



# Lake Joondalup Baptist College Primary School

## **Student Management Plan**

*Pastoral Care*

*Well Being*

*Behaviour*



## **Lake Joondalup Baptist College 'Wings' Program for Student Care**

### **School Improvement Planning – *grow with confidence***

Lake Joondalup Baptist College provides a strong foundation for student learning with student engagement and wellbeing as a whole-school priority. We aim to build a Christian learning community that is strong in its relationships, firm in its beliefs and dedicated to the education of every child.

A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the College and can effectively engage with their learning. As an Effective School, Lake Joondalup Baptist College is engaging and inclusive. We recognise and respond to the diverse needs of our students and accommodate different learning profiles and rates of learning. We intervene early to identify and respond to individual student needs.

Student wellbeing is everyone's responsibility – social, emotional and physical wellbeing provide the foundations for effective student learning and positive behaviour. We recognise that we are preparing young people to become fully functioning, productive members of society.

### **Our Mission Statement (Strategic Plan 2013-2016)**

To build a Christian learning community that is strong in its relationships, firm in its beliefs and dedicated to the education of every child.

### **Student Care Mission statement (Wings)**

Our mission is to improve the consistency and quality of strategic and responsive Student care for every student across the College by implementing a whole-school student-centred Care and Wellbeing approach to Student care. Our program will be strategically envisioned and structured for purposeful outcome.

### **Our Vision**

We model our care for others on Christ's example of the Good Shepherd who knows and protects his flock with a mutually reciprocal love.

We aspire for Student care that enhances the academic, physical, mental, social, emotional and spiritual growth of all students at Lake Joondalup Baptist College.

We envisage a set of programs and structures grounded in the House, Learning Area, Chaplaincy and Primary systems of care and support.

We expect our staff to respond to the need for care with appropriate context, accurate information, and timely intervention within strong and positive relationships.

We aim to support our staff with regular professional learning opportunities that will enhance the quality of outcomes for students, the College culture of Student care, and the capability of the staff to excel within this environment.

We aim to involve students, parents and staff in effective, informative and affirming processes in support of our Student care.

We aim to provide welcoming spaces where people gather of their own volition to share experience, solve problems and grow together.

### Our Values

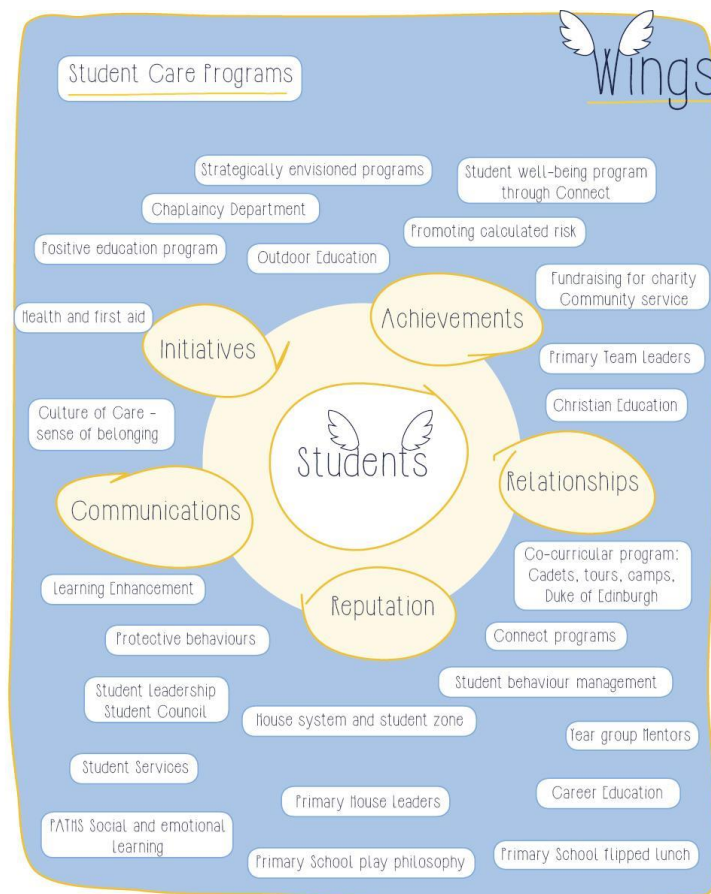
Our values are our fundamental beliefs, those principles, standards and qualities which we consider to be worthwhile and desirable in our Student care system.

- \* Kindness: we will work with and respond to people with a positive disposition and a generosity of spirit that flows from this.
- \* Respect: we believe in the inherent worth of all individuals and the need to acknowledge their unique nature and contribution in our care and leadership of them.
- \* Fairness: we believe in structures and interactions that recognise and dignify personal needs within a framework of processes and expectations informed by Christian values and standards.

We construct our identities as individuals and as members of our community by negotiating the relevance of our values in our daily lives.

We will try to answer the following questions and encourage the same in students:

- \* Who am I?
- \* Where do I fit in?
- \* How might I serve others?



## **Our Philosophy for Student care at LJBC**

### **Positive Education**

Positive Education is a strand of Positive Psychology which is “the scientific study of the conditions and processes that contribute to the flourishing or optimal functioning of people” (Gable & Haidt, 2005). While mainstream psychology often focuses on people who already suffer from mental health issues, Positive Psychology aims to proactively increase mental resilience and wellbeing through a focus on the strengths and virtues that enable individuals and communities to flourish and thrive.

We believe that an emphasis on Positive Education can play a crucial preventative role in reducing depression, anxiety and stress within the school environment. A positive education framework provides opportunities for students and staff to increase both their wellbeing and performance through specific learning experiences and the development of a shared language and understanding.

At LJBC we aim to use Dr Martin Seligman’s ‘PERMA’ model of wellbeing, comprising the five elements; Positive emotions, Engagement, Relationships, Meaning and Accomplishment as detailed in his book ‘Flourish.’

### **Wellbeing Program**

Wellbeing refers to the students’ physical, social and emotional development. Evidence suggests that these elements are integral rather than incidental to learning. Wellbeing has a prevention and early intervention focus and involves a whole-school approach with an emphasis on school organisation, ethos and environment, community links and partnerships, and curriculum teaching and learning.

A Wellbeing Program will provide strategies to build more resilient students while developing their character strengths which will align with the General Capabilities in the Australian Curriculum and consist of 5 main categories:

- Career and Time Management
- Personal Health
- Relationships
- Research Skills
- Study Techniques and Approaches

The Program will be based on positive teaching models which will assist students to achieve more positive learning outcomes.

### **Our objectives for Student care at LJBC**

- More differentiated and individualised
- Being student-focused: getting to know and acknowledge the whole story
- Being relationship-based
- Providing more opportunities for participation in community for students
- Providing multiple access points
- Providing opportunities for engagement for particular needs for students
- Creating strategic programs created for intake years
- Adapting programs suited for individual students and their individual needs
- Increasing student voice
- Encouraging whole staff involvement, whole school involvement, whole community involvement
- Focusing on student success: holistically equipping students to succeed through the strategies that meet our goals

## Our Strategies

- We will create a genuine College-wide culture and systems of Student care
- We will ensure consistent ownership and implementation of Student care by all staff
- We will provide the right leadership to bridge the gap between expectations and practice

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- **Behavioural engagement** refers to students' participation in education including the academic, social and extracurricular activities of the School.
- **Emotional engagement** encompasses students' emotional reactions in the classroom and in the School. It can be defined as students' sense of belonging or connectedness to the School.
- **Cognitive engagement** relates to students' investment in learning and their intrinsic motivation and self-regulation.

The manner used by teachers to treat students, respect them as learners and people, and demonstrate care and commitment for them are key elements in implementing a relevant and successful wellbeing strategy.

A whole-school behaviour management implementation strategy improves the learning climate of any school. Research has shown clearly that professional collegiality and whole-school practice are major factors in effective teaching and learning. Effective and supportive leadership is a major part of this picture. A whole-school approach to behaviour management is more effective than one in which teachers work in isolation and without collegial support.

# LJBC Primary

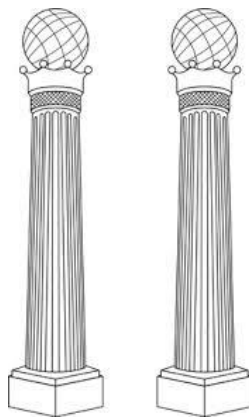
## Behaviour Management Plan

### *'Wisdom Justice Mercy'*

#### Wisdom



#### Justice



#### Mercy



**The Primary School Behaviour Management Plan reflects our College Motto:**

***Wisdom Justice Mercy***

We are a Christian school. Our motto derived from Micah 6:8 is 'Seek Wisdom, act Justly and love Mercy'. The work of our school embraces our Christian faith and our declaration is that Christ is central to our identity with ultimate ownership and sovereignty over our school. These are our values.

#### **The Biblical reference**

The prophet Micah summed this up by saying, "What does the Lord require of you, but to do justice, love mercy and walk humbly before your God?" Micah 6:8

Teach the students what it means to **act justly** throughout the year. Teach what it means to **love mercy** and not hold grudges or allow our hearts to harden against others. To **show mercy** to someone means to love them even when they don't deserve it, and even when it's inconvenient.

Teach that we must **walk humbly**, knowing that Christ died for us. To walk humbly also means to cast off all sense of entitlement.

# Wisdom

Wisdom is defined as having **good judgement**. In the **Biblical** sense, **wisdom** is the "ability to judge correctly and to follow the best course of action, based on knowledge and understanding".

Before staff even begin student behaviour intervention, there must be wise thinking exercised.

Staff need to think:

"Is this child misbehaving because they feel/are sick?"

"Is this child misbehaving because they are tired?"

"Is this child misbehaving because they have suffered a bad experience at home?"

"Is this child misbehaving because their family is in crisis?"

This knowledge and understanding (exercising wisdom) is crucial to student behaviour management.

## Wellbeing

**We value each member of our College community and pray and hope for their Wellbeing. Some ways we foster Wellbeing:**

### 1. Positive Incentives

- LJ the Lion Mascot  
*LJ was created to develop a fun environment for the students, while promoting positive communication about learning. In true lion style, he symbolises Courage, Pride, Perseverance, Determination and Strength - Virtues that we readily promote at LJBC. LJ appears at Assemblies, Open Days, Sporting Carnivals and special events of the College. LJ delights the hearts of the younger students, while maintaining a sense of humour and being an incentive for all students to be motivated to participate in the life of the College.*
  - House Tokens  
*Students are given tokens from staff when demonstrating appropriate behaviours in the playground and classroom (using tally table on board.) Students post them in House letterboxes.*
  - House Treat  
*The Deans and Student Councillors determine the winning House (6 opportunities throughout the year and that House receives a treat – usually icy poles)*
  - Tidy Lion and Certificate  
*There are two Tidy Lions who are presented to the class who has the tidiest classroom and bag area. Student Councillors judge this at regular intervals and present the Tidy Lion to the class with a certificate to be displayed in the window.*
  - Buddy Benches  
*There are three Buddy Benches in the Primary playground. If children are feeling lonely at break times, they sit on the bench and other children take this as a signal to go over and befriend them and ask them to join in games and play.*
  - Merit Awards at Formal Assemblies
  - Stickers, Process Praise, Class jobs
  - Camps, Sleep overs
  - Water Fun Days
  - Excursions, Incursions, Carnivals
  - Before and After School Clubs
  - Worship Assemblies
  - Student Council
  - Buddy Classes
  - Kids with Courage
  - Parenting Programs
  - PATHS
  - Friendology
2. Chaplain availability
  3. Psychology service
  4. Sick Bay services
  5. Staff care and concern

# Justice

Justice is the principle of moral rightness. Justice is the process of **using class considerations, honour and standards** to support fair treatment and due reward.

The pillars of Justice at LJBC Primary are: **Boundaries** and **Consequences**.

This is the working practical system of the Behaviour Management Plan.

## **The Boundaries:**

1. School Rules – Charter of Goodwill

All students and teachers have the right to:

- Learn or teach, free from disruption
- Be treated courteously
- Be free from any form of unlawful discrimination
- Work in a clean, safe and healthy environment
- Have their property respected and cared for

2. Class Rules – these are determined at the beginning of the year with the class and the class teacher.

## **Discipline and Punishment:**

These are determined by the nature of the broken Boundary. These are dependent on the age of the child and the circumstances. The goal of all discipline is to educate and restore students to self-regulated behaviour.

**The College does not condone any form of corporal punishment.**

## **The Process:**

If a student is breaking a class rule.

The teacher, after using Wisdom:

1. Gives the student a Verbal Warning
2. Puts the student's name on clipboard or book
3. Isolation within the class
4. Send the student to Buddy Class for Time Out

Time Out is in a pre-determined Buddy Class. Time Out is for 10 minutes (depending on age of child).

During Time Out the student is asked to reflect on their behaviour either verbally or written

The student returns to their class and their relationships are restored.

Misbehaviour continues:

5. Send to Primary Deans with explanatory note.
6. Deans speak to student
7. Parents may be informed of the misbehaviour.
8. Student may have Time Out in Office area with supervision by Deans.

The student returns to their class and their relationships are restored.

Classes will build in a visual warning system that is not humiliating, allowing students to register where they are at in regards to possible consequences.

1. Student may be given a short prompt or a warning either verbally/non-verbally that behaviour is inappropriate. This warning is given if WISDOM has been used to determine other factors.
2. If student continues the negative behaviour, name is recorded on clipboard or book.
3. If student once more exhibits negative behaviour and all WISDOM has been used, send student to Buddy class (next door class usually or other class of that grade) for Time Out.
4. Buddy class teacher to please isolate student without talking to them too much. Student may sit quietly and reflect on behaviour.
5. After 5-10 minutes, student is sent back to class
6. Student speaks with teacher and speaks about reflection.
7. After the timeout is completed the child is given a fresh start.



**Severe Clause** - Any student, who commits an aggressive act towards another student or adult with intent to harm, will incur detention/suspension at the discretion of the Deans.

- Any student who fails to follow reasonable instructions and is verbally abusive towards a student/adult will incur detention/suspension at the discretion of the Deans.
- Severe acts of disturbance may result in teachers moving to step 3 with immediacy. The severe clause may also be invoked at this stage. These steps must all occur within a day, where practicable. New day – fresh start.
- If a child is sent to a buddy grade three times in a two week period or before this will result in a formal detention. (Deans to be informed)
- Teachers will keep a record of incidents requiring step 3, 4, 5 and 6 on SEQTA.
- If a child is sent to a Team Leader twice in a two week period, Team Leaders need to keep a record of students exited to them on SEQTA.
- After 3 formal detentions, due to classroom misbehaviour, a meeting between class teacher, parents and a member of the Leadership Team must be arranged.
- Specialist classes follow the same process.

#### **Detention:**

- Detention/s will be determined by the Deans. Parents/caregivers will be notified by letter and the incident will be recorded on SEQTA.
- Detention/s not served on the day/s specified will carry over until served.
- Detention/s will take place under the supervision of a Leading Teacher.

#### **Documentation:**

- Records of detentions due to classroom misbehaviour to be retained by the Deans. (SEQTA)
- Reflection Forms and Detention Slips to be retained by the Deans.

### **YARD BEHAVIOUR MANAGEMENT**

#### **Process**

- |               |  |
|---------------|--|
| <b>Step 1</b> | Remind student of rules and consequences |
| <b>Step 2</b> | Walk with teacher for 5 minutes          |
| <b>Step 3</b> | Time out seat- 10 minutes                |
| <b>Step 4</b> | <b>Sent to Office to see Dean</b>        |

**Severe Clause:** Any student who commits an aggressive act towards another student with intent to harm, will incur detention/suspension at the discretion of the Deans.

Any student who fails to follow reasonable instructions and is verbally abusive towards a student/adult will incur detention/suspension at the discretion of the Deans.

- Severe acts of disturbance in yard may result in teachers moving to Step 4, or severe clause may be invoked.
- The Deans decides whether student needs restricted area of play.
- Three student visits to Dean for negative behaviour within a two-week period may result in a formal detention.
- After 3 formal detentions due to yard misbehaviour, a meeting between parents, classroom teachers and a member of the Leadership Team must be arranged.

#### **Detention:**

- Detention/s will be determined by the Deans.
- Parents/caregivers will be notified by letter and the incident will be recorded.
- Detention/s not served on the day/s will carry over until served.
- Detention/s will take place under the supervision of a Leading Teacher.

# Mercy

## What are Restorative Practices?

The term 'Restorative Practices' refers to the way in which classrooms work to promote genuine relationships, resulting in better behaviour and learning at school. It also refers to the way in which young people are asked to think about, and take responsibility for, their behaviour and its effects on others. This approach endeavours to build a caring community around students whilst not accepting harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find a way forward.

## How are conflicts solved using Restorative Practices?

The students involved agree that a conflict or argument has taken place and agree to repair the harm or damage done. All those involved have a chance to give their point of view and say how things can be fixed in the future. In this way, an agreement is reached - though it may still involve specific consequences or discipline procedures, depending on the circumstances. Importantly, relationships are healed wherever possible and any contributing problems are identified for follow up.

## A typical "Restorative Chat"

This might take place informally in the classroom, corridors or playground when children have caused some harm or significant disruption. For more serious situations, a similar outline of questions is used but in a more formal setting. Typical questions asked during the meeting would be:

- What happened?
- What were you thinking at the time or what made you decide to do this?
- Whom did you affect when you did this? How were they affected?
- How were you feeling when you acted as you did?
- What can you do to fix this?
- How can I help you?

# LJBC Primary Student Behaviour Management

## Classroom Pastoral Care

There are days when your children may not be themselves, are finding things hard, are worried or are anxious. On those days, it is best to communicate this to the class teacher personally, but when this is not possible, with the Deans of Primary. A positive plan to assist your child can be employed.

## Classroom procedure for dealing with misbehaviour

In dealing with low level misbehaviour the teacher will attempt to incorporate our College Motto:

### *Wisdom, Justice and Mercy.*

**Wisdom** is the guiding principle, working with the situation and seeing the problem and the background for the behaviour as well as educating and making explicit the expectations for a class.

**Justice** refers to the clearly written expectations, school code of conduct and the class expectations. With expectations comes the explicit consequences. These are detailed in each class and are based on natural consequences as much as possible.

**Mercy** refers to the final step of restorative practice, preserving dignity through one to one conversation, care and concern for the student and the shared desire to improve the behaviour. This enables a teacher to redirect the child, and offer the child a chance to reflect and develop the skills of self-regulation and restore the child to the class setting.

### Typically, the teacher will use the following method:

1. The teacher employs non-verbal and non-direct methods of **redirection** such as eye contact, proximity and options for the child.
2. The teacher informs the student that they are **verbally warned** or a **verbal reminder** of the behaviour and this is fully explained. This signals to the student that this behavior should now stop and be redirected to working.
3. The teacher **moves** or offers the student an **alternative choice** such as a separate desk or a designated area to refocus. The student is never sent outside the classroom at this step. The teacher records the student's name on a clipboard or book.
4. The teacher sends the student to a **Buddy Time Out class**. The student will complete 5 to 10 minutes in the classroom, not including break times. The student is then sent back to their own class. Following this the student meets with their teacher to have a discussion about their behaviour.
5. If the negative behaviour continues that same day, the student is required to meet with the Deans of Primary. Depending on the severity of the issue, Parents will be informed and a plan will be developed for reintroduction to the classroom, through a Restorative process. In ongoing cases, or where there is personal and public safety breaches or cases of violence, the student will be required to be collected by parents.

Our aim is to maintain a positive classroom climate through the use of preventative, supportive and corrective discipline strategies. Emphasis is placed on listening, respect and responsibility.

# HIGH 5

## 1. Ignore:

Keep on playing  
Look away  
Walk away

## 2. Talk Friendly:

Tell the person to stop  
and tell them you don't  
like it

## 3. Talk Firmly:

Use a firm voice and tell the  
person to stop and tell them  
you don't like it

## 4. Report:

Explain to the teacher  
what has happened

## 5. Remember:

God loves you!  
Restore the relationship with a  
teacher's help



If someone hurts you on purpose, don't follow  
the HIGH 5. Tell a teacher immediately!

# Positive Play

Say nice things to each other - “That was a good throw!”

Share play equipment

Ask children to join in your game

Wait for your turn

Go out without making a fuss

Make rules up for your games and stick to them

Be friendly to younger children

Don't interfere in others' activities

No name calling or teasing

Never push, hit, hurt or kick other children

**Expected behaviours** are exhibited by pupils who are sensitive, thoughtful and polite. They respect the rights and property of self and others, and work in a cooperative, self-controlled and appropriate manner. These behaviours are celebrated, reinforced and modelled throughout the school.

The school has a range of behavioural practices and interventions that will enable the learning of strategies and skills to support the development of expected behaviours.

Restorative practices, consequences and positive behaviour support actions apply to various levels of behaviour.

**Bullying in any form is not accepted.**

# Common Language

## Attitudes

Empathy Enthusiasm Cooperation  
Confidence Independence Integrity  
Respect Tolerance Appreciation  
Commitment Creativity Curiosity

## Learner Profile Attributes

Balanced Inquirers Knowledgeable  
Open Minded Principled Risk Takers  
Reflective Thinkers Caring Communicators

## Reflection Sheet

Date \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_

### Poor Behaviour Choice

---

---

---

My choice is not acceptable because:

---

---

---

---

Next time I will:

---

---

---

### Areas to work on:

Empathy	Enthusiasm	Confidence	Cooperation	Independence
Integrity	Respect	Tolerance	Appreciation	Commitment
Creativity	Curiosity			

Balanced	Knowledgeable	Inquirer	Open Minded	Principled	Caring
Risk Taker	Reflective	Thinker	Communicator		