

ST MARK'S LUTHERAN GUIDELINES FOR SUPPORTING POSITIVE STUDENT BEHAVIOUR

Rationale

St Mark's Lutheran is committed to creating an environment that promotes the values of love, forgiveness, integrity, patience, respect, justice, cooperation, service, hope, compassion and excellence.

At St Mark's we believe learning in an environment that is safe, respectful and nurturing promotes confidence, positive risk taking and improved learning outcomes (Learning Principle 2).

At St Mark's God's love and forgiveness is the motivation for encouraging and supporting students to make positive choices when it comes to their relationship with others. We support positive student behaviour through a Restorative Practice approach.

The Guidelines For Supporting Positive Student Behaviour is a framework for creating and maintaining a respectful, safe environment for the formation and nurture of positive relationships and learning to occur.

The Guidelines For Supporting Positive Student Behaviour align to the school's **Four Paths of Respect - Respect for Learning, Respectful Actions, Respectful Words** and **Respect for Safety**. The Rights and Responsibilities for each of the Paths define the school's expectations for student behaviours.

RESPECT FOR LEARNING

To respect the right of individuals to learn.

Rights

Students have the right to:

- *have the opportunity to reach their potential developing their skills, abilities and talents;*
- *have their ideas valued and heard; and*
- *work in an environment which is conducive to learning.*

Responsibilities

Students fulfil their responsibilities to themselves and others when they:

- *listen attentively and politely to others;*
- *give their best effort;*
- *seek assistance when required;*
- *follow classroom expectations;*
- *value those who assist their learning;*
- *work cooperatively and collaboratively; and*
- *use appropriate resources to assist in learning.*

RESPECTFUL ACTIONS

To show respect to all members of our community and to property through our actions.

Rights

Students have the right to:

- *be shown respect and consideration through the actions of others;*
- *feel included;*
- *be free from bullying behaviours;*
- *have others follow the rules set down for games; and*
- *enjoy a nurturing and safe environment in which to learn and play.*

Responsibilities

Students fulfil their responsibilities to themselves and others when they:

- *look after the school's facilities, resources and other's personal equipment;*
- *respect other's personal space by keeping our hands to ourselves;*

- *include others in games and activities;*
- *play fairly and keep the rules of games;*
- *wear their school uniform in an appropriate way; and*
- *use ICT in appropriate ways.*

RESPECTFUL WORDS

To show respect to all members of our community through all communications.

Rights

Students have the right to:

- *have others speak to them respectfully and politely;*
- *feel included through the words of others;*
- *feel safe about sharing their ideas and opinions;*
- *participate constructively in problem solving; and*
- *be free from bullying behaviours.*

Responsibilities

Students fulfil their responsibilities to themselves and others when they:

- *listen attentively to others respecting their views; and*
- *communicate with kind words and friendly tone.*

RESPECT FOR SAFETY

To show respect as we demonstrate safe behaviour in all areas and activities.

Rights

Students have the right to:

- *feel safe and secure at all times;*
- *learn about safety to help protect themselves from unsafe situations; and*
- *work and play in a safe environment.*

Responsibilities

Students fulfil their responsibilities to others when they:

- *use facilities and equipment in a safe manner;*
- *consider how their actions affect themselves and others;*
- *learn and play in areas where there is teacher or LSO supervision;*
- *move around the school in a safe manner; and*
- *wear their hat, according to the St Mark's UV Protection Policy.*

At St Mark's we support students in positive behaviour through proactive measures. Proactive measures include:

1. Circle Time

Circle Time is a structured framework for group interaction promoting student agency. Student agency refers to empowering students through approaches that engage and motivate them, are respectful and seek their opinions, fosters belonging and promotes positive and caring relationships. At St Mark's there is a commitment to Circle Time occurring at least once per week. This is based on the acknowledgement that through Circle Time there is the opportunity to develop an ethos of care and understanding amongst students and staff and that students through regular participation in Circle Time develop the skills of listening, speaking, withholding judgement, empathy and collaborative problem solving – all of which are key to a restorative culture.

It is during Circle Time that students and staff create and maintain class agreements that align to the school's Four Paths of Respect. At St Mark's Circle Time also serves as the forum for the Student Representative Council to communicate ideas or share concerns and for peers to respond. This should occur at the end of the Circle Time and not be part of the Circle.

2. Explicit Teaching of Social Skills

At St Mark's there is a commitment to the timely explicit teaching of social skills through the resource You Can Do It (YCDI) program (Foundation – Year 6) and Survivor program (Year 6) or other resources (i.e. components of What's the Buzz?) the teacher deems appropriate. What's the Buzz? is an additional support program delivered by the Pastoral Care Support Worker.

3. Restorative Justice

Restorative Justice practices remain core to our culture of respect and care for students' individual needs. Restorative Justice empowers students to resolve conflicts through respectful dialogue which encourages taking responsibility for behaviour choices, relationship building leading to the restoring of relationship.

'A' Choices 'B' Choices and Maintaining a Respectful Learning Community

At St Mark's respectful behaviours are termed 'A' Choices and disrespectful behaviours 'B' Choices. 'B' Choices are those choices that are unhelpful to relationships and the learning environment. The steps to maintaining a learning and play environment that is safe, respectful and nurturing are as follows:

Steps to Support Student Positive Behaviour

Step One: An Informal Restorative Reminder

A verbal reminder of behaviour expectations in the classroom or outside play environment (recess or lunch periods).

Step Two: A Warning - Reminder of Consequences

If the student continues to disrupt the learning or outside play environment, they are reminded about the rights of others and their responsibilities. The teacher clearly restates the appropriate behavioural expectations and the consequences for making 'B' choices.

If a student receives a warning during recess and lunch play, the yard care duty teacher is responsible for noting the student's name and behaviour on a Yard Behaviour white slip and passing it on to the classroom teacher before the next play period or before the end of day if behaviour is noted during lunch play.

Step Three: Working Alone - Restorative Chat

A Working Alone - Restorative Chat is twofold: the teacher's opportunity to elicit student voice as well as an opportunity to draw attention to the student's ongoing minor disruptive behaviour including behaviours that compromise the learning or play environment.

If Step Two is reached (i.e. A Warning – Reminder of Consequences) and the behaviour continues with no change or attempt to change in a school day or play period, the student is engaged in a Step Three Working Alone – Restorative Chat.

Informing Parents or Caregivers

Parents are informed of a Working Alone - Restorative Chat by the classroom teacher if unhelpful behaviour occurs within the classroom learning or play environment (inclusive of specialist lessons) more than once over two days in the same week.

Step Four: Time Out and Restorative Conference

If after a Working Alone - Restorative Chat a student continues to make a 'B' choice, he/she is asked to leave the learning environment or playground and is supervised within another classroom determined by the teacher or office during recess and lunch. While the student is in the Time Out classroom or Office, they are required to complete a Reflecting On My Choices (see attachment) sheet. The student will remain in the time out space until they have completed their form (by drawing or writing) or are ready to reengage positively in the learning or play environment. After the student returns to the classroom, the teacher will engage the student in a Restorative Conference at their earliest convenience.

A Restorative Conference is a meeting with the individual or individuals involved in an incident. A Restorative Conference is a more formal meeting for dealing with behaviour that is not resolved through Step One to Step

Three of the Guidelines for Supporting Positive Student Behaviour or more serious behaviour including student conflict i.e. bullying behaviours, safety or damage to property.

If the student's behaviour continues to be non-conducive to the learning or play environment, the teacher will seek advice from the Principal or delegate. The noted patterns of behaviour will assist in determining how the school can provide further support to the student. The teacher with the Deputy Principal will then engage the student in a Restorative Conference outlining the patterns of behaviour noted, options for support (which should be negotiated with the student) and an escalation of consequences if the behaviours continue.

Parents or Caregivers are informed of the Restorative Conference via a telephone call or face to face meeting. This is an opportunity to share how the school will continue to manage the behaviour. This is also an opportunity to seek parent / caregiver guidance and support on how the School and family can work together to support positive student behaviour.

The restored relationship is the desired outcome of an Informal Restorative Reminder, Restorative Chat and Restorative Conference but it does not replace a consequence for the behaviour. The consequence should aim to support students in making positive behaviour choices.

Desired outcomes for the Restorative Chat and Conference include:

- For students and teachers to hear and understand the stories, feelings, thoughts and intentions of others;
- The time for students to reflect on their behaviour, learn from their mistakes and accept responsibility for their actions;
- For students to be given the opportunity to find ways to make things right for those they have harmed and to put things right;
- Repair of relationships and harm done;
- An agreement about doing things better in the future; and
- Clearly defined consequences for ongoing behaviours that compromise the learning or play environment.

Step Five: Individual Student Behaviour Support Plan

An Individual Student Behaviour Support Plan is implemented when students require support in modifying persistent behaviour that continues to impact the learning and wellbeing of other students. Before any plan is drafted, the School will communicate to parents the need for an Individual Student Behaviour Plan. Once the Individual Student Behaviour Plan is completed, the student, parents, teacher/s and Principal or delegate will meet to discuss and sign. An Individual Student Behaviour Support Plan (see attachment) is actioned if there has been a consistent documented proactive approach in the support of student behaviour and no change or attempt at change has occurred.

At St Mark's a proactive approach includes consistency but discretion according to the needs of individual students in the implementation of the school's Guidelines for Supporting Positive Student Behaviour as well as ensuring the student's learning needs are met.

An Individual Student Behaviour Support Plan is two-fold whereby staff will recognise a student's positive behaviours while at the same time provides clear direction on how the non-responsive behaviour is managed.

In the event an Individual Student Behaviour Support Plan does not achieve the desired outcome, the Principal or delegate will seek support and guidance from Allied Health Professionals. The Principal or delegate will seek support from parent/s or caregiver/s for the school to seek support and guidance from Allied Health Professionals.

In the event any subsequent plan for dealing with challenging behaviour does not achieve the desired outcome, the Principal reserves the right to terminate student enrolment.

Persistent Non Respectful Behaviour

Persistent non respectful behaviour towards an individual/s or commonly termed bullying behaviour is when a person or group of people repeatedly act in ways deliberately or unintentionally that cause hurt, fear or embarrassment to another person even though they have been asked to stop. Bullying can be in the form verbal bullying (name calling, teasing, put downs, threats, rumours about the child or family, ridiculing), physical bullying (striking, kicking, hiding or taking of belongings, rude gestures), relational bullying (repeated and deliberate social exclusion) or cyber bullying (e.g. SMS, email, social media or gaming platforms).

Some of the unacceptable non respectful behaviours shown by students may be an indicator that bullying type behaviour is occurring. Before behaviour/s is classified as bullying, a repeated pattern of these behaviours must be established.

In the event of bullying behaviours, support will be provided to all students involved through the work of the school's Pastoral Care Worker.

IMPLEMENTATION RESPONSIBILITIES

Effective support of positive student behaviour occurs in partnership between the school and the families of the students.

Reflecting On My Choices

Name:	Year:	Date:
Today I did not show respect in the following way: <input type="checkbox"/> In My Words <input type="checkbox"/> In My Actions <input type="checkbox"/> For Learning <input type="checkbox"/> For Safety		
What happened and what were you supposed to be doing?		
Who or what has been affected by your choices and in what ways?		
What do you need to do to make things right?		
What help do you need to make an 'A' respectful choice?		
Is there anything else you would like to tell us?		
Teacher comment:		
Teacher signature:	Date:	
Parent comment:		
Parent signature:	Date:	

Respectful Behaviours are Kind Words & Kind Actions

- Speak kind words to others
- Show kind actions to others
- Listen to others
- Share play spaces fairly & safely
- Be safe in games by not tackling or running through other people's games
- Be inclusive in play
- Take turns
- Keep to the agreed rules of the game
- Care for trees and plants by not climbing or walking over garden beds
- Care for sports and learning equipment
- Place all rubbish (i.e. soft plastic) in your lunch box
- Sort empty tuna, yoghurt or drink containers by placing in the right classroom bin
- Play and learn in areas where the teacher or LSO is able to watch over you
- Wear a hat outside during all times other than Winter months
- Walk on hard surfaces including under verandas and through the school building
- Respectful use of ICT

