



## LUTHERAN SCHOOL WAGGA WAGGA

### POLICY AND PROCEDURES

# BEHAVIOUR LEARNING

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## Rationale

We believe that the gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing positive student behaviours. As Christians, we believe that by nature we are all imperfect, and need the love, guidance and forgiveness that we receive through our relationship with Jesus Christ. In response to these gifts we seek to love, guide and forgive one another through our actions. The life of a functioning Christian community is characterised by positive relationships and open communication with others. God calls all people to love one another, as he has loved us. This love is demonstrated through actions and words that are responsive to the individual rights and needs of others, not in judgement. When working with children, our practices are aimed to nurture respectful and active citizens who: “embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions” (*Melbourne Declaration on Educational Goals for Young Australians, 2008*).

## Policy

Lutheran School Wagga Wagga is a school that accepts and understands that the nature of humans is such that we are all imperfect and therefore, capable of making inappropriate choices. When students make inappropriate choices, those choices are identified by staff, students are made aware of their inappropriate choices and directed to learning positive behaviours. This guidance is given to help facilitate students’ taking responsibility for their personal actions, understanding the importance of reconciling relationships and learning how to resolve conflict positively and proactively.

If a student is involved in serious misbehaviour (eg behaviour that causes harm to others) or a student, after various supports and interventions, continues to place the safety and learning of others at risk, the school’s policy is to issue a suspension or expulsion following a procedurally fair process. The school does not have a policy on ‘exclusion’. Exclusion is the act of preventing a student’s admission to a number of schools.

## Beliefs and Principles

At Lutheran School Wagga Wagga we teach and promote the values of respect, love, compassion, forgiveness, quality, justice, appreciation, service, humility, hope and courage. The learning of positive behaviours is in every lesson, every classroom, every activity and every playtime in the school. Students must be reminded and taught that as humans we are continually learning to improve our choices and that even when we know what to do, our sinful nature and other factors in our life can impact on our desire to make the right choices. All children need to feel safe to tell their story, as it takes courage to open up to adults and let them know they have made a choice that will disappoint them. Teachers and parents should remember that young children are still developing the words they need to express different feelings and may choose inappropriate behaviour to communicate their frustrations. We incorporate the language and principles of restorative practices as we help children grow in their behaviour learning.

Positive, caring and respectful relationships between adults and children are a key component to adults being able to guide children through taking responsibility for their actions. In many incidences children will opt for hiding the truth to avoid embarrassment and consequences. Children need to be counselled to understand the importance of fixing the inappropriate choice by recognising why the choice was not appropriate, learning to change the behaviour and accepting a natural or imposed consequence may occur. Involving children in deciding appropriate consequences can be important in helping them understand their choices and their impact on others.

As Christians we believe that due to sin, no one will ever become perfect. Making inappropriate choices, having a lapse in judgement or being affected by other life factors will always be a part of being human. The goal is the help all people accept this human condition, but still continually aim to do as God directs us and know that we must all take responsibility for our actions and strive to improve.

## **Behaviour Learning Goals**

Our goals are to:

- Assist students to develop positive relationships;
- Assist students to develop effective social skills (including the use of restorative practices);
- Guide students to responsibly manage their own behaviour with respect for the rights and needs of others;
- Maintain a school social environment in which each student's right to security, learning, personal growth and self-esteem is affirmed;
- Assist students to recognise the value and power of forgiveness;
- Equip students with respect, empathy and resilience to become effective citizens.

## **The Role of Staff**

Teachers seek to promote appropriate student behaviour by:

- Establishing positive student relationships;
- Maintaining a Christ-centred, respectful, safe and engaging environment;
- Communicating clear expectations;
- Modelling behaviour, which is responsive to the rights and needs of others;
- Actively teaching social skills;
- Maintaining open communication with parents, students and staff;
- Rewarding positive student behaviours;
- Leading restorative conversations with students to right wrongs and restore relationships
- Being familiar with the Behaviour Learning procedures in order to assure consistency across the school with behavioural expectations.

Through the Christian Studies program students have further opportunity to learn about the Christian motivation for service through actions, which respond to the rights and needs of others.

Teachers have the responsibility for continuing to develop strategies to encourage positive behaviour from students. Staff maintain behaviour and language that demonstrates positive role modelling to students.

Classroom teachers will keep parents informed of repeated or serious inappropriate behaviours. Classroom teachers will choose the most effective way of communicating to maintain positive relationships with parents, which in most situations will be a diary note or a conversation over the phone or in person. Older students should be encouraged and supported (by teachers and parents) to share the information themselves. The courage needed to do this should be recognised and affirmed. A record of phone contact or meetings with parents will be recorded.

When students behave irresponsibly, teachers seek to respond in such a way as to lead students to recognise their error, attempt to repair any damage done, realise their need for forgiveness, and plan to behave more appropriately in the future. This may involve the imposing of consequences as defined within this policy.

It is the role of the teacher to develop positive and respectful relationships with their students, understanding and accepting that all students are individuals with unique interests, personalities, gifts and talents. Therefore, the first step in helping to promote positive student behaviour is for teachers to know their students, understand what triggers negative behaviours and know what interests and motivates their students.

## **The Role of Parents**

Assisting students in behaviour learning is most effective when parents, students and teachers work together to establish the values and expectations of the school community and appropriate behaviour in the classroom and the playground.

Parents have the primary responsibility for teaching their children to behave responsibly with respect for the rights and needs of others. Teachers have the primary responsibility for managing student behaviour at school. Where the values and expectations are the same, teachers and parents can actively support one another to the benefit of the child.

It is essential that all parents are familiar with the school's Behaviour Learning Policy and can support it. Likewise parents are expected to actively support the teachers' management of their child's behaviour or, if they have difficulty doing so, to meet with the teacher concerned with the aim of planning a cooperative approach. The Principal or Deputy Principal may be invited to join such meetings.

In some circumstances where there are ongoing behaviour concerns, parents will be invited to join with their child's teacher and other staff members such as the Learning Enhancement Teacher, School Chaplain, Deputy Principal and Principal to develop an individual learning plan to assist their child in developing appropriate behaviour patterns. An individual behaviour learning plan will identify the skills to be developed and will outline strategies to be used at school and, if appropriate, at home. We place great importance on this partnership and value the support of parents and students.

Parents can support their children and the school through:-

- encouraging their children to behave in line with the schools' Behaviour Learning Policy and the Christian ethos of the school;
- providing a learning environment at home, which encourages the completion of homework and good study skills;
- supporting school activities and events;
- approaching the class teacher first if they have a concern regarding their child (Deputy Principal and Principal should only be contacted first if the issues have not been resolved or it is an ongoing issue);
- promoting a positive image of Lutheran School and directing concerns or criticisms to the appropriate staff member;
- supporting staff and parent volunteers in the provision of extra-curricular activities.

### **The Role of Students**

We believe that it is essential for a school's behavioural expectations to be clear and known by all so that they can serve as an effective guide. At Lutheran School Wagga Wagga guidelines are inspired by God's Word, with respect to each individual's uniqueness, worth and basic rights as well as our corresponding responsibilities.

The ultimate aim for behaviour is to follow the perfect example we have in Jesus Christ, knowing that while we will never reach this level of perfection we can aim to be the best we can be and feel safe to ask for help and guidance when inappropriate choices are made.

Respect is central to our expectations as students are taught to respect themselves, others and property. Our guidelines define everybody's rights and responsibilities in the areas of fair play, learning, safety, property and communication.

Students are to be aware of our school's 'Restorative Practices' processes. Students need to know the purpose of restorative practices, how they work, and how they benefit every member of the school community.

It is also essential that students recognise two key understandings:

- **All students at LSWW have the right to feel safe at school.**
- **All students at LSWW have the right to ask a teacher for help.**

### **Expectations of Students**

At Lutheran School we have created five key expectations in order to achieve the two key understandings listed above. These five areas outline expectations of students and are displayed and referred to in classes. When addressing student's choices and behaviour, these are worked through by the student to understand how their choice or behaviour has impacted on others and their belongings. Each of the five key expectations are outlined below.

## FAIR PLAY – We aim to play fairly with each other

RIGHTS	RESPONSIBILITIES	UNACCEPTABLE BEHAVIOURS
<p><i>We have the right to:</i></p> <ul style="list-style-type: none"> <li>• Be included;</li> <li>• Use play equipment and play space;</li> <li>• Learn about problem solving; and</li> <li>• Play in an environment where rules are enforced.</li> </ul>	<p><i>We have the responsibility to:</i></p> <ul style="list-style-type: none"> <li>• Include others;</li> <li>• Use equipment correctly and return it properly;</li> <li>• Attempt to solve problems peacefully;</li> <li>• Choose fair rules and play by them; and</li> <li>• Share play equipment and play space.</li> </ul>	<ul style="list-style-type: none"> <li>• Excluding others unfairly;</li> <li>• Harassment;</li> <li>• Ignoring the rules when playing games;</li> <li>• Cheating;</li> <li>• Refusing to share school property; and</li> <li>• Bullying</li> </ul>

## LEARNING – We aim to do our best so that we can learn

RIGHTS	RESPONSIBILITIES	UNACCEPTABLE BEHAVIOURS
<p><i>We have the right to:</i></p> <ul style="list-style-type: none"> <li>• Discover more about the world and ourselves;</li> <li>• Develop our skills;</li> <li>• Express ourselves;</li> <li>• Use our talents; and</li> <li>• Use helpful resources.</li> </ul>	<p><i>We have the responsibility to:</i></p> <ul style="list-style-type: none"> <li>• Give our best effort;</li> <li>• Obey class rules;</li> <li>• Be good listeners; and</li> <li>• Ask for help when we need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Disturbing others;</li> <li>• Interrupting;</li> <li>• Ignoring instructions; and</li> <li>• Not sharing resources.</li> </ul>

## **SAFETY – We aim to act safely by considering others and protecting them and ourselves**

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>	<b>UNACCEPTABLE BEHAVIOURS</b>
<p><i>We have the right to:</i></p> <ul style="list-style-type: none"> <li>• Feel safe and secure;</li> <li>• Learn about safety;</li> <li>• Be protected from unsafe conditions; and</li> <li>• Talk to someone we trust when in need.</li> </ul>	<p><i>We have the responsibility to:</i></p> <ul style="list-style-type: none"> <li>• Act in a safe way;</li> <li>• Consider how our actions affect others;</li> <li>• Use equipment correctly</li> <li>• Play in our designated areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Hurting others emotionally and/or physically;</li> <li>• Leaving the school grounds without permission;</li> <li>• Using equipment wrongly;</li> <li>• Harassment;</li> <li>• Running on concrete;</li> <li>• Talking to strangers;</li> <li>• Being in an area without teacher supervision;</li> <li>• Running around corners;</li> <li>• Rough play; and</li> <li>• Climbing other than on playground equipment.</li> </ul>

## **PROPERTY – We aim to care for the school and respect one another’s property**

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>	<b>UNACCEPTABLE BEHAVIOURS</b>
<p><i>We have the right to:</i></p> <ul style="list-style-type: none"> <li>• Have a clean and tidy environment;</li> <li>• Use school property; and</li> <li>• Have our personal belongings protected.</li> </ul>	<p><i>We have the responsibility to:</i></p> <ul style="list-style-type: none"> <li>• Treat all school and one another’s property with care and respect;</li> <li>• Keep the yard free from litter and vandalism; and</li> <li>• Ask permission when borrowing each other’s belongings.</li> </ul>	<ul style="list-style-type: none"> <li>• Damaging school and/or one another’s property;</li> <li>• Misusing equipment;</li> <li>• Wasting water and natural resources;</li> <li>• Stealing;</li> <li>• Borrowing without asking;</li> <li>• Littering; and</li> <li>• Vandalism (including drawing on desks).</li> </ul>

## **COMMUNICATION – We aim to communicate with love and respect for one another**

### **RIGHTS**

*We have the right to:*

- Be listened to;
- Be spoken to politely;
- Attempt to solve problems by talking; and
- Be told the truth

### **RESPONSIBILITIES**

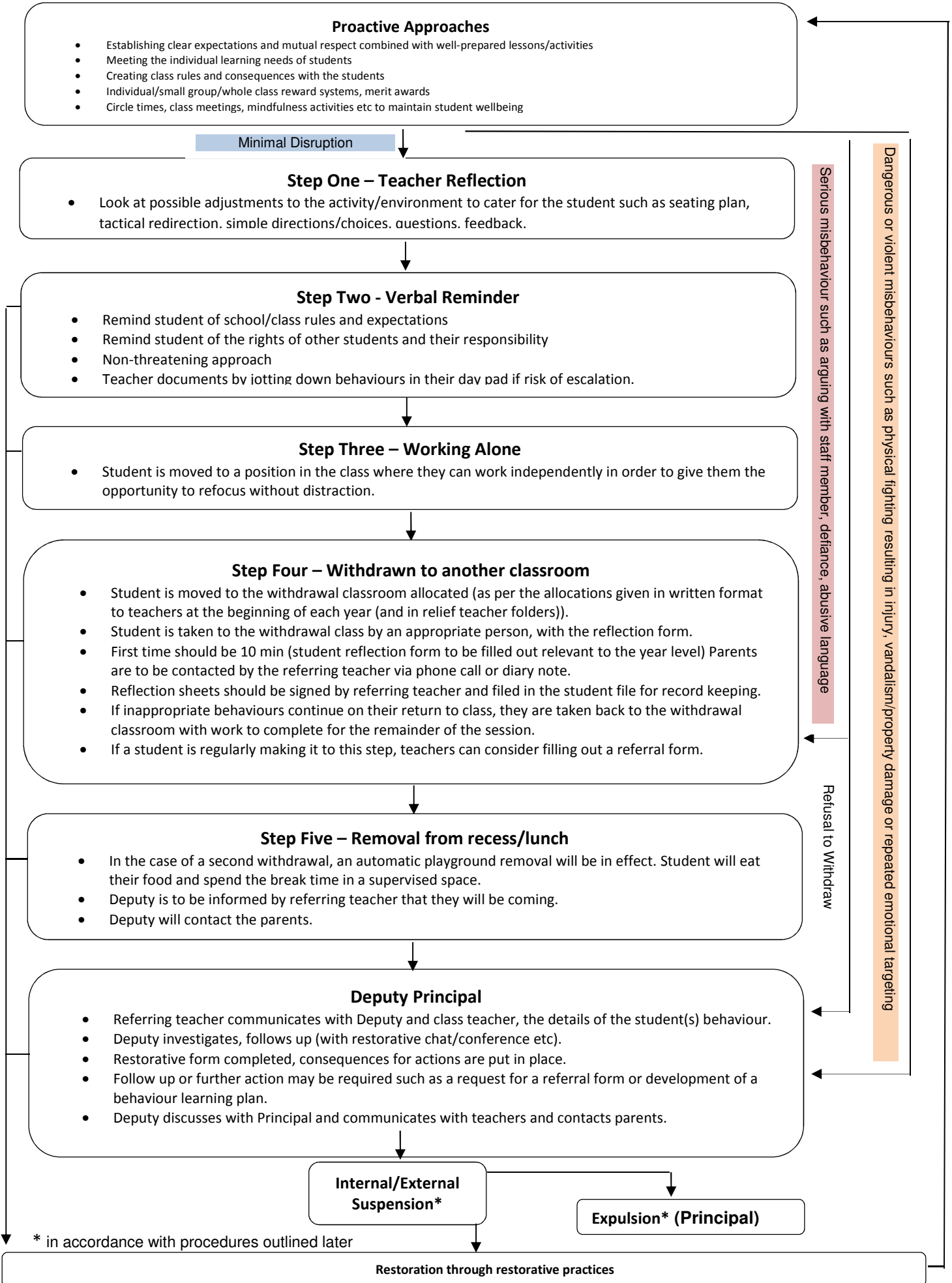
*We have the responsibility to:*

- Listen to each other;
- Speak politely;
- Attempt to solve problems by talking; and
- Tell the truth.

### **UNACCEPTABLE BEHAVIOURS**

- Put downs;
- Swearing;
- Ignoring or excluding others;
- Name calling; and
- Criticising those who are absent.

# CLASSROOM/LEARNING Flowchart Summary of Procedures for Behaviour Learning



# Details of the CLASSROOM/LEARNING Flow chart levels for Behaviour Learning

<b>Minimal Disruptions</b>
<b>Possible Behaviours</b> (but not limited to...)
<p>Minimal disruptions to the learning environment;</p> <ul style="list-style-type: none"> <li>Talking at inappropriate times/calling out</li> <li>Putting others down</li> <li>Failure to use learning time effectively</li> <li>Minor damage to property</li> <li>Inappropriate language choices</li> <li>Harassment of others</li> <li>Behaving in an unsafe manner</li> <li>'light' physical behaviour – poke, shoulder tap, etc</li> <li>Name calling</li> <li>Not following class rules and expectations</li> </ul>
<b>Procedures</b>
<ul style="list-style-type: none"> <li>Follow steps of the flow chart</li> <li>Verbal use of restorative questions (at the discretion of the teacher depending on the situation):               <ul style="list-style-type: none"> <li><u>Wrong Doer</u> <ul style="list-style-type: none"> <li>What happened?</li> <li>What were you thinking at the time?</li> <li>Who has been affected by what you did? In what way?</li> </ul> </li> <li><u>Victim</u> <ul style="list-style-type: none"> <li>What did you think when it happened?</li> <li>What have you thought about since?</li> <li>How has it affected you?</li> <li>What's been the worst of it?</li> <li>What needs to be done to make it right?</li> </ul> </li> <li><u>Wrong Doer</u> <ul style="list-style-type: none"> <li>What do you need to do to make things right?</li> <li>How can we make sure this doesn't happen again?</li> <li>What can I do to help you?</li> </ul> </li> <li><u>Victim</u> <ul style="list-style-type: none"> <li>How can we make sure this doesn't happen again?</li> </ul> </li> </ul> </li> </ul>
<b>Possible Consequences</b> (but not limited to...)
<p>It is important that the consequence is relevant to the disruption, such as;</p> <ul style="list-style-type: none"> <li>Change of seating arrangement</li> <li>Quiet discussion with student after class</li> <li>Complete unfinished work during a break</li> <li></li> </ul>
<b>Communication/Documentation</b>
<ul style="list-style-type: none"> <li>Document behaviours in day pad</li> <li>Teacher discretion as to whether parents are informed and how</li> </ul>



# Serious Misbehaviours

## Possible Behaviours

(but not limited to...)

Continuation of disruptive behaviours despite previous level interventions or Serious misbehaviours such as;

- Arguing with the teacher
- Defiance
- Bullying and harassment of others
- Refusal
- Obscenities
- Coercion
- Physical behaviour eg; pushing, tripping

## Procedures

These behaviours lead straight to step four; Withdrawal.

### Teacher/Staff Member:

- Verbal reminder of student choices and the consequences of reaching this level.
- Send student with a partner and a reflection sheet to their allocated withdrawal class (phone call or note communication is encouraged where possible).
- If the 1<sup>st</sup> withdrawal class is not available, use the second option on the withdrawal class chart.

### Withdrawal Class Teacher:

- Supervises and guides the student to complete expectations set by the teacher.
- Sends student back to class with another student.

### Teacher (on re-entry into class):

- Brief restorative chat. The following questions are a guide;
  - Can you come back into the room and . . . (describe the behaviour you wish to see)?
  - Do you need to be seated by yourself or can you sit with the class?

If unacceptable behaviour choices continue, student completes the second withdrawal and takes their work with another student back to the withdrawal class for the remainder of the session.

## Possible Consequences

(but not limited to...)

- Student will eat their recess with their peers then be withdrawn to a supervised space for the play period. Deputy Principal is to be informed prior to their withdrawal to make arrangements to be present and to know the reason for their visit.
- At teacher's discretion, and in consultation with the Deputy Principal, completing a referral form for a behaviour plan can be considered.

## Communication/Documentation

- Completed reflection sheet is signed by the teacher and filed in the student's file.
- If withdrawn once, parents are contacted by teacher via a phone call or diary note which provides opportunity for the parents to contact the teacher if they require more information.
- If it is escalated to the 2<sup>nd</sup> withdrawal and student misses their break, Deputy Principal contacts parents.
- At teacher's discretion (if one withdrawal), they may inform the Deputy of the behaviour and action taken for assistance in direction or to inform of possible escalation.
- Information about the behaviour and consequences put in place is required to be passed on to any specialist teachers that the student may have that day by the classroom teacher at handover.

# Dangerous or Violent Behaviours

## Possible Behaviours

(but not limited to...)

Continuation of serious misbehaviours despite the previous three level interventions or dangerous, deliberate or violent behaviours that endangers the safety or well-being of others or physical harm of others such as;

- Physical fighting resulting in injury
- Bullying or harassment causing harm
- Cyber bullying or harassment
- Theft
- Vandalism/property damage

## Procedures

These behaviours lead straight to Deputy Principal.

### Teacher/Staff Member:

- Verbal reminder of student choices and the consequences of reaching this level.
- Phone Deputy Principal to check for availability. If the Deputy is unavailable, contact the Curriculum Coordinator or Principal. Inform them of the nature of the withdrawal.
- Send the student with 2 other students to the Deputy Principal (or alternative administration team member) or inform the Deputy if it would be best for them to come to the student.

### Deputy Principal:

- Seek immediate input from the teacher and students through investigation of the incident.
- Investigate what happened using restorative dialogue. Listen to all parties individually and then as a group (if necessary or appropriate).
- If safe for the student and the class, the student may return to class and come to meet the Deputy Principal in the next few breaks to go through the restorative process of reflecting, repairing and restoring. If unsafe, student will remain with the Deputy Principal to calm down, complete work and/or begin the restorative process.

## Possible Consequences

(but not limited to...)

### Deputy Principal:

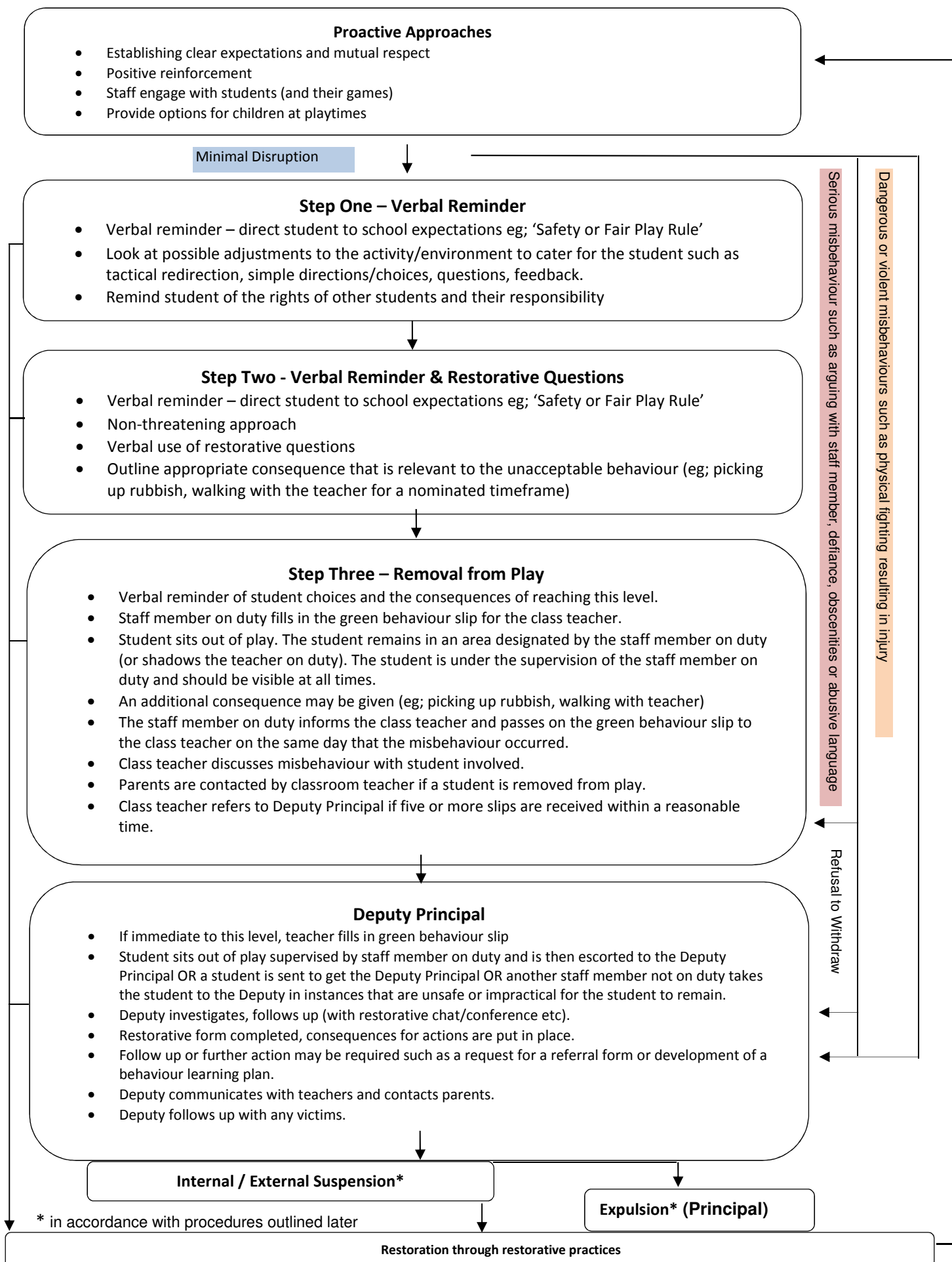
- Student completes a restorative questionnaire on the incident.
- In discussion with the Deputy the student decides on a way to repair the relationship with the victim and other people affected by the incident.
- A consequence that helps to restore the wrong-doers relationship with the community is decided between the student and Deputy Principal. It will aim to be a consequence that is relevant to the incident or a way of helping his class, teachers or school. This will be a way of positively contributing to the community.
- Individual follow up support will be available for both victim and wrong-doer through check in catch ups and the offer of sessions with the School Chaplain.

## Communication/Documentation

### Deputy Principal:

- Inform parents (on the day the student reached this level).
- Communicate with victims and the parents of any victims (if necessary).
- Communicate developments made through the investigation and what steps were taken with the class teacher and specialists.
- Inform Principal and discuss appropriate consequences (including suspension if necessary)
- The incident and any documentation such as reflection sheets, meeting minutes, investigation notes are logged on TASS (the school data base system) for the wrong-doer and victim (if necessary).
- May request the teacher to fill in a referral form for a behaviour plan to be implemented (particularly if not first time an incident of this level has occurred).

## PLAYGROUND Flowchart Summary of Procedures for Behaviour Learning



## Details of the PLAYGROUND flow chart levels

### Step 1 – Verbal Reminder

#### Possible Behaviours

(but not limited to...)

Minimal disruptions to the learning environment;

- Running on the concrete
- Putting others down
- Not wearing a hat
- Damage to property
- Inappropriate language choices
- Harassment of others
- Behaving in an unsafe manner
- 'light' physical behaviour – poke, shoulder tap, etc
- Name calling
- Littering
- Not following duty teachers instructions

#### Procedures

- Non threatening approach
- Proximity – stay close to the student
- Non-verbal cue (eye contact etc)
- Verbal rule reminder

#### Possible Consequences

(but not limited to...)

- If running, rewalk the path they took
- Student to go and get hat

#### Communication/Documentation

- N/A

## Step 2 – Verbal Reminder & Restorative Questions

### Possible Behaviours (but not limited to...)

Continuing minimal disruptions to the learning environment;

- Running on the concrete
- Putting others down
- Not wearing a hat
- Damage to property
- Inappropriate language choices
- Harassment of others
- Behaving in an unsafe manner
- 'light' physical behaviour – poke, shoulder tap, etc
- Name calling
- Littering
- Not following duty teachers instructions

### Procedures

- Verbal use of restorative questions (at the discretion of the responding teacher):

#### Wrong Doer

- What happened?
- What were you thinking at the time?
- Who has been affected by what you did? In what way?

#### Victim

- What did you think when it happened?
- What have you thought about since?
- How has it affected you?
- What's been the worst of it?
- What needs to be done to make it right?

#### Wrong Doer

- What do you need to do to make things right?
- How can we make sure this doesn't happen again?
- What can I do to help you?

#### Victim

- How can we make sure this doesn't happen again?

### Possible Consequences

(but not limited to...)

It is important that the consequence is relevant to the behaviour, such as;

- Picking up rubbish
- Sitting outside classroom if no hat
- Walking with the teacher on duty for a nominated timeframe
- Solving problem with other child (in teacher's presence) to restore relationship before game continues

### Communication/Documentation

- N/A

## Step 3 – Removal from Play

### Possible Behaviours

(but not limited to...)

Continuation of disruptive behaviours despite previous level interventions or serious misbehaviours such as;

- Arguing with the teacher
- Defiance
- Bullying and harassment of others
- Refusal
- Obscenities/ abusive language
- Coercion
- Minor physical behaviour eg; pushing, tripping

### Procedures

#### Teacher on duty:

- Verbal reminder of student choices and the consequences of reaching this level.
- Teacher on duty fills out a green behaviour form.
- Student sits out of play. The student remains in the designated area by the teacher on duty or shadows the teacher. The student is under the supervision of the teacher on duty and should be visible at all times.
- An additional consequence that is relevant to the misbehaviour may be given (eg, rubbish pick up)
- The teacher on duty informs the class teacher and passes the green slip to the classroom teacher on the same day of the misbehaviour.

#### Class Teacher:

- Brief chat with student about the misbehaviour.
- Record the date and time of the chat on the green slip and any extra notes or information you gained from your chat.
- File the slip for future reference.
- If a total of 3 slips have been received, follow through to next step – Deputy Principal.

### Communication/Documentation

#### Class Teacher:

- Green behaviour slips are filed for future reference.
- Green slips can be shredded at the end of the year, but a summary is noted on the school's database.
- Some instances may require communication with parents either via a diary note home or phone call. Instances requiring this would include serious misbehaviours or repetitive behaviours.
- Communicate with the parents of any victims (if necessary).
- Communicate with any other staff that may require the information such as specialist teachers that day.

## Step 4 - Deputy Principal

### Possible Behaviours

(but not limited to...)

Continuation of serious misbehaviours despite the previous three level interventions or Dangerous, deliberate or violent behaviours that endangers the safety or well-being of others or physical harms of others such as;

- Physical fighting resulting in injury
- Bullying or harassment causing harm
- Cyber bullying or harassment
- Theft
- Vandalism/damage to school property

### Procedures

These behaviours lead straight to Deputy Principal.

#### Teacher on duty:

- Discuss unacceptable behaviour choice with the student.
- Fill in the green behaviour slip. Include any relevant additional information such as names of witnesses unless planning on talking with the Deputy following the end of duty.
- Sit the student out of play in a supervised area. At the end of the duty escort the student to the Deputy Principal (or alternative administration team member if unavailable).
- If it is unsafe or impractical for the student to sit out of play before being escorted to the Deputy, send a student to get the Deputy or send the student to the Deputy with another staff member who is not on duty.

#### Deputy Principal;

- Seek immediate input from the teacher through the green slip (or conversation) and students through investigation of the incident.
- Investigate what happened using restorative dialogue. Listen to all parties individually and then as a group (if necessary or appropriate).
- If safe for the student and the class, the student may return to class and come to meet the Deputy Principal in the next few breaks to go through the restorative process of reflecting, repairing and restoring. If unsafe, student will remain with the Deputy Principal to calm down, complete work and/or begin the restorative process.
- Individual follow up support will be available for both victim and wrong-doer through check in catch ups and the offer of sessions with the School Chaplain.

### Possible Consequences

(but not limited to...)

#### Deputy Principal;

- Student completes a restorative questionnaire on the incident.
- In discussion with the Deputy the student decides on a way to repair the relationship with the victim and other people affected by the incident and/or repair the situation/property.
- A consequence that helps to restore the wrong-doers relationship with the community is decided between the student and Deputy Principal. It will aim to be a consequence that is relevant to the incident or a way of helping his class, teachers or school. This will be a way of positively contributing to the community.

### Communication/Documentation

#### Deputy Principal;

- Inform parents (on the day the student reached this level).
- Communicate with the parents of any victims about the incident and process being followed (if necessary).
- Green behaviour slip is given back to the class teacher for filing.
- Communicate developments made through the investigation and what steps were taken with the class teacher and specialists.
- Inform Principal and discuss appropriate consequences (including suspension if necessary)
- The incident and any documentation such as reflection sheets, meeting minutes, and investigation notes are logged on TASS for the wrong-doer and victim (if necessary).
- Follow up with the victim to communicate the process being followed (if necessary).
- Follow up with parents.

## **Bullying**

The national definition of bullying for Australian schools (as outlined in <https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying> ) says:

*Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).*

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts or inappropriate behaviours still need to be addressed and resolved, and the school seeks to do this through the whole school approach of *Restorative Practices* which may include applying consequences.

### **Preventative and Educational Approaches to Bullying**

At LSWW we believe all students have the right to learn and make mistakes, therefore we seek to build skills such as resilience and self-control in students in order to teach them how to get along socially, academically and relationally. Some of the ways this is achieved is through;

#### *Classroom programs*

Students are involved in classroom level programs through Health units using resources such as the 'You Can Do It' which teaches skills in getting along, building confidence, resilience, organisation and persistence through all year levels. Social resilience and problem solving programs can be run in classes that require additional assistance in relationship building. This is a weekly lesson for a term led by the Chaplain, Deputy Principal and class teachers. Our Lutheran School values are also taught in classrooms and chapel services, including how to apply them in terms of behaviour and expectations.

#### *Bye Bye Bullying*

This school wide initiative is publicised throughout the school by posters, assemblies, SRC Representatives and staff. This program remind students to 'Spot it out' – be on the lookout for students being bullied, 'Speak it out' if they see someone who is being bullied, and through doing these things, know that they will be helping to 'Stomp it out.' These three catch phrases are taught and reminded to students in order to help prevent bullying behaviours.

#### *High 5 strategy*

Students are taught to use five strategies to build resilience in dealing with unwarranted behaviour by peers. These give students the confidence to try to sort out the problem themselves before seeking help. The strategies that students work through are; Speak friendly, Speak firmly, Ignore, Walk away, Report.

#### *Restorative Practices*

Students learn to have restorative conversations to help mend broken relationships with their peers and staff, due to their behaviour choices. Both victim and wrong doer are given the opportunity to express their feelings and discuss what happened and why. Staff act as mediators to help students solve problems, heal hurts and bring about restored relationships. This process can also involve parents who may have been affected by choices made by a student.

#### *Safety surveys*

Undertaken each semester by Year 3-6 students who have the opportunity to disclose to the Principal how safe they feel at school, who they feel is being a bully to them and what the actions are that are causing them harm.



Students also have the option to write if they would like to speak to an adult about how they are feeling – and specify whom they would like to talk to. This information is shared with executive and class teachers in order to act on any information given.

#### *Police Liaison Officer*

Lutheran School Wagga Wagga has a strong working relationship with the local Police Liaison Officer (PLO) who regularly visits the school to give age appropriate presentations to students on topics in relation to bullying. In the case of serious behaviour concerns (eg bullying and cyberbullying) the PLO is contacted by the Principal or Deputy Principal at their discretion. The PLO can be contacted at the Wagga Wagga Police Station (ph 02 6922 2599).

### **Approaches to Bullying**

We believe that a successful behaviour management approach is far more than a single program or product. It is an ongoing process involving every member of the school community. We aim to empower students to recognise and accept responsibility for how they choose to behave. Our focus is on expectations rather than rules, consequences rather than punishments and problem solving rather than conflict. Our dialogue with students is characterised by expressions such as those used in *Restorative Practices*.

Please see the details of the flow chart pages – sections of ‘Serious Misbehaviors’ and ‘Dangerous and Violent Behaviour’.

### **Suspension and Expulsion**

Students are encouraged to accept responsibility for their actions, and to participate fully and positively in their educational experience.

A student will only be suspended or expelled from school in situations where all other reasonable measures have been implemented without success or where immediate suspension or expulsion is the only appropriate course of action in response to the student’s behaviour, or where the wellbeing or safety of another student or staff member is at risk.

**Suspension** is the temporary removal of a student from all classes or school activities they would normally attend, or temporary removal from the school, for a set period of time. **Expulsion** is the permanent removal of a student from the school.

Procedure:

1. Deputy Principal is advised of the behaviour incident or allegation (as outlined in the Classroom/Learning and Playground flowcharts).
2. Deputy Principal withdraws and interviews the student against whom the allegation has been made ensuring safety, confidentiality and procedural fairness. Written notes are kept of the interview.
3. Deputy Principal carries out further investigation and speaks with relevant staff and student witnesses. Written notes are kept of the interviews.
4. Deputy Principal speaks again to the student to seek his/her response to the allegations made and/or to the details of the incident provided by witnesses .
5. Deputy Principal reports to the Principal and provides notes/summaries of details of the incident and witness statements.
6. Principal considers the details and makes a decision on whether to suspend/expel the student (taking into account age of student, behaviour record, any special circumstances).
7. In the case of suspension:
  - The parents of the student are advised by the Principal or Deputy Principal by telephone, and in writing, of the incident and the decision to suspend the student (either in-school or away from school) for a period of time
  - Parents (and student) are asked to meet with the Principal and Deputy Principal prior to returning to school to discuss a Return to School Plan and/or a Behaviour Learning Plan to support the student's continuation at the school.
8. In the case of expulsion:
  - Parents (and student) are asked to meet with the Principal and Deputy Principal to be advised of the incident and the decision to expel the student from the school.

- Opportunities are provided for support of the student as he/she makes the transition to a new school.

### **Corporal Punishment**

The Education Reform Amendment (School Discipline) Act 1995 amends the Education Reform Act 1990, Section 47 to ban the use of corporal punishment in all schools in NSW.

Corporal punishment is defined as:-

*“corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student).”*

The ban on corporal punishment is supported by the School Board, administrators and staff of Lutheran School Wagga Wagga as corporal punishment is contrary to the basic philosophy and aims of the school. The school does not administer corporal punishment, or sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at school.

### **Resources**

[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

[http://www.behaviourmatters.org.au/Restorative\\_Practice.php](http://www.behaviourmatters.org.au/Restorative_Practice.php)

### **Related Documents**

- Child Protection Policy
- Discrimination, Harassment and Bullying Policy
- Student Use of Electronic Devices and the Internet Policy