Student Welfare and Behaviour Guidelines

Related Policies
Catholic Education Policies and Procedures
Catholic Education Anti-Bullying Policy
Catholic Education Exclusion or Expulsion Policy
Catholic Education Suspension of Students Policy
Catholic Education Code of Conduct and Child Protection Policy
Catholic Education ICT Policy
Catholic Education Mobile Phone Policy

Purpose
This guideline assists St Michael’s to offer all students an education of the highest quality and to assist each student to develop fully as an individual and as a member of the Church and the wider community. The guidelines outline the expectations of our school, in relation to procedures in the areas of communication and interpersonal relationships, behaviour, curriculum and teaching and learning methods.

It must be stated that St Michael’s guidelines do not permit corporal punishment of students attending the school, and that the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at the school.

Members of St Michael’s School community believe the adoption of a positive and preventative approach to Student Welfare and Behaviour Guidance aims to:

- establish acceptable patterns of behaviour which reflect gospel values and so permit students to develop a conscience, sense of responsibility and willingness to undertake social action;
- create a co-operative and positive attitude to problem solving in the school community;
- increase a student’s sense of belonging in the school;
- permit the development of behaviour expectations and conflict resolution procedures which promotes self-discipline;
- improve curriculum and pedagogy, to have a positive effect on students’ attitudes and behaviour;
- permit the school community to sensitively deal with personal situations which may be affecting life within the school;
- strengthen the interaction between the school and home;
- develop a strong sense of self-worth in students;
- permit effective and enjoyable learning to take place;
- develop a sense of respect for each individual;
- provide consistency in behaviour guidance;
- align our school Vision and Mission with our school rules;
- acknowledge those who keep the spirit of a positive school community;
• promote team work and interpersonal skills;
• provide an environment where everyone can learn;
• encourage children to make responsible choices about their behaviour and understand and accept the consequences of their actions;
• encourage students to live in harmony with God, self, others and our environment.

Overview
St Michael’s is a faith community whose guidelines, practices and personal relationships reflect the teachings of Christ. Our school recognises the importance and dignity of all individuals by providing them with opportunities in their journey towards wholeness. The positive structure and language of the School Wide Positive Behaviours and the KidsMatter frameworks supports the rights and responsibilities of our school community and is reflected in our school rules:

Be Safe
Be Responsible
Be Respectful
Be A Learner

Student members of the school community accept the consequences of their actions out of mutual concern.

Our school believes in a proactive behaviour guidance structure that both supports students to modify inappropriate behaviours but also recognises and encourages appropriate behaviour. We encourage students to ask themselves reflective questions in regard to their behaviour.

• What did you do? SORROW
• Why was it wrong? EMPATHY
• How can you fix the problem now? PROMISE
• How can you ask for forgiveness? MERCY

These questions are based on The Way of Mercy, incorporating four reflective steps (www.livingwellmedia.com.au) and are included on the Time Out Planning Sheet. Pope Francis calls us to demonstrate love in action to those around us. This process aims to focus students’ behaviour as a matter of choice. Thus, we all have an opportunity to design our own behaviour and actions through the choices we make. This is a powerful and influential model.
As children of God the community of St Michael’s are:

A People of Harmony, A Place of Challenge.

Our Vision

At St Michael’s Catholic Primary School we strive to foster hearts of compassion, kindness and forgiveness inspired by the life and teachings of Jesus.

The rainbow and the cross are symbols that remind us to live in harmony with all of God’s creation.

Our Mission

In the next five years, we will give expression to our mission by;

Being a people of **harmony** in a place of challenge inspired by the Gospels

Nurturing caring **relationships** that value the dignity of each person

Providing an authentic **education** for all students that is supportive and empowering

Taking **stewardship** of God’s creation to ensure its preservation
At St Michael’s, we demonstrate our Mission of Harmony, Relationships, Education and Stewardship in our words and our actions by:
**Responsibilities of Our Community Members**

Members of our community strive to:
- affirm and encourage positive aspects of student behavior, work and social skills;
- address all members in a dignified manner;
- respect the values and opinions of others;
- provide consistency through the implementation of the Student Welfare and Behaviour Guidelines;
- reflect upon their behaviour and its effects on others;
- form caring relationships with one another;
- respect individual differences;
- respect others’ right to learn; and
- create a peaceful community.

**Rights of Our Community Members**

Members of our community have the right to:
- be accepted as an individual;
- learn in a supportive and engaging school environment;
- be treated with respect;
- be treated in a just and fair manner;
- be safe in our school community;
- feel at peace;
- express themselves;
- seek assistance from appropriate resources;
- feel valued; and
- participate in a variety of planned, stimulating experiences which are conducive to meaningful learning.

**School Wide Positive Behaviours**

St Michael’s use coloured wrist band system to signify and reinforce positive behaviours in our school. Wristbands are coloured in a two-tier system to work towards a goal and reward for positive behaviour. Students are awarded Gotcha cards by classroom or visiting teachers for behaviours that promote our school rules and demonstrate our Mission of harmony, relationships, education and stewardship. Ten Gotchas are then exchanged for a blue band. Each blue band is presented and celebrated at morning assembly and each student’s name is recorded towards an individual tally. When a student achieves five blue bands, they receive a white band and their photograph is displayed on the school honour board. Students who achieve a white band each semester are recognised through a special celebration and reward and also have their success recorded in the School Year Book.
Classroom Rules
Teachers and students collaborate and determine individual class rules at the beginning of each year. It is important that these rules include:
- rights and responsibilities
- specific examples
- alignment between consequences and behaviours
- clear and achievable expectations
- age appropriate language and explanation

Consequences
A consequence is a result of an action. We can have positive or negative consequences as a result of how we treat and respond to those around us.

Consequences at St Michael’s School must always be:
- Fair and just
- Appropriate to one’s actions or behaviours
- Consistent
- Opportunity for reflection
- Related to school and classroom rights and responsibilities

Classroom rules are the basis of positive reinforcement and consequences in the classroom. Our class rules are designed to allow us to learn together safely, responsibly and respectfully.

Significant Behaviour Problems
Some children, for a variety of reasons, often demonstrate behavioural patterns which significantly affect their learning and the classroom environment. Personalised behaviour modification programs are sometimes necessary for some children and the Classroom Teacher needs to liaise closely with the Parents, Learning Support Teacher and Principal in the design and implementation of suitable programs. Specialist support may be required.

Crisis Plan
The crisis plan is a system in which a reliable student is sent with a red card and necessary information (such as location of class and nature of incident) to the office seeking immediate attention. A member of the Leadership Team will attend the situation immediately.

The crisis plan should only be implemented in the following situations:
- Real or perceived physical/emotional/psychological danger
- Medical emergencies
- Serious misbehaviour

The red card is only used for absolute emergencies and not for behaviours which can be guided.
Classroom Behaviour Guidance Steps

These steps are a general sequential guideline for classroom or playground behaviour. Teacher judgement and the impact of a specific behaviour may determine if an alternate step is engaged.

<table>
<thead>
<tr>
<th>Step</th>
<th>Roles, Responsibilities &amp; Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Student</strong></td>
</tr>
<tr>
<td>1</td>
<td>- Inappropriate behaviour, such as: breaking classroom rules, disturbing others’ learning, off task, ignoring instructions, arguing.</td>
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<td></td>
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<tr>
<td>2</td>
<td>- Student chooses to ignore warning and instructions or behaviour has a larger impact on others.</td>
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<tr>
<td></td>
<td>- Complete an In-class or Playground Planning Form to redirect behaviour.</td>
</tr>
<tr>
<td>3</td>
<td>- Repercussion of behaviours that have already received warning and reflection.</td>
</tr>
<tr>
<td></td>
<td>- Swearing – phonecall to Parents to explain behaviour.</td>
</tr>
<tr>
<td>4</td>
<td>- The student chooses not to make positive choices independently or the nature of the incident is serious.</td>
</tr>
<tr>
<td>5</td>
<td>- Repeat offender, serious incident or physical behaviour.</td>
</tr>
</tbody>
</table>

Key: Level of responsibility and involvement in the decision-making process

| Required | Partial | Not Required |
Making a Plan

The Time Out reflection model is based on The Way of Mercy, including four steps to take encourage students to take responsibility for their actions and make positive choices in the future.

THE WAY OF MERCY HAS FOUR STEPS...

It is sometimes difficult to interpret if someone actually means it when they say “I’m sorry.” The Way of Mercy helps us to restore our relationship and it helps us to better friends of God. It works much better than only say the words “I’m sorry”.

1. SORROW
   “I am sorry for…”

2. EMPATHY
   “It was wrong because…”

3. PROMISE
   “In the future I will…”

4. MERCY
   “Please forgive me”

Example:

<table>
<thead>
<tr>
<th>SORROW</th>
<th>EMPATHY</th>
<th>PROMISE</th>
<th>MERCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sorry I said mean things to you.</td>
<td>It was rude and it hurt your feelings.</td>
<td>I will speak kindly to you.</td>
<td>Please forgive me.</td>
</tr>
</tbody>
</table>

(adapted from the model at www.livingwell.media.com.au 23/03/16)
Dear __________________________

Today __________ your child, ______________________ of class ________ was removed from the playground and attended Time Out with a Leadership Team Member. Your child chose to engage in unacceptable behaviour, as described below:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Your child has filled in a Time Out Planning Form which is attached to this letter. I would appreciate you talking with your child about this matter and acknowledging receipt of this letter by signing it and returning it to the front office.

Yours sincerely

________________________________________
Leadership Team Member

________________________________________
Parent/Guardian
Playground Time-Out Planning Form (K-2)

Name: ___________________________ Class: _______ Date: _______

Draw a picture of what happened.
❤️ What are you sorry for?  🤔 Why was it wrong?

Draw a picture of what you could have done differently.
🕊️ What will you do in the future?  🎯 How will you fix the problem now?

__________________________________________ Signed (Student)
__________________________________________ Signed (Teacher)
__________________________________________ Signed (Parent)

COPY ONLY
Playground Time-Out Planning Form (3-6)

Name: _____________________  Class: _____  Date: _____

Heart
What are you sorry for? What happened? Consider your actions specifically.
__________________________________________________________
__________________________________________________________
__________________________________________________________

Eye
Why was it wrong? Who did your actions impact on? Was someone hurt, offended or mistreated because of your actions?
__________________________________________________________
__________________________________________________________
__________________________________________________________

Peace
What other options could you have chosen to deal with the same situation in a different way? What will you do in the future?
__________________________________________________________
__________________________________________________________
__________________________________________________________

Peace
How will you ask for forgiveness? What positive actions can you take to resolve the situation?
__________________________________________________________
__________________________________________________________
__________________________________________________________

You are responsible for the choices you make!

__________________________________________________________  Signed (Student)
__________________________________________________________  Signed (Teacher)
__________________________________________________________  Signed (Parent)

COPY ONLY
In-Class Planning Form (3-6)

Name: ______________________ Class: _____ Date: ______

💔 Why have you been sent out of class? What are you sorry for?
________________________________________________________
________________________________________________________
________________________________________________________

😢 Why was it wrong? Who did your actions impact on? What are the consequences of your actions?
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

🕊️ What are three positive ways that you could change your actions?
1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

❤️ How will you stick to your plan?
Talk about your plan with a helper and think of some ways that you can stick to this plan.

________________________________________________________ Signed (Student)
________________________________________________________ Signed (Classroom Teacher)

COPY ONLY