

## BEHAVIOUR MANAGEMENT POLICY

### 1. Rationale

1.1 St John's Lutheran Primary School (the School) believes that:

- (a) The gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing healthy relationships within our School community.
- (b) God's love and forgiveness, demonstrated in Jesus, is the cornerstone for any behaviour management principles.
- (c) A Christ-centred community is by no means perfect. Individuals reflect this imperfection. St John's Lutheran Primary School is committed to presenting the Christian lifestyle through example, instruction, and if necessary, correction. This is to be done in a loving and caring environment that promotes faith, hope, justice and reconciliation.
- (d) Expectations of behaviour are to be clearly communicated to all members of the School community. Our aim is to motivate each member to accept responsibility for their own behaviour and make decisions based on consideration and respect for others.
- (e) Effective management of student behaviour occurs in partnership with the School and the families of the students. Behaviour management within our School stems from our care and concern for each member's well-being. We disapprove of the inappropriate behaviours, but not of the individual. Students are led to recognise that choices regarding their behaviour can have either positive or negative consequences. Consequences for inappropriate behaviour are to be fairly administered and follow due process.
- (f) Through an emphasis on positive attitudes, behaviour and relationships, St John's Lutheran Primary School aims to promote the Christian growth and development of each student as an individual within the community.

### 2. Purpose

The purpose of this Policy is to provide students, staff and parents with clarity as to the behaviour expected of students at the School and the consequences when those expectations are breached.

### 3. Aims

- 3.1 To support the School and its employees, parents and students in creating a culture of positive behaviour with high levels of student engagement as essential prerequisites for learning.
- 3.2 To set out the School's clear expectations in relation to positive student behaviour and define what constitutes unacceptable behaviour.
- 3.3 To clearly set out the consequences when standards of behaviour are breached.
- 3.4 To create an environment in which the love of God is evident in the relationships between all people in the School community.

- 3.5 To ensure the safety of all the members of the School community, i.e. children, staff, parents and visitors.
- 3.6 To help children develop self-discipline, self-respect, self-worth and respect for others.
- 3.7 To create an environment where the right of students to learn and the right of teachers to teach is respected.

#### 4. Legal and Regulatory Framework

- 4.1 Duty of Care obligations
- 4.2 Education Training Reform Act 2006 (Vic)
- 4.3 Education and Training Reform Regulations 2017
- 4.4 Victorian Registration and Qualifications Authority (VRQA) Minimum Standards
- 4.5 Equal Opportunity Act 2010 (Vic)
- 4.6 Disability Standards for Education 2005 (Cth)

#### 5. Scope

This Policy applies to all employees, volunteers, students and parents.

#### 6. Aspects of behaviour under this Policy

- 6.1 **Respect for the School:** upholding School values, bringing the School into disrepute.
- 6.2 **Respect for others:** including students, staff and other adults, the health, safety and wellbeing of others, courtesy, consideration, speaking ill of others, vilification.
- 6.3 **Bullying and harassment of any sort:** bullying, harassment, dangerous behaviour (real, perceived, threatening) towards another person, fighting, violent behaviour, use of language, gestures or conduct likely to offend.
- 6.4 **Respect for property:** litter, graffiti, vandalism, damage or destruction of property.
- 6.5 **Responsibility for property:** naming of property, valuables in School, theft, fraud, misuse of School property, digital devices, bag areas, lost property.
- 6.6 **School campus:** out of bounds areas and times, designated use of facilities and buildings, where food is permitted.
- 6.7 **Acceptable use of ICT:** use of School systems and technology, use of mobile phones and other digital devices.
- 6.8 **Academic work:** completion of work, disruption to own or another's learning, assignments, homework, deadlines, exam rules and procedures, plagiarism, cheating.
- 6.9 **Attendance:** attendance, punctuality, preparedness.
- 6.10 **Personal appearance:** uniform, hair, make-up, jewellery, chewing gum, standards of dress.
- 6.11 **Obedience:** disobedience, refusal to comply with a reasonable request.
- 6.12 **Behaviour away from School:** excursions, activities, travel to and from School, behaviour in and around the School's neighbourhood.
- 6.13 **Prohibited and illegal activities:** alcohol, drugs, smoking, gambling, weapons, arson.

#### 7. General guidelines

- 7.1 Teachers and students are to communicate respectfully and maintain Christian values.
- 7.2 Students strive to solve conflicts independently and respectfully. They will refer to a member of staff if needed.
- 7.3 Students are to be considerate of others and safe when playing.
- 7.4 Students use their own, others' and school equipment responsibly.

- 7.5 Students move in a manner which is orderly, appropriate to the area and ensures the safety of themselves and others.
- 7.6 God has made us the carers of His creation. We need to be responsible for, and respectful of, our natural and School environments.
- 7.7 Students need to follow the behavioural expectations of the classroom.
- 7.8 Students are only allowed in the classroom with the teacher's permission.
- 7.9 Students are to take responsibility for their physical and verbal actions and reactions.

## 8. Policy

- 8.1 The School is committed to ensuring its Behaviour Management Policy and procedures are fair and reasonable.
- 8.2 The School prohibits any form of corporal punishment.
- 8.3 Behavioural expectations, standards and consequences are stated clearly for the benefit of students, parents and staff.
- 8.4 The School will ensure that this Policy affords procedural fairness, and its application is fair, consistent and non-discriminatory.
- 8.5 The School will regularly consider how they can provide opportunities for students to grow their social learning in order to develop positive behaviour, respectful relationships and high levels of student engagement.
- 8.6 The School will ensure that all members of the School community have a shared understanding of what constitutes acceptable and unacceptable behaviour, together with clear systems of recognition and consequences.
- 8.7 The School will implement a Behavioural Management Plan for students with challenging behaviours as soon as practicable.
- 8.8 The Behavioural Management Plan will assist staff members in handling difficult situations, including details of strategies:
  - (a) to reduce behavioural triggers;
  - (b) to address the behaviour; and
  - (c) on how all staff members will encourage a student to calm down in heightened situations.
- 8.9 The School may be required to suspend or expel a student if it is determined that the seriousness of the behaviour warrants such a response.
- 8.10 The School will record and monitor student behaviour, including the application of any consequence, in an incident report. These records will be reviewed to enable the School to determine whether its response has supported an improvement in the student's behaviour and that of the students more broadly.

## 9. Responses

- 9.1 Restorative responses and/or consequences will be applied if any member of the School community is impeding the right and opportunity of others to learn and to be nurtured in a safe and orderly environment.
- 9.2 A restorative approach prioritises repairing harm done to relationships and people over allocating blame and dispensing punishment.
- 9.3 Students are to be adequately educated about the behavioural expectations of the school within and outside the classroom.
- 9.4 Sanctions and rewards must be applied fairly and consistently.

- 9.5 Sanctions and rewards should be in proportion to the behaviour and the application of sanctions from the least intrusive to the most intrusive.
- 9.6 Sanctions should not be applied to whole groups of students unless deemed necessary.
- 9.7 Corporal punishment, belittling, humiliation and any form of abuse (physical, verbal or emotional) is expressly forbidden.
- 9.8 Suggested sanctions and rewards will be discussed between staff and students throughout the year.
- 9.9 Teachers are encouraged to frame their responses to student behaviours on four key questions:
  - (a) What has happened?
  - (b) Who has been affected?
  - (c) How can we find a way forward for this matter?
  - (d) How can everyone do things differently in future to make sure that this doesn't happen again?

## 10. Procedure

- 10.1 If a student behaves in a way that contradicts and breaches another related behaviour policy of the School, the teacher who has observed the behaviour will deal with such behaviour and document it if warranted.
- 10.2 Depending on the seriousness of the behaviour, the classroom teacher may:
  - (a) Issue a clear verbal warning explaining the behaviour and reiterating the classroom expectations; or
  - (b) Undergo classroom consequences such as altering seating arrangements or extra monitoring during yard duty.
- 10.3 If deemed necessary, the teacher will notify the Principal. The Principal will then follow up the behaviour/incident with the child and if required a meeting may be held with the parents.
- 10.4 Students who continue to misbehave in a lesson after the initial redirection, and whose disruptive behaviour has become unmanageable during that teaching session, will be sent to the Principal if available or another class with enough work to complete until the next break (referred to as the "Safety Net").
- 10.5 When appropriate the teacher will:
  - (a) document the incident, date and details/context;
  - (b) have oversight of this process – i.e. implementation of consequences and/or use of the safety net;
  - (c) report instances where they have used the safety net at the next staff meeting; and
  - (d) ensure that the student involved has enough time to eat and use the toilet if necessary;
- 10.6 Student behaviour will be classified on a levelled scale. Positive behaviours will be incorporated into this scale as well.
- 10.7 Behaviour will be classified as:
  - (a) Leadership: Proactively seeking help and setting an example;
  - (b) Level 1: Highly motivated
  - (c) Level 2: Completes work but prone to being off task
  - (d) Level 3: A constant distraction but still capable of completing good work
  - (e) Level 4: Intentional targeted harassment of individuals (mild verbal/physical level)
  - (f) Level 5: Intentional targeted harassment of individuals (strong verbal/physical level)
  - (g) Level 6: High level extreme behaviours such as weapons, drugs and alcohol.
- 10.8 A summary of these behaviours are shown in the table below.

LEVEL	BEHAVIOUR	CONSEQUENCE
Leadership	Taking pride in appearance and in classroom conduct. A proactive student.	
Level 1	Completes work to a high standard.	
Level 2	Can be off task. Prone to distraction.	Classroom consequences such as warning. Communication based around 'concern'.
Level 3	A constant distraction because of classroom conduct. High level of disorganisation such as forgetting your diary, forgetting to return notes and wearing incomplete uniform. Behaviour having direct/indirect impact on others.	Classroom consequences such as moving, or time spent during break times. Communication may involve parent meetings, agreed work goals and restorative conferences for those who have been impacted.
Level 4	Intentional harassment of other students in a mild physical/verbal way. Intentional disregard of behaviour/work/uniform expectations. While not intentionally targeting people, issue may generate from misuse of social media.	Removal from lesson/yard play with re-negotiation required. Restorative Conference involving staff and students as a condition of returning. Parents contacted and involved. Student placed on lesson check/work contract.
Level 5	Intentional harassment of other students in a strong physical/verbal way. Verbal harassment could be interpreted as sexual/racial/vilifying. Targeting people using social media, making a direct or perceived threat about the use of a weapon. Argumentative with teaching and support staff with reasonable directions ignored.	A period of exclusion either internal or external suspension. Re-entry process will involve the Principal, student and parents. There will be a signed re-entry agreement. A formal letter advising of the breach and the consequence will be sent to the families concerned.
Level 6	Extreme behaviour such as bringing drugs, alcohol or weapons into the school. Blatantly targeting another student or a staff member. It is consistent behaviour that vilifies/defames/degrades or humiliates another person.	A period of external suspension, after which the student's position at the school will be formally reviewed. Should a student return to school, behaviour that is deemed at Level 4 or above will lead to termination of enrolment.

## 11. The Three-Incident System

In the case of persistent or serious offences, the Three-Incident-System is used. This procedure is implemented by the Principal or teacher.

### 1. First Incident

Step 1: The System is introduced to the student in response to persistent, serious, unacceptable behaviour. The unacceptable behaviour is described.

Step 2: A clear warning is issued.

Step 3: Guidance for resolving conflict appropriately is provided.

### 2. Second Incident

After a second incident, steps 1, 2 and 3 above are repeated, Parents are contacted by the Principal or a teacher.

### 3. Third Incident

With a third incident, the student is withdrawn and spends “time out” under the supervision of the Principal or teacher. Parents are requested to join the Principal for an interview.

In the event of a need to repeat the process, parents are contacted. At this stage, parents are informed that the student will be excluded from school for a period as designated by the Principal. In the event of continuing persistent, serious misconduct the above procedure is followed by a longer period of exclusion from school or expulsion.

## 12. Student Suspension

### Grounds for External Suspension

12.1 A Principal may suspend a student for behavioural reasons whilst that student is attending school or travelling to or from school, or engaged in any school activity away from the school (including travel to or from that activity).

12.2 Grounds for suspension may include, but are not limited to:

- (a) fighting;
- (b) bullying;
- (c) verbally or physically abusing a staff member or a visiting adult;
- (d) being in possession of illegal drugs;
- (e) being in possession of cigarettes or smoking on school grounds; and
- (f) acts of vandalism or stealing or acts that may seriously endanger the safety and well-being of others.

12.3 If the School determines that a student is to be suspended, the student’s parents will be notified and provided with the grounds upon which the suspension has been applied.

12.4 The student may be suspended for a period of one to three days during which time, as determined by the Principal and following a suspension, there will be a re-entry meeting involving the student, his / her parent / caregiver, Principal and the student’s teacher.

12.5 Prior to a suspension being implemented the Principal may consult other staff to ensure that an external suspension is the most effective way of dealing with the situation.

12.6 Should these measures not result in improved behaviour the School will conduct a review of the student’s position at the School.

12.7 Should the Principal make the decision to terminate the enrolment of a student the School will involve the LEVNT office and ensure that the School Council Chair is informed.

### **13. Expulsion**

13.1 The Principal may expel a student in the following circumstances:

- (a) Continued unacceptable behaviour after they have already served a time of suspension; or
- (b) The student has committed a particularly serious offence which jeopardises the safety and security of other members of the School community or which seriously harms the reputation of the School; or
- (c) The student has possession of, or has used, an illegal or dangerous substance; or
- (d) For a serious breach of the School's enrolment agreement, including but not limited to the Enrolment Terms and Conditions, the Student Code of Conduct and the Parent Code of Conduct.

### **14. Parent Contact**

14.1 Teachers are encouraged to maintain regular and positive communication with parents throughout the year. Parents may be contacted if teachers become concerned with a student's behaviour. Records of student inappropriate behaviour are to be documented.

14.2 Parents will be formally contacted in the following circumstances:

- (a) Serious or persistent breaches of the behaviour management guidelines; or
- (b) If an injury to their child or other students has occurred because of their actions.

### **15. Other relevant policies**

- 15.1 Student Restraint Policy
- 15.2 Student Code of Conduct
- 15.3 Grievance Policy

This policy was last updated August 2019.