



Geelong Lutheran College is committed to providing a safe environment for all our students when they are in the care of the College. The College follows a Restorative Practice approach whenever possible which includes relevant consequences (but if this doesn't solve the situation, a punitive approach will be taken). Our three core values are Wisdom, Honour and Purpose.

Definitions

The College: Geelong Lutheran College St John's Newtown and Armstrong Creek

Parents: Parents, Guardians, Caregivers

ETR Act: Education Training Reform Act 2006

Source of Obligation

The ETR Act (s 4.3.1(6)) requires that College Policies relating to the discipline of students are based on principles of procedural fairness and must not permit corporal punishment.

Rationale

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This Student Behaviour Management (Discipline) Policy sets the framework through which Geelong Lutheran College manages student discipline.

Probation of Corporal Punishment

It is our Policy that corporal punishment is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Behaviour Management

Geelong Lutheran College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour.

Strategies for developing this culture include:

- clearly setting expectations for student behaviour
- establishing specific teaching and learning programs
- communicating expectations with the wider College community
- acknowledging positive behaviours in a range of ways from informal and specific verbal acknowledgement (affirmation) through to structured merit awards (Wisdom, Honour and Purpose)
- maintaining records with regards to student behaviour.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.



The principles of procedural fairness include the right for students to:

- know what the rules are, and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person
- know the allegations that have been made, and to respond to them
- be heard before a decision is made
- to have a decision reviewed (but not so as to delay an immediate punishment).

Geelong Lutheran College is committed to ensuring procedural fairness when disciplining a student.

The Rules and the Expected Standard of Behaviour

Students are expected to abide by the behavioural expectations of the College, and the directions of teachers and staff. Examples of behavioural expectations are in the Student Diary, the Parent Handbook and Staff Handbook.

Consequences

There are a range of consequences that students will face if they breach College behavioural expectations or are disobedient. This is outlined in the GLC Restorative Practices document (Appendix 1).

These may include:

- warnings or reprimands (verbal and written)
- time out
- community service
- cancellation of privileges
- withdrawal from College activities
- lunch time detentions
- after school detentions
- Saturday detentions
- suspension
- exclusion
- expulsion

A decision to suspend or expel a student may only be made by the Executive Principal or the Heads of School.

Procedures for Suspension, Expulsion and Exclusion

Geelong Lutheran College has developed specific procedures that must be followed when considering the suspension or expulsion of a student. Refer to our Suspension and Expulsion Policy.

Implementation

This Policy is implemented by:

- staff training and professional development opportunities in behaviour management
- communicating this Policy to the College community
- monitoring the effectiveness of the Policy
- reviewing and evaluating the Policy annually.



This Policy and other behaviour management policies and procedures including steps for managing suspensions and expulsions are communicated to staff, students, parents and the College community through:

- the Parent Access Module (PAM) of the SIMON Management System
- the Student Diary
- the College website
- the Staff Handbook
- the Parent Handbook

The Executive Principal and Heads of School are responsible for the effective implementation of this Policy.

Evaluation

This Policy will be reviewed as part of the College's annual review cycle.

Policy reviewed:	August 2024
College Council reviewed:	June 2022
College Board adopted:	September 2023
College Board reviewed and adopted:	September 2024



Appendix 1

GLC Restorative Practices

Restorative practices are an evidence based approach to relational behavioral management and is the approach employed at GLC. Restorative practice aims to improve behavior by improving relationships between people.

Restorative practices involves proactive elements such as an inclusive and positive school environment and explicit development of relational culture. This is developed through building empathy and teaching relationship skills such as problem-solving and conflict resolution. At GLC, a restorative approach is used to support student behaviour through affective language and interactions.

- This enables students to:
- Take responsibility and repair harm
 - Learn the expected behaviour in a situation, both inside and outside the classroom
 - Build healthier relationships and more effective learning through increased understanding and self-regulation
 - Build capacity to advocate for themselves
 - Allow time for forgiveness and healing.

Where relational or behavioural incidents occur, consequences are a part of our restorative approach in order to build personal accountability and address harm.

INCIDENT LEVEL	MINOR → MODERATE → SIGNIFICANT → EXTREME				
	RECURRING		RECURRING		
TYPICALLY MANAGED BY	SECONDARY	Wellbeing Mentor Teacher	Wellbeing Mentor Teacher Year Level Coordinator	Dean of Students Head of Secondary	Head of Secondary Executive Principal
	PRIMARY	Class Teacher	Class Teacher Assistant Head of Primary Head of Primary	Head of Primary Executive Principal	Head of Primary Executive Principal
EXAMPLE CONSEQUENCES	SECONDARY	• Mini-chat • Circle time • Observe & monitor	• Homework Club • Detention (lunchtime or after school) • Circle Time	• Suspension (Internal or external) • Behavioural Contract • Review of Enrolment	• Suspension (External) • Cessation of enrolment
	PRIMARY	• Mini-chat • Circle time • Observe & monitor	• Time Out (agreed consequences) • 'Ready to Learn' Plan • Circle Time	• Suspension (Internal or external) • Behavioural Contract • Review of Enrolment	• Suspension (External) • Cessation of enrolment