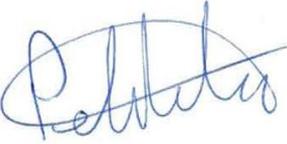




Behaviour Policy

| POLICY DATES: JOHN CALVIN SCHOOL BEHAVIOUR POLICY | | | |
|---|-----------------|-----------|---|
| Formulated | 14 June 2018 | | |
| Implemented | 14 June 2018 | Reviewed | |
| Next Review Due | 14 JUNE 2020 | | |
| POLICY AUTHORISATION | | | |
| Principal | Daniel Coote | Signature |  |
| Chairman | Philip deRuiter | Signature |  |

Contents

1. Rationale
2. Definition of terms
3. Approach to behaviour management
 - i. Preventative
 - ii. Proactive & Corrective
 - iii. Supportive and restorative
4. Code of Behaviour
5. Levels and consequences of misbehavior
 - i. Low level inappropriate behaviour
 - ii. Medium level inappropriate behaviour
 - iii. Severe inappropriate behaviour
6. Repairing and rebuilding provisions



John Calvin School

Behaviour Policy

1. Rationale

The school exists as a caring Christian community that aims to nurture and develop the talents of each of its students within a secure and disciplined environment. Christ instructs his followers in Matthew to “Love the Lord your God with all your heart, with all your soul and with all your mind (and to), love your neighbour as yourself. Matt 22: 37 – 39. This is the guiding principle on which we base the need for a school behaviour management plan. Behaviour management involves a flexible set of guidelines relating to an awareness of the behavioural expectations of the school community, the consequences of that behaviour and responsibility towards God, self and others.

The behaviour management strategies should be fair and consistent across the school. Ephesians 6:4 teaches ... do not exasperate the children, instead bring them up in the training and instruction of the Lord”. In order to develop a positive environment in which to nurture appropriate behaviour, it would be helpful to recall John's words “ Everyone who believes that Jesus is the Christ is born of God and everyone who loves the father, loves his child as well (1 John 5: 1). Both staff and students need to keep this in mind since harmony is a reflection of God's created order.

Paul instructs us to” submit to one another out of reverence for Christ “(Ephesians 5:21). We are unable to do this of ourselves; therefore the school should provide an environment conducive to the Holy Spirit's work in us. “ Do you not know that your body is a temple of the Holy Spirit who is in you?” (1 Cor 6:19) A behaviour management plan should facilitate the development of respect for others and for self as image bearers of Christ.

Students should be encouraged to develop responsibility for their own actions within a caring Christian Community. Further, the writer of Proverbs reminds us that the fear of the Lord is the beginning of wisdom, but fools despise wisdom and discipline. (Proverbs 1: 7). Students need to be trained in reflecting their position as children of the covenant. This incorporates a development of self-

disciplined individuals who understand the consequences of their behaviours, and are able to make appropriate decisions regarding their conduct.

Finally, "whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks to God the Father through him." Colossians 3: 17

2. Definition of Terms

Behaviour management:

An overall approach to eliciting appropriate behaviour at all times. In order to facilitate learning and promote safety for all.

Rights:

Rights are people's entitlements. They must be met to ensure quality teaching and learning.

Responsibilities:

Everyone has a duty towards those with whom they interact.

Consequences:

Consequences are a result of behaviour. They can be positive consequences for a desirable behaviour or negative consequences for inappropriate behaviour.

Punishment:

To discourage repetition of inappropriate behaviour, negative consequences are applied. Punishment must not include any form of child abuse, corporal punishment or actions that threaten or humiliate a child.

Discipline:

The establishment, maintenance and restoration of order.

3. Approach to behaviour management

Since the fall into sin, man lives in a broken world characterised by sinful behaviour. Genesis 6: 5 teaches us that every inclination of the thoughts of man's heart is only evil all the time. Both students and staff are sinful creatures. Consequently students can be expected to misbehave and a lack of harmony will inevitably result. However since we are all renewed in Christ, as members of the one body we must reflect this oneness in our school practices. We recommend a threefold management program.

i. Preventative

The first and most important step in behaviour management is the establishment of a classroom environment that is safe, friendly and conducive to learning. A teacher who is fully prepared with knowledge and materials and knows her students needs minimises the potential for misbehaviour.

ii. Proactive & Corrective

The proactive approach accepts that students will misbehave and involves strategies to minimise the disruptive effect of that misbehaviour. These strategies should be as low key and unobtrusive as possible. Strategies including gesture, eye contact, Non verbal communication, redirection, proximity and pause can also be utilised at this stage.

However, low key responses if used too frequently or for severe misbehaviour may be inappropriate. For severe or repeated misbehaviour a more formal approach is necessary.

iii. Supportive and restorative

A supportive approach to behaviour management has as its aim to employ support for the student and the teacher. It provides an outlet and assistance for serious or repeat misbehaviour. It may take the form of timeouts, contracts and suspension both in and out of school. Other stakeholders in the child's education have an important role to play in assisting the student to take responsibility for their actions, and developing a plan to assist them back to appropriate behaviour. The student needs to take an active part in this process.

At all stages of behavior management, the school holds as imperative, the relationship between individuals. Restorative practice is to be utilised to bring parties of an incident to a realisation of their role and to a desire to make restoration and repair harm. School staff will be trained to use restorative practices at all levels of behavior management to protect and repair relationships, and help students develop greater self-awareness and self-management skills.

4. Code of Behaviour

- It is most important that all associated with the life of the school regard themselves and others with dignity and respect as image bearers of Jesus Christ.
- The students in their behaviour should show self-control.
- It is expected of students that they will respect the property of others, and in their behaviour demonstrate a consideration and sensitivity for the privacy and feelings of others.
- No student, either through neglect or lack of concern, is to prevent others from achieving their fullest potential in all fields of endeavour.
- Bad language or offensive behaviour is at all times unacceptable.
- Students must show courtesy and politeness of the highest standard.
- Students must strive to do their best by using their God-given talents.
- Teachers will demonstrate love and understanding, not only for their class as a whole, but also for individual students.
- Teachers will encourage students to develop their God-given talents.

5. Levels & consequences of misbehaviour

Consequences are the result of behaviour. They can be positive consequences for a desirable behaviour or negative consequences for inappropriate behaviour. Consequences chosen will be appropriate to the incident and to the developmental stage of the child. Consequences for students with special needs are determined through consultation with parents, teachers and support services.

Consequences must not include any form of child abuse, corporal punishment or actions that threaten or humiliate a child.

| Low Level Inappropriate Behaviour | |
|---|---|
| The first step in dealing with these misbehaviours is redirecting students to appropriate behaviour. Secondly, a reminder and warning, and thirdly a short or minor rehearsal of appropriate responses. | |
| Examples of misbehaviour | Examples of consequences |
| Speaking out of turn/calling out | |
| Out of seat behaviour | |
| Distracting or Preventing others from learning | Relocation & loss of privilege (computer) |
| Late to class /line & not prepared | Lining up practice Making up for lost time |
| Fiddling | Confiscate the item |

| | |
|--|-----------------------------------|
| Other generally disruptive behaviour: noises | |
| Untidy desk or locker | Tidy in own time |
| Lose or damage of materials through carelessness | Earning/paying for loss |
| Unsportsmanlike behaviour | Timeout |
| Interfering with playground activities | Loss of playtime equipment / time |
| Low level course language | |
| Eating or drinking at inappropriate times | |
| Uniform non-compliance | Confiscation |
| Poor Manners | |

Medium Level Inappropriate Behaviour

Moderate behaviours result in some disruption to teaching and learning, discomfort and happiness of others. Inappropriate behaviours may be directed to others for which students have received warnings. This involves a two-stage process: warning and / or followed by a more substantial detention.

| Examples of misbehaviour | Examples of consequences |
|---|--|
| Defacing another's work | Restitution made |
| Calling names and swearing | Scripture based reflection & apology |
| Cheekiness | |
| Pushing in corridor/classroom | |
| Interfering with others or school property. | Apology written |
| Note passing | Discussion |
| Refusing to share materials or resources | |
| Refusing to be quiet at listening times | |
| Racial jokes? & Putdowns | |
| Touching others to deliberately annoy/disturb | |
| Cheating | Redo the test / assignment in own time Maximum mark: pass |
| Lying | Apology – verbal |
| Rough games/ going out of bounds | Time out or isolation from game |
| Unsafe use of equipment | Lose privilege |

| | |
|---|---------------------------------|
| Inappropriate conduct or defiant and disruptive behaviour on public occasions | Detention and loss of privilege |
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Severe Inappropriate Behaviour

Severe inappropriate behaviours that result in significant hurt (physical, emotional, social) to another person/s or significant disruption of teaching and learning. These behaviours attract significant and immediate penalties (e.g. written detentions) including communication with all stakeholders.

| Examples of misbehaviour | Examples of consequences |
|--|--|
| Fighting | Isolation |
| Vandalism | Restitution |
| Stealing | Restitution, counselling, apology |
| Spitting at a person | |
| Defiance | |
| Sexual harassment & Indecency | Counselling |
| Bullying | Counselling & Behaviour contract |
| Blasphemy & highly indecent language | Internal suspension |
| Inciting others to inappropriate behaviour | Extended detention & public statement |
| Violence: dangerous behaviour leading to intentional physical harm to self or others | Isolation, Counselling with professionals, suspension. |
| Smoking & substance abuse | Counselling, confiscation, |
| Running away from class/school | Involvement of senior staff members |

NB. In the case of crisis situations, teachers are at all times able to call on the principal or assistant principal for assistance either directly or via the school office. This can be done by sending a responsible student with a written note or message.

6. Repairing and rebuilding provisions

Repairing and rebuilding goes beyond correction and consequences to:

- Assure students that they are still accepted as members of the class and the school
- Deal with natural bad feelings that go with facing consequences and punishment
- Emphasise reconciliation especially of teacher and student.

In our Reformed school the doctrine of Forgiveness should be foremost here. Breakdowns in relationships should be viewed as consequences of sin. There is need for repentance and acceptance of such repentance. It would be beneficial to bring issues before the Lord in prayer and to request his Holy Spirit to work renewal.

The process of reconciliation in our school would include:

- ◆ Interviews involving whichever of the following is appropriate: child, teacher, principal, parents, professional counsellor, family friend or mediator.
- ◆ Analysis of what has happened based on scriptural principles and school rules.
- ◆ Contract either verbal or written, which outlines goals for appropriate behaviour.
- ◆ This process must include bringing the matter before the Lord in prayer and recognizing our dependence on him as the source of healing and growth in love.

See the following website for details of other restorative justice practices.

<http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>

JCS TAS: Student behaviour management escalation process



CHARACTER FIRST

Character First program

With the threefold management plan in mind, the school has implemented the Character First program, developed by the Character Training Institute, USA. The education program emphasis 45 character qualities by using practical applications captivating stories from the bible, nature and history, and a variety of age appropriate activities crafts, music and object lessons. Character First adds to our biblical base from which good character can be required. Galatians 5 shows us how to live godly lives by listing the fruits of the Spirit. While surface problems attract much attention they are merely symptoms of a deeper need for character development. When discipline problems occur an individuals actions can be traced back to the character qualities that need to be developed.

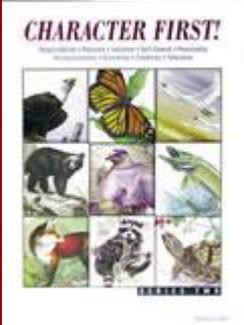
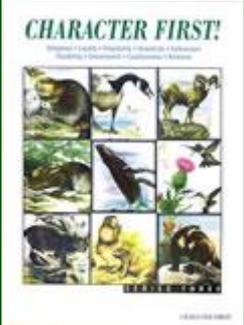
Character first trains individuals to turn every day experiences into opportunities to praise others. This helps create a culture of godly character, which produces a positive and exciting learning environment. Instead of merely praising achievements pointing out the character qualities that enable successful achievement inspires positive future behaviour.

STEPS TO BUILD CHARACTER

1. Identify specific attributes that make you a person of good character.
2. Focus on one character quality at a time. Learn the definition and seek to understand the importance, nature and benefits of the character quality. Observe how other people have demonstrated it in their lives.
3. Determine how the character quality relates to the school community. Find specific ways to apply what you have discovered. Learn to recognise and appreciate the benefits of building that character quality into your life.
4. Recognise when students demonstrate good character. Praise them for the specific character qualities demonstrated.
5. Praise character not achievement.

45 Character Qualities

Character First! has divided its education curriculum into four sets of nine character qualities.

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|---|---|---|--|
|  <p>Series One</p> <p>Attentiveness Obedience Truthfulness Gratefulness Generosity Orderliness Forgiveness Sincerity Virtue</p> |  <p>Series Two</p> <p>Responsibility Patience Initiative Self-control Punctuality Resourcefulness Discretion Tolerance Creativity</p> |  <p>Series Three</p> <p>Diligence Loyalty Hospitality Sensitivity Enthusiasm Flexibility Discernment Cautiousness Boldness</p> |  <p>Series Four</p> <p>Dependability Thoroughness Determination Thriftness Availability Deference Compassion Persuasiveness Wisdom</p> |
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REFERENCE:

www.Characterfirst.com.au