



Pastoral Care Policy

Grace Lutheran
PRIMARY SCHOOL
GROW IN GRACE



Included here within are the beliefs, aims and responsibilities of Grace Lutheran Primary School in relation to Restorative Practices (Relational Management), Behaviour Management and Anti-Bullying.

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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. This commitment is the basis of our Pastoral Care Policy which includes Restorative Practices, Behaviour Management and Anti-Bullying.

Grace Lutheran Primary School 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

Mission Statement

Grace Lutheran Primary School is a caring, Christian community, which, in partnership with the family, endeavours to provide a quality educational environment where we can Grow in Grace surrounded by Christ's love and forgiveness.

We believe that Christ is the source and centre of our school life and we live together as forgiven Christians.

We acknowledge that we are precious in God's sight and strive to use our unique gifts and talents to the best of our abilities and to the benefit of others.

Grace Lutheran Primary School being a Christian school, accepts each child as a uniquely created child of God.

Aims

At Grace Lutheran Primary School we take seriously the command of Jesus "to love our neighbour as we love ourselves." (Mark 12:31)

We aim to assist students to make positive choices and take ownership of their actions and behaviours. "Our aim is to encourage and support students, informed and sustained by the Word of God, to develop their God given talents so that they may enrich and frame their world." (LEA, 2002 'A Vision for Learners and Learning in Lutheran Schools')

GLPS's aims of Pastoral Care include:

- Creating a safe and supportive environment.
- Encouraging profound fairness, and a culture of listening.
- Adopting a consistent approach to building and restoring relationships.
- Promoting the emotional, social and spiritual development of individuals.
- Developing personal awareness and responsibility.
- Learning lifelong skills and strategies such as active listening, expressing emotion, facilitating dialogue and problem-solving peacefully.
- 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 bullying and has the responsibility to report it to staff.
- Ensuring that all reported incidents are followed up according to pastoral care procedures.
- Monitoring relationships at school following bullying that has occurred outside of school.
- Providing close and supportive communication between home and school.
- Healing and putting things right.

RESTORATIVE PRACTICE: A RELATIONAL MANAGEMENT APPROACH

What is Restorative Practice?

Our school defines restorative practice as a participatory and democratic practice. It focuses 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.

Beliefs about Restorative Practice

We believe:

- conflict causes harm that needs to be repaired.
- conflict needs to be addressed by all parties, preferably face-to-face, in a structured, safe environment (fight or flight are generally inappropriate responses to conflict).
- people involved in a conflict, wrongdoing or misbehaviour need to be actively involved in the process of resolution.
- accountability and commitment to relationships is core to restorative practices.
- participants learn social and emotional skills they will use throughout their lives.
- logical consequences and sanctions are still used but in the context of restorative practices.

Responsibilities

Note: It is expected that all parties fully support this policy and the Pastoral Care procedures of the school.

Victim:

- Report harmful behaviours or conflict.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Follow through on the agreement that is made during the process.

Bystander:

- Report harmful behaviours or conflict.
- Listen and respond in an honest and respectful manner.

- Work cooperatively.
- Follow through on the agreement that is made during the process (if applicable).

Wrong-doer:

- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Follow through on the agreement that is made during the process.

Staff:

- Follow GLPS behaviour management procedures.
- Address harmful behaviour and conflict in a restorative manner.
- Be sensitive to the social and emotional needs of those involved in the restorative process.
- Model and teach appropriate social and emotional strategies and skills.
- Act in a fair and just manner.
- Seek support and assistance as needed.
- Report and document harmful behaviours or conflict in accordance with legislation and restorative practice procedures.
- Communicate with those involved (in accordance with position descriptions – roles and responsibilities).
- As needed, determine logical consequences in accordance with restorative practices.
- Support fully the decisions made by the administration team.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Follow through on the agreement that is made during the process.

Student Welfare Worker:

- Provide community members with appropriate information and resources in relation to social and emotional development.
- Follow GLPS behaviour management procedures.
- Address harmful behaviour and conflict in a restorative manner.
- Be sensitive to the social and emotional needs of those involved in the restorative process.
- Model and teach appropriate social and emotional strategies and skills.
- Act in a fair and just manner.
- Seek support and assistance as needed.
- Report and document harmful behaviours or conflict in accordance with legislation and restorative practice procedures.
- Communicate with those involved (in accordance with position descriptions).
- Support fully the decisions made by the administration team.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.

- Follow through on the agreement that is made during the process.

Parents/Guardians:

- Support the policies and procedures of the school.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Follow through on the agreement that is made during the process (if applicable).
- Support fully the decisions made by the staff and administration team.

Facilitators of Restorative Conferences (in addition to their responsibilities as above):

- Prepare in detail before a restorative conference takes place.
- Keep appropriate records.
- Openly communicate with administration.
- Follow the procedures as outlined in the resource: Restorative Practices in Schools: Rethinking Behaviour Management (Thorsborne & Vinegrad; 2008)

Administration:

- Follow GLPS behaviour management procedures.
- Support the facilitator in carrying out their responsibilities.
- Address harmful behaviour and conflict in a restorative manner.
- As needed, determine logical consequences and sanctions in accordance with restorative practices.
- Be sensitive to the social and emotional needs of those involved in the restorative process.
- Model and teach appropriate social and emotional strategies and skills.
- Act in a fair and just manner.
- Seek support and assistance as needed.
- Report and document harmful behaviours or conflict in accordance with legislation and restorative practice procedures.
- Communicate with those involved.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Follow through on the agreement that is made during the process.

Pastor / Family Ministry Chaplain:

- Be sensitive to the social and emotional needs of the community.
- Support the policies and procedures of the school.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Support fully the decisions made by the staff and administration team.

BEHAVIOUR MANAGEMENT

What is Behaviour Management?

Behaviour Management is a process used to guide behaviour choices towards self-control and self-direction. This enables individuals to achieve the best possible educational and personal development outcomes. These processes can be both preventative and reactive, and may result in either positive or negative consequences.

Our Three Guiding Principles – Respect

Grace Lutheran Primary School follows the guiding principle of RESPECT. From this principle are taken our three school rules of:

We Respect Ourselves

- God created us in his own image. This gives every individual worth and value in the eyes of God. Therefore, we show respect for our physical, emotional, social and spiritual wellbeing. (Acts 10:34)

We Respect Others

- God created everything to be in a state of perfect harmony. We were created to live in community with others. Therefore, we show respect for others following the example of Jesus. (Genesis 2:14-25)

We Respect the Environment

- God is the creator of all things. As God's representatives in the world, our responsibility is to care for and protect all of our natural and humanly constructed environments. (Genesis 1:27)

Beliefs About Behaviour Management

Choices

As imperfect people, we make both negative and positive choices. The Gospel reminds us: *I'm calling for heaven and earth to give witness against you this very day. I'm offering you the choice of life or death. You can choose either blessings or curses. But I want you to choose life. Then you and your children will live (Deuteronomy 30:19).*

As members of society, we know that the choices we make carry consequences. Grace Lutheran Primary School staff follow school pastoral care procedures to assist students in making positive choices and accept responsibility for inappropriate choices and behaviours.

Our three guiding principles are discussed openly with the children and parents of our community, and are displayed in each teaching space. Our expectation is that students, staff, parents and visitors choose words and actions that support these principles.

We believe that through a process of proactive classroom management strategies, inclusive and child focused instruction and classroom engagement techniques that classroom behaviour concerns can be minimised.

Communication Between Home and School

At Grace Lutheran Primary School we value and acknowledge the role parents play as primary care givers for their children. As such we see the development of strong home – school relationships as critical to the successful development of the whole child. It is expected that school and home work closely together to support each other and communicate to each other the needs and concerns related specifically to each child.

Where there are behavioural concerns, it is expected that staff and parents remain in regular communication in order to bring about positive outcomes for all parties. Likewise, we strongly encourage the sharing of “good news” stories between school and home to reinforce to our students the many wonderful positive consequences that can arise through good choices.

Proactive Approaches to Behaviour Management

At Grace Lutheran Primary School we believe that there are processes and procedures we can use to maximize an individual’s potential to engage positively in our school environment. It is through the use of a variety of different strategies that staff are able to support students and their families on their journey through our school.

Responsibilities

Note: It is expected that all parties fully support the Pastoral Care Policy and procedures of the school.

Students:

- have responsibilities to themselves and others and are accountable for their own choices.
- are encouraged to celebrate their positive behaviour choices and actively take part in the resolution process for any wrongdoing.
- are to encourage respect and recognise individual differences, model helpful behaviours and implement open lines of communication.

Staff:

- have a responsibility to model and teach emotional literacy and encourage positive behaviour choices and resilience.
- are to encourage respect and recognise individual differences, model helpful behaviours and implement open lines of communication with all parties involved.

- are expected to incorporate elements of restorative practices when dealing with a wrongdoing, with the aim of restoring healthy relationships.

Student Welfare Worker:

- has the responsibility to support students in their emotional well-being.
- provides support to staff, parents and guardians in their emotional wellbeing.
- is to encourage respect and recognise individual differences, model helpful behaviours and implement open lines of communication with all parties involved.
- may be required to facilitate or be present at Restorative Conferences.

Parents/Guardians:

- have the primary responsibility to guide and support their child/children in their emotional wellbeing and behaviour choices.
- are to support the behaviour expectations of the school.
- are to encourage respect and recognise individual differences, model helpful and respectful behaviours and implement open lines of communication with school staff.

Pastor / Family Ministry Chaplain:

- provides support and pastoral care for students, families and school staff by providing a listening ear, encouraging words and reassurance of God's love and forgiveness.
- actively engage with students and staff around the school.
- encourage respect and recognise individual differences, model helpful behaviours and implement open lines of communication with all parties

ANTI-BULLYING

What is Bullying?

Our school 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 signs 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
- being excluded
- 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 about Bullying

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 minimised and 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 school policy.*
- *As bullying causes harm, instances of bullying will be dealt with using a restorative practices approach.*

- 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 impacted.

Victim:

- Report instances of bullying.
- Use appropriate strategies when bullying occurs.

Bystander:

- Report instances of bullying.
- Set a good example.
- Let the bully know that you are not enjoying their behaviour.
- Show support and care to the victim.

Bully/Wrong-doer:

- Adhere to the responsibilities outlined in the Restorative Practices section above.

Staff:

- Address bullying in a prompt, consistent and restorative manner.
- Be sensitive to the social and emotional needs of those involved.
- Model and teach appropriate strategies for responding to bullying (from a victim and bystander perspective)
- Seek support and assistance as needed.
- Report and document bullying.
- Communicate with those involved (in accordance with position descriptions).
- Determine logical consequences.
- Support fully the decisions made by the administration team.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Follow up and monitor the situation.

Student Welfare Worker:

- Provide community members with appropriate information and resources in relation to social and emotional development.
- Be sensitive to the social and emotional needs of those involved.
- Model and teach appropriate social and emotional strategies and skills.
- Seek support and assistance as needed.
- Report and document bullying.
- Communicate with those involved (in accordance with position descriptions).
- Support fully the decisions made by the administration team.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Follow up and monitor the situation.

Parents/Guardians:

- Report instances of bullying to the class teacher or Deputy Principal.
- Support the policies and procedures of the school.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Support fully the decisions made by the staff and administration team.

Administration:

- Keep records of bullying.
- Follow GLPS Pastoral Care Procedures.
- Address bullying in a restorative manner.
- As needed, determine logical consequences and sanctions in accordance with restorative practices.
- Be sensitive to the social and emotional needs of those involved in bullying.
- Model and teach appropriate social and emotional strategies and skills.
- Act in a fair and just manner.
- Seek support and assistance as needed.
- Report and document bullying incidents.
- Communicate with those involved.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Follow up and monitor the situation.

Pastor / Family Ministry Chaplain:

- Report instances of bullying to the class teacher or Deputy Principal.
- Be sensitive to the social and emotional needs of the community.
- Support the policies and procedures of the school.
- Listen and respond in an honest and respectful manner.
- Work cooperatively.
- Support fully the decisions made by the staff and administration team.

REFERENCES

M. Thorsborne & D. Vinegrad 2008, *Restorative Practices in Schools: Rethinking Behaviour Management*, Queenscliff, Victoria: Inyahead Press

S. McGrath (St Andrews Lutheran College) 2011, *Building a Safe and Caring Community Framework – Influencing Behaviour within a Restorative Practices Framework Junior School Policy*