



BEHAVIOUR MANAGEMENT

RANGS Reference	3.7.1, 3.7.2
Date of Last Review	June 2018
Board approval required	No
Owner	Principal

1. RATIONALE

Our God is a god of love, and because God loves us He disciplines us. As the Scriptures assert *"Whom the Lord loves, He disciplines"* (Hebrews 12:6). The loving discipline of God is consistent with His perfect sense of justice and righteousness, and with His desire for us to grow towards maturity in Him.

God permits us to exercise discipline towards one another. He has given this responsibility to parents in relation to their children. He requires that discipline be applied with a loving sense of responsibility, desiring the best for the one being disciplined. *"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord"* (Ephesians 6:4).

Parents are able, within the context of our school, to appropriately delegate responsibilities necessary for the effective disciplining of their children. According to the scriptures, children should accept the discipline of their parents, and by inference, that of their teachers (Ephesians 6:1; Proverbs 22:6).

The word for discipline in the Bible is the Greek *"sophronismos"*, which literally means *"a calling to soundness of mind"*. The word in our modern idiom seems to have the narrow meaning of strict adherence to a set of rules with predetermined sanctions, and of being primarily punitive.

Discipline is broader than punishment. It involves the giving of guidance to life by the including of restraints and teaching against licence. *"Train up a child in the way he should go, and when he is old, he will not depart from it"* (Proverbs 22:6). The Biblical usage of the word shows a deep concern for establishing an atmosphere of love, care and concern, alongside notions of sanctions and punishment.

This atmosphere of love, care and concern should see the role of encouragement and praise acknowledged and utilised; there being two supports to behaviour management as it were: discipline *and* encouragement. When people (including students) feel valued and appreciated, they are more likely to want to value and perpetuate that which has been encouraged. *Thessalonians 5:11* exhorts people to *"encourage one another and build each other up"*.

Discipline, however, does at times involve the imposition of consequences, or punishments. The punishment aspect of discipline is for the benefit of the one being punished. Learning by suffering an imposed consequence is kinder than leaving the individual to suffer the full consequence of their inappropriate actions. The imposition of consequences is not to be exercised for the purpose of some authoritative figure to gratify their sense of importance, or to solely achieve imposing their will upon another person (Proverbs 22:6; Proverbs 23:13).

Ultimately, it is self-discipline which we are aiming to develop in the lives of our students. Discipline and pastoral care are therefore largely synonymous, and they appeal to the training of a sound mind and heart into the likeness of Christ.

2. IMPLEMENTATION

- 2.1 The Principal is responsible for the oversight of disciplinary measures used within the school, though each teacher has responsibility for discipline in his/her classroom in accordance with school policy and incorporating established school procedures and guidelines.
- 2.2 A range of disciplinary measures are used within the school to –
 - encourage those behaviours which are acceptable and good
 - encourage a growing self-direction within the students
 - ensure that students, staff, parents and other members of the school community harmonise together for the common purpose of the school.
- 2.3 Disciplinary measures include encouragement, affirmation, counselling, correction, reprimand, withdrawal of privileges, detention, working for the school community, family conferences, suspension and expulsion.
- 2.4 In accordance with current legislative requirements, the use of corporal punishment is not permitted in the school either by staff or non-school persons for the purpose of enforcing discipline at the school.
- 2.5 Each teacher will develop with their class an understood code of behaviour which is consistent with overall school policy. Clear instruction and definitions about expectations and what is acceptable behaviour will be given.

3. BEHAVIOUR MANAGEMENT PROGRAM

3.1 CHARACTERISTICS

- **CHRISTIAN VALUES AND PRINCIPLES**
Every interaction which occurs should be undergirded by Christian values and principles. Respect for the dignity and worth of each student is of paramount concern. Behaviour management should embrace both positive and negative aspects of behaviour.
- **CHOICE**
Students choose their behaviour. Student behaviour choices have both positive and negative consequences.
- **CONFRONTATION**
If students choose bad behaviour, then as a staff we confront them in a firm, caring and honest way about the reality of their behaviour. Students need to be brought to the point of admitting their wrongdoing. For each behaviour problem a discussion will be had between the child and the appropriate staff member with the aim of resolving issues.
- **CONSEQUENCES**
Consequences of unacceptable behaviour are clearly known and followed by all staff. Students are aware of the consequences of misbehaviour. Appropriate behaviour is also recognised.

- **CO-OPERATION**
Teachers work together on student behaviour related matters. This encourages mutual support among staff and passes a powerful message of unity to the student body.

- **CONSISTENCY**
A behaviour management strategy and philosophy for dealing with behaviour issues maximises consistency at all levels. Ongoing professional development will assist in ensuring that the procedures of the policy are consistently applied by all staff.

NB Consistent does not mean identical. There are never two identical behaviour incidents. Student welfare depends on finding the best way to deal with and care for each individual child, within the framework of a consistent policy.

- **COMMUNICATION**
Our aim is to communicate with parents at an early stage. Parents are made aware of behaviour, work and uniform issues before an unsatisfactory situation escalates.
- **CENTRALISED RECORD KEEPING**
Reports of major incidents will be recorded and kept on Sentral so that patterns and history can be tracked.

3.2 AIMS

By means of our Behaviour Management Program, we aim to:

- Act in accordance with the school's mission statement, and the attitudes and values contained therein.
- Help students to recognise that they are responsible for making choices with respect to their behaviour.
- Provide appropriate support mechanisms for teachers in dealing with student behaviour.
- As far as possible, apply similar procedures to all students, K-6.
- Create adequate communication procedures between teachers, executive staff, parents and students.
- Encourage acceptable behaviour and discourage unacceptable behaviour.
- Create efficient administrative procedures to monitor and manage student behaviour.
- Monitor and evaluate the operation of behaviour management procedures.
- Encourage attitudes of self-respect and self-discipline, and respect for others, as people made in God's image.
- Promote a safe school environment which is conducive to effective teaching and learning.
- Support parents in their role of "training up a child in the way he should go."

3.3 PROCEDURES FOR INAPPROPRIATE BEHAVIOUR

Please note that due to the small school structure we enjoy and the priority of developing healthy relationships between staff and students neither levelled disciplinary or commendation systems are being used. However, the following 'steps' will be followed.

Behaviour

Classroom (including excursions and other events under the school's duty of care)

- A positive atmosphere is set at the beginning of each day

- The teacher deals with problems by applying a range of strategies within the classroom. (e.g. warning system, changing seating arrangements, isolating in class, lunchtime detention/s, withdrawal from activity, use of a quiet space or calm corner in classroom, sending to teacher next door (buddy class) for time out to calm, written imposition/s, playground clean-up.)
- If students do not respond to strategies put in place by the classroom teacher, they should be referred to the teacher's supervisor (in this case the Principal). The classroom teacher should record details on Sentral.
- Should it be deemed necessary, either the classroom teacher or Principal will contact the student's parents possibly asking for a meeting.
- For on-going negative behaviour patterns, a relevant plan will be put in place in consultation with parents, staff and any relevant external agencies/clinicians.
- Should the plan, under constant review, fail to facilitate change in a student's behaviour patterns, measures such as suspension will be taken. (Refer Suspension/Expulsion Policy)
- Expulsion is a last resort. (Refer Suspension/Expulsion Policy)
- At all points, written records of meetings will be kept.

Playground

- The duty teacher deals with problems by applying a range of strategies appropriate to the situation (e.g. isolation, "walk with me", playground cleanup, reprimand).
- If a student is involved in repeated or serious misbehaviours requiring removal from playground (e.g. violence or bullying) they should be referred to the duty teacher's supervisor (in this case the Principal). The duty teacher should record details on Sentral.
- Should it be deemed necessary, either the duty teacher or Principal will contact the student's parents, possibly asking for a meeting.
- For on-going negative behaviour patterns, a relevant plan will be put in place in consultation with parents, staff and any relevant external agencies/clinicians.
- Should the plan, under constant review, fail to facilitate change in a student's behaviour patterns, measures such as suspension will be taken. (Refer Suspension/Expulsion Policy)
- Expulsion is a last resort. (Refer Suspension/Expulsion Policy)
- At all points, written records of meetings will be kept.

Homework and Classwork

- Teachers are to keep records of student failures to complete homework or classwork on time or to a reasonable standard where/if appropriate. Teachers will apply strategies to assist students to complete and submit overdue work (e.g. lunchtime detentions, discussion with student and discussion with parents.)

Uniform

- All teachers will monitor the correct wearing of uniform throughout the day.
- Teachers should challenge students who are not wearing uniform properly. They should remind them of the rule and instruct them to rectify the problem as soon as possible.
- Should there be an on-going problem, parents should be contacted and problems discussed towards a solution.
- Continued failure to adhere to correct uniform guidelines is often disobedience and will be treated as such. See points above regarding misbehaviour issues within the classroom or on the playground.

Related Policies & Procedures	Person Responsible