



**St Michael's**  
Lutheran Primary School

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# BEHAVIOUR MANAGEMENT POLICY

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April 2018

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Responsibility	Principal	
Approved by	School Council	Date: 29 <sup>th</sup> May 2018

## 1. 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.

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 and instruction. This is done in a loving and caring environment that promotes faith, hope and justice with an emphasis on reconciliation when relationships are broken.

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

St Michael's Lutheran School will always endeavour to do what is in the best interests of the students. When responding to challenging behaviour, the school will consider the needs of individual students but will also consider the learning, well-being and safety of others in the school community.

Restorative Practices forms the basis of behaviour management at St Michael's. Therefore, we work from a viewpoint that when things go wrong between individuals or groups, the first goal is to repair harm and restore relationships. In addition, 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.

## 2. Objectives

**The objectives of the St Michael's Behaviour Management Policy are:**

- To ensure an environment which is safe and respectful to all who work, learn and visit.
- To create an environment where community members accept responsibility for their behaviour and any consequences that may arise from unacceptable behaviour.
- To restore relationships and enable community members to develop awareness that their behaviour affects others.
- To provide a supportive and stimulating school environment, in which community members are encouraged to be principled and take responsibility for their own behaviour.

As an International Baccalaureate (IB) World School, St Michael's Lutheran School not only aims to develop an understanding of Christ-like behaviour in community members, but also equip them with an understanding of the IB learner profile in the context of behaviour. The learner profile then, permeates all teaching and learning, and informs the Behaviour Management Policy as well.

### 3. Restorative Practices

Restorative Practices is the process of fixing problems where those who are involved in a conflict are also involved in the solution; with a strong emphasis on fairness.

Restorative Practices can be used to improve individual behaviour or to solve a group problem.

A Restorative Conversation, using restorative processes, is held with individuals or groups who are involved in less serious issues. They are usually held on-the-spot in an informal setting. Parents are not typically informed of these conversations.

A Restorative Conference is a meeting with the individuals involved in a serious incident or one that is ongoing or repeated. It is used when dealing with behaviour issues concerning broken relationships between students and/or damage to property. Restorative Conferences are scheduled at a time that suits all parties involved. These will be mediated by a staff member and a restorative agreement is documented. Parents will be informed if their child is involved in a Restorative Conference.

Restorative Conversations and Conferences always include conversation about how behaviour will be modified to ensure the problem does not occur again. Should the agreements that are made during these conversations be broken, consequences may be applied to ensure the safety of all community members.

### 4. CLASSROOM ESSENTIAL AGREEMENTS

A Classroom Essential Agreement is a document outlining agreements made by the group to promote safety and respect in each classroom. The following is expected:

- each class develops their own essential agreements at the start of each year. These are framed positively and negotiated with the students so as to promote ownership of agreements.
- students will be expected to comply with the essential agreements.
- restorative Justice principles are to be practised in dealing with inappropriate behaviour.
- staff are to be proactive in communicating their concerns (e.g. via diary notes, phone calls, email) to parents about their child's inappropriate behaviour.

Inappropriate classroom behaviour disrupts the community and adversely affects the learning of all children. All community members have the right to a safe and well-ordered teaching and learning environment.

Behaviours of concern in the classroom may include:

- calling out; distracting and annoying behaviours
- talking, making noises; being rude to a teacher or
- refusal to comply with instructions; refusing to attempt work;
- rude and unkind remarks;
- aggressive or dangerous actions toward others.
- actions resulting in damage to property.

When managing inappropriate behaviour, a restorative process will be used initially. If the disruptive behaviour continues, actions will be taken to ensure the wellbeing of all community members. Examples of this may be:

- participating in restorative conversations with others.
- removal to another classroom.
- completion of reflection sheets.
- meeting with teachers during break times.
- being required to have modified break times or break locations.
- meeting with a member of the leadership team.

On occasion, if an action is unsafe, but minor, a student may be asked to sit out of play (or similar) for a few minutes to reflect on their actions.

## 5. STUDENT BEHAVIOUR PLANS

Student behaviour 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 these plans.

Support will be given to teachers if this process is required.

## 6. INTERNAL SUSPENSION

Internal suspensions will be given at the discretion of the Principal following the breakdown of a restorative process or on occasion where an action is considerably unsafe and impacts the wellbeing of community members.

- a student who is internally suspended will spend their day at school in isolation, doing work set by the teacher. Supervised recess and lunch breaks will be at times that do not coincide with regular recess and lunch times.
- internal suspensions may be given automatically for gross extraordinary behaviour (eg. aggression, physical harm) or for repeated breaches of classroom or the Community Essential Agreement.
- parents will be made aware of the decision to internally suspend a student and will be involved in the ongoing behavioural support provided for the student.
- restorative Conferences will be held to repair the harm caused to others.
- agreements and actions are documented.

## 7. 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.
- a meeting with the parents, student, principal and other effected parties (as required) will be held, to formulate a student support plan.
- actions and agreements are documented.

## 8. TERMINATION OF ENROLMENT

Enrolment may be terminated in repeated instances of serious misconduct, where a student's behaviour significantly impacts the safety and wellbeing of themselves and/or others in a community.

The decision to terminate a student's enrolment is made by the Principal.

## 9. STRATEGIES TO SUPPORT POSITIVE BEHAVIOUR

### CIRCLE TIME

Circle time is a regular time where students participate in cooperative and relationship building activities. Circle time activities occur regularly in each classroom at St Michaels.

### CLASS MEETINGS

Class Meetings are an opportunity for classroom communities to solve problems, clarify issues, share concerns, and discuss ideas for school improvement for submission to the student representative council (SRC) and to discuss behavioural issues that arise from time to time in the classroom. Class meetings will have a clear purpose, be scheduled regularly and abide by set agreements.

### SCHOOL ASSEMBLY

School assemblies may be used as a forum for the SRC to raise issues of concern. Classes may forward issues to the SRC who will talk about them during school assembly. Classes may also put items on the assembly agenda about which they would like to address the school.

## 10. Responsibilities

### **Principal (including delegates)**

The Principal is responsible for ensuring that a safe and respectful environment exists in the school and that the Behaviour Management policy is followed.

**School staff**

School Staff are responsible for ensuring that they apply appropriate duty of care in all instances and follow up on inappropriate behaviours as and when they occur. Staff are required to follow the Behaviour Management Policy and other related Child Protection Policies to ensure a safe and respectful environment. Staff are expected to model respectful behaviour at all times

**Students**

Students are responsible for ensuring that their behaviour is safe and respectful and that they take steps to ensure the safety of themselves and others. Students are expected to cooperate with others in the community, comply with the Behaviour Management Policy and participate in Restorative Processes when required.

**Parents / Caregivers**

Parents/Caregivers are responsible for supporting and cooperating with the school's policies and procedures in regard to Behaviour Management and Child Protection. Parents are expected to model appropriate behaviour while in the school ground and to act in respectful and safe ways at all times.

## 11. Appendix and Resources

# Restorative Practices Script

## *Connection before correction*

<p><b>What happened?</b></p> <p>(only ask this if you did not see it)</p>	
<p><b>What were you thinking?</b></p>	
<p><b>What do you think about that now?</b></p> <p>If student is struggling to take responsibility, ask was it:</p> <ul style="list-style-type: none"><li>• Right/wrong?</li><li>• Fair/unfair?</li><li>• Kind/unkind?</li></ul>	

<ul style="list-style-type: none"><li>• Helpful/unhelpful?</li></ul>	
<p><b>Who</b> has been affected by what you did? <b>How?</b></p>	
<p><b>What</b> would you do differently if you had the chance?</p>	
<p><b>What</b> can you say or do to make things better?</p>	



<p><b>How</b> can we make sure this doesn't happen again?</p>	
<p><b>How</b> should I respond if this does happen again?</p>	
<p><b>What</b> can I do to help you?</p>	

Teacher: \_\_\_\_\_ Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Notified: Yes / No \_\_\_\_\_ Further meeting required: Yes / No \_\_\_\_\_

Appendix 2 Yard duty log

Yard duty incident log					Area
Date	Recess	1 <sup>st</sup>	2 <sup>nd</sup>	Notes	Teacher
Students' names/classes					
Date	Recess	1 <sup>st</sup>	2 <sup>nd</sup>	Notes	Teacher
Students' names/classes					
Date	Recess	1 <sup>st</sup>	2 <sup>nd</sup>	Notes	Teacher
Students' names/classes					
Date	Recess	1 <sup>st</sup>	2 <sup>nd</sup>	Notes	Teacher
Students' names/classes					
Date	Recess	1 <sup>st</sup>	2 <sup>nd</sup>	Notes	Teacher
Students' names/classes					
Date	Recess	1 <sup>st</sup>	2 <sup>nd</sup>	Notes	Teacher
Students' names/classes					

Students' names/classes	
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Appendix 3 Student development plan

Student development plan for

date

Specific learning and behaviour goals	Indicators – how would we know this was happening?	Strategies – how can this be helped?	Who can help?
1			
Consequences If goals are achieved:			Review date: Monitored by:
If goals are not achieved: -	Student signature	Parents signature	Monitor signature

**RESTORATIVE AGREEMENT FORM**



**Restorative Agreement Between:**

**Meeting Facilitator/s:**

**Date**

**What happened?**

**We agree that .....**

**Who will we monitor this agreement?**

**If this agreement is broken .....**

**Student/s Signature:**

**Principal Signature:**

**Parent Signature:**

**Teacher Signature**