

POSITIVE BEHAVIOUR PROCEDURE



1. Aim

St Michael's School has a responsibility to provide an educational environment that promotes student wellbeing, and the dignity and respect of the person. The purpose of these whole school procedures is to provide an approach to support positive behaviour. The aim is to empower members of the school community by creating a safe, caring and respectful environment.

We strive to create an inclusive Catholic community where the message, practice and values of Jesus Christ, as proclaimed in the Gospels, are given practical expression. In this community, the cooperation of each member is required in order to create the common good. Any behaviour that seriously affects or endangers the well-being of the community needs to be addressed with Christ-like compassion.

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

2. Scope

This procedure applies to all people within the St Michael's School Community.

3. Definitions

Nil

4. Procedure

Positive Reinforcement:

It must be emphasised that all teachers strive to create a positive, rewarding and engaging learning environment. This remains the single most significant opportunity to influence cooperative behaviour and underlies all actions in this procedure. This needs to be considered at an individual, class and whole school level.

All staff at St Michael's School will be responsible for recognising children who consistently and continually behave appropriately as well as those students who make an effort to manage their own behaviour. The policy also provides for those students who need additional support and direction.

The following initiatives are used at St Michael's School to establish and maintain the students' positive behaviour:

- Kimochis
- URStrong Friendology program
- Mindfulness practice
- Encouraging individual strengths
- Coaching students to show resilience and develop a growth mindset
- Student awards linked to Mercy Values
- Making Jesus Real awards and nominations

- Kagan Social Skills development
- Faction points
- Class reward systems

Social skills:

The following social skills are developed through Kagan Cooperative Learning:

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| ○ Giving and accepting compliments | ○ Honesty |
| ○ Active listening | ○ Introducing oneself and others |
| ○ Agreeing and disagreeing politely | ○ Making friends |
| ○ Appreciating contributions | ○ Making sure everyone understands |
| ○ Asking questions | ○ Negotiating |
| ○ Building on the ideas of others | ○ Patience |
| ○ Coaching | ○ Praising |
| ○ Coming to consensus | ○ Problem solving |
| ○ Compromising | ○ Quiet voices |
| ○ Contributing ideas | ○ Respecting differences |
| ○ Criticising an idea, not a person | ○ Responsibility |
| ○ Encouraging others | ○ Sharing |
| ○ Expressing an opinion | ○ Staying on task |
| ○ Following directions | ○ Switching roles |
| ○ Apologising and forgiving | ○ Taking different perspectives |
| ○ Getting everyone's opinion | ○ Taking Turns |
| ○ Greeting others | ○ Tolerance |
| ○ Helping | ○ Working together |

Promotion of an anti-bullying climate:

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying can happen face to face, at a distance, or through information and communication technologies. Some conflicts between children are a normal part of growing up and can be expected. The URStrong Friendology teaches students that disagreements or upsetting situations with friends are normal and are called 'friendship fires'. Students are encouraged to talk these out and put out the friendship fire by using strategies that they learn in class. Friendology teaches children to respond to 'mean-on-purpose' behaviour by using a 'quick comeback', walking away, and reporting the behaviour.

Single incidents of 'mean-on-purpose' behaviour, or fights between friends are not considered bullying, even though the situation can be upsetting and may need to be resolved.

At St Michael's School, children are taught that they have the right to:

- Live in peace and safety;
- Be an individual and feel proud to be different;
- Be treated respectfully and seek healthy friendships;
- Say no when they believe something is wrong; and
- Tell a staff member or trusted adult when they believe something is wrong.

At St Michael's School, children are responsible for:

- Following the Student Code of Conduct;
- Using strategies they have learned to put out their friendship fires respectfully and honestly;
- Using quick comebacks for 'mean-on-purpose' behaviour, whether it is happening to themselves or others;
- Reporting 'mean-on-purpose' behaviour to a staff member;
- Discouraging 'mean-on-purpose' behaviour amongst their friends and be helpful rather than harmful;
- Actively support peers who are the victims of 'mean-on-purpose' behaviour; and
- Promoting zero tolerance for bullying.

Children are taught to stand up to themselves immediately if someone is 'mean-on-purpose' to them by:

1. Using their 'quick comeback' in a strong voice: a short statement that they have memorised such as 'not cool', 'excuse me; or 'wow';
2. Walking away; and
3. Reporting it to an adult.

Students who continue to use 'mean-on-purpose' behaviour will be treated as medium level behaviour and have appropriate consequences outlined in the table below

Staff at St Michael's School promote an anti-bullying climate by:

- Teaching students about healthy friendships, including Friendology's friendship facts, how to resolve friendship fires and how to respond to 'mean-on-purpose' behaviour;
- Actively discouraging and monitoring any 'mean-on-purpose' behaviour;
- Modelling pro-social and respectful behaviour in their interactions with students;
- Minimising the opportunity for 'mean-on-purpose' behaviour to occur through stimulating classroom environments and classroom management techniques;
- Listening and supporting those who believe they are being victimised; and
- Assisting students to develop problem solving, assertiveness and conflict resolution skills

Procedures:

Responsibilities of each of the major parties:

Responsibilities of the Leadership Team

- Implementing this procedure in the school;
- Ensuring that the preparation and review of the school-based procedures involves consultation with all groups within the school community;
- Ensuring that the school-based procedures clearly enunciates the school's approach to bullying and harassment;
- Ensuring that the students, staff and parents are familiar with the school's approach and understand their rights and responsibilities in relation to this approach;
- Promoting these procedures within the school, including in regard to the professional development needs of staff, and inclusion of this within the school's professional development plan;
- Ensuring the school's plans for behaviour support and student wellbeing are monitored and reviewed at regular intervals;
- Ensuring reported incidents, intervention and follow-up are documented; and
- Ensuring sensitivity, confidentiality and the protection of the rights of all individuals.

The School Social Worker is responsible for:

- Supporting children and families experiencing social and emotional difficulty that impacts on their learning, and optimising children's wellbeing and experience at school. This may involve individual, small group or classroom programs, liaising with parents and families, and community work within the school.

Staff (in particular, teachers) are responsible for:

- Ensuring that curriculum content and teaching practices are congruent with and support these procedures;
- Teaching the Friendology program, including assisting students to develop their quick comeback;
- Helping students to develop positive behaviour and minimise bullying attitudes and behaviour in themselves and others; and
- Ensuring that inappropriate behaviour is speedily and constructively addressed according to school-based strategies.

Parents are responsible for:

- Supporting the school's behaviour support procedures and student wellbeing;
- Approaching the school if they think their child is being bullied or harassed; and
- Participating in meetings with the school to assist staff with resolving the incidence of inappropriate behaviour involving their child.

Response to inappropriate behaviour:

Minor incidents of inappropriate behaviour will be managed by individual classroom teachers in accordance with their class rules and expectations. Consequences may include a verbal warning and discussion, reflection time to think about making good choices, withdrawal of privileges and/or a conversation with the leadership team. Consequences will be appropriate to the particular behaviour.

The School explicitly forbids use of any form of child abuse, corporal punishment or degrading punishment.

For incidents of bullying:

- The child’s experience will be listened to and taken seriously;
- Parents will be supported to assist their child to avoid being bullied in the future;
- Children will be supported to ensure bullying does not continue; and
- The school will work with children and the parents of children who bully, with the aim to modify and minimise their bullying behaviour. This includes applying appropriate consequences and engaging children in self-reflective processes.

Type:	Example Behaviours:	Action to be taken:
Low Level Behaviours	<ul style="list-style-type: none"> ● Littering ● Noise making ● Breaking playground rules ● Calling out ● Out of seat ● Talking while others are talking ● Running on the verandahs ● Swinging on chairs ● Not returning resources/equipment ● Inappropriate dress standards ● Late/no homework 	<p>Strategies for non-productive student behaviour should always be a part of an effective teacher’s management.</p> <p>Each class must have a process in place that provides warnings for inappropriate low-level behaviours. The class-based system must clearly indicate at which point there is a consequence. Low-level behaviours in the playground will be managed by the teacher.</p> <p>Repeated low-level behaviours, where a student continues to reach a level of a consequence will be treated as medium-level behaviours.</p>
Medium Level Behaviours	<ul style="list-style-type: none"> ● Dishonesty ● Cheating ● Inappropriate indirect language or gestures ● Use of personal electronic equipment during school hours ● Negative response to teacher direction ● Not following teacher directions ● ‘Mean-on-purpose’ behaviour ● Inappropriate behaviour in the bathrooms ● Repeated ‘mean-on-purpose’ behaviour 	<p>Medium-level behaviours may result in an automatic consequence. When in class, the supervising teacher will document the details and notify parents. When the incident occurs in the playground, the duty staff member will notify the class teacher.</p> <p>Repeated ‘mean-on-purpose’ behaviour will be required to complete a reflection sheet about their actions during a recess or lunch break. Incidents of ‘mean-on-purpose’ behaviour to be monitored and recorded.</p> <p>A consequence may involve students missing out on some (but not all) of play time.</p>

High Level Behaviours	<ul style="list-style-type: none"> • Inappropriate direct language or gestures • Fighting/ physical aggression • Harassment/ bullying • Overt defiance • Property destruction or misuse • Theft • Forgery • Internet/technology misuse • Skipping class • ‘Dacking’ • Taking pictures or video without consent • Minor property damage • Spitting **Drug use or possession **Weapon use or possession **Arson **Bomb threat **Assaults or threats **Extreme property damage/ vandalism **Cyber bullying **NB Behaviour requiring CEWA/ police intervention and decisions are made at the Principal’s discretion. 	<p>First Offence A behaviour note sent home to parents and in-school consequences.</p> <p>Second Offence A behaviour note sent home to parents and a half day in-school suspension.</p> <p>Third Offence A meeting between parents and the principal and a whole day in-school suspension</p> <p>Fourth Offence A meeting between the parents and the principal. One day out of school suspension.</p>
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Individual Behaviour Plans:

Individual Behaviour Plans will be developed when a student requires additional support to meet their individual needs or to modify their behaviour. Parents will be informed and engaged in the process for planning Individual Behaviour Plans. These plans will:

- Be practical and user friendly for the student
- Show pathways of choices which will lead to incentives and consequences
- Will incorporate a review of progress and can be modified and changed, when necessary

Individual Behaviour Plans will be developed for suspended students on their return to school where necessary.

Authorised by	Siobhan Galos	Reviewed:	2021
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