

# Loxton Lutheran School

## BEHAVIOUR MANAGEMENT POLICY

### CONTEXT

Loxton Lutheran School aims to promote the growth and development of the student as an individual within the community, through an emphasis on positive attitudes and behaviour in relationships.

As reflected in our school values, we aim to develop an environment where each student is provided with the maximum opportunity for learning. Part of this involves teaching about positive relationships and behaviour. It cannot be assumed that all children come to school with an understanding of our school values and what we deem as acceptable and unacceptable behaviour. The teaching of social skills needs to be a priority, and done so in partnership with parents. From a school's perspective this is the responsibility of all staff, but primarily that of the classroom teachers and the school leaders.

A student who continually chooses to engage in behaviour which places the community and themselves at risk, or who wilfully rejects advice and admonition to change unacceptable behaviour, may, after all reasonable efforts have been made by the school to affect that change, forfeit their right to be part of the community.

### RATIONALE

#### We believe in:

Motivating students to develop positive Christ-like attitudes, qualities and behaviour so that they may become valued members of society who are:

- self-disciplined
- confident
- courteous
- friendly
- reliable
- forgiving
- tolerant

A whole school approach in order to foster:

- consistency
- teamwork
- sharing

Our belief in this approach to behaviour management and student welfare grows out of a context where:

- mutual rights and responsibilities
- negotiated fair rules
- identified specific needs of individuals and groups

are supported by programs which are consistently applied at school.

***Appropriate behaviour is more likely to occur when the learning environment effectively caters for the needs of individuals as well as the class as a whole.***

#### Learning occurs best when:

- it is approached as a shared experience
- a variety of teaching strategies are used
- it occurs in an atmosphere of trust, co-operation and sensitivity
- the physical, social and emotional environment is pleasant, supportive and secure

- a child feels valued
- The role of teacher/instructor is shown respect

**Teacher and student relationships should be based on mutual respect and trust:**

- respect for others - their feelings, property, rights, safety and opinions
- respect for self - individuals should accept responsibility to develop personal talents and abilities and make wise use of educational opportunities
- respect for community - both in the school and the wider community, all members should strive to preserve what is worthwhile and work for desirable improvements

The self-esteem and feeling of self-worth of all students is remembered at all times.

**We endeavour to create positive and caring relationships with all students and encourage each student to form positive and caring relationships with each other by:**

- developing a safe, pleasant working and learning environment
- actively listening to students
- encouraging students to be fair and sensitive, and to be aware of the rights of others
- developing a rapport with students so they feel confident to communicate their needs and concerns
- developing in each student a sense of responsibility for their own behaviour

**Response to inappropriate behaviour:**

There are many reasons why students misbehave. Staff are committed to doing their best to discover and understand the reasons for student behaviour. However, we still need to deal with inappropriate behaviour.

Whilst the Gospel teaches us that it is only when we see our sinfulness and our need for a Saviour and enter into a relationship with Jesus that we have the power to battle against our sinful nature.

**Students need to:**

- accept responsibility for their behaviour
- make every effort to behave within school guidelines
- continuously aim to improve their social skills
- acknowledge their wrong doing
- be encouraged to seek forgiveness from God and others
- experience the consequences of their behaviour

**Teachers need to:**

- ask God for patience and wisdom
- remain calm
- encourage the child to reflect and own the problem
- display a genuine interest in each child and his/her well-being & needs
- show students they are loved and forgiven by us and by God
- apply appropriate and logical consequences

**Parents/Caregivers need to:**

- show genuine and continuing interest in their child's development at school
- be familiar with the aims of the school and support the school in its efforts to achieve these aims
- promote harmony and co-operation between the home and the school
- accept the authority of the school in setting standards of behaviour and consequences which follow the ignoring or rejection of these standards
- bring any concerns or problems directly to the teacher and/or the Principal in accordance with the grievance procedure.

**Within the Christian ethos of the school and as an expression of Christian love, staff and parents/caregivers can model positive behaviour by:**

- showing loving concern for others
- displaying a genuine interest in each child and his/her well-being
- praying for others
- sharing our faith
- living as God's forgiven people
- interacting sensitively with each other
- admitting our mistakes and asking for forgiveness
- forgiving others
- celebrating success
- having a spirit of thankfulness in all things

**Extreme Inappropriate Behaviour:**

Where there is extreme and inappropriate behaviour the school staff will endeavour to restore a positive relationship between members of the school community and those who commit the inappropriate behaviour.

Any action taken with those who misbehave may vary according to the circumstances.

**Individual Behaviour Support Plans**

Parents/caregivers of students who demonstrate ongoing behaviour problems will be invited to participate in the planning and implementation of an Individual Behaviour Support Plan.

This may involve consultation with professionals outside the school community, and an agreement to a cooperative approach in partnership with the student's teachers, the Principal and any other participating staff.

However, in cases of extreme misbehaviour such as severe violence and harrasment, the school reserves the right to apply appropriate sanctions such as, withdrawal of privileges, suspension, exclusion and ultimately expulsion.

**Classroom Behaviour Management Plan**

In order to achieve the aims stated in the rationale, Loxton Lutheran School has adopted the cross (pictured on following page) with the school vision statement:

***“Educational Excellence -  
Together in Christ”***

as the basis for its classroom behaviour management plan.

Appropriate behaviour is then categorised into four areas:

1. Learning/Problem Solving
2. Safety
3. Communication
4. Treatment

Each of these four areas addresses the fundamental rights of individuals to work and play in an environment in which everyone:

- has the right to learn in a supportive environment
- must act safely
- has the right to communication that is respectful - listening and speaking in turn
- has the right to be in a safe environment and to be treated fairly and with respect



**LEARNING/  
PROBLEM  
SOLVING**

Everyone has the right to learn in a supportive environment

**COMMUNICATION**

Everyone has the right to communicate appropriately – listening & speaking in turn

***Educational  
Excellence***

**SAFETY**

Everyone must act safely

**TREATMENT**

Everyone has the right to be in a safe environment

# CLASSROOM BEHAVIOUR MANAGEMENT PLAN

Each teacher needs to adapt the following to their area of responsibility (ie a classroom teacher will have rules within the framework which apply to their teaching situation and year level.)

A specialist teacher may have rules and expectations specific to their teaching situation. Staff are responsible for classroom practices which encourage appropriate behaviour.

Therefore it is expected that all teachers will regularly discuss and reinforce acceptable classroom practices required of their unique teaching situation.

Above all, staff must:

- be consistent and fair
- be clear in what they expect
- be responsible for maintaining a caring environment in which children feel safe and are able to learn
- where possible apply logical consequences
- encourage positive behaviour
- display classroom expectations and steps of Behaviour Management Plan
- designate a time out / reflection area in their classrooms

## COMMUNICATION

A successful behaviour management programme is underpinned by honesty and good communication between:

- all staff
- staff and leadership
- staff and students
- school and home
- students and parents/caregivers

To assist with the flow of information about students' behaviour between all teachers responsible for a particular class on any given day, all classes are to have a defined means of communication where students' behaviour profiles for a day can be easily accessed. This may be in the form of a **Digital Application** (eg seesaw / dojo) or a more traditional **Behaviour Folder** (which is to be handed to each teacher prior to teaching that class).

Teachers have a responsibility to keep parents aware about matters relating to behaviour management in their classes. This can best be done by:

- Outlining their classroom management plan at the parent information night early in Term 1 and subsequently throughout the year via class newsletters.
- Establishing an effective process for school to parent communication about student behaviour (eg written note in school to home communication book / digital applications)
- Meeting with parents to discuss any serious or ongoing behaviour issues and to negotiate a path forward.

Adopted by LLS School Council on: 27/09/2016

This policy will be reviewed in 2017