BUILDING A CULTURE OF LEARNING THROUGH POSITIVE MANAGEMENT

Policy

St Mary’s Primary School

Policy Number: BUILDING A CULTURE OF LEARNING THROUGH POSITIVE MANAGEMENT
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Policy Contact Officer: Yvonne Rincheval

Related Documentation:
RATIONALE:

We at St Mary’s Primary School are committed to:

• building positive relationships in a climate of mutual respect founded on a shared vision which is the hallmark of a vibrant learning community. All staff acknowledges that they lead by example and that all in the school community are appreciated and valued for their uniqueness.

• promoting high expectations and respecting diversity and difference of all members of our school community and maintaining and developing strong partnerships which are built on collaboration, trust and inclusivity.

• the development and the implementation of this policy statement as the most beneficial and effective means of building a strong partnership between the school, parents, caregivers and the parish community.

AIMS:

The community of St Mary’s Primary School acknowledges the following responsibilities:

• to provide opportunities which will contribute towards a supportive, stimulating and challenging learning environment.

• to develop and support our students to become responsible community citizens.

• to provide guidance and affirmation for students.

• to support all staff to ensure that the policy objectives can be achieved and the school community atmosphere maintained.
IMPLEMENTATION:

Learners thrive in environments that are safe, supportive and secure. Implementation of this policy is based on a proactive approach, which is achieved through positive reinforcement, respecting diversity and difference with a spirit of forgiveness. At St Mary’s we believe corporal punishment and ridicule is demeaning and will not be used in any form. All behaviour management strategies employed under this policy seek to support the needs of the individual student. All staff will become familiar with Restorative Justice Practices and Positive Behaviours for Learning Framework.

The Staff of St Mary’s Primary agrees to follow these protocols:

- Acknowledge shared ownership for all students.
- Establish clearly, the rights, rules and responsibilities of all.
- Discuss and expect that school rules are known, communicated, and followed.
- “Follow up and follow through” on behaviour matters must be adhered to by all staff in order to support one another.
- Maximise students’ ownership of behaviour in coaching students to more acceptable behaviour.
- Be aware that the expectations of teachers need to be consistent to foster a positive learning environment.
- Maintain impartiality.
- Utilise support of the wider community such as School Executive, parents, Sr Jan, and professional organisations.
- Be aware of the needs of individuals and intentionally aim to reduce embarrassment and hostility.
SCHOOL RULES

RESPECT

By:

• Respecting myself
• Respecting others
• Respect and care for the environment

SELF-RESPONSIBILITY

By:

• Being polite and honest
• Being fair and considerate
• Owning my own behaviour
SAFETY

By:

- Acting and playing safely

EFFORT

By:

- Giving my best in all I do
FUNDAMENTAL BELIEFS FOR POSITIVE LEARNING THROUGH RESTORATIVE JUSTICE PRACTICES

- Clear and consistent expectations are to be set.
- Relationships and rapport are fundamental to changing behaviour.
- All staff are required to be organised and well prepared.
- Staff will foster positive relationships with students.
- All situations will be dealt with in a clear, calm manner.
- Children will be within view of a supervising adult.
- Any adult in supervision will be guided by Child Protection guidelines.
- Every child is provided with equal opportunity to learn.
- There needs to be differentiation between the deed and the doer.
- Recognise and allow for the differing styles in which children learn.
- Provide opportunities to build resilience.
- Every person (adult and child) has the ability to modify their behaviour.
- Consequences are logical and determined by all involved.
- Learning opportunities allow for engagement and success for students.
- Behaviour management is a partnership.
- Everyone has the right to feel safe and have fun.
- Mistakes are an opportunity for positive growth and change.
- Individual needs should be catered for.
- Resilience is learnt and practised.
- Adequate structures and guidelines are to be in place.
- Expectations are consistent and clear in line with School Rules.
- All parties have the right to be heard.
- Supervision should be adequate and timely.
- Opportunities for well-constructed play areas are provided.
- A level of ambiguity is acceptable.
- All school members are aware of rules and processes for reflection and change (i.e. Affective questioning)
CLASSROOM - POSITIVE MANAGEMENT

In order to create an environment of co-operation and support, the following implementation strategies will be applied within the classroom context to assist with and encourage positive management of behaviour.

- Develop set of rules consistent with whole school rules.
- Regularly revisit / revise school rules and expectations for behaviour.
- Begin of each Term focus on rules and relationships.
- Develop reward systems tailored for students.
- Develop visual and verbal cues to cater for student needs.
- Ensure classroom programs and procedures are consistent with policies and expectations.
- Utilise alternate strategies to prevent the escalation of a situation.
- Continue to educate children in Affective Questioning of Restorative Justice Philosophy.
- Utilise Affective Questioning when dealing with children.
When a child disregards or chooses to act in discord with School or Class Rules the following sequenced consequences should be applied. Teachers determine the starting point dependent on the nature and severity of the behaviour. Each day is considered a new start for the children.

1. **Reminders - Verbal / Visual**: Teachers will give the child a verbal or visual prompt that relates to the 2 School Rules and requirements, in order to remind the child of the expectations. Three reminders as a maximum will be given at this time.

2. **Reflection time within the classroom** (Approx. 10 mins): A suitable space, that is visible to the supervising teacher, is chosen within the classroom/withdrawal room, which allows the child some time to reflect on their behaviour/choices and a more appropriate outcome in the future. At the end of this time the student returns to normal class activities.

3. **Buddy Learning Space Reflection** (Approx. 10 – 20 mins): For repeat offences of Step 2 or a serious breach of School Rules. All teachers have a Buddy Class allocated for student reflection indicated on top of Behaviour Register (Appendix 1A & 1B).
   Using a **Buddy Learning Space Reflection** (Appendix 1A & 1B) the child goes to the Buddy Class to reflect on their behaviour/choices. Class Teacher records the incident in Behaviour Register. The Buddy Teacher signs slip and after approx. 15 minutes and child returns with slip to Class Teacher. **The Class Teacher at this time, or as soon as possible allocates a time to process the Reflection with the student, using the Affective Questioning of Restorative Justice Philosophy.** Class Teacher retains slip for own record.

4. **Office Reflection** (Class session and next lunch session): For repeat offences of Step 3 or a severe breach of School Rules. Class teacher communicates to an Executive member through a **Referral to Executive Slip** (Appendix 2A & 2B) Using an **Office Reflection Slip** (Appendix 2A & 2B) the child goes to the Office to reflect on their behaviour/choices. Class Teacher records in Behaviour Register. At end of the required time, an executive member then signs off slip and child returns with slip to Class Teacher. Class Teacher retains slip
for own record. Further negotiation between Class Teacher and Executive will be required. It is important at this stage that the teacher and the executive member together process the Office Reflection Sheet with the student, using Affective Questioning of Restorative Justice Philosophy. The Executive may decide to send home a note (Appendix 3) recording the incident, which needs to be signed and returned to the Executive.

5. **Behaviour Management Meeting:** For chronic or serious behavioural concerns requiring a Positive Learning Plan (PLP). Meeting may include (any or all) Student, Parent, Teacher, Executive and Member of Additional Needs Team (outside expert - optional). A Positive Learning Plan is given to all key stakeholders involved in the implementation and one copy is kept in the Behaviour Management Register.

6. **Suspension from School.**

   Initiated by Principal or delegated other in negotiation with Teacher and Parents (Appendix 4). The suspension may take the form of In School or Out of School. The nature is determined by the Principal or delegated other, in negotiation with Teacher and Parents.

7. **Expulsion from School.** As per Diocesan Guidelines (Appendix 4)
Name: ..........................................................  Date: ..................  Time: ............

What happened?

Who was hurt?

How can I make it right again?

What would I do differently next time?

Buddy Learning Space Reflection was supervised by:
Name (print): ..............................  Class:..........................
Signed: ......................  Date: ......................

Follow up action (include date): ......................................................................................................................
.................................................................................................................................................................
Name: ……………………………………………………… Date: ………… Time: …………

What happened?

Who was affected?

What needs to happen to make things right?

What could I do differently next time?

Buddy Learning Space Reflection was supervised by:

Name (print): ……………………… Class:………………

Signed: ……………………… Date:………………

Follow up action (include date): ………………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………
APPENDIX 2A  Referral to Assistant Principal/Principal Reflection

Early Stage 1 and Stage 1

ASSISTANT PRINCIPAL/PRINCIPAL REFLECTION

Name: ................................................................. Date: ................... Time: ...............  

Teacher who sent you to the Office: ..............................................  

What happened?  

Who was hurt?  

How can I make it right again?  

What would I do differently next time?  

Office Reflection Supervised by:  

Name (print): ......................... Class:.........................  

Signed .................................. Parents notified of this occurrence Yes / No  

Follow up action (include date): ........................................................................................................  

.................................................................................................................................................................
APPENDIX 2B  Referral to Assistant Principal/Principal Reflection

Stage 2 and Stage 3

ASSISTANT PRINCIPAL/PRINCIPAL REFLECTION

Name: .................................................................  Date: ..................  Time: ...............  

Teacher who sent you to the Office: ..................................................

What happened?

Who was affected?

What needs to happen to make things right?

What could I do differently next time?

Office Reflection Supervised by:

Name (print): .........................  Class:.........................

Signed ....................................................  Parents notified of this occurrence  Yes / No

Follow up action (include date): ......................................................................................................................
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BUILDING A CULTURE OF LEARNING THROUGH POSITIVE MANAGEMENT - PLAYGROUND

In order to create an environment that is safe, supportive and secure the following implementation strategies will be applied in the playground to assist with and encourage positive management of behaviour. Clearly marked boundaries on playground as to where children play.

• Staff supervision is to be vigilant using constant movement and the use of proximity

• Staff act as role models for sun safe behaviour

• Staff to actively seek out opportunities to reward positive playground behaviour

• Staff aware of playground areas of concern

• Revisit frequently agreed playground expectations

• Students wait at gate to be escorted to the field

• Provide a variety of play experiences for children.

• Clearly defined protocols for management of behaviour issues are relayed to students, staff and parents

• At the conclusion of lunch play students sit at their designated area and wait for the teacher

• Use Affective Questioning when dealing with children.

• Look for ‘God Moment’ behaviours to be acknowledged.
BUILDING A CULTURE OF LEARNING

PLAYGROUND - RESPONSIVE MANAGEMENT

The management of student behaviour on the playground will progress through the following steps, according to the severity of the incident.

1. **Reminders**: For minor infringements (not following rules of games, playing in toilets)

2. **Affective Questioning**: Affective questioning is used to resolve minor infringements that continue after reminders.

3. **Proximity**: Use of proximity to supervise more closely the areas of concern.

4. **Redirection**: Move children on from situation/ redirect to another game.

5. **Walk and Talk/No Talk**: For repeated disregard of reminders.

6. **Removal from games/situation**: Students are removed from games/situations for a short period of time. Incident noted in playground observation book. (Appendix 6)

7. **Affective Questioning**: Playground personnel to use Affective Questioning after the student has been brought back from the restricted area.

8. **Removal From Playground**: Major infringements (swearing, aggression, disrespect or oppositional behaviour) will result in removal from the playground to the AP/Principal immediately. The Assistant Principal or Principal will use Reflection Time - AP/Principal Slip (Appendix) to assist the student to reflect on their behaviour/choices. Assistant Principal or Principal will record incident in Behaviour Register. Further negotiation between Class Teacher and AP/Principal will be required. It is important at this stage that the teacher and AP/Principal together process the Reflection Time - AP/Principal Slip with the student, using Affective Questioning of Restorative Justice Philosophy. The AP/Principal may decide to communicate with the student’s parents via telephone, e-mail or letter which is to be acknowledged.

9. **Positive Management Meeting**: For chronic or serious behavioural concerns requiring a Positive Learning Plan (appendix). Meeting may include (any or all) student, parent, teacher, executive and member of Additional Needs Team (outside expert - optional). A Positive Learning Plan is given to all key stakeholders involved in the implementation and one copy is kept in the Behaviour Register.

10. **Suspension from School**: Initiated by Principal or delegated other in negotiation with Teacher and Parents. (Appendix 4) The suspension may take the form of In School or Out of School. The nature is determined by the Principal or delegated other in negotiation with Teacher and Parents.

11. **Expulsion From School**: As per Diocesan Guidelines (Appendix 4)
Tracking of Behaviour Trends: The Assistant Principal and teachers will record and track behaviour. From this, all staff will be informed of emerging needs and current trends. Necessary changes to the School Rules Policy and Procedures will be made in consultation with all key stakeholders.

APPENDIX 4

Suspension

In determining whether a student’s misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students in the class. (Attachment One)

1.1.1 Suspension will occur after the principal has:

- ensured that appropriate school student welfare strategies and discipline options have been applied and documented
- ensured that appropriate support personnel available within the school system and externally have been involved
- ensured that discussion has occurred with the student and parent(s) or carer(s) regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension developed, in conjunction with appropriate school personnel
- provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and recorded all action taken.

1.1.2 In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.

1.1.3 After an out of school suspension, the Principal and appropriate School personnel, parents and child will meet to discuss re-entry. A re-entry contract will be written to aid the student in altering their future behaviour. (Attachment Six)

   a. Short Suspension

1.2.1 In circumstances where measures detailed in 1.1.2 above have been unsuccessful in resolving the inappropriate behaviour, the principal may choose to impose a short suspension of up to and including five school days. The principal may decide to impose an in-school suspension. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

   1. Continued Disobedience. This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.

   2. Aggressive Behaviour. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email.

1.2.2 A formal disciplinary interview must be held with the student prior to making the decision to suspend. The principal must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing. A parent or carer is to be present during the interview.

1.2.3 A suspension resolution meeting must be convened by the principal at the earliest opportunity. The principal, in conjunction with the parent(s) or carer(s), should utilise the school, diocesan and other available resources in seeking a means of assisting the student to modify his or her behaviour. The use of such resources should be discussed in the suspension resolution meeting.

1.2.4 If behaviour management programs and short suspensions have failed to resolve the issue of inappropriate behaviour, strategies such as further short suspensions or a longer suspension must be considered. Each case will be different and the action needs to be appropriate to the individual circumstances of the case.

1.2.5 The principal must ensure that the suspension is recorded in the student’s file and that all relevant documentation is retained on a file at the school.

   b. Long Suspension

1.3.1 If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student’s behaviour is serious enough to warrant a long suspension the principal must consider:

   • the safety of students and staff
the merit and circumstances of the particular case
• factors such as the age, individual needs, any disability and developmental level of students.

1.3.2 Subject to factors outlined in 1.3.1 above, the principal will impose a long suspension for:

Physical Violence: Which results in pain or injury, or which seriously interferes with the safety and wellbeing of other students and staff.

Use of an implement as a weapon or threatening to use a weapon: When any item is used as a weapon (other than in dot point 2 above), in a way which seriously interferes with the safety and wellbeing of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person.

Serious criminal behaviour related to the school: Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

Persistent Misbehaviour: Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

1.3.3 The Parish Priest must be advised of the suspension, including its probable duration within two school days of the suspension being imposed.

1.3.4 A formal disciplinary interview must be held with the student prior to making the decision to suspend. The Principal should ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). A parent or carer is to be present at the meeting. The key features of the interview should be taken down in writing. A work program should be provided for the duration of the suspension.

1.3.5 The principal should utilise school, Catholic Education Office and other available resources in seeking a means of returning the student to school following the suspension. The aim is to minimise the number of days each student is suspended.

1.3.6 A suspension resolution meeting must be convened by the principal at the earliest opportunity. Any advice from the school learning support team should be considered in resolving the suspension.

1.3.7 The principal will not impose any more than two long suspensions on an individual student in any twelve month period without the approval of the Parish Priest.

1.3.8 If, after two long suspensions, the matter has not been resolved other strategies must be considered including alternative educational placements and expulsion from the school.

1.3.9 The principal will ensure that the suspension is recorded in the Student’s file and that all relevant documentation is retained on a file at the school.

Deciding, Notifying and Resolving a Suspension

The following steps relate to both short and long suspensions.

Decision
• The decision to suspend must be taken by the principal, or in the principal’s absence, the person performing the principal’s role (acting principal).
• The principal should inform the student of the precise grounds on which suspension is being considered. The student must be given the opportunity to consider and respond to this information. The student’s response must be considered before a decision to suspend is made. Where long suspension is being considered, the student’s parents/carers are to be present at the formal disciplinary interview.

Notification
• A student will not be sent out of the school before the end of the school day without notification being made to their parent(s) or carer(s) and, if necessary, agreement reached about arrangements for the collection of the child from school. The principal must ensure that adequate supervision is provided at school until those arrangements are made.

• Notification of suspension must be made to the parent(s) or carer(s) in writing within 24 hours following immediate verbal notification. (Attachment Two and Attachment Three)
• In all cases, the notification must include:
  1. notice of the suspension
  2. the date and probable duration of the suspension
  3. the specific reasons for the suspension
  4. the clear expectation that the student will continue with studies while suspended and, in the case of a long suspension, that a study program will be provided
  5. the importance of parent(s) or carer(s) assistance in resolving the matter
  6. parent(s) or carer(s) responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the permission of the principal

Resolution

• The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parent(s) or carer(s), to discuss the basis on which the suspension will be resolved.
• In the case of a long suspension, a suspension resolution meeting must be convened at the earliest opportunity. The recommendations of the school Principal and delegated staff should be discussed. Referral to a counsellor must be considered if this has not already occurred.
• The principal must ensure that the suspension is recorded in the Student’s file and that all relevant documentation is retained on a file at the school.
• A full record should be made of the outcomes of the suspension resolution meeting. This should be retained on a file at the school. A copy should be provided to the student and the parent(s) or carer(s).

8. Expulsion from School

8.1 General Principles

8.1.1 In serious circumstances of misbehaviour the principal may expel a student of any age from the school. “No Student is to be expelled from a parish school except by the authority of the Director of Catholic Schools. Throughout the process, the principal will keep the parish priest and the parents of the student well informed. All steps of the process must be documented.” (Handbook for Parish Schools 2008)

8.2 Expulsion from School for Misbehaviour

8.2.1 When considering expelling a student for misbehaviour, the principal must:

• ensure, except as a result of a most serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented.

• convene a formal disciplinary interview with the student. The Principal must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). A parent or carer is to be present at the meeting. The key features of the interview should be taken down in writing.

• notify the student and the parent(s) or carer(s), in writing, that expulsion from the school is being considered, giving reasons for the possible action. An approved letter is included at Attachment Four.

• provide the parent(s) or carer(s) with a copy of all documentation on which the consideration of expulsion is based.

8.2.2 In the majority of cases, an expulsion from a particular school for misbehaviour will be finalised within the 20 school day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed.

• Decision: Expulsion Letter Attachment Five
Definitions and Terms

Suspension

Suspension is removal of a student from a school for a period of time determined by the principal. Suspensions are imposed in cases of unacceptable behaviour in the interest of the student and/or the school community. Parent(s) or carer(s) are responsible for the supervision, care and wellbeing of students while they are suspended.

In-school Suspension

In-school suspension is temporary removal of a student from classroom and playground following a decision by the principal.

Short Suspension

Short suspension is temporary removal of a student from a school following a decision by the principal for a period not exceeding four school days. This suspension may be in-school or out of school.

Long Suspension

Long suspension is temporary removal of a student from a school following a decision by the principal or acting principal for a period not exceeding 20 school days. Long suspensions are only imposed for serious or sustained instances of misbehaviour.

Expulsion

Expulsion is permanent removal of a student from a school.