

NISSI **A**CADEMY

GENERAL LUNA



BEHAVIOUR MANAGEMENT POLICY

1. PURPOSE:

- 1.1 This document outlines the policies and procedures involved with behavior management at Nissi Academy General Luna
- 1.2 As a Christian School and community, we have a Behavior Management Policy for the following reasons;
 - To provide a safe, secure, caring, harassment free environment where:
 - students, staff and parents aim to fulfil our roles and responsibilities as members of our collaborative learning community
 - to provide balanced comprehensive learning programs in all areas of study develop independent students who pursue their full potential
 - to provide the framework and acknowledge the importance of, and develop social skills, including conflict resolution, problem solving, tolerance and positive group interaction

2. SCOPE:

- 2.1 The Behavior Management Policy applies to all students enrolled in any section of the school.
- 2.2 Staff at the school have roles and responsibilities pertaining to the Behavior Management Policy.
- 2.3 Parents at the school have roles and responsibilities pertaining to the Behavior Management Policy.

3. BELIEFS:

From the name we bear, we envision our children to become God-fearing men and women of excellence, of integrity and leadership.

For the learning process to be successful and to ensure that we are making a difference to student learning outcomes, there is a need to create throughout the school a positive and supportive learning environment. We want to train children in the way they should go, so when they are old, they will not depart from it.” We can assist this process by encouraging responsible student behavior and protecting the rights of students, teachers and support staff. Collaboration between school and home and consistency of expectations between all parties involved is vital to achieve our outcomes.

The ideal type of behavior management is self-managing behavior with all actions resulting from a love of God, other and oneself (Matthew 22:37-40).

4. EXPECTATIONS:

The following expectations are prominently displayed around the school. Teachers explicitly address these rules each year with their students and develop common understandings of what each means.

1. HONOUR GOD
2. WE KEEP OURSELVES AND OTHERS SAFE
3. WE CARE ABOUT OUR SCHOOL
4. WE KEEP OUR SCHOOL FREE FROM HARASSMENT
5. WE DO AS THE STAFF MEMBER ASKS
6. WE VALUE AND SUPPORT STUDENTS’ RIGHTS TO LEARN
7. WE VALUE AND SUPPORT TEACHERS’ RIGHTS TO TEACH

5. RIGHTS AND RESPONSIBILITIES

To develop socially responsible behavior within our school community:

Students will:-

5.1 Students have the RIGHT to:

- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Respect, courtesy and honesty.
- Equal treatment regardless of race, gender or physical ability.
- Interact with others in an atmosphere free from harassment and bullying.
- Express themselves.

5.2 Students have the RESPONSIBILITY to:

- Display respectful, courteous and honest behavior.
- Ensure that their behavior is not disruptive to the learning of others.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and wellbeing of others.
- Ensure their behavior does not intimidate others.
- develop an understanding of, and take responsibility for, their actions
- develop an awareness and understanding of the needs and rights of others e.g. cultural identity, gender, age, ability etc.
- develop effective, non-violent means of resolving conflict
- develop effective interpersonal and social skills to work and play cooperatively
- have a sense of positive self esteem

5.3 Staff have the RIGHT to:

- Respect, courtesy and honesty.
- Teach in a safe, secure and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Cooperation and support from parents in matters relating to their children's education.
- To be the first point of contact if there is an issue or concern with one of their students.

5.4 Staff have the RESPONSIBILITY to:

- Model respectful, courteous and honest behavior.
- Establish positive relationships with students (open door by 7:15am to allow informal discussions and preparation)
- Ensure good organization and planning.
- Report student progress to parents.
- have a clear understanding of the Behavior Management Policy
- use the policy to ensure a safe and successful learning environment
- be consistent and collaborative in applying the policy
- promote a supportive, caring and safe classroom learning environment which acknowledges positive behavior and enables every student to experience success.
- involve students in the establishment, implementation and review of a consistent set of procedures for managing classroom behavior
- promote a supportive, caring and safe yard environment
- develop student skills and values to enhance social relationships through a planned whole school social skills programs (eg Play is the Way, Program Achieve, Stop Think Do).

5.5 Parents have the RIGHT to:

- Respect, courtesy and honesty.
- Be informed of curriculum material, behavior management procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- Expect that bullying will be dealt with.
- Cooperation and support from teachers in matters relating to their child's education.

5.6 Parents have the RESPONSIBILITY to:

- Model respectful, courteous and honest behavior.
- Ensure that their child attends school.
- Support the school in implementing behavior management strategies, particularly in relation to their own child.
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- Support the school in providing a meaningful and adequate education for their children.
- Inform the school about bullying when appropriate.

6. CLASSROOM BEHAVIOUR MANAGEMENT:

6.1 We want classrooms that are safe and harassment free, focused on optimum learning. For this to be achieved the following will happen: -

- At the start of each year classroom teachers will negotiate and clearly display a set of class guidelines/rules, incorporating consequences.
- Promoting behaviors that meet or surpass school expectations

6.2 A class procedure could look like this:-

- A verbal warning
- A second verbal warning and / or time out
- Work for a short period of time in a withdrawal location in the room
- Work for a short period of time in a neighboring class
- Work in the Administration building (supervised by management)
- Both positive reinforcement and negative consequences will be known by all students and their parents

6.3 Positive reinforcement could include encouraging comments, stamps, stickers, certificates, fun activities, whole class rewards

6.4 Negative consequences could include a series of reminders, warnings and will follow a system whereby a student may progress through a process because of a repetition of inappropriate behavior.

7. Admiration Time Out

An Administrative Time Out referral indicates that the student has continued to behave in an inappropriate manner or has misbehaved in an extremely serious manner, i.e. violent behavior, the use of inappropriate language or refusal to follow instructions.

Students spend a minimum of 30 minutes (Preschool to Year 2) or 60 minutes (Years 3 and above) in Administration room where they are counselled, asked to reflect on their behavior and are returned to class. They re-enter the class following a verbal re-entry agreement between the student, teacher and management member

Parents will be notified by a blue letter which the student takes home – the signed return slip must be delivered to the office the next day to confirm successful parent communication.

8. YARD BEHAVIOUR MANAGEMENT:

We want a yard environment that is safe for all people, harassment free and one where we care for people, equipment and the environment. We therefore believe the following behaviors are inappropriate: -

- Playing or being in out of bounds areas
- Deliberate misuse of equipment
- Running around buildings, on walkways or around play equipment
- Rough play
- Play fighting
- Bullying/harassment
- Verbal abuse/swearing
- Defiance of instructions
- Leaving the schoolyard without permission.
- Urinating or defecating on school property other than the CR

9. Yard Duty

- Teachers on duty will be vigilant and mobile
- Teachers will intervene in inappropriate behaviors
- Opportunities for students to practice appropriate behavior occur
- Consequences for inappropriate behaviors depending on their severity will range from counselling/redirection, isolating a student for a short time, restricted play procedures, or being sent to the Time Out Room where a teacher is on duty at both recess and lunchtime.

10. LEVELS OF BEHAVIOUR:

10.1 Whilst we will have separate Yard and Class procedures incidents will be viewed together. Where student behavior in the yard and class continues to require administrative and / or Yard Time Out the following incident frequency levels will apply. Levels of behavior will be monitored by the classroom teacher and leadership.

- I. First incident (either Administrative or Yard Time Out) is recorded as LEVEL 1. Student remains on this level for the next 5 days or 10 school days. Parent notification letter sent home
- II. Second incident within the given time period is recorded as LEVEL 2. Student remains on this level for the next 5 or 10 school days Student is counselled Parent notification letter sent home
- III. Third incident within the given time period is recorded as LEVEL 3. Student remains on this level for the next 5 or 10 school days. Parent interview and students placed on behavior management report card
- IV. Fourth incident within the given time period is recorded as LEVEL 4. Student remains on this level for the next 5 or 10 school days Student suspended for a period of time no more than 5 days (internal or external). Student placed on individual behavior plan. Parent interview.
- V. Fifth incident recorded as LEVEL 5 Students enrollment is reviewed.

10.2 SUSPENSION:

Suspension is the loss of one's right to remain at school. It occurs when a student's behavior has been so inappropriate that he or she should no longer be at school. This behavior could include violence, deliberate rudeness to an adult, an illegal offence or the occurrence of three administrative time outs in a 5 consecutive day period. Suspension can occur at the school level when a student has lost his or her right to remain in the classroom – for a half or full day period – this is called an internal suspension. The Principal has the delegated authority to suspend a student for up to 5 days from school – this is called an external suspension.

10.3 EXCLUSION:

Exclusion is the process of moving a student to another location out of the school, to continue his or her schooling. This process is followed under the direction of school personnel, the management and in partnership with parents.