



POL11 DISCIPLINE THAT RESTORES

RATIONALE

Trinity Lutheran College is a community of learners – students and teachers, staff and parents, who come together for the purpose of learning and teaching. Each individual learner is encouraged to develop their God given gifts and potential in a Christ-centred environment that promotes positive relationships with all in the college community. To facilitate such a community, the college accepts the need for standards to be set and to be accepted by the community. When students experience conflict or disregard and fail to comply with the college’s expectations and code of conduct, the college has the responsibility to intervene to redirect the behaviour and attitude of the student to repair, reconnect and restore relationships. The motivation for this is based on Christian love and is built on the theological foundations of the Lutheran understanding of both Law and Gospel principles (Romans 13:1-5).

SCOPE

This policy applies to student behaviour within the college grounds and classroom, when representing the college in public and on camps, tours and school excursions.

RESPONSIBILITY

The Principal has overall responsibility for this policy which is administered through the executive leadership team.

POLICY

1. BELIEFS

- 1.1. The culture of belonging to the Trinity Lutheran College community is to endorse reflective, positive and restorative practices that support relationship building and allow for the resolution of issues in a responsible manner.
- 1.2. At the heart of a restorative culture is a profound respect for relationships and a cultural shift from a punitive to a restorative approach when dealing with disruptive behaviour and conflict which is inevitable in any school community.
- 1.3. Trinity’s whole school approach to management of personal behavior incorporates the practice of regular restating of the high expectations of appropriate behaviour and relational procedures by students, staff and parents in order to maintain a safe, enjoyable learning environment for all.
- 1.4. Trinity also strives to develop positive student behavior, attitudes and effective relationships through creating a learning culture of proactive skilling programs involving students, parents and staff.
- 1.5. As well as this strong emphasis on proactive management, Trinity has responsive management strategies and techniques in place when conflict and behavioural issues occur in the school community. This responsive management is an important part of discipline that restores as it aims to work with the students, staff and parents to actively be involved in the processes of consequences, resolution, rebuilding and ultimately of restoration.
- 1.6. Discipline that restores is based on the belief that:
 - 1.6.1. Trinity has a concern for the development of each student to his/her full potential. This care involves the nurture of each child in terms of his/her social, emotional, spiritual, intellectual and physical growth and positive interpersonal problem solving skills in relation to others.
 - 1.6.2. Discipline that restores is the responsibility of all staff, with members contributing in appropriate ways according to their roles and responsibilities.
 - 1.6.3. Discipline that restores is aimed at acknowledging and responding to all students. All students are different and have unique qualities to be valued and appreciated. Some students require a high level of assistance and support and management processes will vary with each individual.
 - 1.6.4. Discipline that restores is most effective when clear, consistent expectations and practices are communicated and known and a respectful, relational, restorative school culture is evident.

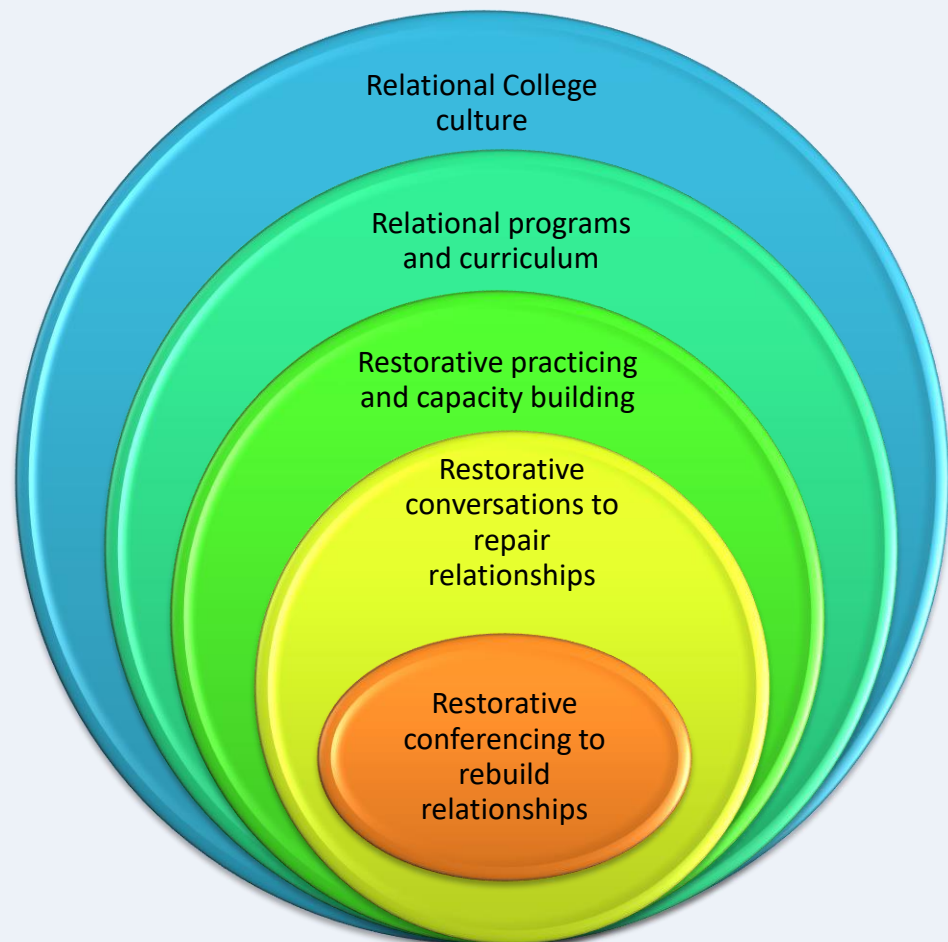
2. AIMS

The Trinity Lutheran College relationship management policy is based on restorative practices and aims to

- 2.1. create an environment in which students can achieve their academic and personal potential
- 2.2. assist students to develop a sense of personal integrity and responsibility to the College and themselves
- 2.3. develop a sense of care and compassion for one another
- 2.4. foster positive and restorative relationships among all stakeholders.

3. FRAMEWORK

A restorative culture is based on a framework as summarized in the following diagram:



A relational foundation for whole-of-school culture (Oliver:2007)

4. PRINCIPLES

- 4.1. The basis of any action as a Christian College must be framed on Christ himself and underpinned by the word of God. In the eyes of God, all people have worth. This is reflected in our Lutheran education values of love, justice, compassion, forgiveness, service, courage, humility, hope, quality, appreciation.
- 4.2. The College culture is based on a relational foundation, and restorative practices are supported by a clear vision and values; explicit language, structures and processes.
- 4.3. A whole of College approach to Restorative Practices is based on the principles



of:

- 4.3.1. Focus on the relationship and how people are affected
- 4.3.2. Restore damaged relationships
- 4.3.3. Talk about the behaviour without blaming or becoming personal
- 4.3.4. See mistakes and misbehaviour as an opportunity for learning
- 4.3.5. Accept that sometimes we cannot get to the ultimate truth
- 4.3.6. Be future focused and talk about how to make things right.
- 4.4. At Trinity, the language of the 5C's reflect our daily application of values, attitudes and behaviours. They are:
 - 4.4.1. Be Christ-Centred
 - 4.4.2. Be Committed
 - 4.4.3. Be Courteous
 - 4.4.4. Be Compassionate
 - 4.4.5. Be Confident
- 4.5. To enable our College to function such that all in the College community feel safe and valued, and for the primary objective of learning for all is fulfilled, we recognize that there are basic rights pertaining to all. If we wish to have our rights respected then we must behave in a responsible manner which shows that we also respect the rights of others.

| RIGHTS | RESPONSIBILITIES |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a) Everyone has the right to learn. | a) Everyone should support and not interfere with the learning of others. |
| b) Everyone has the right to a clean, safe and healthy environment. | b) Everyone should take an active role in maintaining a clean, safe, healthy environment free from confrontation, physical and verbal abuse and littering. |
| c) Everyone has the right to an effective teaching and learning environment, and the right to work to potential. | c) All members of the college community should work as productively as they are able. |
| d) Everyone has the right to mutual respect, courtesy and compassion. | d) Everyone should show courtesy, respect and a proper consideration to others and respect their property. |
| e) Everyone has the right to be proud of their work, school, heritage, religion and culture. | e) Individuals should take pride in, and not discriminate against or condemn another, for their work, heritage, religion or culture. |

- 4.6. Behavioural expectations which are clear, explicit and appropriate should promote desired behaviours and standards and protect the rights of individuals. Students, staff and parents should work together to establish expectations of behaviour in class, the playground and in public.
- 4.7. Effective student management requires that parents, carers, staff and students form a partnership, accepting responsibility and accountability for ensuring these principles are enacted.

PROTOCOLS

Refer to *Restorative Practices Handbook* for more information and details of procedures, flowcharts, forms and similar

RELATED DOCUMENTS

- Code of conduct: staff
- Code of conduct: students
- Related forms and templates



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RECORD OF IMPLEMENTATION

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|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contact officer | Cheryl Bartel (Principal) |
| Approved by | Executive leadership |
| Ratified by | Trinity Lutheran College Council |
| Authorization | Trinity Lutheran College Council authorizes this policy for publication and implementation having considered relevant legislation and/or operational requirement of users. |
| Tracking | Ratified February 2015. Reviewed and updated March 2018. |
| Review Date (3 year cycle or as required by legislation) | 2021 |