

Behaviour Management Policy

Purpose:

This policy provides a framework for creating and maintaining a caring, safe school community and an orderly, positive learning environment.

Scope:

This policy applies to staff, students and parents/caregivers of Good Shepherd Lutheran School. The policy applies during the course of a normal school day and during school activities outside of normal school hours.

Rationale:

Jesus said, "The most important commandment is to love the Lord your God with all your heart and with all your mind and with all your strength. The second is this: Love your neighbour as yourself." Mark 12: 30-31. At Good Shepherd Lutheran School God's love and forgiveness are the motivation for encouraging and developing positive student relationships and behaviour.

Good Shepherd Lutheran School is committed to creating and maintaining a loving and caring environment that promotes faith, hope, justice and reconciliation as well as building and sustaining positive partnerships with parents.

Good Shepherd Lutheran School aims to provide a social context in which students are supported while being taught how to accept responsibility for their own behaviour. The school is committed to working together with staff and students to create a learning community which is:

- safe;
- inclusive;
- conducive to learning and
- free from harassment and bullying.

Good Shepherd Lutheran School uses the principles of Restorative Justice when dealing with behaviour issues. We aim to deal with problems that arise in a fair and just way to restore relationships.

Definitions:

- **Restorative Justice** is a process of 'fixing problems' whereby those involved in a conflict are also involved in the solution, there is a strong emphasis on 'fairness'.
- A **Restorative Conference** is a meeting with the individuals involved in an incident. It is used when dealing with more serious behaviour issues concerning relationships between students and/or property damage.

- An **Informal Chat** is held with students who are involved in less serious issues using restorative processes.
- **Staff** in this Policy refers to all adults employed by the school including LSO's.
- **Parents** in this Policy refers to parents, caregivers or legal guardians.
- **In School Suspension** is when a student is removed from the classroom due to significant breaches to the school's behaviour code. In school suspension can include times when the student is being counselled about the issue and times when they will be working on class work in the Principal (or delegate's) office. Supervised breaks will be at a time different to the recess and lunch breaks of the rest of the school.

Procedures

1. All staff and students are active participants in creating a caring, safe and orderly community and learning environment. Each class develops its own 'essential agreement'. This is a clearly defined list of agreed expectations and procedures. Consequences for not following the essential agreement are made explicit. Consideration is given to the following:
 - Creating a sense of belonging and 'connectedness.' Class 'identity', positive class reward schemes.
 - Collective responsibility for looking after relationships, personal property and the school environment.
 - How teachers and students wish to be treated.
 - What respect for one another and one's belongings looks like.
 - How relationships are to be repaired following conflict, damaging actions or behaviours.

Staff also consider basic, 'common sense' rules for the whole school and consequences of breaking them. For example, a consistent 'step' process is used in each classroom for addressing minor incidents. (Appendix 1) Common, 'Community' rules are in place to ensure safety and good order around the school and in the yard. (Appendix 2)

2. RESTORATIVE DISCUSSIONS are used for initially dealing with student behaviour issues. These take the form of *informal chats* and *restorative conferences*. The intended outcome is to repair relationships or make reparation for damage.

Many day to day incidents within the school can be dealt with through an *informal chat*.

Restorative conferences are for more serious issues or when issues cannot be resolved by those affected themselves and where relationships remain damaged.

Desired outcomes of this process include:

- those affected hear the stories, thoughts, feelings and intentions of others;
- those affected are given the chance to reflect on their behaviour, learn from their mistakes and accept responsibility for their actions;

- those affected are given the opportunity to find ways to make things right for those they have harmed and to put things right for themselves;
- repairing relationships and harm done and
- agreement about doing things better in the future.

At the conference:

- facilitators remain as impartial as possible and make sure everyone in the conference is heard;
- those affected meet face to face including those who have been harmed or hurt by the incident;
- students have questions to answer such as:
 - What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected?
 - In what way(s)?
 - What needs to be done to make things right?
 - What can be done to make sure this doesn't happen again?
- agreement is reached on what needs to be done to repair the harm and what is a reasonable consequence should the action happen again;
- these agreements are recorded (behaviour incident record) and class teachers informed and
- parents will be informed when issues are ongoing, serious or involve significant harm to relationships or property.

3. Management of Serious or Long Term Behaviour Problems

The school recognises that there may be a number of causes for unacceptable behaviour. Where particular issues relating to serious or long term behavioural issues are identified, the school;

- will put in place an individual behaviour plan suited to the needs of a particular child.;
- will, where appropriate, seek expert assistance in order to identify and manage such behavioural problems and
- will seek to work cooperatively with parents/caregivers and medical advisors (and, where appropriate, other persons) in developing and implementing such individual programmes.

Where individual programmes have been implemented the school expects and requires the assistance of the student/s and family/ies in question in implementing such a programme.

If behaviours are deemed to be inappropriate and put at risk the safety of other students or bring the school's name into disrepute, the school reserves the right to suspend or expel a student. Usually a suspension will mean either:

1. in school suspension or
2. at home suspension.

Expulsion means the termination of an enrolment. If parents or caregivers are not prepared to assist the school in providing a safe and caring environment and recognising appropriate behaviour, the Principal reserves the right to terminate any enrolment. This may also apply if parents fail to, or are unwilling, to support the school in corrective behaviour programmes.

Implementation Responsibilities

Effective development of student behaviour is a partnership between the school and the families of the students. All members of the community have important roles.

The Principal will:

1. Seek to ensure that Christian values, attitudes and behaviour are modelled and supported in a school environment where the Gospel of Jesus Christ is central.
2. Commit to developing a school culture which is safe, inclusive, conducive to learning and free from harassment and bullying.
3. Induct new members of the school community in the philosophy and expectations of the behaviour management policy.
4. Provide professional learning opportunities for staff to gain knowledge, understanding and skills in modelling and teaching social skills and responsible behaviours and effectively managing student behaviour through the principles of Restorative Practices.
5. Support staff by immediately responding to classroom and playground crisis intervention.
6. Facilitate the restoration of relationships through conferences, both formal and informal, in accordance with this policy.
7. Facilitate, where appropriate, the involvement of other agencies to support staff and families in the effective management of students.
8. Be responsible for data collation including follow up of incident reports to parents and profiling of student behaviour.
9. Consult with the School Council executive should expulsion become a considered option.
10. In consultation with staff and the School Council, review the school's behaviour management policy ensuring it meets the requirements of other relevant policies and legal guidelines.

Teachers will:

1. Be responsible for creating and maintaining a caring, safe and orderly school community and learning environment which encourages students to achieve their personal best.
2. Recognise and promote the importance of positive relationships within the school community.
3. Facilitate the restoration of relationships through conferences, both formal and informal, in accordance with this policy.
4. Empower students to take responsibility for their own behaviour and learning.
5. Recognise that a sense of belonging and connectedness is crucial for well-being and resilience and promote this with students through the implementation of a classroom based social skills programme.
6. Actively supervise and support students whilst on yard duty.

7. Facilitate regular classroom meetings and establish an 'essential agreement' of expected classroom rules and procedures.
8. Teach and support the common school rules. (See Appendix One)
9. Take responsibility for informing parents of a student's repeated inappropriate behaviour and be involved in the development of an individual behaviour management plan.
10. Record serious behavioural incidents as soon as practicable after the event on an incident form.
11. Keep records profiling students who display patterns of behaviour that affect either the rights of other students or themselves and implement effective strategies to assist students in the development of positive behaviours.
12. Recognise the importance of forgiveness.

Students will:

1. Contribute to the creation of a safe, caring and orderly community and learning environment.
2. Participate in establishing expectations, responsibilities and consequences.
3. Seek support in solving problems they are unable to solve for themselves.
4. Take responsibility and be accountable for their own behaviour.
5. Take care of the environment including the school's, other people's and their own property.
6. Be active in the process of restoring relationships and resolving conflicts after damaging behaviour.
7. Recognise the importance of forgiveness.

Parents/Guardians will:

1. Support Good Shepherd Lutheran School in its efforts to create a safe, caring and orderly environment that encourages students to achieve their personal best.
2. Support the school's Behaviour Management Policy.
3. Support and assist their children, if they have been involved in restorative processes, to learn from their mistakes and work out how to prevent those mistakes from happening again.
4. Communicate any student concerns to the classroom teacher in the first instance.

References/Related Policies

Good Shepherd Lutheran School (Angaston) Anti – Bullying Policy (2013)

Good Shepherd Lutheran School (Angaston) Behaviour Management Policy (2007)

Good Shepherd Lutheran School (Paravista) Behaviour Policy (2012)

Our Saviour Lutheran School Behaviour Support Policy (2012)

Centre For Restorative Justice Website: <http://www.restorativejustice.com.au/>

Any person charged with the implementation of this Policy may, in circumstances which require consideration, waiver from the procedures so as to ensure the safety and well-being of all relevant persons at the time of implementation, whilst ensuring that the spirit of this Policy is not compromised.

This policy was last ratified by GSLS school council 13th August 2013

Appendix 1

Classroom Steps

Each class will negotiate an 'essential agreement' encompassing behavioural expectations. They will discuss consequences for unacceptable behaviours. (Please refer to 'Procedures' in the Behaviour Management Policy for guidelines as to what should be considered in an essential agreement.)

Steps are used consistently across GSLS for students who disregard the essential agreement.

Step One

A warning. What is the student doing wrong, what is expected? (2 warnings may be given in Junior Primary classes.)

Step Two

Time out within the classroom. Student moved to an isolated position within the classroom to work alone. Make clear: What is the student doing wrong, what is expected?

Step Three

Time out in another classroom. (10 minutes) Student is to complete a 'Think Sheet'. To be conferenced with the teacher upon re-entry to the classroom. A diary note and/or copy of the Think Sheet to be sent home informing parents of the behaviour.

Step Four

A severe incident will result in meeting with the Principal for a Restorative Conference. This may involve a behaviour plan, counselling and/or a period of internal suspension.

Community Rules

RULE	EXAMPLES OF THIS RULE
Fair play	Be inclusive in your play. Take turns - equal participation. Chasing games will not interfere with other people's games.
Play in safe and defined areas	No playing in toilets. Don't enter school buildings at recess or lunchtime without approval. Stay within school boundaries while at school.
Play safely	No bullying - physical or verbal. No rough play - eg. tackling. No chasing games on or through the playgrounds. Don't push children off equipment. Sit down when using the slide or swings. No playing with sticks. Walk on paved or cement areas, around corners and inside buildings. Use school equipment appropriately e.g skipping ropes, balls, cricket gear.
Environmental awareness	No hat no play in terms 1 and 4. Eat food in designated eating areas. Put rubbish in the bin. Care for trees, don't climb them. Keep out of the garden beds.
Other/Manners	Speak politely and use appropriate manners. No swearing. Move in a calm and steady way inside the school and between learning environments. Return promptly to class on the bell.

Students who do not comply with community rules will be conferenced through an informal chat with the teacher on duty for minor incidents. Serious incidents will be documented on an incident report form. The student/s will undergo a restorative conference with either the reporting teacher (Principal or delegate to supervise class) or a conference led by the Principal or Principal's delegate.

Appendix 3

Relational Questions: (to ask the perpetrator)

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

Supplementary Relational Questions: (to ask those harmed)

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Time Out Think Sheet

Name:

Class:

What happened? Think about why it happened. How do I feel?

Did I do something to cause this? Do I need to apologise?

What will I do now? What needs to happen to make things better?

Signed:

Appendix 5

R - 3 Time Out Think Sheet

Name:

Class:

What did you do wrong?

Draw a picture of how you feel because of what you did:

What will you do to make it better?

Signed

Appendix 6 Profiling Student Behaviours



Good Shepherd

Record in the time period when an incident and if at all possible the ABC:

A = Antecedent (What happened before the incident?)

B = Behaviour (What he/she did)

C = Consequence (What you did)

	Day of week
RECESS	
LUNCH	

Appendix 7



CLASSROOM / YARD INCIDENT FORM

DATE: DAY:

LOCATION OF INCIDENT	TIME OF INCIDENT	INCIDENT TYPE	CONSEQUENCE
Oval	Before School	Violence/Physical	Rule Reminder
Tennis courts	AM (8:55 – 11:00)	Interfering with games	Class Time Out
Play equipment	Recess	Rough play	Playground Time out
Classroom line	11:20 – 1:00	Harassment	Playground Suspension
Library/IT Room	Lunch 1 st	Disrespect to teacher	Another Class
Art Room	Lunch 2 nd	Vandalism	Principal
Shepherds Hub	PM (1:40 – 3:30)	Out of Bounds	Acting Principal
Office	After School	Defiance	Behaviour Support Session
Toilets		Swearing	Parents Called
Classroom		Indecent Behaviour	Suspension (Internal)
		Absconding	Exclusion
		Task Refusal	Discussion
		Dishonesty	

STUDENT'S NAME:

CLASS:

REPORTING STAFF MEMBER:

Witnessed by Staff Member Yes/No

COMMENT:

Please tick main *cause* of concern

- Movement
- Conflict/Physical
- Treatment
- Safety
- Communication
- Learning
- Behaviour

Action:

Signed: _____ Staff Member