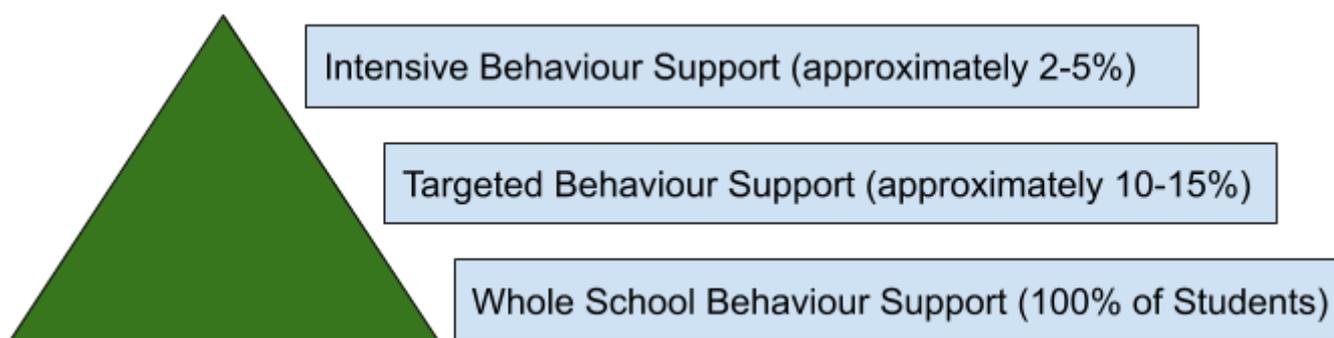


Positive Relationships Procedures

St Michael's School provides effective behaviour support by:

- creation of a positive whole school culture through the implementation of our Religion Curriculum and social emotional learning strategies.
- Quality learning and teaching practices.
- A balanced, relevant and engaging curriculum.
- Supportive and collaboratively developed programs and procedures which support students' social and emotional wellbeing.
- Managed opportunities for professional growth, education and training for all members of the school community.
- Use of strategies that are non-violent, non-coercive and non-discriminatory practices. (Strategies, which are contrary to the school's Mission Statement, are not to be used eg: put downs, sarcasm, public humiliation.)
- A continuum from whole school positive preventative action for all students, through to intensive intervention for specific individuals or groups.



Whole School Behaviour Support (proactive strategies)

- Lived and Celebrated Catholic Identity
- Religion Curriculum
- explicit social and emotional learning lessons
- meaningful and stimulating curriculum
- school values
- rights and responsibilities
- micro-skills for managing behaviour
- professional learning for staff
- opportunities for parent, grandparent and carers education
- buddy program
- expected behaviours made explicit
- clear levels and processes for managing behaviour
- reporting and recording unexpected behaviours

Targeted Behaviour Support

- school leadership and support team intervention
- parent/carer involvement
- clear levels and processes for managing behaviour
- school counselling service
- Catholic Education Services personnel
- liaising with professional agencies

Intensive Behaviour Support

- school leadership and support team
- parent/carer involvement
- clear levels and processes for managing behaviour
- school counselling service
- Catholic Education Services personnel
- professional agencies eg paediatrician, psychologist

Processes for facilitating standards of positive behaviour.

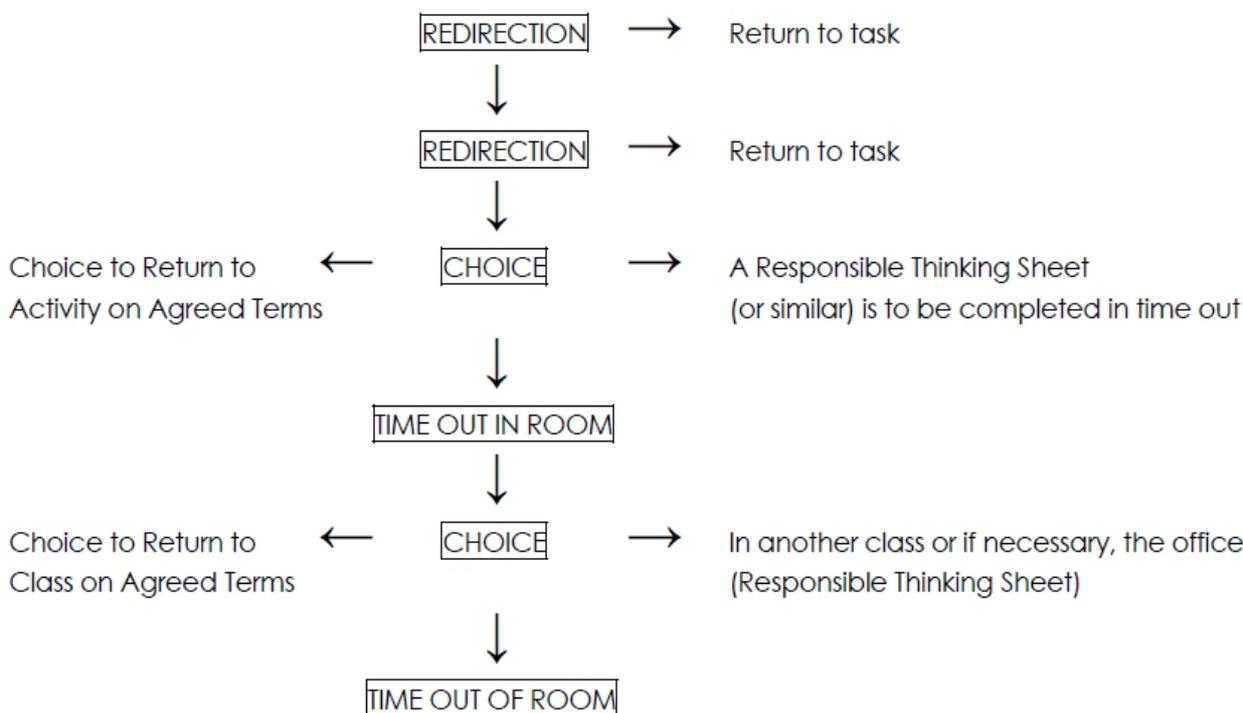
The school recognises the importance of all parties working together for the purpose of successfully re-engaging students in learning. It anticipates that many more options for constructive remediation will exist in the case of all parties, including the parents/carers of the student concerned, strongly supporting the school's actions.

The school also recognises that the welfare of students other than the student involved in unexpected behaviour and the welfare of staff will be important considerations in decision making associated with the levels-based approach. There is recognition that learning engagement sometimes takes serious sustained effort and we can all get it wrong at times.

Classroom Management Flowchart

- Teachers are able to use professional judgement in implementing the flowchart below.
- Re-entry into the class relationship requires the child to reflect on their behaviour choices through the use of a responsible thinking sheet or similar, to apologise for behaviour choices and to make a commitment to try to improve behaviour choices.
- Use of behaviour specific feedback to assist in the management of behaviour which focuses on positive behaviours within the classroom environment.
- Use of Redirection ([10 Essential Skills](#)) to assist in the management of behaviour.
- The Leadership and Support Team are responsible for the overall discipline measures used within the school.
- Caregivers may be notified regarding some concerns and the combined resources of family and school personnel used to find a solution to the situation.

Curriculum and Positive Supportive Strategies



Individual Learning Engagement Plans

These plans incorporate:

1. How long it is current for / review dates / check-ins /
2. The expectations of expected behaviours for the student
3. The roles / responsibilities that teachers / leadership and support team members and parents / carers have
4. The use of responsible thinking processes
5. A recording tool to monitor student behaviour and learning engagement
6. Other plans incorporating the setting of a goal relevant to the student and the reasons

Other possible strategies in the Individual Learning Engagement Plan could include:

1. Time out in other area of the school (class or administration area)
2. Time out from the areas where unexpected behaviours have been exhibited
3. Working with others to shape expected behaviours
4. Creating social stories to understand expected behaviours
5. Intensive support for learning engagement

Level 0

Positive and Proactive Whole School Practices

The aim of St Michael's School is to have all students operating at this level. This then allows the teachers to be able to focus most of their teaching time, energies and strategies in this proactive area.

School Action

1. The school has a clearly defined set of expectations for students.
2. Upon enrolment, parents / carers are made aware of school policy and practices regarding promoting positive behaviours and the management of behaviour.
3. The school provides support for staff, parents / carers through professional development and providing whole school procedures.
4. Teachers and school officers explicitly teach and model social emotional learning competencies and expected behaviours, based upon current evidence based programs.

Teacher Action

1. Each teacher develops curriculum plans based upon effective learning and teaching principles.
 - a. Has a Catholic perspective underpinning all teaching and learning
 - b. An understanding of the learner (in accordance with the CES learning framework)
 - c. An understanding of the learning process
 - d. Provide a challenging and supportive environment
 - e. Establish learning partnerships
 - f. Respond to a variety of social and cultural contexts
 - g. Each teacher devises a classroom behaviour management plan which:
 - i. Clearly define student expectations in positive language (values charts and SEL keys)
 - ii. Clearly state the rights and responsibilities of students and adults who work in the classroom
 - iii. Clearly show consequences which are consistent with the school plan
 - iv. Is visible within the classroom and referred to
2. Each teacher uses teaching strategies which are based on the 10 Essential Skills in alignment with classroom profiling.
3. Each teacher strives to build rapport with the children where positive relationships are characterised by mutual respect.
4. Each teacher strives to build positive relationships with parents and carers and established and maintains communication with them.

Parent / Carer Action

- To cooperate with the school by supporting and reinforcing the school's policies and procedures with students.
- Modelling a supportive and positive relationship with the school through open, honest and respectful communication.
- Making themselves aware of and familiar with their child's classroom routines and management practices.

Level 1

Recovery – Teacher

Students, who despite the support provided in Level 0 haven't responded positively, will need extra strategies and support. **The aim is to assist the students to move back to Level 0.**

Students who have a Personalised Learning Plan (PLP) may require support at this level. A social learning plan may be included in the PLP.

Teacher Action

1. Use responsible thinking processes with the student (*Responsible Thinking Sheet* or other means for reflecting on behaviour choices).
2. Follow the behaviour management flow chart in this policy document.
3. Use re-entry process as per flowchart.
4. Re-teach / revise classroom expectations.
5. Record (using Engage) and Anecdote action taken.
6. Advise parents / carers if deemed appropriate.
7. Inform Leadership & Support Team if deemed necessary.

Parent / Carer Action

- Cooperate with the school by supporting and reinforcing the school's policies and procedures.
- Model a supportive and positive relationship with the school through open, honest and respectful communication.
- Make oneself aware of, and familiar with, the child's classroom routines and management practices.
- If a *Responsible Thinking Sheet* or other means for reflecting on behaviour choices is sent home: sign it add comment and discuss the unexpected behaviour with the student. Follow up with the teacher as necessary.

Outcome

The student returns to Level 0 and is monitored by the teacher.

Level 2

Recovery (Teacher and Leadership & Support Team with Cooperation of Parents / Carers)

Students who, despite the support offered through Level 1 processes, have not shown significant improvement will be referred to Level 2. **The aim is to assist the student to move back to Level 0.**

Students who have a Personalised Learning Plan (PLP) may require support at this level. A social learning plan may be included in the PLP - these goals therein may need to be specifically targeting expected behaviours.

Teacher Action

1. Be responsible for the development of an Individual Learning Engagement Plan in collaboration with the student and a member of the Leadership and Support Team.
2. Refer the student to a member of the Leadership and Support Team for an interview.
3. Provide documentation of previous processes used including Responsible Thinking Sheets or other means for reflecting on behaviour choices to a member of the Leadership and Support Team.
4. Advise parents / carers and organise a meeting with them to review an Individual Learning Engagement Plan.
5. If an PLP is in place, confer with the Inclusive Education Lead Teacher to determine what steps may support the child to achieve expected behaviours.

Leadership and Support Team Action

1. The Leadership and Support Team member supports the classroom teacher as they develop an *Individual Learning Engagement Plan* with the student.
2. Attend a meeting with parents / carers and the classroom teacher to discuss the *Individual Learning Engagement Plan*.
3. May co-ordinate the assistance of professional agencies to assist ie: School Counsellor, Paediatrician, Psychologist, CES personnel if necessary.

Parent / Carer Action

- Cooperate with the school by supporting and reinforcing the school's policies and procedures.
- Model a supportive and positive relationship with the school through open, honest and respectful communication.
- Make oneself aware of, and familiar with, the child's classroom routines and management practices.
- If a *Responsible Thinking Sheet* or other means for reflecting on behaviour choices is sent home: complete it and discuss the unexpected behaviour with the student. As necessary, follow up with the teacher.
- Attend an *Individual Learning Engagement Plan* meeting with the teacher and a member of the Leadership & Support Team.
- Follow up with agreed action steps identified.
- Attend a follow up / review meeting.

Outcome

The student demonstrates expected behaviours and learning engagement over a period of time based on the *Individual Learning Engagement Plan* and returns to Level 0.

Level 3

Moderate Recovery (Teacher, Leadership & Support Team, Parents / Carers & Support Agencies)

Students who, despite the high level of support and intervention, demonstrate a continuing pattern of breaches of expected behaviours and have not shown considerable improvement at earlier levels will be referred to Level 3. **The aim is to assist the students to move back to Level 0.**

Teacher Action

1. The teacher gathers the facts and documentation related to the student.
2. Refer the student to the Principal or member of the Leadership and Support Team.
3. Organise a follow up meeting with the parents/carers and member of the Leadership and Support Team.
4. Review student's *Individual Learning Engagement Plan*.
5. Provide input into the re-entry process of the student back into the classroom.

Leadership and Support Team Action

1. The member of the Leadership and Support Team reviews the facts as provided by the teacher and interviews the students - in consultation with other team members in diverse learning team meeting.
2. Attends an interview to discuss the student behaviour with the class teacher and parents / carers.
3. Where necessary, professional agencies are contacted to assist eg. School Counsellor, Paediatrician, Psychologist, CES personnel.
4. May suspend the student from normal classes for a set period of time (usually internal suspension spent in administration).
5. A process of re-entry into the classroom / playground is agreed upon with the class teacher and parents / carers.
6. The results of the process are documented.

Parent / Carer Action

- Cooperate with the school by supporting and reinforcing the school's policies and procedures.
- Model a supportive and positive relationship with the school through open, honest and respectful communication.
- Make oneself aware of, and familiar with, the child's classroom routines and management practices.
- If a *Responsible Thinking Sheet* or other means for reflecting on behaviour choices is sent home: complete it and discuss the unexpected behaviour with the student. As necessary, follow up with the teacher.
- Attend a follow up meeting with the teacher, Leadership & Support Team members and student.
- Review the student's *Individual Learning Engagement Plan*.
- Tend to any action steps.

Outcome

Re-establishment of student demonstrating expected behaviours and learning engagement over a period of time based on the *Individual Learning Engagement Plan* and returns to Level 0.

Level 4

Extreme Recovery (Teacher, Leadership & Support Team, Parents / Carers, Support Agencies and CES Personnel)

A student who has committed a single very serious breach of expected behaviour, eg Sustained verbal abuse, physical violence, serious vandalism, or illegal act. Such instances will be managed at this level. Likewise, a student who has not responded considerably to intervention steps put in place previously may be referred to Level 4. **The aim is to assist the students to move back to Level 0.**

Teacher / Staff Member Action

1. The staff member gathers the facts and documentation related to the student.
2. Refer the student to the Principal or member of the Leadership and support Team.
3. Will be required for follow up and re-entry procedures.

Leadership & Support Team Action

1. The member/s of the Leadership and Support Team reviews the facts as provided by the teacher.
2. The student is interviewed by the Leadership & Support Team Member/s.
3. The parent / carers are contacted and are required to attend an interview to discuss the student's behaviour.
4. Professional agencies are contacted to assist eg School Counsellor, Paediatrician, Psychologist, CES personnel.
5. The student may be suspended from the school for a set period of time.
6. After the suspension, the student must attend a meeting with the Principal, classroom teacher and their parents / carers and provide a plan to ensure that such behaviours will not be repeated within the school setting and state their case for returning to engage in learning. An agreement is to be negotiated and a review date and follow up expectations set.

Parent / Carer Action

- Cooperate with the school by supporting and reinforcing the school's policies and procedures.
- Model a supportive and positive relationship with the school through open, honest and respectful communication.
- Make oneself aware of, and familiar with, the child's classroom routines and management practices.
- If a *Responsible Thinking Sheet* or other means for reflecting on behaviour choices is sent home: complete it and discuss the unexpected behaviour with the student. As necessary, follow up with the teacher.
- Attend a follow up meeting with the teacher, Leadership & Support Team member/s and student.
- Tend to any action steps.
- Attend a follow up meeting with the teacher, Leadership & Support Team member/s and student.
- Be a part of the re-entry process.
- Be prepared to follow through agreed consequences and be responsible for the supervision of the suspension.

Outcome

Reestablishment of student demonstrating expected behaviours and learning engagement, over a period of time based on the *Individual Learning Engagement Plan* and returns to Level 0.

Level 5

Student Dismissal from the School

A student may have committed very serious breaches of expected behaviour: ie sustained verbal abuse, repetitive physical violence, serious vandalism, illegal act. After unsuccessful intervention at Level 4, and / or repeat offences, the student will be referred to Catholic Education Services Executive Director.

Teacher / Staff Member Action

1. The staff member gathers the facts and / or documentation related to the student
2. Refer the student to the principal

Principal Action

Documentation outlining ongoing behavioural issues and steps taken to support behaviour to be forwarded to the Executive Director – Catholic Education Services explaining the situation.

The Executive Director deliberates an outcome in accordance with CES Student Suspension and Exclusion Policy.

Parent / Carers Action

1. Respond in an appropriate manner to the decision / outcome from the Executive Director.

Related Policies and Guidelines

- ❖ [CES Social Emotional Learning Policy](#)
- ❖ [CES Inclusive Practices Policy](#)
- ❖ [CES Student Bullying - Prevention and Responses](#)
- ❖ [CES Student Suspension and Exclusion](#)