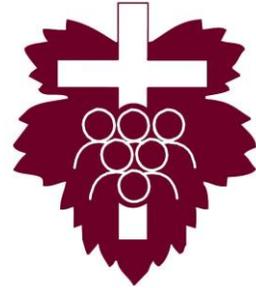


Golden Grove Lutheran Primary School

Behaviour Management



What does 'behaviour management' mean?

We often think that 'behaviour management' means dealing with problems, but it doesn't. Behaviour management is as much about positive behaviour as it is about dealing with issues. So, at Golden Grove as our first and proactive priority we:

- Develop positive relationships with each child, making sure they are well known to staff and their needs are well known too.
- Treat students as individuals, realising that one size never fits all.
- Be proactive and deal with little issues before they become big ones.
- Provide a stimulating and engaging curriculum where boredom doesn't have a chance to set in.



What goals do we have with Behaviour Management?

- to assist students to develop positive attitudes
- to assist students to develop effective social skills
- to guide students to responsibly manage their own behaviour with respect for the needs and rights of others
- to maintain a school social setting which affirms each student's right to security, learning, personal growth and self-esteem
- to assist students to recognize the value of forgiveness - Positive attitudes!

What are the basic rules in our school?

The first and most basic rule in our school is to 'treat other people the way that you like to be treated!'

It's not rocket science...it's been around for a long time...AND IT WORKS!!!

We believe that our students have the right to...

- Come to school and feel safe
- Come to school and not have their learning disrupted by the behaviour of others

These are two fundamental 'rights' that we are very determined to maintain.

What practices do we use in Behaviour Management?

Good behaviour management is an art, not a science!!

And what works with one child and in one context may not always be appropriate in another, so we have a range of fundamental philosophies that underpin what we do.

1. Restorative Justice:

Our school is committed to the practises of Restorative Justice, believing that : RJ is a range of processes that advocate that the people most effective at finding a solution to a problem are the people who are most directly impacted by the problem. Opportunities are created for those involved in conflict to work together to understand, clarify, resolve the incident and work together towards repairing the harm caused.

2. A ‘Step System’

In the Classroom

- Warning 1 - The teacher gives you a warning and records it in the class’s Behaviour Book.
- Warning 2 – The teacher gives you a second warning and records it in the class’s Behaviour Book.
- Cool Off – The teacher sends you for ‘Cool Off’ time, either in your classroom or in another classroom. A ‘Cool Off’ note is sent home to your parents.
- Red Card – You are given a Red Card and sent to another classroom until the next break. You will go to Time Out at the next lunch time. The Red Card will be sent home to your parents.

In the Yard

- Warning - The teacher gives you a warning.
- Cool Off – The teacher sends you for ‘Cool Off’ time in the Junior Primary playground with a ‘Cool Off’ note. The ‘Cool Off’ note is sent home to your parents.
- Red Card – You are given a Red Card and sent to the office until the end of the break. You will go to Time Out at the next lunch time. The Red Card will be sent home to your parents.

If you break the safety rule, harass or bully someone, or deliberately ignore a teacher’s instructions, you will get a Red Card without any warnings.

You may get extra consequences depending on what happened.

You start fresh every day - If you get three Red Cards in a term, you will need to serve a Friday detention after school and your teacher will (most probably) have a meeting with your parents. If you get another red card after that, you will be put on a Behaviour Contract.

A large concern of parents and caregivers these days is that of bullying and harassment. How do we deal with?

The key answer to this is that **we do** deal with it!

You will never hear a GGLPS staff member say 'ignore them and they'll go away.' We believe in advocacy for students and that every child has the right to come to school and feel safe and secure. And the role of staff is to work with parents to ensure that happens.

We know however that this is the ideal and it doesn't always work out that way, so what are the guiding principles that underpin how we deal with issues of bullying or harassment?



- Relationships and trust: students are encouraged to share their concerns and problems with staff, especially when they feel insecure or unsafe.
- Partnerships: we work with parents to ensure positive outcomes for children when inappropriate behaviour occurs.
- Communication: we communicate frequently and immediately with all key stakeholders when inappropriate behaviour occurs – students, parents and caregivers, other staff.

What actions are taken when inappropriate behaviour happens?

Red Cards

A Red Card will be issued by a teacher if a child displays inappropriate behaviour. It maybe as a consequence to not heeding the warnings that have been given or in response to a single incident/matter. The incident is recorded on the schools management system and a letter is sent home. The student who receives the red card will spend the next lunch time being counselled by a staff member and their participation in co-curricular activities will be subject to review for the period of two weeks. Three red cards in a term will result in an after school detention.

Detention

The purpose of detention is to provide additional consequences for senior class students (years 2 - 7 only). Detention will be on a Friday afternoon, from 3.30 to 5.30pm, supervised by the principal or delegate. Students who wilfully or continually flout school rules will be candidates for detention. Consultation with the principal before issuing detention will be an initial requirement. Parents will be notified when their child has been issued with detention.

Individual Behaviour Contracts

Parents of students who demonstrate ongoing behaviour problems may be invited to discuss or participate in the planning and implementation of an individual Behaviour Contract. This may involve consultations with professionals outside the school community and an agreement to a co-operative approach in partnership with the student's teachers, the coordinators and any other participating staff. Students on behaviour contract will not participate in co-curricular activities.

Where a student's behaviour continues or seriously disadvantages members of the school community despite the implementation of an individual Behaviour Contract (etc), or where extreme breaches of the school rules occur, the school reserves the right to invoke suspension or expulsion.

