

Student Wellbeing and Positive Behaviour Support Policy

Developed by Staff and School board

Notes:

1. All references to 'Staff members' include Leadership, Administration Staff, Educational Support Officers, Teachers and Temporary Relieving Teachers.
2. All references to 'Parents and Carers' include Grandparents, Relatives, Friends and Volunteers.

Our Philosophy:

We at All Saints Catholic Primary School believe/understand that:

- Safety, a basic human right, is a pre-requisite for our school to be able to carry out our mission to educate.
- Students have the right to be emotionally and physically safe at all times.
- The dignity of the human person is fundamental to Catholic teaching.
- We are created in the image of God.
- We have a duty of care to all students enrolled at All Saints Catholic Primary School.
- The development of social and emotional competencies has a positive influence on learning outcomes for all student.
- Behaviour is a form of communication that is driven by the needs of each student.
- The values of justice, compassion, love and reconciliation guide our relationships with students.
- It is important to address the underlying needs of all students.
- We are spiritually aware and guided by our Catholic faith.
- 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.
- Restoring relationships is fundamental to flourishing in a world God desires.
- We are a trauma sensitive school that nurtures the individual needs of students.
- We follow the Berry Street Education Model domains - Body, Relationship, Stamina, Engagement, Character.

Our beliefs:

"A spirit centred community of learners inspired by Jesus, seeking integrity and fullness of life."

Be Respectful

Be Safe

Be a Learner

Purpose:

Through the application of this policy, we at All Saints Catholic Primary School aim to:

- Develop thriving people, capable learners, leaders for the world God desires.
- Support our students in becoming self-aware, moral, compassionate, collaborative and socially adept.
- Demonstrate the Gospel values of freedom, love, compassion, reconciliation and justice for all supported by an underlying belief in the dignity and uniqueness of every human person.
- Ensure the safety and wellbeing of the child is considered paramount in every situation.
- Encourage responsibility of one's actions and emotions.
- Develop a deeper understanding of the impact of wrong doing on people and relationships.
- Encourage participation in agreements with regards to future behaviours and the carrying through of these.
- Encourage positive behaviours desired by the school community/values.
- Support and acknowledge success with effective relationships.
- Encourage growth of our students with many opportunities to develop positive relationships, build resilience skills and form deep connections in a learning community.

Responsibilities

In support of this policy:

The Leadership team will:

- Model and support values of compassion, reconciliation, justice and inclusivity.
- Promote the development of relevant teaching practices and methodologies that support the individual needs of students.
- Ensure that the school works collaboratively with the school community in implementing a school-wide approach to positive behaviour support.
- Ensure staff are trained in the SEL curriculum and various programs we use to support positive behaviour.
- Ensure the staff and students are aware of our process and policies around positive behaviour support.
- Provide opportunities for staff to gain knowledge, understanding and skills in modelling and teaching positive behaviour.
- Seek collaboration with CESA Inclusion Team and other outside agencies when supporting students and families in wellbeing.
- Encourage staff to listen effectively to students and counsel them appropriately.
- Lead the implementation of trauma sensitive practice (BSEM) and ensure staff are trained and consistent in these practices.

Staff will:

- Promote our 3 main expectations in the classroom and the yard – Be Safe, Be Respectful, Be a Learner.
- Know the children and plan consistent learning experiences.
- Establish clear expectations, teach routines, rules and positive behaviour.

- Engage and begin to build positive working relationships with individuals and groups using explicit teaching of social skills.
- Model positive relationships with students, colleagues and families.
- Engage in regular conversations with students regarding their behaviour and use affective statements.
- Create welcoming, safe, respectful and positive learning environments for all students.
- Follow the SEL curriculum and practices of All Saints Catholic Primary School.
- Promote an inclusive environment that respects the individuality of each student.
- Follow the principles of restorative practice and conduct triage conversations with students who require support with behaviour.
- Work with the leadership team to create individualised positive behaviour plans for students requiring intervention.
- Fulfil duty of care.
- Be positive, fair and consistent through the use of our behaviour management flowchart.
- Inform parents/carers when necessary of any concerns.
- Inform and seek support from leadership if repeated disruptive behaviour occurs.
- Support students in carrying out their individual focus plans when needed - emotional regulation.
- Use trauma informed practice which permeates all areas of teaching and learning.

Students will:

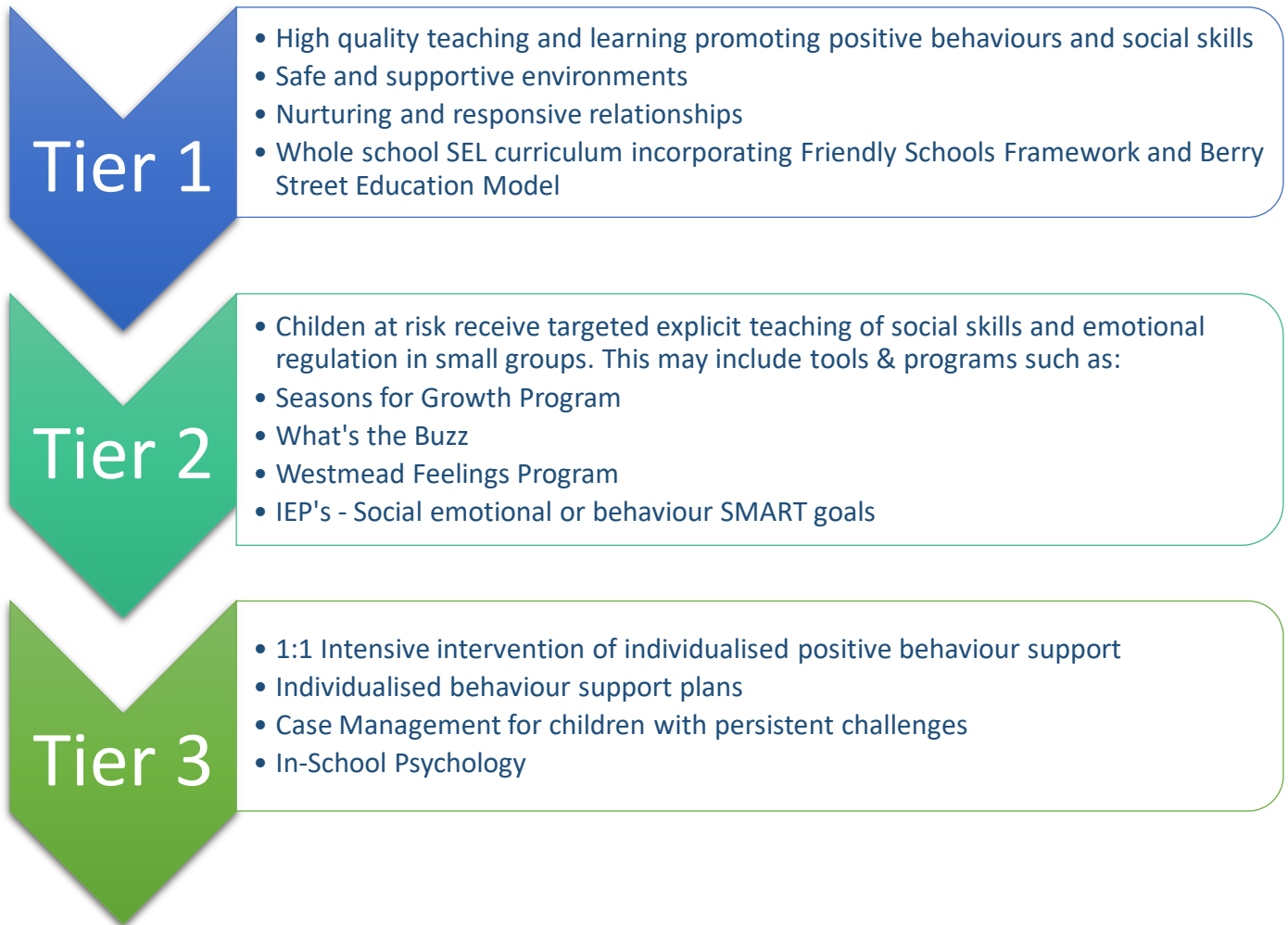
- Be Respectful, Be Safe (safe hands, safe feet, safe mouth) and Be a Learner.
- Interact positively with others.
- Restore broken relationships with the support of staff.
- Accept responsibility for their choices and behaviour.
- Participate in the restorative process when relationships have been harmed.
- Work cooperatively and participate in SEL lessons to the best of their ability.
- Seek support from staff to practise positive behaviour.
- Develop and practise strategies that promote positive behaviour and relationships.
- Create individual focus plans to support their emotional regulation throughout the school day.

Parents/carers will:

- Work cooperatively with the school to promote positive behaviour and respectful relationships.
- Support their children in developing resilience and responsibility.
- Support the school's philosophy in restorative practice and behaviour management.
- Communicate with staff about any concerns regarding their child's wellbeing.
- Work in partnership with their child's teacher and the school leadership team to develop strategies for consistent positive behaviour.

TIERS of Positive Behaviour Support

The Social Emotional Learning curriculum at All Saints Catholic Primary Schools is supported by evidence based practices and programs.



Sign: _____
(Principal)

Date: _____10-6-2020_____

Sign: _____
(Chairperson on behalf of School Board)

Date: _____10-6-2020_____

Date to be reviewed: June 2023

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SACCS Building Respectful Relationships: Behaviour Education and Student Behaviour Support Procedures 2019

<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-31742/Building+Respectful+Relationships+Behaviour+Education+and+Student+Behaviour+Support+Procedure.pdf>

SACCS Duty of Care Policy 2014

https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document26672/20141203_Duty+of+Care+Policy.pdf

CESA Living, Learning, Leading Framework 2018

<http://www.cesa.catholic.edu.au/about/living-learning-leading>

SACCS Catholic Education SA Mission, Values and Vision Statement

<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-19939/CESA+-+Mission+Values+and+Vision+Revised+version+July+2012.pdf>

Berry Street Education Model

<https://learning.berrystreet.org.au/focus-areas/berry-street-education-model>

Friendly Schools Framework

<http://friendlyschools.com.au/fsp/>

Westmead Feelings Program

<https://www.acer.org/au/westmead-feelings-program>

Seasons for Growth

<https://www.goodgrief.org.au/seasons-growth-children-and-young-peoples-program>

What's the Buzz?

<https://www.whatsthebuzz.net.au/>

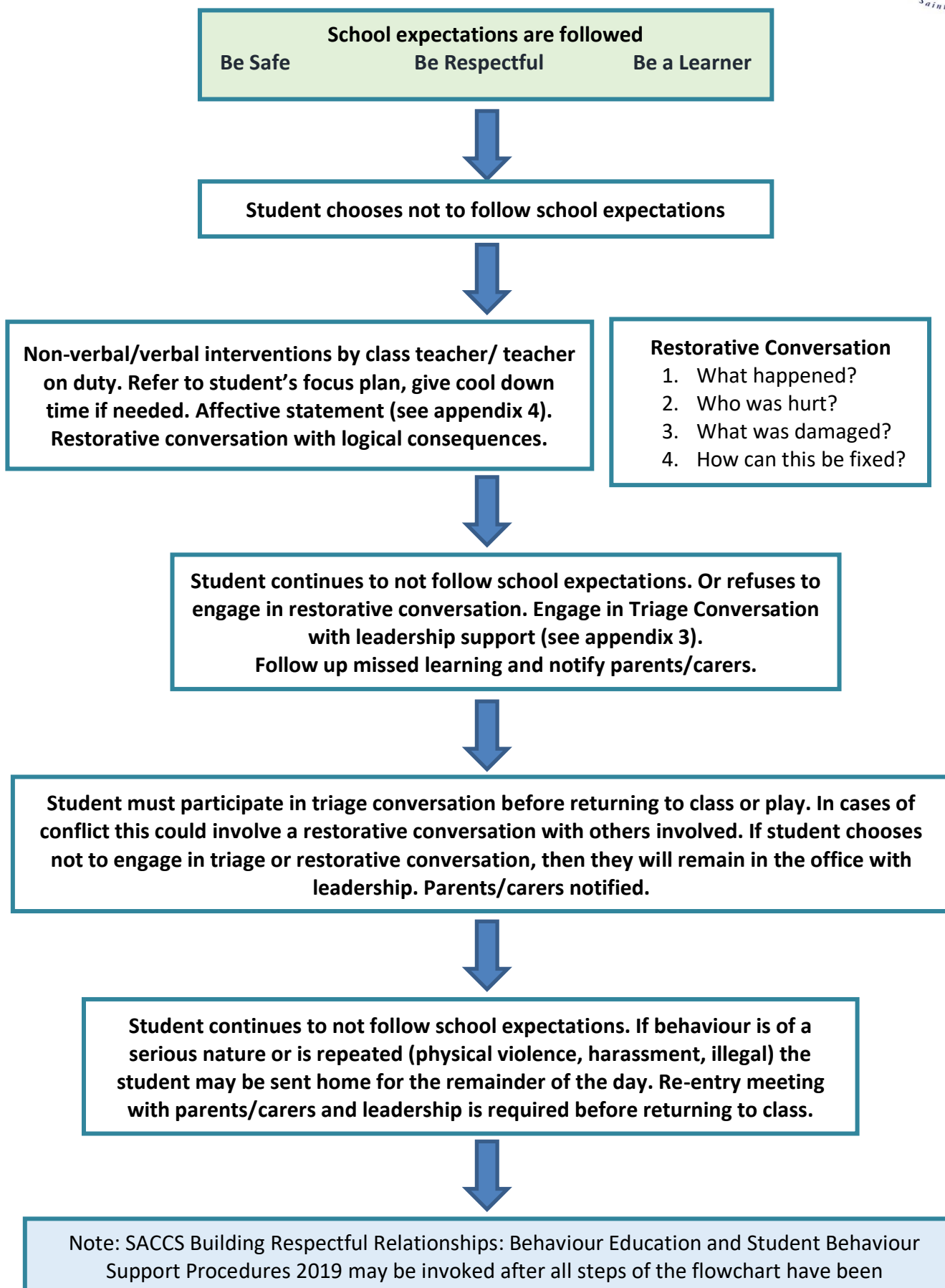


SCHOOL EXPECTATIONS

	SCHOOL WIDE	MOVING AROUND THE SCHOOL	PLAYGROUND	CYBER SPACE	IF YOU SEE DISRESPECT
BE Respectful	Follow directions Use respectful language Take care of materials and school property	Use a quiet voice Maintain physical space Look after the environment	Put rubbish in the bin Share equipment Include others	Only write things that are considerate of others' feelings Seek permission before posting information about others	STOP: Interrupt and model respect, rather than watch or join in Say "that's not OK"
BE Safe <i>Hands Feet Mouth</i>	Keep your hands and feet to yourself Be in the right place at the right time Move safely Sit down when eating	Walk in the courtyard Keep to the left on stairs and walkways Look where you are going	Wear a hat Line up when the play bell goes Use equipment safely when supervised	Keep passwords private Only access sites you are old enough to use Only communicate online with people you already know in person	WALK: walk away Don't be an audience Invite people who are being disrespected to join you and move away
BE A Learner	Always do your best Be prepared and participate in school activities Listen attentively	Follow teacher instructions Arrive at class on time	Have a plan for your play breaks	Immediately report anything inappropriate to a parent or teacher Use internet to research and learn new skills	TALK: Report to an adult and keep reporting



Behaviour Management Flowchart




Triage Conversation

BSEM Strategy



Appendix 4

This Prompt Card is used by staff to support of our restorative practice.



AFFECTIVE STATEMENTS

- 1. AFFIRM THE RECIPIENT**
- 2. STATE THE OFFENDING BEHAVIOUR**
- 3. TELL THEM HOW YOU FEEL**
- 4. STATE THE DESIRABLE BEHAVIOUR**

- **"I" STATEMENTS THAT EXPRESS FEELING.**
- **MAKE STUDENTS AWARE OF POSITIVE/NEGATIVE IMPACT OF THEIR BEHAVIOUR.**
- **FOCUS ON BEHAVIOUR NOT WORTH OF THE PERSON.**
- **RESPECTFUL IN TONE.**

"YOU'RE SUCH A VALUABLE MEMBER OF OUR CLASS AND IT MAKES ME UNCOMFORTABLE TO HEAR THAT LANGUAGE IN MY CLASSROOM. I WOULD LIKE YOU TO SPEAK RESPECTFULLY TO OTHERS. "

BSEM COMMON LANGUAGE

BEGIN EVERY DAY WITH A MORNING CIRCLE

1. Greeting
2. Values
3. Expectations
4. Announcements
5. Positive Primer
6. WWW



WWW - WHAT WENT WELL

This is a reflection strategy that classes can use to recognise the positive aspects of a lesson/time frame/day. The class generally stands in a circle for this strategy.



BERRY STREET
EDUCATION MODEL

TRACK THE SPEAKER

When someone is speaking to the class it is respectful to give them eye contact and listen. There is only one speaker at a time.



FOCUS PLAN

Every student in the school has a personalised focus plan that outlines their de-escalation strategies and how they can be ready to learn if they are feeling escalated.



ESCALATION AND DE-ESCALATION STRATEGIES

These are used in brain breaks. Escalation strategies are used to re-engage children after periods of intense rigour. De-escalation strategies are used to help children re-focus on their learning when their mind is over stimulated.

POSITIVE PRIMER

This phrase refers to a fun and uplifting 2 minute activity that helps students feel energised, happy and in a positive frame of mind therefore ready to LEARN!

BRAIN BREAK

Brain breaks are small activities throughout the day to improve student engagement in learning. It is up to the teachers discretion to decide when escalating and de-escalating brain breaks are needed to ensure students are ready to learn.





5 FINGER RULE FOR SOLVING A PROBLEM



1. Ignore the inappropriate behaviour.
2. Move away from the problem and play with somebody else.
3. If they follow you, explain how you are feeling and why.
4. If it continues say "Stop I don't like it"
5. If you have tried all these steps and the problem is not solved then it is time to ask a teacher for help.



My Focus Plan

When I am stressed I feel like this



I will look like this when I am in my power

I can de-escalate by:



Name: _____