POLICY STATEMENT ONE

AS A CHRISTIAN SCHOOL WE WILL BE GUIDED BY LUTHERAN DOCTRINE AND AN UNDERSTANDING OF THE LAW AND GOSPEL. THIS WILL REFLECT A POLICY WHICH INCLUDES PROVISION FOR REPENTANCE AND FORGIVENESS.

THEREFORE WE WILL:

• require families, upon enrolment, to accept the policy and indicate by a signed acknowledgment form and revisit this at least annually with the children
• model repentance, forgiveness and acceptance for reconciliation
• expect ALL staff to be aware of Lutheran Doctrine

THEREFORE THE SCHOOL COMMUNITY CAN EXPECT TO SEE...

• Staff and students caring for each other and modelling behaviour that is consistent with the teachings of Jesus
• specific policies upon enrolment which are consistent with School and Behaviour Management Policies
• a school community which understands that they are forgiven children of God in God’s family

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POLICY STATEMENT TWO

OUR SCHOOL AIMS TO BE A SAFE, CARING, ORDERLY LEARNING ENVIRONMENT IN WHICH THE RIGHTS OF ALL STUDENTS TO LEARN AND ALL TEACHERS TO TEACH IS RESPECTED AND PROTECTED.

THEREFORE OUR POLICY

• will contain clear expectations and consequences for appropriate and inappropriate behaviour
• will recognise and reinforce behaviours which help create a safe and enjoyable environment

THEREFORE THE SCHOOL COMMUNITY CAN EXPECT TO SEE...

• appropriate expectations for responsible behaviour visibly displayed in the School Community
• parents having a copy of the Behaviour Management Policy
• a copy of the Behaviour Management Policy contained in the School Information Package
POLICY STATEMENT THREE
OUR SCHOOL WILL AIM TO DEVELOP IN STUDENTS AN ACCEPTANCE OF RESPONSIBILITY FOR THEIR OWN BEHAVIOUR

Implementation of this policy will include:
• the teaching of conflict resolution skills; problem solving skills, negotiating skills and decision-making skills
• the teaching of leadership skills
• positive reinforcement
• encouragement
• assisting students to develop knowledge in being aware of the choices they make for their behaviour

THEREFORE THE SCHOOL COMMUNITY CAN EXPECT TO SEE...
• children participating in social interaction activities as part of the inclusive planned curriculum
• children who are aware that they are responsible for their decisions and actions and accepting responsibilities for their behaviour depending upon their age and maturity

POLICY STATEMENT FOUR
STUDENTS WILL BE ENCOURAGED TO MAXIMISE THEIR POTENTIAL ACADEMERICALLY, socIAllY AND PHYSICALLY; AND THE RIGHT TO PARTICIPATE IN WORSHIP AND CHRISTIAN LEARNING WILL BE UPHELD

To maximise student potential we will:
• acknowledge their individual strengths and weaknesses
• have realistic expectations of student performance
• provide a variety of options and activities
• encourage children to recognise that risks can be taken and they can learn from mistakes

Students will respect the rights of others to:
• worship in classrooms, chapel and church service
• participate and express themselves during Christian Studies

THEREFORE THE SCHOOL COMMUNITY CAN EXPECT TO SEE...
• children being identified for positive behaviour
• staff giving extra support to students in need
• children being encouraged to ‘have a go’ and problem solve and have their mistakes accepted and regarded as a base from which to learn
• children who acknowledge Jesus as their Saviour and respect the rights of all members of the school community to worship
POLICY STATEMENT FIVE

OUR SCHOOL WILL AIM TO DEVELOP A PARTNERSHIP BETWEEN STAFF, SUPPORTING ADULTS, STUDENTS AND FAMILIES IN ORDER TO EXPRESS AND MAINTAIN EXPECTATIONS AND CONSEQUENCES RELATED TO STUDENT BEHAVIOUR

Implementation of this policy will involve:
- development and promotion of effective communication
- working together in a mutually supportive way
- engaging outside agencies when necessary

THEREFORE THE SCHOOL COMMUNITY CAN EXPECT TO SEE...
- constructive and amicable relationships between all groups
- a community where care for each other and our environment is demonstrated
- an input into our school from professional and lay people who have expertise relevant to our needs

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MINOR IN-CLASS / STAFF-STUDENT INFRINGEMENTS

MINOR DISRUPTIONS
- Calling out
- Continually talking when asked not to
- Inappropriate language and gestures
  - Distracting others
  - Ignoring instructions
  - Answering back

CONSEQUENCE
As per classroom developed step program

STUDENT
To provide evidence that rules are known - verbal (Junior Primary)
- written (Upper Primary)

TEACHER RESPONSE
Provide strategies that enable rules to be kept
- Modelling repentance and forgiveness

A continued minor disruption will become a major disruption.
MAJOR IN-CLASS OR STAFF-STUDENT INFRINGEMENTS

MAJOR DISRUPTIONS

1. Defiance
2. Arguing back
3. Bullying
4. Harassment - physical/verbal/sexual
5. Possession and/or use of inappropriate items
6. Inappropriate/derogatory action/language
7. Continued minor infringement
8. Stealing
9. Lying
10. Vandalism

Consequences will be followed in the case of each of the above infringements until satisfactory results are achieved for the student and or other school community members.

The Principal has the prerogative to reorder the consequences as listed depending on the severity and/or frequency of the inappropriate behaviour.

Should a child demonstrate consistently no change or willingness to change their behaviour after the set consequences have been implemented as our policy indicates, consideration will be given to the final step of withdrawal of enrolment privileges here at Lobethal Lutheran School.

CONSEQUENCES

MAJOR DISRUPTIONS

1. Defiance

   FOCUS ROOM

   CALL PARENTS
   Parents will already be aware of the problem as a result of the Focus Room

   MEETING WITH PARENTS/STUDENT/PRINCIPAL
   Formulate pathway
   May need to negotiate before going back into the classroom (in-school suspension)

2. Arguing Back

   REMINDER and PROVIDE EVIDENCE that student is aware of expectations regarding respect and seeking permission to politely discuss an issue.
   Repeated offence - e.g. three times — consequences as above

3. Bullying
   - please refer to separate Anti-Bullying Policy
4. Harassment - Physical / Verbal / Sexual
   - please refer to Harassment Policy

4a. Physical Aggression
   FOCUS ROOM
   GO TO PRINCIPAL
   CALL PARENTS
   IN-SCHOOL SUSPENSION
   OUT OF SCHOOL SUSPENSION

5. Possession and/or use of inappropriate items
   CONFISCATION
   FOCUS ROOM
   GO TO PRINCIPAL
   CALL PARENTS
   IN-SCHOOL SUSPENSION
   COMMUNITY SERVICE TO SCHOOL
   EXCURSIONS / CAMPS EXCLUSION
   SUSPENSION OUT OF SCHOOL
   CALL POLICE

6. Inappropriate or derogatory action / language
   FOCUS ROOM
   GO TO PRINCIPAL
   CALL PARENTS
   IN-SCHOOL SUSPENSION
   EXCURSIONS / CAMPS EXCLUSION

7. Continued minor infringement
   FOCUS ROOM
   GO TO PRINCIPAL
   CALL PARENTS
   COUNSELLING FOR CONFLICT RESOLUTION
   IN-SCHOOL SUSPENSION
8. Stealing
   GO TO PRINCIPAL
   CALL PARENTS
   REPLACEMENT OF DAMAGED OR STOLEN PROPERTY
   COMMUNITY SERVICE TO THE SCHOOL
   SUSPENSION - OUT OF SCHOOL
   CALL POLICE

9. Lying
   FOCUS ROOM
   GO TO PRINCIPAL
   COUNSELLING - SELF ESTEEM BUILDING - CONFLICT RESOLUTION SKILLS

10. Vandalism
    REPLACEMENT OF DAMAGED PROPERTY
    COMMUNITY SERVICE TO THE SCHOOL
    FOCUS ROOM
    GO TO PRINCIPAL
    CALL PARENTS
    SUSPENSION—OUT OF SCHOOL
    CALL POLICE
SITTING OUT

Defined area—on benches outside staffroom (unless otherwise arranged)

Defined expectations of behaviour (see below)

Sit Out as opposed to Focus Room

Recording important (re: amount of time and infringement) in Sitting Out note book

EXPECTATIONS OF STUDENTS

SITTING OUT

1.00 P.M.

• make sure that you go to the toilet before you go to ‘sit out’ as you will not be able to leave ‘sit out’
• no talking or communicating with others
• sit quietly
• think about your behaviour and what you will need to do so you can go back in to the yard
• the ‘sit out’ area is out of bounds to other students
• no eating or drinking
• sitting out a third time in the same week may result in a Focus Room consequence

EXPECTATIONS OF CHILDREN IN THE FOCUS ROOM

• you are not to eat or drink in the Focus Room
• sit quietly and think about your behaviour so that you can fill in your Think Sheet
• if Focus Room expectations are broken you will be given one reminder
• if Focus Room expectations are broken again, you will be required to come back to the Focus Room for another twenty minutes the following day
• if you continue to break the expectations or if you are extremely disruptive you will be removed to the office and your parents will be contacted
• you will need to take your Think Sheet home to be signed by a parent or guardian. This will be returned the next day. If it isn’t you will remain sitting out at Recess and Lunch times until it is returned

EATING LUNCH AND GOING TO THE TOILET

• children must be punctual and report to the Focus Room at 1.05 p.m. having eaten their lunch and been to the toilet
• if children have to go to the toilet - five minutes will be added to their time