Behaviour Management Policy
Rationale

At St Michael’s Lutheran School, the gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing healthy relationships within the school community.

As such, God’s love and forgiveness, demonstrated in Jesus, is the cornerstone for the behaviour management principles at our school.

“Therefore go and make disciples of all nations, baptising them in the name of the Father and the Son and the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.”
Matthew 28: 18-20

A Christ-centred community is by no means perfect. Individuals reflect this imperfection. St Michael’s Lutheran School is committed to presenting the Christian lifestyle through example, instruction, and if necessary, admonition. This is done in a loving and caring environment that promotes faith, hope and justice with an emphasis on reconciliation.

Expectations of behaviour are clearly communicated to all members of the school community.

Effective management of student behaviour occurs in partnership between the school and the families of the students. Consequences for inappropriate behaviour are to be fairly administered and follow due process.

Through its behaviour management, St Michael’s Lutheran School will always endeavour to do what is in the best interests of the student. However, where any inappropriate behaviours persist, which are wilful, or constant with no signs of remorse, the school will need to consider the learning, well-being and safety of others in the school community.

Restorative justice is a major facet of behaviour management at St Michael’s. Therefore, we extend forgiveness to all students who acknowledge their wrong-doing and work towards repairing the relationships that have been damaged. As well as this, we aim to promote the Christian growth and development of the students as internationally-minded individuals within the community. We also see our behaviour management processes as an opportunity to bear witness to the gracious love and forgiveness that is ours in Christ Jesus.

“... our love should not be just words and talk: it must be true love, which shows itself in action.”
1 John 3:18
**Aims**

The ultimate aim of the Behaviour Management Policy at St Michael’s Lutheran School is to create an environment where students accept responsibility for their behaviour and any consequences that may arise from unacceptable behaviour. Our focus on Restorative Justice enables students to develop their awareness that their behaviour affects others. The Behaviour Management Policy supports staff in ensuring that a supportive and stimulating school environment, in which students are encouraged to be principled and take responsibility for their own behaviour, exists for all students.

As an authorised IB PYP school, St Michael’s Lutheran School not only aims to develop an understanding of Christ-like behaviour in the students, but also equip them with an understanding of the Learner Profile in the context of behaviour. The Learner Profile then, permeates all teaching and learning, and informs the Behaviour Management Policy as well.

The Learner Profile is displayed in prominent places around the school and can be found in every classroom. All students at the school will be taught the values that underpin the Learner Profile in a context which is appropriate for their developing understandings.

By establishing Essential Agreements as a class at the beginning of the year, students are assisted in establishing the caring and Christ-centred environment needed for learning to take place.

**All school behaviour management therefore, using our Lord Jesus Christ as the model, will aim to:-**

1. Encourage and train students in positive attitudes and acceptable behaviour so that self discipline becomes an ongoing attribute.
2. Reinforce positive behaviour displayed by students.
3. Encourage students to change unacceptable attitudes and behaviour.
4. Facilitate effective learning through mutual respect in all school relationships.
5. Help students learn to live and work co-operatively with others.
6. Encourage students to become caring, sharing and law-abiding citizens of our nation.
7. Encourage students to look for ways to repair any damage done to relationships with others and to the world, and in so doing, maintain a strong sense of community.
School Expectations

In encouraging students to develop Christ-like behaviour, we encourage them to develop and exhibit traits and characteristics of the Learner Profile and Attitudes in all areas of their life.

**Inquirers**

Students’ natural curiosity will be encouraged; students will be actively and enthusiastically involved in their own learning and be committed to acquiring the skills necessary to become internationally-minded citizens and to develop an appreciation of the diversity in people.

**Knowledgeable**

Students will be able to transfer their knowledge and understanding across a broad and balanced range of disciplines. They will use their knowledge to be effective problem-solvers and be capable of settling conflict.

**Thinkers**

Students will think critically and creatively to make good choices and decisions about their learning and behaviour.

**Communicators**

Students will communicate in an open, friendly and respectful manner. They will use their developing communication skills to collaborate with others.

**Principled**

Students will act with integrity and honesty, taking responsibility for their own actions and the consequences that accompany them.

**Open-minded**

Students will show empathy and be open to the thoughts, values, opinions and perspectives of others and be respectful and tolerant of this diversity.

**Caring**

Students will be committed to making a positive difference to the lives of others by being kind, compassionate and thoughtful. They will take care of property and school resources.

**Risk-takers**

Students will stand up for what is right and have courage and confidence in defending their beliefs.

**Balanced**

Students will be committed to the well-being of themselves and others.

**Reflective**

Students will reflect on their behaviour and its impact on others. In situations where behaviour is less than desirable, students will reflect on how to rectify the situation.
CLASSROOM PROCESSES

CLASSROOM RULES

- Each class will have its own class rules framed as essential agreements. These will be framed positively and negotiated with the students so as to promote ownership of agreements.
- Students will be expected to comply with the essential agreements. Teachers other than the class teacher (e.g. specialist teacher, relief teacher) will communicate their expectations of class behaviour, and implement their own consequences accordingly.
- Restorative Justice principles are to be practised in dealing with inappropriate behaviour.
- Staff are encouraged to be proactive in communicating their concerns (eg via diary notes, phone calls, email) to parents about their child’s inappropriate behaviour.

NON-COMPLETION OF WORK

Any work not completed in class time due to inappropriate use of time in class (e.g. idleness, misbehaviour) will be completed in the designated room during the lunch break, for a maximum of 20 minutes. Students required to attend this room will be provided with a slip from the teacher who has given this consequence. This slip will be handed to the teacher on duty.

BEHAVIOUR MODIFICATION

- Behaviour Modification Plans may be implemented for identified students to target particular behaviours that require modification.
- The co-operation of the student’s parents will be sought in the implementation of such programmes.
- Support from the Principal/Deputy Principal/Special Education teachers will be given to teachers if this process is required.

DETENTION

- A system of two warnings is in place in all classes.
- After two warnings (or for extraordinary behaviour) the consequence is detention.
- The student who has detention will be given a reflection sheet by the teacher to complete. The teacher will outline the reasons for the detention on the sheet.
- This sheet is to be taken to the designated room for the detention and completed.
- The sheet is to be then sent home for parental signature.
- Should a pattern of exclusion develop, support from parents, Special Education teachers, the Principal or Deputy Principal should be sought. An individual Behaviour Modification Programme may be required.
- In cases of extreme behaviour the student may be sent straight to the Principal.
- Detentions may also be used for inappropriate yard behaviour but teachers are encouraged to use other strategies (eg. play removal) when dealing with this
- Restorative Justice principles will be practised in order that relationships may be restored and restitution made.
INTERNAL SUSPENSION

- Internal suspensions will be given automatically for gross extraordinary behaviour (e.g. aggression, physical harm).
- Internal suspensions will be given at the discretion of the Principal and teacher.
- A student who is internally suspended will spend their day at school in isolation, doing work set by the teacher. Recess and lunch breaks will be at times that do not coincide with regular recess and lunch times.
- In cases where a student is immediately suspended during the school day, the student’s parents may be requested to collect their student from school at 3.30 p.m., or as soon as possible there-after, at which time a meeting will be held between the student and parent(s), Principal and relevant staff member.
- Following an internal suspension a meeting will be held with the student, parents, class teacher and Principal, and ongoing behavioural support will be available to the student if appropriate.
- The internal suspension will be recorded.
- Restorative Justice principles will be used as appropriate.

EXTERNAL SUSPENSION / SCHOOL EXCLUSION

- Repeated instances of misconduct, internal suspensions, or a single severe instance, may require external suspension by the Principal.
- The student will be excluded from school for a minimum of one day
- Following an external suspension, a meeting will be held with the student, parents, class teacher and Principal to formulate a Behaviour Modification Plan for the student.
- The school exclusion will be recorded in a centrally located register.

TERMINATION OF ENROLMENT

- Repeated instances of serious misconduct, together with a failure by the student to accept any responsibility for behavioural change throughout the process mentioned above, may result in the conditions of the student’s enrolment being reviewed by the Principal, and in extreme cases, the student’s enrolment being terminated.
Appendices

1. **SCHOOLYARD RULES**

2. **SUMMARY OF RESTORATIVE JUSTICE**
Appendix 1

SCHOOLYARD RULES

- Students will behave and play in a way that will not physically harm or endanger themselves or others.
- Students will respect others’ individualities and differences and not harass or discriminate against them.
- Students will walk inside buildings and on all paving, and move with caution between designated play areas.
- Students will use courteous language at all times and respect the directions of staff members.
- Students will play in designated play areas and inside school boundaries, respecting the environment, especially the gardens.
- Students will eat in designated areas and not play until food is eaten.
- Students will share space and equipment and use them only for the purposes intended.
SUMMARY OF RESTORATIVE JUSTICE

RESTORATIVE JUSTICE DEFINITION

Restorative Justice is a range of processes that advocates that the people most effective at finding a solution to a problem are the people who are most directly impacted by the problem, creating opportunities, for those involved in a conflict to work together to understand, clarify and resolve the incident and work together towards repairing the harm caused.

RESTORATIVE PRACTICES PHILOSOPHY

Human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them. We maintain that the punitive and authoritarian to mode and the permissive and paternalistic for mode are not as effective as the restorative, participatory, engaging with mode.

PRINCIPLES OF RESTORATIVE JUSTICE

- Wrongdoing hurts victims, communities and offenders.
- All parties should be part of the response to the wrongdoing, including the offender, the community and the victim if s/he wishes.
- The victim is central in deciding how to repair the harm.
- Wrongdoing is seen as an act against another person or the community. It is the offender who must make things right with the victim and the community.
- Restoration or repairing of harm replaces punishment for its own sake. Restitution is the rule not the exception.
- Results are measured by how much repair has been done, not by how much punishment is inflicted.
- Offenders are definitely accountable for their individual choices, but communities are also accountable for the conditions which may exist that contribute to the wrongdoing.

Centre for Restorative Justice