

St Mary's School

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St Mary's Whole School Behaviour Guidelines

Philosophy: St Mary's School provides an education that endeavours to equip each child with the Christian values and life skills necessary to meet the challenges of a changing world.

Our Behaviour Management Procedure aims to equip our students with an understanding of what our school expectations are, guided by the Student Code of Conduct.

Our school rules are directed by the Student Code of Conduct, which was developed by students in the Year 5.6 class. A copy of the code has been included as an Appendix to this document.

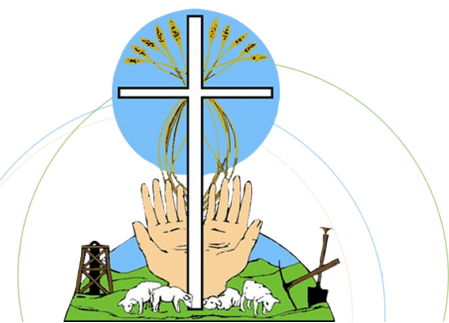
Expectations

- Show respect for self, others, and school property
- Display gratitude
- Show Kindness
- Develop initiative (Age Appropriate)
- Be Fair
- Be responsible and organised for lessons
- Display a love of self
- Display the school values and Fruit of the Spirit in actions and words
- Strive for their personal best by taking risks

How we teach our expectations

- Model respectful conversations and mutual respect
- Teaching students about individual talents and strengths
- Work through role-play activities or social stories to teach about social situations
- Teaching students the philosophy and process for Restorative Practice and Restorative conversations
- Have visuals of behaviour expectations in each classroom.
- Develop a 'tool kit' to understand how to deal with disagreements, including visuals around the school.
- Catch positive behaviour and build on it
- Daily review of behaviour
- Consistent behaviour management tools
- Making failures visible and a teachable moment

Faith - Respect – Challenge - Teamwork



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Restorative Practice

The St Mary's Whole School Behaviour Management Process is based on the philosophy of Restorative Practice. It is a way of thinking that will result in behaviour change. The use of restorative approaches in the management of conflict and tensions focuses upon harm and strengthens relationships.

Basic Concepts

- Good relationships are the basis for learning.
- Anything that affects relationships (such as inappropriate behaviour) impacts on learning.
- Challenging inappropriate behaviour needs to be experienced as an opportunity for learning.

Process

The philosophy behind Restorative Practice will be explicitly taught to students in class, at an age-appropriate level, including the basic concepts and focus during a Restorative Conversation.

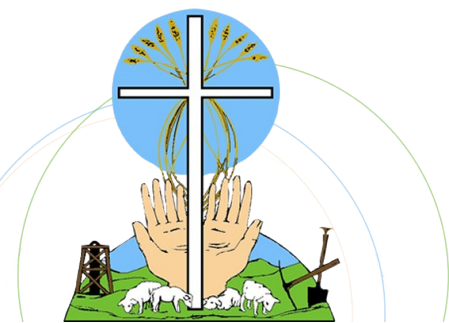
If a child or children have been involved in an altercation with another student or teacher, a restorative conversation/circle would be initiated. This would be structured with the focus being on the problem rather than the person. All parties would have a chance to speak and explain their side. Following the conversation would be direction regarding who has been harmed by the actions and what needs to be done to resolve the conflict and 'make things right.'

The following questions may be used when facilitating a restorative conversation:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

Extreme Clause

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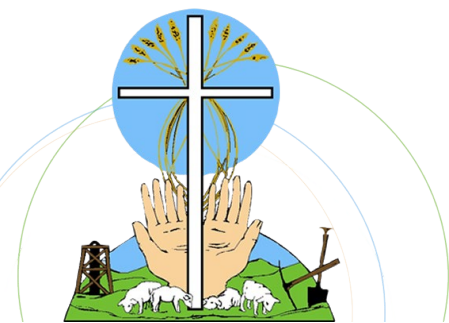
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In some circumstances where a child has been found to have completed a High-Level act, the extreme clause may be used. This would involve a meeting with the parents/guardians and may involve the following consequences.

1. Removal from class
2. In school suspension
3. Out of school Suspension
4. Exclusion

During situations where High-Level behaviours are present a child may become dysregulated, meaning that they fight or lash out, putting themselves and others in danger. In this situation the teacher will take all necessary measures to lessen harm to the child and other children in the immediate area. This may involve the teacher removing or restraining a child. If this situation occurs, the teacher involved or the Principal, will make contact with parents to inform and update them of the situation.

As every situation is different, this Extreme Clause will be handled on a case by case basis under the direction of the Principal and in consultation with all concerned parties.



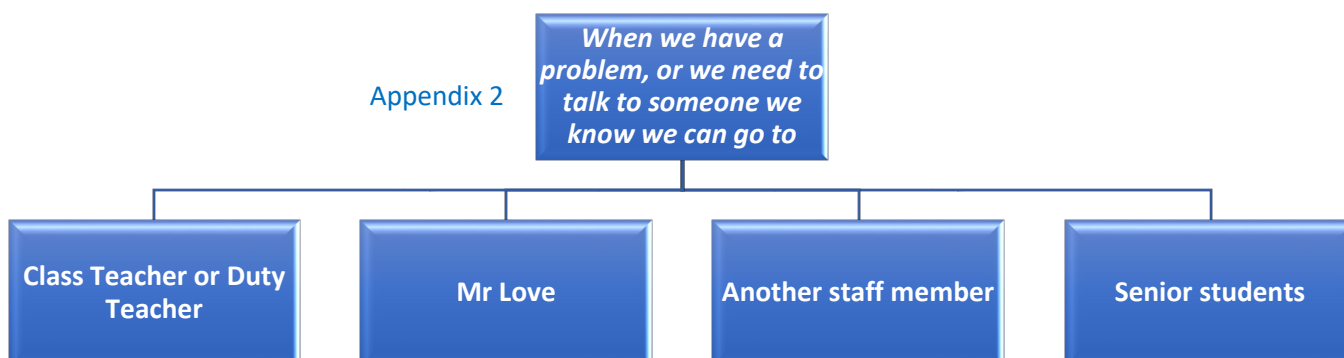
St Mary's School Student Code of Conduct

Created in collaboration with the 2021 Year 5/6 Class

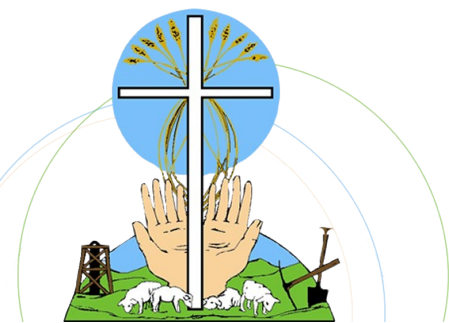
When we come to St Mary's in the morning and leave in the afternoon.....

- We want to feel **Groovy**. To feel groovy, **we will treat people with respect**. When someone isn't feeling in this way, or there is conflict, we will ask if they are okay.
- We want to feel **Joyful**. To feel Joyful, **we will get along with our friends**. When someone isn't feeling in this way, or there is conflict, we will stand up and help each other.
- We want to feel **Bubbly**. To feel bubbly, **we will help others**. When someone isn't feeling in this way, or there is conflict, we will check in on each other.
- We want to feel **Excited**. To feel excited, **we will work as a team**. When someone isn't feeling in this way, or there is conflict, we will speak to a teacher.
- We want to feel **Proud**. To feel proud, **we will work hard to achieve our goals**. When someone isn't feeling in this way, or there is conflict, we will encourage and tell them they can achieve anything.
- We want to feel **Happy**. To feel Happy, **we will help others**. When someone isn't feeling in this way, or there is conflict, we can try and make them laugh, feel comfortable and include them.
- We want to feel **Confident**. To feel confident, **we will respect everyone's unique qualities**. When someone isn't feeling in this way, or there is conflict, we encourage and compliment them.

Appendix 2



Faith - Respect – Challenge - Teamwork



Behaviour Levels and Actions

Observe Problem Behaviour

Is it a Minor, Medium or High level?

↓
Minor

↓
Medium

↓
High

Minor Level

- Disrespectful verbal disagreement (peers)
- Swinging on chair
- Occasional chatting
- Wandering around class
- Tapping teacher on arm etc
- Dobbing
- Not listening
- Procrastinating
- Not being ready for class
- Not staying on task
- Touching others without permission
- Rolling on mat
- General fooling around/ Running in undercover areas.
- Littering
- Bags unzipped
- Uniform untidy

Use non-disruptive behaviour management strategies to stop behaviour.

- Create teachable moment
- Common sense approach, including:
- Stand near student
- Touch shoulder
- Quick hand signal
- Glance at student
- Change tone of voice
- Change volume of voice
- Pause before speaking

Medium Level

- Disrespectful back chatting an adult
- Swearing
- Dobbing/telling tales
- Exclusion of others
- Put downs
- Name calling
- Active disruptions
- Running away from staff
- Persistent low-level acts
- Not respecting others
- Lying
- Hurting others unintentionally after being warned to stop action (Rough Play)

Formal process commences

- Begin by issuing warning eg: stop doing that, use the student's name etc.
- If behaviour continues direct the students to come to you by calling Front and Centre or appropriate in class.
- Students will be given 2 to cool. In a spot away from the game.
- In class 2 to cool will be directed to a choice of cool down activities.
- When time permits restorative practice between teacher and student to occur. This is the teacher's responsibility.
- If situation warrants, the teacher is to call parents and advise the Principal.

High Level

- Directed Swearing
- Exclusion of others/bullying
- Lying (with intent)
- Direct defiance
- Violence with intent
- Endangering others
- Stealing
- Damage to property with intent
- Running away from school
- Lack of respect
- Manipulative behaviour.

Formal process commences

- Discussion with Principal
- Restorative practice circle with people involved (Either with teacher or Principal)
- Call parents to explain process arrange a three-way meeting
- These behaviours can lead the extreme clause including in-school suspension, suspension and exclusion.