



## BEHAVIOUR LEARNING POLICY

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### **Purpose**

The purpose of this policy is to commit to developing a safe school community through a whole-school approach that is aligned to Lutheran School Wagga Wagga's Mission Statement.

### **Mission Statement**

*To work under God in partnership with parents to provide an inclusive, nurturing and high quality education for every student.*

Therefore, at Lutheran School Wagga Wagga:

- Staff, students and families work together and learn from one another to engender a culture of high personal and professional standards. Students are the center of decisions made at the school.
- Wellbeing allows the body and mind to be healthy, learn and grow. It involves self-awareness, development of core values, emotional regulation, and problem-solving skills. Wellbeing is the foundation for good decision-making and self-directed learning.
- Through Restorative Practices students are encouraged to acknowledge and learn from their mistakes, reconcile and resolve and repair problems and relationships.
- Play is the Way and Zones of Regulation support the development of core values, self-awareness, emotional regulation, and problem-solving skills.

### **Behaviour Learning Goals**

Our goals are to:

- Assist students to develop positive relationships
- Assist students to develop appropriate social interactions
- Guide students to responsibly manage their own behaviour with respect for the rights and needs of others
- Assist students to recognise the value and power of forgiveness
- Equip students with respect, empathy and resilience to become effective citizens

### **Our Approach**

Restorative Practices: The basis for developing well-being and building strong relationships

Lutheran School Wagga Wagga is founded on the belief that, despite our imperfections, we are all beloved creations of God. In the life of our school community, centred on Christ, we strive for positive relationships and open communication, mirroring the love and grace that God has bestowed upon us. Guided by Christ's example we are called to love one another, just as He loves us unconditionally. This love compels us to respond to the needs of others with compassion and empathy, rather than passing 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 Education Goals for Young Australians, 2008*).

Within a Restorative Practices (RP) framework, discipline is carried out in the context of forgiveness that is shown by Jesus' death and resurrection. Forgiveness in this way means we can then pass it on by forgiving others. Forgiveness brings reconciliation and restoration of relationships. While forgiveness is practiced, consequences for inappropriate behaviour remain an integral part of the guidelines as a way of building mutual respect, self-worth and creating positive relationships.

In a school setting, restoration of relationships for effective learning is the ultimate goal of restorative practices. RP encourages a profound fairness, and a culture of listening across our school community. It is based on our school values of forgiveness, respect, humility, justice and compassion.

WARM conversations (*What happened, Affect, Repair, Move forward*), and more formal restorative responses, guide those involved to reflect on acknowledging inappropriate behaviours, encouraging them to take responsibility for their actions recognizing how they have affected others. These conversations, use lifelong skills such as active listening, expressing emotion/feelings, facilitating dialogue and problem-solving.



All staff, students and parents are expected to be supportive of and participate in Restorative Practices when they are involved in a conflict or issue.

*\*Image from education.nsw.gov.au*

## Social and Emotional Wellbeing

We believe that behaviours communicate emotion and needs. Therefore, students are taught to recognise their own feelings and learn strategies for emotional regulation (Zones of Regulations). When emotions are regulated, students are better able to communicate their needs and tell their stories and through RP, positive relationships are developed creating psychological safety for all community members.

We believe social and emotional learning is necessary for children to be able to master their own behaviours, be self-reflective, build empathy and become life-long learners. We also support children to develop these skills through Play is the Way, a social and emotional methodology.

## 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 emotional regulation, relational and social skills (Play is the Way, Zones of Regulation)
- Maintaining open communication with parents/caregivers, students and staff
- Rewarding positive student behaviours, where appropriate
- Sharing the forgiveness of Jesus
- Encouraging the rebuilding of trust by leading restorative conversations with students to recognize harm caused and restore relationships
- Being familiar with the Behaviour Learning procedures and associated programs to assure consistency across the school regarding behavioural expectations and interactions
- Working together for positive outcomes

## The Role of Students

Demonstrate Play is the Way Behaviours/Expectations:

- Treat others as you would like them to be treated
- Have reasons for the things you say and do
- It takes great strength to be sensible
- Pursue your personal best no matter who you work with
- Be brave – participate to progress

By focusing on the above behaviours/expectations, students show they can:

- Have responsibility to themselves and others and are accountable for their own choices

- Engage actively in learning, allowing other students to learn also
- Participate in a classroom setting, without the need for ongoing one-to-one supervision
- Ensure words and actions do not harm others (physically, verbally or emotionally)
- Actively take part in Restorative Chats/circles for any wrongdoing
- Display self-respect in terms of appearance and behaviour by following the expectations of the school
- Use the Zones of Regulation to identify feelings and help regulate emotions

### The Role of Leadership Staff

- Set clear whole-school expectations for interactions and relationships
- Proactively implement and support school-wide strategies that enhance the personal and social competencies of students
- Support staff in developing, implementing, monitoring and reflecting on students' behaviour strategies and/or plans
- Use restorative language where appropriate, when addressing the choices students make
- Facilitate restorative conferences when appropriate
- Be called for cases when the teacher deems the actions serious and requires extra support
- Continue to develop and train staff in their knowledge and skills of Restorative Practice and Social and Emotional Learning

### The Roles of Parents/Caregivers

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

Parents/caregivers have the primary responsibility for teaching their children to behave responsibly with respect for the rights and needs of others.

- Support the policies and procedures of the school
- Support the behaviour expectations of the school
- Listen to staff in an honest and respectful manner
- Work cooperatively with staff to support decisions made
- Reporting incidents or concerns initially to the classroom teacher and then to Deputy/Principal
- Follow through on any agreements made (E.g. Behaviour Learning Plan) during meetings with classroom teachers and/or Deputy/Principal.

### Document Information

<i>Title:</i>	Behaviour Learning Policy
<i>Author:</i>	Lutheran School Wagga Wagga
<i>Approver:</i>	School Board
<i>Date of Effect:</i>	May 2024
<i>Next Review Date (every three years):</i>	June 2027



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