



POSITIVE RELATIONSHIPS FOR LEARNING (PRL)

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Summary

With the Gospel for our guide and in the Marist tradition, four main rules summarise all other College expectations. The Four Basic Rules are:

1. **Respect:** members of the College community must speak, act and relate in ways that respect themselves and one another. From our Christian perspective, every human being is created in the divine image and so his/her dignity is innate and inalienable.
2. **Responsibility:** members of the College community always take responsibility for their own learning as well as for their words, actions and the ways they choose to relate with one another. From our Christian perspective, God created each person with freedom of choice; as such we also must take responsibility for our choices.
3. **Safety:** members of the College community must always speak, act and relate in ways that uphold safety for themselves and for one another. From our Christian perspective, God's law of love compels us to be concerned for the safety and well-being of others.
4. **Preparedness:** members of the College community must take all practical opportunities available to be duly prepared for learning and for all other parts of College life in which they participate. From our Christian perspective, we honour our parents and God when we make the most of the blessings of the opportunities of education and our individual giftedness with which God has blessed us.

Staff of the College:

- *model* the Four Basic Rules in the ways they speak, act and relate with others
- *provide regular formation* to students in how to speak, act and relate with others in accordance with the Four Basic Rules
- *counsel, guide and correct* students when the ways they speak, act or relate contradicts the Four Basic Rules
- *communicate* with parents when they have need to counsel, guide or correct their child
- *refer* students for targeted or intensive support should their actions/behaviour require it

Students of the College:

- *learn about* the Four Basic Rules and how these are lived out around the College
- *strive genuinely* to speak, act and relate with others in accordance with the Four Basic Rules
- *accept responsibility* when they make choices about the ways they speak, act or relate with others
- *strive to continually improve* in the skills and ways of positive relationships

Parents of the College:

- *support* the College in its goals to form young men and women of honour who are respectful, responsible, promote safety and are always prepared
- *Partner and collaborate* with College staff in developing the skills of positive relationships with their child and other children
- *Reinforce* the Four Basic Rules of the College with their children
- *Communicate* with the school in positive ways that seek to support their child and other children to become young men and women of respect and responsibility who promote safety and are always prepared

As a Catholic Christian school, Good Counsel College seeks not only to support individual students to develop their intellectual, cultural and physical knowledge and understanding; but also to develop the whole person to become all that God has created him/her to become.

This framework is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and positive. Through our framework, shared expectations for student behaviour are clear for everyone, thereby assisting the College staff to create and maintain a safe and orderly learning and teaching environment.

Research suggests that significant improvements are made in the behaviour and relationships of members of a school community when a whole-school, consistent approach is taken which includes:

- (a) modelling of expected behaviour and positive relationships
- (b) explicitly educating students in positive behaviours and in skills for building positive relationships
- (c) reinforcing positive effort and behaviours through a whole-school approach to acknowledgment and recognition.
- (d) adopting the *Effective Skills for Classroom Management* in all teaching environments.
- (e) having and applying a clear, whole-school set of strategies for supporting positive behaviours and relationships in students when their behaviour choices fall short of our expectations
- (f) being clear on possible consequences and escalations for when student behaviour choices require more intense levels of support or intervention.

Positive Relationships for Learning is primarily an **educative/proactive** approach – one that seeks always to develop positive behaviours for learning and positive relationships with one another.

Logical consequences remain an important part of this framework. The Framework does not negate the need for appropriate consequences by any measure; but, rather, places the primary focus on consistent, whole-school teaching of and recognition for positive behaviours and skills for positive relationships.

Good Counsel College emphasizes the formation of the responsible whole person and we value our whole-school approach to responsible behaviour through an effective program, which contains positive strategies and processes for assisting students to be the best that they can be.

Mission and Vision

Mission

Faithful to the mission of the Church and in the way of Mary, Good Counsel College is a Marist learning community in which students are actively engaged in developing values, skills and knowledge to live as free and moral people in a complex world.

Pastoral Vision

Our Pastoral vision is to graduate students who make compassionate contributions to the world. We aim to develop resilient students with a growth mindset who always give their best in everything they pursue.

Marist Identity

Marist ideals and values are central to our identity, vision, and mission, now and into the future. Two quotes from the founder of the Marist Brothers, St. Marcellin Champagnat, shape our mission and vision at Good Counsel College:

*"We aim to form good Christians and good citizens."
"To educate children properly, we must love them, and love them all equally."*

Given our multi-faith context, then, by "good Christians" we aim to form young people in core Gospel values as people who consciously attempt to live out those values in their everyday lives and relationships. These core Gospel values, which we believe are shared by all people of goodwill, regardless of their respective religious tradition, would include: forgiveness, acceptance, justice, self-discipline, friendship, respect and genuine caring. As an authentic Catholic College, we identify these values in the person and life of Jesus as revealed to us in the Gospels.

By "good citizens", we aim to form responsible young Australians who are self-directed, self-disciplined and self-motivated learners who are prepared and ready to take their place as responsible citizens both locally and globally.

Considering this, the Good Counsel College community (students, parents and staff) recognise that each student is entitled to a socially just education; where they are able to achieve their full potential, in an environment that is characterised by:

- the message and person of Jesus and the values described in the Gospel;
- a relevant Marist spirituality;
- an emphasis on the development of high quality interpersonal relationships;
- a curriculum that caters for all learners;
- a high level of co-operation and collaboration amongst staff, parents and students;
- non-discriminatory organisational and administrative procedures;
- effective channels of communication on all levels;
- a clearly stated, and consistently implemented, school positive relationships framework which aims to develop self-directed, self-motivated learners who are able to make choices and accept responsibility for their own behaviour.

Characteristics of a Marist School

Good Counsel College is an active member of the Marist Schools Australia association. Imbued with the Marist charism, the essence of who we are and the ways we engage with one another as a community draw inspiration from the Five Marist Characteristics. These Five Characteristics also underpin our Positive Relationships for Learning framework.

1. Presence:

- We care for students personally
- We know each one individually
- We seek relationship founded on love
- We are attentive and welcoming
- We earn trust, we foster openness

2. Simplicity:

- We are genuine and straightforward
- We say what we believe and show it
- We are honest before God and ourselves
- We seek humility and modesty, 'to do good quietly'
- We use simplicity in our teaching
- We encourage simplicity as a value in our lives, not seduced by possessions and fame

3. Family Spirit:

- We relate to each other and to young people in our care as the members of a loving family
- We undertake to build community
- We offer a warmth of welcome, acceptance and belonging
- We share life's successes and failures
- We set clear standards of honesty, mutual respect and tolerance
- We believe in each student's innate goodness, not confusing the person with their actions
- We give preferential attention to those whose needs are greatest
- We encourage leadership based on collaboration and shared responsibility

4. Love of Work:

- We are people of work, ready to 'roll up our sleeves'
- We work with total confidence in God
- We are generous of heart, constant and persevering in our daily work
- We prepare classes, being visionary and decisive in meeting the needs of our students
- We encourage our students to discover the dignity of work, a source of self-fulfilment
- We view work as a way to bring purpose and meaning to life
- We seek to develop strong character and resilience, balanced moral conscience and solid values
- We foster motivation and teamwork

5. In the way of Mary:

- We see Mary as a perfect model of the Marist educator – as an exemplar of the Christian life, as mother, as one who praised God
- We see Mary as a woman on a journey of Faith
- We believe Mary had a difficult life and 'dust on her feet'
- We consciously bring a Marial dimension to our teaching by prayer, imitating Mary's tenderness, strength and constancy of faith

Beliefs about Learners and Behaviour

Parents are the prime educators of their children. Clearly, Good Counsel College will work closely with parents/caregivers in the education and development of children. Therefore:

1. Our College Motto: *One Spirit in Christ*, has been a guiding philosophy of our Positive Relationships Framework;
2. All members of our School Community have rights, which need to be respected and responsibilities, which need to be enacted. We have specific practices, rules and procedures which promote these rights and responsibilities;
3. There must be a warm, disciplined, safe and supportive classroom environment where students and teachers develop positive relationships. As a Learning Community, emphasis will be on educating the student about consequences of their actions rather than simply delivering retribution;
4. All rules and practices at Good Counsel College should be:
 - Fair and just
 - Purposeful and effective
 - Clear and concise
 - Regularly communicated, modelled and reviewed
 - Used consistently
 - Linked with logical consequences;
5. Any physical punishment is expressly prohibited.
6. Staff will be provided with access to quality professional development on various topics and in various forms as required. At the beginning of each year, a session during Professional Development Days will be held to update staff on Positive Relationships for Learning;
7. All in our College community will work in a collaborative manner, using all forms of helpful processes and engaging all appropriate agencies and assistance, to cater for the needs of our students and other stakeholders;
8. Regular opportunities for the monitoring and review of school practices, policies, plans and procedures will be conducted;
9. Recognition and encouragement should be given to those students who continually work to be the best that they can be.
10. Staff should focus on specific behaviour and the needs of the student. Where warnings or reprimands are necessary, these should be given individually and privately unless prevented by circumstance.
11. Staff members are required to avoid practices that do not promote the dignity of the student. Intervention strategies should begin with the least intrusive, progressing to the most intrusive, as necessary.

Code of Student Behaviour

The Short Version:

With the Gospel for our guide and inspired by the Marist Tradition, students are to act and speak in ways that support the following Four Basic Rules:

1. Respect
2. Responsibility
3. Safety
4. Preparedness

The Longer Version:

All students of the Good Counsel College community are expected to:

- Take part in the College's Religious Education programs;
- Follow the rules and expectations set by Good Counsel College and teachers so that their time and others' time at College is productive and enjoyable;
- Use their personal gifts and talents to ensure that everything that do is done as well as possible;
- Be actively involved in all that is required of them, including sports carnivals, excursions, assemblies, Masses and special events;
- Always to remember to act in a polite way, ensuring manners are used and positive relationships are formed with teachers, students and other members of the community;
- Show respect for themselves, others and the College.

The Four Basic Rules

1. **BE RESPECTFUL** – Students will display this quality by:
 - Respecting the rights of others to learn
 - Being polite and well-mannered at all times
 - Showing compassion to others
 - Following all teacher directions
 - Speaking positively and listening attentively to others
 - Using appropriate language in an appropriate tone
 - Being tolerant of others and their skills
 - Keeping out of and respecting other's personal space
 - Taking care of the natural and physical environment, ensuring all rubbish is placed in bins, furniture and equipment returned to correct area and bags left in designated areas.
2. **BE RESPONSIBLE** – Students will display this quality by:
 - Taking responsibility for one's own learning and taking every opportunity to learn
 - Taking responsibility for one's own words and actions, especially where these impact upon others
 - Monitoring own thinking and maintaining a high standard of living out the Marist values
 - Forgiving others, resolving conflict and promoting non-violence
 - Being an active bystander who stands up for the rights of others
 - Asking for help if unsure
 - Trying hard with difficult tasks and using different ways to solve the problem
 - Pushing the limit of their own knowledge and abilities
 - Wearing College uniform with pride
 - Being on task and engaged in the appropriate task at hand
 - Moving quickly to classes without running and waiting quietly outside classrooms
 - Moving quickly and quietly and sitting in Homeroom lines at Assembly; listening quietly, respecting Guest Speakers and applauding appropriately
 - Waiting in the right place until instructed by staff to move in the correct order when waiting for the bus.

3. **BE SAFE** – Students will display this quality by:
 - Following all safety instructions
 - Being aware of their surroundings
 - Acting in a safe manner at all times
 - Walking bikes through the College campus
 - On the playground, playing safely and following all rules
 - Wearing hats at all times when outdoors and following sun-safe procedures

4. **BE PREPARED** – Students will display this quality by:
 - Always turning up prepared with correct equipment
 - Being punctual to class, Assembly and all school-related activities
 - Planning appropriately and identifying and using necessary resources
 - Attending all appointments on time
 - Completing homework on time and submitting all pieces of assessment by due date
 - Returning excursion and other forms promptly

Roles, Rights and Responsibilities of College Community Members

Expectations for Parents & Carers, Staff, Principal and Leadership Team

Parents and Carers are required to:

- Support the College to achieve the best outcomes for their child
- Ensure that each child has the material and personal requirements to participate fully in a typical College day
- Support College Staff in maintaining a safe and respectful learning environment for all
- Show an active interest in their child's schooling and progress
- Initiate and maintain effective communication and positive relationships with staff regarding their child's learning, well-being and behaviour
- Contribute positively to processes that concern their child
- Communicate student absences to the front office
- Communicate with homeroom teachers regarding uniform issues
- Follow the CES Parents and Volunteers Code of Conduct.

Staff are required to:

- Actively support all students
- Model appropriate behaviour through words and actions
- Provide positive reinforcement for responsible behaviour
- Treat all students respectfully
- Provide a consistent approach to behaviour management in the College
- Recognize and cater for the diversity of needs.
- Support external professional personnel as required
- Follow the CES Staff Code of Conduct, Acceptable Use of ICTs Policy, Integrity in the Service of the Church and Student Protection Processes (Mandatory Reporting).

Principal and Leadership Team are required to:

- Play a strong leadership role in implementing and communicating the Positive Relationships for Learning Framework within the College Community
- Communicate high expectations for individual achievement and behaviour
- Provide support structures, policies and practices that enhance Positive Relationships for Learning.
- Monitor and review the effectiveness of College practices and their effect on student learning
- Support staff in their required classroom management practices
- Arrange professional development opportunities for staff
- Follow the CES Code of Conduct, Acceptable Use of ICTs Policy, Integrity in the Service of the Church and Student Protection Processes (Mandatory Reporting).

There are several ways in which staff establish the Behaviour Expectations of our students, including the following:

- Explicit teaching and consistent follow-up of College expectations
- Communicating the College and Classroom expectations clearly
- Applying appropriate consequences for not meeting behaviour expectations
- Using Restorative Justice processes to empower students to take responsibility for their actions
- Maintaining effective communication and sharing a common language about behaviour in our College community.

By way of modelling and supporting the Positive Relationships for Learning, in every classroom, *teachers and school officers will:*

- Establish a positive classroom tone, with clear expectations for student engagement and conduct
- Ensure attendance is marked accurately and follow up any anomalies.
- Seek to know every child, both personally and in terms of data about their learning
- Establish high expectations for every student's success
- Require a class to line up in two quiet lines and require all students to take out their Student Diary and other equipment before entering the classroom
- Utilise principles of Explicit Instruction and Visible Learning in all lessons, clearly displaying the lesson's learning intention/s and success criteria
- Differentiate work so that every student is able to engage with work at their level
- Provide timely feedback on students' learning
- Maintain an active presence, moving actively around the classroom and engaging with students
- Identify, teach, value, model and embed relevant habits and ways of working that support student learning
- Use the Essential Skills of Classroom Management
- Ensure duty of care by supervising students for the entirety of timetabled time.

Homeroom teachers are expected to:

- Engage in daily prayer during homeroom.
- Ensure students are aware of notices and changes to routine.
- Check student uniform and follow-up non-compliance.
- Mark roll and follow-up extended absences.
- Be the first point of contact for/to parents.
- Establish routines that prepare students for the day ahead.
- Get to know their students individually in order to build relationships and foster family spirit.
- Encourage student involvement in all aspects of College life.

Classroom Management Strategies for Teachers

In supporting students within the Positive Relationships Framework, teachers are expected to utilise *the Essential Skills for Classroom Management (separate document)* in their learning environments

	Skill	Description
1	Establishing Expectations	<i>Making Rules</i>
2	Giving Instructions	<i>Telling students what to do</i>
3	Waiting and Scanning	<i>Stopping to assess what is happening</i>
4	Cueing with Parallel Acknowledgement	<i>Praising a particular student to prompt others</i>
5	Body Language Encouraging	<i>Smiling, nodding, gesturing and moving near</i>
6	Descriptive Encouraging	<i>Praise describing behaviour</i>
7	Selective Attending	<i>Not obviously reacting to some bad behaviour</i>
8	Redirecting to Learning	<i>Prompting on-task behaviour</i>
9	Giving a Choice	<i>Describing the student's options and likely consequences of their behaviour</i>
10	Following Through	<i>Doing what you said you would</i>

The following provides some concrete strategies in applying the *Essential Skills*:

Establishing Expectations (ESCM 1/2)

- Classroom Rules: These should be worded in a positive and inclusive manner and should reflect the Four Basic Rules
- Rules should be referred to proactively.
- Students should be made aware of possible positive and negative consequences related to the rules.
- Consider core routines for *entry, greeting, gaining attention, whole class teaching time, on task time, exiting, late students*.

Top 5 Positive Supportive Strategies (Based on ESCM)

- Descriptive Encouraging:** Following an instruction, describe the positive behaviours you see in order to prompt students.

Example: *"The front row have put their pens down and their eyes are on me"*

- Cueing with Parallel Acknowledgement:** Catch students doing the right thing and use them to prompt others. This can also act as positive feedback.

Example: *"Jessica has opened her book and has already started question one, great work"*

- Description of Reality:** Stating expected behaviour. Most effective when most students are on task. Must be positively phrased.

Example: "*James, we are quietly reading page 64*"

- *Verbal Redirection using the Curriculum*: Rather than bringing attention to unwanted behaviours, use the current task to refocus the student.

Example: "*Sarah, do you need some help with your work?*"

- *Individual Close Talk*: When speaking to a student about their behaviour, this should be done quiet discreetly so as not to draw attention from other students. Tactically ignore secondary behaviour in public space.

Least to Most Intrusive Interventions (Based on ESCM)

- Non-verbal redirection
- Proximity
- Pause in talk
- Questioning to redirect (using class rules)
- Humour to manage behaviour
- Call student's name
- Verbal redirection (telling student what to do)

Follow up/Follow through (ESCM 9/10)

The *certainty* of a consequence is much more important than its *severity*.

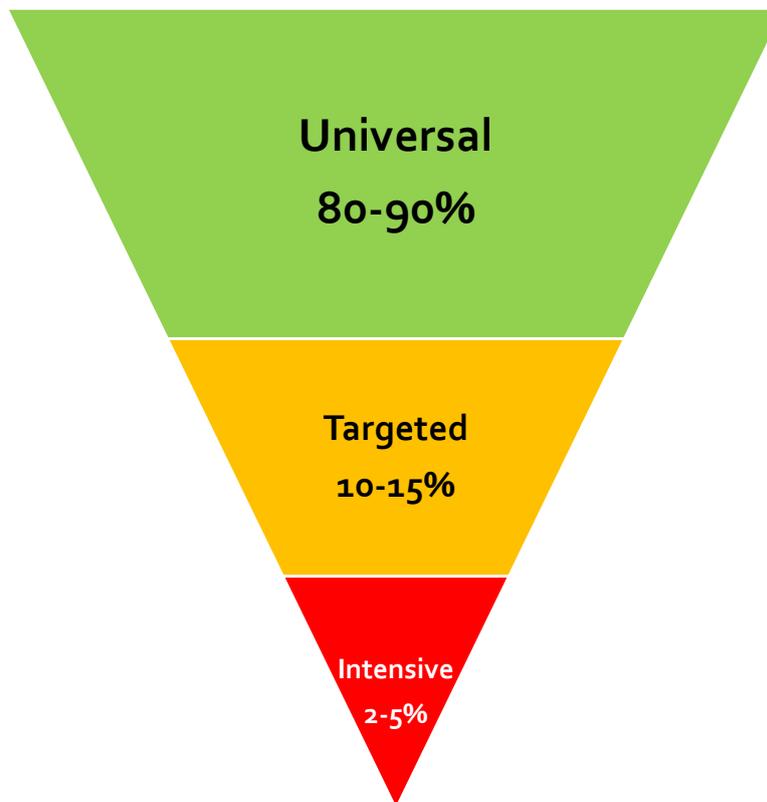
Giving a choice is an effective way to let students know that there may be a consequence if their behaviour continues.

One of the most effective consequences is the *post-lesson discussion*.

1. What did you do?
2. What rule did you break?
3. What needs to be done to fix things?
4. What might you do differently next time?
5. What should happen if this behaviour happens again *insert appropriate timeframe*?

Three-tiered approach

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, Good Counsel College utilises a combination of universal, targeted, and intensive supports:



- **Universal:** Approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students by the staff normally in charge of that lesson/activity. If a trend appears to be emerging, the staff member should ensure that a conversation with parents is included as part of their response.
- **Targeted:** Approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered to the identified person/s and coordinated by the appropriate PML. The PML should ensure that parents have been included in the conversations about support at this level.
- **Intensive:** Approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. The appropriate person to coordinate these supports might typically be from the College's Leadership Team or a specialised support such as the Counsellor, Learning Support Teacher, Adopt-a-Cop, or a CES or an external consultant or specialist.

Responding to unacceptable behaviours

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members in charge of the lesson/activity at the time it happens
- **Major** problem behaviour is referred to an appropriate staff member such as: Pastoral Middle Leader, Assistant Principal or the Principal.

Minor Behaviour Problems

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or leadership.

These behaviours are dealt with using Universal support such as the *Essential Skills*.

Minor problem behaviours may result in the following consequences:

- contact by the staff member with a parent
- a logical consequence connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, individual meeting with the student (lunchtime), apology, restitution, or detention
- a re-direction procedure. The staff member takes the student aside and:
 - a. names the behaviour that student is displaying,
 - b. asks the student to name the expected school behaviour,
 - c. states and explains the expected school behaviour if necessary, and
 - d. gives positive verbal acknowledgement for the expected school behaviour.
- A restorative meeting:
 - a. What happened or What did you do?
 - b. What rule did you break?
 - c. What needs to be done to fix things?
 - d. What might you do differently next time?
 - e. What will happen if the behaviour continues?

Major Behaviour Problems

Major behaviours are those that:

- significantly violate the rights of others,
- put others / self at risk of harm, and / or
- require the involvement of other staff, such as a Pastoral Middle Leader, Assistant Principal or the Principal
- can also include repeated minor behaviour problems that have not been resolved despite reasonable teacher attempts, including conferencing with the parent/s.

Major behaviours result in an immediate referral to a Pastoral Middle Leader, Curriculum Middle Leader, Assistant Principal, or the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member makes the referral via Engage using the *Request for Support* function. It is helpful to follow-up with the PML/Assistant Principal verbally.

Major problem behaviours may result in the following consequences:

- Time out in office, alternate lunchtime activities, loss of privileges, restitution, loss of break times, warning regarding future consequence for repeated offence
- Parent contact, referral to Counsellor or other school-based support staff, isolation from regular classes, short or long term suspension from school
- Restorative meeting (if appropriate to the circumstances)

Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect the Principal to request exclusion of the student from the College.

Relating problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour contradicts one of the Four Basic Rules or expected behaviours,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with College expectations.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. Following from this, and after a range of common strategies have been attempted, the staff member may refer the matter to the relevant Pastoral Middle Leader.

Recording and tracking student behaviours / communications with parents (Engage)

The ongoing monitoring of problem behaviours is dependent upon the availability of accurate data, both in relation to individual students and in trends or patterns across the school or targeted groups of students. Consistent utilisation of *Engage* ensures that.

Staff are required to complete a *Engage* behaviour entry for:

- minor behaviour incidents when a restitution/detention is issued or if the minor behaviour has been developing as a trend.
- all major behaviour incidents (a parent should also be contacted – there is a check box in *Engage* Incident records to reflect this).

Pastoral Middle Leaders will use *Engage* data when making decisions about students' participation in certain activities or about their placement on behaviour monitoring cards; or when developing a behaviour plan. Similarly, the Leadership Team and Pastoral Middle Leaders will use *Engage* data when making decisions or recommendations about consequences to be imposed for major incidents.

While email and other modes of communication may also be used when referring behaviour incidents, it is essential that incidents are recorded and referred to relevant staff using *Engage*. *Engage* entries should be succinct and objective. They should be used to record factually the details of a specific incident. Emotive language, judgements about the student or their behaviour or suggestions about possible consequences are not appropriate within *Engage* entries. Students' full names should be used in *Engage* entries, particularly for incidents involving multiple students, to ensure that the identity of students is clear when other staff access and review *Engage* reports.

Engage should also be used to record details of any parent contact relating to student behaviour.

Staff members who have behaviour incidents referred to them through *Engage* should also use *Engage* to manage these incidents and record details of consequences and support strategies that have been put in place. This ensures that *Engage* provides a record not only of student behaviour but of the support and strategies that have been employed to assist students in improving their behaviour.

Ensuring consistent responses to problem behaviour

The table below outlines *possible* consequences that students might expect to be applied for various problem behaviours. Individual circumstances are always considered when determining responses to problem behaviour. School Disciplinary Absences will be used after the unique circumstances of the situation and all other responses have been considered. Certain types of behaviour such as selling or supplying drugs, violent assaults or use of weapons are serious enough to warrant the consequence of exclusion (expulsion).

Problem Behaviour	Possible Range of Consequences
<i>Minor behaviour incidents</i>	<ul style="list-style-type: none"> ▪ Redirection and re-statement of expectations ▪ Lunchtime detention with logical consequence ▪ Withdrawal from specific classes ▪ Parent contact ▪ Referral to relevant support staff
<i>Continued or more serious disruption, disobedience or misconduct, including wilful refusal to comply with uniform expectations</i>	<ul style="list-style-type: none"> ▪ Placement on Student Support Card ▪ Completion of Behaviour Contract ▪ Withdrawal from regular classes ▪ After school detention ▪ Referral to relevant support staff and programs
<i>Bullying and harassment, including cyberbullying</i>	<ul style="list-style-type: none"> ▪ Referral to relevant support staff for counselling, intervention, mediation ▪ Engagement in social skilling or assertiveness training and programs ▪ Referral to School-Based Police Officer ▪ Isolation during break times ▪ Restorative conversation ▪ Parent Meeting ▪ Placement on Student Support Card
<i>Swearing (directly at a person aggressively or at a teacher in defiance)</i>	<ul style="list-style-type: none"> ▪ Afternoon detention; with a restorative conference and a letter of apology to the person involved ▪ Behaviour contract and/or Support Card ▪ Formal parent meeting
<i>Truancy</i>	<ul style="list-style-type: none"> ▪ After school detention to make up lost time
<i>Smoking, including possession of tobacco or related equipment such as lighters, filters, matches, etc.</i>	<ul style="list-style-type: none"> ▪ Suspension, referral to PML, engagement in Quit program, isolation during break times, individualised support plan, long term (6-20 day) suspension
<i>Possession or use of illicit substances, including possession of related equipment</i>	<ul style="list-style-type: none"> ▪ Referral to School-Based Police Officer or the local Police ▪ Long term (6-20 day) suspension ▪ Referral to ATODS and other support services ▪ Further offences: proposal or recommendation of exclusion
<i>Sale or supply of alcohol or illicit substances</i>	<ul style="list-style-type: none"> ▪ Referral to School-Based Police Officer ▪ Long term (6-20 day) suspension for supply of alcohol (first offence only) ▪ Proposal or recommendation of exclusion for other substances
<i>Fighting or violent behaviour</i>	<ul style="list-style-type: none"> ▪ Short term (1-5 day) suspension ▪ Long term (6-20) suspension

Student Wellbeing Team & Diverse Learners' Management Team

Good Counsel is committed to well-being and learning for all students, including those with the highest behavioural support needs. The Student Wellbeing Team and the Diverse Learners Management Team work together to develop comprehensive systems of behaviour and relationships support for all students, from those with minimal needs for behavioural support through to those with higher needs for behavioural support.

Members of the College's Student Wellbeing Team and Diverse Learners Management Team:

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- work with the Senior Leadership Team and Curriculum Middle Leaders to achieve continuity and consistency.

The Diverse Learners Management Team comprises members of the College Leadership Team and specialist support personnel to provide support for students with high needs in the area of behaviour. The DLMT has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the College's leadership and Catholic Education Services' Student Support Services.

Universal support strategies (aka: Tier 1)

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Good Counsel College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been developed for each of our four Basic School Rules. The ***College-wide Expectations Matrix*** (Appendix A) outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a range of strategies, including:

- explicit teaching of positive behaviour expectations through Homeroom and SEL lessons;
- reinforcement on school and House assemblies and during other activities;
- proactive programs in relation to targeted aspects of the school's expectations, such as bullying and cyber-bullying, through the wellbeing curriculum delivered in SEL; and
- publication and display of expectations in our Student diary, on our website and on posters and signage around the school.

Ways the College community is pro-active in the universal support strategies:

Good Counsel implements the following proactive and preventative processes and strategies to improve students' skills for positive relationships:

- During Homeroom and House Assemblies, a whole-school, systematic explicit instruction of College expectations is employed. This typically involves a weekly PRL Focus (for example, Rule #1: *Respect*) and during Homeroom each day of that week, the Homeroom Teacher will expound what that might look like in different contexts around the College.
- During House Assemblies, a targeted aspect of our PRL will be expounded by an appropriate person. At different times that might be the House Leader, a Homeroom Teacher, a Student Leader, etc. as might be effective/appropriate.

- The College’s Social and Emotional Learning (SEL) program explicitly teaches values and skills for positive relationships as a significant part of its overall curriculum
- The College merit system is utilised to recognise and reinforce positive behaviour and participation.
- A range of opportunities for active student involvement in the College community such as our Student Representative Council, social justice learning and House Cup encourage positive participation and foster community and College/House spirit
- In response to unacceptable behaviours, Staff follow whole-school processes that include relating the behaviour to the College rules/expectations, considerations about how those behaviours affect others and their learning, and guiding the student through common, logical consequences for those behaviours.
- The Student Wellbeing Team regularly reviews student behaviour data and provides information to staff and parents and support to others in sharing successful practices
- The Wellbeing Team regularly review individual support strategies and also collaboratively develop and coordinate the SEL programme
- A range of presentations throughout the year by external providers
- Comprehensive induction in the PRL is delivered to new students as well as new and relief staff and ongoing professional development is provided for staff in relation to effective behaviour management strategies (eg: ESCMs and profiling)

Responding to unacceptable behaviour at the Universal level (Tier 1):

Responses to minor behaviours (those at the universal, or Tier 1 level) are always made by the staff member in charge of the class or activity. In the first or even second instance, it may just involve the staff member working with the student directly. By the second or third instance, the teacher should have a conversation with the student’s parent/s about the problem behaviour and what the teacher is doing to redirect the student back to the College expectations.

- Employing appropriate ESCMs
- Remind student of College expectations
- Redirection to the relevant expectation in the given situation
- Seating plan
- A restorative conversation. The teacher/school officer meets with the student presenting the problem behaviour and the *Restorative Conversation Form* is either completed or used as a guide for the conversation.
 - Should the student not respond positively during the conversation, the teacher would then initiate a conversation with the parent about this. This would now constitute an additional problem behaviour by this student (insolence/defiance).
 - Should the student continue to be defiant, this now becomes an issue for referral to PML (Tier 2).
- Teacher-supervised lunchtime detention. This would be a logical consequence in situations where homework or other class work needs to be caught up on; or if the time can be used for a conversation about expectations, or for a restorative conversation.

If the problem behaviour continues despite a number of supports attempted by the teacher **and** the teacher has been in communication with the parent/s regarding these behaviours and his/her supports, the teacher may then seek additional support from the respective Pastoral Middle Leader (aka: House Leader). This would require a referral via the *Engage* system and would constitute escalating the problem behaviour to *Targeted Support* level (aka: Tier 2).

Targeted support strategies (aka: Tier 2)

When minor behaviour issues continue despite a teacher having employed a range of universal supports, the teacher will usually refer the problem behaviour to the respective Pastoral Middle Leader (aka: House Leader) for targeted support. Targeted support will also be required by default for certain major behaviours. Ordinarily, the PMLs are the staff members who coordinate this level of support. With students identified via the Diverse Learners' Management Team, targeted support may be facilitated by appropriate specialists such as the Counsellor, Learning Support Teacher, or occasionally by a CES or an external specialist or service provider as appropriate.

Responding to inappropriate behaviour at the Targeted level (Tier 2), DLMT coordinated:

Supports provided for students displaying inappropriate behaviour arising out of special needs they may have will be individually developed by the DLMT in consultation with a specialist in the relevant area of support. These supports will be implemented within the College according to the recommendations of the DLMT in conjunction with any relevant specialist/s.

Responding to unacceptable behaviour at the Targeted level (Tier 2), PML facilitated:

- Restorative meeting – where both the offender and the offended are present and a restorative conversation is facilitated by the PML.
 - The PML will ensure that a conversation with parent/s had occurred prior to the meeting to establish an understanding of the process; and that a conversation with the parent/s occurs after the meeting to update them on how the meeting progressed and any outcomes arising from the meeting.
- Student Support Card
 - The PML issues this after continued behaviour/engagement issues raised by either a single or multiple teachers of a student. The card goes for 5 consecutive days. At the end of each day, the student is required to show his/her PML and then that afternoon show it to his/her parent/s and have them sign it for that day.
 - The PML will arrange a meeting with the parent/s and the student at the end of the 5 days to review the information on the card and to discuss further action, whether that be additional supports required or recognition of improvement and return to normal participation in College life.
- Uniform Standards Card
 - When the Homeroom teacher has attempted to guide the student towards complying with College uniform expectations, has communicated this with the student's parent/s about this and the wearing of the uniform continues to not meet College expectations, the Homeroom Teacher may refer the issue to the PML.
 - The PML will contact the student's parent/s to advise that the issue continues to be unresolved and that they will now be monitoring the issue by requiring the student to have a Uniform Standards Card completed for the duration of 5 consecutive days and that at the end of those 5 days they will be required to meet with the PML to discuss the data collected in the card. Further action will be determined upon the uniform standard reflected in that card.
 - A PML may take a range of actions depending upon each situation. For example, pastoral issues for the family may be a valid factor to be considered – not every case will necessarily be an act of complacency, disrespect or defiance.
 - Consequences for continued defiance may result in a meeting with the College Leadership Team to discuss continued enrolment status.
- Punctuality Card
 - When a classroom teacher has observed a pattern of tardiness to class and has attempted, unsuccessfully, to redirect the student towards punctuality, the teacher may refer the issue to the respective PML.
 - The PML will meet with the student to explore further any factors at play and may decide to require the student to complete a Punctuality Card for a duration of 5 consecutive days.

- The PML will communicate details of this support with the student's parent/s, including that at the completion of the 5 days they may be required to meet with the PML to discuss the data collected in the card.
- Further action will be determined by the PML at a meeting with the student and his/her parent/s after the card has been completed.
- Confidential Feedback Sheets
 - A PML might circulate these to each of a student's teachers to garner up-to-date information on the student's progress in a range of identified areas, usually in preparation for a formal meeting with the student's parent/s. This information may provide important updates on progress post-intervention.
- Adopt-a-Cop/Counsellor/Chaplain support
- Student Support Plan
 - The APFW, PML and Classroom teachers of the student will meet to discuss what is and is not working and formulate a support plan for that student.

Intensive support strategies (aka: Tier 3)

Intensive support might be provided for students because:

- They have been referred to and subsequently identified by the Diverse Learners' Management Team as requiring intensive level support
- Their behaviour is classified as major and warranting intensive level support by default
- A range of targeted level support has been unsuccessfully attempted by the PML and the issue is now referred to the College Leadership Team for intensive level support.

Responding to inappropriate behaviour at the Intensive level (Tier 3), DLMT coordinated:

Supports provided for students with high needs in the area of behaviour arising out of special needs they may have will be individually developed by a specialist in the relevant area of support and will be implemented within the College according to the Leadership Team's consideration of the recommendations for support offered by the relevant specialist.

Responding to unacceptable behaviour at the Intensive level (Tier 3), *not* DLMT coordinated:

- Restorative meeting – even at the intensive level of support we still hope for restoration of any student to full participation in College life and to positive relationships. This strategy may still be employed at this level if it is deemed to be helpful.
- Student Behaviour Contract
- Suspension of enrolment
- Exclusion from the College (termination of enrolment)

Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that either the physical safety of the student or others is likely to be placed in serious jeopardy or the learning process cannot continue while the behaviour continues in that classroom.

Basic defusing strategies:

- Avoid escalating the problem behaviour
 - Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language
- Maintain calmness, respect and detachment
 - Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally
- Approach the student in a non-threatening manner
 - Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates
- Follow through
 - If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected College behaviour and identify consequences of continued unacceptable behaviour
- Debrief
 - Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Physical Intervention:

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Good Counsel's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint. It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the College, unless student safety is clearly threatened.

Any physical intervention made must:

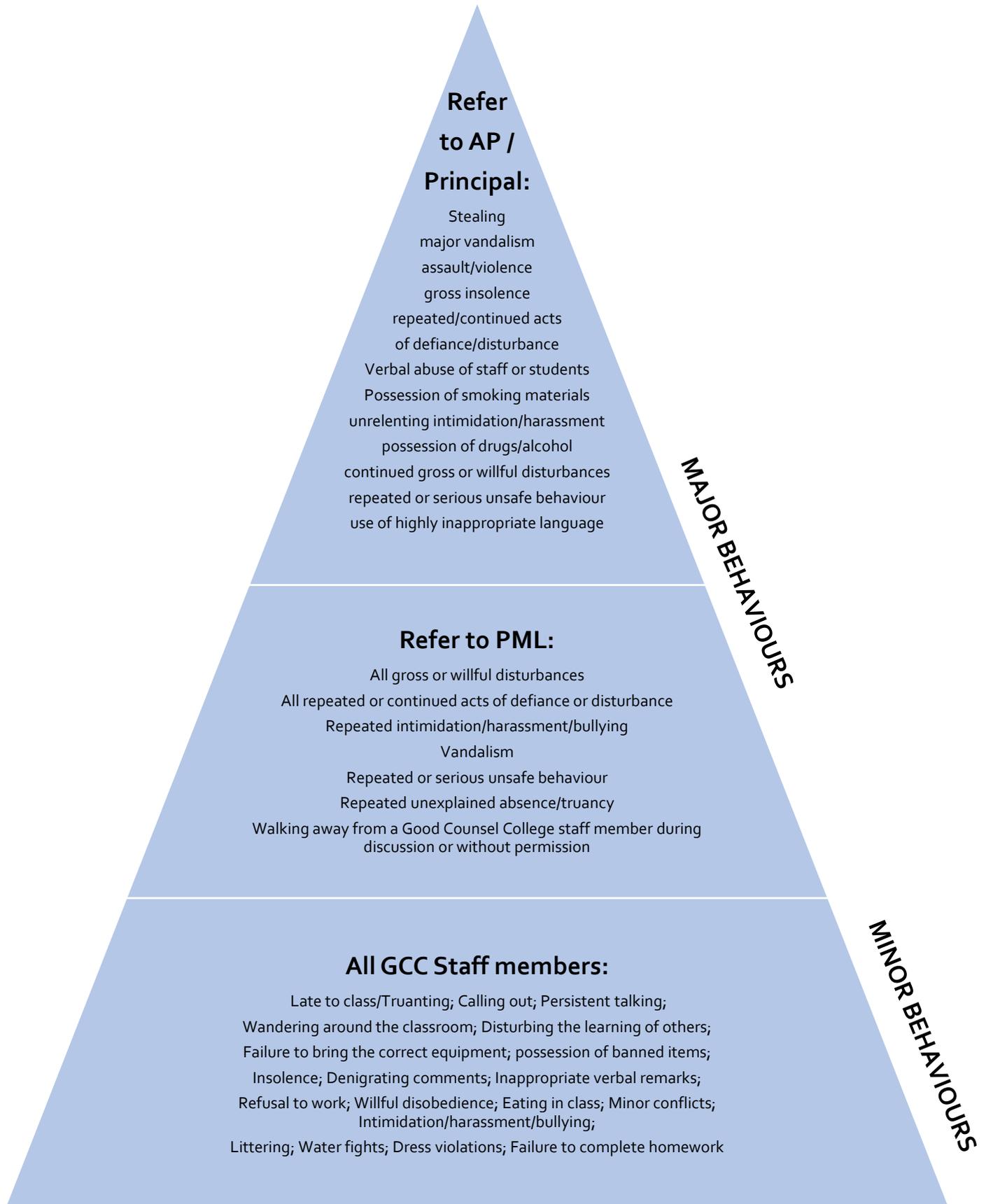
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student

APPENDIX A: College-wide Behaviour Expectations Matrix

	RESPECT	RESPONSIBILITY
All settings	<ul style="list-style-type: none"> ▪ Treat all furniture, buildings and equipment with respect ▪ Respect yours and other people's property ▪ Be tolerant and respect others' opinions ▪ Attend to personal hygiene ▪ Use only appropriate and polite language ▪ Be courteous and polite at all times ▪ Be honest 	<ul style="list-style-type: none"> ▪ Take every opportunity to learn ▪ Represent your school positively ▪ Look out for your friends – report if they are being bullied ▪ Seek to resolve any conflicts responsibly – abuse or violence are not option
All classrooms and learning areas	<ul style="list-style-type: none"> ▪ Dispose of rubbish appropriately ▪ Respect other people's personal space and avoid distracting other people ▪ Leave your work area clean and tidy ▪ Ensure you are wearing your uniform neatly and remove your hat ▪ Avoid taking food or drink into classrooms or the CHC 	<ul style="list-style-type: none"> ▪ Listen to and follow instructions ▪ Stay seated unless otherwise directed ▪ Stay on task ▪ Ask for help when required and wait patiently for assistance ▪ Return all equipment to the correct location ▪ Use your Student diary to record homework and important information
School grounds	<ul style="list-style-type: none"> ▪ Treat gardens and plants with respect and stay on pathways where possible ▪ Treat furniture with respect – look after outdoor furniture; sit on chairs, not tables ▪ Maintain appropriate contact with other students – avoid any intimate contact ▪ Speak at a reasonable volume – avoid yelling and shouting ▪ Speak respectfully to others ▪ Place all litter in bins 	<ul style="list-style-type: none"> ▪ Report safety issues and accidents to a staff member ▪ Keep personal valuables safe ▪ Follow all reasonable instructions from staff ▪ Place bags in racks or designated areas ▪ Look out for your friends – report if they are being bullied ▪ Remain clear of out-of-bounds areas, including car park areas
Amenities	<ul style="list-style-type: none"> ▪ Leave facilities clean – others will need to use them after you ▪ Respect others' privacy ▪ Wait your turn ▪ Ensure taps are turned off 	<ul style="list-style-type: none"> ▪ Go to the toilet during breaks ▪ Report inappropriate behaviour to staff ▪ Report any damage to staff ▪ Only enter toilet facilities if you need to use them and move out quickly afterwards
Tuckshop	<ul style="list-style-type: none"> ▪ Respect others who are lining up – don't let other people into the line and buy food for yourself only ▪ Follow all instructions given by the supervising staff and canteen staff ▪ Be courteous when ordering food ▪ Place all litter in bin 	<ul style="list-style-type: none"> ▪ Protect valuables by keeping them on your person or leaving at home or at the office ▪ Line up responsibly
Excursions and school activities	<ul style="list-style-type: none"> ▪ Be polite and friendly to peers and others in the community ▪ Follow instructions of staff as requested ▪ Dress appropriately as you are representing your school 	<ul style="list-style-type: none"> ▪ Ensure that your name is recorded before entering the bus ▪ Bring all equipment required for the excursion to school ▪ Ensure that all forms are returned and monies are paid prior to the excursion
Entering and leaving school	<ul style="list-style-type: none"> ▪ Put all litter in the bins ▪ Treat all other students with respect ▪ Make use of cycle path 	<ul style="list-style-type: none"> ▪ If you are late, report to the school office and sign in ▪ Observe all road rules ▪ If leaving early, follow school procedure
Assemblies and performances	<ul style="list-style-type: none"> ▪ Listen respectfully – do not interrupt the performance ▪ Remove hats ▪ Stop talking and listen ▪ Applaud achievements ▪ Be punctual ▪ Leave the area clean 	<ul style="list-style-type: none"> ▪ Listen to staff directions ▪ Be responsible for your actions ▪ Sit with Homeroom in alphabetical order ▪ Use your Student diary to record important dates and other information

	SAFETY	PREPAREDNESS
All settings	<ul style="list-style-type: none"> ▪ Follow all reasonable instructions ▪ Keep hands and feet to yourself ▪ Report any unsafe behaviour, hazards or accidents ▪ School is a smoke free zone ▪ Chewing gum is not permitted 	<ul style="list-style-type: none"> ▪ Be in correct uniform ▪ Be on time ▪ Bring all necessary equipment and materials ▪ Leave banned items at home
All classrooms and learning areas	<ul style="list-style-type: none"> ▪ Leave bags in racks or predetermined safe areas ▪ Junior students are to line up outside the classroom in 2 straight lines ▪ Move in a careful and orderly manner into, around and out of the room ▪ Follow set safety procedures ▪ Use equipment for designed purposes ▪ Sit safely with chairs flat on the floor ▪ Pass items carefully – do not throw things 	<ul style="list-style-type: none"> ▪ Have the necessary materials for each class ▪ Place your Student diary on desk each lesson ▪ Be prepared for assessment ▪ Have homework completed ▪ Be prepared to listen and to participate ▪ Have a positive mental attitude
School grounds	<ul style="list-style-type: none"> ▪ Walk sensibly around buildings and on pathways ▪ Remain in school grounds ▪ Keep feet on the ground – avoid climbing on fences, walls, trees or buildings ▪ Leave sticks and stones on the ground ▪ Be sun safe ▪ Play ball games only in designated areas ▪ Wear covered footwear ▪ Observe safety barriers ▪ Only play contact sports with appropriate staff supervision 	<ul style="list-style-type: none"> ▪ Arrive on time – move off to classes promptly when the bell rings ▪ Bring a hat if you are going to be in the sun
Amenities	<ul style="list-style-type: none"> ▪ Wash your hands after going to the toilet ▪ Flush the toilet after use ▪ Be healthy and avoid taking any food or drink into the toilets 	<ul style="list-style-type: none"> ▪ Go to the toilet at break times preferably ▪ Take your Student diary with teacher's signature if out during class time
Tuckshop	<ul style="list-style-type: none"> ▪ Line up in an orderly manner ▪ Place all bags in the racks provided ▪ Keep the surrounding area clear – move away if you are not purchasing food ▪ Line up safely – avoid pushing and shoving 	<ul style="list-style-type: none"> ▪ Have your money ready ▪ Order lunch as early as possible
Excursions and school activities	<ul style="list-style-type: none"> ▪ Wear appropriate clothing ▪ Remain seated when on buses and use seatbelts where provided ▪ Follow staff and bus driver instructions ▪ Walk calmly on and off buses ▪ Follow all rules of any venue being visited 	<ul style="list-style-type: none"> ▪ Return forms and payments before the due date ▪ Have all equipment needed for the excursion ▪ Know where and when the excursion is departing and arrive on time
Entering and leaving school	<ul style="list-style-type: none"> ▪ Follow the road rules when riding a bike ▪ Walk bikes through school grounds ▪ Enter and leave through Ernest Street gates if using a bike ▪ Always wear a helmet when riding a bike ▪ Always use the pedestrian crossing ▪ If catching a bus, wait inside the fence until the teacher directs you to move to the bus 	<ul style="list-style-type: none"> ▪ Move directly in and out of school grounds in a sensible manner ▪ Once on grounds, remain here unless signed out ▪ If arriving on school bus, move directly off the bus into grounds
Assemblies and performances	<ul style="list-style-type: none"> ▪ Enter and depart area under staff direction ▪ Leave area in an organised and safe manner 	<ul style="list-style-type: none"> ▪ Avoid bringing in any food or drinks ▪ Have equipment as directed by teachers

APPENDIX B: Sequence of referrals for inappropriate behaviours



APPENDIX C: Restorative Justice Principles

At Good Counsel College, the goal is to develop self-disciplined, self-directed learners. Students need to develop an understanding that their actions and behaviours have consequences. They are responsible for the choices that they make and they need to own and accept the subsequent consequences. All Staff and Parents have a duty to guide, support and direct our students, so that their self-concept, dignity and sense of belonging can develop positively within the College Community.

Restorative Justice is built on a philosophy that focuses on building, maintaining and valuing relationships within a school community. It is about building communities of care around individuals while not condoning harmful behaviour – in other words holding individuals accountable for their actions, focusing upon repairing and strengthening relationships.

Restorative Justice Practices actively encourage students:

- To be aware of expectations, rights and responsibilities
- To think critically about relevant issues
- To be aware of consequences of their actions
- To be able to function effectively within the community
- To be able to make good choices
- To be able to make a positive contribution to the life of the College community through their actions, behaviour and sense of good will
- To seek support, guidance and direction as required and
- To be in a position to enjoy their experience at the College.

Students will be assisted in the process:

- by seeing appropriate behaviour modelled
- by knowing the logical consequences for inappropriate behaviour in advance
- by having opportunities to develop plans and strategies to improve their behaviour
- by participating in social emotional learning programs as required
- by being taught assertiveness and problem solving strategies

Restorative practices involve direct participation by those involved. Victims have an opportunity to have a say in how the situation will be resolved and offenders get a full understanding of the consequences of their actions. This approach allows the offender to gain a deeper understanding of their feelings and those of others and therefore the effect of their behaviour on others. The perpetrator is involved in making amends with an outcome that reintegrates them to the community rather than leaving them feeling isolated.

Restorative Justice practices and procedures should be enacted as soon as possible after a situation arises. Classroom teachers, Pastoral Middle Leaders, School Counsellor and/or members of the Leadership Team will implement these processes. For more serious incidents, a more formal mediation process will take place.

Research indicates that this develops greater self-discipline with an increase in students developing responsibility for their own behaviour. As a Christian community, our emphasis will be upon fostering forgiveness and peacemaking. This also means students finding forgiveness and peace within themselves