KING’S JUNIOR SCHOOL ‘TEACHING RESPONSIBLE BEHAVIOUR’ POLICY

INTRODUCTION

Encouraging appropriate behaviour is a valued ingredient of school life at King’s. Our standards are clearly defined through the school culture and expressed in policy that recognises the rights of every individual to feel:

- safe,
- comfortable
- valued
- successful

and to achieve their highest potential in each of the many aspects of school life. The gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing positive student behaviours. The Christian faith should be communicated through every aspect of school life – collective worship, teaching and learning, and policies and practices. Above all else, however, relationships are our focus. All relationships between staff, students and parents should be founded on mutual respect, love and care. Students should feel that they belong to a community where they are valued and are encouraged to learn and interact with others in a constructive atmosphere. Visitors to our school should be able to perceive this ethos, and should thereby be encouraged to act in accordance with it.

The key to the maintenance of this environment at King’s is the development of students’ ability to:

1. Manage Themselves
2. Consider Others

We believe that children learn best when they can regulate these two characteristics in their lives.

Our policy is based on the following scripture passages:

1. **Self control**
   “God doesn’t want us to be shy with his gifts, but bold and loving and sensible.”
   2 Timothy 1:7

2. **Consider others**
   "Let me give you a new command: Love one another. In the same way I loved you, you love one another. This is how everyone will recognise that you are my disciples--when they see the love you have for each other." John 13: 34,35

3. **Respect others**
   “That means we will not compare ourselves with each other as if one of us were better and another worse. We have far more interesting things to do with our lives. Each of us is an original.” Galatians 5:26

4. **Encourage each other**
   “So speak encouraging words to one another. Build up hope so you’ll all be together in this, no one left out, no one left behind. I know you’re already doing this; just keep on doing it.” 1 Thessalonians 5:11

5. **Make decisions and consider consequences**
   “Don’t be misled: No one makes a fool of God. What a person plants, he will harvest. The person who plants selfishness, ignoring the needs of others - ignoring God – harvests a crop of weeds! All he’ll have to show for his life is weeds! But the one who plants in response to God, letting God’s Spirit do the growth work in him, harvests a crop of real life, eternal life.” Galatians 6:7-8

6. **Make plans for change**
   “Make a careful exploration of who you are and the work you have been given, and then sink yourself into that. Don’t be impressed with yourself. Don’t compare yourself with others. Each of you must take responsibility for doing the creative best you can with your own life.” Galatians 6:4,5
BEHAVIOUR MANAGEMENT GOALS
By the end of their time in the Junior School students will:
- Understand the notion of freedom of choice within set boundaries and limits
- Understand the difference between appropriate and inappropriate behaviour
- Understand the need for rules and the link with consequences for appropriate and inappropriate behaviour
- Understand their rights and responsibilities and make conscious decisions about being responsible
- Take responsibility for their own behaviour

The Role of Teachers

Teachers will seek positive ways to promote appropriate student behaviours, for instance, by establishing positive student relationships, communicating clear expectations, and modelling behaviour, which is responsive to the rights and needs of others. Teachers will also use logical consequences for inappropriate behaviours e.g. time wasted in class can be made up during recess and lunch; littering in class means picking up litter at recess or lunch etc

The Role of Parents

Parents have the primary responsibility for teaching their children to behave appropriately with respect for the rights and needs of others. Teachers have the primary responsibility for managing this behaviour at school. Where the values and expectations are the same, teachers and parents can actively support one another to the benefit of the child.

In the Classroom

Through class discussions, stories, devotions and role plays etc. children will become familiar with and understand that:

**WE COME TO SCHOOL TO LEARN**
Therefore we need to **MANAGE OURSELVES & CONSIDER OTHERS TO BE SAFE & SECURE WE NEED RULES**

Students also experience ‘Play is the Way’ games on a regular basis as well as the use of common phases as:
- Is that the right thing or wrong thing to do?
- Are you having a strong moment or a weak moment?
- Are you ready to be your own boss or are you inviting me to be your boss?
- Are you running away from the problem or are you dealing with it?
- Am I trying to help you or hurt you?

Through the experience of ‘Play is the Way’ games students reflect on co-operation, team-work, peer group pressure, honesty and positive self-awareness.

Through class negotiation rules are developed to ensure a happy, safe learning environment. Rules should be:
- Positive
- Clear
- Measurable
- No more than 5 or 6
- Clearly linked to successful learning outcomes
- Displayed attractively in the classroom
Important phrases to use to support behaviour management at King’s:

**CHILDREN HAVE A RIGHT TO LEARN**

**TEACHERS HAVE THE RIGHT TO TEACH**

Therefore **IT IS NOT OK TO BLOCK OR STOP LEARNING OR TEACHING**

The teacher and children negotiate **logical consequences** for broken rules. Consequences should assist the student to learn from experiences e.g. if a student doesn’t stay on task i.e. plays during learning time – the logical consequence is to learn during play time. Logical consequences are used in all classes for all students.

**In the School Yard**

Students who are acting irresponsibly in the playground will, depending on the severity or duration of the behaviour, be asked to take time out by sitting in a designated area within the supervising teacher’s view or undergo more serious consequences as they relate to the behaviour concerned.

**Consequences of Inappropriate Behaviour in the Classroom**

In order to promote consistency of enforcement of school rules, teachers adopt a Junior School approach in relation to consequences for inappropriate behaviour.

**Steps to follow:**

**Step 1 REMINDER**
Classroom/Specialist teachers set up classroom rules to follow and students will be reminded when breaching a rule, expecting correction immediately.

If it does not stop:

**Step 2 WARNING**
Classroom/Specialist teacher has given a reminder but ignored then the student will be given a warning. Depending on the severity of the behaviour, teachers may give up to three warnings before progressing to the next Step.

If behaviour continues:

**Step 3 YELLOW BENCH/FOCUS ROOM**
After warning(s) the student is sent to the Yellow Bench (R-2) or the Focus Room (3-5) to reflect and the incident is recorded.

If behaviour continues:

**Step 4 MEETING WITH PARENTS**
If the student is sent to the Yellow Bench or Focus Room three times in four weeks then the Director will notify the parents to come in and discuss the matter and seek resolution.

If the behaviour still does not stop:

**Step 5 BEHAVIOURAL SUPPORT PLAN**
A formal meeting will be organised by the Director with the parents (and any appropriate support staff) to set up a behavioural plan. Non-compliance would result in suspension or exclusion.
Individual Behaviour Support Plans

Parents of students who demonstrate ongoing or atypical behaviour problems will be invited to participate in the planning and implementation of an individual Behaviour Support Plan. This may involve consultation with professionals outside the school community and an agreement to a co-operative approach in partnership with the student’s teachers, the Principal, the Chaplain and any other participating staff.

When a student’s behaviour seriously disadvantages members of the school community despite the implementation of a Individual Behaviour Support Plan, or when a sudden extreme breach of the school rules occurs, the school reserves the right to invoke suspension or expulsion.

Harassment

Harassment is the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands, often accompanied by a power differential. Harassment is highly contextual and thus each individual instance needs to be considered. There is a range of situations e.g. gossiping, social awkwardness/clumsiness, bad manners, lack of consideration, inappropriateness and lack of generosity that can be misconstrued as harassment.

Consequences of harassment

Steps to follow:
Step 1
The student can ignore the behaviour. By showing undesirable behaviour is not upsetting, the harasser is not rewarded and the harassment may stop. Program Achieve supports this approach first.

If it does not stop:
Step 2
The student can confront the person who is harassing and tell her or him that the actions are unwanted. It may stop then.

If harassment continues:
Step 3
The student can talk it over openly with trusted adults who can help with the decision about what to do.

If harassment continues:
Step 4
The student can report the matter directly to the classroom teacher or specialist teacher and make a plan with her/him to deal with the problem. Process to use restorative justice/shared concern approach.

If the harassment still does not stop:
Step 5
The student can go with the classroom teacher and/or parents to the appropriate Co-ordinator/Director and allow these people to take the action as deemed necessary.