



BEHAVIOUR SUPPORT POLICY

Adopted March 2024

GAWLER LUTHERAN SCHOOLS

Trading as

Immanuel Gawler
11 Lyndoch Rd
Gawler East SA 5118

Zion Preschool
24 Cowan St
Gawler SA 5118

Behaviour Support Policy

Purpose

The behaviour support policy at Immanuel Gawler has been established to:

- Help all students to develop self-management skills they will need for life beyond primary school
- Foster a school environment which protects everyone's right to respect, safety and learning

These are goals that staff at Immanuel Gawler are committed to.

We see parents/caregivers as key stakeholders and critical partners in helping students develop these skills and helping us create this environment.

The school will have a 'handbook' of resources, procedures and supporting documentation to accompany this policy.

Rationale: Our core values

At Immanuel Gawler, behaviour management is approached in the light of our core values:

Love - For all of God's creations

Grace – Understanding that things go wrong sometimes

Quality – Giving of ourselves to help others

Teamwork – Helping each other to achieve our best.

Rationale: Image of the Child

At Immanuel Gawler we believe that God has created each child as an individual with a unique set of gifts and strengths

Therefore we will:

- Value and accept each child, treat them with respect, seek to recognise and celebrate their strengths and provide support and guidance

We believe that children are impacted by and are responsive to their environment and relationships at home and school; communities matter, educators matter and the environment matters

Therefore we will:

- Provide a safe, stable and caring environment, provide positive role modelling, endeavour to work in partnership with families, and communicate honestly, transparently and sensitively with students, parents and caregivers

We believe that children flourish in an environment that recognises their holistic nature – spiritual, physical, academic, social, emotional, and where their wellbeing needs are met

Therefore we will:

- Endeavour to build and maintain positive relationships with students and provide systems and resources to promote student wellbeing and restorative justice, provide differentiation and offer a diverse range of learning opportunities, including teaching of social skills

Behavioural Expectations

To promote our core values of Love, Grace, Quality and Teamwork, our behaviour management policy is guided by the principles of:

RESPECT

SAFETY

LEARNING

CARE AND KINDNESS

In enacting our policy we will value:

RESPONSIBILITY AND ACCOUNTABILITY

RELATIONSHIPS AND RESTORATION

FAIRNESS AND CONSISTENCY

	For our students: We expect...	For our staff: We commit to...	For our families: We expect...
RESPECT	<ul style="list-style-type: none"> Students will respect themselves, other students, staff, the school and other members of the community in their language and conduct 	<ul style="list-style-type: none"> Modelling respectful conduct and communication in interactions with colleagues, students and the school community 	<ul style="list-style-type: none"> Respect and support for school values, policies and personnel Respect for the rights of students, staff and volunteers of the school
SAFETY	<ul style="list-style-type: none"> Students will uphold their own safety and the safety of others through their actions 	<ul style="list-style-type: none"> Providing a safe environment for members of our school community, including clear expectations about safe behaviour 	<ul style="list-style-type: none"> Support for the school in providing a safe environment for students, staff, parents/caregivers and visitors to our school
LEARNING	<ul style="list-style-type: none"> Students will engage with their learning and respect the right of others to learn 	<ul style="list-style-type: none"> Conducting ourselves as professional and proactive members of the community Providing an engaging and effective learning environment Communicating to parents and caregivers about their child's learning 	<ul style="list-style-type: none"> Support for the school learning program and for school staff

CARE AND KINDNESS	<ul style="list-style-type: none"> • Students will treat others as they wish to be treated 	<ul style="list-style-type: none"> • Showing concern for student wellbeing and endeavouring to meet individual needs 	<ul style="list-style-type: none"> • Positive and constructive communication
RESPONSIBILITY AND ACCOUNTABILITY	<ul style="list-style-type: none"> • Students will take responsibility for their own behaviour • Students will follow school rules and directions from staff 	<ul style="list-style-type: none"> • A professional approach to our roles in the school • Listening to students and being open to feedback • Open communication and clear expectations • Following the school behaviour management policy and protocols 	<ul style="list-style-type: none"> • Working with the school on the development of children's self-management skills • Communicating information relevant to student learning and wellbeing to the school • Working with the school and its staff to address student issues
RELATIONSHIPS AND RESTORATION	<ul style="list-style-type: none"> • Students will be considerate of others and respectful in their words and conduct 	<ul style="list-style-type: none"> • Being inclusive and taking a restorative approach to solving problems which allows all parties to be heard 	<ul style="list-style-type: none"> • Trusting school staff to do their jobs and to act in the interests of all students
FAIRNESS AND CONSISTENCY	<ul style="list-style-type: none"> • Students will accept that staff endeavour to be fair and consistent and consider multiple perspectives, that their decisions might not always be what students desire and that they may make mistakes 	<ul style="list-style-type: none"> • Treating students fairly and protecting the rights of every student • Acknowledging that all students are different and that families have different circumstances and issues • Being measured, purposeful and timely with responses 	<ul style="list-style-type: none"> • Trusting school staff to do their jobs and to act in the interests of all students • Understanding that children make mistakes and everyone sees and reports events from their own perspective – and that this may differ from the perspectives of others • Understanding that staff will need to consider multiple perspectives and staff may make mistakes • Raising concerns with the staff member concerned

Dealing with inappropriate behaviours

The school will deal with inappropriate behaviours using a step system with more serious consequences applying where behaviours increase in severity or frequency.

The step system will work alongside restorative and proactive (and collaborative) practices, where there will be a focus on restoring affected relationships and allowing affected parties to be heard.

Level 1 behaviours

These are minor infringements of school rules and behavioural expectations.

They may include low level disruptive or off task behaviour, distracting or annoying others, refusing to complete tasks, back chat, not following instructions from a staff member, inappropriate language, spreading rumours or one-off instances of putdowns/name-calling

Level 2 behaviours

These are more serious infringements or repeated infringements of school rules and behavioural expectations.

They may include inappropriate use of technology, property damage, continually disrupting or stopping others from learning, repeated back chat or refusal to follow directions, leaving class without permission, repeated instances of name-calling or putdowns, unsafe behaviour, physical altercations, provocative or instigating behaviour

Level 3 behaviours

These are very serious infringements or cases of ongoing inappropriate behaviour.

They may include bullying or racial/sexual abuse, physical violence, intentionally hurting others, continuous negative or defiant behaviours, significant unsafe behaviour, threatening behaviours, refusing to follow directions from school leadership, leaving school grounds without permission, serious property damage

Level 1 behaviours are generally dealt with by the teacher or staff member with the student/s at the time, and will initially involve describing the behaviour of concern, reminding students of agreements and redirecting to the task at hand. If these behaviours persist or escalate to the point a student is required to leave the classroom, parents/caregivers will be notified and the incident will be recorded on the school's monitoring system.

Level 2 behaviours or repeated level 1 behaviours will be referred to staff executive, communicated to parents/caregivers and recorded on the school's monitoring system. More serious or persistent behaviours may require meetings involving parents/caregivers and school staff and the development of a behaviour support plan.

A red card may be issued in the case of serious or repeated inappropriate behaviours. This will involve communication with parents/caregivers and recording on the monitoring system. A red card will invoke a time out that will be usually served in the presence of a staff leadership person and will involve counselling around the issues of concern. If a student receives three red cards within a term this will result in a suspension, which may be served either internally or externally. If a student receives two red cards in a term, a behaviour support plan will be constructed for and with them and will involve communication with parents/caregivers.

Level 3 behaviours, repeated level 2 behaviours or failure to follow a behaviour support plan will lead to a red card but may also lead to internal or external suspension, depending on the

frequency or severity of inappropriate behaviour and the steps already undertaken. This will require involvement of staff executive, meeting with parents/caregivers and students and recording on the monitoring system.

Cases of internal or external suspension will involve a re-entry meeting with parents/caregivers, students and school staff to clarify behavioural expectations and monitoring procedures.

In cases of extreme inappropriate behaviour (where the safety of students or staff, or the school's reputation or effective functioning of systems are compromised), or where problem behaviours have persisted, despite all steps being taken, a student's enrolment may be terminated.

Restorative Justice

In following the steps in dealing with inappropriate behaviour, restorative justice principles will inform the process. Students will take part in restorative justice conferences, including the parties involved in and affected by the behaviour. The goal of these conferences is to allow students to accept responsibility for the impact of their behaviour, to allow those impacted by a student's behaviour to have their perspective heard, and to allow restoration of relationships which may have been affected.

Teaching of Appropriate Behaviours

In order to promote our core values of Love, Grace, Quality and Teamwork, students will be educated on what these core values mean, why they are important and how their conduct can help to uphold these core values.

In order for students to demonstrate appropriate behaviours, which will uphold these core values and the principles of Respect, Safety, Learning and Care and Kindness, they need to understand what these behaviours are, and how these behaviours might look in different contexts.

Consequently, implementation of the behaviour management policy will involve the explicit teaching of appropriate behaviours. This will take the form of:

- A focused revision and explanation of appropriate behaviours at the beginning of every year
- Development of class agreements and discussion of school values, rules and expectations
- Unpacking, discussion and explanation of appropriate behaviours in different school and out of school contexts, such as classroom, playground, specialist lessons, with relief teachers, in withdrawal groups, in assemblies or Worship and Praise, on excursions or camps, in extra-curricular activities, in iGosh, in after-school sport
- Periodic reminders at assemblies and whole school gatherings
- Reminders of class agreements as regular parts of whole class instruction
- Modelling and providing examples of appropriate behaviours
- Reminders and revisiting before events such as camps, excursions, school visits or special days
- Reminders on display in signage around the school

Behaviour Support

At Immanuel Gawler, we understand that students come from a variety of different backgrounds, with different abilities, different needs and different family and life circumstances. Although our values and behavioural expectations are the same for all students, we understand that students will differ in their ability to meet these expectations.

We understand that there are students who, due to family circumstances, mental health issues, disability, difficulties with self-regulation or other factors, might struggle with upholding the school values and meeting behavioural expectations. For students who have difficulty meeting behavioural expectations, the school will provide support. Levels of support will differ depending on the students concerned and the nature of the difficulties they are experiencing.

There are similarities in learning to uphold school values and meet behavioural expectations and learning in other areas of the school. This is best understood through the use of tiers of support.

Tier 1 behavioural support

The majority of students will be capable of understanding what is required of them through instruction and day to day interaction in the classroom, the playground, more formal settings such as assemblies and other settings such as after school care or activities, in addition to instruction provided at home (Tier 1 support). This tier of support will be preventive, proactive and focused on education and reducing the likelihood of problem behaviours developing.

Tier 2 behavioural support

Some students will require additional targeted support. This tier will be focused on rapid response to problem behaviour; small group and individual intervention and supplemental social behaviour support.

Tier 3 behavioural support

A small percentage of students will require intensive support, which is focused on reducing complications, intensity and/or severity of existing problem behaviour.

Tier 3 support would usually involve:

- Consultation/collaboration with students
- Consultation/collaboration with parents/caregivers
- Development of a proactive and collaborative behavioural support plan
- Regular checking in with the student and progress monitoring
- Regular reporting to parents/caregivers on progress

Explicit instruction about appropriate behaviours and providing clear boundaries will form part of any support and will be beneficial for all students.

Date of adoption by the Immanuel Governing Board

12 / 3 / 2024