Behavior Management Policy

Rationale/ Purpose:
Our school seeks to provide a loving, caring and supportive environment where, while recognising the existence of sin, we strive to help each child learn and grow to the fullest extent of their talents, skills and knowledge given to him or her by God.

Hand in hand with this development and growth runs the development of self-discipline, which is learned through adult role models, joint goal-setting, and the establishment of clear, firm guidelines, based on a growing understanding of the Christian faith and of the place of God’s Law and Gospel. Self-discipline is a fundamental skill needed to live and work successfully and cooperatively in harmony with others. Self-discipline enables individuals to act responsibly in both supervised and unsupervised situations.

Definition:
From the first days of life and through ensuing years, a child begins to develop a sense of “right” and “wrong”, testing out the limits along the way. This in turn leads to a growing ability to take personal responsibility for both appropriate and inappropriate behaviour choices and to accept the consequences that occur as a result. As part of this developmental journey, it is extremely important for adults to give recognition to, and praise for, the choices of appropriate behaviour. It is during this time of moral growth in the child that tolerance, understanding, direction and support are given by significant adult role models.

Therefore, in the matter of discipline in our school, we will work within a structure of clear, firm guidelines. Where these are adhered to, praise and recognition will be given to the student. Where these are not adhered to, the child will be guided to an understanding of what inappropriate behaviour has occurred and why it is inappropriate. Follow through actions or consequences will then occur - given in love for the safety and well-being of the child. Staff will also invite students to assist in setting goals for the classroom and playtime/outdoor activities, along with consequences for inappropriate choices.

Procedure:
Recognition and reward for great behaviour choices will be given in a variety of ways in each classroom. At a formal whole school level, it will be recognised through the Assembly awards based on our school values.

The School Staff determine which areas are suitable/safe for play etc., and will make those areas explicitly known to all students.

Goals: Development of Self Discipline
The following are encouraged, fostered and promoted:

➢ Love for God and trust in His grace through confession and forgiveness.

➢ An emphasis on positive relationship building with those in authority, ie teachers, staff, adult helpers, Pastor, visiting tutors.
An emphasis on positive relationship building with each other. (Fighting, teasing, interfering, etc are unacceptable.)

Care and respect for property - own, other's or school's. (Littering, damage, stealing, etc are unacceptable.)

Use of school-appropriate language. (Swearing, back-chatting, etc are unacceptable.)

Respect for teaching and learning

Steps to Management of Inappropriate Classroom Behaviour

1. When inappropriate behaviour occurs, admonition, redirection and counselling* as soon as appropriate.

2. A repeat of inappropriate behaviour will result in time out in a supervised area or an appropriate contextual consequence, followed by counselling.* Teacher may contact parent(s) to alert them to behaviour choice and follow up.

3. Time out in Buddy class to re-think behaviour.

4. Should the problem recur, time with the Principal for counselling,* possible consequences and discussion of the problem/s with parents by either the teacher or the Principal.

5. Further recurrence of the inappropriate behaviour would result in notification of the problem/s to parents, with possible follow-up interview to discuss the situation.

6. Depending on the behaviours and their impact, student may be suspended from school to reflect on their behaviour choices and a way forward. Suspension may be internal or external.

7. For extreme and/or ongoing poor behaviour choices, termination of the student's enrolment would be a last resort at this level, however the school reserves the right to terminate enrolments should the need arise.

*Matthew 18 has clear guidelines for procedure: admonition, confession, repentance, forgiveness, restoration, and new life. In some instances it may take more than one counselling session to complete the Matthew 18 cycle.

At St Jakobi we use the Restorative Justice method for counselling.

Each classroom will follow the above procedures for consistency, but will do so with their own age appropriate approach.

In supporting self-discipline and implementing behaviour management, it is useful for families to share with school staff any possible causes that may be a contributing factor for an increased likelihood of poor behaviour choices. These factors may be occurring at school eg bullying or out of school eg sick Grandparent.

It must be stated that behaviour happens in a context and must be dealt with as such. Therefore, while the above is our general guide, it is not binding.
Playground Behaviour Management

Children who demonstrate that they are unable to get along with others in the playground need to grow in their understanding of the issues. This will involve counselling and modelling as well as much positive reinforcement.

The skills for positive play will be explicitly taught, particularly in the Junior Primary classrooms.

Inappropriate behaviour will necessitate removal from the play environment and recognition that the child has moved outside of appropriate behaviour expectations. Therefore, the period of separation from peers will vary according to the nature and frequency of reoccurrence.

Step 1: Brief time out, consequences and counselling

Step 2: Longer time out, consequences and counselling

Step 3: Time out from specified play times. Counselling and parent’s notified

Step 4: Student Development Plan (SDP) negotiated, with student/parent/teacher/Principal

Step 5: Suspension. Re-entry plan negotiated with student/parent(s)/teacher/Principal

Step 6: Termination of enrolment.

N.B. Depending on the seriousness of a situation, some steps may be skipped at the discretion of Staff.

Safe Playtime Rules

Whilst students are encouraged to play safely at all times, taking care and consideration of themselves and others, the following rules aid in safe play:

- No running on the pavers
- No tackling
- No chasey or tag games on the playground equipment
- No ‘play-fights’ particularly with sticks
- No climbing on to the top of the playground equipment
- Discuss and agree on the rules for games
- Development of play or game collaboratively
- Observe out of bounds areas
- No kicking of balls in the top yard area
- No entering a classroom during playtime except with Duty teacher’s permission and presence

Appendix: Restorative Justice Counselling procedure

Other policies applicable to this policy: Nil

Date Implemented: August 2016

Date of Review: 2019