



Behaviour Education & Social Emotional Learning Policy

Introduction

At Bethania Lutheran School we value the development of the whole learner. We aim to teach our students the skills that they need to be functioning, caring, valuable, contributing members of their community. We nurture our students as individual, unique creations of God and aim to develop not just academic goals but social/emotional development also. We purposefully teach a number of virtues and values within the 'Play is the Way' social and emotional learning programme using guided play, classroom activities and an empowering language. The social and emotional learning programmes of the school link closely to the behaviour education policies of the school incorporating the concept of restorative justice and the use of Circle Time as a development tool.

Contents:

Rationales	pg. 2
Social and Emotional Learning Overview	pg. 5
Rights and Responsibilities	pg. 7
Behaviour Education Overview	pg. 9
References	pg. 10

strong in **values**
strength in **character** *living hope*

Rationales

Circle Time

“If we are to live together in a learning community, our behaviours and relationships must reflect a deep knowledge and understanding of what it takes to be in a cooperative relationship and to work within the boundaries that provide safety for all.” (Armstrong 2013, p. 31) At Bethania Lutheran School each classroom practices the use of Circle Time, in order to build strong, healthy, safe and inclusive relationships. This activity has the purpose of encouraging each student’s participation in a discussion that is relevant to their social emotional learning. During this session the class is seated in a circle to ensure that each member feels seen and heard by all of the other members of the group at any given time. In this way, all students have an opportunity and responsibility to learn to value each other’s ideas and opinions. Discussion points may address the social-emotional needs of students and can be initiated by teachers or students. This creates an opportunity for higher order thinking in students and broadens their minds to consider their community and each member within it.

Some ways to use circle time:

- To get to know one another
- Solve problems
- Discuss curriculum
- Reflect on learning
- Reflect on current issues in the community
- Support Play is the Way and other social issues
- Discuss issues that are affecting the students

“The key to school improvement would be found, not in programs, not in structures, not in timetables but in quality relationships.” (Otero 2000)

Restorative Practices

As a school community, we believe that students, parents and teachers all have the right and responsibility to be involved in respectful relationships. Restorative Practices are used at Bethania Lutheran School as a basis for constructing a positive school culture. This positive school culture acts as a foundation for teaching and learning, which in time enables students the opportunity to become lifelong learners and active participants in society.

Restorative practices offer a model for parents, students and teachers, to use in facilitating relationship restoration after a breakdown in behaviour, communication, trust or respect. Through structured processes, all the individuals involved are able to take responsibility for their actions and understand how these affect others. Everyone involved shares their

feelings and views about the situation in order to repair harm done. The focus is on fixing the problem rather than punishing the person who caused the harm.

Restorative Practices may involve the following:

- Restorative Chats- small discussions that may be informal in nature. These may precede a Restorative Circle and be accompanied by a RRR (Reflect Repair Reconnect) form.
- Restorative Circles- larger scale group discussions with individuals involved or affected by the harm. These are preceded by one-on-one discussions with individuals to clarify the details of the event. All parties then come together to hear each other's perspectives. This will be run by a trained facilitator.

Play is The Way

"Play is the Way is a practical methodology for teaching social and emotional language using guided play, classroom activities and an empowering language - behaviour education using wisdom, not force" (McCaskill 2011, p. 2)

As with all areas of their development, students need guidance and support to develop the social emotional skills that enable them to function effectively in our world. Our classrooms need to offer students places where they can practice these skills in safety and in an atmosphere of honest guidance, not punishment. Bethania Lutheran School believes that it is vital to empower children with an understanding of their own behaviour and that of others. The Play is the Way programme offers children a platform to explore and practice behaviours that are vital to understanding how to work together effectively. The objectives of the Play is the Way programme are (McCaskell 2011, p. 4)

- To help staff, students and parents create a safe learning environment in which students train to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with each other.
- To help develop students of strong character and decency with the social and emotional competencies to live and learn well.
- To foster empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do.

Service Learning

At Bethania Lutheran School we believe in the importance of community and community engagement in the development of a child. We believe that real world engagement in learning that links to and gives to community is vital to the development of a sense of belonging. Service learning is reciprocally beneficial, with meaningful service being provided to the community and meaningful learning experiences provided for the student. Service learning combines learning goals and community service in ways that can enhance both student growth and the common good. Service learning enriches the learning experience, teaches civic responsibility, and strengthens communities.

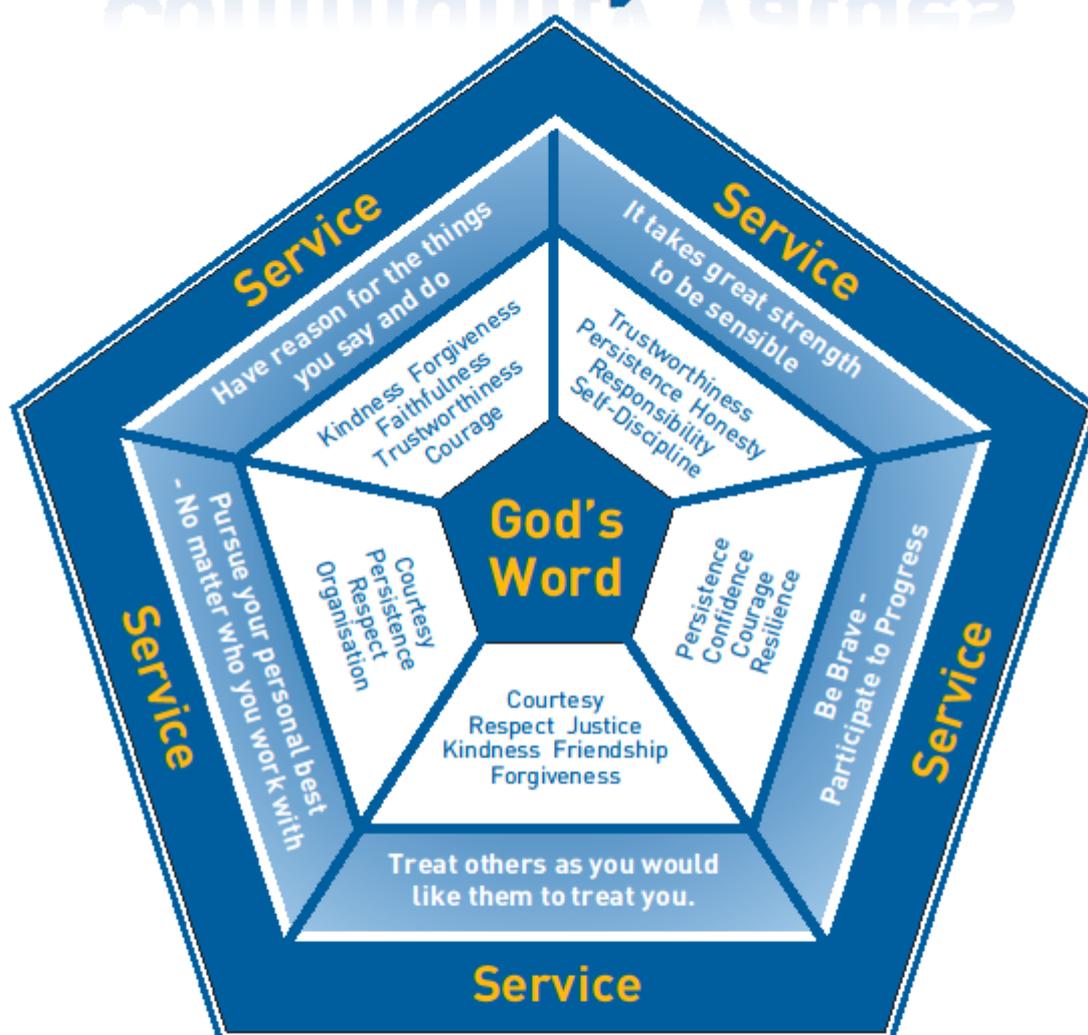
"Service-learning programs emphasize the accomplishment of tasks which meet human needs, in combination with conscious educational growth." (Kendall, 1990, p. 40)

Benefits of service-learning include the development of higher thinking skills, understanding problems in a more complex way, a more motivated and inquiring attitude toward education, learning and the world, plus the additional benefits of continued community involvement and a heightened consciousness of citizenship. Service learning encourages students to step outside their comfort zones when they engage in service which, combined with reflection, contributes to greater self-knowledge and personal growth.

Social and Emotional Learning Overview

The diagram below depicts the combinations of the values, concepts and virtues we aim to instil in our students:

Community Values



<p>Treat others as you would like them to treat you.</p> <p>Friendship Kindness Courtesy Respect Justice Forgiveness</p> <p>Luke 6:31 Do to others as you would have them do to you.</p>	<p>Be Brave - Participate to Progress</p> <p>Persistence Confidence Courage Resilience</p> <p>Philippians 4:13 I can do all this through him who gives me strength.</p>	<p>Pursue your personal best - No matter who you work with</p> <p>Courtesy Persistence Respect Organisation</p> <p>Matthew 5:41 If anyone asks you to go one mile, go with them two miles.</p>	<p>Have reasons for the things you say and do</p> <p>Kindness Trustworthiness Faithfulness Respect Courage Forgiveness</p> <p>Proverbs 3:6 In all your ways acknowledge Him, and He will make your paths straight.</p>	<p>It takes great strength to be sensible</p> <p>Trustworthiness Persistence Responsibility Honesty Self-discipline</p> <p>Psalms 3:3 But you, Lord, are a shield around me, glory, the One who lifts my head high</p>
--	---	--	--	--



Bethania
Lutheran School

strong in **values**
strength in **character** *hope*
living

These values and skills are explicitly taught and modelled in our school. Bethania Lutheran School uses Play is the Way, Circle Time, Restorative Practices, Service Learning and the Behaviour Education flowchart to guide students to learn and nurture these qualities. The following diagram shows an indicative timeline and sequence of game activities that will be used to enact these programmes in the School:

	Term 1	Term 2		Term 3	Term 4
Life Rafts	Treat others as you would like them to treat you.	Be Brave - Participate to Progress	Pursue Your Personal Best - No Matter Who You Work With	Have Reasons For The Things You Say and Do	It Takes Great Strength to be Sensible
Bible Reference	Luke 6:31 Do to others as you would have them do to you.	Philippians 4:13 I can do all this through him who gives me strength.	Matthew 5:41 If anyone asks you to go one mile, go with them two miles	Proverbs 3:6 In all your ways acknowledge Him, and He will make your paths straight.	Psalm 3:3 But you, Lord, are a shield around me, my glory, the One who lifts my head high
Virtues	Friendship Kindness Courtesy Respect Justice Forgiveness	Persistence Confidence Courage Resilience	Courtesy Perseverance Respect Organisation	Kindness Trustworthiness Faithfulness Respect Courage Forgiveness	Trustworthiness Persistence Responsibility Honesty Self-discipline
'Play is the Way' Games**	* Piccadilly Circus * Touch and Go * Islands	* Islands * Dead Ants * Timeball * Giftball (P-2) * Categories (3-6)	* Snake * Dead Ants * Timeball * Giftball (P-2) * Categories (3-6)	* Pegasaurus * Running Raiders * Knotted arms * Bull's Eye * Rhythm Games	All previous games and: * Zig Zag Ball * Robots * Catch the Tail * Amoeba Hula * Snakes and Ladders * Roundup * Around the Community (P-2) * Back to Front (P-2) * Tap Tap (3-6) * All or Nothing (3-6)

** (Please see 'Play is the Way Vol. 2' for detailed session timetables)

Rights and Responsibilities

At Bethania Lutheran School we believe that all members of our community work together for the development of our students. We each have a part to play in nurturing the God given gifts of every individual child. The following rights and responsibilities outline how we work together toward this goal.

Student	Rights All students have a right to:	Responsibilities All students are responsible for:
	a positive educational environment that creates the maximum opportunity to learn.	allowing others to achieve their best and learn without interruption. I need to participate to progress.
	work and play in a safe, secure, friendly environment where I am valued for my individual qualities.	behaving in a way that protects the safety and well-being of others. Treat others as I would like them to treat me
	be treated with respect and courtesy and feel that my ideas are valued.	having reasons for the things I say and do, including using good manners, being kind and considerate to others and valuing others' opinions.
	know what is acceptable behaviour and the consequences for unacceptable behaviour.	being responsible for my own actions and accepting the consequences of my behaviour
	participate in lessons that meet my needs, giving me opportunities to grow my God-given talents.	pursuing my personal best and working cooperatively and courteously with members of the school community
	be challenged and assisted to develop self-control, responsibility and independence.	being truthful and honest. Being strong enough to be sensible.

Parent/Carer	Rights	Responsibilities
	All parent/carers have a right to:	All parent/carers are responsible for:
	be treated with courtesy, respect and listened to.	treating others in the school community as I would like to be treated, which includes courtesy, respect and listening to others.
	be provided with feedback regarding my child's behaviour and progress.	openly and honestly communicating with the school about changes to my child's circumstances.
		supporting the school in its implementation of expectations, rewards and consequences.
be involved in my child's learning	encouraging children to be responsible for their own actions and accept the consequences for unacceptable behaviour.	
	working together with school staff to help support my child's development	
have a sound educational programme provided for my child.	maintaining a positive attitude towards staff in front of my child.	
	supporting the school in its efforts to meet the educational needs of my child	
	encouraging my children to 'do their best'.	

Staff	Rights	Responsibilities
	All staff have a right to:	All staff are responsible for:
	be treated with courtesy, respect and listened to.	treating others in the school community as I would like to be treated, which includes courtesy, respect and listening to others.
	work in an environment which respects the needs and wellbeing of others	encouraging and supporting students to become responsible and courageous learners.
		creating a positive educational environment that maximizes the opportunities for all students to learn.
work in classrooms where optimal learning can occur	regularly reinforcing and clarifying school expectations, consequences, rights and responsibilities	
	implementing a rewards program and the consequences for inappropriate behaviour fairly, firmly and consistently.	
	planning and implementing innovative learning that meets individual students' needs and motivates students to participate in learning activities.	

Behaviour Education Overview

Bethania Lutheran School believes that children learn best in a secure, happy and positive environment in which individuals are respected and within which personal responsibility and self-discipline can be developed. The student 'Code of Conduct' has been designed to assist children in developing a sense of responsibility and an awareness of the need to care for and value themselves and others. The 'Code of Conduct' reflects a student's rights and responsibilities and is supported by the rewards program and consequences for inappropriate behaviour.

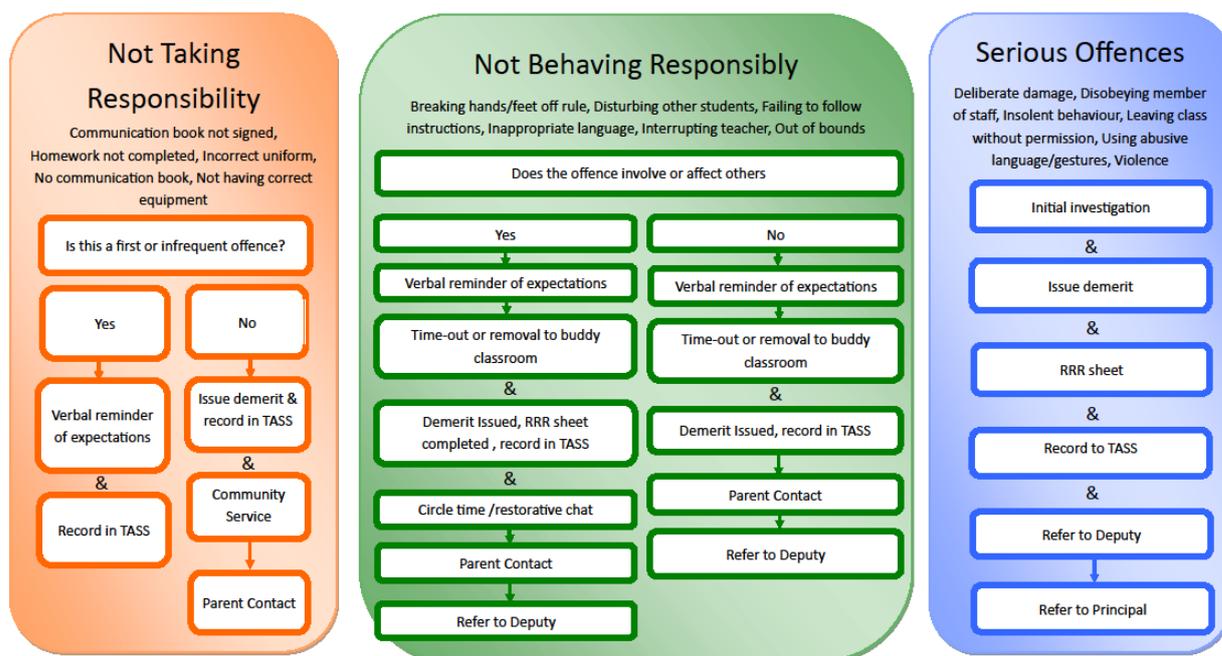
The need to implement strategies to modify inappropriate behaviour is reduced by increasing each child's self-esteem and reinforcing desirable behaviour. Through the Social and Emotional programmes of the school we work towards creating a harmonious environment where all can feel valued, safe and happy. The Behaviour Education programmes of the school are closely linked with Restorative Practices, Circle Time, Play is the Way and Values education. The following diagram outlines procedures for managing behaviour at Bethania Lutheran School:

BLS Behaviour Education Flowchart

Instructions:

1. Identify the level of behaviour
2. Answer the initial question
3. Follow the arrows until desired behaviour is achieved

Note: This flowchart is not a substitute for normal classroom management strategies such as reward charts, behaviour contracts, time out, lunchtime detentions etc.



Further detail of this process can be found in the Behaviour Education Guidelines.

References:

Armstrong, M and Blood, P 2013, *Implementing Restorative Practices in Schools*, Jessica Kingsley Publishers, London

Kendall, J 1990, 'Principles of Good Practice in Combining Service and Learning', in *Combining Service and Learning: A Resource Book for Community and Public Service Vol. 1*, National Society for Internships and Experiential Education, Raleigh, N.C

McCaskell, W 2011, *Play is the Way Vol. 1*, Play is the Way, Greenwood WA

Otero G, & Chambers-Otero, S (2000) *RelationaLearning: Towards a Human Ecology in 21st Century Schools*, Jolimont, Victoria.