Student Behaviour Development Policy

Adopted by Redeemer Lutheran School Council 2022

Redeemer Lutheran School

Grow up to Christ

Introduction

Redeemer Lutheran School works in partnership with families to provide students with the educational support they need to learn and maintain positive behaviour.

As such, the school has developed this Student Behaviour Development policy to outline how it aims to protect both personal and community safety, deal with challenging behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility and enable personal growth.

More specifically, this policy will include:

- The relevant legislation, standards and framework that are pertinent to this policy
- The guiding principles that form this policy
- The use of essential agreements and restorative practices in the school
- The proactive approach the school takes to behaviour development
- Ways in which the school responds to behaviours, including those of a serious nature

Relevant Legislation, Standards and Frameworks

Education and Early Childhood Services (Registration and Standards) Act 2011

National Safe Schools Framework, Safe Schools (Australian Government) website
http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/overview.aspx

Disability Discrimination Act 1992

Disability Standards for Education (2005)

Guiding Principles

A number of principles help guide the effective development of Redeemer's student behaviour policy:

1. Everything we do is motivated by and grounded in the Gospel of Jesus Christ

At Redeemer Lutheran School, the gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing healthy relationships and behavioural choices within the school community. As such, God's love and forgiveness as demonstrated in Jesus, is the cornerstone for the behaviour development principles at our school.

As a Christian community, we believe that by nature we are all imperfect, and need the love, guidance and forgiveness that we receive through our relationship with Jesus Christ. In response to these gifts we seek to love, guide and forgive one another.

The life of a functioning Christian community is characterised by positive relationships and open communication with others. God calls all people to love one another, as he has loved us. This love is demonstrated through actions and words that are responsive to the individual rights and needs of others.

*"Lutheran schools and early childhood services are communities where **grace abounds**. While **recognising the brokenness of humanity**, they **reflect the unconditional love** of the Father, revealed through the saving work of his Son, Jesus."* Growing Deep, Lutheran Education Australia

2. Everyone has a right to learn and work in a safe, caring, fair and inclusive environment

At Redeemer, we believe that all students and staff have the right to a safe and supportive environment in which to learn, teach, work and play. Members of our community also have the right to be treated with respect and courtesy and provided with the opportunity to tell their story or perspective when conflict or undesirable behaviours occur.

As a school we will endeavour to do what is in the best interests of all students. When responding to undesirable behaviours, the school will consider the needs of individual students directly involved, but will also consider the learning, well-being and safety of others in the school community.

3. The outcomes are greater when we work together

At Redeemer we believe it takes a village to raise a child. As such, we are committed to working in partnership with all key stakeholders including parents; staff; behavioural, medical and allied health specialists; and students. The likelihood of a positive outcome and resolution is much greater when we work together.

For our partnerships to be effective, we acknowledge that our expectations and processes in regards to student behaviour need to be communicated readily and clearly.

4. Relationships play a significant role in how we address conflict and undesirable behaviour

Relationships are the backbone for a thriving community. We therefore work proactively at building relationships with all key stakeholders and intentionally developing relationship skills in our students.

In any community, inevitably there will be times of conflict between people and the behaviour of individuals or groups can negatively impact others. When things go wrong between individuals or groups, the first goal is to repair harm and restore relationships.

As such, Restorative Practices form the basis of behaviour development at Redeemer.

*"Lutheran schools and early childhood services are communities that recognise that **God has intentionally created each person** and that each person is uniquely gifted **to live in relationship with God and others**."* Growing Deep, Lutheran Education Australia

5. Consequences are intended to teach, not to punish

As a school, we have an important role in educating students that there are consequences for our actions, whether they be positive, negative or indifferent.

When undesirable behaviours are present, our aim is to use the situation as a teaching moment, helping the student/s to understand what has gone wrong, the impact it has had on others, consider what we can do to make the situation right or better and identify strategies to prevent the undesirable behaviour/s from happening again.

More challenging or withdrawn behaviours indicate that students may need more learning, practise, support or counselling.

There are times when particular behaviours or incidents will warrant a specific consequence. The intent of consequences are to teach and not to punish. At times it may also be to aid the restoration process. Where possible, we aim for consequences to be 'logical' in relation to undesirable behaviour.

6. Our approach reflects the diversity of our community

Redeemer acknowledges that just as we need to differentiate the curriculum for students, we also need to differentiate the way we walk alongside students who display undesirable behaviours, experience conflict or are impacted by the behaviours of others.

The degree of differentiation will depend on the students' developmental stage and their subsequent ability to consider the perspectives of others, regulate their emotions, demonstrate empathy or to understand and accept their responsibility. There also might be other contributing factors that need to be considered such as whether the student has a disability, a trauma background, has social/emotional needs etc.

For students with a disability, appropriate behaviour management strategies need to be developed in consultation and collaboration with the family and, where appropriate, the student. These strategies should be documented in the student's Individual Learning Plan (ILP) and/or Behaviour Management Plan.

7. We aim to be proactive, not reactive

We take a proactive response to developing positive behaviours, rather than simply 'managing' them. This is a whole school approach and one that we aim to have embedded into our culture.

The learning of positive behaviours is modelled, celebrated and explicitly taught. This includes teaching students about relationships, resolving conflict peacefully, understanding our emotions and self-regulation strategies.

When working with children, our practices are aimed to nurture respectful and active citizens who embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their actions.

8. There are underlying reasons behind our behaviours

The way we behave is a form of communication, whether we are conscious of it or not. When working with students who display undesirable behaviours, we have an important role to play in understanding the possible causes or contributing factors that are influencing their behavioural choices.

In some circumstances, seeking the support of external professionals e.g. behavioural consultants, allied health staff, can assist the school with identifying the reasons for ongoing and/or more severe behaviours.

Essential Agreements

The role of an essential agreement is to communicate the behavioural expectations of members within a community. At Redeemer, we have a whole-school student essential agreement which is made up of four components:

| BE READY TO LEARN | SOLVE PROBLEMS PEACEFULLY | BE SAFE AND FAIR | SHOW CARE AND RESPECT |

The whole-school essential student agreement is displayed readily throughout the school and is referenced regularly in all of the school's villages.

Students have ownership of the essential agreement. Within each village, they help unpack what each component looks like in practice and consider strategies to help everyone achieve the agreement.

The essential agreement is an important reference point when facilitating restorative conversations with students i.e. helping them to identify how the essential agreement has been broken, and what they can do differently next time.

Restorative Practices

When conflict arises between students or if undesirable behaviors occur, we use a restorative approach. This practice brings those involved to work together to understand and clarify what has happened. Those responsible also have the opportunity to accept responsibility for their actions, repair the problem or hurt that has been caused, consider if a logical consequence is required, make a commitment to behave differently and determine what will happen if the behaviour reoccurs.

Restorative Practices can be used when a student:

- Is having trouble settling in class
- Has broken a school expectation in class or in the yard
- Has caused harm to someone, has a concern about, is experiencing conflict, with a teacher or another student
- Feels he or she has been unfairly treated.

A 'Restorative Conference' is a meeting with the individuals involved in a more 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. Conferences will generally be mediated by a staff member and a restorative agreement is documented. Parents will often be informed if their child is involved in a Restorative Conference.

A 'restorative chat', may be held with students who are involved in less serious issues. They are usually held informally and 'on the spot'.

The Restorative Circle (as seen in the image) is one of the tools staff can use to facilitate conversations that work towards restoration.

A Proactive Response

As a school we recognise that there are actions that we can take to promote positive choices and behaviours in our students. Some of the ways we do this is by:

Giving clear expectations to all children:

- Being consistent with classroom expectations
- Regularly revisiting the Whole-School Essential Agreement with the students
- Providing students with clear examples of what the expectations are. Acknowledging and celebrating when these expectations are being met
- Trying to be predictable in our response – avoid students being surprised

Providing Agency

- Giving students voice, choice and ownership of their environment, learning and village routines
- Enabling students to have a say about what the logical consequences might be for specific behaviours in the class or village

Modelling

- Modelling respectful relationships
- Taking responsibility for our own mistakes
- Demonstrating and seeking forgiveness
- Modelling how to solve problems peacefully and talking through your thinking process with the students
- Using positive language when speaking to and about others

Building positive relationships:

- Developing rituals and routines that help students to feel a sense of belonging
- Holding regular circle time
- Finding moments to have fun
- Being present and listening carefully to students
- Avoiding sarcasm
- Communicating clearly and regularly with parents. Aim to share just as many positives as concerns

Using a restorative approach:

- Restoring relationships early to prevent further harm
- Using restorative language with the children
- Holding regular circle time for both conflict resolution and social and emotional learning

The environment

- Providing spaces that students can go to if needing time to themselves
- Displaying strategies students can use to help them self-regulate
- Considering the use of music in creating different environments

Focusing on the positives with the students:

- Viewing behavioural concerns as an area of growth for students
- Praising desired behaviour
- Verbally recognising and naming positive behaviours e.g. "Thank you for walking in our classroom and keeping others safe'
- Providing sharing time where good work can be accredited by peers

Organisation:

- Being well prepared and planned
- Positioning yourself / keep moving to ensure good line of sight of students
- Being punctual
- Keeping instructional time brief / increase times of active student engagement
- Seeking feedback from students / other staff

Responsibilities

Various members of our school community have a role to play in the effective implementation of the school's Behaviour Development policy:

Students
- Contribute to a safe and supportive learning environment for all by:
  o Being ready to learn
  o Being safe and fair
  o Solving problems peacefully
  o Show care and respect
- Implement open lines of communication and actively take part in the resolution process when required

The Principal (and his/her delegate/s)
- Ensure that student behaviour is managed through procedures supported by a strong theoretical understanding of how student learning and behaviour are best supported.
- Ensure that new staff, students and their families are aware of the school approach to student behaviour and the decision-making procedures open to them if they wish to influence school practice.
- Ensure that parents/guardians have access to the school's Student Behaviour Development Policy & Procedures.
- Ensure that parents/guardians are aware of their rights to advocacy and of avenues open to them should they have grievances relating to the school's management of student behaviour.
- Promote structures at class and school level to:
  o enable students to have an active role and voice
  o support and enable parents/guardians and teachers to form relationships within which student behaviour may be managed positively
  o ensure that the school's response to gender, cultural differences, family circumstances or disabilities does not reduce students' learning opportunities
  o provide opportunities for staff training and development.
- Involve external agencies when appropriate, to support staff and families in managing student behaviour effectively.
- Encourage and implement ongoing professional learning for staff in behaviour education, learning and wellbeing and encourage opportunities for parent education and information.

School staff
- Provide a safe, supportive and Christ-centred learning environment for all students.
- Demonstrate consistency and fairness in implementing behaviour related policy and practices.
- Develop and maintain inclusive and engaging teaching and learning programs and initiatives for all students with a focus on building social and emotional competencies and the development of personal and social responsibility.
- Develop and foster positive relationships with students and families.
- Communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues faced by the learning community.
- Participate in developing, implementing and reviewing the school's procedures for managing student behaviour.
- Critically reflect on practices and develop the knowledge and skills needed to manage behaviour change successfully.
- Establish, maintain, make explicit and model the school's expectations relating to student behaviour.
- Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment.
  Leading restorative conversations with students to right wrongs and restore relationships

In particular, teachers should
- Structure the teaching program to facilitate learning and encourage students to achieve their personal best.
- Cater for the developmental, social and emotional needs of individual students and use a range of teaching methods.
- Provide formal and informal feedback on student learning to students and parents/guardians, and review teaching programs in the light of student learning outcomes.
- Develop classroom management strategies which:
  - involve negotiation
  - support the participation of all students
  - value differences in gender and the cultural and linguistic backgrounds of students
  - acknowledge positive learning and social behaviours
  - deal effectively with sexual harassment, racism and bullying
  - take into account the impact of physical and intellectual disability, trauma and family circumstances on the learning process
  - establish and maintain safe and supportive learning environments.

Parents/Caregivers
When enrolling a student at Redeemer, parents/guardians should accept responsibility to:

- Support school staff in maintaining a safe and supportive learning environment for all students
- Encourage their child/ren to be responsible for their own actions and accept the consequences for inappropriate behaviour
- Respect and recognise individual differences, model helpful behaviours and implement open lines of communication with the school
- Share information about their child that may impact or aid the school's approach to providing support for behaviour and/or social interactions
- Approach the class teacher first if they have a concern regarding their child (School leadership should only be contacted if the issue involves a staff member or if the issue has been unresolved after seeing the teacher)

Responding to Behaviours

The following diagram outlines the degrees of behaviour that may occur at school, who is responsible, the course of action that is to be taken, possible consequences and documentation required. It is important to note that this diagram is to act as a guide. When in doubt, further collaboration and consultation should occur.

Positive Behaviour choices	Low-level behaviours	Persistent and escalating behaviours	Serious / extreme / specialised behaviours

What the behaviour could look like

Positive Behaviour choices	Low-level behaviours	Persistent and escalating behaviours	Serious / extreme / specialised behaviours
Student may be able to: - Display attributes of the Learner Profile - Engage with learning and stay on task - Solve problems peacefully - Play safely and fairly - Show care and respect - Self-regulate	Initial or growing disruption / distraction to self and others: - Calling out / talking at inappropriate times - Putting others down - Not using learning time effectively - Minor damage to equipment or using it inappropriately - 'Light' physical contact e.g. tapping, poking - Name calling - Not following instructions - Unfair play	Continuation or escalation of low-level behaviours despite previous level interventions, such as: - Arguing with the teacher - Defiance - Bullying and harassment of others - Refusal - Obscenities - Physical behaviour e.g. intentional pushing, tripping - Damaging equipment - More significant disruption and distraction to self and others	Continuation of persistent/escalating behaviours despite previous intervention Dangerous or deliberate behaviours that endangers the safety or wellbeing of others such as: - Student demonstrating loss of control: Hitting, kicking, screaming, throwing things, running away - Physical fighting - Leaving school grounds - More extreme cases of bullying or harassment Other behaviours such as: - Concerning sexualised behaviour - Significant breach of the ICT agreement - Behaviours involving students outside of school hours - Vandalism

Who is responsible

Positive Behaviour choices	Low-level behaviours	Persistent and escalating behaviours	Serious / extreme / specialised behaviours
Class / Specialist teacher	Class / Specialist teacher + Convenor / Village team members	Class / Specialist teacher + Student Wellbeing teacher	Class / specialist teacher + Deputy / Principal

Course of action / Possible consequence / Documentation

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Positive feedback, acknowledgement and recognition

Consider communication with family

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Course of action:
- Student may need to take a break to function as a circuit breaker
- Consider other strategies that are applicable to the zone they are in
- Consider logical consequence (see below)
- Teacher to hold a restorative conversation with the child
- If required, communicate with and seek support / ideas from Convenor / village team
- Teacher discretion as to if parent communication is required

Possible consequence:
- Implement a logical consequence. It might involve moving the student to a different spot / class or break out space in Village, losing equipment privileges, writing an apology letter, communicating with parents, doing an act of community service etc.

Documentation
- Teacher discretion: anecdotal notes are encouraged particularly if patterns of behaviour ore emerging

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Course of action
- May need to phone office (100) for Student Wellbeing Teacher's support
- Implement logical consequence (see below)
- Upon/before re-entering, restorative conversations to be had at an appropriate time with concerning teacher and student/s
- If appropriate, work with Student Wellbeing Teacher to develop a modified behaviour plan (in class / yard) and / or refine the child's individual Zones of Reg. plan
- Class Teacher / Student Wellbeing Teacher to communicate with parents
- Community Chaplain or Student Wellbeing Teacher may assist with social skill development or self-regulation strategies
- Teacher / Student Wellbeing Teacher to communicate with village team

Possible consequence:
- Initial logical consequence likely to involve removal from class setting e.g. to another village / to the retreat for a period of time
- Implementation of behaviour plan

Documentation
- Teacher directly involved to document the situation in consultation with Wellbeing teacher (if appropriate). Principal / deputy to be informed as well as other village / specialist staff as needed.

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Course of action:
- Phone office (100) for leadership support (e.g. Deputy / Principal / Wellbeing teacher)
  - Initial intervention
  - Investigation
  - Parent communication
  - Implementation of consequence
- Student (or class) removed to a safe place
- Restorative conversations (when appropriate)
- External support may be sought
- Development of formal behaviour plan (if not already in place)
- Deputy / Principal to communicate with relevant stakeholders

Possible consequence:
- Leadership to determine / implement a logical consequence – might involve extended time away from class (internal / external suspension), community service, counselling, loss of ICT privileges
- Implementation of behaviour plan

Documentation
- Documentation to be overseen by the Deputy/Principal in consultation with other staff involved.

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Student Behaviour Plans

Student behaviour plans may be implemented for identified students to target particular behaviours that require modification. A behaviour plan is an agreement reached formally between the school, a student and the student's parents/caregivers, (supported by authoritative advice, if and when required, in relation to the student's medical or mental health needs) regarding future behaviour of the student and its management. Teachers, in consultation with the Student Wellbeing Teacher and/or the Principal / Deputy will design a plan that outlines:

- The duration of the plan
- Expectations regarding the student's future behaviour
- Means by which the student will be supported in achieving the behaviour (this may include positive reinforcement; adjustments to learning, environment, expectations, time at school etc.)
- Means by which the student's behaviour will be monitored and managed
- Arrangements to apply following a satisfactory conclusion of the plan
- Arrangements to apply if the student's behaviour is not in accord with the plan's stated expectations

In most circumstances, this plan will be in writing, signed by all parties and dated.

In-school Withdrawal

Withdrawal from class and/or other school activities will be given at the discretion of the Principal (or his/her delegate) following behaviour that is considerably unsafe and impacts the wellbeing of community members or for repeated breaches of the Whole-School Student Essential Agreement.

A student who is withdrawn will spend time at school in isolation, doing work set by the teacher. As part of the withdrawal it may be appropriate for supervised recess and lunch breaks to occur at times that do not coincide with regular recess and lunch times.

Where possible, the withdrawal of the student will be structured to assist the student's return to acceptable behaviours. An example is the provision of time for the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal.

External Suspension

Repeated instances of misconduct, internal suspensions, or a single severe instance, may require external suspension by the Principal.

Parents/caregivers be offered the opportunity to participate in a meeting to consider these and other related matters, including:

- the responsibilities of the parents/caregivers during the time of suspension
- the school's responsibility for providing learning material during the time of suspension
- the process of settling back into the school environment, and how this is to be facilitated
- arrangements for monitoring the student's progress following his/her return to school
- a re-entry interview with the student and his/her parents and a senior staff member may be part of the process.

Restorative Conferences will be held to repair the harm caused to others. Agreements and actions will be documented by the school.

Student Behaviour of a Serious Nature

Student behaviour of a serious nature may be activity or behaviour of a student which:

- seriously undermines the ethos of the school; and/or
- consistently and deliberately fails to comply with any lawful order of a Principal or teacher; and/or
- is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
- consistently and deliberately interferes with the educational opportunities of other students.

Some behaviours of a serious nature are by definition criminal offences. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not all-inclusive. When a Principal determines that a serious offence of a criminal nature has occurred, the welfare needs of the offending student(s) are paramount. The incident may be reported to the police.

When it is judged by the school that a student has engaged in behaviour of a serious nature within the school community, the school may consider establishing a Behaviour Management Support Group.

The Behaviour Management Support Group may undertake the following actions:

- consider the behaviour of the student and the implications for the student and the school community
- consider the personal and social needs of the student, and how they may best be responded to
- determine what behaviour management action within the school's stated process is most appropriate
- identify strategies to assist the student, following successful behaviour management, to re-establish his/her place satisfactorily in the school community
- identify relevant and appropriate communication strategies to inform members of the school community
- ensure the decisions of the Behaviour Management Support Group are implemented
- access any relevant agencies to provide support.

Termination of Enrolment

Enrolment may be terminated in the most serious of circumstances and when the following conditions apply:

- the student has engaged in wrongful behaviour of a serious nature; and/or
- the school's other processes for addressing such behaviours have been applied and not been
- successful; and/or
- the welfare and safety of others in the school community, or the need to maintain order and protect the rights of others, make it necessary that the student no longer be present in that school community

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

Review

This policy will be reviewed again in the 2025 school year.