



# *Building a Culture of Respect*

(PACIFIC LUTHERAN COLLEGE'S  
BEHAVIOUR MANAGEMENT  
POLICY)

VERSION: April 2016

## **1. Preamble**

### **1.1 Purpose**

To provide guidelines for Pastoral Care, Behaviour Management, and Student Leadership at Pacific Lutheran College.

### **1.2 Scope**

This policy and its procedures apply to all members of the Pacific Lutheran College community and covers information about Pastoral Care and Behaviour Management.

### **1.3 Authorisation**

The College Council is responsible for authorising this policy.

### **1.4 Responsible Officer**

The Director of Students is responsible for reviewing this policy and its procedures.

### **1.5 Communication**

This policy and its procedures will be communicated via staff email, staff intranet, staff meetings, newsletters and College website.

### **1.6 Storage**

This policy and its procedures will be stored in the Staff Handbook found on the College network and within the Enterprise Risk Management website.

### **1.7 Review Date**

This policy and its procedures are to be reviewed every year as recorded in the Policy and Procedures Register.

**--- POLICY---**  
***Aims of Policy***

Pacific Lutheran College aims to be a Christian community living according to Christian principles. Pacific, like any community, has its code for proper conduct so that good order can prevail and people can live in positive relationships with each other.

- To ensure that the teachings of Jesus Christ is a central focus of all learning at Pacific Lutheran College. *(Learning To Be)*
- To ensure that Pastoral Care is for all members of the Pacific Lutheran College community. *(Learning To Be)*
- To ensure that all students and staff are actively involved in, and supported through, Pastoral Care Groups and Junior Classes. *(Learning To Be)*
- To ensure that each member of the College community is familiar with the necessary College organisational routines and expectations. *(Learning To Learn)*
- To give each community member an anchoring point for each day and to assist with their understanding of 'self'. *(Learning To Be)*
- To develop discipline policies, strategies and procedures that provides for a cohesive school environment and ensure that consistent and gospel-based procedures are implemented. *(Learning To Learn)*
- To maintain open communication with parents/guardians. *(Learning Together)*
- To foster better staff/student relationships. *(Learning Together)*
- Provide opportunities for all students to develop leadership skills and to maximize leadership opportunities so as to serve and contribute to the good of the community. *(Learning to Know and Do)*
- To ensure the student's social, emotional and physical development is assisted and that any developing problems are resolved through early intervention by the Pastoral Care Class teacher, if at all possible. *(Learning To Learn)*
- To give assistance and advice to all students, staff and parents of the College community when and where appropriate and possible. *(Learning To Learn)*

***Care, Dignity and Respect***

Pacific Lutheran College attempts to operate on the basis of its acceptance and teaching of the Christian gospel, including the worth of each person as one who has been created by God and redeemed through Jesus Christ. The College therefore accepts and promotes the belief that all persons, though having different roles and function within the College, have an equal right to respect, courtesy and the enjoyment of their work and the social and physical environment.

**MAIN PRINCIPLES**

1. Respect for others
2. Respect for yourself
3. Respect for the community and property

## 1. Respect for Others

Christians believe God has created all people and wants us to love and respect each other. Everyone has a right to be loved, respected and valued and to feel safe and accepted. Therefore take care of others by:

- caring for and co-operating with others
- valuing the ideas, opinions and efforts of others
- supporting and encouraging the young and less able
- protecting others from harm and harassment
- respecting the property of others
- acknowledging and defending the rights of all.

## 2. Respect for Yourself

Christians believe God has created us as people with gifts and talents that He wants us to develop. Therefore take care of yourself personally by:

- maintaining high standards of personal hygiene and grooming
- standing up for what you believe in
- looking after your physical, mental and spiritual well being
- setting good standards in language and manners
- keeping yourself well organised.

## 3. Respect for the Community and Property

As Christians, we believe God has placed us in a community at Pacific Lutheran College. In order for us, and others, to get the best from our school, look after it by:

- keeping it clean and tidy
- keeping it in working order
- supporting it in your comments and behaviour
- respecting the Christian nature of the school
- being courteous and friendly to students, staff and visitors
- observing good uniform and grooming standards.
- community property and environment

## ***Pacific as a Peace Place***

Part of the Christian ethos at Pacific Lutheran College is the commitment of all to encourage a climate of love and care for each other. This includes the condemnation of any attitudes or behaviours, which result in harassment of other people. It also involves the provision of an orderly and secure environment in which all people are able to realise their full potential without interference from others.

Harassment and discrimination will not be tolerated at Pacific Lutheran College under any circumstances, and may, in some circumstances be unlawful under State or Commonwealth law.

Pacific Lutheran College is committed to its Anti-Harassment and Anti-Discrimination Policies and to keeping the college a Peace Place.

Pacific as a Peace Place is a proactive program which seeks, by education, cooperation and consultation, to empower individuals to function comfortably and effectively within the College and the wider community. It seeks to build and reinforce attitudes conducive to developing care, dignity and respect for all individuals and allowing all individuals to reach their potential in a supportive and non-threatening environment.

Pacific aims to be a Christian community living according to Christian principles. These main principles underlie the way in which members of the community are expected to interact; Respect for Others, Respect for Yourself, Respect for Community.

The implementation of Pacific as a Peace Place is based on the premises that;

1. Every individual has value in a community.
2. Every individual has the right to feel safe from harassment in all its forms.
3. Every conflict can be resolved. Victims and Harassers both need help to solve conflict.
4. A 'No-Blame' approach is the most effective means of dealing with conflict resolution.
5. Every individual in a community is responsible for the safety of other individuals in that community.
6. Every individual in a community is responsible for ensuring that other individuals in that community can reach their potential in a supportive and non-threatening environment.

## Stage 1 – Staff Induction

Staff through induction process are trained on College policies in relation to sexual abuse, harassment and child protection.

## Stage 2 - Student Awareness

At the commencement of the year all students receive;

1. Instructions on the College's Code of Behaviour –student handbook
2. Instructions on the College's Anti-Harassment Policy via the care groups and class groups – student handbook
3. Theme 'Pacific as a Peace Place' – student handbook
4. Regular reminders on assemblies regarding the right of students to be safe and Pacific to be a place where all people are encouraged and supported.

## Stage 3

Staff trained in the implementation of harassment audit. Parents informed via newsletter that this is to occur.

## Stage 4 - Research and Analysis

During Term Two of the school year, age appropriate harassment surveys are completed by students in Years 5 to 12 and analyzed to gauge the type and extent of harassment.

## Stage 5 - Education and Awareness

### Staff Awareness

The results of the survey are presented to the Administration and Learning Executive for consideration and discussion.

Following this, are presented to teaching staff. As a result of the discussion the staff reaches a consensus on;

- Overall philosophies
- Strategies for staff use
- Approaches to use with students
- How to identify problems
- The ongoing support needed by staff.

### Parent and Student Awareness

A summary of the results of the survey are reported to parents and students through the newsletter.

## Stage 6 – Implementation

Strategies decided on by staff are implemented. A report of the results from the audit and strategies to employ are reported to the College Council by the Principal and Director of Students.

**The over-riding principle at Pacific Lutheran College is that *“Every person should have the right to feel ‘safe and free from harm’ while at Pacific Lutheran College. Students should never allow themselves to feel unsafe without reporting it to an adult they ‘trust’.***

Restorative Practices

In Lutheran tradition, our primary aim in behaviour management is the development of self-discipline. A major focus of Restorative Practices is the development of this self-discipline through acknowledging the consequences of one's actions and then making amends. It is an educative approach.

A Restorative approach values the person while challenging negative behaviour, to *'love the sinner, hate the sin.'*

The Restorative approach also reflects the central value our Lutheran community places on relationships - among students, and between teachers and students.

Through Restorative Practices we seek to enhance relationships among students, and between students, teachers, and parents, so as to nurture our sense of community at the College. The Restorative Practices philosophy, which is in keeping with the Lutheran approach to education and behaviour management, provides Pacific students with the opportunity to develop self-discipline and positive behaviours in a caring, supportive environment.

A positive school climate, in which young people feel connected, is the best environment for learning.

Our Aims are:

- To educate students towards self-directed expected behaviour
- To promote, nurture and protect healthy relationships among members of the community
- To enable students to be accountable for the real consequences of any wrongdoing

We believe that our approach to student behaviour management should primarily be an *educative and forgiving* one. This could be summarised by the following tool box;



TOOL BOX

Some Fruits

- Formal Conferences
- Classroom conferences
- Mediation by an adult
- Mini- conferences
- Peer mediation/ buddy system
- Problem solving circles
- Circle of Friends
- Restorative thinking plans
- Restorative Discussion
- Restorative reminders

Skill Set

- Enabling rather than controlling
- Listening
- Reflecting
- Being impartial
- Desisting from providing solution
- Managing a process
- Encouraging expression and acknowledgment of feelings

Ethos

- Respectful, caring, open-minded, values each individual
- Empowering- believes problems are best solved by those affected
- Values feelings
- Focuses on learning from conflict

That is, the fundamental aim of our behaviour management philosophy and practice should be for students *to learn* to be responsible for themselves and their actions and to make genuine, positive contributions to their community. A Restorative approach sees conflict or wrong-doing firstly as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and to seek to make amends in such a way as to strengthen the community bonds that may have been damaged.

**We do this by:**

- *having high expectations and insisting upon high standards of behaviour, and*
- *providing high levels of support and care for individuals*

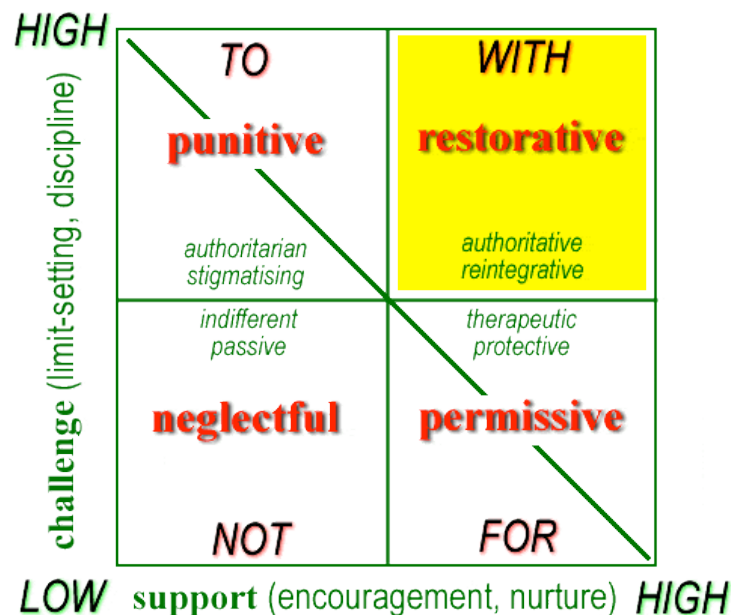
Valuing both a strong sense of community and right behaviour based on sound moral principles, Pacific Lutheran College has high expectations of all its community members. Students are called to high standards of personal behaviour and are challenged when these expectations are not met. They are challenged, however, in a way that respects them as individuals made in the image and likeness of God, to enable them to correct their behaviour and to make amends to those affected. Through developing empathy for others, students learn to become more positive, supportive and contributing members of their community.

**Students perceive this approach as being ‘firm, but fair’**

**Being ‘firm, but fair’ involves...**

- *clearly articulating and reinforcing expectations,*
- *adhering to fair process in dealing with all cases of conflict and wrong-doing, and*
- *recognising that wrong-doing primarily causes harm to relationships, and that this harm must be repaired in order to move forward*

At the heart of the Restorative Practices philosophy is an understanding of the Social Discipline Window which depicts the possible ways in which teachers (or parents) could respond to undesirable behaviours in young people.



In a primarily punitive response, the wrongdoer is held to high standards, but without the support necessary for them to reach. Such a response can be alienating and stigmatising. It can also fail to effect any real change in behaviour.

In a more permissive response, the wrongdoer may find the support they need without being held accountable for their actions.



It is the aim of the restorative approach to be operating in the top right pane of the window - holding students to high standards of behaviour while at the same time providing the support and encouragement necessary for them to meet these expectations. The restorative approach emphasises working with students to educate them to expected behaviour.

In this way, a Restorative approach is perceived as being authoritative, rather than authoritarian. An *authoritative* approach holds tenaciously to the community values and challenges members to demonstrate these values in all their interactions with others.

### **A Restorative approach...**

- *encourages students to appreciate the consequences of their actions for others*
- *enables students to make amends where their actions have harmed others*
- *requires students to be accountable for their actions*
- *encourages respect for all concerned*

## **Anti-Harassment and Harm**

Pacific Lutheran College aims to protect all who legally enter the grounds and premises of the College, whether employees, students, parents, volunteer workers or visitors and applies to all who use the grounds for any purpose. For matters involving person's over the age of 18, the Lutheran Education Australia operates a Valuing Safe Communities training program which is underpinned by the Lutheran Church of Australia's Safe Place Policy (2010). Please also refer the college's Safe Place Policy and Procedure (2015) as well as its Workplace Anti-Harassment Policy and Procedure (2013) and Workplace Anti-Discrimination Policy and Procedure (2013).

### **Statements Regarding Harassment**

#### **1. Definition**

**Harm** is any detrimental effect of a significant nature on the child's physical, psychological or emotional well-being, however caused. Harm can be caused by:

- Physical, psychological or emotional abuse or neglect;
- Sexual abuse or exploitation; or
- Domestic or family violence.

(reference; Workplace Health and Safety Act, 2011)

**Harassment** occurs whenever another person is repeatedly and deliberately embarrassed, upset, physically hurt or molested by someone else.

(reference; Pacific – 'A Peace Place' Powerpoint presentation January 2010)

It includes;

#### **1.1 Harassment**

- 1.1.1 Physical – punching, teasing, spitting, hiding, damaging or destroying property.
- 1.1.2 Verbal – name-calling, ridicule, threats, rumour-spreading, writing derogatory comments, belittling.
- 1.1.3 Non-verbal – extortion, intimidation, threatening signs, ostracism, inappropriate emails or text messaging.
- 1.1.4 Cyber – technology – outlined in the College's eSmart Policy, 'User eSmart Obligations' 2014

#### **1.2 Racism**

Comments, gestures, ostracism on the basis of nationality, skin colour or ancestry



### **1.3 Religious Discrimination**

Ridiculing religious beliefs and practices.

### **1.4 Sexual Harassment**

Deliberate, uninvited, unwelcome comments or actions of a sexual nature.

Please refer to the college's Child Protection Policy and Procedure (2016) for further information.

## ***Response to Acts of Harassment or Harm***

For any incidents of harassment it is assumed that a member of staff or responsible student will deal with the matter on the spot, in order to defuse the immediate conflict. Following this these steps should be taken;

### **a) Identification**

The student reports the harassment incident/ problem to any member of staff. The person receiving the report notifies the Class or Pastoral Care Group Teacher, Head of House, Head of Staff and Students Prep to Year 5, Director of Students Middle College, Head of Senior School Students, Director of Staff or the Principal.

### **b) Initial Interview**

With one or more staff, the 'victim' and 'perpetrator' complete an incident report form and are interviewed separately.

The interviewer makes both parties aware of the harassment policy and discusses the issues surrounding the particular incident. The interviewer works with the students to devise strategies for conflict resolution. The interviewer attempts to reach a position where both parties are satisfied with the outcome; i.e. the 'victim' feels secure and the 'perpetrator' is prepared to modify their behavior in future. The victim understands that any further harassment must be reported immediately.

The strategy at this stage is not to apportion blame but to support the victim and make the perpetrator aware of the College policy and of the consequences if behavior does not change. The incident is reported to the Head of Staff and Students Prep to Year 5, Head of Senior School Students, Director of Students and the Principal. Parents are informed by phone. Consequences as listed below may be applied.

### **c) Follow up Interview**

If the incident is reported or the problem continues – both parties record the incident/ problem in writing on an incident report form. The Head of Staff and Students Prep to Year 5, Head of Senior School Students or Director of Students interviews the victim and perpetrator together and discusses the problem; make the perpetrator aware of the feelings of the other person and the effects the conflict may be having; and makes suggestions of strategies for the resolution of the conflict. Help may be sought from the College Counsellor at any stage. In situations of sexual harassment or harm or other illegal activities an interview with both parties will not be appropriate and these matters must be reported to the relevant government agencies in accordance with the Child Protection Act (1999).

Communication to all parents/ guardians of students involved explaining the situation, outlining the strategies that have been determined and reinforcing the consequences that may flow from a repeat of harassment.

If a solution to a particular problem has not been found, the College may consider the use of an outside person, such as a trained mediator, to assist in reaching a resolution. The details of these interviews are reported to the Principal.

## d) Possible Follow-up/ Consequences for Harassment

- Official warnings to cease offending
- Afterschool Community Service
- Exclusion from certain areas of the College premise
- Internal/ external suspension
- Major fixed term suspension
- Seek help from the College Counsellor
- Permanent exclusion
- Mediation with the students involved (external to the College)
- Cancellation of enrollment
- Reporting of matters to relevant government agencies in accordance with current legislation

## Stage 7 – Reappraisal and Reaction

Records are kept, centrally, of all reported incidents of harassment in the College (TASS). These are analysed on a regular basis to ascertain major areas where harassment occurs, gender and age of victims and perpetrators, and strategies which have been successful. A review of the College's harassment policy is undertaken every 12 months, taking into account the annual data.

## --- PROCEDURE ---

### *Protective Actions in following up Behaviour*

The College may search bags and property of students where it is reasonable for us to do so, or hold forbidden or dangerous property until the parent/ guardian collects it.

### *Suspensions and Cancellation of Enrolment*

Parent/ Guardians must comply with policies and rules the College adopts from time to time and must ensure, as far as practicable, that your child complies with those policies and rules.

#### Suspensions (internal or external)

1. Issued by the Principal.
2. Parents contacted via phone by Head of Staff and Students Prep to Year 5/ Director of Students/ Head of Senior School Students/ Principal.
3. Letter sent home to parents from the Head of Staff and Students Junior School and/or the Director of Students.
4. Parent interview with Principal and Head of Staff and Students Prep to Year 5/ Director of Students/ Head of Senior School Students.
5. Restorative conversations will occur between student and staff member with Principal/ Head of Staff and Students Prep to Year 5/ Director of Students/ Head of Senior School Students prior to re-entry to College Community.
6. Relevant parties will be informed of the follow up at the most appropriate time.

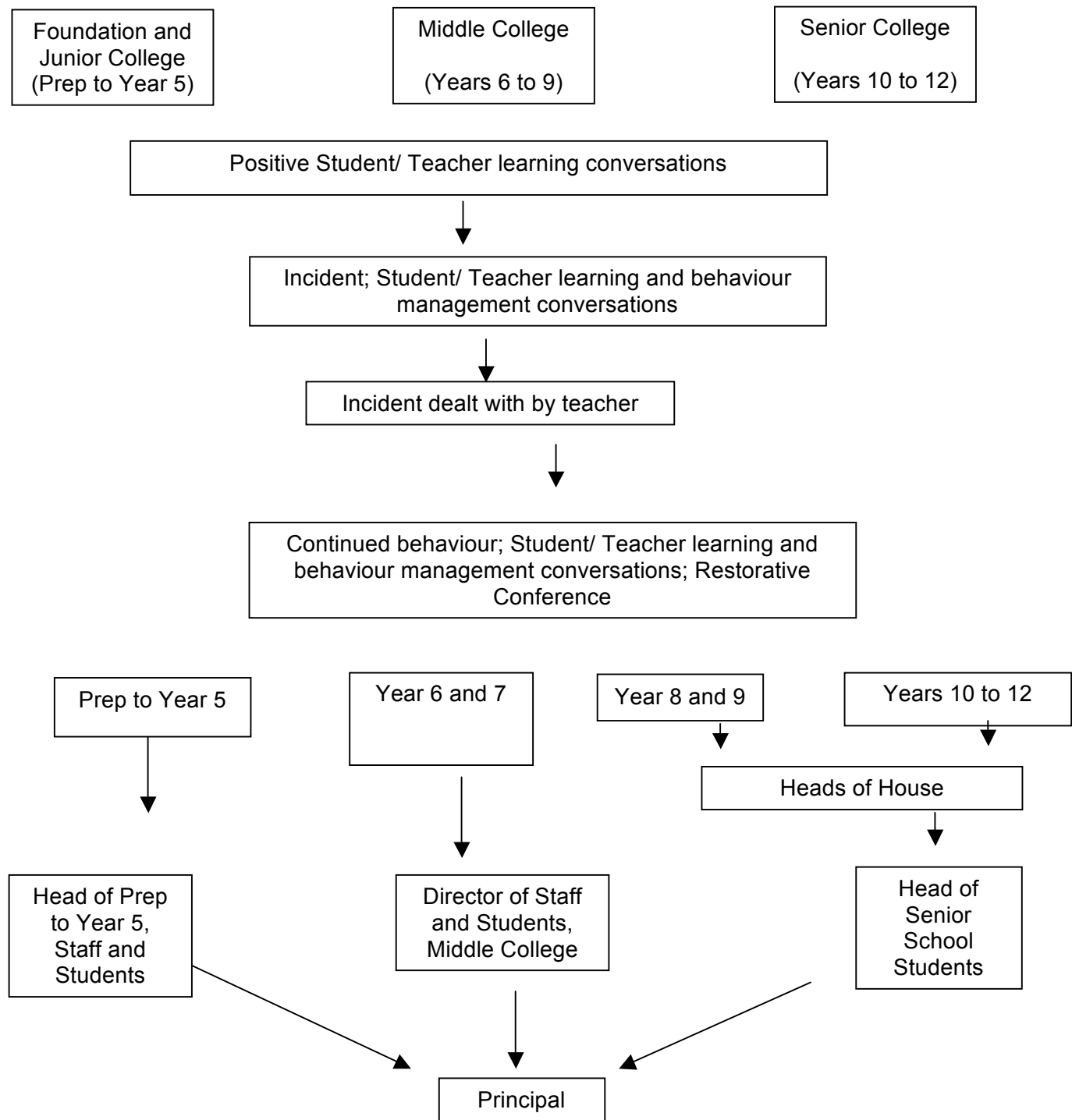
#### Cancellation of Enrolment

Students are expected to comply with College policies, rules and directions given by a person in authority, both on and off the college grounds. Failure to do so may result in disciplinary consequences, which may include cancellation of the student's enrolment. The Principal, or acting Principal, may cancel the student's enrolment at the College for misconduct within or outside of normal school hours or precinct considered by the Principal or acting Principal to be serious enough to warrant cancellation of enrolment.

## Schedule of Behaviour Consequences

Staff Member	Behaviours	Possible Consequences
<b>Teacher</b>  <b>Head of House</b>	<p>If you have been:</p> <ul style="list-style-type: none"> <li>– Early or on time for class or College</li> <li>– Completing school work</li> <li>– Handing in assignments</li> <li>– Bringing the correct materials to class</li> <li>– Wearing the uniform correctly</li> <li>– Using appropriate language</li> <li>– Courteous</li> <li>– Respectful to self, others and community</li> </ul> <p>Then you are using your skills and knowledge to build a strong College community and enhance your personal development as a caring, responsible person.</p> <p>If at times, you need some help to do these things, then your teacher will discuss the issue with you and may apply discipline measures to assist you to develop your own knowledge and skills to create a positive community.</p>	<ul style="list-style-type: none"> <li>▪ <i>time out</i></li> <li>▪ <i>withdrawal</i></li> <li>▪ <i>contacting your parents</i></li> <li>▪ <i>community service both within and outside College hours supervised by staff or another penalty</i></li> </ul>
<b>Teacher</b>  <b>Head of House</b>  <b>Head of Staff and Students P-5</b>  <b>Head of Senior School Students</b>  <b>Director of Students</b>	<ul style="list-style-type: none"> <li>▪ behaviour has not improved</li> <li>▪ insolent</li> <li>▪ aggressive</li> <li>▪ fighting</li> <li>▪ misbehaving in public</li> <li>▪ truanting</li> <li>▪ damaging property</li> <li>▪ malicious</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>any of those above</i></li> <li>▪ <i>isolation</i></li> <li>▪ <i>Restorative Conference</i></li> <li>▪ <i>an interview with your parents</i></li> <li>▪ <i>preventing you from attending school functions</i></li> <li>▪ <i>support card</i></li> <li>▪ <i>after school or Saturday morning community service</i></li> <li>▪ <i>repair or replacement of property</i></li> <li>▪ <i>suspension</i></li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>▪ smoking</li> <li>▪ abusive to an adult</li> <li>▪ using alcohol or drugs</li> <li>▪ maliciously violent</li> <li>▪ involved in other serious or illegal activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>those listed above</i></li> <li>▪ <i>Saturday morning Principal's community service</i></li> <li>▪ <i>suspension (in school or out of school) or</i></li> <li>▪ <i>expulsion</i></li> </ul>

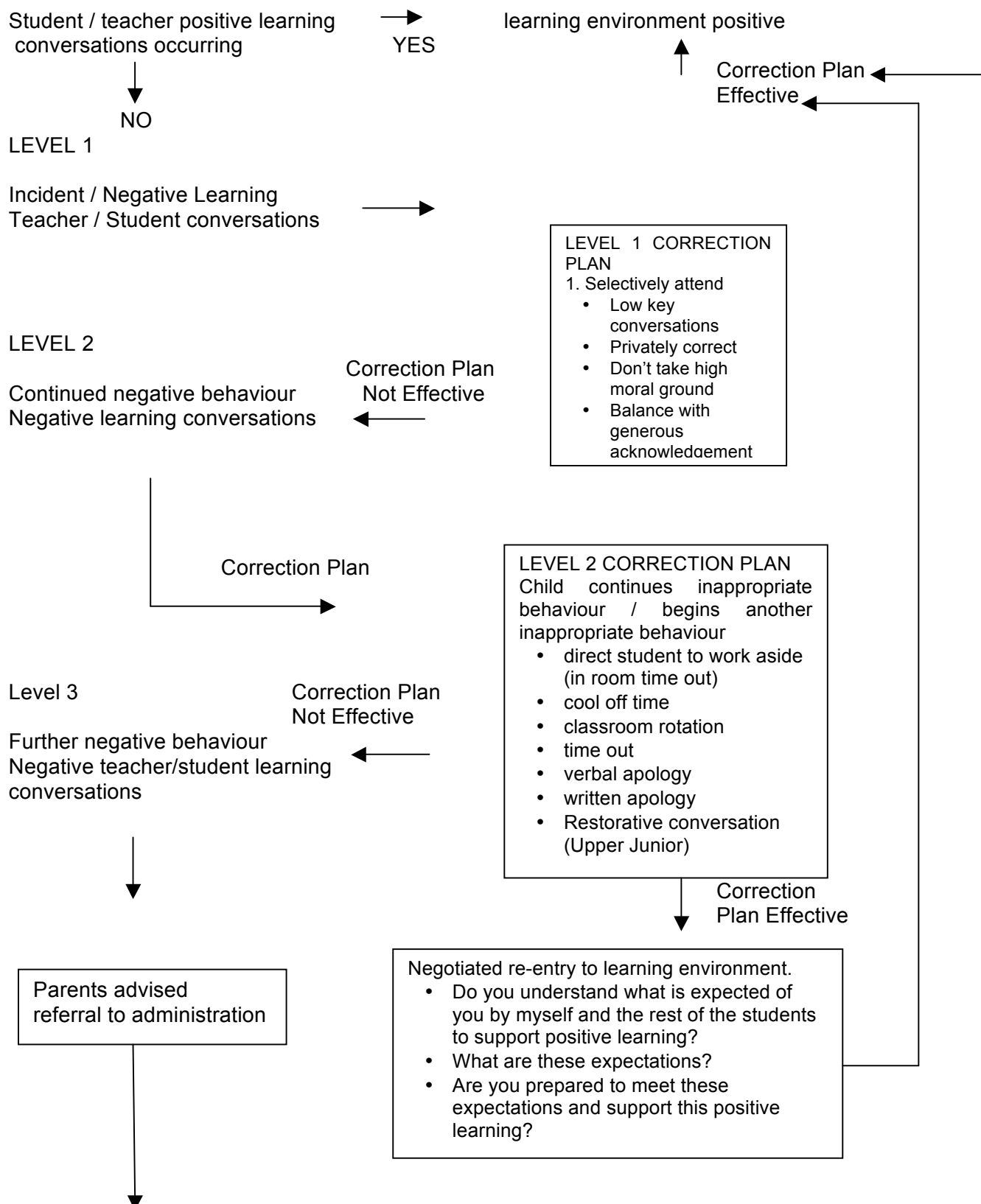
**Responding to Student Behaviour Concerns**  
**An Overview**



Certain Learning Enrichment students have been identified needing specialised assistance when behaviour, academic, social or emotional issues arise. The teachers of these students will be advised at the start of each term/ trimester by the Head of Learning Enrichment.

Should these students require behaviour management follow-up, teaching staff should contact the Head of Prep to Year 5 Staff and Students, Head of Middle College (Year 6 and 7), or Head of House (Year 8 to 12).

**Foundation and Junior College**  
**Classroom Teachers responding to Student Behaviour Concerns**



***Middle and Senior College***  
***Classroom Teachers responding to Student Behaviour Concerns***

1. Student/Teacher positive learning conversations

2. Incident – Behaviour Management  
Teacher/Student Conversations

3. Continued Behaviour  
Further Behaviour Management Conversations

4. Student removed from learning environment  
Teacher and student conversation; re-entry to learning environment negotiated.  
Incident noted in Student Handbook

5. Further Behaviour  
Student sent to Middle/Senior College office  
Teacher contacts Middle/ Senior College office (ext. 315)

6. Student and staff member completes Incident Report form  
Student sent from class then continues work set by class teacher in Middle/Senior College office  
Students who are removed from a class, do not return to that class until a restorative conversation happens  
between the student and staff member.

7. Director of Students or Head of Senior School Students to read incident reports and determine follow-up  
(i.e. Head of House/ Director of Students/ Head of Senior School Students)  
PCG Teacher informed by the Head of House

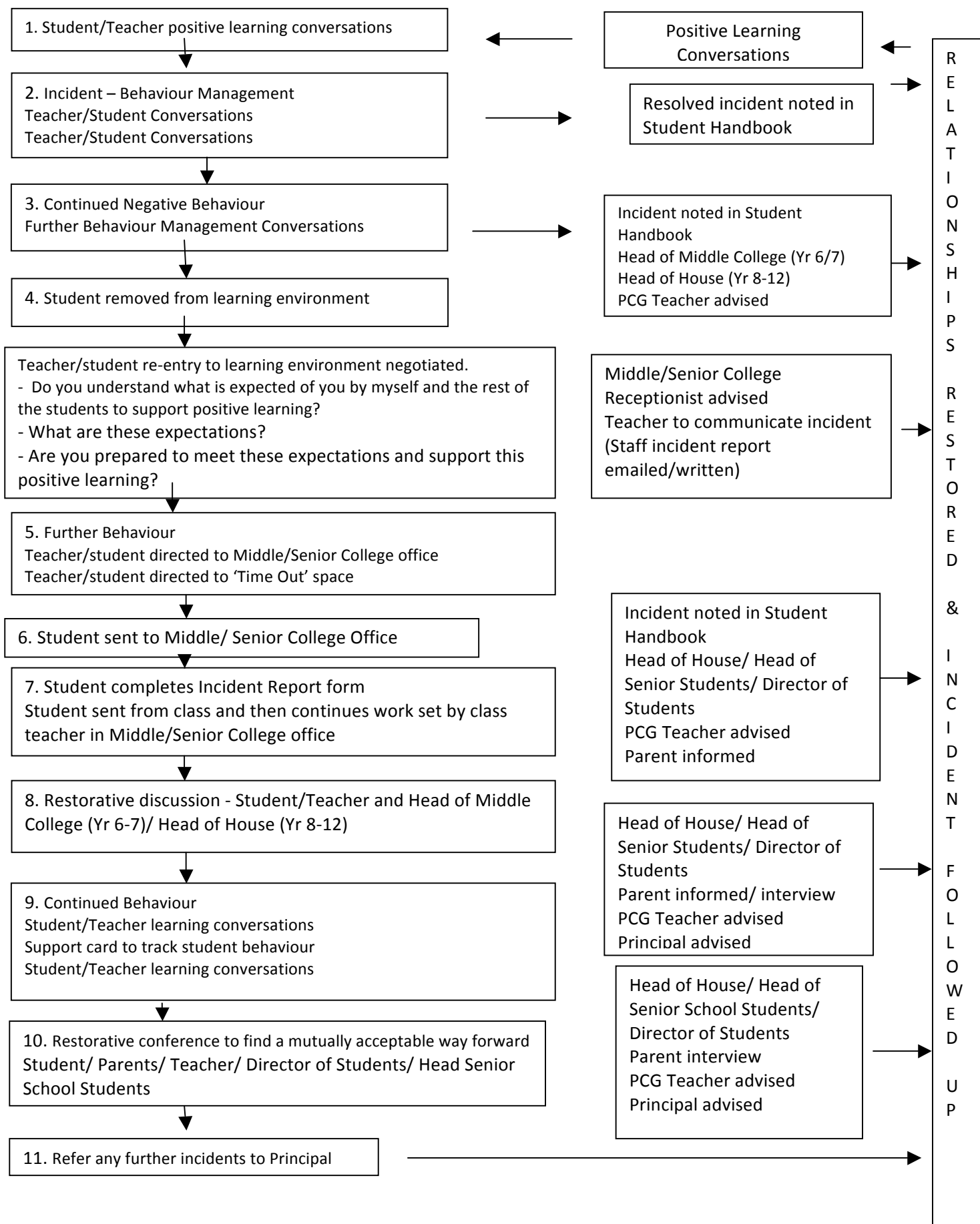
8. Restorative conversation between student, teacher and facilitator and consequences  
Parent/ Guardian contacted by Head of House  
Director of Students/ Head of Senior School Students informed

9. Continued Behaviour  
Student/Teacher learning conversations and consequences  
Meeting with Head of House and Director of Students/ Head of Senior School Students  
Parent/ Guardian contacted by Director of Students/ Head of Senior School Students  
Support card to track student behaviour and academic rigour  
Overseen by facilitator and continued communication between teachers and PCG teacher

10. Restorative conference to find a mutually acceptable way forward - Student, parent/guardian and facilitator

11. Continued Behaviour  
Meeting with Director of Students/ Head of Senior School Students, parent/guardian and Principal

### ***Middle and Senior College Flow Chart***





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**--- FORMS/ COMMUNICATION ---**

These are the forms and letters used in conjunction with the procedures of the policy.

- Restorative Practice Staff Cards
- Timeout Cards (students)
- Student Incident Report Form
- Student Witness Report Form
- Staff Version of Student Incident Report Form
- Afterschool community service letter
- Afterschool community service register
- Haircut register
- Suspension register