



NHILL LUTHERAN SCHOOL

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Policy Document

BEHAVIOUR MANAGEMENT POLICY (STUDENT)

PREAMBLE

The behaviour management policy of the Nhill Lutheran School recognises that each person has the real needs of worth, acceptance, value, dignity, adequacy, personal security and respect.

We recognise that we live in a sinful world and need rules to manage behaviour, but these rules are never the power to fulfil human needs or willingly drive loving behaviour towards others. When situations do require students to be disciplined, the discipline is always for the purpose of understanding the consequences of broken relationships and therefore for encouraging the person(s) to seek forgiveness and restoration between God and others. In this endeavour, the school community will be a caring and supportive environment striving to reflect, however imperfectly humans are able to, the unconditional love of Christ with which we have been blessed (1 John 4:19).

RATIONALE

Nhill Lutheran School believes that:

The gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing healthy relationships within our school community.

As such God's love and forgiveness demonstrated in Jesus, is the cornerstone for any behaviour management principles.

A Christ-centred community is by no means perfect. Individuals reflect this imperfection. Nhill Lutheran 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.

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.

Effective management of student behaviour occurs in partnership between 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 lead 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.

Through an emphasis on positive attitudes, behaviour and relationships, Nhill Lutheran School aims to promote the Christian growth and development of each student as an individual within the community.

AIMS

1. To provide a positive, secure learning environment in which God's word is readily spoken and his love permeates, in which individual's needs, rights and social responsibilities are met and reflected, and students feel safe, valued and cared for.
2. To support children in the making of responsible choices, so that they are enabled to manage themselves and their behaviours, that they may anticipate, experience and accept the consequences for both appropriate and inappropriate choices regarding their words and actions to others.

EXPECTED OUTCOMES

1. There is a whole school climate of respect for mutual rights and responsibilities, with an emphasis on the value, uniqueness and dignity of all people rather than on punishment or reward.
2. All staff members participate in the creation of a safe, secure, Gospel-oriented learning environment where students develop age-appropriate control of their own behaviour.
3. Students can examine their own behaviour in discussion with staff in a way which reflects their involvement in the decision making process.
4. The special needs of students are identified and are supported through appropriate programmes. Teachers respond effectively to inappropriate behaviour.
5. Teachers understand how to conduct effective behavioural change and understand student behaviour management models and practice.

GUIDLINES

- Teachers and students are to communicate respectfully and maintain Christian values.
- Students strive to solve conflicts independently and respectfully. They will refer to a member of staff if needed.
- Students are to be considerate of others and safe when playing.

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

IMPLEMENTATION

1. If a student behaves in a way that contradicts the Christian ethos of the school, the teacher who has observed the behaviour will deal with such behaviour and document it if warranted. 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.
2. Students are adequately educated about the behavioural expectations of the Nhill Lutheran School in both a classroom setting and the yard.
3. Guidelines for applying Sanctions and Rewards
 - 3.1 Sanctions and rewards must be applied fairly and consistently.
 - 3.2 Sanctions and rewards should be in proportion to the behaviour and the application of sanctions from the least intrusive to the most intrusive.
 - 3.3 Sanctions should not be applied to whole groups of students unless deemed necessary.
 - 3.4 Corporal punishment, belittling, humiliation and any form of abuse (physical, verbal or emotional) is expressly forbidden.
 - 3.5 Suggested sanctions and rewards will be discussed between staff and students throughout the year.
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 sufficient work to complete until the next break (referred to as the "safety net").
5. When appropriate the teacher will:
 - i. document the incident, date and details / context.
 - ii. have oversight of this process i.e. implementation of consequences and/or use of the safety net.

- iii. report instances where s/he has used the safety net at the next staff meeting.
- iv. ensure that the student involved has sufficient time to eat and use the toilet if necessary.

THE THREE-INCIDENT SYSTEM

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

A. 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.

B. Second Incident:- After a second incident steps 1,2 and 3 above are repeated. Parents are contacted by Principal or teacher.

C. Third Incident:- With a third incident, the student is withdrawn and spends “time-out” under the supervision of the Principal or teacher. Steps 1, 2 and 3 are repeated. 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, in the event of a further repeat of A and B, the student will be excluded from school for a period of time 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.

SUSPENSION AND EXPULSION

1. Grounds for External Suspension

A Principal, or teacher, 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). For very serious acts of misconduct, including but not limited to fighting, bullying, verbally or physically abusing a staff member or visiting adult, being in possession of illegal drugs, being in possession of cigarettes or smoking on the school grounds, acts of vandalism or stealing or acts that may seriously endanger the safety and well-being of others, the student may be suspended or expelled immediately. 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.

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.

2. Grounds for Expulsion

A student who manifestly violates Christian conduct and / or seriously disrupts school life and work, and refuses to respond positively to admonition and encouragement after having been suspended externally from school, may disqualify himself / herself from continued enrolment.

PARENT CONTACT:

Teachers are encouraged to maintain regular and positive communication with parents throughout the year. Parents may be contacted in the event that teachers become concerned with a students' behaviour. Records of student inappropriate behaviour are to be kept and Principal or teacher informed of such communication.

Parents will be formally contacted in the following circumstances:

- Serious or persisting breaches of the behaviour management guidelines.
- In the event that an injury to themselves or others has occurred as a result of their actions.

****Under no circumstances will students receive any form of corporal punishment.****

DATE: September 2016
DUE FOR REVIEW 2020