



# Behaviour Education and Personal Responsibility Policy

## POLICY STATEMENT

The St Mary MacKillop Behaviour Education and Personal Responsibility Policy uses the Catholic Education South Australia Behaviour Education and Personal Responsibility Policy (2010) as a guide and reference. This policy is underpinned by the St Mary MacKillop School Mission, Vision and Values Statements (2015).

At St Mary MacKillop School the Behaviour Education and Personal Responsibility Policy seeks to promote personal and school community safety, enhance wellbeing, foster responsibility, enable personal growth by nurturing and developing knowledge, heal destructive behaviours, restore relationships, encourage reconciliation and promote the common good.

## BELIEFS

The staff community at St Mary MacKillop School believes:

- That everybody has a right to feel and be safe and to learn to the best of their ability.
- That learning and wellbeing are interconnected and students will flourish when teaching and learning is inclusive, differentiated, dynamic, student centred and relevant.
- That students learn best when they know what is expected and are able to reflect upon and accept responsibility for their behaviour.
- That parents/caregivers, students and staff must work together and have a common, agreed understanding of positive behaviours.

## PRINCIPLES

We believe that every person is part of the Body of Christ and their physical, spiritual, social and emotional growth towards personal and social responsibility, and self discipline is a life - long process. Each child's growth is nourished by the many opportunities to **develop positive relationships, build resilience skills and form deep connections in a learning community.**

The development of social and emotional competencies has a positive influence on learning outcomes for students.

Based on the philosophy that behaviour is driven by the needs of the individual the school will work closely with students who choose to behave in inappropriate ways. The values of justice and reconciliation guide the school community to determine consequences for behaviour. The consequences ought to include opportunities **for learning new behaviours** and address the underlying needs of students.

Our school incorporates a number of Wellbeing and positive behaviour practices including:

- Choice Theory
- Restorative Practices underpinned by Restorative Justice Theory
- Circle Time
- Program Achieve
- Wellbeing intervention and support
- Classroom based personal responsibility
- Yard based personal responsibility

Further information pertaining to each of these practices can be found in the Related Documents section of this policy.

## RESPONSIBILITIES

All members of a school community contribute to the development of behaviour related policies and practices and their successful implementation.

**The Principal**

The Principal has responsibility for ensuring that pastoral care is extended to all members of the school community. The exercise of pastoral care requires the Principal to ensure a just and reasonable balancing of the rights, needs, obligations and wellbeing of all members of the school community. In addition the Principal will sometimes need to authorise action beyond the school's formal student behaviour education procedures, based on knowledge of the particular issues and local realities and guided by principles that include justice, respect, compassion, personal and communal safety, health and duty of care.

**Students**

The students are responsible for contributing to a safe and supportive learning environment for all members of the school community.

**Parents/ Caregivers**

Parents and caregivers are responsible for supporting their children and school staff in maintaining a safe and supportive learning environment for all members of the school community.

**Leadership Team**

The members of the Leadership Team are required to demonstrate consistency and fairness in implementing behaviour related policy and practices. They are responsible for encouraging and implementing ongoing professional learning for staff in behaviour education, learning and wellbeing and encourage opportunities for parent education and information.

**Staff**

The school staff members are required to provide a safe and supportive learning environment for all students. All staff members are responsible for developing and maintaining inclusive and engaging teaching and learning programs and initiatives for all students with a focus on building social and emotional competencies and the development of personal and social responsibility. Staff members are required to develop and implement specific behaviour intervention programs and strategies where necessary. Staff members will meet on a fortnightly basis in order to discuss pastoral care issues and share relevant information about behavioural or wellbeing concerns.

**Policy ratified by School Board – 10<sup>th</sup> June 2015**

**Chair of Board  
David Venning**

**Principal  
James Quigley**

**Policy to be reviewed annually by staff**

**Policy to be reviewed by Board – June 2018**



# Behaviour Education and Personal Responsibility Procedures and Practices

## WELLBEING INTERVENTION AND SUPPORT

The school has in place the following personnel and teams to assist with Wellbeing intervention and support:

### School Chaplain

The school chaplain is available for students, parents/ caregivers and staff for matters related to their wellbeing. Students may come on a voluntary basis or as referred by their class teacher.

### Student Wellbeing Team

The Student Wellbeing Team identifies students, in conjunction with class teachers, administration staff, ESOs or parents who may be at risk or have issues that compromise their wellbeing.

The Student Wellbeing Team member then works with staff and the student to determine a plan of action and appropriate intervention if required.

### Leadership Team

Whenever required, members of the Leadership Team are informed and involved in any wellbeing issues that may arise. They liaise with teachers and other members of the school to ensure the wellbeing of the students is of paramount importance.

### Student Mentor

Student mentors, appointed by the Principal, meet with students who have been identified with behaviour or social and emotional issues.

Issues that warrant a referral can range from social isolation to underdeveloped social skills. Student mentors meet with these students regularly, ranging from weekly to fortnightly. Parent permission is sought for their child to be involved in the mentoring program.

These teams and personnel will be identified to the community through the School Newsletter on an annual basis or as appropriate.

## CLASSROOM PERSONAL RESPONSIBILITY

At the beginning of each school year each class is involved in collaboratively designing a classroom vision. This class vision is used throughout the year for the individual class, within their own classroom as well as in specialist lessons. It becomes an overarching class agreement as to how students conduct themselves in the different learning situations at school.

When students demonstrate positive behavioural choices and act in a way that makes their and other people's lives more positive, they are acknowledged in a number of ways including:

- Given feedback and verbal praise
- Student of the Month awards
- Given extra responsibility and additional trust with tasks
- Feedback provided to parents via the diary or personal communication

Class teachers, specialist teachers and ESOs will use the following steps when a part of the class agreement is broken and/or for thoughtless, harmful or inappropriate conduct that causes harm to others or disruption to learning.

1. **Remind:** Students are given a reminder that their behaviour is causing a problem. This reminder is respectful and when possible, private.

2. **Reflect:** Students are given a reflection sheet and/or take part in an informal restorative chat or conference with the teacher that asks them to reflect on their behaviour and how it may have impacted others- to promote empathetic thinking and personal responsibility.
3. **Refocus:** Students are sent to another class to reflect on their behaviour. Students are given a reflection sheet and are asked to fill in the restorative questions. This takes the students away from factors triggering their behaviour giving them the best possible chance to use reflective thought.
4. **Rethink:** Students are sent to the Front Office. The referring teacher will phone or contact a member of the Leadership team when a student reaches this step. The member of the Leadership Team will ring to inform parents of this. The student may complete the rest of the day working in the office.

**Re-entry:** This process will involve the class teacher together with the person working with the student. Re-entry to classrooms may involve a restorative process to socially re-connect the students involved.

**Restorative:** In all of these steps will be (when required) a restorative chat if another person has been harmed or affected by the behaviour of the student.

Should there be a serious incident a teacher may bypass all intermediary processes and contact a member of the Leadership Team directly for an immediate response.

#### **INDIVIDUAL STUDENT BEHAVIOUR SUPPORT PLANS:**

Occasionally students will require extra support to manage their behaviour, above and beyond the normal classroom expectations. These cases will be dealt with on an individual basis and involve input from some or all of the following personnel:

- Student
- Parents/Caregivers
- Teachers
- Principal
- APRIM
- CESA Behaviour management consultant
- Other professionals or agencies

### **YARD PERSONAL RESPONSIBILITY**

#### **Yard Incident Process:**

Teachers use restorative language and questioning for all incidents within the yard.

Teachers use their discretion as to logical, educative consequences for inappropriate behaviour such as running on pavers, out of bounds, unsafe use of equipment, littering, inappropriate language and other minor incidents. To ensure consistency staff will regularly discuss the schools “Yard Duty Hot Spots” document and act accordingly.

For more serious incidents such as ongoing rough play, physical violence, avoidance of teacher, high levels of emotions or time constraints, the teacher will write out a ‘Yard Incident’ slip. The student who was issued the slip will then spend time with a member of the Leadership team who will use restorative processes to conference all parties involved. All parties involved in the incident will be brought together to discuss the issue and make an agreement about how it will be resolved.

When a ‘Yard Incident’ slip is written out the teacher will send this to the front office. The teacher on Restorative chat duty will follow up on this incident during the next available play time. The slip will be signed by the Restorative duty teacher and sent home to be signed by the child’s parent.

#### **Follow up with Parents/ Caregivers:**

When 3 ‘Yard Incident’ slips are issued in a term a phone call is made to the parents/ caregivers alerting them to the related issues. When 4 ‘Yard Incident’ slips are issued in a term, parents will again be contacted. A meeting will be scheduled for all parties to work through the issues and develop a plan of action for the future.

#### **Record Keeping:**

Records are kept on the N drive under – Restorative Chats – Yard incident slips for each Restorative chat.



# Behaviour Education and Personal Responsibility Related Documents:

## CHOICE THEORY

This Behaviour Education Policy is based upon the following beliefs and is grounded in Choice Theory. The staff community at St Mary MacKillop School believes:

- That children's behaviour is the result of basic needs being met or not being met (or perceived as being met or not being met).
- That all behaviour is a result of feelings and must be addressed.
- That guidelines for appropriate behaviours should be developed on the basis of awareness and safety of self, others and the environment.
- That a response to children's behaviour should encourage children to co-operate, to develop their ability to interact positively with others and to foster self-reliance and self esteem.
- That carers and families will share the responsibility of learning from and with the child in an atmosphere of collaboration.
- That helping children to develop self-control should place the emphasis on what to do rather than on what not to do.

## RESTORATIVE PRACTICES:

The principles of Restorative Justice underpin the Behaviour Education Policy at St Mary MacKillop School. Each individual's dignity and wellbeing are paramount, respecting the desire and possibility for connection rather than disconnection.

Restorative practices strengthen the connections between relationships and learning.

The principles of Restorative Justice respect relationships and encourage personal accountability without 'shame and blame.'

When the behaviour of a student or a group of students causes harm and upset, those involved in the particular problem are called to a process called a restorative conference. In this conference, a set of very powerful questions (outlined below) are asked to those involved (those harmed, those affected, sometimes parents and teachers). These questions draw out people's stories surrounding the incident(s). In more serious cases, those involved in the conference will sign a written agreement that makes clear what has been agreed to and the school's responses if these undertakings are not adhered to.

### Restorative questions used when conferencing students

- What happened? (W)
- What were you thinking at the time? What did you want? (T)
- What have you thought about since? (T)
- Who was affected by what you have done? In what way? (A)
- What do you think you need to do to make things right? (P)

(If required) An agreement between the students is reached, written down and signed by all.

These questions are modified by staff to suit different students and situations but the intent and order remain largely the same.

## CIRCLE TIME

This process is a way of delivering curriculum, in particular social and emotional competencies. The aim is for students to connect emotionally, think reflectively and creatively, communicate about important issues and deepen their understanding of self and others.

In particular, the themes and topics covered in Circle Time sessions include:

- Designing a class “Vision Statement” at the beginning of each school year
- Social skills
- Values education
- Program Achieve
- Restorative Practices
- Positive behaviour approaches
- Religious Education
- Made in the Image of God
- Health and Personal Development/ Child Protection

## PROGRAM ACHIEVE

Integral to the school’s commitment to student wellbeing, is the integration of the principles of Program Achieve. Program Achieve is a program where students learn about and practise a variety of skills to assist them to be successful and happy young people. Program Achieve is based on the work of Dr Michael Barnard and the teachings of *Rational Emotive Behaviour Therapy* (after Albert Ellis).

The 5 ‘Keys to Success’ used in the program are integrated throughout the teaching and learning process in each year level and include:

- **Confidence** - the ability to believe in yourself, to work independently, have an optimistic outlook and recognise mistake making as part of authentic learning.
- **Persistence** - the ability to stick to a job until it is completed even if it is difficult or “boring.” It is the ability to work hard to achieve results.
- **Organisation** - the ability to set goals and manage time effectively. It means being responsible for personal items and belongings in the classroom and playground.
- **Getting Along** - the ability to mix well with others, to be tolerant and non-judgmental, to be able to think through problems independently and to work within accepted rules of the school and the classroom.
- **Emotional Resilience** - the ability to control how anxious, down and angry they become. It means to display self-control to manage behavioural “impulses” when very upset and to calm down relatively quickly when overly upset.

The program assists the students to form the habits of ‘healthy thinking’ as they come to know and understand their inner thinking and practices.



# REFLECT / REFOCUS (Yr R – 2):

Draw or Write

Date:

Name of student:

Time/Class:

What happened?

How were you feeling?



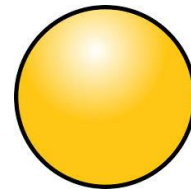
Angry



Sad

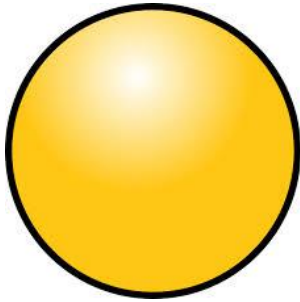


Confused



Other?

How are you feeling now?



What will you do differently next time?

TEACHER COMMENT:



## Yr 3 – 7 REFLECT / REFOCUS (circle):

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time/Class: \_\_\_\_\_

1. What happened?	2. What were you thinking/ feeling at the time? What did you want to happen?
3. What are you thinking / feeling about your choice now?	4. What school or class rule/ value/ agreement did you break?
5. Who did you affect? How will you makes things right?	6. What are you going to do differently from now on?  Student Signature _____

CLASS TEACHER COMMENT:

YARD INCIDENT SLIP		
Name of student:	Class:	Date:
Details of incident:		
Yard duty teacher:		
Today your child was involved in an incident in the yard which required a follow up conversation with a member of the leadership team. We would appreciate you having a follow up conversation with your child, signing this form and returning it to school by the following next school day.		
Comment from Restorative Chat teacher:		
Restorative chat teacher:		

Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_

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