



St Mary MacKillop School

Student Behaviour Policy

RATIONALE - CESA POLICY

The South Australian Commission for Catholic Schools, is committed to Catholic school communities where:

- a safe, supportive and inclusive learning environment is provided to all students, supported by our Christian faith and Catholic Tradition, in which the values of love, justice, compassion and forgiveness are foundational
- leadership is visible and inspires the whole community to feel safe, included, connected and respected
- high quality teaching and learning in behaviour education and positive behaviour support processes, enhance the personal and social capabilities of all students
- strategic and effective partnerships between school leaders, staff, students, families and allied health services, enhance respectful relationships and inform behaviour support initiatives
- Catholic Social Teaching, natural justice and procedural fairness inform a school's duty of care and pastoral care responses to prevent or resolve conflict and to heal relationships.

DEFINITIONS

- **Respectful relationships** include the right to feel safe, to be treated justly, to be valued and feel connected to peers. Respectful relationships positively impact personal growth, self-confidence and appreciation of self and others.
- **Behaviour education** includes all initiatives, programs and social and emotional learning (SEL) that develop personal and social capabilities for all students.
- **Student behaviour support** includes all universal, targeted and intensive initiatives, programs and personalized learning to further enhance and develop personal and social capabilities for specific cohorts of students.
- **Social and emotional learning (SEL)** assists children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- The rules of **natural justice** which developed from common law to ensure the fairness of decision making. The expression in Australia is used interchangeably with procedural fairness.
- **Catholic Social Teaching** is an interrelated body of Catholic social thought and principles on matters of social issues and provides a vision for a just society in which the dignity of all people is respected. It is grounded in the Bible and in the wisdom gathered from experience by the Christian community as it has responded to social justice issues through history.

CESA (2019), *Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy*.

GUIDING PRINCIPLES

- **Student behaviour education and student behaviour support – a whole-of-school responsibility**

All members of the Catholic school community are active participants in building a welcoming school culture that values diversity, fosters positive, respectful relationships and provides learning in communities of thriving people, capable learners and leaders for the world God desires.

- **Pastoral care for the whole school community – a school leader's responsibility**

Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. In addition, the principal or school leader will sometimes need to work with a jurisdictional leader around formal procedures for suspension and expulsion, based on knowledge of the particular issues, local realities, guided by values of justice, respect for the dignity of all involved and compassion and mindful of personal and communal safety, health, and duty of care for all.

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- **Student connectedness and engagement**

Students who feel connected, safe and respected are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Schools are committed to learning and behaviour support as a critical protective factor in children and young people's continuing education and positive outcomes.

- **Building Personal and Social Capabilities**

School staff, students and families share and cultivate an understanding of wellbeing and the development of personal and social capabilities to enhance learning and promote citizenship.

- **School Responsibilities**

School leaders and staff respond to the diverse needs of all students, when designing universal, targeted and personalised behaviour education and support processes. Leaders will consider:

- Legal responsibilities and duty of care to all students, particularly legislation regarding cyber safety, anti-bullying and harassment responsibilities, the Disability Discrimination Act 1992 and Child Safety legislation
- School Policy – the expressed values of the school and those principles stated and made explicit within the community
- Pastoral care and support processes that maintain the dignity of the people involved
- Learning programs and initiatives for all students every year that promote and build respectful relationships as the basis for student behaviour support.

CESA (2019), *Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy*.

ST MARY MACKILLOP SCHOOL POLICY

At Saint Mary MacKillop (SMMS), we believe 'the fundamental aim of all behaviour management and discipline is to enable our students to be aware of their behaviour as it affects others' rights and to take ownership of their behaviour regarding the rights of others. These aims also enable positive workable relationships and enable a co-operative teaching and learning dynamic' (Bill Rogers 2021).

RESPONSIBILITIES

All members of the SMMS 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 students by providing a just and reasonable balance of the rights, needs, obligations and wellbeing of all students. In addition, the principal may 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 of justice, respect, compassion, personal and communal safety, health and duty of care.

Staff

School staff are required to provide a safe and supportive environment, and hence will have sound knowledge of our behaviour expectations. All teaching staff are responsible for developing and maintaining inclusive and engaging practices. Teaching staff will explicitly teach SEL and implement specific behaviour intervention programs. During morning staff meetings, staff can raise pastoral care issues and share relevant information about behavioural or wellbeing concerns.

Students

The students are responsible for contributing to a safe and supportive learning environment, by managing their own behaviour.

Parents/Caregivers

Parents and caregivers are responsible for supporting their children and school staff in maintaining a safe and supportive learning environment.

Leadership Team

Members of the Leadership Team are required to demonstrate consistency and fairness in implementing behaviour related policy and practices. Leadership Team members support staff when students exhibit problematic behaviour. 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.

STUDENT BEHAVIOUR EDUCATION AND SUPPORT

At SMMS, we provide;

- 1. Student behaviour education**
- 2. Student behaviour support**

Behaviour education and support follows the Behaviour Management Model (Appendix 1) of

- establishing (minimise/prevent)
- encourage/correct
- consequences (negotiable/non-negotiable)
- repair/rebuild

We adopt a multi-tiered continuum of behaviour education and support.

STUDENT BEHAVIOUR EDUCATION

We develop productive learning behaviours and personal and social capabilities by ensuring:

Tier 1 During the first 2 weeks of Term 1 each class R-9 has a focus on social and emotional learning (SEL), and will:

- Discuss school values R-9, and school mission and vision statements
- Establish class routines and neat, orderly environment
- Establish and display 'Our Class Rights and Responsibilities'
- Set up *Class Behaviour and Learning Agreement* and corresponding parent letter (Appendix 3). Send home signed copy by end of Week 3. Specialist teachers included on this agreement.
- Discuss school's Behaviour Consequences – Classroom Step Process (remind, reflect, refocus, rethink, restore and re-entry) and display posters in classroom (Appendix 4).
Unpack step process student reflection sheets (Appendix 4) & display in classroom.
Explain bullying grievance procedure *Be S.A.F.E. Action Plan* (Appendix 5) & display in classroom.
- Teach *Program Achieve* R-6 (getting along, confidence, resilience, organisation, persistence). See link in Appendix 6. Years 7-9 use year level appropriate programs.
- Introduce Bee Positive Behaviours based on our school values (Appendix 7)
- Explicitly teach PBIS procedures (Appendix 8)
- Explicitly teach stop & wait, A and B choices, safe mouth/hands/feet, 1 to 5 emotional scale. Staff adopt the school-wide use of lanyard of visuals of these.
- Discuss ICT agreement. Student & parent sign, then kept at school in front office.
- Formulate procedure for class prayers i.e. grace, morning & afternoon prayer
- Integrate annual Diocesan theme
- Ensure Keeping Safe Child Protection Curriculum is integrated into Crossways and Made in the Image of God (MITIOG)
- Establish protocols for class meetings & circle time (if used).

Many of these are taught and/or revisited throughout the year. For example, Program Achieve is taught all year – Getting Along Term 1, Resilience & persistence Term 2, Confidence Term 3, Organisation Term 4.

Tier 2 Additional behaviour education for small groups or individuals may include:

- Programs which focus on managing emotions, resolving conflicts, improving relational skills and productive decision making
- Extra support given to explicitly teach expected behaviours

Tier 3 Personalised programs which focus on an individual's and others' safety and ability to re-engage in productive classroom behaviours may include:

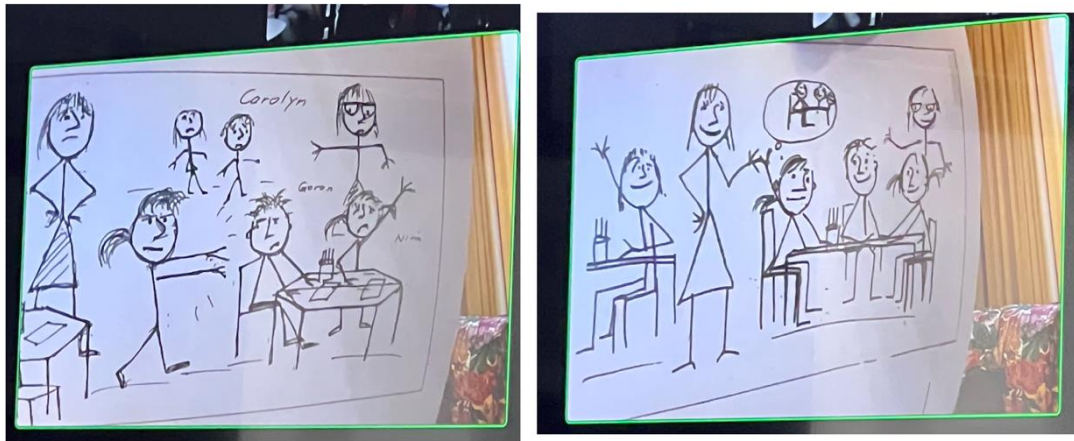
- Behaviour Recovery Plan
- Individual Student Behaviour Plan
- Behaviour plans designed with involvement of CESA personnel.

STUDENT BEHAVIOUR SUPPORT – TIER 2 & 3

Student behaviour support at SMMS, for students requiring more intense help at Tier 2 & 3, is consistent across the school. We adopt the following R-9:

BEHAVIOUR RECOVERY PLAN – for Tier 2 & 3

During restorative conversations sketch problematic behaviour and use sketch to discuss issues/what happened etc. See example below.



Ask, *Let me show you what it looks like when you.....(name behaviour)?*

Draw a picture of the student exhibiting the problem behaviour. Draw other students and teacher as sad (not angry).

Ask, *What are you doing in this picture?* (If student doesn't answer, tell them what they're doing in the picture). *What can you tell me about my face?*

Show a picture of what it should look like (i.e. sketch of them doing the right thing in the classroom).

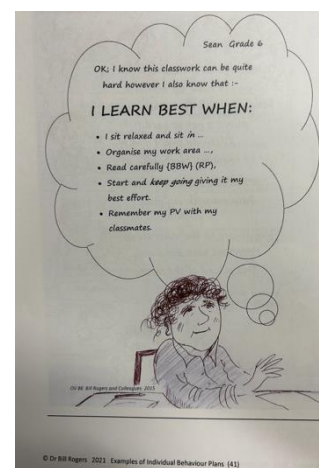
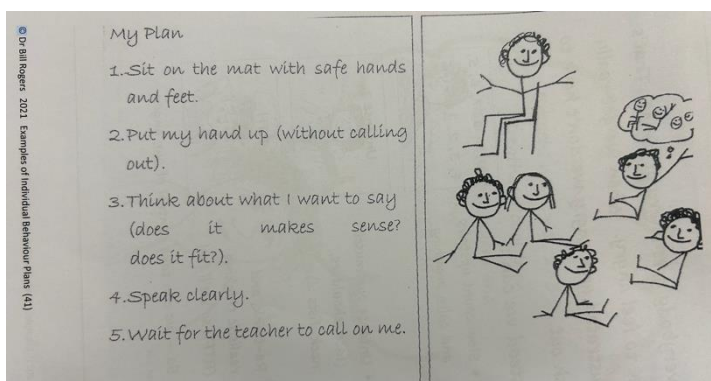
Sometimes student can draw own picture showing what was happening and what it should look like.

INDIVIDUAL STUDENT BEHAVIOUR PLAN – for Tier 2 & 3

An *Individual Student Behaviour Plan* is developed with the student.

The plan is shared with all adults who work with the student at school and parents/caregivers.

Regular check-ins with the student to monitor progress and alter/discontinue.



All *Individual Student Behaviour Plans* are shared with staff in Teams/staff meetings and with parents to ensure consistency.

PERSONAL PLAN FOR LEARNING (PPL)

STUDENT BEHAVIOUR SUPPORT TEAM

For students requiring more support (e.g. not participating/following the above behaviour plans), SMMS has the following student behaviour support team to assist:

- Principal
- REC/APRIM
- Leadership Team
- Counsellor
- CEO staff (CESA Inclusion and Learning team, Engagement & Wellbeing, Learning Diversity & Equity).

Students requiring individual behaviour support to manage emotions and relationships and engage in sustained learning, will be managed using a case-management approach.

BEHAVIOUR CONSEQUENCES – CLASSROOM STEP PROCESS

STEP 1: REMIND

Students are given a reminder that their behaviour is a problem. This reminder is respectful and when possible, private. *'Peter, you're talking. It's whole class teaching time.'* If secondary behaviours occur, *'face this way and listen, thanks'*.

If student continues, give choice. *'Do this now or do it at recess in your own time.'*

STEP 2: REFLECT

Students are given a reflection sheet or take part in a restorative conversation with the teacher to reflect on their behaviour and how it is impacting others. This is to promote empathetic thinking and personal responsibility.

STEP 3: REFOCUS (once only)

Students are sent to another class, or break out space, for timeout and reflection on their behaviour. This takes the student away from factors triggering their behaviour giving them the chance to use reflective thought.

Procedure for Step 3 REFOCUS

- Timeout in another classroom close to the host classroom (if possible).
- Inform host teacher that student is on their way (phone call, message).
- Send student to refocus classroom.
- Student sits quietly and reflects in the host class (this is not to be a burden for the host teacher ie no work sent, no reflection sheet, no counselling). Refocus time is not a reward.
- After approximately 10 minutes, referring teacher organises for their student to return to them.
- Referring teacher follows a restoration practice (i.e. reflection sheet, restorative chat, apology, community service etc)
- If student refuses to leave when Refocus is implemented, leadership is called.
- If student is violent, leadership is called, removed from class.

STEP 4: RETHINK

Students are sent to the front office. The referring teacher or ESO will phone or contact a member of the leadership team when a student reaches this step. The teacher or a member of leadership will contact within 24 hours to inform parent/caregivers of this.

If student refuses to leave, call leadership.

If student is violent, call leadership for support, remove class.

STEP 5: RESTORE AND RE-ENTRY

This process will involve the class teacher together with the staff member working with the student, at an appropriate time. Re-entry to classrooms may involve a restorative process to socially re-connect the students involved.

As part of re-entry, a student may need to fulfil a consequence of their behaviour, as directed by the teacher/leadership. This consequence should be related to the original behaviour if possible e.g. littering = clean up, damaging property = repair property, bullying = apology/restorative chat, swearing = apology/restorative chat etc.

Notes

- A student on a 'step' stays there for the day, unless progressing (i.e. a student cannot move up and down the steps throughout the day).
- If a student is at 'refocus' going into recess/lunch, tell duty teacher.
- Violent language or behaviour = immediate time-out at Step 4, no negotiation. If needed, the school lock-in procedure is to be followed.
- It is up to the teacher involved to decide what happens to work missed (e.g. make up time at recess/lunch, work sent home to complete etc).
- Consider special needs (i.e. ASD, ODD, extreme behaviours etc) when enacting this process. Some students may require personalised individualised behaviour plans, that work alongside the step process.
- When transitioning to another class (e.g. specialist lesson), if a student is already involved in this step process, the teacher is to inform the new teacher and/or provide a step card with the student's name in the appropriate box so the steps can continue (Appendix 9).
- If a student brings a prohibited substance/object to school (such as drugs, weapons, vapes etc) inform leadership immediately. Additional resources that can support these behaviours include the *SMMS Drug Education Policy*.
- Students who are repeatedly on step 5, it is the principal's discretion to decide next steps.

BEHAVIOUR CONSEQUENCES – YARD ISSUES

Yard duty teachers will be vigilant by actively roaming.

- Restorative questions if needed (stored in yard duty bags):

What happened?

What were you thinking at the time?

What have you thought about since?

Who was been affected by what you have done? In what way?

What do you think you need to do to make things right?

These questions are modified by staff to suit different students and situations, but the intent and order remain largely the same. Note, these questions won't work when students are angry.

- Automatic sit out.
-
- Teacher on duty is to;
 1. tell class/specialist teacher of any students who sat out so they can put name on step chart
 2. record incident in SEQTA & inform parents if needed.
- Major issues – call leadership
- If at bell time, yard duty teacher to follow up at earliest convenience.

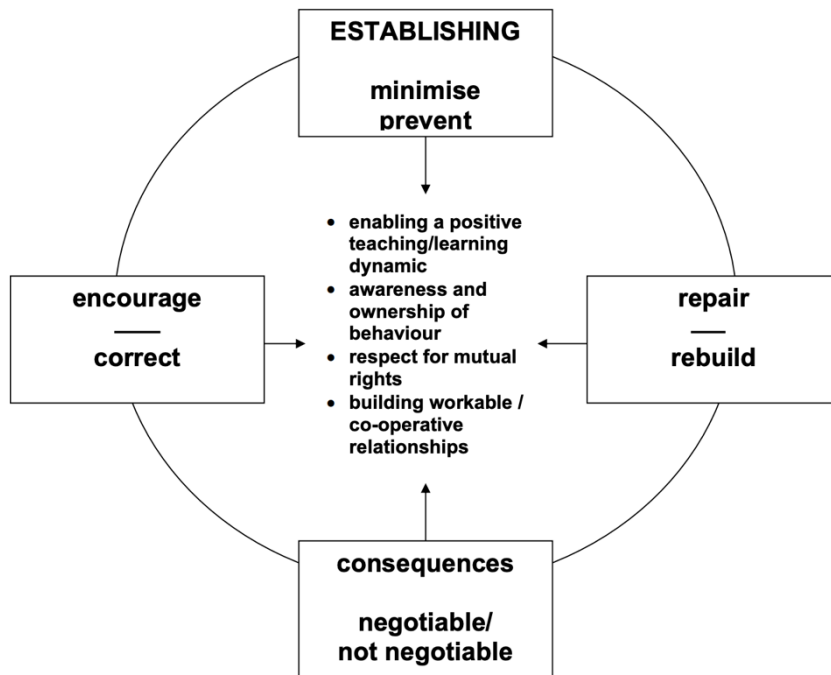
Bullying is a **deliberate, repeated and unjustifiable** behaviour, which is intended to cause fear, distress, embarrassment, humiliation and/or harm to others. It can be conducted by a more powerful individual or group against a less powerful individual or group, often on the grounds of 'difference'. Bullying is not tolerated - refer to *Be S.A.F.E. Action Plan* and *SMMS Anti-Bullying & Harassment Policy*.

Minor and Major Behaviours are recorded in the student reporting system SEQTA

PBIS behaviour Minor	PBIS behaviour Major
Classroom Talking while teacher talking Running inside Not doing class work Making disruptive noises Inappropriate language Not following adult instruction Arguing with/social problems with students	Classroom Hurting others Swearing Unsafe actions Major disruption (unable to be calmed by teacher) Major other (provide details in text)
Playground Play fighting Not following adult instruction, refusal, backchat Inappropriate language Rough/inappropriate play Arguing with/social problems with students	Playground Hurting others Swearing Unsafe play Major other (provide details in text)

Appendix

Appendix 1 The behaviour management model



1. ESTABLISHING minimise/prevent

In Term 1, establish *Class Behaviour and Learning Agreement*. Revisit each term and as needed.

2. Encourage/correct

- Encourage - Use descriptive encouragement as feedback by commenting on a student's effort, energy, ownership of behaviour (eg, 'that paragraph clearly shows you understand the ...' instead of 'great work').
- Correct
Use positive language (eg 'face the front' instead of 'don't...').
Use what, when, where, how questions, instead of 'why' questions (eg 'you haven't started your work – how can I help' instead of 'why haven't you started your work?')
Focus on primary behaviour & ignore secondary behaviours such as sighing/answering back (eg 'put the chewing gum in the bin, thanks' & ignore sighs etc. If replies 'other teachers let me chew', say 'you know rules in this class, the bin's over there'. Then walk/turn away.)
Follow up with students who display frequent secondary behaviour.

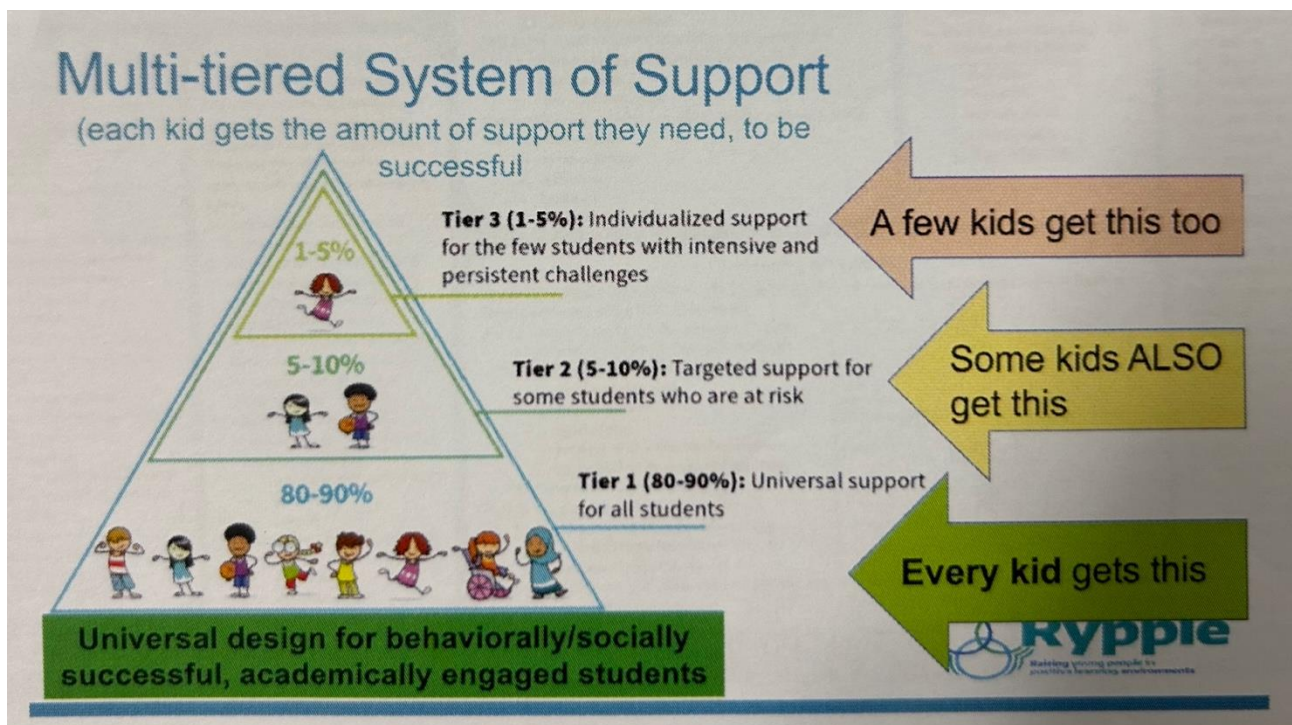
3. Consequences

Behaviour consequences will be fair and appropriate.
Behaviour consequences will relate to the problematic behaviour, if possible.
Behaviour consequences may be negotiable or non-negotiable.
Refer to Behaviour Consequences – Step Process.

4. Repair/rebuild;

Re-establish a working relationship (eg by giving feedback on their work/asking how they're going, after class chats, counselling, developing individual learning plan, mediation, restorative chat, whole class meetings etc.)

Appendix 2 Multi-tiered behaviour education and support



Appendix 3 Class Behaviour and Learning Agreement



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February 2025

Dear parents/caregivers,

Our *Class Behaviour and Learning Agreement* is applicable to all students and adults working in this class.

As a class we have discussed behaviour and learning during our social and emotional learning focus in the first two weeks of Term 1. We have discussed what it means to:

- Develop relationships grounded in trust and respect
- Agree to be committed to our learning
- Work as a cohesive classroom and collaborate with each other
- Appreciate that learning comes from working beyond our comfort zones
- Celebrate each other's successes

Please find in the *Class Behaviour and Learning Agreement* document

- A copy of our class agreed rights and responsibilities
- How we will behave safely
- The school's step process for behaviour consequences

We appreciate you taking the time to read through this *Class Behaviour and Learning Agreement* with your child/ren. It reflects our school's commitment to positive learning and behaviour. It reflects our school's commitment to positive learning and behaviour. Please sign and return this letter so we can ensure that you have been informed of our agreement.

We look forward to your support this year.

Yours sincerely,

The staff of Saint Mary MacKillop School

Parent/Caregiver name _____

Parent/Caregiver signature _____

Date _____



Our Class Behaviour and Learning Agreement 2025

(insert class photo)

Members of our class

(insert student names)

Teacher _____ Year Level _____

(include here other support staff eg specialist teachers, learning support, ESOs, office staff)



Our behaviour agreement has been discussed and developed by the students and their teacher/s in Year (insert year level). It is a record of how we behave with others.

[Please read the parent letter accompanying this behaviour agreement.](#)

- This agreement applies to all people who come into our classroom and will be used until the end of this year.
- There will be the opportunity to evaluate and improve this behaviour agreement by the children and teacher/s during the year.
- Any new people entering our classroom throughout the year will have this agreement explained.

This behaviour agreement is based on our school values. Founded in the Josephite tradition, we value:

- Relationships grounded in [trust](#) and [respect](#)
- A [commitment](#) to learning
- Collaboration and [teamwork](#)
- The [courage](#) to work beyond our comfort zones
- Opportunities to celebrate success

Our Class Rights and Responsibilities

In our classes we believe that everybody has a right to be treated equally and fairly.

(insert your class rules here) These could integrate school values, positive bee behaviours, our rights, our responsibilities, solving behaviour problems, considerate movement etc. Refer to these articles by Bill Rogers for examples;

A basic classroom agreement at Early Years

Classroom rule posters - secondary

Children have the right to feel safe and the right to learn and the right to fundamental respect and fair treatment, those rights are not negotiable (Bill Rogers 2017).

Parents have a right to know that their child is safe and supported at school and that the treatment they receive is fair and appropriate.

Safe Behaviours

Treat people as you want to be treated

In our classroom we:

- Think about how our behaviour affects others' feelings and needs
- Take responsibility for our actions while at school
- Use any equipment appropriately and safely
- Look after our own property, the property of others and the school's property
- Know bullying is unacceptable and will not be tolerated.

(insert photo/s of students behaving safely, or draw picture)

Behaviour Consequences

According to Bill Rogers (2009), the purpose of all discipline [and consequences] is to enable students to be reflective of, and responsible for, their behaviour and its effect on others.

If anyone in our classroom makes it difficult for others to learn or feel safe then they will:

- Be reminded of our fair class rights and responsibilities
- Follow the school's step process (see below)

STEP 1: REMIND (get back on track)

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

STEP 2: REFLECT (fill out a reflection sheet)

Students are given a reflection sheet or take part in an informal restorative conversation with the teacher to reflect on their behaviour and how it may have impacted others. This is to promote empathetic thinking and personal responsibility.

STEP 3: REFOCUS (time out in another class)

Students are sent to another class for timeout and reflection on their behaviour. This takes the student away from factors triggering their behaviour giving them the best possible chance to use reflective thought.

STEP 4: RETHINK (visit to the office and a phone call home)

The referring teacher will phone or contact a member of the leadership team when a student reaches this step. Students are sent to the front office for a period of time, as determined by leadership. A member of leadership will ring to inform parent/caregivers of the incident and consequences that will be put in place.

Consequences could include restorative conversations/actions, apology, time out of classroom/yard, suspension.

STEP 5: RESTORE AND RE-ENTRY

This process may involve the class teacher together with the person working with the student, and/or leadership at an appropriate time. Re-entry to classrooms may involve a restorative process to socially re-connect the students involved.

(insert appropriate photo eg step chart, or reflection sheet etc)

The teacher involved will decide what happens to work missed (eg make up time at recess/lunch, work sent home to complete etc).

Please add specialist teacher agreements here

A copy of this *Class Behaviour and Learning Agreement* has been sent home to all parents/caregivers of students in this classroom. Please read the accompanying letter, sign, and return to the class teacher.

Student signature _____

Teacher's signature _____

Specialist Teacher's signature _____

Specialist Teacher's signature _____

Specialist Teacher's signature _____

Education Support Officer _____

Appendix 4 Step process reflection sheets





REFLECT / REFOCUS (Yr R – 2)

Draw or Write

Name of student:

Date:

Time/Class:

<p>What happened?</p>	<p>How were you feeling?</p> <div data-bbox="826 383 975 528"></div> <p data-bbox="837 539 943 584">Angry</p> <div data-bbox="1203 394 1342 528"></div> <p data-bbox="1203 539 1366 584">Confused</p> <div data-bbox="839 663 991 808"></div> <p data-bbox="887 853 951 898">Sad</p> <div data-bbox="1182 663 1337 808"></div> <p data-bbox="1214 853 1318 898">Other</p>
<p>How are you feeling now?</p> <div data-bbox="363 1099 576 1312"></div>	<p>What will you do differently next time?</p>
<p>TEACHER COMMENT:</p>	



Yr 3 – 6 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:

STUDENT RESPONSIBILITY REFLECTION / REFOCUS SHEET – SACRED HEART CENTRE



SMMS 7-9 REFOCUS

STUDENT: _____ SUBJECT REMOVED FROM: _____

SUBJECT TEACHER: _____ DATE & TIME: _____

You are required to answer the questions on this sheet to reflect on the behaviour that resulted in your learning being affected.

1. What are some of the choices you made that resulted in you being asked to leave your lesson?

2. What were you thinking /feeling at the time? What did you want to happen?

3. Who did you affect? How will you make things right?

4. What are some concerns others may have with this behaviour?

5. What are some other things that the teacher should know to better understand your choices of behaviour?

7. How can I help you?

8. If this situation was to occur again, what would you do differently?

If you finish this sheet before you are allowed to leave, you are asked to sit and think about your answers. In signing the bottom of this page, you indicate to us that you are committed to making better choices in the future. Student signature: _____ Date: _____

Appendix 5 Bullying grievance procedure - Be S.A.F.E. action plan



Dealing with Bullying and Harassment:

Be S.A.F.E ACTION PLAN

STEPS	ACTION	EXPLANATION
Step 1 S	S = Speak up Ignore it or speak to the person.	Show that it does not affect you - the behaviour may stop. Tell the person that their actions are not ok and you want it to stop – name what they are doing and how it is making you feel. Let them know you will tell a teacher if they do not stop.
If it does not stop		
Step 2 A	A = Ask a friend to support you Discuss it with someone.	Continue to try to ignore the behaviour and tell the person to stop the behaviour. Ask a friend to be with you when you do this. Talk to a trusted friend, teacher or parent, they may be able to help and offer other ways of dealing with the behaviour.
If it does not stop		
Step 3 F	F = Find a teacher and report it Report the matter to a staff member.	Report the matter to a teacher/ESO or staff member and discuss with them any further action that might take place. Remember to tell the teacher EVERYTHING you have done and EVERYTHING the other person has done.
If it does not stop		
Step 4 E	E = Extra help – go to the Principal Go to the Principal and report what has happened.	Discuss what has happened with the Principal and a decision will be made about further action to stop the bullying from occurring.

Appendix 6 PROGRAM ACHIEVE

Teaching staff adopt a whole-school approach to the teaching of Social and Emotional learning by using 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).





Years 7-9 use programs including *Mind Up* and others as needed.

The 5 'Keys to Success' used in the program are integrated throughout the teaching and learning process in each year level R-6 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.

Appendix 7 Be Positive Behaviours

How we enact Saint Mary MacKillop School values

BE RESPECTFUL				
	 Be Trustworthy	 Be Collaborative	 Be Committed to Learning	 Be Safe
All the time	Be honest. Do what is expected (especially when given breaks). Use kind words, tone and actions. Use manners. Ask permission to use others' property. Take care of own and others' property. Wear school uniform. Share. Line up quietly. Use toilets with care.	Cooperate, support and encourage others. Be thoughtful and fair. Show empathy and care towards others. Let others learn. Have an open mind. Gain attention appropriately. Be patient. Respect people's beliefs. Speak at an appropriate time. Treat others how you want to be treated.	Strive for your best effort. Be punctual, organised and prepared. Participate positively. Accept help & feedback. Keep things tidy. Attend school regularly. Persevere and be resilient. Actively listen & participate. Complete your work. Concentrate. Use time wisely.	Eat with clean hands & whilst sitting. Wait and take turns. Manage emotions & wellbeing. Be responsible for own actions. Follow rules, routines, procedures. Follow fair & reasonable instructions. Accept others and be inclusive. Use safe hands and feet. Report bullying. Take safe risks.
Inside	Be considerate. Include all class members. Follow class routines and rules. Use inside voice.	Accept differences. Work with other people.	Keep learning space tidy. Try new things. Ask for help.	Avoid conflict by walking away, telling a friend, telling an adult. Walk.
Outside	Play fairly. Include others. Take care of the environment. Put rubbish in the correct bin. Be a good sport and team player.	Agree on the rules of the game. Follow the rules of the game. Be a good winner & loser.	Use good sportsmanship.	No hat, no play. Stay inside the school grounds. Cross the road carefully (with an adult if you are year 4 or below).
Devices	Use age-appropriate sites. Think before you post. Make good online choices. Respect the devices.	Play games appropriately. Consider feelings of others. Respect privacy of ourselves and others.	Take regular breaks. Use technology as instructed. Abide by the ICT acceptance behaviours policy.	Use reliable sources. Tell an adult if you feel uncomfortable online.
Community	Be responsible. Promote a good school image. Represent the school with pride.	Thank community members. Care for others in the community. Show good sportsmanship.	Support each other and our teams.	Wait for instructions. Stay together. Follow the site rules.

Appendix 9 Step Card

Step	Student Name
Step 1: Remind	
Step 2: Reflect	
Step 3: Refocus	
Step 4: Rethink	
Step 5: Restore and Re-entry	