



IMMANUEL
Gawler
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A primary school of the Lutheran Church

Managing Student Behaviour

Policy and Procedure

Implemented July 2016 - Updated August 2017



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The main philosophy behind positive behaviour management is creating an ethos where everyone works together to allow learning to happen. At Immanuel, we aim to develop people who recognise their common humanity to help create a better and more peaceful world. Therefore we develop and instill the following attitudes:

Appreciation –

Students strive to appreciate the wonder and beauty of the world and its people

Commitment –

Students strive to be committed to their learning, preserving and showing self-discipline and responsibility

Confidence –

Students feel confident in their ability as learners, having the courage to take risks, apply what they have learned and make appropriate decisions

Cooperation –

Students strive to cooperate, collaborate, and lead or follow as the situation demands

Creativity –

Students strive to be creative and imaginative in their thinking and in their approach to problems and dilemmas

Curiosity –

Students understand that it is important to be curious about the nature of learning and the world, its people and cultures

Empathy –

Students strive to imaginatively project themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions

Enthusiasm –

Students show an understanding of the enjoyment of learning

Independence –

Students think and act independently, make their own judgments based on reasoned principles and are able to defend their judgments

Integrity –

They understand the importance of having integrity and a firm sense of fairness and honesty

Respect –

Students work to respect themselves, others and the world around them

Tolerance –

Students work towards feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others

These attitudes form the basis of behaviour management at Immanuel. The development of personal attitudes contribute to the well-being of the individual and of the school community. They are clearly displayed in classrooms for easy reference throughout the school day and are explicitly taught as a refresher at the beginning of each term.

What are the basic rules in our school?

The first and most basic rule in our school is to ‘treat other people the way that you like to be treated!’

It’s not rocket science...it’s been around for a long time....AND IT WORKS!!!

We believe that our students have the right to...

- Come to school and feel safe
- Come to school and not have their learning disrupted by the behaviour of others

These are two fundamental ‘rights’ that we are very determined to maintain.

School plays a significant role in monitoring and improving children’s mental health and wellbeing. The occurrence of disruptive behaviour in the yard and at the classroom level is inextricably linked to mental health.

Most commonly in primary school-aged children, mental health difficulties will present as disruptive behaviour, anxiety and depression.

Therefore, it is imperative that reoccurring disruptive behaviours are communicated effectively with school leadership and communicated sensitively with the child’s family. Early intervention is paramount.

What practices do we use in Behaviour Management?

Good behaviour management is an art, not a science!!

What works with one child and in one context may not always be appropriate in another, so we have a range of fundamental philosophies that underpin what we do:

1. Restorative Justice

2. A ‘Step System’

Restorative Justice

Our school is committed to the practices of Restorative Justice (RJ), believing that RJ is a range of processes that advocate that the people most effective at finding a solution to a problem are the people who are most directly impacted by the problem. Opportunities are created for those involved in conflict to work together to understand, clarify, resolve the incident and work together towards repairing the harm caused.

At its core, RJ:

- Acknowledges that relationships are central to building community
- Builds systems that address misbehaviour and harm in a way that strengthens relationships
- Focuses on the harm done, rather than only on rule breaking
- Gives voice to people who have been harmed
- Engages in collaborative problem solving
- Empowers change and growth
- Enhances student responsibility

The Restorative Script:

It is often difficult for teachers to ascertain the responsibilities of students when there are no clear victims or wrong doers. The restorative script below has a way of uncovering the different layers of involvement in an incident. Very rarely will there be a case whereby there is one completely innocent party. Far more often it is likely that students will have differing levels of responsibility to take.

Those who were present at 'ground zero' will have different levels of involvement ranging from those who were most directly involved through their words or actions, right through to the 'bystander' who didn't say or do anything to stop the harm.

The questions to a student who has done something to hurt/upset somebody else:

- What happened?
- What were you thinking or feeling at the time?
- What have you thought about since?
- Who do you think has been affected by what you did? In what way?

Questions to the student who was affected by the actions of the wrongdoer:

- What did you think/feel when you realised what had happened?
- How have you and others been affected by this?
- What has been the hardest thing for you?
- What do you think needs to happen to make things better?

Question to a student who has done something to hurt/upset somebody else:

- What do you think needs to happen to make things better?

Question to the student who was affected by the actions of the wrongdoer:

- If this doesn't happen, the agreement is broken; what do you think should happen then?

Question to a student who has done something to hurt/upset somebody else:

- If this doesn't happen, the agreement is broken; what do you think should happen then?

Often you can finish with:

- Before we finish is there anything else somebody wants to say?
- Do we need to make this a formal written agreement?
- Are we agreed?
- Do we all know what needs to happen now?
- Thanks for being respectful and mature enough to sort this out
- Well done; you've come to an agreement!
- Thanks everyone

The 'Step System'

Sitting side by side with 'RJ' is our 'Step System'.

The 'Step System' is designed to indicate to students when their behavior is inappropriate and to encourage them to 'turn their behaviour around.' Failure to do so results in an escalation of the consequences that are applied.

In the Classroom

Step 1. Formal Warning – The teacher gives a warning and records it in the class Behaviour Book.

Step 2. Formal Warning 2 – The teacher gives a second warning and records it in the class Behaviour Book.

Step 3. Time out – The teacher sends the offending student for 'Time Out', either in the classroom or in another classroom or with the principal/deputy.

Step 4. Red Card – The offending student is given a 'Red Card' and sent to another classroom until the next break. The offending student will go to 'Time Out' at the next lunch time. The Red Card will be sent home to parents.

In the Yard

Step 1. Warning – The teacher gives the student a warning.

Step 2. Cool Off – The teacher sends the student for ‘Cool Off’ time at the rear of the staffroom.

Step 3. Red Card – The student is given a ‘Red Card’ and sent to the office until the end of the break. The student will go to ‘Time Out’ at the next recess and lunch times. The Red Card will be sent home to parents.

If a student breaks a safety rule, harasses or bullies someone, or deliberately ignores a teacher’s instructions, the offending student may receive a ‘Red Card’ without any warnings.

Students may receive extra consequences depending on what happened.

Students start fresh every day however, if a student (from Yrs 2-7) receives three ‘Red Cards’ in a term, they will need to serve a Friday detention after school (with the principal or delegate) as well as a meeting with parents.

Three Red Cards in a term will mean the offending student will be placed on an ‘Individual Behaviour Contract’ and will not be permitted to participate in any co/extra-curricular activities while on the contract and will forfeit play time. The length of the ‘Behaviour Contract’ will be determined by school leadership on a case by case basis.

If a student receives a fourth ‘Red Card’ in a term, the offending student will be suspended for a length of time at the principal’s discretion.

Classroom Contracts – class teachers from time to time will employ a ‘behaviour contract’ strategy for students who have not received any red cards. These will generally not exclude students from co/extra-curricular activities and are designed to facilitate closer monitoring and accountability for students in some circumstances. The length of time these contracts will run with be determined by the class teacher, in consultation with school leadership and will vary in structure and substance depending on the desired outcomes that are being sought.

Summary of the actions that are taken when inappropriate behaviour happens:

Red Cards

A Red Card can be issued by a member of staff executive if a child displays inappropriate behaviour.

It maybe as a consequence to not heeding the warnings that have been given or in response to a single incident/matter. The incident is recorded on the school’s management system and a letter is sent home. The student who receives the ‘Red Card’ will spend consecutive playtimes being counseled by a member of staff executive and their participation in co-curricular activities will be subject to review for the period of two weeks.

Three red cards in a term will result in an after school detention.

Detention

The purpose of detention is to provide additional consequences for senior class students (years 2 - 7 only). Detention will be on a Friday afternoon, from 3.30 to 5.30pm, supervised by the principal or delegate. Students who willfully or continually flout school rules will be candidates for detention. Consultation with the principal before issuing detention will be an initial requirement. Parents will be notified when their child has been issued with detention.

Individual Behaviour Contracts

As a result of receiving 3 red cards in a term – Students on an ‘Individual Behaviour Contract’ will not be permitted to participate in any co/extra-curricular activities while on the contract and will forfeit play time. The length of the ‘Behaviour Contract’ will be determined by school leadership on a case by case basis.

Classroom Contract

Students who demonstrate ongoing behaviour problems may be placed on ‘Classroom Behaviour Contract’. This may involve consultation with professionals outside the school community and an agreement to a co-operative approach in partnership with the student’s teacher, coordinators and any other participating staff.

Suspension and Expulsion

Where a student’s behaviour continues or seriously disadvantages members of the school community despite the implementation of an Individual Behaviour Contract as a result of 3 Red Cards in a term, or where extreme breaches of the school rules occur, the school reserves the right to invoke suspension or expulsion.

The school reserves the right to suspend or terminate enrolments without going through any of the processes above where (in the school’s opinion) it is warranted.

Not to be tolerated under any circumstances

Restorative discipline is an important facet of addressing negative student behaviour. Generally speaking, it will serve addressing everyday challenging behaviours effectively. However, there are instances where zero tolerance is imperative:

- 1) Disrespect towards staff members
- 2) Bullying - repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying involves taking advantage of a differential in power and is ongoing despite efforts to make it stop.
- 3) Aggressive/violent behavior
- 4) Swearing
- 5) Breaching our cyber safety agreement
- 6) Sexualised behaviour

A member of school leadership should be contacted immediately to support where appropriate. Generally a phone call home to set up a face to face meeting is the most appropriate course of action.

Effective record keeping

Keeping accurate records of behaviour incidents is very much a part of the school's practice. In today's litigious society, accurate and effective records serve as a legal document to demonstrate that the processes and procedures of Immanuel have been adhered to. The school's learning management system (PC Schools) allows teaching staff to maintain accurate records of behaviour incidents for each enrolled student.

Effective Communication with Parents

Teachers are encouraged to share their school email with parents in order to ensure effective lines of communication are maintained. In the event of receiving an email from a parent about a behavioural concern, a timely response is paramount.

Supporting Successful Re-entry into the Classroom

In some instances, a student may require a negotiated amount of time working away from the classroom where they are expected to have full access to the curriculum. This is negotiated between school leadership, the teacher, the student and their family.

Re-entry to the classroom is gradual and completed in short sessions to allow the teacher and child to reflect upon what has been successful and growth areas for future sessions. It is imperative that communication with parents is maintained at this point so they can also reinforce positive work habits at home and support the policies of the school.