BEHAVIOUR POLICY

Purpose
This policy provides a framework for creating and maintaining a caring, safe school community and an orderly, positive learning environment.

Scope
This policy applies to staff, students and parents/caregivers of Good Shepherd Lutheran School. The policy applies during the course of a normal school day and during school activities outside normal school hours.

Definitions
Restorative Justice is a process of ‘Fixing Problems’ where those involved in a conflict are also involved in the solution, with a strong emphasis on ‘fairness’.

A Restorative Conference is a meeting with the individuals involved in an incident. It is used when dealing with more serious behaviour issues concerning relationships between students and/or damage of property.

An Informal Chat is held with students who are involved in less serious issues using Restorative processes.

Student Parliament is a group of students that have been elected by the student body to represent the views of all students. They participate in meetings where whole-school issues are considered and presented to staff.

Staff in this policy includes all adults employed by the school including the OSHC staff.

Parents in this policy refers to parents, caregivers or legal guardians.

In school suspension is when a student is removed from the classroom due to significant breaches to the school’s behaviour code or restorative agreement. In school suspension can include times when the student is being counselled about the issue and times when they will be working on class work in the principal or delegate’s office. Supervised breaks will be at a time different to the recess and lunch breaks of the rest of the school.

Policy Statement
Good Shepherd Lutheran School is committed to creating and maintaining a loving and caring environment that promotes faith, hope, justice and reconciliation as well as building and sustaining positive relationships in partnership with parents.

Good Shepherd Lutheran School aims to provide a social context in which students are supported while being taught how to accept responsibility for their own behaviour.

Good Shepherd Lutheran School is committed to working together with staff and students to create a learning community which is:
• safe;
• inclusive;
• conducive to learning; and
• free from harassment and bullying.

At Good Shepherd Lutheran School, God’s love and forgiveness are the motivation for encouraging and developing positive student relationships and behaviour.
At Good Shepherd Lutheran School we use the Restorative Justice approach when dealing with behaviour issues. We aim to deal with problems that arise in a fair and just way to restore relationships.

Procedures

1. School staff and students are active participants in creating and maintaining a loving, safe, caring and orderly community and learning environment.
   - In CLASS MEETINGS and at OSHC, staff and students develop agreed rules and procedures and consequences for not following them.
     Consideration is given to the following:
     • Creating a sense of belonging and connectedness
     • Collective responsibility for looking after relationships, personal property and the school environment
     • How teacher and students want to be treated and treat one another
     • What it would look like if teacher and students were showing respect for one another and their belongings
     • How relationships are to be repaired following conflict, damaging actions or behaviours
   - At STUDENT PARLIAMENT meetings, elected participants consider basic, common-sense rules for the whole school and consequences for breaking them. (See ‘Community Rules’, Appendix 1)

2. RESTORATIVE DISCUSSIONS are used for initial dealing with student behaviour issues impacting relationships through a lack of respect for people or property. These take the form of Informal Chats and Restorative Conferences with the intended outcome of repairing relationships or making reparation for damage.

   Supervised immediate INFORMAL CHATS are held with students who are involved in less serious issues.

   Supervised RESTORATIVE CONFERENCES are for more serious issues or when issues cannot be resolved by those affected themselves or by informal chats and relationships remain damaged.

Desired outcomes of this process include:

• those affected hear and understand the stories, feelings, thoughts and intentions of others;
• those affected are given the chance to reflect on their behaviour, learn from their mistakes and accept responsibility for their actions;
• those affected are given the opportunity to find ways to make things right for those they have harmed and to put things right for themselves;
• repair of relationships and harm done; and
• agreement about doing things better in the future.

At the Conference:

• facilitators remain as impartial as possible and do their best to make sure that everyone in the conference is heard;
• those affected meet face to face including those who have been harmed or hurt by the actions;
• students have questions to answer, such as:
  • What happened?
  • What were you thinking at the time?
  • What have you thought about since?
  • Who has been affected?
  • In what way(s)?
• What needs to be done to make things right?
• What can be done to make sure this does not happen again?
  • agreement is reached on what needs to be done to repair the harm and what is a
    reasonable consequence, should the action happen again;
  • these agreements are recorded and class teachers are to be informed; and
  • parents will be informed when issues are ongoing, serious or involve significant harm to
    relationships or property.

3. Management Of Serious Or Long Term Behavioural Problems

The school recognises that there may be a number of causes for unacceptable behaviour. Where
particular issues relating to serious or long term behavioural problems are identified, the school:

• will seek to put in place a program suited to the individual needs of the particular child;
• will, where appropriate, seek outside expert assistance to endeavour to identify and manage
  such behavioural problems;
• will seek to work co-operatively with parents and/or medical advisers (and where
  appropriate other persons) in developing and implementing such individual programs.

Where such individual programs are put in place, the school expects and requires the assistance
of the child/ren and family/ies in question in implementing such a program.

If behaviours are deemed to be inappropriate and put at risk the safety or well-being of others, or
bring the school’s name into disrepute, at the discretion of the principal and following
consultation with the wider leadership team, the school reserves the right to suspend or expel a
student. Suspension may be either internal (at school) or external (at home). Details of incidents,
the period of suspension and re-entry to class procedures will be communicated verbally (phone
or face-to-face) and in writing.

Expulsion means the termination of an enrolment.

Parents and caregivers failing to demonstrate support for the school in providing a safe and
happy environment, recognising inappropriate behaviour, or supporting corrective interventions,
may face termination of enrolment.

Implementation Responsibilities

Effective development of student behaviour occurs in partnership between the school and the
families of the students. All members of the community have important roles.

The Principal will:

1. Seek to ensure that Christian values, attitudes and behaviour are modelled and supported
   in a school environment where the Gospel of Jesus Christ is central.
2. Commit to developing a school learning community which is safe, inclusive, conducive to
   learning and free from harassment and bullying.
3. Inform new members of the school community of the philosophy and expectations of the
   behaviour policy.
4. Provide professional learning opportunities for staff to gain knowledge, understanding
   and skills in modelling and teaching responsible behaviour, and managing student
   behaviour effectively through Restorative Processes.
5. Facilitate, where appropriate, the involvement of other agencies to support staff and
   families in the effective management of students.
6. Consult School Council executive should expulsion become a considered option.
7. Review the school’s behaviour policy making sure it meets the requirements of other
   relevant policies and legal obligations.

School staff will:

1. Be responsible for creating and maintaining a loving, safe, caring and orderly community
   and learning environment that encourages students to achieve their personal best.
2. Recognise and promote the importance of quality relationships in the school community.
3. Recognise that a sense of belonging and connectedness is crucial for wellbeing and promote this within students.
4. Facilitate class meetings and establish agreed classroom rules and procedures.
5. Teach and support Community Rules (see Appendix 1).
6. Be responsible for informing parents of a student’s repeated inappropriate behaviour and be involved in developing a management plan.
7. Have responsibility for teaching students, giving them opportunities to learn:
   • restorative processes;
   • the importance of quality relationships in getting along together;
   • what is appropriate and inappropriate behaviour;
   • decision making skills and that their decisions impact on others;
   • skills to prevent the breakdown of relationships;
   • that there are consequences for actions; and
   • to solve problems in positive ways.

8. Understand the importance of using and teaching these skills before things go wrong.
9. Empower students to take responsibility for their own behaviour and learning.
10. Facilitate restoration of relationships through conferences, both informal and formal, in accordance with this policy.
11. Record appropriate information on the Restorative Justice Record and inform parents and other staff as needed.
12. Recognise the importance of forgiveness.

Students will:
1. Contribute to the creation of a loving, safe, caring, and orderly community and learning environment.
2. Participate in establishing expectations, responsibilities and consequences.
3. Take care of the environment including the school’s, other people’s and their own property.
4. Take responsibility and be accountable for their own behaviour.
5. Take part in the process of restoring relationships and resolving conflicts after damaging actions or behaviours through restorative processes (See Appendix 2).
6. Recognise the importance of forgiveness.

Parents/Care Givers will:
1. Support the school in its efforts to create a loving, safe, caring, and orderly environment that encourages children to achieve their personal best.
2. Support the school’s ‘Behaviour Policy’.
3. Support and assist their children who have been involved in restorative processes to learn from their mistakes and work out how to prevent those mistakes from happening again.
4. Communicate any student concerns to the classroom teacher in the first instance, although if that teacher is unavailable, alternative arrangements may be made through the office.

References/Related Policies

Drugs Policy
Bullying and Harassment Policy

DECD School Discipline Policy [accessed September 2012

Restorative Justice in Action 2008 Centre for Restorative Justice
Conferencing Guidelines - St Matthews Primary School [Accessed June 2009
http://wwwstmattps.catholic.edu.au/handbook/in_class_management.htm]
## Good Shepherd Community Rules

<table>
<thead>
<tr>
<th>RULE</th>
<th>EXAMPLES OF THIS RULE</th>
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<tbody>
<tr>
<td>Respect</td>
<td>- Be inclusive in your play</td>
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<td></td>
<td>- Take turns - equal participation</td>
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<td>- Chasing games will not interfere with other people’s games</td>
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<td>- Care for trees and plants – don’t climb or walk on them</td>
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<td>- Speak politely and use appropriate language</td>
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<td>- No swearing</td>
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<td>- Sports equipment is to be returned promptly at the end of lunch</td>
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<td></td>
<td>- No bullying - physical or verbal</td>
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<td></td>
<td>- Wear correct uniform</td>
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<tr>
<td>Safety</td>
<td>- Follow safe toileting rules</td>
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<tr>
<td></td>
<td>- No playing in toilets</td>
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<tr>
<td></td>
<td>- No bullying - physical or verbal</td>
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<td></td>
<td>- No rough play - eg. tackling</td>
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<td></td>
<td>- No chasing games on or through the playgrounds</td>
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<td>- Safe hands, safe feet</td>
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<td>- Sit down when using the slide, go down, not up</td>
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<td>- Hard balls are used only under direct adult supervision</td>
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<td>- Balls may only be used on the oval, hard play areas and rebound wall</td>
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<td>- Hand ball on rebound wall only</td>
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<td></td>
<td>- Playground equipment may only be used between 8.15am and 3.10pm unless supervised</td>
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<td></td>
<td>by an adult</td>
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<td></td>
<td>- Use school equipment appropriately- eg. skipping ropes, balls, cricket gear, etc.</td>
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<td>- Walk on paved or cement areas, around corners and inside buildings</td>
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<td>- Stay within school boundaries while at school</td>
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<td></td>
<td>- Don’t talk to or go with strangers</td>
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<td></td>
<td>- Don’t enter school buildings at recess or lunchtime without approval</td>
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<td></td>
<td>- At recess and lunch access school through JP corridor only</td>
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<td></td>
<td>- No loitering in corridors</td>
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<td></td>
<td>- No hat no play from 1 September to 30 April</td>
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<td>- Eat food in eating areas</td>
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<td>- Put rubbish in bins</td>
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<td>- Walk in a calm and steady way inside the school building</td>
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<tr>
<td>Learning</td>
<td>- We all have a right to learn</td>
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<td></td>
<td>- Listen to others</td>
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<td></td>
<td>- Be inclusive</td>
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<td></td>
<td>- Be supportive and encouraging</td>
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<td>- Do your best and let others do their best</td>
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Any person charged with implementation of this policy may, in circumstances which require special consideration, waiver from the procedures set out in this policy so as to ensure the safety and wellbeing of all relevant persons at the time of implementation, whilst ensuring the spirit of this Policy is not compromised.

It is the responsibility of the user to verify that this is the current and complete version of the document.

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STUDENT PEACE PLAN

Pause
STOP, COOL DOWN, THINK
Walk away, take a deep breath or get a drink.
Don’t react. Retaliating doesn’t work, it just makes things worse.

Evaluate
WHAT HAPPENED?
Think through what happened. Gather the facts.
HOW DO I FEEL ABOUT WHAT HAPPENED?
Consider exactly how you feel and what makes you feel that way.
WHY HAS THIS HAPPENED
Think about why this has happened and what you are going to do about it.

Ask
“Did I do something to cause this?”
“Do I need to apologise?”
“What am I going to do in response to this?”
“What needs to happen to make things better?”

Communicate, Cooperate
COMMUNICATE
Talk to the person involved. Share how you are feeling and what things have upset you. Be prepared to listen to what the other person has to say. They may be upset too.
COOPERATE with the other person to fix things fairly and make peace.

Enjoy
Enjoy the peace of good relationships. If we work at problems we can resolve many of them and together, make a commitment to a better future.

If any of these steps are not working, ask a senior student or staff member to help you through the steps. Move to Grievance Flow chart.
Any person charged with implementation of this policy may, in circumstances which require special consideration, waive from the procedures set out in this policy so as to ensure the safety and well-being of all relevant persons at the time of implementation, whilst ensuring the spirit of this Policy is not compromised.

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Persistence:
1. Return to the adult and let them know it’s still a problem.
2. Make an appointment with Mr. Wilksch or Mrs. Holiday.