



8 Ward Street EUDUNDA SA 5374
Phone: (08) 8581 1282
Fax: (08) 8581 1661
Email: office@sjls.sa.edu.au
Principal: Mrs Paula Skinner

St John's Lutheran School, Eudunda Inc.

STUDENT BEHAVIOUR MANAGEMENT POLICY

"Learning to Serve"



RATIONALE

At St John's our motto is 'Learning to Serve'. This motto recognises that we learn to serve Jesus, each other and the wider community. As Ephesians 6:7 states, we '...serve whole-heartedly as if we were serving the Lord'. We aim to have a school community which works together to invite, encourage and develop acceptable student behaviour.

This policy is developed on the basis that both teachers and parents must work cooperatively to address behavioural issues. All efforts by the school to promote positive attitudes and behaviour and correct irresponsible behaviour will have as the prime goal the growth and development of the student in Christian maturity.

Restorative justice is a major facet of behaviour management at St John's. Therefore, we extend forgiveness to all students who acknowledge their wrong-doing and work towards repairing the relationships that have been damaged. We also aim to promote the development of the students as internationally-minded individuals within the community. We see our behaviour management processes as an opportunity to bear witness to the forgiveness that is ours through Christ's love. Therefore, anyone who chooses to engage in behaviour which places the values of our community at risk may forfeit their right to be part of the community.

AIM

As an International Baccalaureate (IB) World School, our school has a commitment to the values inherent in the IB Learner Profile and PYP Attitudes and these should be apparent in the daily life of the school. Therefore our Christian ethos combined with the Learner Profile and PYP Attitudes, provide important tools for our students to guide behaviour and reflect on decisions made, not only now but throughout life. We therefore encourage our students to be:

- **Inquirers** who use their curiosity to develop skills for inquiry and research. They will learn independently and with others to become enthusiastic about using their learning to contribute to fostering a harmonious school and world.
- **Knowledgeable** by exploring concepts, ideas and issues that have local and global significance. Through this, in-depth knowledge and understanding are gained which will assist in making decisions that are respectful and support the ethos of our school.
- **Thinkers** who exercise initiative in applying thinking skills critically and creatively, to recognise and approach complex problems, and make reasoned, ethical decisions which lead to positive behaviours.
- **Communicators** who understand and express ideas and information confidently and creatively. They will use their communication skills to work cooperatively with others to be inclusive and use respectful communication.
- **Principled** by acting with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of all. This includes responsibility for actions and the consequences of them, as well as demonstrating forgiveness.
- **Open-minded** by critically appreciating their own culture and being open to the perspectives, values and traditions of others. In so doing, students are expected to be sensitive about differences, empathetic, tolerant and respectful of others' needs.
- **Caring** by showing empathy, compassion and respect towards the needs and feelings of others. They will recognise opportunities to commit to service at school and in the world to make a positive difference in a variety of ways.

- **Courageous** by approaching unfamiliar situations and uncertainty in and out of the classroom. They will be encouraged to have independence of spirit to explore new roles, ideas and strategies and resilience when faced with challenges.
- **Balanced** by understanding the importance of balancing different aspects of our lives to achieve personal well-being for themselves and others. They will learn that interdependence with others is important in our school and the world we live in.
- **Reflective** by understanding their strengths and weaknesses in order to support their learning and personal development. They can then thoughtfully consider their own behaviour and make adjustments to it as required.

RIGHTS AND RESPONSIBILITIES

All members of the St John's community have the right to:

- feel they belong
- feel safe
- feel happy
- teach and learn

And these rights should be respected.

At St John's everybody has responsibilities. We all need to show respect, care and concern for ourselves, students, parents, teachers, belongings, our school and equipment.

Our school will adopt a common approach to dealing with unsatisfactory student behaviour. However, we recognise that there may need to be some flexibility of implementation in conjunction with a Behaviour Management Plan for the individual student. When dealing with unsatisfactory behaviour teachers will be required to place heavy emphasis on consultation with parents and the student concerned. Any child who is a repeat offender may have an individual behaviour management plan put into place through consultation with parents. All incidences should be documented in the class Behaviour Management booklet and anecdotal notes recorded.

THE PRINCIPAL AND STAFF WILL:

- provide a loving, safe, caring, orderly learning environment where students are provided with opportunities to grow in understanding, acceptance and demonstration of responsibility for their own behaviour
- facilitate the development of a school where the opportunities for students to experience spiritual growth and a range of intellectual, physical, social, spiritual and personal successes is increased and that these successes are acknowledged and affirmed
- ensure that the school's response to gender, cultural background, family circumstances and disability support student learning outcomes
- involve, where appropriate, other support agencies to support staff and families in the effective management of students

- integrate other relevant policies and legal obligations into the school's Behaviour Management Policy
- keep records to document the misbehaviour of students
- have consistent and high expectations of behaviour for our students
- acknowledge and praise responsible behaviour
- have high expectations of performance, value a range of successes and encourage children to achieve their personal best
- communicate with families, informing them of behavioural expectations through formal and informal discussions and reports
- communicate to parent volunteers and helpers the expected process for dealing with student behaviour
- be aware of relevant policies and possible legal obligations with regard to behaviour

STUDENTS ARE EXPECTED TO:

- accept responsibility for maximising the learning opportunities for themselves and others
 - know and accept expectations and consequences of responsible or irresponsible behaviour
 - know routines and abide by them
- value success in a range of activities and aim to achieve their personal best
- respect the intellectual, social, spiritual, emotional and physical well being of others and understand how this can impact on their learning
- in class, participate in discussion of standards, responsibilities and logical consequences to form an essential agreement based on the IB Learner Profile and PYP Attitudes
- understand their behaviour has an impact on the good name of the school

PARENTS / CARE GIVERS ARE EXPECTED TO:

- accept responsibility as the first and most important role models and educators of appropriate attitudes and behaviour
- support the school in its efforts to create a loving, safe, caring and orderly Christian environment for their children
 - commit to and uphold the Behaviour Management Policy of the school
 - expect their children to abide by the school standards and essential agreements
 - help their children value consequences of responsible behaviour and accept consequences of irresponsible behaviour
- support the school in discouraging prejudice or any form of harassment

- value success in a range of activities and encourage children to achieve their personal best

CLASSROOM ESSENTIAL AGREEMENT

At the beginning of the school year all teachers and students are to collaboratively develop an essential agreement outlining the expectations of behaviour for the class. This agreement is displayed in the classroom and referred to throughout the year. The manner in which the classroom essential agreement is developed sets the classroom tone for the whole year. Teachers are expected to be positive and encourage input from the students at every opportunity.

Developing the agreement should incorporate:

- discussion of why an agreement is required
- opportunities for all involved to contribute to establishing the agreement and therefore ownership of it
- explanation of why consequences are necessary
- discussion for why natural/logical consequences are necessary
- the IB Learner Profile and PYP Attitudes (for example empathy, appreciation, tolerance, cooperation, integrity, respect – relate to behaviour and creativity, commitment, confidence, curiosity, enthusiasm and independence – relate to learning)
- reading the final document, clarifying, making changes if needed and signing by teacher and all students

DEALING WITH BEHAVIOUR

It is expected that teachers will be sufficiently professional to develop strategies for classroom management, which minimise student misbehaviour.

All behaviours, positive or negative, have consequences.

Where positive behaviour is displayed, consequences may include:

- verbal praise
- classroom incentives
- individual teacher/staff awards
- general thanks and encouragement

Staff members should look for opportunities to give feedback for positive behaviours and attitudes.

Inappropriate Classroom Behaviour

Over the course of the school day, inappropriate student behaviour that does not reflect the classroom essential agreement, will follow the below process:

<u>Step 1:</u>	Warning
<u>Step 2:</u>	Time out in the classroom environment. <ul style="list-style-type: none"> • Student to be moved to another area in the classroom, away from the rest of the class. The period of time that they remain here is at the discretion of the teacher.
<u>Step 3:</u>	Exit to another classroom. <ul style="list-style-type: none"> • The classroom that the student is sent to is at the teacher's discretion. • During the exit process, the accompanying student will present a yellow "EXIT" card to the teacher. • Student is to remain in this classroom until the next major break in the day (Recess, Lunch or end of the day). At the end of the student's exit to another class they will return to their own classroom environment after counselling from the classroom teacher which will occur during recess/lunch/end of the day. <p>EXIT NOTE TO GO HOME IN DIARY ON THIS DAY COMPLETED BY CLASSROOM TEACHER</p>
<u>Step 4:</u>	Exit to Principal <ul style="list-style-type: none"> • If the behaviour continues, then the child is removed and sent to the Principal for the remainder of the day with work to go on with during that time. • Principal will phone parents to inform them that the student have received an exit throughout the day and they were removed from the classroom as the behaviour did not change.

1. It is the responsibility of the classroom teacher to keep record of behaviours in the classroom in the behaviour book. The behaviour book will travel with the class to specialist lessons each week allowing specialist teachers to easily see what warnings have already been given and can continue this process.
2. If a student gets to step 3 during a specialist lesson, then they are exited to another classroom by the specialist teacher until the next major break in the day. The classroom teacher will follow through with the counselling session.
3. If a student receives **3 exits over the course of a term**, the student will serve one day internal suspension with the Principal.
4. Classroom behaviour book is taken to the Principal at the next break as a record of the child's behaviour and exit. Student exits are recorded in the classroom behaviour spreadsheet.
5. **On the third internal suspension, it will result in an external suspension and/or expulsion.**

Inappropriate Yard Behaviour

Yard Essential Agreement

During our play times, we agree to follow the Learner Profile and PYP Attitudes.

We will walk safely around our school. Therefore, we will not:

- Run on pavers or on steps
- Run around buildings
- Slide on rails or climb on/over walls

We will respect others in the yard. Therefore, we will not:

- Bully others
- Wrestle or tackle with other students
- Harass other students
- Play fight
- Throw objects
- Use bad language
- Call people names or tease others
- Disobey teachers instructions

We will follow the rules of games and the areas they are played in.

We will play in our year level areas respectfully.

We will use all equipment correctly.

Recess

1. Student displays inappropriate yard behaviour
2. Student sits out for the rest of recess time
3. Teacher on Duty completes a Yard Exit Notification Form and sends this form to the front office to be placed in the Yard Exit Box
4. At lunch time the student reports to the reflection room and the Principal/Assistant Principal/Acting Principal facilitates reflection form to be completed and then filed in the students file.
5. Student is then dismissed 5 minutes before end of lunch time to get a drink and go to the toilet.
6. Principal /Acting Principal completes a Yard Exit Notice and hands to classroom teacher to stick into child's diary.

Lunch

1. Student displays inappropriate yard behaviour
2. Student sits out for the rest of lunch time
3. Teacher on Duty completes a Yard Exit Notification Form and sends this form to the front office to be placed in the Yard Exit Box
4. At the end of lunch Principal /Acting Principal will complete a Yard Exit notice and hand it to the classroom teacher to be stuck in the child's diary before the end of that day.
5. The classroom teacher is responsible for reminding the student on the following day about their reflection at lunch time.
6. Student will complete the reflection form in that next lunch time period. Reflection form to be filed in the students file.

SUPERVISION OF BEHAVIOUR IN THE YARD

DEFINED AREAS OF PLAY

- courts (kicking of balls not permitted)
- ovals
- playground (running not permitted)

The following areas are 'out of bounds' for play:

- front lawn area
- behind ball barrier
- front entrance to the school
- asphalt drive way
- all garden areas
- around storage sheds
- bus parking area
- main entrance of hall and beyond
- beyond eastern tree line

AROUND THE SCHOOL – Quiet and orderly movement is one of the many good manners that need to be instilled into the students. Running is not permitted in the following areas:

- Along corridors
- In the playground
- Anywhere around the perimeter of the school buildings (i.e. concrete, pavers)
- **IN AND OUT OF THE ROOMS** – Students ARE NOT TO USE the main entrance into the school as a thoroughfare either before or after school, or during school hours unless reporting in late or leaving early. All footwear should be thoroughly cleaned on the mats provided before entry into the school, or, if extremely dirty, removed.
- **HATS** are to be worn outside at all times from September 1st to April 30th. If a student does not have a hat at school during playtimes, he/she needs to sit in the NO HAT AREA. No hat area – on the bench under the eating area next to the wall. (Refer to SunSmart Policy for further detail.)

Teachers are to regularly familiarise their students with the requirements.

It is a task of teachers on duty to supervise the play areas and ensure that they are being used in the correct manner.

If ever in doubt as to whether an activity is acceptable for a particular area, the teacher should stop the activity, explain to the student that a decision will be made and inform the Principal or Assistant Principal.

Abusive / Sexual / Violent Behaviour – Either in Yard or Classroom

1. If a student displays abusive or violent behaviour, the student will immediately be exited to the Principal's office.
2. The student will immediately be isolated and the Principal will follow through with appropriate action. Parents will be notified of the inappropriate behaviour.

Depending on the age of the student, the nature of the misdemeanour, the circumstances surrounding the event and the pattern of previous behaviour displayed by the student, one or more consequences may be invoked by the teacher. Any consequence should also involve a formal

discussion between the student and teacher. The restorative justice approach should be used when deemed suitable. All discussions should include:

- what actually happened (information from several children may be required)
- which school rule was broken
- what should have been done
- what will be done to repair the situation
- what strategies can be used in the future to ensure it doesn't happen again
- a follow up session with all involved to repair and rebuild

STUDENT BEHAVIOUR PLANS

- Some students may require individual behaviour plans to assist them in developing appropriate behaviours.
- Individual behaviour plans may also need to be put in place for those students who have a disability

If either of these is the case, parents will be notified to discuss the implementation of such plans.

Reviewed: March 2017 Policy to be revisited annually and reviewed biannually

Attachments for Teachers

- *Behaviour Management (Class Booklet)
- *Yard Behaviour Management Flow Chart
- *Classroom Exit forms
- *Yard Exit Forms
- *Sand pit rules, football rules, bomball rules, four square rules, playground rules
- *Yard behaviour reflection sheets
- *Yard Exit Notification Form
- *Bullying and Harassment Policy