



### Definition

*College:* Geelong Lutheran College and St John's Lutheran School

### Rationale

- Geelong Lutheran College underpins discipline with Scripture (see Scriptural Basis **[APPENDIX TWO]**) and promotes a Christian culture of mutual respect, appreciation of individual differences and positive resolution of conflict. School is a place of education where all children have the right to learn and grow in a supportive environment among people who are caring and cooperative. Student Welfare and discipline are an integral part of the teaching process.

### Aims

- To create an environment in which the love of God is evident in the relationships between all people in the College community
- To ensure the safety of all the members of the College community, i.e. children, teachers, parents and visitors.
- To help children develop self discipline, self respect, self worth and respect for others.
- To create an environment where the right to learn is respected.

### Implementation

- The Code of Conduct will be implemented to encourage positive behaviour. At GLC students are expected to:
  - o Be wise.
  - o Be honourable.
  - o Be purposeful.
- Responses to infractions of this Code of Conduct will reflect the Core Values of Lutheran Education Australia, and opportunities will be provided for restoration. See the Restorative Practice Flow Chart **[APPENDIX THREE]**
- GLC Expectations **[APPENDIX ONE]** attached gives detailed guidelines, procedures and consequences for teachers to manage Student Behaviour at various age groupings according to an escalating scale of consequences.
- Corporal punishment is not permitted under any circumstances.
- In the event that a student wilfully continues to reject advice and admonition to change unacceptable behaviour, particularly a behaviour which continually disrupts College life and work, negatively affects other students and defies the stated purposes of the school, the College may be left with no response other than to suspend or expel that student.
- In all matters, procedural fairness and the rights of the individual will be followed.

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## APPENDIX ONE

### GLC EXPECTATIONS

#### *Principles of Behavioural Management*

1. Clear codes of conduct embracing expectations of students are more effective than systems of rules for promoting positive, community-orientated behaviours.
2. Self-discipline is more appropriate for the development of responsibility than imposed conformity. Hence, students need to
  - a. Understand that all behaviour is underpinned by choices.
  - b. Be provided with opportunities to exercise self-control.
  - c. Learn that natural and logical consequences follow from their choices.
3. Procedures that are developed for managing students' behaviour must be consistently followed by all staff and supported by effective communication and documentation.
4. Positive behaviour must be supported, recognised and celebrated.
5. Genuine forgiveness provides the cornerstone for managing misbehaviour and promoting positive behaviours because it includes remorse and a willingness to change. Forgiveness may be accompanied by restitution or consequences.
6. The worth and dignity of students must be preserved and enhanced. Hence,
  - a. Encouragement, positive feedback and reinforcement of positive behaviours are the preferred methods of managing students' behaviour.
  - b. There must be a clear distinction between the character of the student and his or her acts of misbehaviour.
  - c. Sanctions must take into account the needs and best interests of both the student and the school community.
  - d. Sanctions must not involve belittling, humiliation or abuse (physical, verbal or emotional) of any kind. Therefore, corporal punishment or any other types of inappropriate physical punishments are expressly ruled out as legitimate responses to misbehaviour.
  - e. Application of sanctions must be followed by opportunities for restoration and reintegration of the student.
  - f. Counselling and support must be provided to assist students who express their willingness to change.
7. The processes for managing misbehaviour must be procedurally fair.
8. Communication with parents gains their support and underpins effective behavioural management. However, parents must not be directly involved in managing students' school behaviour or the application of sanctions (including corporal punishment) on behalf of the school.
9. Student behaviour is best managed at the lowest levels and then proceed from the least intrusive interventions.

#### *Guidelines for applying sanctions and rewards*

1. Sanctions and rewards must be applied fairly and consistently.
2. Sanctions and rewards should be in proportion to the behaviour, and the application of sanctions from least intrusive to most intrusive.
3. Sanctions and rewards should not be applied to whole groups of students unless the circumstances are exceptional.
4. Corporal punishment, belittling, humiliation and any form of abuse (e.g., physical, verbal or emotional) are expressly forbidden.
5. Possible sanctions and rewards include:

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Smiling</li><li>• Encouragement</li><li>• Recognition</li></ul> | <ul style="list-style-type: none"><li>• Praising</li><li>• Thanking</li><li>• Thankyou notes</li></ul> | <ul style="list-style-type: none"><li>• Contact with parents</li><li>• Postcards to parents</li><li>• Awards and Certificates</li></ul> |
|---|--|---|

- Prizes and Rewards
- Organised thankyou celebrations
- Responsibilities
- Privileges
- Glaring (evil eye)
- Verbal reminder of expectation / Redirection of student
- Verbal warning
- Reprimand
- Confiscation of items
- Relocation in class
- Referral to Team Leader
- Removal of privileges
- Community service (e.g., picking up litter, cleaning graffiti, gum scraping, ...)
- Detention (e.g., lunch, afterschool)
- Contact with parents
- Withdrawal from activities
- Restitution (replacement of damaged property, ...)
- Removal from class to buddy teacher
- Internal suspension
- External suspension
- Expulsion
- Report to Police

### **Behaviour Management Levels**

Every situation is unique and requires a unique response – so the following is a guide to developing and supporting uniform practice in line with our Principles of Behaviour Management which includes important cultural understandings such as restoration, forgiveness and support for students that sits alongside this rubric.

| <b>Level</b>  | <b>Examples and Types of Behaviour</b>  | <b>Examples of possible sanctions</b>  |
|---|---|--|
| 1 – Subject Teacher<br>1 - Homegroup Teacher<br>1 – Yard Duty Teacher | Personal Presentation<br>Language<br>Incomplete homework<br>Punctuality to class<br>Disrespect to students<br>Gum chewing             | Completion of work at lunchtime, detention,<br><br><b>Extends to detentions and removal from class / yard (ie suspension from activity)</b>  |
| 2 – Section & Student Management Leaders                              | Multiple and unresolved Level 1 behaviours<br>Student conflict and low level bullying<br>Disrespect to a staff member                 | <b>Extends to afterschool detentions</b>   |
| 3 - Coordinator   | Multiple and unresolved Level 1 & 2 behaviours<br>Bullying<br>Fighting<br>Extreme disrespect to a staff member                        | <b>Extends to Internal suspension from all school activities</b>   |
| 4 – Head of School  | Substance abuse<br>Unresolved Bullying Behaviour<br>Theft, break and enter<br>Verbal abuse of staff member<br>Assault<br>Major damage | Counselling courses, external suspension, recommendation to expel, Police<br><br><b>Extends to ... External suspension from all school activities with recommendation to Principal for expulsion</b> |
| 5 - Principal   | Supply of drugs   | <b>Extends to ... expulsion</b>  |

## Behavioural Expectations

Our expectations of students' behaviour are driven by our values of **Wisdom, Honour and Purpose**. Rules are narrowly-written and they often do no more than prohibit certain behaviours. On the other hand, expectations are written in general terms and they develop positive behaviours.

**Wisdom is more than knowing.** It is the basis for making good decisions and giving a sense of direction. Wisdom has a scriptural basis. We do not choose from the smorgasbord of beliefs and values and say that they have equal merit, nor do we equate the "popular" view with the "right" view. Instead wisdom is developed through knowledge and learning grounded in the Christian faith, it involves intellectual quality and the development of critical skills.

**Honour is showing wisdom in our relationships.** It involves students respecting themselves, each other and the community in which they live. It incorporates aspects of love, service, courage and humility.

**Purpose is showing wisdom in our life's orientation.** Purpose embraces each students' unique talents and abilities and it gives them assurance (ie hope), courage and direction as they go about their daily lives.

At GLC, students are expected to ....

- Be wise
- Be honourable
- Be purposeful

| Chapel, Devotions and Assemblies   | Classroom  | Yard and Sports field   | Off-campus Activities  | Travel  |
|--|--|---|--|---|
| <b>Being wise includes .....</b>   |  |   |  |   |
| <ul style="list-style-type: none"> <li>- Choosing the right people you sit with</li> <li>- Listening and being open to new ideas</li> <li>- Making educated decisions</li> </ul>   | <ul style="list-style-type: none"> <li>- Being willing to learn</li> <li>- Making good seating choices</li> <li>- Thinking before you act</li> <li>- Heeding advice from your teacher</li> <li>- Taking responsibility for your own learning</li> <li>- Being open to new and different ideas</li> </ul>   | <ul style="list-style-type: none"> <li>- Playing fairly according to the rules</li> <li>- Playing appropriate games</li> <li>- Playing safely according to the rules</li> <li>- Being aware of your surroundings</li> <li>- Staying in bounded areas</li> <li>- Trying something new – without being afraid to fail the first time</li> </ul>   | <ul style="list-style-type: none"> <li>- Listening to all instructions</li> <li>- Following instructions</li> <li>- Staying safe</li> <li>- Balancing your school and outside commitments</li> </ul>         | <ul style="list-style-type: none"> <li>- Following the bus rules</li> <li>- Talking quietly</li> <li>- Staying seated</li> <li>- Being a good role model</li> <li>- Reminding others to do the right thing if they are not</li> <li>- Reporting poor behaviour</li> </ul> |
| <b>Being honourable includes .....</b>   |  |   |  |   |
| <ul style="list-style-type: none"> <li>- Understanding you are in God's presence</li> <li>- Entering and leaving the hall quietly</li> <li>- Listening and respecting the speaker</li> <li>- Respecting others' beliefs</li> <li>- Participating</li> <li>- Being a good role model</li> <li>- Accepting awards with good grace</li> <li>- Congratulating people who get awards</li> </ul> | <ul style="list-style-type: none"> <li>- Respecting teachers and their decisions</li> <li>- Listening to the teacher and other students</li> <li>- Respecting other's right to learn</li> <li>- Accepting diversity</li> <li>- Including others</li> <li>- Appreciating others' opinions</li> <li>- Speaking politely</li> <li>- Showing pride in your good work</li> <li>- Congratulating and praising others for their good work</li> <li>- Respecting classroom facilities and resources</li> <li>- Cleaning up after yourself</li> </ul> | <ul style="list-style-type: none"> <li>- Treating others how you would like to be treated</li> <li>- Including others</li> <li>- Speaking politely</li> <li>- Playing fairly with good sportsmanship</li> <li>- Being a good representative for your team/house/College</li> <li>- Congratulating others - including members of the other team</li> <li>- Helping others if they are hurt</li> <li>- Picking up your rubbish</li> </ul> | <ul style="list-style-type: none"> <li>- Representing the school with pride, wearing the uniform correctly</li> <li>- Speaking politely</li> <li>- Being thankful</li> <li>- Putting others first</li> </ul> | <ul style="list-style-type: none"> <li>- Representing the College with pride, wearing the uniform correctly.</li> <li>- Speaking politely</li> <li>- Putting others first</li> <li>- Respecting and thanking the bus driver</li> <li>- Picking up your rubbish</li> </ul> |

| Chapel, Devotions and Assemblies   | Classroom  | Yard and Sports field   | Off-campus Activities  | Travel  |
|--|--|---|--|---|
| <b>Being purposeful includes .....</b>   |  |   |  |   |
| <ul style="list-style-type: none"> <li>- Participating</li> <li>- Looking for connections with yourself</li> <li>- Taking something away with you – always learning and growing</li> </ul> | <ul style="list-style-type: none"> <li>- Setting goals</li> <li>- Planning your work</li> <li>- Being organised, bringing all your things to class</li> <li>- Listening</li> <li>- Contributing</li> <li>- Asking questions</li> <li>- Striving to do your best</li> <li>- Doing your HW</li> <li>- Being persistent – trying even if it is tough</li> <li>- Reflecting on your learning and how you learn best</li> </ul> | <ul style="list-style-type: none"> <li>- Doing your best – push yourself</li> <li>- Training for house and interschool activities</li> <li>- Being the first to move</li> </ul> | <ul style="list-style-type: none"> <li>- Being organised</li> <li>- Listening</li> <li>- Contributing</li> <li>- Asking questions</li> <li>- Striving to do your best</li> </ul> | <ul style="list-style-type: none"> <li>- Being on time</li> </ul> |

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## APPENDIX TWO

### Scriptural Basis

Scripture reminds us that early training of correct living is important.

*“Teach a child how he should live and he will remember it all his life.” (Proverbs 22:6)*

Each person is made by God and is special in his sight.

*“Do not be afraid – I will save you. I have called you by name – you are mine.” (Isaiah 43:1)*

Love is at the centre of Christian living and this love comes from God. God would have us live in a loving relationship with each other.

*“And now I give you a new commandment: Love one another. As I have loved you, so you must love one another.” (John 13:34)*

We all make mistakes and deserve punishment.

*“Everyone has sinned and is far away from God’s saving presence.” (Romans 3:32)*

However, God offers forgiveness to those who believe.

*“Everyone who believes in Him (Jesus) will have his sins forgiven through the power of His name.” (Acts 10:43)*

Because God forgives us, we forgive one another.

*“Instead, be kind and tender-hearted to one another, and forgive one another, as God has forgiven you through Christ.” (Ephesians 4:32)*

APPENDIX THREE

**Restorative Practice Flow Chart**

