Behaviour Learning and Pastoral Care Policy

Rationale

At Golden Grove Lutheran Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment in which to learn, teach and play. The gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing positive behaviours. Coupled with this is our use of the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IBO) in reflecting the attributes and attitudes which we expect to see in our community.

The aim of behaviour learning and pastoral care at Golden Grove Lutheran Primary School is to provide a safe and supportive learning environment where students have the opportunity to maximise their learning.

As Christians, we "all have sinned and fall short of the glory of God and [we] all are justified freely by his grace through the redemption that came by Christ Jesus (Romans 3:23-24, NIV). A Christ-centred community is by no means perfect; individuals reflect this imperfection. As we are all imperfect, we appreciate the grace and guidance that comes to us through our relationship with Jesus, so we can extend God's love and forgiveness in our relationships with others. As God first loved us, we love each other. In response to God's love, we speak openly and act positively towards each other. When there is conflict in a relationship, we seek restoration, or put biblically, reconciliation with each other. Reconciliation is only possible because Jesus restored the way for us to have relationship with God, making it possible for us to move forward and live respectfully with each other.

Golden Grove Lutheran Primary School is committed to presenting the Christian life through example and instruction. This is done in a loving and caring environment which promotes faith, hope and justice with an emphasis on reconciliation. It is our hope that all children in our school will "relate well to others, form and maintain healthy relationships, make informed decisions about their own lives and accept responsibility for their own actions (Alice Springs (Mparntwe) Education Declaration, 2019). GGLPS is also committed to working in partnership with parents to support students in positive behaviours.

The Behaviour Learning and Pastoral Care policy is seen as a vehicle which provides an opportunity to bear witness to the gracious love and forgiveness that is ours in Christ.

Our beliefs

All students have the right to:

- a positive and supportive learning environment;
- work and play in a safe, secure and friendly environment;
- be treated with respect and courtesy;
- be valued as an individual;
- the opportunity to tell their story/perspective in relation to challenging or inappropriate behaviour;
- know what appropriate behaviour is and the consequences for inappropriate behaviour.

All students have responsibility for:

- allowing others to learn;
- being punctual, polite, prepared and displaying a positive attitude;
- behaving in a way that protects the safety and well-being of others and themselves;
- respecting others and their property;
- caring for school property;
- communicating openly and honestly about behaviour. To do this, they may need 'cool down' time before discussion;
- their own actions and accepting the consequences of their behaviour.

In support of these rights and responsibilities, it is expected that staff will:

- implement the policy fairly and consistently;
- model caring and loving relationships and behaviours towards all members of the community;
- regularly reinforce and clarify school / classroom expectations, consequences, rights and responsibilities;
- create a positive learning environment that maximises the opportunities for students to learn;
- use restorative practices in dealing with students;
- provide the opportunity for students to calmly tell their story/perspective in relation to challenging or inappropriate behaviour;
- work openly and truthfully with parents.

In support of these rights and responsibilities, it is expected that parents and caregivers will:

- support the school as it meets the holistic needs of their child;
- support the school in its implementation of the Behaviour Learning and Pastoral Care policy;
- encourage their children to be responsible for their own actions and accept the consequences for inappropriate behaviour;
- model appropriate behaviours.

Definitions

- Behaviour is anything we say or do.
- Appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school / classroom essential agreements and behavioural expectations.
- Inappropriate behaviour, or misbehaviour, is any behaviour that does not meet our School / Classroom Essential Agreements.
- Challenging behaviour is any behaviour that significantly challenges the day-to-day functioning of the school or classroom. The behaviour impacts on the learning and interrupts staff and student capacity to function in a safe and orderly environment.
- Risky behaviour is any behaviour that could cause possible harm or injury to self or others. This includes physical, emotional or psychological harm.

The learner profile

In encouraging students to develop Christ-like behaviour, students are encouraged to develop and exhibit the attributes of the Primary Years Programme (PYP) IB learner profile.

- Inquirers: Students will actively and enthusiastically be involved in their own learning and be committed to acquiring the skills necessary to become internationally-minded citizens and to develop an appreciation of the diversity in all people.
- Knowledgeable: Students will be able to transfer their knowledge and understanding across a broad and balanced range of disciplines. They will use their knowledge to be effective problem-solvers and be capable of settling conflict.
- Thinkers: Students will think critically and creatively to make good choices and decisions about their learning and behaviour.
- Communicators: Students will communicate in an open, friendly and respectful manner. They will use their communication skills to collaborate with others.
- Principled: Students will act with integrity and honesty, taking responsibility for their own actions and the consequences that accompany them.
- Open-minded: Students will show empathy and be open to the thoughts, values, opinions and perspectives of others and be respectful and tolerant of this diversity.
- Caring: Students will be committed to making a positive difference to the lives of others by being kind, compassionate and thoughtful. They will take care of property and school resources.
- Risk-takers: Students will stand up for what is right and have courage and confidence in defending their beliefs.
- Balanced: Students will be committed to the well-being of themselves and others.
- Reflective: Students will reflect on their behaviour and its impact on others. In situations where behaviour is unacceptable, students will reflect on how to rectify the situation.

Essential Agreements

The School Essential Agreement applies to student behaviour in the classroom, on the playground, at GGOSH and on all occasions students are representing the school on excursions and camps. The School Essential Agreement will be grounded in our Christian faith and the PYP learner profile and attitudes. The Student Representative Council will review the School Essential Agreement on an annual basis. The Agreement is to be written collaboratively with input from students and staff.

The School Essential Agreement will be:

- displayed in classrooms and other areas around the school;
- shared at Assembly;
- published on the school website;
- used as a basis for discussions in meetings.

Classroom Essential Agreements will complement the School Essential Agreement. Each class will have its own classroom expectations that are framed as essential agreements. These will be outlined positively and negotiated with the students to promote student agency and ownership. They will be completed during the 'learning to learn' week. The School Essential Agreement, our Christian faith, IB learner profile and PYP attitudes will be used a basis for Classroom Essential Agreements.

Specialist teachers will develop a set of essential agreements with all classes. These will be generic across all year levels.

Students are expected to follow the expectations set out in these essential agreements. The approach for all misbehaviour (as defined in this policy) is set out in the Behaviour Learning and Pastoral Care flowchart (see Appendix A).

Restorative Practices

Restorative Practices respect all people involved in conflict, holding the 'harmer/s' to a higher standard and supporting them to become more responsible and make amends, while addressing the 'harmed' person's needs. Instead of assigning blame and punishment, understanding, clarification and ultimately restoration of the relationship is sought. The restorative process gets to the heart of an issue with the underlying belief that "decisions are best made and conflicts are best resolved by those most directly involved in them" (Costello, Wachtel & Wachtel, 2013).

A fair and explicit framework is provided in the restorative process, with the students involved invited together to non-judgmentally share what happened, their associated thoughts and feelings, who or what has been harmed and how it can be made right. Through this process, students are held accountable for their actions (past), repair the hurt in the relationship (present) and commit to behave differently in the future. The harmer/s must be aware of how their choices impact others and should be involved in deciding suitable solutions to make amends and accepting the consequences of their actions. This high control, high support authoritative model ensures that adults are working *with* students, not punitively *to* or permissively *for* them.

We believe that all behaviour communicates students' socio-emotional needs. The adults in a child's life play a crucial part in children's social and emotional growth, modelling caring relationships through their interactions with children and guiding their development of the skills and language they need to express their feelings and communicate with each other. It must be acknowledged that children are still learning these skills and will not always get it right, requiring support and guidance to identify their own feelings and effectively self-regulate. This will help students communicate their emotional needs and feel safe to share their story.

Positive and respectful relationships are a key indicator for lifelong learning and overall happiness, promoting students' sense of belonging. The ability to effectively repair relationships in which conflict has occurred is a fundamental skill.

Strategies
The following list sets out various tools which can be used to facilitate and promote appropriate behaviours and to deal with misbehaviours.

In class procedure - green and yellow intervention
The following chart outlines the steps to be used for behaviour management in the classroom. This framework may need to be adapted for individual students and class groups, however, it is the foundation for classroom management procedures.

REMINDER
Verbal reminder – discuss school and classroom expectations (essential agreements) with the student.

REVISIT
Request that the student 'sit out' in a designated area in the classroom. This should be somewhere between 2 – 5 minutes after which the student can be invited back into the learning environment.

REFOCUS
If inappropriate behaviour continues, the student is sent to a buddy class with work / reflection sheet to complete. This should be no longer than 15 minutes.

REPORT
Once the student returns to the class, the inappropriate behaviour has been dealt with. It is then the responsibility of the teacher to contact the parents and let them know of the behaviour which has occurred during the day and the positive steps that are occurring to address this.

Restorative processes:

- Circle time / Class meetings: An opportunity for classes to proactively share concerns and clarify/discuss/solve issues that arise in the classroom (homeroom or specialist). Students may also discuss ideas for school improvement for submission to the student representative council (SRC) via their peer leaders.
- Restorative chat / Peace talk: These conversations may be held between students for less serious issues using restorative processes. They are usually held informally and 'on the spot.' Teachers will help guide this process.

- Restorative conference: A meeting with the individuals involved in an incident with a staff member facilitating the conference. All staff are encouraged to use this process as a tool in finding a solution to issues that arise. For more serious / ongoing issues, these conferences may be facilitated by a member of the leadership team.

Behaviour contract: At times there may be situations where an individual student may be on an individualised behaviour contract. Such a contract is confidential between the school, student and parents.

The Behaviour Learning and Pastoral Care flowchart (see Appendix A) has been developed so teachers can assess the level of intervention required in response to a student's misbehaviour. It features clear guidance of the teacher's responsibility to respond to misbehaviour / disruption and the process of documenting incidents. The flowchart has been designed to complement the 'Be the boss of your brain' resource. We acknowledge that while students will continually need our support to regulate their emotions, they must also take responsibility for their actions.

The 'Be the boss of your brain' resource (see Appendix B) encourages a consistent approach to language that is used across the school, especially in the junior primary years.

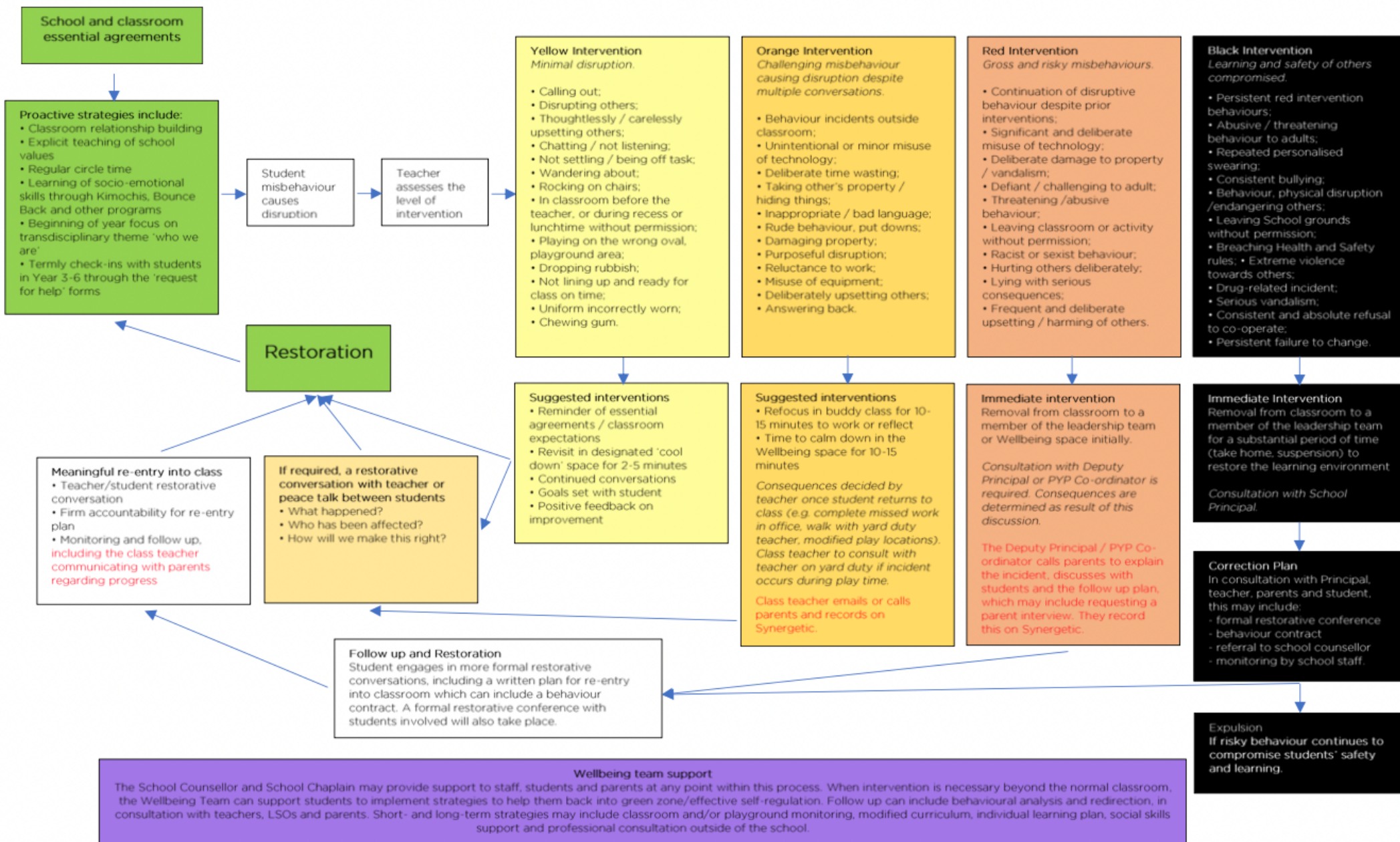Additional guidelines for students who are stuck in the red zone are included in this policy (see Appendix C).

School Counsellor/Wellbeing team: The school counsellor and chaplain are available on a short- or long-term basis to support students. To access school counselling, see the procedures set out in the Counselling and Student Support Referral Process Flow Chart (see Appendix D).

Bullying and harassment (see Appendix E)

Appendix A: Behaviour Learning and Pastoral Care flowchart
A Restorative Approach

GOLDEN GROVE LUTHERAN PRIMARY SCHOOL
Believe. Collaborate. Achieve.

School and classroom essential agreements

Proactive strategies include:
• Classroom relationship building
• Explicit teaching of school values
• Regular circle time
• Learning of socio-emotional skills through Kimochis, Bounce Back and other programs
• Beginning of year focus on transdisciplinary theme 'who we are'
• Termly check-ins with students in Year 3-6 through the 'request for help' forms

Student misbehaviour causes disruption

Teacher assesses the level of intervention

Restoration

Yellow Intervention
Minimal disruption.

• Calling out;
• Disrupting others;
• Thoughtlessly / carelessly upsetting others;
• Chatting / not listening;
• Not settling / being off task;
• Wandering about;
• Rocking on chairs;
• In classroom before the teacher, or during recess or lunchtime without permission;
• Playing on the wrong oval, playground area;
• Dropping rubbish;
• Not lining up and ready for class on time;
• Uniform incorrectly worn;
• Chewing gum.

Suggested interventions
• Reminder of essential agreements / classroom expectations
• Revisit in designated 'cool down' space for 2-5 minutes
• Continued conversations
• Goals set with student
• Positive feedback on improvement

Orange Intervention
Challenging misbehaviour causing disruption despite multiple conversations.

• Behaviour incidents outside classroom;
• Unintentional or minor misuse of technology;
• Deliberate time wasting;
• Taking other's property / hiding things;
• Inappropriate / bad language;
• Rude behaviour, put downs;
• Damaging property;
• Purposeful disruption;
• Reluctance to work;
• Misuse of equipment;
• Deliberately upsetting others;
• Answering back.

Suggested interventions
• Refocus in buddy class for 10-15 minutes to work or reflect
• Time to calm down in the Wellbeing space for 10-15 minutes

Consequences decided by teacher once student returns to class (e.g. complete missed work in office, walk with yard duty teacher, modified play locations). Class teacher to consult with teacher on yard duty if incident occurs during play time.

Class teacher emails or calls parents and records on Synergetic.

Red Intervention
Gross and risky misbehaviours.

• Continuation of disruptive behaviour despite prior interventions;
• Significant and deliberate misuse of technology;
• Deliberate damage to property / vandalism;
• Defiant / challenging to adult;
• Threatening /abusive behaviour;
• Leaving classroom or activity without permission;
• Racist or sexist behaviour;
• Hurting others deliberately;
• Lying with serious consequences;
• Frequent and deliberate upsetting / harming of others.

Immediate intervention
Removal from classroom to a member of the leadership team or Wellbeing space initially.

Consultation with Deputy Principal or PYP Co-ordinator is required. Consequences are determined as result of this discussion.

The Deputy Principal / PYP Co-ordinator calls parents to explain the incident, discusses with students and the follow up plan, which may include requesting a parent interview. They record this on Synergetic.

Black Intervention
Learning and safety of others compromised.

• Persistent red intervention behaviours;
• Abusive / threatening behaviour to adults;
• Repeated personalised swearing;
• Consistent bullying;
• Behaviour, physical disruption /endangering others;
• Leaving School grounds without permission;
• Breaching Health and Safety rules; • Extreme violence towards others;
• Drug-related incident;
• Serious vandalism;
• Consistent and absolute refusal to co-operate;
• Persistent failure to change.

Immediate Intervention
Removal from classroom to a member of the leadership team for a substantial period of time (take home, suspension) to restore the learning environment

Consultation with School Principal.

Correction Plan
In consultation with Principal, teacher, parents and student, this may include:
- formal restorative conference
- behaviour contract
- referral to school counsellor
- monitoring by school staff.

Expulsion
If risky behaviour continues to compromise students' safety and learning.

Meaningful re-entry into class
• Teacher/student restorative conversation
• Firm accountability for re-entry plan
• Monitoring and follow up, including the class teacher communicating with parents regarding progress

If required, a restorative conversation with teacher or peace talk between students
• What happened?
• Who has been affected?
• How will we make this right?

Follow up and Restoration
Student engages in more formal restorative conversations, including a written plan for re-entry into classroom which can include a behaviour contract. A formal restorative conference with students involved will also take place.

Wellbeing team support
The School Counsellor and School Chaplain may provide support to staff, students and parents at any point within this process. When intervention is necessary beyond the normal classroom, the Wellbeing Team can support students to implement strategies to help them back into green zone/effective self-regulation. Follow up can include behavioural analysis and redirection, in consultation with teachers, LSOs and parents. Short- and long-term strategies may include classroom and/or playground monitoring, modified curriculum, individual learning plan, social skills support and professional consultation outside of the school.

Be the boss of your brain

To encourage students to be the boss of their brain so they can be a successful learner for themselves and others.
Students demonstrate the following...

Green Zone	Blue Zone	Yellow Zone	Orange Zone	Red Zone
Positive behaviour and learning – using 'A' choices Choosing and applying 'A' choices and strategies to stay in the green zone for learning.	Low level behaviour – starting to make 'B' choices Choosing/ demonstrating some 'B' choices that negatively impact student learning success (self and/or others)	Ongoing/ consistent disruption – Consistently choosing/ demonstrating 'B' choices that negatively impact student learning success (self and others)	Higher levels/More serious 'B' choices;	Losing control of verbal, physical or emotional control
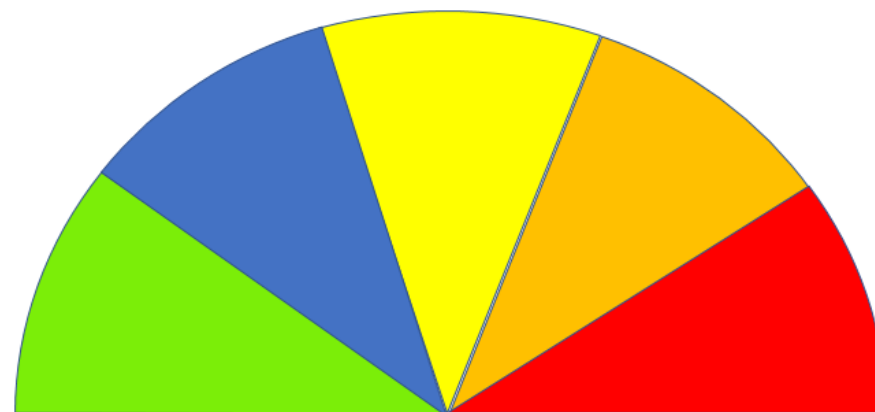
Make an 'A' choice.   Use a strategy.

Stay in the green zone.   Get back in the green zone.

Appendix C: Process for a child who cannot move from the red zone

We acknowledge that a child in the red zone is stressed. We recognise that how each child acts in the red zone, and what they need to support them, will be different.

What you might see and hear:
- Yelling or unable to speak
- Pacing or stimming
- Lacks control/self-regulation
- Unable to take on outside stimulation
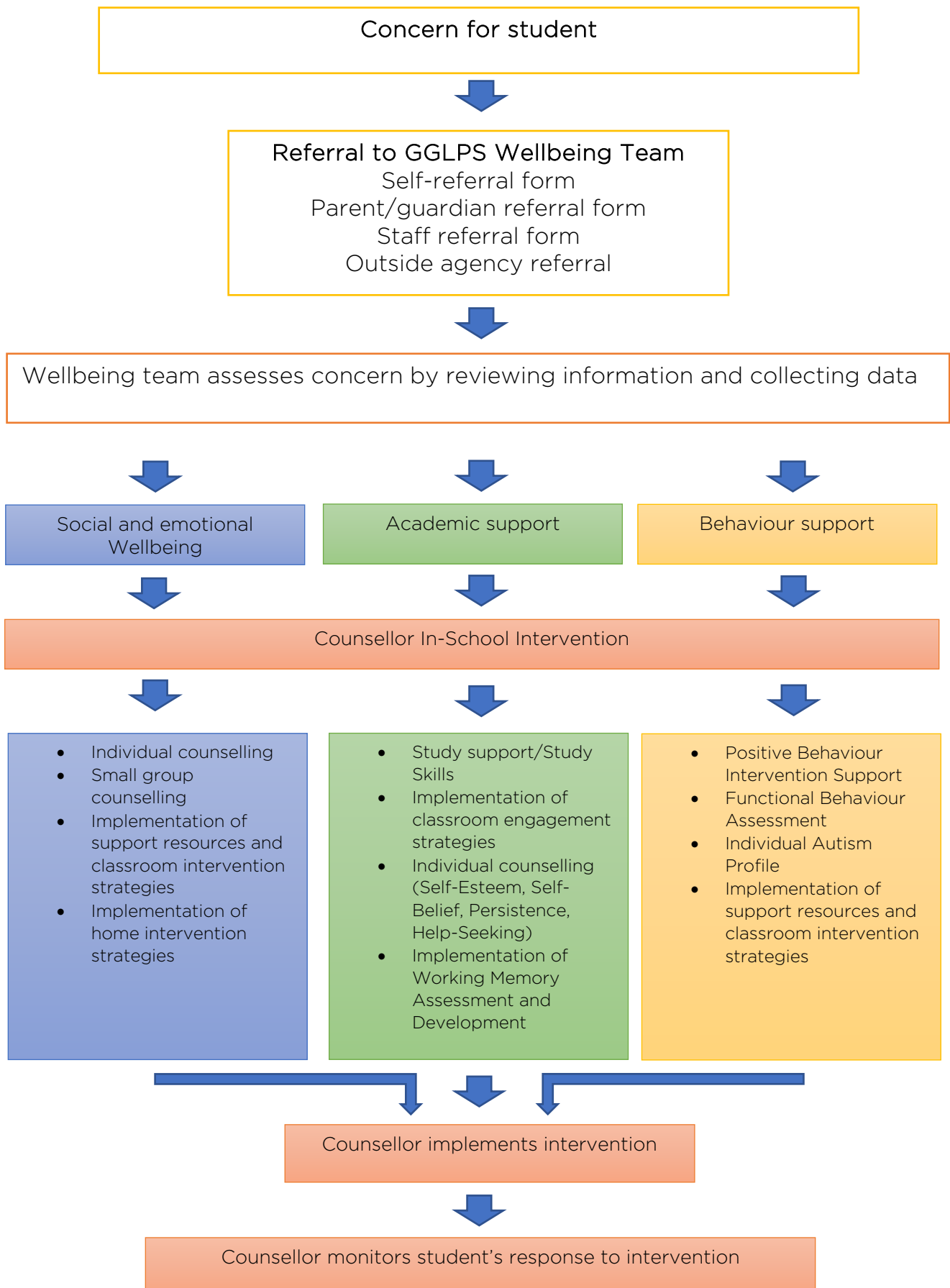- Blaming
- Flight/flight/freeze response

How we will support:
- Teacher/staff member present will notify the wellbeing staff (ph: 632) and a leadership team member for additional support.
- If in the classroom:
  - Encourage the child to move to the wellbeing space or out of the classroom
  - When needed, the class may have a code word/sentence that enables the class to know they need to leave the classroom to a different space
- If out of the classroom:
  - Encourage the child to move to the wellbeing space or away from others
  - When needed, other students may be moved away to a safe place
- One safe adult will remain in sight of the child in the red zone – known to the child, silent, possibly no obvious eye contact
- Another adult will be in the vicinity – not necessarily seen

As a school, we need to:
- Ensure that the child and staff present are supported
- Ensure other children are safe

A Correction/Reactive Plan will be developed for a child at risk of staying out of zone. After working with a child, parents should be contacted and Reactive Plan may be revised.

Appendix D: Counselling and Student Support Referral Process flowchart

Concern for student

Referral to GGLPS Wellbeing Team
Self-referral form
Parent/guardian referral form
Staff referral form
Outside agency referral

Wellbeing team assesses concern by reviewing information and collecting data

Social and emotional Wellbeing	Academic support	Behaviour support

Counsellor In-School Intervention

Social and emotional Wellbeing	Academic support	Behaviour support
• Individual counselling • Small group counselling • Implementation of support resources and classroom intervention strategies • Implementation of home intervention strategies	• Study support/Study Skills • Implementation of classroom engagement strategies • Individual counselling (Self-Esteem, Self-Belief, Persistence, Help-Seeking) • Implementation of Working Memory Assessment and Development	• Positive Behaviour Intervention Support • Functional Behaviour Assessment • Individual Autism Profile • Implementation of support resources and classroom intervention strategies

Counsellor implements intervention

Counsellor monitors student's response to intervention

Appendix E: Anti-bullying and harassment

Golden Grove Lutheran Primary School does not tolerate bullying and harassment in any form. Every person in the school has a right to feel safe and to be able to learn in a happy and positive learning environment. The school, parents and students will work together to deal with any issues that arise.

Definitions

Bullying: the repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyber-bullying: bullying through information and communication technologies. Conflict and single incidents are not regarded as bullying. Bullying in any form or for any reason can have long-term effects on those involved including bystanders.

Harassment: behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. (Safer DECD schools, 2011)

Examples of bullying

Physical
• hitting, kicking, punching
• pushing, shoving, spitting
• making rude gestures
• taking or damaging something which belongs to someone else
• forcing others to hand over food, money or something which belongs to them

Verbal
• name calling
• teasing
• threatening
• making fun of someone because of their appearance, physical characteristics or cultural background

Indirect
• excluding others from the game or group
• spreading stories about others
• spreading untrue stories about others Intervention

Procedure
The following protocol will be used to deal with incidents involving bullying or harassment.

• All incidents involving bullying will be investigated by a teacher, documented centrally on Synergetic and referred to a leadership team member
• The school will work with both the victim and the bully

Working with the victim:
• Reassure him/her that the bullying is not their fault
• After discussion with the parents, a support plan for the student may be established
• Practise assertive techniques with students
• Provide opportunities for students to talk and express their feelings about issues
• Give him/her responsibility and praise them for their efforts
• Provide access to a support person (eg. chaplain, counsellor)

Working with the bullying student:
• Reassure the student that it is the behaviour that is unacceptable, not them personally
• Attempt to ascertain what is particularly troubling the student
• With the student and his/her parents (if appropriate), work out ways for the student to make amends and to restore right relationships with the wronged student
• Remind the student of the difference between assertive and aggressive behaviour
• Establish a management plan, keeping in mind the need to set realistic goals
• Praise the student when they are seen to be doing the right thing
• Provide access to a support person (eg. chaplain, counsellor)

Working with the victim and the bully:
• A restorative conference with a leadership team member may be undertaken to repair relationships. If students choose to continue bullying and not change their attitudes, further consequences will be put in place.

These could include:
• Time out / withdrawal
• Exclusion from the yard at recess and lunch
• Alternative yard play
• Take home
• Internal suspension
• Suspension
• Termination of enrolment

It is important to note that these steps may vary according to individual situations.

Management of serious or long-term behavioural problems: The school recognises that there may be underlying factors which can cause unacceptable behaviour. When serious or long term behavioural problems are identified we will:
• aim to implement a behaviour plan which addresses the needs of the particular child
• if appropriate, seek assistance and advice from external professionals with the aim to identify and manage such behavioural problems
• aim to work cooperatively with parents and other professionals in developing and implementing such individual programs

Policy Details and Version History

Version: 1	Approved: School Board, June 2023	Development / Review Team School Leadership and Wellbeing Teams
Administered by: Principal	Next Review: July 2025	

Version History			
Version	Dated	Officer	Amendment details
V.1	June 2023	Principal and Wellbeing Team	Updated Policy from previous version, reflecting current best practice and research.