



Statement

Formally known as the “Behaviour Management Policy”, current research on quality teaching practice in the management of positive and negative behaviour recommends a focus on student wellbeing. Therefore, at Bethany Christian School, we believe that student wellbeing is the best practice towards positive student behaviour management. All staff are responsible for supporting student wellbeing and behaviour by creating safe, orderly, productive and successful learning communities. It is the school's responsibility to provide opportunities and support for all students to succeed, to support students to accept responsibility for their own choices, to work with staff, parents and students to create learning communities that support the rights of students to learn and the right of teachers to teach, and finally, to develop a behaviour code as a statement of the school community's values and expectations, and the school's management, in relation to student wellbeing.

Purpose

Student wellbeing nurtures the whole student, physically, socially, emotionally, cognitively and spiritually. Student wellbeing has been shown to improve academic achievement, intrinsic motivation, school satisfaction and a decrease in behavioural problems. Student wellbeing allows individuals to flourish which leads to happier and more successful communities and nations. Wellbeing has been linked to life-long advantages in relationships, health, creativity, social integration and work. At Bethany Christian School, wellbeing is strongly linked to our three school rights; the Right to Respect; the Right to Learn; and the Right to Feel Safe.

Aims

- To provide a safe learning environment through the effective management of student wellbeing across the school, incorporating trauma informed practices within quality teaching practices.
- Bethany Christian School is an inclusive community which respects the diversity of students. As such we understand that some students have differences in wellbeing needs which must be managed on an individual basis. Our standard wellbeing and behaviour management practices reflect best practice according to individual needs, as deemed appropriate by the school. We respect the dignity of all students and as such communication regarding the wellbeing and behaviour management processes considered for individual students will not be discussed with the parent body apart from the student's legal guardians.

Implementation

- All staff will be made aware of the Behaviour and Wellbeing policy.
- All staff will be trained in quality practices and programmes for wellbeing such as What's the Buzz, Friendology, and Zones of Regulation.
- All staff will utilise the whole school management system and expectations of behaviour, with the use of 'Happy' and 'Sad' steps which are consistent throughout the school.
- Community Services will be issued for extreme behaviours that do not fit within the classroom and school yard norms and will only be issued by the Deputy Principal or Principal (or delegated authority).
- An educational assessment will be sought if a student receives more than 3 Community Services and their behaviour is of a concern to the safety and wellbeing of the students in the school. Should a family choose not to proceed with an educational assessment the student will follow the standard behaviour management system rather than having an individually tailored one guided by expert recommendations.



- All staff and the wider community will be familiar with the school's approach to behaviour and wellbeing and will be provided with information relating to their child's rights and responsibilities.
- The first 3 weeks of Term 1 will be considered a mandatory Establishment Period for behaviour management.
- All behaviour and wellbeing concerns, incidences and reports must be entered into Edumate to enable student wellbeing and behaviour to be tracked accurately to help guide the appropriate support and response.
- Bethany Christian School will use logical consequences as a means of correction. Rewards will be used to encourage positive choices and to train new positive choices.
- Students who harass others will be subjected to consequences consistent with our behaviour and wellbeing policy.
- Parents or community members who harass members of our school will be managed in accordance with the law and the school's 'Protections for Teachers, Staff and Students at School & ELC Policy 2023'.
- Unresolved school-level issues will be dealt with in accordance with the school's Complaints Policy.
- To help track student wellbeing and behaviour, the 'Happy' and 'Sad' student behaviour management data will be recorded. This data will be used to inform teaching practices to improve student wellbeing.
- The privacy, rights and sensitivities of all individuals involved will be protected in accordance to our privacy policy. Information concerning students' programs is confidential and private and we will protect all students and families' dignity and respect.
- As an inclusive school, it may be necessary for Bethany Christian School to obtain professional opinions and support (externally or internally) that will assist us in meeting the student's needs behaviourally. This is our standard practice and reflects our Duty of Care toward our students. As such, we require copies of any existing reports regarding the student. If we require these professional opinions and support throughout the student's enrolment, we will inform the parent or legal guardians of the student in need and assist with costs based on individual circumstances.
- If a student requires an individualised Behaviour Management Plan, Bethany Christian School may seek expert advice (externally and internally) to assist with information and suggestions that will inform the plan.



Legislative Context

- [Children and Young People \(Safety\) Act 2017](#)
- [Child Safety \(Prohibited Persons\) Act 2016](#)
- [Statutes Amendment \(Child Sexual Abuse\) Act 2021](#)
- [Criminal Law Consolidation Act 1935 \(SA\)](#)
- [Equal Opportunity Act 1984 \(SA\)](#)
- [Sex Discrimination Act 1984 \(Cth\)](#)
- [Teacher Registration and Standards Act 2004 \(SA\)](#)
- [Education and Early Childhood Services \(Registration and Standards\) Act 2011 \(SA\)](#)
- [Education Act 2013 \(Cth\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)

Relevant Conventions

- [National Principles for Child Safe Organisations](#)
- [The United Nations Conventions of the Rights of the Child](#)

Relevant Standards and Frameworks

- [Australian Privacy Principles \(Enhancing Privacy Protection\) Act 2012](#)
- [Australian Student Wellbeing Framework](#)
- [National Quality Framework](#)
- [Safe & Supported: The National Framework for Protecting Australia's Children 2021 - 2031](#)
- [Child Safe Organisations National Principles](#)
- [Disability Standards for Education 2005](#)
- [Privacy Policy 2023](#)
- [Protections for Teachers, Staff and Students at School & ELC Policy 2023](#)

Relevant Cross Sector Guidelines

- [Protective Practices for staff in their interactions with children and young people](#)
- [Managing allegations of sexual misconduct in SA education and care settings](#)
- [Responding to problem sexual behaviour in children and young people](#)
- [Suicide Postvention Guidelines](#)

Policy Officer (name)	Policy Officer (Position Title)
Authorised by (name):	Authorisation date:
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In consultation with:	Approved: Yes/No