices they make. The basis of excellent behaviour management is having care and concern for others at the centre of what is done and why. At the core of positive behaviour is effective, imaginative and engaging teaching.

This policy will be communicated to College staff, and made available to them via SharePoint and Compass.

Policy

1. Definitions

1.1 Behaviour Contract

A formal agreement between the College, an individual student and their parents/carers, which specifies the basis on which a student's enrolment at the College will continue. These are initiated only when students' behaviour has caused their consequences to escalate to the point of suspension.

1.2 Behaviour Plan

An informal agreement between an individual student and the College, which is used to articulate and specify goals for, or outcomes required from, a student's behaviour. These are initiated either by the College or the student, if a student is struggling to manage their behaviours or impulses.

1.3 Bullying

Ongoing or repeated misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause deliberate psychological harm. Dislike or disagreement is not tantamount to bullying, nor is poorly-delivered humour that unintentionally hurts or embarrasses an individual (though this should be followed up with restorative practices). Bullying is not acceptable or permitted under any circumstances at the College.

1.4 Corporal punishment

Any deliberate action taken with the intention of causing physical and/or emotional pain or discomfort. This is not acceptable or permitted under any circumstances at the College.

1.5 Cultural safety

An environment that is safe for people, where there is no assault, challenge or denial of their identity, of who they are or what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning, living and working together, with dignity and true listening. Students are the only people who can determine what is culturally safe for them.

1.6 Inappropriate behaviour

Any behaviour that breaches an individual's relevant Code of Conduct.

2. Guiding Principles

Goldfields Baptist College seeks to maintain a positive learning environment to encourage students and staff to achieve the objectives of a good learning environment and an effective and harmonious workplace. This policy has been developed to assist with each student's development into a balanced, responsible and self-disciplined young man or woman, who is being transformed by the Truth of God's Word, and nurtured and equipped to take his or her place in the community, contributing positively, in order to thrive.

Staff should always look to operate as a team, with a strong team ethic in teaching and learning and behaviour management. They should work effectively, and communicate clearly with, the pastoral care teams and parents/carers, utilising their perspectives, expertise and insights to support the students with whom they work. Good behaviour management will be relevant, consistent and fair in its use of rewards and sanctions. Staff must remember that they can mould or shape behaviour, but cannot control it.

To be effective in their behaviour management of students, staff must ensure that they know the [Grace](#) and [Blessings](#) Systems, and have discussed the department/cluster and College expectations of behaviour. Staff should also be reflective of, and clear on, their own expectations of student behaviour in the classroom, as knowing where their boundaries lie will significantly support staff in articulating those clear and consistent boundaries to their students. Staff must communicate and consistently work towards students' behaviour expectations with grace and patience.

Behaviour management is central to a student's growth and development. Impulse control and self-discipline are integral to how students relate to others in the world around them, and meet the various requirements upon them throughout life. Behaviour management is not simply about getting students to allow staff to do their job. Behaving appropriately is part of students' learning. For this reason, staff should be mindful of clearly articulating their expectations to students, even when they are behaving inappropriately, in order to give students the opportunity for self-correction.

The teacher should always remain the calmest individual in the classroom. They should avoid confrontation/power struggles where possible, and be careful about where and when they choose to take issue with students.

Corporal punishment has no place as a response to behaviour, and is not permitted in any form at Goldfields Baptist College. Other degrading or abusive actions or punishments are also entirely unacceptable.

2.1 Student Code of Conduct

The Student Code of Conduct is the foundation for students' behavioural expectations at Goldfields Baptist College, and is attached in its various age-appropriate forms at Appendices [One](#), [Two](#), [Three](#), [Four](#) and [Five](#). It was developed by students, for students, and is reviewed by them annually, via the Student Leadership bodies, who are informed by feedback from the wider student population. The Student Code of Conduct informs the College's Blessings System and Grace System, which form the College's approach to behaviour management for all students, and form the basis of the positive behaviours which are expected by, and from, students at the College.

The Student Code of Conduct was built on the You Can Do It! Programme, which focusses on the development of confidence, resilience, getting along, organisation and persistence, with a sixth key added for spirit. The 'Six Keys' are the underlying 'Code' for students at the College, which guides and informs the language and approaches used by staff in encouraging positive student behaviour in a manner that is in accordance with the College Mission, as all staff seek to nurture and equip each person for life, to be thriving members of their community.

3. Behaviour Expectations

The College's policy is to promote self-discipline and courtesy in students, so that the College continues to be a 'Christ-centred' community, where care and respect for others is a normal part of the College's culture. Appropriate behaviour management throughout the College achieves

remarkable effects in the attitudes of students. At the same time, Christian courtesy will be stimulated as the foundation of the College spirit.

The College maintains that discipline entails guiding students towards self-control and self-direction; it is not the mere enforcement of a set of rules. The focus of staff at the College, therefore, is not on curbing misbehaviour, but encouraging and promoting constructive and positive behaviour, which is based on the Student Code of Conduct. Constructive discipline is most effectively maintained through warm, friendly and positive student-teacher relationships, but is undermined by consequences issued as an expression of power, power struggles, arbitrary, or inconsistent consequences, or those imposed without warning or explanation.

College staff are, by way of their vocation, role models for their students. It is important, therefore, that their modelling is constructive and growth-promoting. Students will set their standards of behaviour and attitudes in accordance with staff member expectations. These expectations are communicated most effectively through the way teachers interact with students and other staff, through their dress, responses to problem-solving and the way teachers accept responsibility.

Discipline structures must recognise that the development of self-discipline within a student is of primary importance. However, if a student indicates through their continued unacceptable behaviour that self-discipline has not been attained, it then becomes the staff members' role to encourage this self-discipline or, if necessary, to impose consequences. The Positive Student Behaviour Policy at the College aims to be one where rules are clear, sensible and firm, with an emphasis on consequences, reflection and subsequent growth, rather than punishment, and where the ultimate aims are for a positive learning environment and thriving community. A constructive, consistent and fair approach should be maintained at all times, focussed on producing self-control.

It is totally unacceptable for staff to use impolite, uncivil language or reprimands that reflect on a student's parents, home, race or his/her previous or present teachers. Instead, good discipline practices require staff to maintain a number of attributes, with some of the most important being:

- Consistency;
- Openness;
- Ability to listen;
- A set of recognisable high standards or values;
- Firmness and fairness;
- Good communication and regular contact with parents;
- Counselling action and follow-up;
- Concern and respect; and
- Positive, pastorally-oriented responses (rather than reactions).

Responses must always be appropriate in terms of the level of severity of discipline in relation to the poor choices made by the student, and the natural consequences of their actions.

3.1 Examples of Inappropriate Student Behaviour

3.1.1 Low-level inappropriate behaviours

- Disruptive behaviour in class (this may become frequent, which will naturally lead to higher levels of consequence through the [Grace System](#));
- Low-risk unsafe behaviour;
- Littering;
- Low-level swearing;
- Low-level teasing (this may become frequent, which will naturally lead to higher levels of consequence through the [Grace System](#));
- Disrespect or insolence;
- Inappropriate use of equipment or possessions; and
- Out of bounds (minor issues).

3.1.2 Medium-level inappropriate behaviours

- Property abuse, which results in low-level damage;
- Truancy a class, while remaining on College grounds (e.g. spending excessive periods of time in the toilets to avoid attending a class);
- Offensive language or behaviour (this may become frequent, which will naturally lead to higher levels of consequence through the [Grace System](#));

- Physical bullying at a moderate level;
- Unsafe behaviour that poses a moderate risk to student safety;
- Theft at a moderate level;
- Refusing a direct instruction from a member of the College Leadership Team; and
- Repeated inappropriate behaviour in class.

3.1.3 High-level inappropriate behaviours

- Personal drug use with legal, minor drugs;
- Personal use or possession of 'vapes' or related paraphernalia, tobacco or alcohol on-campus;
- Persistent harassment;
- Refusal to follow College rules/policies/requirements;
- Serious physical assault, which results in injuries to the other individuals;
- Public swearing at students or staff;
- Refusing a direct instruction from a member of the College Executive; and
- A repeat of medium-level inappropriate behaviours.

3.1.4 Extreme inappropriate behaviours

- Illegal drug use or distribution;
- Persistent harassment
- Inability or unwillingness to work with the College; and
- High-level physical, mental, emotional or sexual abuse that is believed to have occurred, as the result of a formal, evidence-based investigation having been conducted (for more information on this process, see the [Concerns, Complaints and Disputes Policy and Procedures](#)).

4. Blessings System

The Blessings System is the College's overarching approach to rewarding and encouraging positive behaviour, learning dispositions and engagement by students. It is versatile enough that it can be used in conjunction with classroom teachers' personal systems of class encouragers, and can be engaged with by all members of College staff – it is not limited to classroom teachers only. The system is built upon six keys, which form personal traits that are key to students' lifelong success.

4.1 The Six Keys

4.1.1 Confidence

The confidence key is yellow and focusses on courage, kindness, positive contributions (to classes, the College, and the wider community) and creativity. Confidence demonstrates the College value of growing, as it encourages students to grow themselves to be effective self-advocates, who are able to make positive change in the community.

4.1.2 Organisation

The organisation key is orange and focusses on being prepared, being punctual, acting with integrity (in learning, social interactions and community engagement) and pursuing self-direction. Organisation demonstrates the College value of growing, as it encourages students to grow themselves in preparation for a structured and self-disciplined future, establishing the foundation to thrive.

4.1.3 Getting Along

The getting along key is green and focusses on being heard, being respectful to others, upholding the Christian ethos at the College, and supporting others. Getting along demonstrates the College value of building, as it encourages students to build the community, so that it (and they) may thrive.

4.1.4 Persistence

The persistence key is purple and focusses on applying feedback, continuing to try, attempting new approaches to achieve success, and problem-solving. Persistence demonstrates the College value of building, as it encourages students to build themselves and the community into stronger and more focussed individuals and teams.

4.1.5 Resilience

The resilience key is red and focusses on taking healthy risks (in learning, social interactions and community engagement), embracing challenges, accepting others and keeping oneself and others safe. Learning in the field of keeping oneself and others safe is supported by the College's engagement with the Keeping Safe: Child Protection Curriculum. Resilience demonstrates the College value of caring, as it encourages students to value themselves and others.

4.1.6 Spirit

The spirit key is pink and focusses on maintaining a growth mindset, being conscientious, remaining motivated and maintaining effort. Spirit demonstrates the College value of caring, as it encourages students to demonstrate care for themselves and others.

4.2 Blessings

Staff are able to give students 'Blessings', as a means of acknowledging and commending their effort, successes, team spirit, positive behaviours, actions, personality strengths and outstanding achievements, etc. These Blessings are small, purple slips that are filled in by staff, with a brief description written on the back, indicating the reason for awarding the Blessing. The Blessing should then be handed to the student, who will deposit it into the appropriate Blessings Box (Primary or Secondary) in the front office. A member of the Administration Team will log the Blessing in Compass, entered as a positive incident against the student's profile, and allocate a House Point to the student's College House.

Because students' Blessings are recorded against their profiles in Compass, this system allows staff to track students' soft-skills development and gather data that reflects each student's personal wellbeing, whilst also allowing them to be visible to parents/carers. As such, this system is most effective when it is utilised as a key element in staff members' behaviour management techniques repertoire.

Blessings are collected in the Primary and Secondary Blessings Boxes for the duration of each College term. At the conclusion of each term, the physical Blessings are discarded, though the Compass records are maintained with students' electronic profile information.

4.3 Blessing Awards and Prizes

4.3.1 GBSee Award

The GBSee Award is intended to 'see' and recognise those students who are consistent and steadfast in quietly making positive choices, who often go unnoticed, ensuring that these students do not miss out on the recognition that they deserve, purely on the basis of being quiet or unassuming.

The GBSee Award is presented to any student who, in the course of a single College term, maintains attendance at or above 93%, and who receives no [negative level adjustments](#). Recipients are awarded a certificate and receive five bonus Blessings for that College term, which can significantly support students in attaining the Bronze, Silver or Gold Blessing Awards for that particular term.

4.3.2 Bronze Blessing Award

Students who receive and enter a minimum of six Blessings in a single College term are awarded the Bronze Blessing Award. Recipients receive an additional six points for their House, a certificate, a small prize, and their name is displayed on the Blessing Awards Honour Roll in the Administration foyer.

4.3.3 Silver Blessing Award

Students who receive and enter a minimum of eight Blessings in a single term are awarded the Silver Blessing Award. Recipients receive an additional eight points for their House, a certificate, a small prize, and their name is displayed on the Blessing Awards Honour Roll in the Administration foyer.

4.3.4 Gold Blessing Award

Students who receive and enter a minimum of ten Blessings in a single term are awarded the Gold Blessing Award. Recipients receive an additional ten points for their House, a certificate, a dedicated recess in their honour, in the Staff Room, with the College Principal, and their name is displayed on the Blessing Awards Honour Roll in the Administration foyer.

4.3.5 Platinum Blessing Award

Students who receive at least two Gold Blessing Awards and one GBSee Award in a single academic year will be awarded the Platinum Blessing Award. They receive an additional 30 points for their House, a framed certificate, a pin to wear with their College formal uniform, a lunch with the College staff in their honour, and their name will be displayed on the Blessing Awards Honour Roll in the Administration foyer.

4.3.6 College Assembly Recognition and Prizes

Students are acknowledged and commended at assemblies for their positive efforts at the College. While Primary students receive merit certificates at assemblies, in addition to Blessing and GBSee Award certificates, Secondary students will generally only receive GBSee and Blessing Award certificates during Secondary student meetings. Both Primary and Secondary students also hold a Blessings draw during assemblies, at which two Blessings are drawn at each fortnightly assembly/Secondary student meeting to be awarded with a \$10 College Canteen voucher each. Primary and Secondary each also hold a further draw in the final assembly/meeting of each term, at which the winner of the draw will receive one child/concession and one adult movie ticket, which includes movie entry, a small popcorn and a small drink.

5. Grace System

The Grace System is the College's overarching approach to responding to, and correcting, negative behaviour in students. It is versatile enough that it can be used both in and outside the classroom, and can be engaged with by all members of College staff – it is not limited to classroom teachers only. The Grace System is built upon utilising student choice to guide an escalating system of consequences, and emphasises the importance of showing grace in staff interactions with students, by allowing multiple opportunities for students to understand the impact of their choices and to correct poor decision-making. It is essential that restorative practice and pastoral care are the focus of the Grace System; it is not a system intended for punitive consequence but has, at its core, the interests of nurturing and equipping students to thrive throughout their lives.

5.1 Process/procedure

In response to negative choices being made by students, staff members are expected to respond appropriately, in accordance with the student's age, specific needs and context. Staff responses may be in the form of a verbal warning; a brief time out; writing their name on the board, followed by a tick; or other appropriate response. In gauging an appropriate response, staff must be mindful of clearly articulating the inappropriateness of the student's behaviour, and be sure that the student understands they are being warned for inappropriate choices. If, for example, a student does not interpret the use of a proximity warning as such, they can be highly affronted at receiving a consequence/escalation, without being given a warning.

If the student makes further inappropriate choices, the staff member should log an Incident in Compass, using the relevant 'Negative Behaviour' template on the student's Chronicle. As a result of an Incident being entered, a House point will be deducted from the offending student's House, and their parents will receive a Compass notification to alert them to the Incident's entry. The student will have a negative level adjustment on their Chronicle, as a result of the Incident being entered, which can be seen on their Chronicle's summary graph.

Should students make further negative choices, they are to receive another Incident, a further House Point deduction (and negative level adjustment), and the staff member creating the Incident should contact the student's parents. Staff members must be mindful that parents may see the Chronicle entry immediately upon saving so, if it is a significant issue that they are logging, staff should make parent contact prior to saving the Incident in Compass. Following parent contact, a summary of the discussion/details of the telephone call should be recorded in the 'Follow Up Comments' of the Incident.

If students make further negative choices, they will have another Incident logged and receive a [lunchtime detention](#), with parents contacted. This process, from first Incident to detention is then repeated a second and third time, though – on the third round – staff members refer the matter to the Primary or Secondary Team Leader, as appropriate, and an [after-school detention](#) is issued in place of a third lunchtime detention. If this process is repeated a fourth time, students are referred to the Deputy Principal to receive a [Saturday detention](#), and escalate to [suspension](#) if the process is repeated again. This process is mapped out in the flow chart in [Appendix Six](#).

All use of the Grace System, including notes on parent interactions and conversations, must be documented in Compass, in their relevant and appropriate modules.

For further details regarding how these processes and procedures are to be followed by staff, including the appropriate use of Compass, please see the [Staff Handbook](#).

5.2 Student Consequences

5.2.1 Primary 'Buddy Class' system

If Primary students receive an Incident in the classroom and still do not respond to the classroom teacher, they can be buddied out to the Early Childhood Co-Ordinator's, or Primary Team Leader's classroom. In doing so, the teacher must prepare work and call the relevant Leadership Team member **prior** to sending the student/s.

Upon reaching their Buddy Class, students will be asked some reflective questions by the Leadership Team member, and then allocated to an area within the Leadership Team member's classroom to complete their assigned work. When students have had adequate time to calm down and return to a more positive frame of mind, they can be sent/escorted back to their classroom. Any consequences that have been assigned by the classroom teacher will remain, following the student being sent to the Buddy Class.

For further details regarding how these processes and procedures are to be followed by staff, including the allocated Buddy Classes, please see the [Staff Handbook](#).

5.2.2 Student removal from the classroom

If students are disrupting the learning of others and not responding to Incidents, they can be removed from the room. If students continue to disrupt a class after escalating to a detention, they will be given a final, very stern warning by the classroom teacher, in which the next step **must** be articulated (that they will be removed from the classroom if they do not follow the instructions they have been issued). If a student continues to disrupt a lesson after receiving their final warning, the classroom teacher should call Administration to have the student escorted from the classroom by the Deputy Principal, or another member of the Leadership Team, should the Deputy be unavailable.

Students who are removed from class will complete some reflective questions with the Deputy Principal, or their delegate, and will discuss ways that restoration can and should take place with the classroom teacher, prior to their re-entry into the class. In most cases, this will be through a verbal/written apology from the student to the teacher. It is also explained to the student that the consequences issued by the teacher (e.g. the issued detention) will still be required of the student, and further consequences are at the discretion of the Deputy Principal, though the necessity for classroom removal will generally result in further Incident/level escalation.

For further details regarding how these processes and procedures are to be followed by staff, including an example of how to give a final warning, please see the [Staff Handbook](#).

5.2.3 Detentions

Student detentions should not be seen as punitive; they are to be used as tools for student reflection and growth, and to facilitate restoration, following an incident of poor decision-making.

5.2.3.1 Lunchtime detentions

When students are issued with a lunchtime detention, they are required to complete a Detention Reflection Sheet. These documents prompt students to reflect on the reasons for, and impact of, their actions. Depending on the age and specific needs of students, their teacher/detention supervisor should offer them assistance and support to extend their reflections beyond tokenistic or dismissive answers. If students do not show appropriate levels of reflection or willingness to engage with the process, they should be scheduled to attend a supplementary detention, referred to a member of the College Leadership Team/an allocated mentor for further support and conversation, or be escalated further through the Grace System for defiance.

For further details regarding how student detentions should be conducted, please see the [Primary Student Detentions Procedure](#) and the [Secondary Student Detentions Procedure](#).

5.2.3.2 After-School Detentions

After-school detentions are issued and managed by the relevant Team Leader, and will run on an afternoon agreed-on by the Team Leader and the student's parents/carers. These detentions run from five minutes following the end-of-day bell until 4:00pm. During an after-school detention, students are required to complete a more thorough Detention Reflection Sheet, which is completed with significant support and mentoring from the Team Leader overseeing the detention. The Team Leader will talk to the student about additional support measures that may benefit them further, such as the implementation of a Behaviour Plan, to assist them to make more positive behaviour choices in the future.

For further details regarding how student detentions should be conducted, please see the [Primary Student Detentions Procedure](#) and the [Secondary Student Detentions Procedure](#).

5.2.3.3 Saturday Detentions

Saturday detentions are issued and managed by the Deputy Principal and will run on a Saturday morning or afternoon, agreed-upon by the Deputy Principal and the student's parents/carers. Saturday detentions run from either 9:00am until 12:00pm, or from 12:00pm until 3:00pm, and are conducted with at least two members of staff, usually the Deputy Principal and College Principal.

At a Saturday detention, the student will first work through the Detention Reflection Sheet questions with the Deputy Principal, discussing each of the questions one-to-one, to allow for a deeper level of reflection through the Deputy's use of probing questions and prompts. Following this period of reflection, the student will complete some service-learning work at the College alongside the Principal and Deputy. This creates an opportunity for the student to 'give back' to the College, as well as learning the intrinsic rewards in serving others. This doubles as an opportunity for the Principal and Deputy to talk with the student whilst busy, discussing challenges, setting goals and gaining insight into their general wellbeing, needs and strengths. These insights will assist the Deputy Principal in formulating a Behaviour Plan for the student, which they must be placed on, from their return to school, following their Saturday detention.

For further details regarding how student detentions should be conducted, please see the [Primary Student Detentions Procedure](#) and the [Secondary Student Detentions Procedure](#).

5.2.4 Behaviour Plans

Behaviour Plans are agreements between a student and the College, regarding the standard of behaviour, or areas of behavioural focus, that a student is endeavouring to improve. Behaviour Plans can be student- or staff-initiated, and can be open-ended or operating within a deadline. Behaviour Plans that are student-initiated can be commenced and concluded at the student's discretion, though Plans that are staff-initiated will only end at the agreement of the student and staff. Students may request to conclude a staff-initiated Plan, though the staff member who initiated the Plan may negotiate a certain standard of behaviour being demonstrated prior to ending the Plan.

Behaviour Plans generally feature areas of behaviour for the student to focus on, setting an articulated standard for them to measure their performance by, with incentives that are generally linked to the Blessings System, tied into the Plan. At the end of each lesson, students present their College Diary (with the Behaviour Plan attached inside the front cover) to their teacher, in order to be awarded a grade for their performance in that lesson against the goals/standard articulated in their Plan. This provides students with period-by-period feedback, encouragement and motivation to persevere with their efforts. Students meet weekly with the Deputy Principal or Team Leader whilst on a Behaviour Plan, and may also nominate a safe staff member/mentor who they would like to meet with regularly as a support person.

5.2.5 Behaviour Contracts

Behaviour Contracts are formal agreements between the College, a student and their parents, regarding the terms on which a student's enrolment may continue at the College, following extreme or repetitive behavioural issues. Although the agreement within a Behaviour Contract supersedes the Grace System, its terms follow the progression of the Grace System, with breaches of the Contract escalating the student's consequences further.

A Behaviour Contract is entered into compulsorily, following a student suspension, and is structured in a similar manner to the Behaviour Plan, however rather than being attached to the student's College Diary, the Behaviour Contract is a standalone document that is printed and bound, with a minimum term of six weeks. The terms of a Behaviour Contract, and the feedback provided, will be tailored to the individual student and their needs, and will feature highly achievable, measurable goals, as well as support mechanisms and structures, and mentoring measures that have been established for the student.

Behaviour Contracts printed on orange paper indicate the student is at internal-suspension levels (-15/-16), while Behaviour Contracts that are printed on red paper indicate the student is at external-suspension/College-exclusion levels.

5.2.6 Suspensions

Suspension is an opportunity for students to reflect upon their choices, and on their needs for further support measures or guidance, away from the temptations and distractions naturally inherent in the classroom. Suspension also gives the College, and the student, opportunity to prepare for more effective measures to be established upon their return to the classroom.

5.2.6.1 Internal suspension

Internal suspensions are issued by members of the College Senior Leadership Team (Team Leaders, Deputy Principal or Principal) and are carried out within the isolation cubicles in the Administration building. Students who are given an internal suspension have demonstrated extreme or repetitive inappropriate behaviours, or behaviour that poses a risk to students and/or staff. They are therefore removed from the classroom and their peers for a period determined by members of the College Senior Leadership Team.

Internal suspension gives the College an opportunity to engage with the student one-to-one to complete reflections on their choices (generally conducted with the College Chaplain or Senior Leadership Team), and develop a meaningful Behaviour Contract that is relevant and helpful to the student. When informing a student's parents/carers of their child's suspension, the Deputy Principal should also arrange the parent's/carer's attendance at a reintegration meeting, in order to facilitate the student's return to their classes at the conclusion of their suspension, and for all parties to agree to, and sign, the student's Behaviour Contract. At this reintegration meeting, the seriousness of the student's position must be stressed to their parents/carers and themselves.

5.2.6.2 External suspension

External suspensions are issued by either the Deputy Principal or the College Principal, and are given to students who have demonstrated extreme or repetitive inappropriate behaviours, or behaviour that poses a high level of risk to students or staff. Parents must be notified of their child's external suspension via a telephone call that explains the reasons, nature and purpose of the suspension. During this telephone call, the time and date for the student's reintegration meeting must also be established. It should be noted that a student cannot return to the College until a reintegration meeting has taken place. The telephone call must then be followed up by a formal letter, which notifies parents/carers of the reasons, nature and purpose of their child's suspension, as well as the details of the reintegration meeting.

During the student's external suspension, their Behaviour Contract will either be reviewed or created, with changes/terms discussed, modified, agreed upon and signed during the student's reintegration meeting. The seriousness of the student's position must be stressed to their parents/carers and themselves.

5.2.6.3 Actions that can potentially lead to immediate escalation to suspension

Students who demonstrate [high-level inappropriate behaviours](#) can be immediately escalated to suspension, irrespective of their position or placement on the Grace System. In addition to those outlined, the following behaviour can also lead to immediate suspension:

- Intentional and/or malicious damage to, or destruction of, College property;
- Intentional and/or malicious damage to, or destruction of, others' property;
- A physically violent altercation at the College, or on a College-related event;
- Intentionally inciting or enticing a physically violent altercation at the College, or on a College-related event – this can include inciting physical violence via social media; and/or

- Intentionally behaving in a physically or sexually threatening manner.

The above should not be read as an exhaustive list, nor should it be read as a directive for student suspension. Each matter should be assessed individually, following an investigation into any complaints or allegations of students' behaviour, in accordance with the **Concerns, Complaints and Disputes Policy and Procedures**, and each student's need for compassionate and sensitive pastoral care, dependent on their circumstances.

5.2.7 School exclusion

Exclusion from the College is very rarely resorted to at Goldfields Baptist College. It is not a favourable decision to reach, as it inherently prevents restoration from being achieved, as it is, by its nature, more likely to fracture and separate relationships than restore them.

School exclusion can only be decided upon by the College Principal, with consultation and approval from the Chair of the College Board. In communicating a school exclusion to a student and their parents/carers, they must be asked to attend a meeting with the Principal and Deputy Principal in-person, where the complaints/allegations, investigation carried out and findings are communicated clearly, and the necessity for school exclusion sensitively and compassionately explained. The Principal should make every effort to emphasise the student's strengths and positive traits that have been identified during their period of enrolment at the College, and encourage them to focus on those strengths in moving on to the next chapter of their lives, so that they might strive towards their potential. The parents/carers must also be provided with a formal letter informing them of the complaints/allegations, investigation carried out, findings and consequential exclusion.

If the student and their parents/carers wish to move onto the College campus to collect and remove the student's belongings, they must be escorted into and out of the College.

5.2.7.1 Actions that can potentially lead to immediate escalation to school exclusion

Students who demonstrate **extreme inappropriate behaviours** can be immediately escalated to exclusion, irrespective of their position or placement on the Grace System. In addition to those outlined, the following behaviour can also lead to immediate exclusion:

- Extensive intentional damage to, or destruction of, College property;
- Extensive intentional damage to, or destruction of, others' property;
- A physically violent attack on another individual or individuals at the College, or on a College-related event, which results in significant injury to the other individuals;
- Significant criminal conduct at the College, on a College-related event, or whilst wearing the College uniform;
- Any other intentional and/or malicious behaviour that causes significant personal injury to another individual at the College, on a College-related event, or while wearing the College uniform (personal injury may include significant physical, mental, emotional, sexual or spiritual harm); and/or
- A risk assessment conducted as part of the **Concerns, Complaints and Disputes Policy and Procedures** identifies that the student and/or their parents/carers pose a significant risk to the safety of students and/or staff at the College, and there are no other satisfactory or appropriate controls that can be instigated.

5.2.7.2 Unwillingness to work together with the College

The most common reason for student exclusion from the College is due to an unwillingness on the part of the student or their parents/carers to work with the College. This may be demonstrated in any of the following ways:

- Unwillingness to agree to abide by College policies and/or procedures;
- Repeated inappropriate behaviour that has been explicitly articulated as inappropriate and for which consequences have been issued in the past;
- Unwillingness to attend reintegration meetings/agree to Behaviour Contracts/engage with behaviour management processes; and/or
- Unwillingness or inability to see, or agree to, the inappropriateness of behaviour deemed to breach the Student Code of Conduct.

5.3 Restoration

Restoration is the ultimate goal of all consequences and processes applied throughout each level of the Grace System. This should be sensitively and compassionately drawn to the attention of all

involved parties, at every level of the Grace System. As such, pastoral care plays a key role in achieving this for all students and community members.

5.3.1 Apology

Sincere and genuine apology is often the most effective method of achieving restoration following any conflict or behavioural concern. For this reason, it is favoured by the College, however it should be noted that the College does not support an approach of all parties apologising, irrespective of guilt or harm, nor are insincere apologies supported.

If an apology between students is warranted and necessary, staff should support and counsel students in completing this meaningfully. Both parties to an incident or conflict should be prepared to either give and/or receive an apology. In preparing students to participate in a meaningful apology, each party should be counselled in:

- Any inappropriate conduct of their own that they should reflect on as potentially warranting apology to the other party;
- The impacts of their decision to either accept or refuse their peer's apology, with emphasis on the fact that apology will release the offending party of their guilt, while refusal to accept apology will result in no impact on the offending party, but ongoing hurt to them; and
- Their decision to give or refuse to give an apology, with emphasis on the fact that apology will release them of their guilt, while refusal to apologise for wrongdoing will continue to affect them, whether they are aware of its impact or not.

Student apologies should be mediated by a staff member who is trusted by both parties, so that they may prompt and provoke certain reflections and considerations from each party.

5.3.2 Points reset

In accordance with the College's desire for restoration, students' negative level adjustments are 'reset' in intervals throughout each year.

Primary students' Chronicle points 'reset' with the start of each term, meaning that they begin the Grace System process again. Leadership may, at their discretion, choose to carry over a specific points level into the next College term/semester, if escalation occurred close to the end of the term, or if a Behaviour Contract is still in place.

Secondary students' Chronicle points 'reset' with the start of each semester, rather than each term. Leadership may, at their discretion, choose to carry over a specific points level from Semester One to Semester Two, if escalation occurred close to the end of Term Two, or if a Behaviour Contract is still in place. Following the successful completion of their Behaviour Contract, students may request to have their points reset through the completion of a Luke 17 Renewal Application, which can be sourced from Student Reception, and is attached at [Appendix Eight](#).

6. Responsibilities

6.1 Responsibilities of Staff

In order to develop and foster positive relationships with students and families, staff should:

- Communicate and interact effectively with students and build rapport, to create a trusting relationship in which students feel comfortable respectfully voicing their concerns and establishing strategies to solve their problems, without resorting to inappropriate behaviours;
- Participate in developing, implementing and reviewing the College's procedures for managing student behaviour;
- Establish, maintain, make explicit and model the College expectations relating to student behaviour;
- Respond positively to responsible student behaviour, and apply consequences if student behaviour interferes with teaching and learning and/or the safe College environment;
- Respond to poor student behaviour choices with calmness, consistency, a lack of bias or prejudice, and following the rules of procedural fairness; and
- When responding to poor student behaviour choices, do so in accordance with the [Grace System/Behaviour Plan/Behaviour Contract/Concerns, Complaints and Disputes Policy and Procedures](#).

In particular, teachers are expected to develop and/or apply classroom management strategies that:

- Involve reason and opportunity for students to identify, understand and correct their own inappropriate choices;
- Emphasise student choice in the behaviour demonstrated;
- Support the participation of all students by allowing them to have their voice heard appropriately;
- Value differences in gender, culture and linguistic backgrounds of students;
- Acknowledge positive learning and social behaviours;
- Effectively and swiftly put an end to sexual harassment, racism and/or bullying behaviours;
- Take into account the impact of physical and intellectual specific needs, trauma and disadvantage in relation to learning and decision-making processes; and
- Establish and maintain safe and supportive learning environments.

Staff must always consider students' specific needs and engage in Grace System processes with trauma-informed practice, when responding to inappropriate behaviour choices by students.

6.2 Responsibilities of Parents/Carers

When parents/carers enrol their child/ren at Goldfields Baptist College, they accept responsibility for:

- Ensuring that their child attends school and that staff are notified of absences;
- Keeping the College informed of health issues, concerns about behaviour, and/or other matters of relevance, which may have an impact on their child's physical, mental or emotional wellbeing; and
- Complying with relevant legislation and College policies.

6.3 Responsibilities of Students

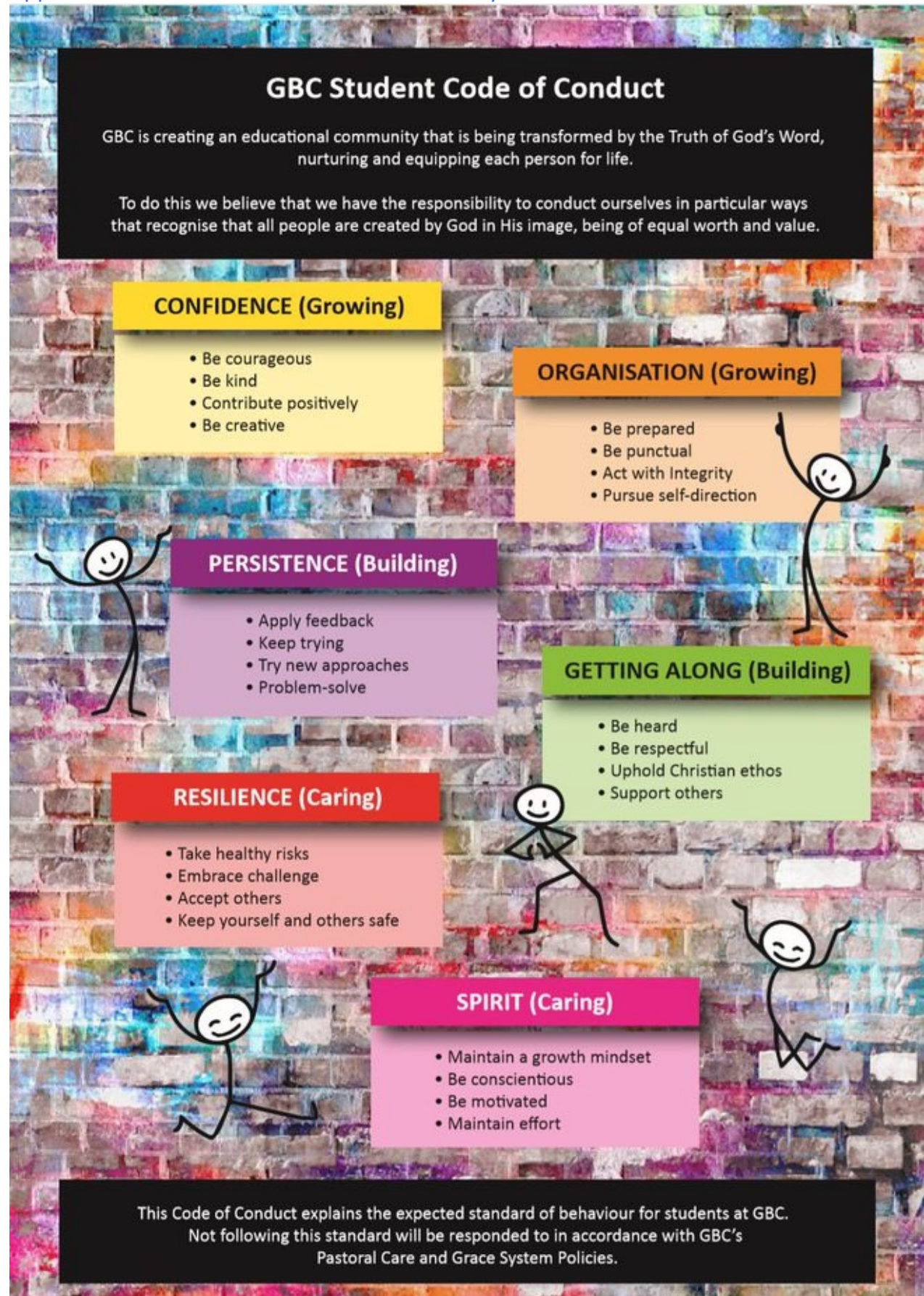
When students enrol at Goldfields Baptist College, they accept responsibility for:

- Abiding by the Student Code of Conduct;
- Discussing any specific needs or other concerns that may impact their physical, mental or emotional wellbeing, or their ability to comply with College policies, with a safe staff member;
- Discussing any concerns about their peers' breaches of the Student Code of Conduct, particularly if those breaches have a detrimental impact upon themselves or their peers; and
- Discussing any bullying or harassment that they may have experienced or witnessed with a safe staff member as immediately as possible, in order to allow the College to respond.

Positive Student Behaviour Policy

Appendices

Appendix One – Student Code of Conduct: Diary Version



Appendix Two – Student Code of Conduct: Intermediate Early Childhood Version



Student Code of Conduct Early Childhood

We know that GBC is special because of us.
We are all important and loved
because we are all God's children.
We show that by treating each other well.



GETTING ALONG

Speak up, show
respect and make
Christian choices!



☐ I choose to get along.

MY RESPONSIBILITIES

- I can ask questions and say what I think, but I must speak nicely.
- I treat everyone well, even if I'm grumpy or sad.
- I make good choices when I'm at school or wearing my school uniform.
- I remember to use the High Five if someone is doing something I don't like.

COMMUNITY CHOICES

- We listen when other people speak.
- If we see someone doing something wrong, we tell a grown-up. We don't just watch bad things happen.
- We forgive each other.
- We treat everyone like they are important – because they are!

MY RESPONSIBILITIES

- I make sure my brain is switched on when it's time to learn.
- I ask the teachers for help if I don't have something I need.
- I follow instructions quickly.
- I keep my school bag and classroom tidy so I can find things.

COMMUNITY CHOICES

- We help each other find the things we need.
- We help each other if someone is lost or confused, or we ask a teacher to help.
- We put things away where they belong (even if we didn't leave it out!), so that everyone can find what they need.

ORGANISATION

Be ready to learn,
and be on time!



☐ I choose to be organised.



PERSISTENCE

Be strong and be a
friend!



☐ I choose to persist.

MY RESPONSIBILITIES

- When things are hard, I keep trying.
- I keep faith.
- No matter how hard something is, I ask for help when I need it, so that I can keep trying.

COMMUNITY CHOICES

- We are kind and nice to each other all the time! We don't stop trying!
- We keep believing in each other.
- We encourage each other to keep trying.

MY RESPONSIBILITIES

- I say nice things to other people, especially when they are trying hard.
- I remember I am one of God's children and I am special and loved.
- I am honest.

COMMUNITY CHOICES

- We are a strong team and we are proud of each other when we have a go.
- We make sure everyone has friends. We don't leave people out.
- We don't let bad things keep happening – we do something about it!

CONFIDENCE

Be positive and be myself!



☐ I choose to be confident.



RESILIENCE

Keep learning,
know I'm precious,
keep safe.



☐ I choose to be resilient.

MY RESPONSIBILITIES

- If something bad happens to me, I do not feel bad about myself, I just try again!
- I am important, I am loved and I MATTER. My teachers or Chaplain will listen to me if I'm upset.
- I must know my safety network and remember to use it.

COMMUNITY CHOICES

- We stay as a team, even when things are hard.
- We forgive each other and share the Truth.
- If we know something bad is happening, we talk to a safe grown-up about it. We help each other.

MY RESPONSIBILITIES

- I don't get upset when things are hard, it just means I'm learning!
- I ask for help and try different ways of problem-solving until I can do hard things.

COMMUNITY CHOICES

- We help each other to problem-solve.
- We are happy when someone gets something hard right – even if we still haven't gotten it right yet!

SPIRIT

Think like a
learner and
want to do
my best.



☐ I choose to have spirit.

This Student Code of Conduct shows the behaviour we want from students at Goldfields Baptist College. By signing this Code of Conduct, I agree that I will do my best to do what it says at all times. If I make mistakes sometimes, I will trust the staff at GBC to help me to learn where I went wrong and help me to improve.

Signed: _____ Name: _____ Date: _____ Class: _____

Appendix Three – Student Code of Conduct: Intermediate Primary Version



Student Code of Conduct Primary

We know that GBC is special because of us.
We are all important and loved
because we are all God's children.
We show that by treating each other well.



GETTING ALONG

Speak up, show
respect and make
Christian choices!



☐ I choose to get along.

MY RESPONSIBILITIES

- I am allowed to have a say in things that affect me, but I always have to speak nicely.
- I must treat everyone at GBC with respect, even when I'm sad, grumpy or stressed.
- If I'm a Christian or not, I respect that GBC is a Christian school. I must make good choices when I'm at the school, wearing the uniform or doing a school activity somewhere else.
- I use the High Five if someone is doing something I don't like.

COMMUNITY CHOICES

- We work together to make sure everyone gets their turn to speak.
- We work together to make sure everyone is treated well. If we see someone being treated badly, we speak up or tell a teacher (we are not bystanders).
- We forgive each other when we make mistakes.
- We treat everyone that we meet like they are important – because they are!

MY RESPONSIBILITIES

- I need to make sure I have everything I need so that I can learn. This means I remember my things, but I also make sure my brain is switched on and I ask for help if I need it.
- I need to be in the right place at the right time so that I can learn as much as possible.
- I should keep my trays, school bag and desk neat and tidy so that I can find things when I need them.

COMMUNITY CHOICES

- We work together to learn by looking out for each other and making sure we all have every-thing we need.
- We make sure everyone is in the right place at the right time. If we see someone who is lost, we are friendly to them and help them.

ORGANISATION

Be ready to learn,
and be on time!



☐ I choose to be organised.



PERSISTENCE

Be strong and be a
friend!



☐ I choose to persist.

MY RESPONSIBILITIES

- When things are hard, I keep trying.
- I keep faith.
- I never stop trying to treat people well, even if I don't really like something about them.

COMMUNITY CHOICES

- We are kind, patient and nice to each other **all the time**. No matter how hard it is, or what's going on, we don't give up and say nasty things, even with people who we're not always friends with.
- We keep believing in each other!

MY RESPONSIBILITIES

- I try to be a good sport all the time. I encourage others and I speak nicely.
- I am one of God's children and I am loved. I mustn't try to change who I am, so that I fit in with other people's ideas.
- I am honest.

COMMUNITY CHOICES

- We stay as a team whether we're winning or not. We are proud of each other whenever we have a go!
- We work together to make sure everyone feels welcome. Everyone here should feel like they are an important part of the GBC community.

CONFIDENCE

Be positive and be myself!



☐ I choose to be confident.



RESILIENCE
Keep learning,
know I'm precious,
keep safe.



☐ I choose to be resilient.

MY RESPONSIBILITIES

- If something bad happens, I must not feel bad about myself, I just try again!
- I'm allowed to be sad, angry, hurt or worried, but I should ask for help when I am, and I mustn't treat other people badly because of how I feel.
- I am important, I am loved and I MATTER. I can speak to my teachers or Chaplain. They will listen to me. I must set up and know my safety network and remember to use it.

COMMUNITY CHOICES

- We speak nicely and show re-spect, whether we agree or disagree.
- We are friends to each other at GBC. We are forgiving of each other and share the Truth.
- If we know something bad is happening, we talk to a safe grown-up about it. We are not bystanders – we help. If we know someone is being hurt, we speak to a safe grown-up, even if the person being hurt doesn't want us to.

MY RESPONSIBILITIES

- Sometimes things are hard and sometimes I will make mistakes, but I will keep trying. Mistakes are proof I'm learning!
- I will keep asking for help and looking for different ways to try, until I can achieve my goals.

COMMUNITY CHOICES

- We help each other to find solutions and look for different ways to try things. We help each other to find places to look for help when we need it.
- We celebrate each other's successes, even if we're still finding things hard.

SPIRIT

Think like a learner and want to do my best.



☐ I choose to have spirit.

This Student Code of Conduct shows the behaviour we want from students at Goldfields Baptist College.

By signing this Code of Conduct, **I agree that I will do my best to do what it says at all times.** If I make mistakes sometimes, I will trust the staff at GBC to help me to learn where I went wrong and help me to improve.

Signed: _____ Name: _____ Date: _____ Class: _____

Appendix Four – Student Code of Conduct: Intermediate Secondary Version



Student Code of Conduct Secondary

We know that GBC is special because of us.
We are all important and loved
because we are all God's children.
We show that by treating each other well.



GETTING ALONG

Be heard, speak life
and uphold the
Christian ethos



☐ I choose to get along.

AS AN INDIVIDUAL, I MAKE SURE I:

- have my voice heard (in accordance with College rules) and show respect to others;
- treat everyone (peers, staff, visitors, parents) as I would like to be treated, respecting their rights and showing patience and forgiveness;
- respect and value that GBC is a Christian school;
- act appropriately whenever I am at the College, representing the College or in uniform.

AS AN EDUCATIONAL COMMUNITY, WE:

- allow everyone to have their voice heard (but being respectful of time, place and audience);
- protect each other's rights;
- are patient and forgiving, especially when others struggle to understand something, or make mistakes;
- respect, value and uphold the ethos;
- value humility, kindness and love.

AS AN INDIVIDUAL, I MAKE SURE I:

- have all of my required items and am mentally ready to learn in class;
- practice good time management;
- do not plagiarise, collude or otherwise cheat myself through my schoolwork.

ORGANISATION

Be ready to learn,
be on time, and
act with integrity



☐ I choose to be organised.

AS AN EDUCATIONAL COMMUNITY, WE:

- maintain a learning mindset and minimise disruptions;
- practice good time management and help each other;
- don't let each other down – we all do our fair share!



PERSISTENCE

Be my best and
support others



☐ I choose to persist.

AS AN INDIVIDUAL, I MAKE SURE I:

- don't give up – I grow the most when I am being challenged;
- encourage and help others, without judgement – even if someone is struggling with something I think is easy.

AS AN EDUCATIONAL COMMUNITY, WE:

- work together to patiently support one another – without giving up;
- don't put anyone down or make fun of others, even if we don't like something;
- show patience when we are working towards improvement.

AS AN INDIVIDUAL, I MAKE SURE I:

- am a good sport and don't bring others down – we all have different strengths;
- share my opinion in the right way, at the right time;
- respectfully challenge opinions or ideas I disagree with – I can learn a lot through thoughtful discussion.

CONFIDENCE
Encourage others
and express myself



☐ I choose to be confident.

AS AN EDUCATIONAL COMMUNITY, WE:

- are positive with others, whether we think they are succeeding or not;
- allow everyone to contribute, ask questions and respectfully express their opinions;
- can and should expect others to challenge our opinions respectfully when they disagree.



RESILIENCE
Build a learning
community,
accept others,
and keep safe



☐ I choose to be resilient.

AS AN INDIVIDUAL, I MAKE SURE I:

- embrace my ideas being challenged;
- take educational risks;
- treat others with respect, even if I don't like something;
- remember that others can disagree with the way I live my life, but they must treat me with dignity and respect;
- remember and use my self-protective behaviours and safety network;
- trust safe adults and seek help when needed.

AS AN EDUCATIONAL COMMUNITY, WE:

- have healthy conversations and respond appropriately;
- encourage educational risk by being positive and supportive;
- treat each other with dignity and respect – even when we disagree on very deep levels;
- keep each other safe – inside and outside of school;
- we are not bystanders!!
- seek help if someone is having a hard time.

AS AN INDIVIDUAL, I MAKE SURE I:

- remember that I will struggle sometimes, but this is proof I'm learning;
- commit to achieving my best and going above requirements;
- maintain energy and enthusiasm for my learning.

AS AN EDUCATIONAL COMMUNITY, WE:

- help each other to problem-solve, find resources and explore solutions;
- help to encourage each other to keep going, even if we're struggling – we want everyone to succeed;
- celebrate each other's successes, even if we haven't gotten it yet!

SPIRIT
Keep a growth
mindset,
be conscientious
and motivated



☐ I choose to have spirit.

This Student Code of Conduct shows the behaviour we want from students at Goldfields Baptist College.

By signing this Code of Conduct, **I agree that I will do my best to do what it says at all times.** If I make mistakes sometimes, I will trust the staff at GBC to help me to learn where I went wrong and help me to improve.

Signed: _____ Name: _____ Date: _____ Class: _____

Appendix Five – Grace System Flow Chart

