

Preamble

The John Paul College Mission Statement speaks of the commitment of all members of the community to recognising the essential dignity of the person and of the need for all to experience the 'fullness of life' promised in Jn 10.10.

Rationale

At John Paul College, we are committed to the principles of restorative justice, seeking to provide a learning environment that is safe, respectful and supportive of all community members, and that creates a sense of belonging. We strive to create a place that is free from discrimination and where the individuality and dignity of all is respected.

Consequently, John Paul College challenges all members of its community to act positively to reduce all forms of harm that can be done to others. In particular, bullying and harassment of others are not tolerated.

Responsibilities

As staff of John Paul College, we will:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and respectful environments
- Respond appropriately when inclusive, safe or respectful behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- Work with families to understand and support individual needs.

As parents at John Paul College, we will:

- Model positive and tolerant behaviour to our children
- Work with the College to achieve the best outcomes for our children
- Communicate constructively with the College and use expected processes and protocols when raising concerns
- Support school staff to maintain a safe learning environment for all students
- Treat all staff, students and other members of the school community with respect.

As students of John Paul College, we will:

- Behave in a safe, responsible and positive manner
- Comply with, and model, college values
- Respect ourselves, other members of the community and the school environment
- Support the learning of other students
- Adhere to the principles that affirm the right for all members of the school community to feel safe and participate free from harm, bullying and harassment.

Harmful Behaviour

Any significant behaviour, by an individual or group, which hurts, injures, embarrasses, upsets or causes discomfort to another person is considered harmful. The behaviour is usually intentional, selective and uninvited. As such, it is an abuse of a person's right to feel safe and is not tolerated at John Paul College. The staff at John Paul College will be responsible for determining what constitutes harmful behaviour and how to respond.

Examples of this type of behaviour include:

- The use of put down comments or insults
- Name calling
- Deliberate exclusion from activities
- The setting up of humiliating experiences
- Physical aggression
- Damage to the person's property
- Pressure to conform to inappropriate behaviour.

This behaviour may:

- Be verbal, physical, social or psychological
- Be repetitive – prolonged over time
- Involve an imbalance of power
- Be in written, verbal or electronic form, such as email, entries on social media sites, phone and text conversations or graffiti
- Include inappropriate physical, sexual or social behaviour
- Occur at school, in transit between school and home, or outside of school but impact on a student's experience at school.

Restorative Justice Practices

John Paul College strives to incorporate the principles of Restorative Justice into student management practices. This approach aims to address the trauma experienced through harmful behaviour, repair the harm and reintegrate the wrongdoer/s back into the community. Victims are empowered through having their experiences validated and having their needs met. Wrongdoer/s are able to tell their stories and be given the chance to make amends. And finally, the wider community can seek ways to ensure that the incident does not occur again.

Restorative Justice practices, such as mediation sessions among students and/or larger community conferences involving teachers, families and other members of the community, will be the primary approach to addressing and resolving harmful behaviour.

Other consequences may include:

- Attendance at 'change' sessions¹ at the discretion of teacher
- Referral to the College counselling service
- Behavioural agreement between the College, student and parents
- Withdrawal of privileges for a period of time
- Suspension from classes
- Police involvement.

Policy revised: April 2015

Next review date: April 2020

Person responsible: Deputy Principal Wellbeing

¹ A 'Change' session allows students to reflect on their behaviour to find some positive alternative actions or coping strategies. It is restorative rather than punitive. Its purpose is to facilitate:

- an understanding of the implications of their actions
- opportunities to connect and seek advice from other sources