BUILDING
A SAFE AND CARING
COMMUNITY

Behaviour/Relational Management Policy, Procedures and Strategies
(Middle and Senior Schools)
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Preamble

Building a Safe and Caring Community (BSCC) is a framework of policies, procedures and guidelines adopted by St Andrews Lutheran College to assist us to reflect the love of God through the way we seek to provide a safe and caring environment for all adults and children involved in our College community. BSCC also assists us to meet our legislative requirements.

Foundational frameworks and legislation

BSCC incorporates:

- Valuing Safe Communities (Lutheran Education Australia): a framework of policies relating to the behavior of adults in Lutheran Schools.
- Safe Place Policy (Lutheran Church of Australia): a policy relating to the sexual abuse/harassment of people over 18 years of age.
- National Safe Schools Framework (Australian Government)
- Principles of Restorative Practices and The Round Table Policy (St Andrews Lutheran College)
- Other relevant state and national legislation including Child Protection Legislation.

Underlying Principles

The Gospel: ‘In the Lutheran school the gospel is to inform all programs, relationships and activities (LCA and Its Schools statement). The love of God in Jesus Christ is to govern all that is done and, in response to this love, people in the school community are directed to their fellow human beings. When they love others, they love him. Christ’s promise is that whatever is done for others is done for him. Informed and transformed by God’s creative, redemptive and sanctifying love, God’s people are concerned with the total needs of their fellow human beings.’ (Industrial Relations and the Lutheran school).

Lifelong Learning: The framework, Lifelong Qualities for Learners, defines the ethos of Lutheran schools: ‘As central to their mission and ministry, Lutheran schools seek to nurture individuals who are aware of their humanity, open to the influence of the Holy Spirit and growing in and living according to a cohesive worldview while living in community and reflecting characteristics of God through core values, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality, appreciation and restoration’.

Restorative Practices: At St Andrews we use Restorative Practices based on biblical principles (Matthew 18:15-17; 1 Corinthians 6:1-11) to help to create a safe, fair, harmonious and productive learning environment. We also employ Restorative Practices to settle differences, resolve issues and restore relationships whilst also meeting the requirements of the law of the land.

Scope

BSCC relates to:

- **Staff**: all employees, paid workplace participants and volunteers;
- **All sub-schools and associated entities** including out of school hours care and vacation care services,
- **Students**: all children and young people enrolled at or attending the sites defined under school.

BSCC includes policies and procedures encompassing the following for students AND staff:

- Anti-Bullying and Harassment Policy – Students
- Behaviour / Relational Management Policy – MS/SS
- Child Safety and Risk Management Policy
- Child Protection Policy
- Code of Ethics for Support Staff
- Code of Ethics for Teachers
- Complaints and Conflict Resolution Policy and Procedures
- Critical Incident Management Policy
- Duty of Care Policy
- General Anti-Harassment and Anti-Discrimination Policy and Procedures
- Influencing Behaviour within a Restorative Practices Framework Junior School Policy
- Privacy Policy and Procedures
- Restorative Practices, including Round Table Policy
- Risk Management Procedures
- Special Education Policy
- Volunteer Policy and Procedures
- Workplace Health and Safety Policy

Major References:

Valuing Safe Communities, Lutheran Education Australia, November 2008

Restorative Practices in Schools, Margaret Thorsborne
Section 1: Behaviour Management Policy

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

At St Andrews we are committed to the following twelve values in relation to management of student behaviour:

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, so 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. 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.

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 (see Restorative Practices).

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.

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.

6. SPECIALISED PERSONNEL
   We involve specialised, qualified personnel in coordinating welfare and behaviour management programs. At a whole school level, our full-time Chaplain and Counsellor coordinate Pastoral Care activities, in conjunction with the Pastor of the St Andrews congregation. The Heads of the Junior and Senior Schools are responsible for Behaviour Management in their areas, assisted by Key teachers and Year Level Coordinators.

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, such as Triple P Parenting and How to Drugproof Your Child and student group therapy activities such as Seasons for Growth (dealing with grief and loss). We are also a Focus School for Mind Matters a systematic program for enhancing mental health in students.

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.
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 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. (See Anti-Bullying Policy).

10. AN EFFECTIVE BEHAVIOUR MANAGEMENT PROCESS
We apply clear and fair procedures to manage 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.

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.

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

12. EVERYONE IS SOMEONE
We ensure that each student at St Andrews has at least one staff member who knows them well, cares for their welfare and monitors their learning needs. In the Junior School this is the class teacher, and in the Middle and Senior school the Learning Advisor. 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 Andrews, each child is a person, not a number.

Reference: Policy for Behaviour Management in Lutheran Schools, Lutheran Education Australia, October 2001

Section 2: Aims of Behaviour Management

The aims of this College’s Behaviour Management policy are:

- to assist students to develop their own inner, self-motivating discipline (see below). 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 College - education - by providing an orderly environment where everyone can be happy and safe and learn effectively
Section 3: The Difference between External and Internal Discipline

**External Discipline** is the management of student behaviour by teachers and administrators within the classroom and the wider school community. Its purpose is to educate in and enforce a code of conduct (rules and regulations and conformity to social expectations).

External Discipline is necessary in the school environment to maintain order and thus serves the aims of education. However, such an outer imposed order can cause students to develop as “authority dependent subordinates and not as independent citizens” (Shor). Remove the authority (the context) and the person’s behaviour deteriorates. External discipline also ignores the inner motivations and social conditions which generate indiscipline.

**Internal Discipline** is the control by the student of his or her own behaviour. It includes the capacity to defer gratification in order to achieve important goals (Scott Peck); to assume responsibility for one’s own values, beliefs and actions and for social responsibility to community; to commit to a realistic assessment of self and others in order to improve and to maintain social, spiritual, physical and vocational balance in life.

To develop responsible citizens for the modern world a Student Welfare/Behaviour Management Policy must, as a priority, develop strategies to enhance the development of internal discipline.

Reference: Butler, NG: *Not Only But Also*

Section 4: Relating the Christian Message to Behaviour Management

It is important to use sensitivity and commonsense when relating the Christian message (of Law and/or Gospel) to student behaviour. It is also important to remember that the nature of your response may vary according to whether or not the student is an active Christian.

**Some Extremes to be Avoided:**
- Treating all offences, no matter how minor, as situations for confession and absolution
- Encouraging students to see God in terms of the ultimate disciplinarian to be feared and avoided e.g. “God is watching you”, “God won’t be happy if you do that”
- Never discussing the forgiveness and reconciliation available in Christ

Instead, it is helpful to consider categories of inappropriate behaviour which may attract a different spiritual response (Kleining, 1973). The following are some SUGGESTIONS for the kinds of response which may be appropriate for different categories:

**Five Categories of Inappropriate Behaviour:**

Behaviour which is directed against:

1. **GOOD ORDER:** e.g. incorrect wearing of uniform, lateness to class
   - *Overtly Spiritual response:* nil

2. **COMMONSENSE:** e.g. not wearing a hat in the sun
   - *Overtly Spiritual response:* nil

3. **AUTHORITY** e.g. disobedience to a legitimate direction
   - *Overtly Spiritual response:* seeking reconciliation with the offended party, possibly reminder about God’s expectation that we obey authorities
4. MORALITY e.g. stealing
   Overtly Spiritual response: seeking reconciliation with the offended party, possibly reminder about the Ten Commandments, possibly encourage student to seek God’s forgiveness, absolution (involve Chaplain)

5. HOLY THINGS e.g. vandalising religious object
   Overtly Spiritual response: seeking reconciliation with offended parties (eg congregation), asking forgiveness of God, absolution (refer this to Chaplain)

Note: The above refers only to spiritual responses: the misbehaviours would also most likely attract a specific consequence as outlined by the Behaviour Management Policy.


Section 5: Relationship of the Behaviour Management Policy to Attributes of Lifelong Learning

As a basis of our curriculum, St Andrews has adopted a framework based upon five attributes of lifelong learning. We also seek to develop these attributes through our Student Welfare and Behaviour Management Policy in the following ways:

1 Inner Learning:
We encourage students to learn to recognise and build upon their strengths and develop their God-given talents. We also encourage students to develop internal discipline (see above), to reflect upon their behaviour, recognise their weaknesses, learn from their mistakes and be self-directed in their attempts to make changes. They are guided to reflect upon their values and beliefs, and encouraged to develop a framework of values and beliefs to guide inner growth and well-being. They critically assess lifestyle choices.

   Procedures which encourage inner learning: Restorative Practices used by teachers, Time Out - reflection sheets, prayer groups

2 Collaborative Learning:
Students at St Andrews are encouraged to see themselves as contributing to a harmonious living and working environment. They learn to respect the rights and property of others, treat others as having equal worth, value others' talents, co-operate with adults and peers and resolve conflict equitably. They are encouraged to include and affirm those who are excluded or less powerful.

Through involvement in teamwork in many areas they learn to listen, to share, to take the interests and viewpoints of others into account, to air disagreements assertively but not aggressively, to help develop workable, agreed courses of action and to carry out the responsibilities of a team-member reliably.

   Procedures which encourage collaborative learning: Classroom meetings, group/team work, peer mediation, peer support, leadership activities, prayer groups, rules related to respecting the rights of others

3 Community Contributor:
Students are encouraged to see themselves as participants in and contributors to the wider community. They use their time, talents, insight, resources and empathy to benefit others. They are encouraged to stand firm in the face of challenges to human rights and the common good and to find ways to address problems in the local and global community. They are encouraged not just to understand these problems but to contribute themselves to their solution.

   Procedures which encourage community contribution: Service Learning, participation in Charity groups and activities.
4 **Complex/Creative Thinker:**
Students are encouraged, not just to blindly accept rules and standards, but to develop the complex thinking skills necessary to understand their own and others' behaviour, to clarify values, to negotiate rules and to solve problems creatively (those that pertain to themselves, the school and society in general). They should learn to advocate and initiate change where it is needed.

**Procedures which encourage complex/creative thinking:** Restorative Practices used by teachers, class meetings, leadership opportunities

5 **Quality Producer:**
Students are encouraged to do his or her personal best in any activity and to be committed to quality in their own personal presentation, the performance of their work and their involvement in activities.

**Procedures which encourage quality production:** Assessment deadlines, classroom and school rules and routines e.g. attention to uniform, punctuality
### Lutheran Theological Principle

<table>
<thead>
<tr>
<th>Scripture Reference</th>
<th>Implication for Student Welfare/ Behaviour Management</th>
</tr>
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</table>
| Romans 3:21-26 ("Where, then, is boasting? It is excluded...For we maintain that a man is justified by faith apart from observing the law...) | - All children, staff and parents in the school community should see themselves as equal in God’s sight in their need for a saviour.  
- 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.”  
- **Obeying school or civil rules does not make you a Christian**, nor does doing well in Christian Studies or participating positively in Worship. Students should know this clearly. |
| Matt 20:25-28 ("Whoever wants to become great among you must be your servant...") | - Staff and parents should not “lord it” over students – being very careful in their exercise of **power**.  
- 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.  
- Students also should be encouraged to have an attitude of service to each other, the staff and to those in the wider community.  
- Pedagogy should be grounded in relationship and marked by **participation and co-operation**. Classroom climate should NOT be marked by domination, passivity and competition.  
- 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.  
- These attitudes should also be fostered in students.  
- There should be a development in the school of an awareness of suffering within the school community and beyond, an identification with the weak and vulnerable, a commitment to **social justice**. |
| Phil 2:5-11 ("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") | - God works in relationship and marked by **participation and co-operation**. Classroom climate should NOT be marked by domination, passivity and competition.  
- 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.  
- These attitudes should also be fostered in students.  
- There should be a development in the school of an awareness of suffering within the school community and beyond, an identification with the weak and vulnerable, a commitment to **social justice**. |
| Col 3:12-17 ("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.") | - God gives **authority** to leaders (school, state, church) to maintain order.  
- The school should educate students about and **uphold the Law** (school, civil, moral) which governs the maintenance of good order and behaviour.  
- The school should fairly apply **consequences**, restraints, punishment etc to maintain order and restore relationships.  
- 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. Commonsense is needed here.  
- For major behavioural lapses (especially involving Christians) the **ideal process** is: identification and acknowledgement of sin, contrition, forgiveness proclaimed, reconciliation with others achieved. **Person responds with repentance, faith.**  
- 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**.  
- Students who have failed should be given the opportunity to be **reconciled** to those they have hurt and be restored into community life.  
- 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 behaviour we expect students to show. We are however, **sinner-saints**, not perfect and still liable to fail. We treat those who fail graciously. |

### Reference

Bartsch, M: *Why a Lutheran School?*, LEA, 2001

### Section 6: Theological Basis

1. **Justification by Faith.** God accepts the sinner by grace, on account of Christ, through faith. We cannot be saved by our own “good works”.

2. **The Theology of the Cross.** God’s glory is revealed in suffering, love and hiddenness, not in power, success and visible signs.

3. **The Law/Gospel Distinction.** 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.
### Section 7: Expectations of Staff

Reference: Rogers, B, *You Know the Fair Rule*, Butler, NG, *Classroom Discipline*

The following are expectations of St Andrews staff members when they are relating to or managing students.

<table>
<thead>
<tr>
<th>INAPPROPRIATE STRATEGIES/BEHAVIOURS</th>
<th>APPROPRIATE STRATEGIES</th>
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<tbody>
<tr>
<td><strong>Rules</strong></td>
<td></td>
</tr>
<tr>
<td>Demanding compliance to teacher’s rules (“I must have it”, “I must win”)</td>
<td>Approach all discipline from the perspective of joint rights, rules and responsibilities. Develop these, and consequences, with students in a class meeting.</td>
</tr>
<tr>
<td>Hoping that goodwill and friendliness will be enough for compliance</td>
<td>Establishing clear, reasonable and reliable class/out-of-class routines</td>
</tr>
<tr>
<td>Haphazard attention to maintenance of routines</td>
<td></td>
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<tr>
<td><strong>Respect</strong></td>
<td></td>
</tr>
<tr>
<td>Sarcasm, put downs, caustic language, snide remarks, yelling, screaming, destroying students’ work.</td>
<td>When engaged in corrective discipline, act in such a way as to intentionally minimise embarrassment, undue confrontation and hostility.</td>
</tr>
<tr>
<td>Corporal punishment. Using physical aggression of any kind - hitting, pushing, throwing items at students etc.</td>
<td>Respectful conflict resolution involves one person asserting their rights without trampling on the other party’s rights.</td>
</tr>
<tr>
<td>Calling students names such as “lazy”, “stupid”, “rude”.</td>
<td>Wherever possible, speak with the student about behaviour privately, outside the class.</td>
</tr>
<tr>
<td>Letting the student decide the agenda in a discipline transaction</td>
<td>Listen to the student’s point of view. “Seek first to understand, then to be understood”.</td>
</tr>
<tr>
<td>Speaking to a student or parent negatively about another student, group or class</td>
<td>Express disapproval of the student’s behaviour, rather than the student him/herself. Not “you are lazy”, but “you have not done any homework this term.”</td>
</tr>
<tr>
<td>Allowing negative discussion about staff or other students, This tacitly approves it.</td>
<td>Avoid speaking disparagingly of students even in the staff room. Think “What if his/her parent were present?”</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td>Threatening, telling, rather than giving choices</td>
<td>Promote the use of appropriate choices in disciplining students.</td>
</tr>
<tr>
<td>Punishing a whole group or class for actions of one or a few</td>
<td>Seek to get the student to examine his/her behaviour and act responsibly.</td>
</tr>
<tr>
<td>Responding to irrelevant secondary behaviours of students (e.g. student saying “He was talking too”)</td>
<td>Move into a “solutions” focus so the onus is on the student to choose the better option or wear the consequences.</td>
</tr>
<tr>
<td>Teacher failing to model standards expected of students e.g. punctuality, dress, language</td>
<td>Discuss one-on-one with student in a visible area, use personal reflection sheet.</td>
</tr>
<tr>
<td></td>
<td>Model standards expected of students e.g. punctuality, dress, language.</td>
</tr>
<tr>
<td>INAPPROPRIATE STRATEGIES/BEHAVIOURS</td>
<td>APPROPRIATE STRATEGIES</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td><strong>Teacher Attitudes</strong></td>
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</tr>
<tr>
<td>• Holding grudges against students e.g. automatically assuming blame</td>
<td>• Give due respect even to really annoying students. Model dignity in treatment. Think, “What if this were my son/daughter?”</td>
</tr>
<tr>
<td>• Punishing students with poor marks because of poor behaviour</td>
<td>• Spend time with students (especially difficult ones) outside class - assisting with work, playing sport, informal chatting, co-curricular activities.</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td></td>
</tr>
<tr>
<td>• Telling the class or students they are “bad”, concentrating on the negative.</td>
<td>• Expect the best of students. Expect compliance with just and fair rules and work requirements.</td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td></td>
</tr>
<tr>
<td>• Failing to follow up with consequences</td>
<td>• Follow up issues beyond the classroom with consequences – this demonstrates concern, justice and accountability.</td>
</tr>
<tr>
<td>• Overusing the same kind of consequences e.g. detentions (They have no meaning if used too often).</td>
<td>• Apply consequences wherever possible which are logical (e.g. if you make a mess, clean up)</td>
</tr>
<tr>
<td>• Using punishments which bear no relation to the crime (e.g. writing lines).</td>
<td>• Significant consequences (e.g. non-rating of work, denial of a significant desired privilege, internal suspension etc) should only be applied if the Behaviour Management Steps are adhered to and:</td>
</tr>
<tr>
<td>• Applying significant consequences without following the Behaviour Management policy and due process.</td>
<td>1. The approval of the Head of Sub-school has been gained</td>
</tr>
<tr>
<td><strong>Special Consideration</strong></td>
<td>2. The consequence is proportionate and reasonable</td>
</tr>
<tr>
<td>• Failing to take into account a student’s special circumstances (e.g. illness, family problems, other pressures) when making judgements.</td>
<td>3. The student has been given due warning, in advance, with time to comply</td>
</tr>
<tr>
<td>• Failing to take into account the circumstances surrounding an incident, the various levels of involvement, provocation etc and making arbitrary judgements.</td>
<td>4. The parent has been given due warning, in advance</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td></td>
</tr>
<tr>
<td>• Avoiding contact with parents</td>
<td>• While rules should generally be applied consistently, students should be given special consideration if their work or behaviour declines because of circumstances beyond their control</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>• Make judgements based on the various levels of involvement of students</td>
</tr>
<tr>
<td>• Trying to do it all on your own</td>
<td></td>
</tr>
<tr>
<td>• Handing even minor problems on to someone else to deal with.</td>
<td>• Contact parents to praise good behaviour and to seek help with student’s difficult behaviour.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Seek help from a trusted colleague or senior teacher with hard cases</td>
</tr>
<tr>
<td>• To gain the respect of students you need to handle most discipline situations yourself, personally.</td>
<td></td>
</tr>
</tbody>
</table>
## Section 8: Student Misbehaviour Management (Balson)

Reference: Balson, M: *Understanding Classroom Behaviour*

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.

<table>
<thead>
<tr>
<th>MISBEHAVIOUR</th>
<th>RECOGNITION</th>
<th>DON'T</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention Seeking</strong>&lt;br&gt;Silly games, noises, fooling about, cheek</td>
<td>irritated annoyed</td>
<td>overservice&lt;br&gt;engage in lots of discussions and/or altercations</td>
<td>Tactically ignore minor behaviours to extinguish them&lt;br&gt;Isolate from attention for bad behaviour (in-class Time Out)&lt;br&gt;Give attention and responsibility for good behaviour</td>
</tr>
<tr>
<td><strong>Power Play</strong>&lt;br&gt;• Challenging, confrontationist behaviour, defiance&lt;br&gt;• “You can’t make me”</td>
<td>angry</td>
<td>confront&lt;br&gt;defend your position&lt;br&gt;argue with the student&lt;br&gt;engage in battle&lt;br&gt;give the student an audience by dealing with student in depth in classroom</td>
<td>Back Off - agree when they say “You can’t make me” but&lt;br&gt;Refer to the rules&lt;br&gt;Deal with primary behaviour&lt;br&gt;Give take-up time (don’t look at student while expecting compliance)&lt;br&gt;Negotiate privately afterwards</td>
</tr>
<tr>
<td><strong>Revenge</strong>&lt;br&gt;• Snide remarks&lt;br&gt;• Hurtful comments about teacher&lt;br&gt;• Vandalism directed at teacher’s person or property</td>
<td>Hurt&lt;br&gt;Shocked&lt;br&gt;Humiliated</td>
<td>retaliate</td>
<td>Wait to “cool off”&lt;br&gt;Use “I” messages: “When you do…I feel hurt…”&lt;br&gt;Refer to Senior Staff for consequences etc</td>
</tr>
<tr>
<td><strong>Withdrawal</strong>&lt;br&gt;Student does little or nothing, fails to bring equipment, passive, says “I’m useless” etc</td>
<td>Helpless&lt;br&gt;Frustrated</td>
<td>Give up and let them do nothing</td>
<td>Encourage, encourage&lt;br&gt;Find something they like to do and do it with them</td>
</tr>
</tbody>
</table>
## Section 9: Behaviour Management: Who is Responsible for What?

<table>
<thead>
<tr>
<th>ROLE</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| Subject Teacher               | • Minor classroom behaviours e.g. talking, passing notes, calling out, failure to submit homework or assignments.  
• Minor, incidental, class related conflict between students.  
• Uniform infringements  
• Keeping classroom tidy  
*See Section: Classroom Teacher Responsibilities*  
                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Learning Advisor              | • Care of the “whole” child by:  
  o Gaining information regularly from subject teachers  
  o Keeping tabs on student’s overall academic progress  
  o Gaining information about student’s co-curricular activities  
  o Knowing about student’s health  
  o Knowing about student’s personal/family problems  
  o Talking with, listening to, guiding, helping students with above  
  o Advising Senior staff of major student problems  
• Student lateness and absences  
• Student uniform  
• Student use of the diary  
• Conflict resolution involving students in the Learning Advisor Group who are fighting or bullying.                                                                                                                                                                                                                                                                                                                                 |
| Coordinator of Student Services | • Assists Learning Advisor Group teachers with care/management of students with special behavioural, social or academic needs by:  
  o working with LAGs 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)  
• 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).  
• Teachers’ referral point for mid level behavioural infringements (e.g. persistent classroom behaviours).  
• Implementing Restorative Practices to resolve higher-level bullying or conflict situations.  
• Member of Student Welfare Action Team (SWAT).  

<table>
<thead>
<tr>
<th>ROLE</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head of Sport</strong></td>
<td>Management of behaviour related to sporting program e.g. absenteeism, uniform issues, sportspersonship, awards</td>
</tr>
<tr>
<td><strong>Heads of Department</strong></td>
<td>Academic behavioural issues e.g. plagiarism, cheating, late assignment submissions, awards</td>
</tr>
</tbody>
</table>
| **Chaplain**                             | • Offers spiritual and pastoral care to all students and staff.  
  • Staff members should refer to him students who:  
    o Are undergoing spiritual or personal crises  
    o Have spiritual questions the staff member feels they cannot answer  
    o Have undergone strong disciplinary measures so that the forgiveness of Christ can be offered  
  • May be involved, at the request of staff members, in parent or student interviews where he could offer pastoral support  
  • Member of SWAT Team.                                                                                                                                                                         |
| **Counsellor**                           | • Offers specialised individual counselling to students with personal or family problems  
  • Staff members should refer to him students who:  
    o Have need of specialised training e.g. in anger management,  
    o Response to bullying, inter-personal skills  
    o Need to speak confidentially to a neutral party about Significant issues  
  • Offers group therapy sessions for students with related needs – e.g. Seasons of Growth program for those suffering grief and loss.  
  • Co-ordinates peer support activities.  
  • Implementing high-level Restorative Practices.  
  • Member of SWAT team.                                                                                                                                                                         |
| **Head of Middle School and Dean of Students / Senior School** | • Oversees Behaviour Management Policy and procedures in MS/SS  
  • Deals with major disciplinary events  
  • Case manages most difficult students  
  • Makes recommendations to Principal about action to be taken in severe disciplinary events  
  • Works in cooperation with the LASs to develop the cohesiveness of the sub-school through meetings, outings, social activities, service opportunities etc.  
  • Member of SWAT team.                                                                                                                                                                         |
| **Principal**                            | • Makes decisions about suspensions and exclusions.  
  • Manages disciplinary situations with significant legal ramifications.  
  • Approves major policy changes.  
  • Makes decisions about personnel involved in Behaviour Management and their roles.                                                                                                                                                                           |
# Section 10: Behaviour 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 behaviour appropriately.*

DP (Deputy Principal), DOS (Dean of Students), HOM (Head of Middle School), LA (Learning Advisor), HOD (Head of Department)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>STUDENT BEHAVIOUR</th>
<th>CLASS TEACHER ACTION</th>
<th>TEACHER SUPPORT</th>
<th>INTERVENTION BY TEACHER SUPPORT</th>
</tr>
</thead>
</table>
| 1     | Student respects rights of self & others – is co-operative and self-controlled | Positively reinforce behaviour with appropriate comments, specific feedback | Learning Advisor | Involve colleagues in celebration of achievements  
Letters of commendation  
Formal/informal awards  
Special privileges |
| 2     | MINOR DISRUPTIONS  
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.  
ALSO - Watch out for student who is passively withdrawing from work or class group. | 1. Supportive teachers seek solution to problem with student. (See below: Classroom Teachers Responsibilities)  
2. Notify LA  
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 student.  
8. Refer - Seek help of HOD or Student Services if academic problems  
9. Restore/Reinforce  
10. Reinforce success, use diary to communicate with home. | Learning Advisor | Support as necessary. If situation becomes worse, proceed to next stage. |
| 3     | PERSISTENT MINOR PROBLEMS  
Persistently violates the rights of others in a minor way, eg. continues Level 2 behaviour, minor bullying, poor attitude to learning/work, rude and/or unresponsive in class.  
Student has been engaged in a number of ongoing, minor misbehaviours for which consequences have been applied with no improvement | Continue to apply normal consequences (more severe consequences to be left to HOMS or DOS)  
Class meeting  
Peer support  
Reinforce success, eg. Letter home  
Use Student Services for support eg Reflection outside classroom  
Notify HOMS or DOS if behaviour persists | LA or HOMS or DOS | 11. Notify HOMS/DOS  
12. Gather Information: from other staff through report form and meeting, interview student  
13. Plan Consult parent, set up home school plan. Student may go "on a card" monitored by HOMS or DOS  
14. Apply Strategy and consequences for specific incidents - e.g. withdrawal of minor privileges, afternoon detention, Student Detention, buddy teacher  
15. Refer to Counsellor and/or Chaplain, HOMS, DOS  
16. Restore/Reinforce. Arrange for student to be reconciled to students or teachers he/she has hurt. Reinforce success, evaluate strategy, notify parents |
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>STUDENT BEHAVIOUR</th>
<th>CLASS TEACHER ACTION</th>
<th>TEACHER SUPPORT</th>
<th>INTERVENTION BY TEACHER SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>REGULAR, MEDIUM LEVEL PROBLEMS</td>
<td>As For Level 3&lt;br/&gt;Reward any <strong>approximations</strong> towards positive behaviour.&lt;br/&gt;Document clearly any behavioural breaches for HOMS/DOS</td>
<td>HOMS or DOS or Student Services</td>
<td>1. Notify LA and student’s teachers.&lt;br/&gt;2. Interview student with parents face to face. Recommend Student Services and LA also involved.&lt;br/&gt;3. <strong>Teacher Meeting</strong> held with all student’s teachers to discuss strategies&lt;br/&gt;4. <strong>Plan.</strong> Set up Behaviour Management Plan. Student must go “on a card” monitored by HOMS or DOS&lt;br/&gt;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, Reflection Room (as per card).&lt;br/&gt;6. Refer to Counsellor and/or Chaplain. Outside referral to psychologist may be in order.&lt;br/&gt;7. <strong>Restore/Reinforce.</strong> After consequences, reconciliation with those hurt. After internal suspension or major punishment Chaplain meets with student to “welcome back”.&lt;br/&gt;8. Re-entry plan devised before re-entering class.&lt;br/&gt;9. <strong>Follow Up.</strong> Document and file.&lt;br/&gt;10. Inform all staff.&lt;br/&gt;11. Phone call/letter to parents immediately another negative incident occurs. After one month, a letter to discuss progress. Reward success.</td>
</tr>
<tr>
<td>5</td>
<td>SERIOUS PROBLEMS</td>
<td>As for Level 3&lt;br/&gt;Reward any <strong>approximations</strong> to positive behaviour&lt;br/&gt;Document any behavioural breaches and progress. Report to Principal</td>
<td>DOS or HOMS</td>
<td>1. Notify LA, Principal, all staff&lt;br/&gt;2. Interview Students and parents face to face with HOMS, DOS and/or Principal&lt;br/&gt;3. <strong>Class Meeting</strong> If group behaviour involved, consider Balson-style class meeting.&lt;br/&gt;4. <strong>Plan.</strong> Behaviour Management Plan must be put into place (e.g. Contract).&lt;br/&gt;5. Apply consequences. May be suspension, loss of significant privileges or even exclusion.&lt;br/&gt;6. Refer to Chaplain. Counselling is mandatory if student is to return to school. Outside counselling strongly advised.&lt;br/&gt;7. <strong>Restore/Reinforce</strong> If possible, reconciliation with those hurt. Chaplain and HOMS/DOS to meet with student on return to school to offer forgiveness, welcome back if appropriate. Re-entry plan devised.&lt;br/&gt;8. <strong>Follow Up.</strong> Inform class/school of action taken if appropriate (no names). Inform staff. Weekly feedback to parents for a period of time.</td>
</tr>
</tbody>
</table>

**Note:** A student with ongoing problems will NOT progress to the next level (i.e. for specific management by next level of Senior teacher) 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.

**Section 11: Preferred Classroom Teacher Strategies to Manage Behaviour**

**Steps of Decisive Action**

Adapted from: Rogers, B. *You Know the Fair Rule*

Each level describes:
- The degree of assertion used
- The appropriate thing to say
- The element of choice given to the student

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

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

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

**Secondary behaviour:** action which results from dealing with primary behaviour e.g. sighing, pouting, tantrumming behaviours, student responding "You're always picking on me, miss". If we attend to this we are drawn off track and allow student to control discussion.
## Section 12: Two Ways of Saying Something

Source: Bill Rogers: *You Know the Fair Rule*

<table>
<thead>
<tr>
<th>ILL-CONSIDERED</th>
<th>CONSIDERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Didn't I tell you to put a margin there - goodness, do I have to keep reminding you?&quot;</td>
<td>&quot;What's missing on the page Dave?&quot; (said casually)</td>
</tr>
<tr>
<td>&quot;Can't you walk? What do you have to run for, I've told you before.&quot;</td>
<td>&quot;Walk. Don't run&quot; or just &quot;Walking, Dave&quot; - a rule reminder said firmly, with a smile if appropriate.</td>
</tr>
<tr>
<td>&quot;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.&quot;</td>
<td>&quot;How can we fix up this mess Paul? Okay, grab the cloth over there.&quot; (Well-planned classrooms have cleaning materials handy.)</td>
</tr>
<tr>
<td>&quot;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!&quot;</td>
<td>&quot;That's an interesting shape Mana - now see if you can make them into 2 groups of ten, as well.&quot;</td>
</tr>
<tr>
<td>&quot;Don't grab those scissors! What are you - can't you see he's using them?&quot;</td>
<td>&quot;David, you can use the scissors when (ever a useful word with younger children) Paul's finished. Okay Paul?&quot;</td>
</tr>
<tr>
<td>&quot;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!&quot;</td>
<td>&quot;You've started to cut out the shape - well done. Show me how you can cut closer to the line.&quot;</td>
</tr>
<tr>
<td>&quot;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...&quot;</td>
<td>&quot;Richard, I want to see you now - now! You know the rule about swearing.&quot;</td>
</tr>
<tr>
<td>&quot;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!&quot; (She argues) &quot;Don't you argue with me. I said go!&quot;</td>
<td>&quot;Keep the noise down thanks. I'm trying to work over here with Michelle and Denise.&quot; The noise continues. &quot;Danielle and Simone, you know the rule for working noise - if you can't work quietly, I'll have to ask one of you to move.&quot;</td>
</tr>
</tbody>
</table>
## Section 13: Logical Consequences

(Some examples of immediate, short-term consequences)

<table>
<thead>
<tr>
<th>RIGHT</th>
<th>ACTION</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Using scissors inappropriately</td>
<td>• Children lose right to use the scissors until they can use them safely.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Children will need to fix anything that has been ruined.</td>
</tr>
<tr>
<td></td>
<td>Disturbing other children who</td>
<td>• Children lose the right to learn and work in a group and may be isolated.</td>
</tr>
<tr>
<td></td>
<td>are working</td>
<td>• Doing missed work in own time.</td>
</tr>
<tr>
<td></td>
<td>Not doing homework</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td>Hurting somebody on purpose e.g.</td>
<td>• Watch the hurt child being fixed up at the sick bay.</td>
</tr>
<tr>
<td></td>
<td>kicking, name calling</td>
<td>• Do two things for the hurt child to make him/her feel better, eg. Write a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>letter to say sorry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make something for her. Do his tidying up. The hurt child makes the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>decision about this.</td>
</tr>
<tr>
<td>Fair Treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful Communication</td>
<td>Calling Out</td>
<td>• Children 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.</td>
</tr>
<tr>
<td>Orderly Movement</td>
<td>Running</td>
<td>• Go back and walk</td>
</tr>
<tr>
<td>Clean Environment</td>
<td>Eating chewing gum</td>
<td>• Clean up gum on floors or pavements.</td>
</tr>
<tr>
<td></td>
<td>Littering</td>
<td>• Clean up litter.</td>
</tr>
</tbody>
</table>
APPENDIX A

Card System Summary

All students in the Middle and Senior School are on the green level, which means they have access to all aspects of the school curriculum, including excursions and extracurricular activities. They have a rewards card on which staff are encouraged to record their positive behaviour such as good assessment work, responsible behaviour, adhering to the College Code of Conduct etc. The only thing they cannot do is apply for leadership positions.

If students complete their rewards card (20 merits) then they are permitted to apply for the blue leadership level, which then allows them to apply for leadership positions within the College community.

Yellow Cards
If a student does not consistently adhere to the Code of Conduct, they can be placed onto a yellow card, which is a daily report, completed teachers, and seen by the student’s Learning Advisor and parents each day. It can be used to target specific behaviours or as a general behaviour report. If the student’s behaviour improves, they go back onto green level after two weeks. If their behaviour does not improve they would move to an orange card.

Orange Cards
Orange cards are used for students whose behaviour on yellow card has not improved or for students who have demonstrated a more serious breach of the Code of Conduct. It is also a daily report but students are no longer allowed to participate in the extracurricular life of the school for the duration of the card, nor do they have lunch breaks most days. Parents are contacted when student go onto orange card and cards are monitored by both parents and the relevant head of sub-school. If behaviour improves after 2 weeks, students move back to yellow card. If behaviour does not improve, students move to red card.

Red Cards
Red Cards are for students who have not improved on an orange card or who have made a very serious breach of the Code of Conduct. Students and parents have a meeting and the consequences for a failure to improve are outlined (i.e. enrolment may be reviewed) as well as consequences while on red e.g. not lunchtimes or break times, and no participation in school cocurricular or extracurricular activities. Red cards are monitored by the relevant head of sub-school. If behaviour improves after 2 weeks, students move back to orange card.
APPENDIX B – FLOWCHART FOR CLASSROOM RELATIONAL MANAGEMENT (MS/SS)

Get Real Repair Reconnect

If unsafe behaviour / serious incident

Restorative Classroom culture

Effective relationships for Learning

Disruption

Assess

?Nature

?Cause

?Who

Teacher Level 1 Intervention

( Minimal Disruption)

Teacher Level 2 Intervention

( Disruption continues) 

Verbal reminder of Code of Conduct/Essential Agreement

“Glasser” choices eg What should you be doing?

Reminder of consequences eg change seats, lunchtime detention with Teacher, Study Room session

Short directions

Verbal reminder of Code of Conduct/Essential Agreement

“Glasser” choices eg What should you be doing?

Reminder of consequences eg change seats, lunchtime detention with Teacher, Study Room session

Consider approaching LAG/HOMS/DSSS re using a Yellow Card

Teacher fills out referral slip.

Student takes this to Student Services – Signs in – then proceeds to Student services – may be accompanied by another student/staff member for accountability

HOMS/DOSSS may place student on an Orange Card.

Correction Plan / Strategies for Re-entry may include:

- Restorative Conference
- Classroom conference
- No Blame strategy
- Negotiated Behaviour contract
- Detention
- Internal suspension
- External suspension
- Parent contact

Correction Plan / Strategies for Re-entry may include:

- Restorative Conference
- Classroom conference
- No Blame strategy
- Negotiated Behaviour contract
- Detention
- Internal suspension
- External suspension

Exclusion

Development of Individual Management Plan using restorative dialogue

Level 4 Intervention

Referral to DP/Dean/HoMS

Level 5 Principal

Meaningful Re-entry to class

Including:

- Teacher/student dialogue
- Firm accountability of re-entry plan
- Development of rapport/goodwill

Restorative Chat

Questions – In/ out/ or after class

Classroom conference

No Blame strategy eg Shared Concern

Student Services (SS)

- Student works through Reflection Sheet with staff member from SS. This includes the development of a re-entry plan.

SS Staff member contacts parent and asks if he/she would like teacher to make contact (within 1-2 days).

HOMS/DOSSS may place student on an Orange Card.