

# ***Faith Lutheran College Redlands Junior School***



## **STUDENT MANAGEMENT POLICY**

## A. Philosophy

An effective Student Management policy is based on a clear set of beliefs and values and sound and universally understood principles. These principles inform practice by:

- promoting positive behaviour
- understanding behaviour
- preventing and minimising behavioural problems
- generating effective and appropriate solutions.

An effective Student Management Strategy has the flexibility to be able to cater for the individuality of staff members, students and parents. It is not possible, or desirable to predict every behavioural problem that could arise or to have some prescriptive solution to each specific situation or problem.

The Faith Lutheran College Redlands Junior School Student Management Policy aims to:

- create an environment in which children can achieve their academic and personal potential
- assist students to develop a sense of personal integrity and responsibility to the College and themselves
- develop a sense of care and compassion for one another
- foster relationships among all stakeholders.

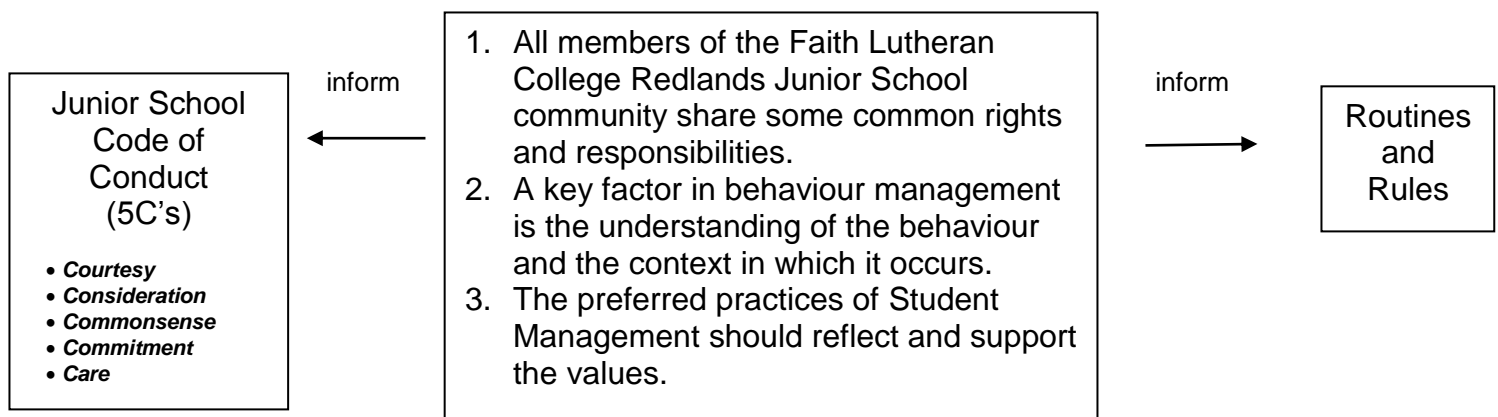
## B. Principles

The College values underpin the three key principles of the Faith Lutheran College Redlands Junior School Student Management Policy. The College values and beliefs are inherent in these aims.

### College Values

Love, Justice, Compassion, Forgiveness, Service, Courage, Humility, Hope, Quality, Appreciation

influence the development of three key principles



Effective student management requires that the parent/guardian, staff and students form a partnership, accepting responsibility and accountability for ensuring these principles are enacted.

## C. Rights and Responsibilities

### RIGHTS

Members of the Faith Lutheran College Redlands Junior School community share some general rights:

1. to be treated respectfully and fairly
2. to work, play, interact and learn in a quality, positive, clean and safe environment
3. to communicate openly and develop relationships with others in the College Community
4. to be involved in the education process

### RESPONSIBILITIES

Members of the Faith Lutheran College Redlands Junior School community share some general responsibilities:

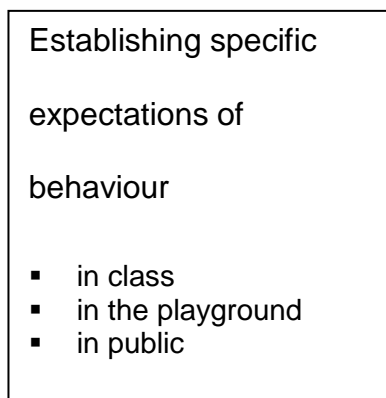
1. to be respectful, courteous and fair to others
2. to contribute to a positive College environment by meeting expectations identified later in this policy
3. to communicate openly and seek to build and maintain positive relationships with all other members of the College community
4. to contribute to a quality education process by meeting expectations identified later in this policy.

Expectations of all community members at the College are based on these mutual rights and responsibilities. Specific expectations are detailed in **D. Fundamental Strategies**.

## D Fundamental Strategies

The Key Principles in Section B determine the fundamental strategies of Student Management at Faith Lutheran College, Redlands Junior School.

### STAGE 1

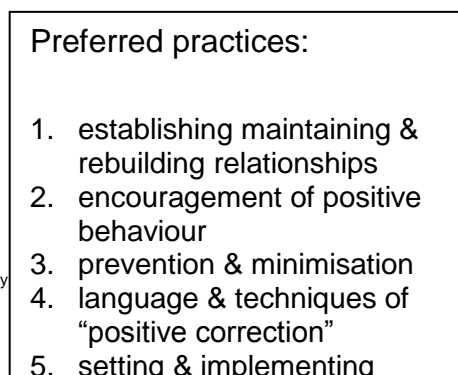


Which are then acknowledged, adopted & encouraged, promoted & responded to by

Junior School Student Management Policy



### STAGE 2



result in

Positive behaviours



which are reinforced by



## **STAGE 1:                      Establishing expectations**

Behavioural expectations which are clear, explicit and appropriate promote desired behaviours and standards and protect the rights of individuals.

Students, staff and parents work together to establish expectations of behaviour in class, the playground and in public.

These expectations apply whenever the student is in uniform, as this signifies that she is a representative of the College. In practice, this means from when the students leave home until they return.

The following tables contains examples of expectations of students, staff and parents at Faith Lutheran College Redlands Junior School. This list is not exhaustive and needs to be used as a guide.

## Student, Staff & Parent Expectations

<b>Engaged Learning Time</b>		
<b>Expectations of Students</b>	<b>Expectations of Teachers</b>	<b>Expectations of Parent/Guardian</b>
<ul style="list-style-type: none"> <li>▪ Be punctual to all classes</li> <li>▪ Ready to learn – have all equipment, books, etc present. Lost items should be replaced, pencils should be sharpened and equipment should be in working order</li> <li>▪ Follow class directions and recognise when it is play time, quiet time or discussions time.</li> <li>▪ Manage and use time effectively - start work promptly and work productively.</li> <li>▪ Respect others right to learn.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be punctual to all classes</li> <li>▪ Establish routines and expectations</li> <li>▪ Establish transition routines so that students can recognise between subjects – practise acceptable noise levels</li> <li>▪ Prepare lessons which engage students with different learning styles</li> <li>▪ Give children specific time expectations for completing certain tasks.</li> <li>▪ Model effective time management practices</li> <li>▪ Prepare IEP for students with learning difficulties</li> <li>▪ Prepare enrichment activities</li> <li>▪ Cater for different learning styles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take an active interest in school tasks</li> <li>▪ Support their child's learning at home supervise / check homework</li> <li>▪ Encourage children to take responsibility for learning</li> <li>▪ Ensure children are well rested at night.</li> <li>▪ Replace missing items as notified by teacher.</li> </ul>

<b>Preparedness &amp; Punctuality</b>		
<b>Expectations of Students</b>	<b>Expectations of Teachers</b>	<b>Expectations of Parent/Guardian</b>
<ul style="list-style-type: none"> <li>▪ Be punctual to all classes</li> <li>▪ Be appropriately groomed eg shirts tucked in, collars back, laces tied</li> <li>▪ Be waiting appropriately outside of class and enter room respectfully</li> <li>▪ Use their diary as the primary method of recording homework tasks &amp; school activities</li> <li>▪ Demonstrate a positive attitude to learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Model punctuality</li> <li>▪ Be organised for lessons</li> <li>▪ give clear instructions on subject specific requirements, including assessment overviews</li> <li>▪ View diary frequently</li> <li>▪ Acknowledge children who are punctual and well organised</li> <li>▪ Inform parents if a child needs equipment</li> <li>▪ Communicate lateness to parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure their child adheres to the College uniform requirements as outlined in the Parent Handbook</li> <li>▪ Ensure their child arrives on time</li> <li>▪ Ensure their child has all the appropriate equipment and materials</li> <li>▪ Use the student diary to as the primary means of parent / teacher communication</li> <li>▪ Ensure students have food/tuckshop orders for the day.</li> </ul>

## Student, Staff & Parent Expectations

<b>Language &amp; Communication</b>		
<b>Expectations of Students</b>	<b>Expectations of Teachers</b>	<b>Expectations of Parent/Guardian</b>
<ul style="list-style-type: none"> <li>▪ Communicate in an appropriate and respectful manner in line with school expectations</li> <li>▪ Greet other students appropriately</li> <li>▪ Greet staff courteously and confidently</li> <li>▪ Greet parents courteously and confidently</li> </ul>	<ul style="list-style-type: none"> <li>▪ Model appropriate language and means of communication including greetings</li> <li>▪ Communicate any areas of concern promptly to parents</li> <li>▪ Respond to communication from parents promptly</li> <li>▪ Establish with parents and students a common and consistent communication system eg. Diary, parent/teacher communication book</li> <li>▪ Communicate positives as well as negatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greet staff courteously</li> <li>▪ Respond promptly to communication from teacher</li> <li>▪ Communicate any information that may impact on their child's social &amp; academic development</li> </ul>

<b>Personal Presentation</b>		
<b>Expectations of Students</b>	<b>Expectations of Teachers</b>	<b>Expectations of Parent/Guardian</b>
<ul style="list-style-type: none"> <li>▪ Wear school uniform in accordance with school policy</li> <li>▪ Wear their uniform with pride</li> <li>▪ Take personal responsibility for wearing their uniform appropriately</li> </ul>	<ul style="list-style-type: none"> <li>▪ Model a high standard of dress and appropriate standard for the particular occasion in line with student dress expectations</li> <li>▪ Actively monitoring standards – direct students to attend to their uniform as appropriate</li> <li>▪ Acknowledge appropriate wearing of uniforms</li> <li>▪ Communicate the uniform policy to students for all events eg. Excursions, carnivals etc.</li> <li>▪ Follow through with administration of uniform infringement notices</li> <li>▪ Model wearing of hats, sunglasses and sunscreen</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure their child adheres to the College uniform requirements as outlined in the Parent Handbook</li> <li>▪ Ensure that uniforms are replaced as needed</li> <li>▪ Teach their child to tie their shoelaces</li> </ul>

## Student, Staff & Parent Expectations

<b>Homework</b>		
<b>Expectations of Students</b>	<b>Expectations of Teachers</b>	<b>Expectations of Parent/Guardian</b>
<ul style="list-style-type: none"> <li>▪ Tasks should be recorded in homework diary</li> <li>▪ Completed on time</li> <li>▪ Neatly presented</li> <li>▪ Negotiate with teacher when unforeseen circumstances arise</li> <li>▪ A note from parents must be presented if work is not completed</li> <li>▪ Catch-up where possible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regularly set appropriate homework</li> <li>▪ Consistently mark homework</li> <li>▪ Communicate homework expectations clearly to students</li> <li>▪ Tasks should be relevant and reflect time periods identified in the Parent Handbook</li> <li>▪ Consider individual needs</li> <li>▪ Consideration should be given to children's other non-school commitments when setting homework</li> <li>▪ Be flexible, and use communication opportunities that homework presents to build positive student / teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be aware of school policy/expectations</li> <li>▪ Support their child's learning at home supervise / check homework</li> <li>▪ Communicate to teacher any issues with homework</li> <li>▪ Provide appropriate setting to complete homework.</li> </ul>

## Student, Staff & Parent Expectations

Quality of work		
Expectations of Students	Expectations of Teachers	Expectations of Parent/Guardian
<ul style="list-style-type: none"> <li>▪ Demonstrate responsibility for own learning               <ul style="list-style-type: none"> <li>▪ ask questions</li> <li>▪ work independently as required</li> <li>▪ work as a member of a team</li> </ul> </li> <li>▪ Be organised for work</li> <li>▪ Make effective use of learning time</li> <li>▪ Present work neatly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Set expectations eg. Sharp pencil, use a ruler, use a rubber.</li> <li>▪ Provide opportunities to acknowledge students' work</li> <li>▪ Make use of rubrics to communicate task expectations</li> <li>▪ Provide extension opportunities</li> <li>▪ Allow appropriate time to complete tasks</li> <li>▪ Ensure expectations are appropriate eg. Access to a computer at home.</li> <li>▪ Celebrate children's learning products</li> <li>▪ Encourage children to self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure completion of homework</li> <li>▪ Provide opportunities to extend or consolidate classroom work</li> <li>▪ Celebrate their child's work achievement</li> <li>▪ Treat school / homework as important</li> <li>▪ Notify teacher about incomplete work.</li> <li>▪ Communicate any information that may impact on their child's social &amp; academic development</li> </ul>



## Student, Staff & Parent Expectations

Leadership & involvement		
Expectations of Students	Expectations of Teachers	Expectations of Parent/Guardian
<ul style="list-style-type: none"> <li>▪ Contribute to learning experiences</li> <li>▪ Demonstrate the 5C's in daily school life</li> <li>▪ Accept responsibilities that go with rights and consequences for failure to accept responsibility</li> <li>▪ Older children model appropriate leadership to younger children.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the 5C's in daily communication with students, staff and parents</li> <li>• Demonstrate leadership within the school</li> <li>• Provide learning experiences that develop skills of teamwork, listening, contributing, following, leading, problem solving, communicating, group roles &amp; responsibilities</li> <li>• Demonstrate leadership roles in extra-curricular activities eg clubs, sport, Readers Cup, Chess</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate the 5C's in daily communication with students, staff and parents</li> <li>▪ Support and encourage their child to participate in a range of school activities</li> </ul>

## Student, Staff & Parent Expectations

Behaviour		
Expectations of Students	Expectations of Teachers	Expectations of Parent/Guardian
<ul style="list-style-type: none"> <li>▪ Demonstrate respect for themselves, other students, staff and parents</li> <li>▪ Demonstrate the 5C's in daily school life</li> <li>▪ Observe routines and procedures eg before school, eating areas, moving between buildings</li> <li>▪ Be aware of, and endeavour to meet all aspects of the FLJS Code of Conduct</li> <li>▪ Be punctual to class</li> <li>▪ Play safely</li> <li>▪ Feel comfortable about reporting incidents of bullying</li> <li>▪ Comply with teachers directions in a positive manner</li> <li>▪ Follow school rules and teacher directions / decisions</li> <li>▪ Care for school equipment</li> <li>▪ Respect others belongings</li> <li>▪ Undertake consequences for inappropriate behaviour.</li> <li>▪ Report inappropriate behaviour of peers.</li> <li>▪ Report harassment / bullying incidents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand and apply Dr Christine's Richmond's:               <ul style="list-style-type: none"> <li>▪ <i>Language of acknowledge</i></li> <li>▪ <i>Language of Expectation</i></li> <li>▪ <i>Language of Correction</i></li> </ul> </li> <li>▪ Demonstrate an understanding of, and commitment to, the key principles articulated in the Junior School's Behaviour Management Policy</li> <li>▪ Use this document as the principle point of reference when dealing with student behaviour issues</li> <li>▪ Use students behaviour contexts as opportunities to build positive student / teacher relationships</li> <li>▪ Deal with the behaviour – don't make it personal</li> <li>▪ Be aware of College routines and procedures, and model these for students</li> <li>▪ support colleagues in enforcing school rules and applying procedures eg before school, playground supervision, out of bounds areas, eating expectations and areas</li> <li>▪ Participate in professional development sessions that broaden teacher understanding of behaviour management issues</li> <li>▪ Acknowledge positive behaviours at every opportunity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support the Junior School's Student Management Policy</li> <li>▪ Communicate positively when addressing behaviour issues with teachers</li> <li>▪ Model behaviour expectations to their child.</li> <li>▪ Ensure children are fed nutritionally with low levels of sugars and colours which may adversely affect behaviour.</li> </ul>

## **STAGE 2: Use of *Preferred Practices* and *Restorative Strategies* as a student management strategy at FLCR Junior School**

The expectations of behaviour are acknowledged, adopted, encouraged and responded to by using the preferred practices. As such, the use of these Preferred Practices forms **stage 2** of the FLCR Junior School Student Management strategy.

The examples provided are considered to be the “minimum standards” for effective management of student behaviour at FLCR Junior School.

### **Establishing, maintaining and re-building relationships**

- learn student names quickly
- speak to each student at least once a day
- show genuine interest
- model respectful communication
- initiate communications with parents
- use positive reinforcement
- follow up positively
- model forgiveness and repentance
- become familiar with students' individual backgrounds and possible reasons for changes in behaviour / mood / work habits
- promote learning and acceptance of responsibility
- provide a safe environment that provides opportunities to discuss feelings (i.e. class meetings)

## Encouragement of positive behaviour

- acknowledge appropriate behaviour
  - verbal praise
  - class reward system
  - notes / communication to parents
  - show / tell Mrs Beveridge; Mr Keeler; Mr Tagney
  - Issue 5C tickets of encouragement
- presentation of certificates at assembly including Faith 5C and Student of the Week
- acknowledge students academic, sporting, cultural achievements/contributions
- class and community recognition
- smile and greet students
- take an interest in each child
- highlight the positive eg walk on the cement (not don't run)
- class celebrations

## Prevention and Minimisation

- be punctual, prepared and well planned
- ensure students have clear guidelines and expectations of the activity
- continually address expectations of students and ensure understanding eg procedures for walking between classrooms
- be consistent with expectations eg uniform, playground, acceptable play
- use multiple strategies when dealing with students eg rewards, provide alternative strategies to cater for different students
- Reinforce the standards/ routines established throughout the school
- Involve students in generating thinking and feeling responses
- Listen and acknowledge all learners

## Language and techniques of positive correction

- use the 5C's to prompt and base discussions with students re rules in a positive manner
- be direct with instructions
- statements should be in the positive where ever possible
- ensure that your message is understood by the intended recipient
- make language appropriate to the student's age level
- use encouraging words to improve behaviour
- ask students to articulate expectations
- avoid sarcasm
- listen to all students
- Use questioning that promotes a restorative environment such as: What happened? Who was involved? How do you feel about it? What should happen now?

## Setting and implementing appropriate consequences

- clearly communicate consequences to students – no surprises!
- Establish clear boundaries and expectations from day 1 in conjunction with students ( joint ownership)
- Recognition of individual needs eg students on IEP's
- Use consequences that encourage students to make appropriate choices
- Student negotiated consequences
- State choices of each student's behaviour eg "if you don't show common sense you will have to choose another activity – keep it positive
- Be consistent and follow through – communicate these to relevant stakeholders eg parents, other teachers, administration

## E. Implementation

### (i) Promoting behaviours that meet or surpass FLCR Junior School expectations

The management of school behaviour requires caring and respectful relationships and open communication among all the participants in the school community (*Smart Schools, Smart Behaviour — MACER Report*).

Effective behaviour support is a process incorporating the creation of a positive school and classroom culture, effective teaching and learning practices, an engaging curriculum, positive and collaborative relationships between stakeholders, and a range of support processes (*The Code of School Behaviour and the Responsible Behaviour Plan for Students: Template*).

The learning and teaching process is enhanced when worthwhile learning partnerships are forged (Department of Education Queensland, *Principles of Effective Learning and Teaching*).

Constructive relationships based on mutual trust and respect are established with students. Communication and interactions with students are conducted in an open, inclusive, equitable and ethical manner. Strategies are established for promoting cooperative, supportive and collaborative relationships between students (*Professional Standards for Teachers. Guidelines for Practice*).

Effective student management relies largely on the definition, recognition and active promotion of positive behaviour.

We need to build school climates that enhance responsibility and co-operation by defining, recognising and actively promoting positive behaviour by paying particular attention to:

- acknowledging positive behaviours
- the use of positive intrinsic and extrinsic consequences
- the modelling of positive behaviours, attitudes
- the building of positive relationships
- developing expertise in the application of the preferred practices
- encourage restorative outcomes that include valuing the rights of all learners to feel safe, to learn and to have a voice

### (ii) Managing behaviour that fails to meet expectations

#### **Procedures for students:**

This policy identifies four categories of behaviour that fails to FLCR Junior School expectations:

- breach of school rules
- persistent misbehaviour
- insolent and attitudinal misbehaviour
- serious misbehaviour

Each category of behaviour involves common principles but different pathways and procedures.

The Faith Lutheran College Junior School Student Management Implementation Plan is based on four levels of management. Management of situations is passed on ONLY if resolution is **NOT** achieved.

**At all times resolution is based on a restorative approach and will include practices that include strategies such as letters of apology, acts of community service, restitution, circles and / or class conferencing.**

### Classroom Categories of Misbehaviour

Category 1	Category 2	Category 3	Category 4
Breach of school rules / procedures	Persistent misbehaviour (failure to respond positively to language of correction)	Insolent and attitudinal misbehaviour or persistent category 2 behaviours	One-off serious misbehaviour or persistent category 3 behaviours
<ul style="list-style-type: none"> <li>Inappropriate wearing of uniform</li> <li>Uniform transgressions</li> <li>Hair length, cut, colour</li> <li>Lateness to class</li> </ul>	<ul style="list-style-type: none"> <li>Being deliberately disruptive</li> <li>Not co-operating with teachers instructions / directions</li> </ul>	<ul style="list-style-type: none"> <li>Insolence</li> <li>Significant disruption of a lesson</li> <li>Harassment: verbal or physical</li> <li>loss of control toward teacher/student</li> <li>swearing at a student / teacher</li> <li>damage to property</li> <li>Theft</li> </ul>	<ul style="list-style-type: none"> <li>Bringing toxic substances to school</li> <li>Using abusive language to staff members or other students</li> <li>Physical violence to others</li> <li>Use or possession of illegal substances</li> <li>Vandalism and willful destruction of school property</li> <li>Offences of a sexual nature</li> <li>Bringing offensive material to school</li> </ul>
<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>
Consequence → <b>notice slip to parents after warning</b>	Consequence → <b>lunch time detention/s</b>	Consequence → <b>1-3 day internal susp</b>	Consequence → <b>(possible external susp)</b> Offences such as use of illicit substance and criminal offences would normally result in the termination of enrolment.
<b>Staff Phase</b>	<b>Staff Phase</b>	<b>Staff Phase</b>	<b>Staff Phase</b>
<b>Corrective Process</b>	<b>Corrective Process</b>	<b>Corrective Process</b>	<b>Corrective Phase</b>
<ol style="list-style-type: none"> <li>Identify the behaviour to student</li> <li>Restate expectations</li> <li>Verbal statement of consequence (give choices)</li> <li>Inform parents ie diary, phone call</li> <li>Issue uniform infringement notice</li> </ol>	<ol style="list-style-type: none"> <li>Re-state <b>expectations</b></li> <li>Use <b>language of correction &amp; acknowledgement</b> (Christine Richmond's 'Balance Model' approach to managing conversations)</li> <li>If behaviour is moderated: <ul style="list-style-type: none"> <li>acknowledge appropriate behaviour</li> <li>discuss incident and decide on consequence</li> <li>communicate on-going consequences if behaviour is repeated</li> </ul> </li> <li>Conduct self audit of preferred practices (appendix 8)</li> <li>Communicate to parents ie <ul style="list-style-type: none"> <li>via diary or phone</li> </ul> </li> </ol> <p><b>If behaviour continues:</b> (involves Deputy input)</p> <ol style="list-style-type: none"> <li>As above for 1 &amp; 2</li> <li>Discuss behaviour with child at an appropriate time – follow through with consequences previously discussed</li> <li>Complete category 2 notice (appendix 1 )</li> <li>Child to complete reflection sheet - teacher to supervise (appendix 6 or 7)</li> <li>Staple notice to front of reflection sheet</li> <li>Share details of behaviour with Deputy</li> <li>Teacher communicate to parents that a category 2 notice was issued and reflection sheet completed <ul style="list-style-type: none"> <li>via diary or phone</li> </ul> </li> <li>Send home category 2 notice and</li> </ol>	<ol style="list-style-type: none"> <li>Diffuse situation - remove other students from situation</li> <li>Speak quietly but firmly</li> <li>If necessary - send student to designated time-out area to 'cool down' before discussing incident</li> <li>Use <b>language of correction &amp; acknowledgement</b> (Christine's Richmond's 'Balance Model' approach to managing conversations)</li> <li>Complete classroom category 3 notice (appendix 2 )</li> <li>Notify Deputy</li> <li>Conduct self audit of preferred practices (appendix 8)</li> </ol>	<ol style="list-style-type: none"> <li>Diffuse situation - remove other students from situation</li> <li>Speak quietly but firmly</li> <li>If necessary - send student to designated time-out area to 'cool down' before discussing incident</li> <li>Identify the inappropriate behaviour to student</li> <li>Restate classroom expectations</li> <li><b>Brief Deputy</b></li> </ol>

	<p>reflection sheet for signing</p> <p>9. Conduct self audit of preferred practices</p> <p>10. Send category 2 notice and reflection sheet to Deputy Head (next day)</p>		
<b>Deputy Head</b>	<b>Deputy Head</b>	<b>Deputy Head</b>	
<p>1. Follow-up on uniform issues as detailed on class master sheets</p> <p>2. Speak to child if behaviour persists after Infringement Notice has gone home</p> <p>3. Send formal letter home</p>	<p><b>Part 1</b></p> <p>1. Speak to student about behaviour ie</p> <ul style="list-style-type: none"> <li>• Issues identified on reflection sheet</li> <li>• explore appropriate choices</li> <li>• inform of consequence</li> <li>• plan for detention</li> </ul> <p>2. Provide feedback to staff member on outcome of discussions with child</p> <p>3. Enter details into TASS</p> <p>4. Supervise lunch detention (teacher to provide 'catch-up' work for child to complete during this time)</p> <p><b>Part 2 (no significant change in behaviour)</b></p> <p>1. Arrange meeting with parents to discuss behaviours. Develop outline of behaviour management plan (BMP) with parents and teacher/s</p> <p>2. Meet with class teacher to develop details of (BMP)</p> <p>3. Student to report to Deputy at end of day with tracking sheet</p> <p>4. Follow-up with informal visits to class</p> <p>5. Maintain on-going communication with parents about student's behaviour</p>	<p>1. Deputy to supervise completion of reflection sheet (appendix 6 or 7)</p> <p>2. Supervise withdrawal from class</p>	
	<b>Head</b>	<b>Head</b>	<b>Head</b>
	<p><b>Part 3 (no improvement in behaviour)</b></p> <p>1. Contact parents and inform of internal suspension</p> <p>2. Arrange for internal suspension</p> <p>3. Advise of consequences, and going forward procedures ( 1,2 or 3 day internal suspension, re-entry procedures, revised behaviour management plan - BMP)</p> <p>4. DHOJs &amp; HOJS to supervise suspension</p> <p>5. DHOJs &amp; HOJS to review behaviour management plan and communicate to parents and child</p> <p>6. Implement plan and tracking procedures</p> <p>7. Communicate with teacher &amp; parents on progress</p>	<p>1. Contact parents and inform of internal suspension</p> <p>2. Advise of consequences, and going forward procedures ( 1,2 or 3 day internal suspension, re-entry procedures, develop or revise behaviour management plan - BMP)</p> <p>3. Make arrangements for internal suspension</p> <p>4. DHOJs &amp; HOJS to supervise suspension</p> <p>5. Student to complete re-entry to class expectations with help of Deputy (appendix 9)</p> <p>6. Implement BMP and tracking procedures</p> <p>7. DHOJs &amp; HOJS to liaise with teacher on student progress</p> <p>8. Communicate progress with parents</p>	<p>Contact parents and inform of external suspension</p>
	<b>Principal</b>	<b>Principal</b>	<b>Principal</b>
			<p>Hold re-enrolment interview with student and parents. If applicable compulsory external counselling may be required.</p>



## Playground Categories of Misbehaviour

Category 1	Category 2	Category 3	Category 4
<ul style="list-style-type: none"> <li>Not wearing a hat</li> <li>Playing in wrong area</li> <li>Littering</li> <li>Eating in wrong area</li> <li>Not caring for environment</li> <li>Late back to class</li> <li>Chewing gum</li> <li>Failure to sit while eating</li> <li>Trespassing 'out-of-bounds'</li> <li>Running on concrete</li> <li>Tree-climbing</li> <li>Swinging on goal posts</li> <li>Playing after bell</li> </ul>	<ul style="list-style-type: none"> <li>Bullying / harassment</li> <li>Rough play</li> <li>Playing in the toilets</li> <li>Throwing food, rocks or sticks</li> <li>Entering classrooms without permission</li> <li>Ignoring teacher / teacher assistant directives</li> <li>Inappropriate language (spontaneous)</li> <li>Talking to outsiders</li> <li>Leaving school grounds without permission</li> </ul>	<ul style="list-style-type: none"> <li>Damaging property</li> <li>Insolence</li> <li>Inappropriate language (deliberate)</li> <li>Theft</li> </ul>	<ul style="list-style-type: none"> <li>Smoking</li> <li>Bringing toxic substances to school</li> <li>Using abusive language to staff members or other students</li> <li>Physical violence to others</li> <li>Use or possession of illegal substances</li> <li>Vandalism and willful destruction of school property</li> <li>Offences of a sexual nature</li> <li>Truancy</li> <li>Racial slurs</li> </ul>
Consequences	Consequences	Consequences	Consequences
<p>Consequence → possible lunch time detention for repeated transgressions</p> <p># If any of these behaviours occur 2 times in a fortnight, the student will lose his/her playground privileges for 1 day and must complete:</p> <ul style="list-style-type: none"> <li>a Reflection Sheet in their lunch break supervised by Deputy Head</li> </ul>	<p>Consequence → lunch time detention/s</p> <p># These behaviours result in an automatic completion of a Reflection Sheet supervised by Deputy Head. Consequences could include:</p> <ul style="list-style-type: none"> <li>Up to 3 lunch break detentions (morning tea &amp; lunch, depending on the context of the behaviour)</li> <li>Letter of apology</li> <li>Community service during these times under direction of playground duty teacher but reporting to DH on completion</li> <li>Restricted play area upon re-entry to playground</li> </ul> <p>A repeat of these behaviours could result in:</p> <ul style="list-style-type: none"> <li>Meeting with parents to discuss behaviour</li> <li>Internal suspension. This involves formal written notification to parents</li> </ul>	<p>Consequence → (1-3 day internal susp )</p> <p># These behaviours result in an automatic completion of a Reflection Sheet supervised by Deputy Head. Consequences could include:</p> <ul style="list-style-type: none"> <li>Lunch break detentions (morning tea &amp; lunch, depending on the context of the behaviour)</li> <li>Removal of privileges eg Friday sport, access to computer room at lunch time</li> <li>Letter of apology</li> <li>Community service during these times under direction of playground duty teacher but reporting to DH on completion</li> </ul> <p>A repeat of these behaviours could result in:</p> <ul style="list-style-type: none"> <li>Meeting with parents to discuss behaviour</li> <li>Internal suspension. This involves formal written notification to parents</li> </ul>	<p>Consequence → (external susp )</p> <p># These behaviours could result in an automatic external suspension and subsequent re-enrolment interview with the College Principal.</p> <p>Offences such as use of illicit substance and criminal offences would normally result in the termination of enrolment.</p>
Staff Phase	Staff Phase	Staff Phase	Staff Phase
<p><b>Corrective Process</b></p> <ol style="list-style-type: none"> <li>Identify the behaviour to student</li> <li>Restate playground expectations</li> <li>Issue <b>warning</b> in first instance or issue * Playground Category 1 notice if deemed necessary</li> <li>Options after either of above could include: <ul style="list-style-type: none"> <li>Returning to play</li> <li>Walking with staff member for of play time</li> <li>Sitting out in an area designated by staff member</li> <li>Perform some form of community service eg pick up litter</li> </ul> </li> <li>Staff member to place behaviour notice in basket in office</li> </ol> <p><b>*The option chosen should take consideration of the context in which the behaviour occurred. These situations should be used as an opportunity to build a positive relationship with the child.</b></p>	<p><b>Corrective Process</b></p> <ol style="list-style-type: none"> <li>Identify the behaviour to student</li> <li>Restate play ground expectations</li> <li>Issue 'Playground Category 2' notice (appendix 4)</li> <li>Options after that include: <ul style="list-style-type: none"> <li>Walking with teacher for remainder of lunch</li> <li>Sitting out in designated time-out areas</li> <li>Perform community service eg pick up litter</li> </ul> </li> <li><b>Inform Deputy</b></li> </ol>	<p><b>Corrective Process</b></p> <ol style="list-style-type: none"> <li>Diffuse situation - remove other students from situation</li> <li>Speak quietly but firmly</li> <li>If necessary - send student to designated time-out area to 'cool down' before discussing incident</li> <li>Identify the behaviour to student</li> <li>Restate play ground expectations</li> <li>Issue 'Playground Category 3' notice (appendix 5)</li> <li><b>Inform Deputy</b></li> </ol>	<p><b>Corrective Phase</b></p> <ol style="list-style-type: none"> <li>Diffuse situation - remove other students from situation</li> <li>Speak quietly but firmly</li> <li>If necessary - send student to designated time-out area to 'cool down' before discussing incident</li> <li>Identify the behaviour to student</li> <li>Restate play ground expectations</li> <li>Escort student, with any appropriate supporting evidence to Administration</li> </ol>

<b>Deputy Head</b>	<b>Deputy Head</b>	<b>Deputy Head</b>	
<ol style="list-style-type: none"> <li>1. Collate &amp; follow up on infringement notices</li> <li>2. Speak to children concerned</li> <li>3. Supervise completion of reflection sheet &amp; detention</li> </ol>	<ol style="list-style-type: none"> <li>1. Collate &amp; follow up on infringement notices</li> <li>2. (ie speak to children about behaviour )</li> <li>3. Supervise completion of reflection sheet (appendix 6 or 7)</li> <li>4. Supervise detention next day</li> </ol>	<ol style="list-style-type: none"> <li>1. Contact parents – notify of internal suspension</li> <li>2. Supervise internal suspension</li> <li>3. Where necessary, meet with class teacher and parents to develop playground behaviour management plan (PBMP)</li> <li>4. Complete classroom re-entry requirements (appendix 9)</li> <li>5. Follow-up with informal visits to class</li> </ol>	
	<b>Head</b>	<b>Head</b>	<b>Head</b>
			<ol style="list-style-type: none"> <li>1. Review teacher incident report</li> <li>2. Conduct investigation of incident</li> <li>3. Contact parents and inform of period of external suspension</li> <li>4. Document action taken and forward suspension information to parents</li> </ol>
	<b>Principal</b>	<b>Principal</b>	<b>Principal</b>
			Hold re-enrolment interview with student and parents. If applicable compulsory external counselling may be required.





# FAITH LUTHERAN COLLEGE REDLAND

Faith in Christ ..... Prepared for life

## Classroom Behaviour - Category 3

Insolent and attitudinal misbehaviour or  
***persistent*** category 2 behaviours

**Student's Name:**


**Class:**


**Date:**


- Insolence
- Significant disruption of a lesson
- Harassment: verbal or physical
- Loss of control towards to a student or staff member
- Swearing at a student or staff member
- Damage to property
- Theft
- Other \_\_\_\_\_


Details (please elaborate)

Teacher's Signature \_\_\_\_\_

 <b>FAITH LUTHERAN COLLEGE, REDLANDS</b> Faith in Christ ..... Prepared for Life			
<b>Playground – Category 1</b>			
If any of these behaviours occur twice in a fortnight, the student will lose his/her playground privileges for 1 day and must complete:			
<ul style="list-style-type: none"> <li>• a Reflection Sheet in their lunch break supervised by Deputy Head</li> </ul>			
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>	<b>M/L</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Not wearing a hat</li> <li><input type="checkbox"/> Playing in wrong area</li> <li><input type="checkbox"/> Littering</li> <li><input type="checkbox"/> Eating in wrong area</li> <li><input type="checkbox"/> Not caring for environment</li> <li><input type="checkbox"/> Late back to class</li> <li><input type="checkbox"/> Chewing gum</li> <li><input type="checkbox"/> Failure to sit while eating</li> <li><input type="checkbox"/> Trespassing 'out-of-bounds'</li> <li><input type="checkbox"/> Running on concrete</li> <li><input type="checkbox"/> Tree-climbing</li> <li><input type="checkbox"/> Swinging on goal posts</li> <li><input type="checkbox"/> Playing after bell</li> <li><input type="checkbox"/> Other _____</li> </ul>			
<b>Teacher's Signature</b> _____			

 <b>FAITH LUTHERAN COLLEGE, REDLANDS</b> Faith in Christ ..... Prepared for Life			
<b>Playground – Category 1</b>			
If any of these behaviours occur twice in a fortnight, the student will lose his/her playground privileges for 1 day and must complete:			
<ul style="list-style-type: none"> <li>• a Reflection Sheet in their lunch break supervised by Deputy Head</li> </ul>			
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>	<b>M/L</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Not wearing a hat</li> <li><input type="checkbox"/> Playing in wrong area</li> <li><input type="checkbox"/> Littering</li> <li><input type="checkbox"/> Eating in wrong area</li> <li><input type="checkbox"/> Not caring for environment</li> <li><input type="checkbox"/> Late back to class</li> <li><input type="checkbox"/> Chewing gum</li> <li><input type="checkbox"/> Failure to sit while eating</li> <li><input type="checkbox"/> Trespassing 'out-of-bounds'</li> <li><input type="checkbox"/> Running on concrete</li> <li><input type="checkbox"/> Tree-climbing</li> <li><input type="checkbox"/> Swinging on goal posts</li> <li><input type="checkbox"/> Playing after bell</li> <li><input type="checkbox"/> Other _____</li> </ul>			
<b>Teacher's Signature</b> _____			

 <b>FAITH LUTHERAN COLLEGE, REDLANDS</b> Faith in Christ ..... Prepared for Life			
<b>Playground – Category 2</b>			
These behaviours result in an automatic completion of a Reflection Sheet supervised by Deputy Head. Consequences could include: <ul style="list-style-type: none"> <li>• Up to 3 lunch break detentions (morning tea &amp; lunch, depending on the context of the behaviour)</li> <li>• Letter of apology</li> <li>• Community service during these times under direction of playground duty teacher but reporting to DH on completion</li> <li>• Restricted play area upon re-entry to playground</li> </ul>			
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>	<b>M/L</b>
<input type="checkbox"/> Bullying / harassment <input type="checkbox"/> Rough play <input type="checkbox"/> Throwing food, rocks or sticks <input type="checkbox"/> Entering classrooms without permission <input type="checkbox"/> Ignoring teacher / teacher assistant directives <input type="checkbox"/> Inappropriate language (spontaneous) <input type="checkbox"/> Talking to outsiders <input type="checkbox"/> Leaving school grounds without permission <input type="checkbox"/> Other _____			
<b>Teacher's Signature</b> _____			

 <b>FAITH LUTHERAN COLLEGE, REDLANDS</b> Faith in Christ ..... Prepared for Life			
<b>Playground – Category 2</b>			
These behaviours result in an automatic completion of a Reflection Sheet supervised by Deputy Head. Consequences could include: <ul style="list-style-type: none"> <li>• Up to 3 lunch break detentions (morning tea &amp; lunch, depending on the context of the behaviour)</li> <li>• Letter of apology</li> <li>• Community service during these times under direction of playground duty teacher but reporting to DH on completion</li> <li>• Restricted play area upon re-entry to playground</li> </ul>			
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>	<b>M/L</b>
<input type="checkbox"/> Bullying / harassment <input type="checkbox"/> Rough play <input type="checkbox"/> Throwing food, rocks or sticks <input type="checkbox"/> Entering classrooms without permission <input type="checkbox"/> Ignoring teacher / teacher assistant directives <input type="checkbox"/> Inappropriate language (spontaneous) <input type="checkbox"/> Talking to outsiders <input type="checkbox"/> Leaving school grounds without permission <input type="checkbox"/> Other _____			
<b>Teacher's Signature</b> _____			

 <b style="font-size: 1.2em;">FAITH LUTHERAN COLLEGE, REDLANDS</b> Faith in Christ ..... Prepared for Life			
Playground – Category 3			
These behaviours result in an automatic completion of a Reflection Sheet supervised by Deputy Head. Consequences could include:			
<ul style="list-style-type: none"> <li>Minimum 1 week lunch break detentions (morning tea &amp; lunch, depending on the context of the behaviour)</li> <li>Removal of privileges eg Friday sport, access to computer room at lunch time</li> <li>Letter of apology</li> <li>Community service during these times under direction of playground duty teacher but reporting to DH on completion</li> </ul>			
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>	<b>M/L</b>
<input type="checkbox"/> Damaging property <input type="checkbox"/> Insolence <input type="checkbox"/> Inappropriate language (deliberate) <input type="checkbox"/> Theft <input type="checkbox"/> Other _____			
Teacher's Signature _____			

 <b style="font-size: 1.2em;">FAITH LUTHERAN COLLEGE, REDLANDS</b> Faith in Christ ..... Prepared for Life			
Playground – Category 3			
These behaviours result in an automatic completion of a Reflection Sheet supervised by Deputy Head. Consequences could include:			
<ul style="list-style-type: none"> <li>Minimum 1 week lunch break detentions (morning tea &amp; lunch, depending on the context of the behaviour)</li> <li>Removal of privileges eg Friday sport, access to computer room at lunch time</li> <li>Letter of apology</li> <li>Community service during these times under direction of playground duty teacher but reporting to DH on completion</li> </ul>			
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>	<b>M/L</b>
<input type="checkbox"/> Damaging property <input type="checkbox"/> Insolence <input type="checkbox"/> Inappropriate language (deliberate) <input type="checkbox"/> Theft <input type="checkbox"/> Other _____			
Teacher's Signature _____			





**Courtesy, Consideration, Commonsense, Care and Commitment** are words that we value here at Faith. To help you remember these, place a tick next to those areas you need to work harder at.

<b>Courtesy</b> means .....		<b>Consideration</b> means .....		<b>Commonsense</b> means .....	
• Using manners		• Starting work quickly		• Checking with the teacher	
• Actively listening to others		• Staying on task		• Asking for help	
• Not interrupting		• Working quietly		• Making good choices	
• Using quiet voices		• Using work time productively		• Behaving in a safe way	
• Using others' names		• Completing work		• Thinking before acting	
• Taking turns to speak		• Using 'spare time' wisely		• Accepting consequences	
•		• Showing kindness to others		•	
•		• Sharing		•	
•		• Helping others quietly		•	
<b>Care</b> means.....		<b>Commitment</b> means.....			
• Caring for others		• Working consistently			
• Caring for your personal belongings		• Completing work on time			
• Caring for the environment		• Taking pride in work			

**My Goal**

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Student: \_\_\_\_\_ Parent: \_\_\_\_\_ Teacher: \_\_\_\_\_

Head: \_\_\_\_\_ Deputy Head: \_\_\_\_\_ Deputy Head: \_\_\_\_\_

(Mrs Beveridge) (Mr Keeler) (Mr Tagney)

**Office Use Only**

Reflection Sheet sighted: \_\_\_\_\_ Comments/ Action: \_\_\_\_\_

Head of Junior School: Mrs Beveridge

Deputy Heads of Junior School Mr Tagney

Mr Keeler

# Reflection ..... means making better choices.



## What did I do wrong?

Let's write about it.

Draw a picture.




## What should I have been doing?


Let's write about it.


Draw a picture.


# Faith's 5C are as easy as CCCCC




	Courtesy means .....		Looks like									
	<ul style="list-style-type: none"> <li>• Using manners</li> <li>• Listening to others</li> <li>• Using others' names</li> <li>• Using quiet voices</li> <li>• Taking turns to speak</li> </ul>	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>						<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				

	Consideration means .....		Looks like									
	<ul style="list-style-type: none"> <li>• Showing kindness to others</li> <li>• Sharing</li> <li>• Helping others</li> <li>• Working quietly</li> <li>• Staying on task</li> </ul>	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>						<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				

	Commonsense means .....		Looks like									
	<ul style="list-style-type: none"> <li>• Checking with the teacher</li> <li>• Asking for help</li> <li>• Making good choices</li> <li>• Behaving in a safe way</li> <li>• Thinking before acting</li> </ul>	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>						<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				

	Care means .....		Looks like									
	<ul style="list-style-type: none"> <li>• Caring for others</li> <li>• Caring for your belongings</li> <li>• Caring for the environment</li> <li>• Playing safely with friends</li> <li>• Including others in games</li> </ul>	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>						<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				

	Commitment means .....		Looks like									
	<ul style="list-style-type: none"> <li>• Working hard</li> <li>• Completing work</li> <li>• Taking pride in work</li> <li>• Trying my best</li> <li>• Staying on task</li> </ul>	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>						<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ D'Head: \_\_\_\_\_ D'Head: \_\_\_\_\_ Head: \_\_\_\_\_  
 (Mr Keeler) (Mr Tagney) (Mrs Beveridge)

Parent/Carer: \_\_\_\_\_

# Preferred Practices Checklist

## Prevention and minimisation

- be prepared and well planned
- be punctual
- ensure students have clear guidelines and expectations of the activity
- know the students and their possible behaviour patterns for different situations
- continually address expectations of students and ensure understanding eg procedures for walking between classrooms
- all staff be consistent with expectations eg uniform, playground, acceptable play
- use multiple strategies when dealing with students eg rewards, provide alternative strategies to cater for different students
- staff support the consequences decided by other teachers / staff
- reinforce the standards/ routines established throughout the school

## Encouragement of positive behaviour

- smile
- take an interest in each child
- highlight the positive eg walk on the cement ( not don't run)
- acknowledge appropriate behaviour
  - praise
  - class reward system
  - notes / communication to parents
  - show / tell Mrs Beveridge; Mr Keeler; Mr Tagney
- student of the week / Faith 5C's
- acknowledging individual students
- class and community recognition – pride in class
- make tasks into a game - have some fun

## Language and techniques of positive correction

- be direct with instructions
- be consistent over all year levels
- keep simple
- statements should be in the positive where ever possible
- ensure that your message is understood by the intended recipient
- make language appropriate to the age levels
- use encouraging words to improve behaviour
- use the 5C's to prompt and base discussions with students re rules in a positive manner
- keep expectations and rules general so they can clearly be identified and owned by students
- ask students to articulate expectations
- avoid sarcasm

## Establishing, maintaining and re-building relationships

- learn student names quickly
- speak to each student at least once a day
- show real interest
- model respectful communication
- initiate communications with parents
- make a private signal eg tap desk, scratch chin to get student working
- use positive reinforcement
- follow up positively
- model forgiveness and repentance
- become familiar with students' individual backgrounds and possible reasons for changes in behaviour / mood / work habits

## Setting and implementing appropriate consequences

- clearly communicate consequences to students – no surprises!
- establish clear boundaries and expectations from day 1 in conjunction with students ( joint ownership)
- recognition of individual needs eg students on IEP's
- use consequences that encourage students to make appropriate choices
- student negotiated consequences
- state choices of each student's behaviour eg "if you don't show common sense you will have to choose another activity – keep it positive
- Be consistent and follow through – communicate these to relevant stakeholders eg parents, other teachers, administration

## Student Classroom Re-entry Expectations after Category 3 Misbehaviour

- Sign behavior management plan after having explained by Deputy and Teacher.
- Write a letter/s of apology to appropriate parties ie staff member, students, class.
- Plan to include restorative approaches such as class meetings, circles, opportunities for community service, restitution etc.

## **FLCR Junior School Code of Conduct**

### **Courtesy .....**

- Using manners
- Using others' names
- Taking turns to speak
- Actively listening to others

### **Consideration .....**

- Showing kindness to others
- Helping others
- Sharing
- Starting work quickly
- Staying on task
- Working quietly
- Using time productively
- Using quiet voices

### **Commitment .....**

- Working consistently & productively
- Completing work on time
- Taking pride in work
- Taking pride in the College
- Being organised for work

### **Care .....**

- Caring for others
- Caring for personal belongings
- Caring for the environment

### **Commonsense .....**

- Behaving in a safe way
- Making good choices
- Thinking before acting
- Asking for help
- Accepting consequences
- Checking with the teacher