



# Behaviour Management Policy 2019

The Behaviour Management Policy of Holy Trinity Lutheran College recognises that each person has the real needs of worth, acceptance, value, dignity, adequacy, personal security and respect.

We recognise that we live in a fallen world and will need rules to manage behaviour, but these rules are never the power to fulfil human needs or willingly drive loving behaviour towards others. When situations do require students to be disciplined, the discipline is always for the purpose of understanding the consequences of broken fellowship and therefore for encouraging the person to seek forgiveness and restoration between God and others. In this endeavour, the college community will be a caring and supportive environment striving to reflect, however imperfectly humans are able to, the unconditional love of Christ with which we have been blessed (1 John 4:19).

## **Rationale**

At Holy Trinity Lutheran College, the gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing healthy relationships within our college community.

As such God's love and forgiveness demonstrated in Jesus is the cornerstone for any behaviour management principles.

A Christ-centred community is by no means perfect. Individuals reflect this imperfection. Holy Trinity Lutheran College is committed to presenting the Christian lifestyle through example, instruction, and if necessary, correction. This is to be done in a loving and caring environment that promotes faith, hope, justice and reconciliation.

Expectations of behaviour are to be clearly communicated to all members of the college community. Our aim is to motivate each member to accept responsibility for their own behaviour and make decisions based on consideration and respect for others.

Effective management of student behaviour occurs in partnership between the college and the families of the students. Behaviour management within our college stems from our care and concern for each member's well-being. We disapprove of the inappropriate behaviours, but not of the individual. Students are led to recognise that choices regarding their behaviour can have either positive or negative consequences. Consequences for inappropriate behaviour are to be fairly administered and follow due process.

Through an emphasis on positive attitudes, behaviour and relationships, Holy Trinity Lutheran College aims to promote the Christian growth and development of each student as an individual within the community.

1. To provide a positive, secure learning environment in which God's word is readily spoken and his love permeates, in which an individual's needs, rights and social responsibilities are met and reflected, and students feel safe, valued and cared for.
2. To support children in the making of responsible choices, so that they are enabled to manage themselves and their behaviours, that they may anticipate, experience and accept the consequences for both appropriate and inappropriate choices regarding their words and actions.

## **Expected outcomes**

1. There is a whole college climate of respect for mutual rights and responsibilities, with an emphasis on the value, uniqueness and dignity of all people rather than on punishment or reward.
2. All staff members participate in the creation of a safe, secure, Gospel-oriented learning environment where students develop age-appropriate control of their own behaviour.

3. Students can examine their own behaviour in discussion with staff in a way which reflects their involvement in the decision making process.
4. The special needs of students are identified and are supported through appropriate programs. Teachers examine motivation and respond appropriately to unacceptable behaviour.
5. Teachers understand and demonstrate how to conduct effective behavioural change and understand student behaviour management models and practice.

## Guidelines

- Teachers and students are to communicate respectfully and maintain Christian values.
- Students strive to solve conflicts independently and respectfully. They will refer to a member of staff if needed.
- Students are to be considerate of others and their safety when playing.
- Students use own, others and college equipment responsibly.
- Students move in a manner which is orderly, appropriate to the area and ensures the safety of themselves and others. God has made us the carers of His creation. We need to be responsible for and respectful of our natural and college environments.
- Students need to follow the behavioural expectations of the classroom.
- Students are only allowed in the classroom with the teacher's permission.
- Students are to take responsibility for their physical and verbal actions and reactions.

## Implementation

1. Students are adequately educated about the behavioural expectations of Holy Trinity Lutheran College (Appendix A) in both a classroom setting and the yard.
2. Teachers engage in preventative action to prevent or minimise unnecessary disruption. Establish positive relationships with students, parents and other staff members.  
They:
  - know the expectations of college behaviour
  - should be consistent in enforcing college rules
  - have an aesthetically pleasing and functional room
  - prepare and utilize appropriate materials
  - arrive at class on time
  - plan interesting lessons (as much as possible)
  - cater and plan for mixed abilities
  - plan appropriate seating arrangements
  - plan for the language of discipline
  - make the routines clear.
3. Guidelines for applying sanctions and rewards:
  - Sanctions and rewards must be applied fairly and consistently (examples of sanctions can be found in Appendix B).
  - Sanctions and rewards should be in proportion to the behaviour and the application of sanctions from the least intrusive to the most intrusive.
  - Sanctions should not be applied to whole groups of students unless deemed necessary.
  - Suggested sanctions and rewards will be discussed between staff and students throughout the year.
  - Corporal punishment, belittling, humiliation and any form of abuse (physical, verbal or emotional) is expressly forbidden.
4. When appropriate staff will:
  - document the incident, date and details/context
  - proactively implement the Behaviour Management Policy

- report serious instances at the next staff meeting
- ensure that the student involved has sufficient time to eat and use the toilet if necessary.

## **Procedure for Junior School**

1. When a student's behaviour is unacceptable, the student will be reminded of expectations and asked to alter their behaviour.
2. Should an unacceptable situation continue, the teacher will speak to the student individually in a further effort to specifically clarify the situation. Possible outcomes of such a discussion may include, but are not limited to:
  - A verbal agreement as to what can be expected of the student in future, including catching up on any missed work.
  - Seating the student in a different area of the room, either on a temporary or permanent basis.
  - Students who continue to misbehave in a lesson after the initial redirection, and whose disruptive behaviour has become unmanageable during that teaching session, will be seen by the Head of Junior School if available or sent to another class with sufficient work to complete until the next break.
3. In the case of persisting or serious offences, the Three-Incident-System is used. It is introduced to the student in response to persistent, serious, unacceptable behaviour. This procedure is implemented by the Head of Junior School or his/her delegate.
  - First incident:  
Step 1: The unacceptable behaviour is described.  
Step 2: A clear warning is issued.  
Step 3: Guidance for resolving conflict appropriately is provided
  - Second incident:  
After a second incident steps 1,2 and 3 above are repeated. Parents are contacted by the Head of Junior School or his/her delegate.
  - Third Incident:  
With a third incident, the student is withdrawn and spends time-out under the supervision of the Head of Junior School.  
Steps 1, 2 and 3 are repeated.  
Parents are requested to join the senior administrator for an interview.
4. In the event of continuing persistent and serious misconduct, the above procedure is followed by a period of exclusion from school or expulsion.

## **Procedure for Middle and Senior School**

Each teacher shall act in a respectful and cooperative way towards each student and each student shall act in a respectful and cooperative way towards each teacher and all fellow students. As stated in Appendix B (What is Expected of Each Teacher), it is expected that each teacher will develop an appropriate range of responses and techniques for dealing with a wide variety of student actions. Listed below are some of the procedures which it is expected will be used on an ongoing basis.

1. Students are adequately educated about the behavioural expectations of Holy Trinity Lutheran College in both a classroom setting and the yard (Appendix A).
2. When a student's behaviour is unacceptable, the student will be advised of this and asked to rectify the situation.
3. Should an unacceptable situation continue, the teacher will need to speak to the student on a personal basis (outside of the classroom situation) in a further effort to

specifically clarify the situation. Possible outcomes of such a discussion might well include:

- a verbal agreement as to what can be expected of the student in future, including catching up on any missed work
  - seating the student in a different area of the room, either on a temporary or permanent basis
  - an examination of the student's study techniques
  - where there is a continuing record of disruption to classes, the matter should be referred to the student's House Coordinator or Head of sub-school.
4. In some situations, a teacher may feel that it is appropriate that a penalty be imposed. This may be either an imposition done outside of school time or a detention during the school day, or both. Detentions may occur during recess time or the lunch break provided that:
- the detention does not involve the entire recess or lunch period
  - the work done during the detention will be related to the problem
  - the teacher setting the detention will also supervise it.
- Formal detentions will normally only be used when other avenues have not been successful.
5. Should the problem continue, or should the matter be considered to be serious, an interview with parents and the student may be requested. Parent interviews relating to conflict situations will be arranged through the Head of sub-school. Unresolved disruptive behaviour may ultimately lead to the suspension or expulsion of a student from the college.

## **Suspension and expulsion**

### **Grounds for internal and external suspension**

A Principal, or their delegate, may suspend a student for behavioural reasons whilst that student is attending school or travelling to or from the college, or engaged in any college activity away from the college (including travel to or from that activity). For very serious acts of misconduct, for example fighting, bullying, verbally or physically abusing a staff member or visiting adult, being in possession of illegal drugs, being in possession of cigarettes or smoking on the college grounds, acts of vandalism or stealing or acts that may seriously endanger the safety and well-being of others, the student may be suspended or expelled immediately.

The student may be internally or externally suspended for a period of one to three days as determined by the Principal and following a suspension, there will be a re-entry meeting involving the student, his/her parent/caregiver, Principal and the student's teacher. This meeting will be used to establish the conditions under which the student may return to school, reiterate the college's expectations and ensure that there is an understanding of and commitment to the Student Behaviour Management Policy.

Prior to a suspension being implemented the Principal, or their delegate, may consult other staff to ensure that an external suspension is the most effective way of dealing with the situation.

### **Grounds for expulsion**

A student who manifestly violates Christian conduct and/or seriously disrupts college life and work, and refuses to respond positively to warning and encouragement after having been suspended externally from the college, may disqualify himself/herself from continued enrolment.



## **Parent contact**

Teachers are encouraged to maintain regular and positive communication with parents throughout the year. Parents may be contacted in the event that teachers become concerned with a students' behaviour.

Records of student inappropriate behaviour are to be kept and senior administration informed of such communication.

Parents will be formally contacted in the following circumstances:

- Serious or persisting breaches of the behaviour management guidelines.
- In the event that an injury to themselves or others has occurred as a result of their actions.

Under no circumstances will students receive any form of corporal punishment.

## **Appendix A—Behavioural expectations of Holy Trinity Lutheran College**

Respect other (staff, students, and members of the community)

Listen when others are speaking

Be cooperative

Use appropriate language and voice

Respect all property

Be punctual

Accept responsibility for misbehaviour

Strive to be our best

Be responsible

Be courteous

Be respectful

Be successful

Saved to Serve (Mark 10.45)

### **Code of Conduct (5Cs)**

- Courtesy
- Consideration
- Common sense
- Commitment
- Care



## **Appendix B—Responding to inappropriate behaviour**

- Tactical ignoring
- Non-verbal direction – eye contact, pausing, shake of the head, click of the fingers. (simple, brief and definite)
- 'I' statements – 'I am not sure that is what I have asked you to do' (also restating rules/expectations)
- 'You' statements – 'You have been asked to...'; 'You need to stop and think...'
- Choices – provide the student with 2 clear choices (redirect without argument)
- Move the student to a designated area to work away from distraction
- Cool-off/removal from the classroom – this is a last resort and should only be used when the student presents with dangerous behaviours or is continually disruptive. Referral to Principal/Assistant Principal is recommended.

## **Appendix C—Examples of corrective action for Holy Trinity Lutheran College**

### **What is expected of each student**

1. That all students will accept the responsibility for their actions and hence learn to develop self-discipline. The college must be clear in identifying what is acceptable and what is not acceptable behaviour. The students in turn must accept that they are personally responsible for their actions and that they must change their unacceptable behaviour as part of the process of learning self-discipline.
2. That each student will accept the authority of each teacher and accept that each teacher has the right to implement the college's policies and to impose appropriate penalties when the student's behaviour is unacceptable.
3. That each student will accept and respect the equal rights of every other student and members of the total college community. Where a student's selfish behaviour is detrimental to the welfare of other members of the college community, the student will be expected to change this behaviour and accept any penalty that may be considered appropriate.
4. That each student will respect the property of the college, of all other students and of all members of the staff.
5. That each student will accept the right of every other student to attend the college in safety and security and hence any form of physical or psychological interference or intimidation cannot be accepted.
6. That each student will accept each other student as they are and will endeavour at all times to help a fellow student (or teacher) to develop as a valued individual. A student will not highlight another person's weakness or shortcomings.
7. That each student will accept that suitable behaviour will be based on common sense and respect for the dignity of others rather than on detailed statements of rules and appropriate penalties.
8. That all students will accept that they have a right to express their feelings or opinions and that all other students also have an equal right to express their feelings or opinions and this expression must not involve the deliberate loss of dignity of any other individual.
9. That all students will attend all of their classes. A student failing to attend a class without a legitimate reason should expect appropriate consequences.

Guidelines for student behaviour, organisation and personal presentation are as follows:

- Behaviour
  - Speaking respectfully and not answering back.
  - Remaining seated and not wandering around the room unless requested.
  - Listening to others and not speaking while they are.
  - Mind your own business—when a teacher is speaking to another student it is not appropriate to interfere or intervene.
  - Listening and not talking whilst a teaching is speaking.
  - Speaking respectfully to peers and staff.
  - Raise a hand to answer questions and to make a comment—only after permission is given by the teacher.
  - Chewing gum is not allowed.
- Organisation
  - All books and stationery ready for both classes of each session before the session begins.

- Diaries to be brought to every session.
- Homework is to be completed and handed in on time.
- Uniform
  - Uniform to be worn at all times in line with uniform policy.

### **What is expected of each teacher**

- It is of fundamental importance that all teachers accept that it is their responsibility to establish and maintain an appropriate climate for learning. An appropriate learning climate rarely occurs spontaneously but needs to be carefully directed and nurtured. It is the teacher who has the first and most important duty in this regard. In this context, it is expected:
  - That each teacher will support and implement the college's policies in all aspects of college life.
  - That each teacher is aware that the college does not prescribe or permit corporal punishment.
  - That each teacher will accept that each student, as created by God, is a valuable being and hence endeavour to build up each student's self-esteem. This will involve supporting and reinforcing positive achievements and good behaviour as an ongoing part of each child's development.
  - That each teacher will accept responsibility for clearly outlining what constitutes good and acceptable behaviour, both in the classroom and in the college community in general.
  - That each teacher accepts that setting an appropriate example in the teacher's own personal behaviour is an important part of establishing a suitable working relationship with the students. This extends to language use about students.
  - That each teacher will accept the professional responsibility for teaching the students in the teacher's care in a manner which is thoughtful, well-prepared, structured, interesting and catering for the student's needs as far as is reasonably possible.
  - That each teacher will develop an appropriate range of responses and techniques for dealing with a wide variety of student actions.
  - That each teacher will accept that a student has the right to question why something is done, provided that the questioning is done in a courteous and cooperative manner in private at a mutually acceptable time.
  - That all teachers will play their part in establishing good channels of communication between the college and the parents.