



ST MARY MACKILLOP SCHOOL, WALLAROO

Behaviour Education and Student Behaviour Support: Building Respectful Relationships

RATIONALE

St Mary MacKillop School adheres to the CESA SACCS endorsed policy entitled: Building Respectful Relationships: Behaviour Education and Student Behaviour Support (2019).

At St Mary MacKillop School the Behaviour Education and Student Behaviour Support Policy promotes 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.
- Learning and wellbeing are interconnected and students will flourish when teaching and learning is inclusive, differentiated, dynamic, student centred and relevant.
- Students learn best when they know what is expected and are able to reflect upon and accept responsibility for their behaviour.
- When parents/caregivers, students and staff work together and have a common, agreed understanding of positive behaviours, best outcomes are achieved.

CHRISTIAN VALUES

This policy is underpinned by the following Christian Values

- Relationships grounded in trust and respect
- Creating opportunities for encountering life in all its richness
- Respecting the dignity of all

PRINCIPLES

We believe that every person's 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.

Behaviour is driven by the needs of the individual, therefore, 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 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:

- Restorative Practices underpinned by Restorative Justice Theory
- Circle Time
- Program Achieve
- Wellbeing intervention and support
- 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 procedures. 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. They are responsible for recording and maintaining information pertaining to behaviour.

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 confidentially and respectfully discuss pastoral care issues and share relevant information about behavioural or wellbeing concerns. They are responsible for recording and maintaining information pertaining to behaviour.

APPENDIX 1

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 or parents/caregivers.

Staff

The Staff will identify students, in conjunction with parents/caregivers, who may be at risk or have issues that compromise their wellbeing.

The Staff will then work with the student and parents/caregivers, 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 students is maintained.

Student Counsellor

The Student Counsellor, appointed by the Principal, may 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. The Student Counsellor meets with these students regularly, ranging from weekly to fortnightly. Parent/caregiver permission is required for students to be involved in the counselling program.

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:

- Feedback and verbal praise
- School Value / Class Awards
- Extra responsibility and additional trust with tasks
- Feedback provided to parents via the diary/communication book, Seesaw, email, phone call or personal contact

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

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

1. **Remind:** Students are given a reminder that their behaviour is 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 staff member 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 space to reflect on their behaviour. Through restorative questions, students reflect on their behaviour choice. This takes the student away from factors triggering their behaviour giving them the best possible chance to use reflective thought.
4. **Rethink:** The referring staff member will contact front office staff who will arrange for a Leadership Team member to follow up. The member of the Leadership Team will follow up with the student and parents/caregivers as required. The student may complete the rest of the day working in the office, or another appropriate consequence may be put in place.
5. **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.

Should there be a serious incident a teacher may bypass all intermediary processes and contact a front office staff member 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/delegate
- APRIM/REC
- CESA Behaviour Education Advisor
- Other professionals or agencies

YARD PERSONAL RESPONSIBILITY

Yard Incident Process:

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

Teachers use professional judgement for inappropriate behaviour such as: 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 yard duty staff may contact a member of the Leadership Team for assistance. The student 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.

Follow up with Parents/ Caregivers:

Teacher and Leadership Team member/s will confer to clarify who will contact parents and follow up.

Record Keeping:

Records are kept in SEQTA.

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

Restorative practices strengthen the connections between relationships and learning.

When the behaviour of a student or a group of students causes harm and upset, those involved participate in a restorative conversation. In this conversation, a set of questions (outlined below) are asked to those involved (those harmed, those affected, sometimes parents and teachers). These questions draw out people's perspectives surrounding the incident(s). In more serious cases, those involved in the conversation may sign a written agreement that makes clear what future action is agreed to. This is documented in SEQTA.

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.

PROGRAM ACHIEVE (R-6)

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 making mistakes 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.

Program Achieve assists the students to form the habits of 'healthy thinking' as they come to know and understand their inner thinking and practices.

CURRICULUM

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
- Restorative Practices
- Positive behaviour approaches
- Religious Education / MITIOG
- Made in the Image of God
- Health and Personal Development/ Child Protection

POLICY REVIEW

The School Board, staff and students review the effectiveness of this policy when required, at least once every three years.

DATE APPROVED: May, 2023

DATE OF NEXT REVIEW: 2026

APPENDIX 2



REFLECT / REFOCUS (Yr R – 2) circle

Draw or Write

Date:

Name of student:

Time/Class:

<p>What happened?</p>	<p>How were you feeling?</p> <div data-bbox="820 709 982 871"></div> <p>Angry</p> <div data-bbox="1075 703 1230 861"></div> <p>Sad</p> <div data-bbox="1302 699 1464 861"></div> <p>Confused</p> <p>Other?</p> <div data-bbox="1058 987 1242 1165"></div>
<p>How are you feeling now?</p> <div data-bbox="349 1222 600 1474"></div>	<p>What will you do differently next time?</p>

TEACHER COMMENT:

APPENDIX 3



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?

STAFF MEMBER COMMENT:

Staff signature:

Student signature:

APPENDIX 4

Secondary Flow Chart

