



GREEK LANGUAGE & CULTURE INSTITUTE OF EVANGELISMOS

BEHAVIOUR MANAGEMENT POLICY

May 2023 (Annual policy review dates are listed in the table at the end of this document.)

Whole-school Behaviour Management Plan (Traffic Lights)

The Greek Language and Culture Institute of Evangelismos (GLCI) has adopted a whole-school approach to behaviour management for the following reasons:

- Consistency;
- Transparency; and
- Fairness.

It is very important for students to be aware of a consistent approach taken by *all* teachers in the management of behaviour. This, in turn, allows for transparency in the process, and fairness in the treatment of each and every child. Parents are also an essential part of the process of behaviour management and restorative practice.

The whole-school Behaviour Management Plan (Traffic Lights System) comprises the following steps:

- 1) Verbal warning;
- 2) Name on board if misbehaviour persists after verbal warning (Green Light);
- 3) Ten minutes of ‘time out’ in a Buddy Class and a note to the parents in the student’s diary, or via email, if misbehaviour persists after ‘time out’ in class (Orange Light);
- 4) Student is sent to the principal and parents are notified by the class teacher and/or principal if misbehaviour persists (Red Light);
- 5) Principal meets with parents and student in a three-way discussion of misbehaviour issue;
- 6) Suspension (following two separate Red-Light incidents);
- 7) Withdrawal from the school (following two separate incidents of suspension and/or severity of misbehaviour).

What constitutes ‘Red Light’ behaviour?

Behaviour that falls into the category of ‘Red Light’ is behaviour that is intended to cause harm to others, whether physical or psychological, or both. Deliberate physical contact with other students that is intended to cause discomfort or pain is an example of Red-Light behaviour. Likewise, verbal abuse (including swearing, name calling, teasing, provoking students to do inappropriate things, etc.) can be deemed to be Red-Light behaviour, especially if it is repeated

behaviour and not one-off. Other misbehaviours that are not listed above may fall into the Red-Light category.

In all cases, it is at the principal's discretion to determine the category of the misbehaviours as the context within which these have taken place will be known to the teachers and/or the principal. If the context is not known to the principal, it will be their duty to follow up on the matter with all parties involved to determine the outcome of consequences. Therefore, the principal will have the final say on the category of the behaviour and the steps that need to be followed.

The principal and staff of the GLCI of Evangelismos place great emphasis on restorative practice to assist students in their behavioural and developmental journeys. Clear behavioural expectations and boundaries to behaviour will be set by each of the teachers at the beginning of the academic year. The 'Traffic Lights System' of behaviour management will be adopted by the whole school for consistency in approach, and the above-listed steps will be followed to manage behaviour both in and out of the classroom.

Behavioural Expectations

Whilst individual teachers will set their behavioural expectations and boundaries to behaviour for their class, a set of overall expectations will be held of the students in this school. These are:

1. Students will demonstrate respect towards people, property, and place.
2. Students will follow the specific classroom rules set by their teacher and/or school.
3. Students will come prepared to learn.

Elaborations on each of the above behavioural expectations

1. Students will demonstrate respect towards people, property, and place.

This means that students will be respectful in their behaviour towards all adults, which includes the Principal, Teaching Staff (Teachers, Education Assistants, Relief Teachers, etc.), and Ancillary Staff (Cleaners, Grounds persons, Technicians, etc.). It also includes visitors to the school, such as special guests at assemblies and, of course, members of families of the school.

Likewise, it means that students will demonstrate respectful behaviour towards their fellow students, their own siblings, and all other young people visiting the school, such as prospective new students.

Respectful behaviour towards property includes being mindful of, and careful in the use of furniture and all resources available in the school, and not touching items that belong to other students. It means practicing behaviour that does not result in damage to property or theft of property.

Respectful behaviour towards place means that students will be mindful of, and careful in the use of the school and its grounds/the environment. This includes following specific rules relating to the school building and the school yard, oval, courts, play areas, etc. It also includes being mindful of the Traditional Owners of the Land and paying respect to them at formal occasions such as school assemblies.

Teachers will discuss with their students what respectful behaviour 'looks like' in the context of their classroom and the school.

2. Students will follow the specific classroom rules set by their teacher and/or school.

Each teacher will set their own behavioural expectations and boundaries to behaviour for the students in their class. It is only natural that once teachers get to know their students, they will want to tailor their classroom rules accordingly, therefore, these may be slightly different to the overall behavioural expectations listed in this policy. The expectation is that students will follow these classroom rules whilst also abiding by these three overall expectations.

Furthermore, as the GLCI of Evangelismos is housed at North Perth Primary School for the interim period, it is expected that any specific rules set by the Principal and Staff of North Perth Primary School will be followed. This includes rules relating to the use of the classrooms, the common area where assemblies are held, outside eating and play areas, and the use of equipment, such as IT, sporting, and other equipment.

3. Students will come prepared to learn.

It is expected that all students will attend the GLCI of Evangelismos with an open mind and an open heart to learning. As such, they will respect the viewpoint of other students and will, in turn, feel safe expressing their own views in the classroom and when at play.

Students are also expected to come prepared with their school materials (books, pencils/pens, IT equipment, etc.) for every lesson. Coming prepared to learn also includes doing the required pre-requisite reading/writing/listening/viewing that has been set by the teacher for the coming week. In other words, it is expected that students will have done their Homework for the following week's lesson, if Homework has been set by the teacher.

Restorative Practice

At all times, and especially when a student misbehaves, there will be one-on-one discussion between the teacher and the student in order to assist the student to understand the inappropriate nature of his/her actions. Attention will be drawn to the behaviour and not the child, and consequences will befit the misdemeanour as much as is possible. The on-going dialogue between the teacher and the student will focus on the correct behaviour that the child should have displayed in the given situation, drawing attention to the virtue of respect and how this should be applied to everyday attitude and behaviour at school and beyond.

Students will be given the opportunity to explain to the teacher why they behaved in the manner that they did. This process should assist both the teacher and the student to reach an understanding of why the behaviour took place and how it can be prevented from taking place again in the future. Furthermore, students will be challenged by the teacher to think about and state how they should have behaved in accordance with the school's ethos. Older students might be asked to reconstruct the situation, applying the virtue of respect so as to develop an understanding of how respect can change behaviours.

In all cases, students will be expected to offer a formal apology to their peers and teachers for their inappropriate behaviour, and make an effort to improve their behaviour. At the conclusion of the behaviour management and restorative

practice process, students will return to class with a ‘clean slate’, making a fresh start in their behavioural journeys.

Rewards for Good Behaviour

A key approach to behaviour management at the GLCI of Evangelismos is the active and regular rewarding of good behaviour. Any one of the following reward systems is used depending on the situation (the list is not exhaustive):

- Non-verbal approval of behaviour in the form of a simple nod, smile, silent or audible clap, etc., by the teacher to the student/s;
- Verbal approval such as ‘Good work!’, ‘Bravo!’, ‘Well done!’, ‘Excellent!’ etc., followed by the student’s name so as to further personalise the praise;
- Note in diary/phone call/email/text to parents to inform them of their child’s good behaviour;
- Receipt of a GLCI *Certificate of Merit* at each End-of-Term Assembly; and
- Good behaviour of students held up as an example for other students to emulate.

Care will be taken to assist students who might experience trouble in understanding what is expected of them behaviourally, giving them *every* opportunity to improve in their behaviour and rewarding them accordingly.

This policy will be reviewed every year for validity.

Authored by:	Year of review:	Reviewed by:	Reason for amendments or review:
AE-Y May 2023	Jan 2024	GLCI School Board	This policy was used for the first time in 2023 and, although effective, some minor changes and updates were necessary.
AE-Y Feb 2024	Feb 2024	GLCI School Board	Further changes and updates were necessary due to some persistent behavioural issues at the school.
