



PRINCE
of PEACE
LUTHERAN
COLLEGE

Honouring Relationships
Behaviour Management Policy



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OUR PURPOSE • OUR MISSION • OUR AIM

OUR PURPOSE AND OUR MISSION

Nurture students through quality education, in a caring Christ-centred environment, enabling them to fulfil their potential and enrich their communities.

AIMS

Prince of Peace aims to allow each individual to learn and grow in a way that respects the individual and community, fostering an efficient and successful learning environment for all. Honouring Relationships means:

- Creating a safe and supportive environment for all members of our community
- Adopting a consistent approach to building and restoring relationships.
- Promoting the emotional, social and spiritual development of individuals.
- Developing personal awareness and responsibility.
- Educating the community of the pastoral care expectations of our school.
- Ensuring that everyone within the school community is alert for signs and evidence of wrong doing and has the responsibility to report it.
- Acknowledging that each person is a unique child of God.
- Seeking to restore relationships using the principles of Restorative Practices.

THREE PILLARS OF A PRINCE OF PEACE EDUCATION

We believe each student's educational experience should be characterised by three guiding principles that will promote contemporary capabilities.

The three pillars are:



- **Excellence through honour**
We want every student to pursue personal excellence; to honour each other, their God-given potential and to give their best.



- **Learning with purpose**
We wish to prepare all our students to become lifelong learners who are creative, critical thinkers, collaborators and communicators; who are multi-skilled, adaptable and innovative.



- **Growth through challenge**
We believe that it is important that students are provided with opportunities to push themselves, to be challenged to develop mastery in a supportive environment.

OUR BELIEFS

CORE BELIEFS OF OUR COLLEGE

We believe in -

- **Relationships:** recognising, promoting and protecting healthy connections
- **Responsibility:** accepting appropriate limits and boundaries to become self-regulated, understanding 'right' behaviour
- **Respect:** treating all with dignity and fairness
- **Restoration:** acknowledging and being accountable for the consequences of any wrongdoing or harm, encouraging personal growth and problem solving

PASTORAL CARE

We strive to show care and support equally to every student, parent and colleague regardless of their personal beliefs, abilities, behaviour or circumstances. This derives from our belief that, because God loves us regardless of whom we are or what we do, so we should love others. The gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing healthy relationships within and beyond the College community.

This commitment is the basis of our Honouring Relationships Policy and Procedures which informs Restorative Practices, Behaviour Management and Anti-Bullying practices.

Prince of Peace Lutheran College is bound by the following frameworks and legislation:

- Valuing Safe Communities (Lutheran Education Australia): a framework of policies relating to the behaviour of adults in Lutheran Schools
- Safe Place Policy (Lutheran Church of Australia): a policy relating to the sexual abuse/harassment of people over 18 years of age in Lutheran schools
- National Safe Schools Framework (Australian Government)
- Other relevant state and national legislation including Child Protection Legislation
- LEA Code of Ethics for Safe and Professional relationships

Teaching and Learning Framework



Our Honouring Relationships Policy drives our Teaching and Learning Framework by ensuring we reflect the College's values and beliefs with regards to teaching and learning. The following five underpinning principles form the basis for the framework:

1. High expectations

High expectations are created by the development of growth mindsets and academic tenacity. Our curriculum and pastoral care programs empower all students to learn and achieve personal excellence.

2. Positive relationships

Positive relationships which facilitate mutual care and respect, security, encouragement and hope provide the foundation in which learning grows.

3. Lifelong learning

Lifelong learning focuses on engaging students in their own learning and helping them develop the characteristics needed to ensure learning remains integral to their lives and careers in the 21st century.

4. Responsive teaching

Responsive teaching engages the student in his or her learning by ensuring that the curriculum content is meaningful and our teaching practices are purposeful and engaging.

5. Powerful partnerships

Powerful partnerships between students, staff, parents and carers fosters greater motivation, connection, application and service.

These underpinning principles shape all teaching and learning activities and build a culture where learning is valued by all. For further information, please refer to the Teaching and Learning Framework document.

Underpinning Philosophies



The two underpinning philosophies of this policy are:

1. Restorative Practices
2. Behaviour Management

RESTORATIVE PRACTICES

WHAT IS RESTORATIVE PRACTICES?

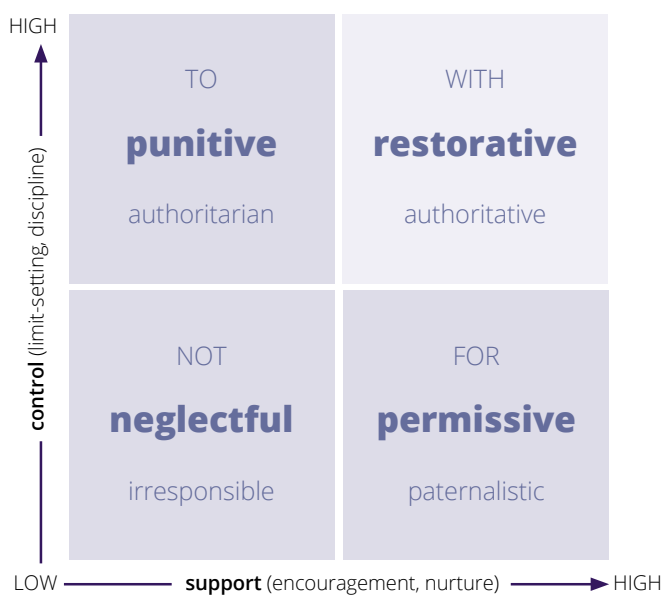
Our College defines restorative practice as a participatory and democratic process. It focusses on the harm caused by an incident and not just the wrongdoer. It is an approach to harmful behaviour and conflict that sees wrongdoing as a violation of people and their relationships with others.

A restorative practice school provides a structure and setting “where victims, wrongdoers and their communities are active participants in processes that ensure justice and fairness. Victims are empowered through having their experiences validated and having their needs met. Wrongdoers are able to tell their stories and be given the chance to make amends.” (Thorsborne & Vinegrad: 2008) This collaborative approach seeks ways to prevent a reoccurrence of the incident.

Key Restorative Principles

- Misconduct is a violation of people and relationships
- Violations create obligations and liabilities
- Restorative practice seeks to heal and put things right
(Adapted from Zehr and Mika, 1997)

OUR COMMUNITY HOLDS THESE PRINCIPLES IN HIGH REGARD



THE FUNDAMENTAL HYPOTHESIS OF RESTORATIVE PRACTICE IS DISARMINGLY SIMPLE: THAT HUMAN BEINGS ARE HAPPIER, MORE PRODUCTIVE AND MORE LIKELY TO MAKE POSITIVE CHANGES IN THEIR BEHAVIOUR WHEN THOSE IN POSITIONS OF AUTHORITY DO THINGS WITH THEM, RATHER THAN TO THEM OR FOR THEM

WACHTEL, 2004

Blood, 2004. Adapted from Wachtel T 1999.

For further explanation view: Social Discipline Window <https://www.youtube.com/watch?v=9vGFe15vskg>

BEHAVIOUR MANAGEMENT

WHAT IS BEHAVIOUR MANAGEMENT?

At Prince of Peace Lutheran College, we believe in providing opportunities to learn about relationships and decision making. This learning helps self-control and self-direction so that each individual can achieve their full potential educationally as well as develop the skills and behaviours necessary for healthy social interactions. The College sets high expectations for all in our community to develop resilience, responsibility and character.

We acknowledge that choices made carry consequences. We encourage students to make strong positive choices and to accept responsibility for inappropriate choices and behaviours.

These following initiatives emphasise relationships, decision making and positive choices and will be used throughout the school. These include but are not limited to:

- LEA Core Values: Love, Hope, Appreciation, Quality, Service, Forgiveness, Justice, Courage, Compassion, Humility
- Valuing Safe Communities (Lutheran Education Australia): a framework of policies relating to the behaviour of adults in Lutheran Schools.
- Honouring Relationships – Behaviour Management
- Our Teaching and Learning Framework reflects the College's values and beliefs with regards to teaching and learning. The following five principles form the basis for the framework:
 - High Expectations,
 - Positive Relationships,
 - Lifelong Learning,
 - Responsive Teaching
 - Powerful Partnerships
- Leadership Development Plan – Buddies, Captains, Ubuntu
- Circle Time & YCDI (You Can Do It!), Social/Emotional Learning Time
- Classroom Expectations and Strategies

We emphasise the importance of directly teaching and modelling behaviours to students that we want them to demonstrate at our College. Communicating behavioural expectations provides a form of universal support in the forms of:

1. A signpost – that provides some guidance for Christians in how to live out their life through their faith
2. A fence – that provides expectations and security for all
3. A mirror – that allows for self-reflection and opportunities for correction and restoration

Clear expectations are designed to prevent inappropriate behaviour for all in our community.

RESPONSIBILITIES

Each member of the Prince of Peace community is valued and encouraged to fulfill their responsibilities. The following key points, although not exclusive, have been identified as particularly important.

STUDENTS:

- To honour others
- To treat all with respect and courtesy
- To respect the property of the school and of others
- Arrive on time with necessary equipment
- Follow instructions given by staff
- Work productively and to the best of their ability
- Leave work and play areas clean and tidy
- To report bullying, harassment and conflict
- To acknowledge and be accountable for the consequences of any wrongdoing or harm
- Embrace personal growth and problem solving
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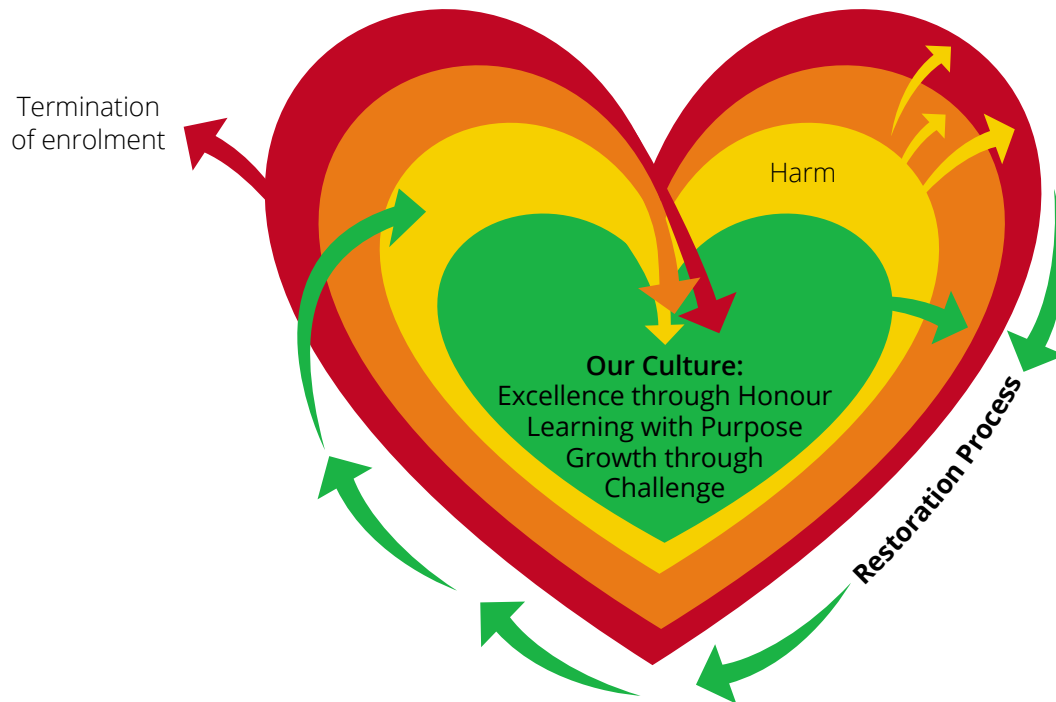
PARENTS:

- To recognise each child is an individual and encourage him/her to work to their potential
- To treat others with respect and courtesy
- To report bullying, harassment and conflict
- To ensure their child/children attend school on a regular basis on time and equipped with the appropriate materials and food
- To choose appropriate times to see staff preferably by making an appointment
- To inform the College of changes in circumstances or relevant information relating to the child
- To encourage children to use safe behaviour at school and home
- To read the school newsletter, attend meetings if possible, ask questions
- To be aware of the College's policies and strategies that support their child
- To resolve problems and restore relationships
- To support policies and procedures of the College

STAFF:

- To take responsibility for pastoral care for students
- To nurture individual talents and expertise of others
- To participate as a member of a team
- To provide relevant and timely information to parents
- To treat others with respect and courtesy
- To cater for children at their ability level and maximise their potential
- To respect confidentiality, while ensuring relevant personnel are informed
- To act in accordance with school, State and LEA policies
- To ask for help and/or information
- To be alert to the safety of students
- To leave work areas clean and tidy
- To read the school newsletter
- To assist colleagues, parents and students to problem solve and resolve issues in a respectful manner that honours all involved
- To support policies and procedures of the College
- To investigate reports of bullying, harassment and conflict and follow relevant procedures
- To be available for parent meetings at mutually agreed times

HONOURING RELATIONSHIPS – RESTORATIVE PROCESS



EXPLANATION OF HEART DIAGRAM:

This diagram aims to outline the College's structure of Pastoral Care with regard to nurturing and seeking to restore relationships when harm occurs.

The central green part of the heart, represents the initiatives that the College undertakes to nurture the potential of students, enabling them to fulfil their potential and enrich their communities (See examples of these initiatives in the section - What is Behaviour Management?)

The next layers of the heart; yellow, orange and red, represent when harm or a mistake has occurred.

The yellow indicates less serious incidents - actions which disrupt the orderly operation of the College.

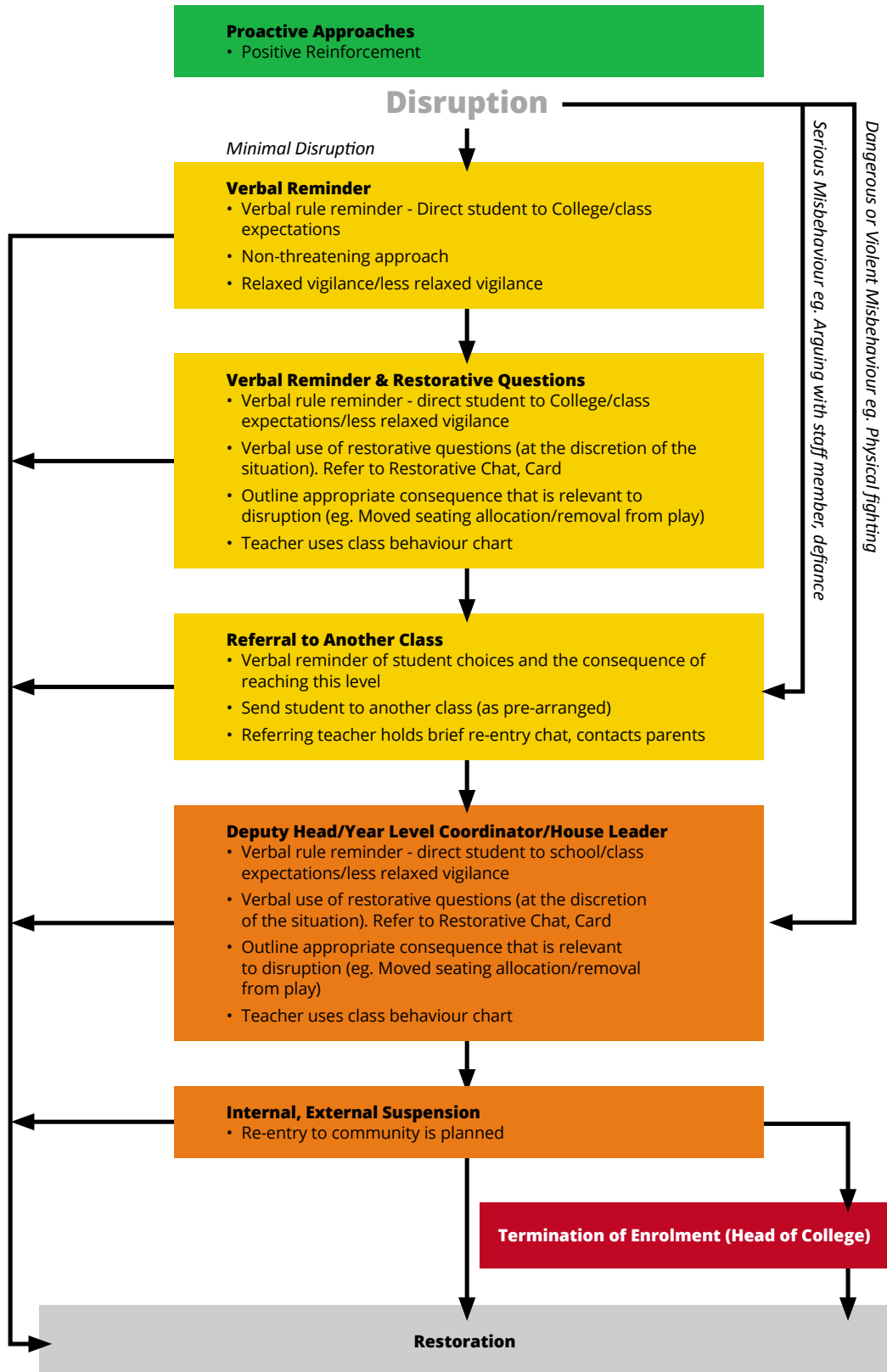
The orange is more serious incidents such as repetitive disruptive behaviours, minor breaches of College safety, and/or physical harm.

The red indicates the most serious incidents such as major disruptive actions and breaches of College safety and broken behaviour agreements.

The arrows outside of the heart represent the restoration process as it moves from the incident that caused harm towards restoration within our community, or termination (leaving our community)

Further explanation is documented in the flowchart on the following page.

FLOWCHART FOR UNACCEPTABLE BEHAVIOUR CHOICES



Anti-bullying



ANTI-BULLYING

WHAT IS BULLYING?

Our College defines bullying as the deliberate, repeated, conscious desire to hurt, threaten or frighten someone else. This can be done physically, verbally, electronically or through the use of non-verbal behaviours such as intimidation, threatening or exclusion.

The following behaviours are considered to be unacceptable and when carried out in a deliberate and repeated manner are considered to be acts of bullying:

- hitting, punching, pushing others
- interfering with other people's property
- using offensive, harmful or obscene language
- using threatening language
- sexual harassment
- commenting on another person's physical appearance or abilities
- spreading rumours
- teasing repeatedly
- calling names
- using obscene gestures
- excluding others
- cyber bullying (offensive or aggressive behaviour directed at another person through text or images posted on personal websites or transmitted via email or mobile phones)

(This is not an exhaustive list but rather an indication of some bullying behaviours.)

BELIEFS

We understand that bullying can take place at any time and in any place

We believe:

- Everyone has the right to feel safe and secure in the school environment
- To enable bullying to be eliminated, it must be reported and dealt with
- It is the responsibility of students, staff and parents to provide a positive culture where bullying is not accepted

RESPONSIBILITIES

Note:

- It is expected that all parties fully support the Anti-Bullying procedures of the College
- As bullying causes harm, instances of bullying will be dealt with as outlined in our Honouring Relationships Policy and Procedures
- Instances of bullying outside of school (such as cyber bullying) will be addressed by the school when the relationships of members in our school community are affected

Students

- Report instances of bullying to an adult
- Use appropriate strategies when bullying occurs
- As a bystander – show support and care to the victim
- If you witness bullying report it to an adult

Staff

- Address all reports in a prompt, consistent and restorative manner.
- Model and teach appropriate strategies for responding to bullying (from a victim and bystander perspective).
- Follow procedures as outlined in the College policy

Parents/Guardians

- Report instances of bullying to the class teacher/Pastoral Care teacher
- Support the policies and procedures of the school
- Listen and respond in an honest and respectful manner
- Work cooperatively and support the decisions made by the College

FOR FURTHER INFORMATION

FOR STUDENTS

Junior Campus students are to contact their Class Teacher. If this is not possible or feasible, they can contact a teacher they trust, our Pastor, the Deputy Head of Junior Campus or the Head of Junior Campus.

Senior Campus students should contact their Pastoral Care Teacher. If this is not possible or feasible, they can contact their Year Level Coordinator, a teacher they trust, their House Leader, our Pastor, our Deputy Head of Senior Campus or the Head of Senior Campus.

FOR PARENTS AND GUARDIANS

Parents and Guardians of Junior Campus students are to contact their child's Class Teacher. If this is not possible or feasible, they can contact the Deputy Head of Junior Campus in the first instance, followed by the Head of Junior Campus and then the Head of College if required.

Parents and Guardians of Senior Campus students are to contact their child's Pastoral Care Teacher. If this is not possible or feasible, they can contact the Year Level Coordinator in the first instance, followed by the Deputy Head of Senior Campus, the Head of Senior Campus and then the Head of College if required.

STAFF

Academic staff (teachers and teacher aides) should contact their Head of Campus. If this is not feasible, they can contact the Head of College.

Administration and support staff should contact the Business Manager. If this is not feasible, they can contact their Head of Campus or Head of College.



College Correspondence:

20 Rogers Parade West
Everton Park QLD 4053

P +61 7 3872 5700

F +61 7 3872 5783

E school@princeofpeace.qld.edu.au

W www.princeofpeace.qld.edu.au

ABN 55 716 243 279

Junior Campus

Kindy – Year 6

20 Rogers Parade West
Everton Park QLD 4053

P +61 7 3872 5700

Senior Campus

Year 7 – Year 12

25 Henderson Road
Everton Hills QLD 4053

P +61 7 3872 5600