

Behaviour Management Policy

St Peter's Lutheran School



Scope	All School community members - staff, students, parents / guardians, School Board members.
Responsible Officer	Principal
Contact Officer	Principal
Authorisation	School Board
Date Introduced	January 1999
Next Review Date	August 2025 This policy will be reviewed every three years, or as required by legislation.
Relevant Legislation or Source	Education and Training Reform Regulations 2017 (Vic) Occupational Health and Safety Act 2004 (Vic)
Linked SPLS Policy	Duty of Care, Pastoral Care, Student Welfare, Complaints and Grievance Policy
Linked SPLS Procedure / Guidelines / Plans	Behaviour Management Procedures, Complaints and Grievance Procedure
Linked SPLS Forms / Checklists / Registers	Complaints & Grievance for Parents flow-chart, Complaints & Grievance for Students flow-chart
Key Words	Behaviour Management, Detention, Suspension, Corporal Punishment
Destination / Storage	Shared Google Drive, Staff Room
Communication	Staff induction, cyclical staff training/meetings, School Website

Revision / Modification			
Date	Version	Summary	Policy/Procedure
01/01/1999	1.0	New policy introduced	Behavior Management Policy
01/07/2004	1.1	Reviewed by School Council	Behavior Management Policy
01/10/2013	2.0	Reviewed by School Council Rename Building a Culture of Respect	Building a Culture of Respect
01/10/2015	2.1	Reviewed by School Council	Building a Culture of Respect
27/08/2021	3.0	Updated to new policy format. Renamed to Behaviour Management Policy	Behavior Management Policy
18/11/2021	3.1	Reviewed by School Board	Behaviour Management Policy
14/01/2022	3.2	Updated Complaints and Grievances section	Behaviour Management Policy



04/08/2022		Reviewed by School Board	Behaviour Management Policy
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POLICY STATEMENT

1. PURPOSE

Through an emphasis on student welfare and positive attitudes and behaviour in relationships, St Peter's Lutheran aims to promote the emotional, social and spiritual development of the student as an individual within the community.

The aims of this school's Behaviour Management policy are:

- to assist students to develop their own inner, self-motivated discipline. This will enable them to become lifelong learners with the skills to understand themselves and others and to change the way they live, behave and relate.
- to serve the central purpose of the school - education - by providing an orderly environment where everyone can be happy and safe and learn effectively.

2. PRINCIPLES

2.1 General Principles

At St Peter's Lutheran we are committed to the following values in relation to the management of student behaviour:

2.1.1 Pastoral Care

We strive to show care and support equally to every student and parent regardless of their personal beliefs, abilities, behaviour or circumstances. This derives from our belief that, because God loves us regardless of who we are or what we do, we should love others. This commitment is the basis of our Student Welfare and Behaviour Management policies and programs. It also underpins our Pastoral Care programs for parents.

2.1.2 Celebration

We provide many opportunities for students to experience the joy of life, learning and relationships. Because we are thankful for the wonderful gifts God has given us, we frequently have special times of celebration, both formal and informal. These occasions affirm our vision and values and enhance our sense of community.

2.1.3 Christian Values

In the lives of students and staff we value and promote the qualities of forgiveness, reconciliation, humility and self-sacrifice. Jesus Christ modelled these qualities in his life and death. The "good news" of the gospel of Jesus is the means and motivation for inviting, encouraging and developing healthy relationships within the school community. In particular, we emphasise the need to create peace by repairing harm.

2.1.4 Partnership with Parents

We consistently involve parents when student welfare or behaviour management issues arise because students benefit most when there is a strong partnership between the school and the

families of students. Behavioural change is most likely where parents and the school have shared expectations.

2.1.5 Relationships with Staff and Students

We provide many opportunities for formal and informal social interactions among staff and students. We want students to enjoy school, to develop friendships and thus to grow in self-esteem and self-discipline. Positive relationships with peers and adults are a key to healthy social and emotional development.

2.1.6 Specialised Personnel

We involve specialised, qualified personnel in coordinating welfare and behaviour management programs. At a whole school level, our Principal coordinates Pastoral Care activities. The Pastoral Care Teachers are responsible for Behavior Management in their areas, assisted by teachers. Support is provided by Chaplains, Counsellors and Pastors of surrounding congregations.

2.1.7 Prevention is better than cure

We provide a number of programs to assist students to develop personal character and positive behaviours. These include parenting programs and student group therapy activities. We are also implementing the Developmental Assets, a systematic program for building capacity in students.

2.1.8 High Standards of Behaviour

We present and uphold high expectations of behaviour for staff and students based on Christian values derived from the Bible and the normal rules of conduct required for an orderly society. These expectations are clearly communicated to all members of the community.

2.1.9 A Productive Learning Environment

We are committed to creating a secure, success-oriented, empowering learning environment. We insist that students have the right to learn and teachers the right to teach: both parties should treat each other with care, dignity and respect. We aim to ensure that all students have the opportunity to be happy and successful - to be able to participate, to be heard and to work harmoniously with others.

2.1.10 An Effective Behaviour Management Process

We apply **clear and fair procedures** to managing student behaviour, recognising that individuals are imperfect, even in a Christ-centred community. Behaviour is managed in a loving and caring environment that promotes faith, hope, justice and reconciliation. A consistent philosophy of behaviour management underpins procedures P-12, but specific rules and guidelines are determined for students of different ages with regard to their different developmental needs.

2.1.11 Application of Consequences

We consistently reinforce positive behaviour and strive to ensure that consequences for inappropriate behaviour are fairly administered and follow due process. Consequences are applied in an attempt to support behavioural change and enhanced relationships. **Corporal punishment is not permitted to be used in Lutheran schools; indeed, any physical interaction between teacher and student when implementing disciplinary measures is unacceptable.**

Suspension, which is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day or multiple days, may occur as a part of the consequences.

A student who chooses to engage in behavior which places the community at risk, or wilfully rejects advice and opportunities to change unacceptable behavior, may forfeit his or her right to be part of the community.

2.1.12 Everyone is Someone

We ensure that each student at St Peter's Lutheran has at least one staff member who knows them well, cares for their welfare and monitors their learning needs. This person is the first staff member who should be contacted by the parent if there is a question or concern relating to their child. At St Peter's Lutheran, each child is a person, not a number.

2.1.13 Communication

When everyone clearly understands the processes and expectations in managing behaviour, it can reduce anxiety and uncertainty for all parties. All our policies and procedures are communicated regularly to students, staff and families via:

- School Diary (students)
- Poster Displays (in classrooms)
- Staff Handbook (staff)
- School Website (parents)

2.2 Theological Basis

Lutheran Theological Principle	Scripture Reference	Implication for Student Welfare/ Behaviour Management
<p>1. Justification by Faith.</p> <p>God accepts the sinner by grace, on account of Christ, through faith. We cannot be saved by our own "good works".</p>	<p>Romans 3:21-26 (...<i>Where, then, is boasting? It is excluded...For we maintain that a man is justified by faith apart from observing the law...</i>) 2 Cor 5:17-19</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All children, staff and parents in the school community should see themselves as equal in God's sight in their need for a saviour. <input type="checkbox"/> Christians and those who obey school and civil rules should not feel superior to others because "there but for the grace of God go I." <input type="checkbox"/> Obeying school or civil rules does not make you a Christian, nor does doing.
<p>2. The Theology of the Cross.</p> <p>God's glory is revealed in suffering, love and hiddenness, not in power, success and visible signs.</p>	<p>Matt 20:25-28 (...<i>Whoever wants to become great among you must be your servant...</i>) Phil 2:5-11 (...<i>Your attitude should be the same as that of Christ Jesus...he humbled himself and became obedient to death...Therefore God exalted him to the highest place...to the glory of God the Father</i>)</p> <p>Col 3:12-17 <i>"Clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against each other. Forgive as the Lord forgave you. And over all these virtues put on love."</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff and parents should not "lord it" over students – being very careful in their exercise of power. <input type="checkbox"/> Staff should have an attitude of service to each other and to parents/students. This "taking up of the cross" may be difficult, stressful, and lacking in noticeable rewards. <input type="checkbox"/> Students also should be encouraged to have an attitude of service to each other, the staff and to those in the wider community. <input type="checkbox"/> Pedagogy should be grounded in relationship and marked by participation and cooperation. Classroom climate should NOT be marked by domination, passivity and competition. <input type="checkbox"/> Staff should be loving, compassionate, ready to forgive and to resolve conflict. When a matter has been dealt with, staff do not hold students' wrongs against them. <input type="checkbox"/> These attitudes should also be fostered in students. <input type="checkbox"/> There should be a development in the school of an awareness of suffering within the school.
<p>3. The Law/Gospel Distinction.</p> <p>God operates in the world through both Law and Gospel. Through the Law God maintains and preserves the world, exposing sin. It is positive because, even though it cannot save us, it preserves society in good order and also shows us the need for a Saviour. Through the Gospel God reveals salvation & declares forgiveness of sins.</p>	<p>Rom 13:1-5 <i>"Everyone must submit himself to the governing authorities for there is no authority except that which God has established..."</i></p> <p>Eph 2:8-10: <i>"For it is by grace you have been saved, through faith and this not from yourselves, it is the gift of God – not by works, so that no one can boast. For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do."</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> God gives authority to leaders (school, state, church) to maintain order. <input type="checkbox"/> The school should educate students about and uphold the Law (school civil, moral) which governs the maintenance of good order and behaviour. <input type="checkbox"/> The school should fairly apply consequences, restraints, punishment etc. to maintain order and restore relationships. <input type="checkbox"/> The Law is useful in reminding us of our need for a Saviour. Thus there are times when students should be encouraged to confess and seek absolution from God – but not all laws have a theological or spiritual basis. Common sense is needed here. <input type="checkbox"/> For major behavioral lapses (especially involving Christians) the ideal process is: identification and acknowledgement of sin, contrition, forgiveness proclaimed and reconciliation with others achieved. Person responds with repentance, faith. <input type="checkbox"/> God should not be seen as the ultimate disciplinarian to be feared and avoided e.g. "God is watching you!" Primarily God should be conveyed to students as one who loves, accepts and forgives. <input type="checkbox"/> Students who have failed should be given the opportunity to be reconciled to those they have hurt and be restored into community life. <input type="checkbox"/> Christ has, through his death on the cross, given Christians the power to change their way of living. We can expect that Christian staff and students will freely, out of love for Christ and through his grace show obedience to the Law and produce good works. We should model the behaviors we expect students to show.

3. IMPLEMENTATION

3.1 Staff Responsibilities

Role	Responsibilities
Classroom / Subject Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Minor classroom behaviours e.g. talking, passing notes, calling out, failure to submit homework or assignments. <input type="checkbox"/> Minor, incidental, class related conflict between students. <input type="checkbox"/> Uniform infringements <input type="checkbox"/> Keeping classroom spaces tidy
Classroom / Pastoral Care Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Care of the “whole” child by: <ul style="list-style-type: none"> - Gaining information regularly from subject teachers - Keeping tabs on student’s overall academic progress - Gaining information about student’s co-curricular - Activities - Knowing about student’s health - Knowing about student’s personal/family problems - Talking with, listening to, guiding, helping students with above - Advising senior staff of major problems <input type="checkbox"/> Student lateness and absences <input type="checkbox"/> Student uniform <input type="checkbox"/> Student use of the diary <input type="checkbox"/> Conflict resolution involving students <input type="checkbox"/> Helping to coordinate these needs through discussion with parents, referral to specialists, putting in place management plans (e.g. behavioural reports) and individual educational plans (IEPs). <input type="checkbox"/> Teachers' referral point for mid-level behavioural infringements (e.g. persistent classroom behaviours).
Deputy Principal / Principal	<ul style="list-style-type: none"> <input type="checkbox"/> Assists classroom and pastoral care teachers with care/management of students with special behavioral, social or academic needs by: <ul style="list-style-type: none"> - working with teachers to identify students with special needs – including those who would normally escape attention (e.g. those failing a number of subjects or failing to submit assignments regularly, or significantly underachieving) <input type="checkbox"/> Implementing Restorative Practices to resolve higher-level bullying or conflict situations. <input type="checkbox"/> Oversees Behaviour Management Policy and procedures on their campuses. <input type="checkbox"/> Deals with major disciplinary events <input type="checkbox"/> Case manages most difficult students <input type="checkbox"/> Makes recommendations about action to be taken in severe disciplinary events <input type="checkbox"/> Makes decisions about suspensions and exclusions. <input type="checkbox"/> Manages disciplinary situations with significant legal ramifications. <input type="checkbox"/> Approves major policy changes. <input type="checkbox"/> Makes decisions about personnel involved in Behaviour Management and their roles.



3.2 Expectations of Staff

The following are expectations of St Peter's Lutheran staff members when they are relating to or managing students.

Category	Appropriate Strategies	Inappropriate Strategies / Behaviors
Rules	<ul style="list-style-type: none"> <input type="checkbox"/> Approach all disciplines from the perspective of joint rights, rules and responsibilities. Develop these, and consequences, with students in a class meeting. <input type="checkbox"/> Establishing clear, reasonable and reliable class/out-of-class routines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demanding compliance to teacher's rules ("I must have it", "I must win"). <input type="checkbox"/> Hoping that goodwill and friendliness will be enough for compliance. <input type="checkbox"/> Haphazard attention to maintenance of routines.
Respect	<ul style="list-style-type: none"> <input type="checkbox"/> When engaged in corrective discipline, act in such a way as to intentionally minimise embarrassment, undue confrontation and hostility. <input type="checkbox"/> Respectful conflict resolution involves one person asserting their rights without trampling on the other party's rights. <input type="checkbox"/> Wherever possible, speak with the student about behaviour privately, outside the class. <input type="checkbox"/> Listen to the student's point of view. "Seek first to understand, then to be understood". <input type="checkbox"/> Express disapproval of the student's behavior, rather than the student him/herself. Not "you are lazy", but "you have not done any homework this term." <input type="checkbox"/> Avoid speaking disparagingly of students even in the staff room. Think "What if his/her parent were present?". <input type="checkbox"/> Don't be afraid to apologise to students or parents if you have made a mistake or behaved inappropriately. <input type="checkbox"/> Refer students/parents with complaints to appropriate personnel. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sarcasm, put downs, caustic language, snide remarks, yelling, screaming, destroying students' work. <input type="checkbox"/> Corporal punishment. Using physical aggression of any kind - hitting, pushing, throwing items at students etc. <input type="checkbox"/> Calling students names such as "lazy", "stupid", "rude". <input type="checkbox"/> Letting the student decide the agenda in a discipline transaction. <input type="checkbox"/> Speaking to a student or parent negatively about another student, group or class. <input type="checkbox"/> Allowing negative discussion about staff or other students, this tacitly approves it.
Responsibility	<ul style="list-style-type: none"> <input type="checkbox"/> Promote the use of appropriate choices in disciplining students. <input type="checkbox"/> Seek to get the student to examine his/her behavior and act responsibly. <input type="checkbox"/> Move into a "solutions" focus so the onus is on the student to choose the better option or wear the consequences. <input type="checkbox"/> Discuss one-on-one with students in a visible area, use a personal reflection sheet. <input type="checkbox"/> Model standards expected of students e.g. punctuality, dress, language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Threatening, telling, rather than giving choices. <input type="checkbox"/> Punishing a whole group or class for actions of one or a few. <input type="checkbox"/> Responding to irrelevant secondary behaviors of students (e.g. student saying "He was talking too"). <input type="checkbox"/> Teacher failing to model standards expected of students e.g. punctuality, dress, language.

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Teacher Attitudes	<ul style="list-style-type: none"> <input type="checkbox"/> Give due respect even to really annoying students. Model dignity in treatment. Think, "What if this were my son/daughter?". <input type="checkbox"/> Spend time with students (especially difficult ones) outside class - assisting with work, playing sport, informal chatting, co-curricular activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Holding grudges against students e.g. automatically assuming blame. <input type="checkbox"/> Punishing students with poor marks because of poor behavior.
Expectations	<ul style="list-style-type: none"> <input type="checkbox"/> Expect the best of students. Expect compliance with just and fair rules and work requirements. <input type="checkbox"/> Praise good behavior. 	<ul style="list-style-type: none"> <input type="checkbox"/> Telling the class or students they are "bad", concentrating on the negative.
Parents	<ul style="list-style-type: none"> <input type="checkbox"/> Contact parents to praise good behavior and to seek help with student's difficult behavior. <input type="checkbox"/> You MUST contact parents at any time or at least at the end of term if student is failing to do homework or submit assignments or if his/her achievement shows a decline. 	<ul style="list-style-type: none"> <input type="checkbox"/> Avoiding contact with parents.
Consequences	<ul style="list-style-type: none"> <input type="checkbox"/> Follow up issues beyond the classroom with consequences – this demonstrates concern, justice and accountability. <input type="checkbox"/> Apply consequences wherever possible which are logical (e.g. if you make a mess, clean up). <input type="checkbox"/> Significant consequences (e.g. non-rating of work, denial of a significant desired privilege, internal suspension etc) should only be applied if the Behavior Management Steps are adhered to and: <ul style="list-style-type: none"> <input type="checkbox"/> The approval of the Principal / Deputy Principal has been gained; <input type="checkbox"/> The consequence is proportionate and reasonable; <input type="checkbox"/> The student has been given due warning, in advance, with time to comply; <input type="checkbox"/> The parent has been given due warning in advance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Failing to follow up with consequences. <input type="checkbox"/> Overusing the same kind of consequences e.g. detentions (They have no meaning if used too often). <input type="checkbox"/> Using punishments which bear no relation to the crime (e.g. writing lines). <input type="checkbox"/> Applying significant consequences without following the Behavior Management policy and due process.
Special Considerations	<ul style="list-style-type: none"> <input type="checkbox"/> While rules should generally be applied consistently, students should be given special consideration if their work or behavior declines because of circumstances beyond their control. <input type="checkbox"/> Make judgements based on the various levels of involvement of students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Failing to take into account a student's special circumstances (e.g. illness, family problems, other pressures) when making judgements. <input type="checkbox"/> Failing to take into account the circumstances surrounding an incident, the various levels of involvement, provocation etc and making arbitrary judgements.

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Support	<input type="checkbox"/> Seek help from a trusted colleague or senior teacher with hard cases. <input type="checkbox"/> To gain the respect of students you need to handle most discipline situations yourself, personally.	<input type="checkbox"/> Trying to do it all on your own. <input type="checkbox"/> Handing even minor problems on to someone else to deal with.
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3.3 Student Misbehavior Management

This table shows how the teacher can tell why the student is behaving the way he or she is, and what the teacher should do about it.

MISBEHAVIOUR Student Action	RECOGNITION Teacher Feels	DON'T This is what students want	DO This is what students need
Attention Seeking <input type="checkbox"/> <i>Silly games, noises, fooling about, cheek</i>	irritated annoyed	<input type="checkbox"/> over service <input type="checkbox"/> engage in lots of discussions and/or altercations	<input type="checkbox"/> Tactically ignore minor behaviors to extinguish them <input type="checkbox"/> Isolate from attention for bad behavior (in-class Time Out) <input type="checkbox"/> Give attention and responsibility for good behavior
Power Play <input type="checkbox"/> <i>Challenging, confrontationalist behavior, defiance</i> <input type="checkbox"/> <i>"You can't make me"</i>	angry	<input type="checkbox"/> confront <input type="checkbox"/> defend your position <input type="checkbox"/> argue with the student <input type="checkbox"/> engage in battle <input type="checkbox"/> give the student an audience by dealing with student in depth in classroom	<input type="checkbox"/> Back Off - agree when they say "You can't make me" but <input type="checkbox"/> Refer to the rules <input type="checkbox"/> Deal with primary behavior <input type="checkbox"/> Give take-up time (don't look at student while expecting compliance) <input type="checkbox"/> Negotiate privately afterwards
Revenge <input type="checkbox"/> <i>Snide remarks</i> <input type="checkbox"/> <i>Hurtful comments about teacher</i> <input type="checkbox"/> <i>Vandalism directed at teacher's person or property</i>	hurt shocked humiliated	<input type="checkbox"/> retaliate	<input type="checkbox"/> Wait to "cool off" <input type="checkbox"/> Use "I" messages: "When you do...I feel hurt..." <input type="checkbox"/> Refer to Senior Staff for consequences etc
Withdrawal <input type="checkbox"/> <i>Student does little or nothing, fails to bring equipment, passive, says "I'm useless" etc</i>	helpless frustrated	<input type="checkbox"/> give up and let them do nothing	<input type="checkbox"/> Encourage, encourage <input type="checkbox"/> Find something they like to do and do it with them.

3.4 Behavior Management Procedures

These procedures should be closely adhered to in order to ensure teachers are supported in their efforts to assist students to manage their behavior appropriately.

Level	Student Behavior	Class Teacher Action	Teacher Support	Intervention by Teacher Support
-	Student respects the rights of self & others - is co-operative and self-controlled	Positively reinforce behavior with appropriate comments, specific feedback	Pastoral Care Leader	Involve colleagues in celebration of achievements <ul style="list-style-type: none"> <input type="checkbox"/> Letters of commendation <input type="checkbox"/> Formal/informal awards <input type="checkbox"/> Special privileges
1	<p>MINOR DISRUPTIONS</p> <p>Basically respects the rights of others but has difficulties which affect self-esteem. Some degree of frustration, low concentration levels. Minor disruptions e.g. rudeness and annoying others, no homework, poor punctuality, incorrect equipment, late assignments, uniform breaches.</p> <p>ALSO - Watch out for students who are passively withdrawing from work or class groups.</p>	<ol style="list-style-type: none"> 1. Supportive teachers seek solution to problem with student. 2. Notify Pastoral Leader. 3. Interview student. Discuss with parents by phone or face to face. 4. Plan Discuss with other teachers. Set up a plan. 5. Apply consequences e.g. Time Out in class, detentions for work non-submission. 6. Harness peer power positively through class meetings. 7. Use reliable students to mentor/support disruptive students. 8. Refer - Seek help if academic problems 9. Restore/Reinforce 10. Reinforce success, use diary or email to communicate with home. 	Pastoral Care Leader	Support as necessary. If the situation becomes worse, proceed to the next stage.

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<p>2</p>	<p>PERSISTENT MINOR PROBLEMS Persistently violates the rights of others in a minor way, eg. Continues Level 2 behavior, minor bullying (including cyber bullying), poor attitude to learning/work, rude and/or unresponsive in class. Students have been engaged in a number of ongoing, minor misbehaviors for which consequences have been applied with no improvement.</p>	<p>Continue to apply normal consequences (more severe consequences to be left to Principal) Class meeting Peer support Reinforce success, eg. Letter home Use Student Services for support eg Reflection outside classroom Notify Principal if behavior persists</p>	<p>Pastoral Care Leader</p>	<p>11. Notify Principal 12. Gather Information: from other staff through report form and meeting, interview student 13. Plan: Consult parents, set up a homeschool plan. Student may go "on a card" monitored by Campus Principal 14. Apply Strategy and consequences for specific incidents - e.g. withdrawal of minor privileges, afternoon detention, Student Detention, buddy teacher 15. Refer to support services if required 16. Restore/Reinforce. Arrange for students to be reconciled to students or teachers he/she has hurt. Reinforce success, evaluate strategy, notify parents</p>
<p>3</p>	<p>REGULAR, MEDIUM LEVEL PROBLEMS Continually breaches rights of others e.g. verbal or physical aggression, vandalism, defiance, major disruption. OR Isolated serious breaking of rules.</p>	<p>As For Level 2 Reward any approximations towards positive behavior. Document clearly any behavioral breaches for Pastoral Leader / Principal.</p>	<p>Pastoral Care Leader Principal</p>	<p>1. Notify Pastoral care and student's teachers. 2. Interview student with parents face to face. Recommend support services also involved. 3. Teacher Meeting held with all student's teachers to discuss strategies 4. Plan. Set up Behavior Management Plan. Students must go "on a card" monitored by Campus Deputy. 5. Apply consequences for specific incidents e.g. withdrawal of major privileges, banning from school functions, internal suspension, Saturday or holiday detention, no playground privileges, timeout during the day. 6. Refer to support services. Outside referral to a psychologist may be in order. 7. Restore/Reinforce. After consequences, reconciliation with those hurt. After internal suspension or major consequence the Principal meets with students to "welcome back". 8. Re-entry plan devised before re-entering class. 9. Follow Up. Document and file. 10. Inform all staff. 11. Phone call/letter to parents immediately another negative incident occurs. After one month, a letter to discuss progress. Reward success.</p>

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4	<p>SERIOUS PROBLEMS Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, dangerous, uncontrollable, uncooperative. OR Very serious breach of school rules - e.g. drugs, sexual misconduct, pornography</p>	<p>As for Level 2 Reward any approximations to positive behavior Document any behavioral breaches and progress. Report to Principal</p>	Principal	<ol style="list-style-type: none"> 1. Notify the Principal. 2. Interview Students and parents face to face with Pastoral Leader and/or Principal 3. Class Meeting If group behavior is involved. 4. Plan. Behavior Management Plan must be put into place (e.g. Contract). 5. Apply consequences. Maybe suspension, loss of significant privileges or even exclusion. 6. Refer to support service. Counselling is mandatory if a student is to return to school. Outside counselling strongly advised. 7. Restore/Reinforce If possible, reconciliation with those hurt. Principal to meet with students on return to school to offer forgiveness, welcome back if appropriate. Re-entry plan devised. 8. Follow Up. Inform class/school of action taken if appropriate (no names). Inform staff. Weekly feedback to parents for a period of time.
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Note: A student with ongoing problems will NOT progress to the next level (i.e. for specific management by next level of admin) unless the required steps have been taken at the lower levels. The exception is the student who has committed a serious, isolated breach of the rules.

3.5 Preferred Classroom Management Strategies

Each level describes the degree of assertion used; the appropriate thing to say; the element of choice given to the student.

Step One	<input type="checkbox"/> Tactical ignoring as first action (see below)
Step Two	<input type="checkbox"/> Use non-verbal reminders <i>or</i> Simple direction <i>or</i> Rule restatement <i>or</i> Question and feedback <input type="checkbox"/> Ignore secondary behavior (see below)
Step Three	<input type="checkbox"/> Repeat step 2 if the child resists or argues. Either take student aside or give a clear choice.
Step Four	<input type="checkbox"/> Follow up the choice by isolation within the room (Responsible Thinking Space) <i>Or</i> <input type="checkbox"/> Time out in the room.
Step Five	<input type="checkbox"/> Follow up the choice by Time Out with a buddy teacher <i>or</i> if not available, Senior Admin Time Out Room.
Step Six	<input type="checkbox"/> Continue with above but also take action appropriate to Levels 2,3 etc. <i>Behaviour Management Procedures</i> above.

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Tactical Ignoring: used for calling out, butting in, sulking, tantrums, clowning around (i.e. attention-seeking behavior). Speak around students who cut in and try to disrupt - no eye or verbal contact.

Primary behavior: behavior that calls for management - calling out, clowning, silly noises etc.

Secondary behavior: action which results from dealing with primary behavior e.g. sighing, pouting, tantruming behaviors, student responding "You're always picking on me, miss". If we attend to this we are drawn off track and allow students to control discussion.

Logical Consequences Some examples of immediate, short-term consequences.

Right	Action	Consequences
Safety	Using scissors inappropriately	<input type="checkbox"/> Students lose the right to use the scissors until they can use them safely. <input type="checkbox"/> Students will need to fix anything that has been ruined.
Learning	Disturbing other children who are working Not doing homework	<input type="checkbox"/> Children lose the right to learn and work in a group and may be isolated. <input type="checkbox"/> Doing missed work in own time.
Fair Treatment	Hurting somebody on purpose e.g. kicking, name calling	<input type="checkbox"/> Watch the hurt student being fixed up in the wellness room. <input type="checkbox"/> Do two things for the hurt student to make him/her feel better, e.g. write a letter to say sorry. <input type="checkbox"/> Make something for the hurt student. Do their tidying up. The hurt child makes the decision about this.
Respectful Communication	Calling Out	<input type="checkbox"/> Students will be ignored at first and if they continue to call out they may be isolated to think about the rule that they chose to break.
Orderly Movement	Running	<input type="checkbox"/> Go back and walk
Clean Environment	Eating chewing gum Littering	<input type="checkbox"/> Clean up gum on floors or pavements. <input type="checkbox"/> Clean up litter.

3.6 Appropriate ways of communicating behavioral expectations to students.

Inappropriate Language	Appropriate Language
"Didn't I tell you to put a margin there - goodness, do I have to <i>keep</i> reminding you?"	"What's missing on the page Dave?" (said casually)
"Can't you walk? What do you have to run for, I've told you before."	"Walk. Don't run" or just "Walking, Dave" - a rule reminder said firmly, with a smile if appropriate.
"You spilt the paint! Can't you be careful? Look at all that mess. Go and wash your hands - you're not doing any more painting now."	"How can we fix up this mess Paul? Okay, grab the cloth over there." (Well-planned classrooms have cleaning materials handy.)
"You're not supposed to be playing with the M.A.B blocks! You're supposed to be grouping them. If you can't use them properly, don't use them at all!"	"That's an interesting shape Mana - now see if you can make them into 2 groups of ten, as well."
"Don't grab those scissors! What are you - can't you see he's using them?"	"David, you can use the scissors <i>when</i> (ever a useful word with younger children) Paul's finished. Okay Paul?"

Behaviour Management Policy

St Peter's Lutheran School



<p>"Look, I've shown you how to cut out on the line before (sigh, sigh). C'mon Simon give it to me - I'll show you again!"</p>	<p>"You've started to cut out the shape - well done. Show me how you can cut closer to the line."</p>
<p>"Oh Richard, yes you! You know I mean you - get over here - now! Listen son. I don't care how you speak at home, in my class..."</p>	<p>"Richard, I want to see you now - now! You know the rule about swearing."</p>
<p>"Every time I walk past you two you're talking. I'm fed up with it - do you hear? Now get out, Danielle and move over there!" (She argues) "Don't you argue with me. I said go!"</p>	<p>"Keep the noise down thanks. I'm trying to work over here with Michelle and Denise." The noise continues. "Danielle and Simone, you know the rule for working noise"</p>

3.8 Suspension Process

The following information provides guidance on investigations, decisions, notification and follow up for the school's suspension process.

A. First steps — before suspension

1. Determine if suspension is an option

- Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response.
- A principal may only suspend a student if the location and nature of their behavior meets certain conditions.

2. Conduct a preliminary investigation

The principal should conduct a thorough investigation to establish:

- the nature of the behavior(s)
- the student who committed those behavior(s)
- the context in which it was committed, and
- any other relevant circumstances in relation to the incident or behavior

3. Consider options

When determining if suspension is appropriate for a particular student, consideration must be given to:

- the behavior for which suspension is being considered
- the educational needs of the student
- any disability the student may have
- disability is defined under the Equal Opportunity Act 2010 (Vic)
- it is not limited to students in receipt of specialist services or funding under the Program for Students with Disabilities
- the age of the student
- the residential and social circumstances of the student, including whether the student is Aboriginal or Torres Strait Islander or culturally and linguistically diverse background or is in out-of-home care
- whether the suspension would unfairly impact a student from a particular cultural background — for example, if the suspension would fall on a day which would prevent a student from a particular cultural background from participating in a cultural activity day about that student's culture

Consideration should also be given to previous incidents of challenging behavior and the support/disciplinary measures employed to respond to these.

4. Consider information provided by student or family

Before proceeding to a suspension the principal must ensure the following:

- that the student has had the opportunity to be heard
- that any information or documentation provided by the student or the students family/caregivers has been taken into account in making the decision regarding the suspension

5. Consider supports and other forms of action

When deciding whether or not to proceed to a suspension, the principal must consider alternative interventions and supports that can be provided to the student to address the reasons for the behaviour.

In addition, when determining whether to suspend a student with a disability, principals must ensure that reasonable adjustments have been made to assist the student to address the behavior where this is a manifestation of disability.

B. Next steps — decision, notification and action

In making their decision, the principal should consider their legal obligations and principles of administrative decision making (login required) as detailed in this guidance.

If the behavior of a student meets the grounds for suspension and the principal decides to suspend, they must determine:

- whether the suspension will be undertaken in school or out of school
- the day on which the suspension will commence (including whether it will be an immediate suspension)
- the period of suspension

1. Immediate Suspensions

The Principal may implement an immediate suspension if the student's behavior is putting the health, safety and wellbeing of themselves or any other person at significant risk.

Where a principal decides to implement an immediate suspension, they must ensure the student is appropriately supervised until:

- the student is collected by a parent/carer, or parent's emergency contact person, or
- the end of the school day or activity if the parent/carer or emergency contact person is unable to collect them earlier

When a principal has implemented an immediate suspension, the principal may determine whether or not to expel the student.

2. Period of Suspension

A student cannot be suspended for longer than 5 days at any given time, unless the principal has implemented an immediate suspension and a longer period of suspension is for the purpose of undertaking expulsion procedures.

Ideally, a student cannot be suspended for more than 15 school days in a school year unless circumstances deem this necessary.

If a student is suspended for a period which is longer than the days left in a term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

3. Implementing the suspension

Prior to the suspension taking effect, or on the day of taking immediate action, the principal must complete all of the following:

- identify the relevant person
- notify the student (verbally) and the relevant person (via telephone or in person) of the reason/s for the suspension, the school days on which the suspension shall occur and where the suspension will occur
- provide contact details for additional support services to the student and the relevant person as appropriate
- arrange for appropriate school work to be provided to the student for the period of the suspension as follows, where the student is suspended for:
 - 3 days or less, provide meaningful work;
 - more than 3 days, develop a student absence learning plan and return to school plan.
 - more than 5 days, in addition to the above requirements, a teacher should be designated as a key point of contact for the student and their family
- provide the student and the relevant person with a Letter of Suspension which must include:
 - the reasons for the suspension
 - the school days on which the suspension shall occur
 - and copies of the student absence learning plan and return to school plan, if required
- **record the suspension within our Behavior file**

It is important to discuss the reasons for the suspension with the student so that they understand why it is happening and what needs to change. Giving the student the opportunity to have a voice and influence in the discussion helps to foster their engagement in the process. This engagement may enable the student to take ownership over and make changes to their behavior.

C. Final steps — post-suspension follow up and support

The principal should consider whether it is appropriate to convene a student support group meeting with the student, the relevant person, and any other adults or professionals involved in the care of the student.

The purpose of such a meeting is to discuss:

- the student's behavior that led to the suspension
- a range of strategies to address the concerns, and
- prevent further occurrences of such behavior

It is strongly recommended that a meeting be convened if one or more of the following circumstances apply:

- a student and/or their relevant person requests a meeting
- a student has a disability, is Aboriginal or Torres Strait Islander or is in out-of-home care
- there have been three or more suspensions in the school year
- the student has been suspended for the maximum 5 consecutive days

In all cases of suspension, it is important to consider the student's transition back into the school and any disruption to their learning. In many cases, the student will require additional educational or other support to help address the reasons for the incident and/or any underlying behavioral issues.

Repeated or lengthy suspensions may not address the reasons for a student's behavior and risks leading to poorer outcomes for a student's engagement in education, especially when suspension is used alone without interventions and supports that address the underlying reasons for the incident(s).

4. Complaints and Grievance

Students and parents have the right and responsibility to raise issues with staff in an appropriate manner where they feel that they have been treated in an unfair manner by a member of staff of the school. The below guidelines may assist if there is a concern.

For further details, refer to the Complaint and Grievance Procedure.