

TARRINGTON LUTHERAN SCHOOL BEHAVIOUR MANAGEMENT

PURPOSE

An important aim of the Behaviour Management Program at the school is to encourage students to accept that their behaviour is based on common sense and respect for the dignity of others, rather than on detailed statements of rules and appropriate penalties. Our whole school approach to behaviour management encourages children to develop Christ-like qualities - to be courteous, friendly, reliable, honest, trustworthy, forgiving and tolerant - in order to allow themselves and each other the maximum opportunity to learn and grow. Students are encouraged to examine their own behaviour and importantly, to take responsibility for it.

Behaviour Management within our whole school, stems from our care and concern for each child's well being. We disapprove of the inappropriate behaviour of the child but not of the child. We discipline not out of anger, but love and we promote reconciliation- the ability to confess and forgive. (see Appendix A)

"Love is patient and kind; it is not jealous or conceited or proud; love is not ill-mannered or selfish or irritable; love does not keep a record of wrongs; love is not happy with evil, but is happy with the truth. Love never gives up; and its faith, hope, and patience never fail." 1 Corinthians 13: 4 - 7.

God allows each of his children to identify the steps for reconciliation, including accepting the consequences. We give the child opportunities to choose appropriate behaviour the next time, ever mindful of the forgiveness that God extends to us. To effectively enforce this Behaviour Management Program, all members of staff aim to operate as a team, sharing responsibilities and supporting one another and living the lifestyle of reconciliation. If additional assistance and support is required, the Principal, Pastor and parents will be involved. This team approach will encourage the child to accept responsibility for

appropriate behaviour.

The Policy therefore:

- Provides a framework for the school community to refer to when dealing with behavioural difficulties
- Encourages the children to become responsible decision-makers, developing a sense of responsibility for their own behaviour
- Helps children to become valued and positive members of the school, church and wider community
- Endeavours to create positive and caring relationships with all children and encourages each child to form positive and caring relationships with each other.
- Encourages children to reconcile with one another.
- Promotes and encourages positive well-being within the school community.

IMPLEMENTATION

Each student will be encouraged to:

- accept the responsibility of their actions, and hence learn to develop self-discipline
- accept and respect the authority of all staff and accept that each teacher will implement the school's policies and their own classroom's expectations
- accept and respect each other as a unique and loved child of God
- respect the property, both physical and digital, of the school, of all other students, members of the staff and other members of the school community
- accept the right of every other student to attend the school in safety and security
- accept the diversity of students and will endeavour at all times to help fellow students to develop as valued members of the school community.

METHODOLOGY

It is important at the beginning of each school year to have in place a 'plan' for school discipline, to ensure a consistent

approach through prevention, strategy and support to minimise unnecessary disruption and to take appropriate 'short' and 'longer term' measures to correct disruptive behaviour patterns. The following discipline procedure stresses the equity of prevention and correction and should be used concurrently. If these methods fail to have the desired effect, i.e. positive classroom behaviour, then a wider plan of supportive action can be taken.

1. PREVENTION: an action that minimises unnecessary disruption within the classroom teachers need to:

- have an aesthetically pleasing and functional room
- prepare and utilise appropriate materials
- arrive at class on time
- be organised
- plan interesting lessons
- cater (and plan) for mixed abilities
- plan appropriate seating arrangements
- plan for the language of discipline (what you say and when ...)
- make the routines clear
- have clear, fair, positive and consistent expectations and revisit these appropriately i.e. when a new student arrives and have these displayed
- allow students to be involved in setting the classroom expectations
- develop an open and honest relationship with student's parents/caregivers
- develop a rapport with each student and developing positive relationships
- have Christ at the centre of everything that is done

2. CORRECTION: an action taken when disruptive behaviour occurs, by using simple step by step procedure that teachers may capitalise on with progression from least to greatest intervention:

- Tactical ignoring (where appropriate)
- Simple, brief, directions (finish with thanks, or please)
- Rule reminders (simple reminder or restatement)

- Simple choice ("in bag or on my desk thanks")
- Casual or direct question (avoid "why", rather, "What are you doing? What should you be doing?")
- Redirect (instead of arguing)
- Make consequences clear (via 'choice')
- Direct student to work aside from peers (in room)
- Cool-off time (see Appendix B)
- Exit Time out (for dangerous behaviour, or continual disruption, or safety issue)
- Under no circumstances is a child to feel undermined or humiliated in front of the teacher or their peers

In cases of misbehaviour of a particularly serious nature, a 'Behaviour Record' form is to be completed by the supervising teacher, signed by the Principal and placed within the student's file.

3. SUPPORTIVE ACTION

In the event that the preventative and corrective measures have not fully achieved their desired outcomes, then the following supportive actions can be implemented:

- Time-out - a cooling-off period, or withdrawal under supervision (see Appendix B)
- Contracting:
 - Student initiated written contract (a maximum of three particular behaviours pinpointed) or
 - Picture contracts - positive reinforcement
- Counselling - teacher with student for regular meetings
- Network discussions with co-teachers regarding particular behaviour
- Principal contact.
- Parent contact.
- Formal support, between teachers, student and parents.
- Professional services such as Psychologist, Guidance Officer, etc.

4. HARASSMENT PROCEDURE

Students and adults feeling harassed are to look at the person doing the harassing and tell them how they feel. In the event of

repeated harassment the following supportive actions will be implemented. This will involve:

Time-out, in an area where the student is alone i.e. during child's own time and one or more of the following as a consequence:

- writing an explanation to parents stating how they harassed somebody
- counselling. (Teacher with student or Principal with student)
- writing an apology and how they will improve their behaviour
- take the letter home to parent/s for signing
- deliver the written apology and give a verbal apology

Repeated Harassment means parents will be called in. This may result in:

- a) Internal suspension and School Council informed
- b) Expulsion with School Council informed and consulted.

5. WITHDRAWAL PROCESS

- 1) The student will receive a warning
- 2) When a student is withdrawn, they will spend time in a designated place on their own at lunch time or if during class time, they will be assigned to another classroom.
- 3) Communication to the home must follow as soon as practically possible by the classroom teacher
- 4) Continued harassment means that parents and child will meet with the teacher and principal. Suspension may be a consequence.
- 5) Expulsion will be the final result of continual harassment.

In cases of severe harassment, the steps and procedure may be shortened.

6. EXPECTATIONS

a) *types of expectations*, that may be included in preventative class expectations:

- Communication - talking expectations
- Conflict settling, the problem - fix-it-up expectation
- Movement, comings and goings around the classroom
- Safety and Security, use of equipment and protection of property

- Learning
 - Social Expectations, treatment of each other.
- b) *preventative measures*, for class teachers:
- state expectations positively where possible
 - explain / discuss reasons for the expectation
 - discuss related consequences for breaking the expectation
 - acknowledge and affirm positive behaviour.

7. CLASSROOM EXPECTATIONS AND CONSEQUENCES:

Expectations are to be:

- Understandable
- Achievable
- Consistent
- Stated Positively i.e. "Please put your hand up" rather than "Don't call out!"
- Stated Behaviourally
- Discussed and contributed to by students
- Specific but not too specific / general but not too general:
 - e.g. too general - 'pay attention'
 - e.g. too specific - 'don't play with your pen, ruler, rubber'
 - a better rule - 'listen attentively when teacher or class members are speaking'.

8. WHOLE SCHOOL PROCEDURE

2. When a student hasn't followed classroom expectations the classroom teacher implements their behaviour management plan. Please note that this plan will differ from class to class, depending on the teacher.

Following repeated attempts and failure of the student to follow classroom expectations, the following process is put in to place:

- a) The teacher informs the principal and an appropriate course of action is decided. When the principal is not available the teacher in charge will follow through.
- b) A discussion takes place between the student and the principal and the course of action along with

consequences are discussed. This may include the following-

- Time out during play time in a suitable quiet place where thinking can be achieved. Appropriate spaces for this include the library and outside on a seat. It is important that the student on time out is supervised at regular intervals.
- Thinking and writing down how one ought to behave in class so that respect is shown to the teacher and peers. The student will have the opportunity to complete a 'reflection' (refer to Appendix B - Behaviour Think form).
- Upon completing the reflection the student takes it home following contact has been made with the parents (*see below*).

- c) The teacher contacts the parents as soon as practically possible following the incident to inform them of the student's behaviour and to discuss the course of action for the student.
- d) If the inappropriate behaviour continues, the teacher will arrange a formal 1-1 meeting with the child's parents. The principal may be invited to join the meeting depending on the nature. At this meeting, a plan or a course of action will be discussed with clear expectations and consequences provided. For example, the student may have a period of time at lunch time where they are on their own thinking about what respect looks like. Or the student spends time in another learning area. It is also an expectation that an ILP (Individual Learning Plan) is discussed and devised so that the behaviour(s) are identified and strategies in place for behaviour modification.

- e) Following this course of action and if the inappropriate behaviour continues the teacher arranges another meeting with the parents and the principal. At this meeting it is discussed that the child will spend time away from school, a time frame agreed upon with the teacher and principal. The child will continue on with their school work at home for the duration outlined.

9. CONSEQUENCES

In following the proposed procedure for behaviour modification, it is expected that students will take greater responsibility for their behaviour, that they will see a clear pattern and series of steps that teachers will follow when an unacceptable behaviour is observed.

Above all the dignity of the student is not crushed because of the inappropriate action. The focus is on the restoration of the relationship, only the action / inaction is reprimanded.

At no time shall corporal punishment be used as a consequence for student misbehaviour or as a means of discipline.

10. EVALUATION

Evaluation of a behavioural management policy can occur on several levels:

- an individual student (see Appendix B)
- the whole class
- the whole school.

Success can be described as a decrease in frequency, intensity and duration of disruptive behaviours with a corresponding increase in time on task.

The frequency of a particular behaviour does not have to cease completely in order to indicate any success. This is clearly less than realistic, even well behaved children may be disruptive from time to time.

Journals, contracts and network meetings are all methods that are used to monitor changes in behaviour. These records need to be time-lined and assessed periodically to gauge the progress of individual students or the whole class.

Many of the skills used by teachers in managing behaviour are simply effective teaching and management skills. The fine-tuning of these skills needs to be part of a school's on-going professional development and include; running classroom meetings, positive discipline practices, use of encouragement, and modelling / rehearsal.

These skills are best developed in a climate of collegial support. Teachers are encouraged to take the opportunity to talk about discipline concerns, and to feel comfortable sharing the difficulties that go with managing behaviourally difficult students, and have appropriate forums for problem solving and planning workable remediation and time-out programs.

10. CONCLUSION

As would be expected in any Christian school, the basis for a philosophy of discipline must be the Word of God.

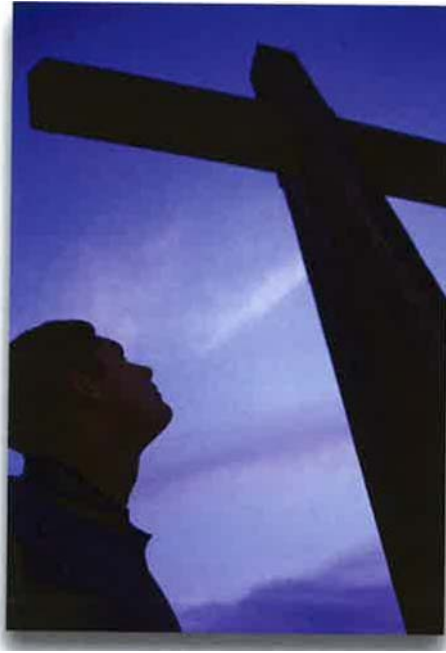
The understanding of the Word of God (Gospel) and response to it inspires a behaviour management policy which stresses positive reinforcement, a sense of self dignity and self esteem, and consideration for the needs of others.

The school, for good order and the safety of students, has guidelines for appropriate behaviour. The 'boundaries' in terms of speech and action to one another are clear.

Students need to learn to face responsibility for the effects of their speech and action. There will always be times of corrective discipline, which should always be done in the light of God's message of forgiveness which allows the repentant child to continue with a clean slate.

APPENDIX A

Announcing God's Grace
through
Confession and Forgiveness



When I urge you to go to
Confession,
*I am simply urging you to
be a Christian.*
(Luther's Large Catechism)



God's Word Announcing Forgiveness

Upon hearing a brother's or sister's confession and announcing God's forgiveness, you may comfort him or her with the assurance of God's love by reading Bible passages that proclaim God's grace. You may personalize the promise by inserting in the verse the person's name and personal pronouns as noted in the brackets below.

Blessed is {Name,} whose transgressions are forgiven, whose sins are covered. Blessed is {Name,} whose sin the Lord does not count against him {her} and in whose spirit is no deceit (Psalm 32:1-2).

"{Name,} I will forgive {your} their wickedness and will remember [your] their sins no more" (Jeremiah 31:34b) .

{Jesus} was delivered over to death for our sins and was raised to life for our justification. Therefore, {Name,} since we have been justified through faith, we have peace with God through our Lord Jesus Christ, through whom we have gained access by faith into this grace in which we now stand (Romans 4:25-5:2).

Therefore, there is now no condemnation for {Name} who {is} in Christ Jesus (Romans 8:1).

[Name,] God made him who had no sin to be sin for {you} us, so that in him [you] we might become the righteousness of God (2 Corinthians 5:21).

[Name,] He himself bore our sins in his body on the tree, so that we might die to sins and live for righteousness; by his wounds {, Name,} you have been healed (1 Peter 2:24).

{Name,} the Lord has taken away your sin (2 Samuel 12:13b).

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God's Grace in Confession and Forgiveness

Therefore confess your sins to each other (James 5: 16).

Forgive as the Lord forgave you (Colossians 3:12).

When someone confesses his sins, whether against God or us or other people, we Christians have the privilege of announcing *God's grace* - the good news that for Christ's sake God forgives our sins.

We are accustomed to corporately confessing our sins during worship and hearing our pastor announce God's forgiveness to us. We also receive forgiveness through Holy Baptism and in the Lord's Supper.

As people living in His grace, we yearn to share God's love with those who need it most: "But while [the prodigal son] was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him" (Luke 15:20).

However, we often fail to share God's good news when hearing someone's expression of repentance in private settings. Emotionally upset by the situation, we may be surprised by the confession. Sometimes we struggle with anger or bitterness when we or our loved ones have been deeply hurt. We simply aren't ready to forgive.

While Scripture does not require a specific form for confession and forgiveness, these short rites can guide us in honestly confessing sins

without excuse to God and others, and assist us in faithfully announcing God's grace to repentant sinners. These forms provide simple ways to confess our sins to our pastor, fellow Christian, or family member and receive the good news of God's forgiveness.



The Confession

Confession of sin is a private matter so it should be kept confidential by the person hearing the confession and announcing God's forgiveness. Christians are obligated to respect the confidential nature of a confession.

When confessing, you may prepare by meditating on the Ten Commandments and by praying Psalm 6, 7, 13, 15, 51, 121 or 130. If you are not burdened with particular sins you should not trouble yourself or search for or invent other sins, thereby turning confession into a torture. Instead, you should mention one or two particular sins that trouble you and let that be enough.

+ *When you are ready to confess, you begin:*

_____ (Name of person hearing your confession),
please hear my confession, and pronounce God's forgiveness in
order to fulfill His will.

+ *The person hearing the confession responds:*

Please continue.

I, a poor sinner, plead guilty before God of all sins.

In particular, I confess before you that I have lived as if God did not matter and as if I mattered most. I have not honored my Lord's name as I should; my worship and prayers have fallen short. I have not let His love have its way with me, and so my love for others has failed. There are those whom I have hurt, and those whom I failed to help. My thoughts and desires have been soiled with sin.

+ *If particular sins trouble you, you may confess specific sins by saying:*

What troubles me specifically is that ...

+ *If you have sinned against the person hearing your confession, you may also say:*

I have not only sinned against God, but I have also sinned against you and seek your personal forgiveness.

+ *Then conclude by saying:*

I am sorry for all of this and ask for grace. I want to do better.

God be merciful to you and strengthen your faith.

Amen.

Pastor Announcing Forgiveness (Individual Confession and Absolution)

- + *Upon hearing a persons confession, the pastor announces Gods grace :*

Do you believe that my forgiveness is God's forgiveness?

Yes, Pastor.

Let it be done for you as you believe. In the stead and by the command of my Lord Jesus Christ, I forgive you all your sins: In the name of the Father and of the Son and of the Holy Spirit.

Amen.

- + *If the person confessing has also asked for personal forgiveness from the pastor, these words should also be spoken:*

As God through Christ has forgiven both you and me, I also forgive you your sins against me.

Amen.

- + *The pastor may know additional Scripture passages with which to comfort and strengthen the faith of those who have great burdens of conscience or are sorrowful and distressed. He may include some of the passages listed under "Gods Word Announcing Forgiveness."*

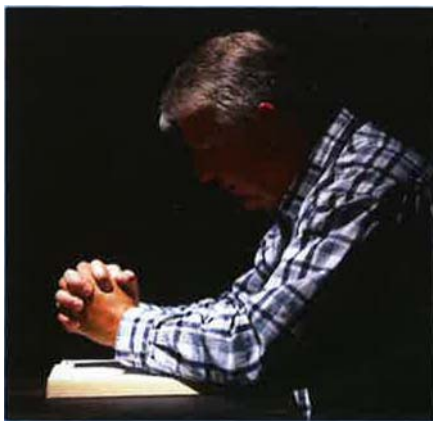
- + *Then the pastor concludes:*

You may go in peace.

Amen.

- + *Pastor and the person confessing may say a prayer of thanksgiving. Psalms 30, 31, 32, 34, 103, and 118 are also appropriate.*

"Confession has two parts. First, that we confess our sins, and second, that we receive absolution, that is forgiveness, from the pastor as from God Himself, not doubting, but firmly believing, that by it our sins are forgiven before



Fellow Christian Announcing Forgiveness

(also for use within the family)

- + *Upon hearing a person's confession, a fellow Christian or a family member announces God's grace:*

Do you believe that God's promises of forgiveness given in Holy Scripture are written for all God's children, including you?

I do.

Then listen to God's Word and let it be done for you as you believe.

In 1 John 1:9 God promises: "If we confess our sins, God is faithful and just and will forgive us our sins and purify us from all unrighteousness."

In Jeremiah 31:34 the Lord declares: "I will forgive your wickedness and will remember your sins no more."

In 1 Peter 2:24, God assures us: "[Christ] himself bore our sins in his body on the tree, so that we might die to sins and live for righteousness; by his wounds you have been healed."

Therefore, _ _ _ _ _ (name), believe this Good News: For Jesus' sake, God forgives you all your sins, in the name of the Father and of the fi Son and of the Holy Spirit.

Amen.

- + *If the person confessing has also asked for forgiveness from the one hearing the confession, these words should also be spoken:*

As God through Christ has forgiven both you and me, I also forgive you your sins against me.

Amen.



May the peace of God, which transcends all understanding, guard our hearts and minds in Christ Jesus.

Amen.

A prayer of thanksgiving may follow. Psalms 30, 31, 32, 34, 103, and 118 are also appropriate.

God's Word Announcing Forgiveness*

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[Name,] God made him who had no sin to be sin for [you] us, so that in him [you] we might become the righteousness of God (2 Corinthians 5:21).

[Name,] He himself bore our sins in his body on the tree, so that we might die to sins and live for righteousness; by his wounds, [Name,] you have been healed (1 Peter 2:24).

[Name,] the Lord has taken away your sin (2 Samuel 12:13b).



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APPENDIX B

Behaviour Think Sheet

You have made choices that have caused you to need to stop and "Think about It."

Name _____

Date _____

What was my behaviour?

What were the reasons for my behaviour? What was I thinking at the time?

What have you thought about since?

Who did my behaviour affect and how?

What needs to be done to put things right?

What can be done to make sure this doesn't happen again?

Student _____

Parent _____

Teacher _____

