

# ST CLARE OF ASSISI PRIMARY SCHOOL



## STUDENT WELLBEING & MANAGEMENT POLICY

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St Clare of Assisi Primary School adheres to the Catholic Education Archdiocese of Canberra and Goulburn's Policy. This policy can be accessed via the following link:

[https://intranet.cg.catholic.edu.au/formandpolicies/layouts/15/WopiFrame.aspx?sourcedoc=/formandpolicies/Lists/Policies%202015/Attachments/101/Student%20Management%20\(Discipline\)%20Policy.pdf&action=default](https://intranet.cg.catholic.edu.au/formandpolicies/layouts/15/WopiFrame.aspx?sourcedoc=/formandpolicies/Lists/Policies%202015/Attachments/101/Student%20Management%20(Discipline)%20Policy.pdf&action=default)

St Clare of Assisi Primary School implements this policy through the following procedures:

## Purpose

At St Clare of Assisi our Student Wellbeing & Management Policy stems directly from our school motto, 'Be the Light.

Our understanding of this is deepened through the principles presented to us in the Bible, specifically in Micah, "this is what the Lord asks of you; to live justly, to love tenderly and to walk humbly with your God" Micah 6:8.

## Policy Principles

At St Clare of Assisi Primary School we aim to:

- create an environment in which teachers can exercise their rights to teach; students can exercise their right to learn without interruption; and where parents rights to expect a quality education for their children may be fulfilled;
- assist students to make responsible choices about their behaviour and to accept the consequences of those choices;
- implement an approach to behavioural problems which is consistent throughout the school, understood by the total school community and in keeping with the school's Belief Statement; and
- create a positive, respectful climate where students, teachers and parents can work together to help children solve problems in a manner which will enhance self-esteem and promote responsible behaviour choices.

## Expected

At St Clare of Assisi Primary School we expect to develop:

- a happy, safe and just school environment;
- a process or set of procedures and expectations known and understood by students, teachers and parents and used consistently;
- teachers who consciously build the self-esteem of their students and ensure that their own self-esteem is intact;
- appropriate and responsible student behaviour;
- improved community and parental perception of student behaviour; and
- enhanced relationships between teachers, students and parents.

## Features

Features of our Student Wellbeing & Management Policy:

- founded on the school motto 'Be the Light';
- clear expectations of students 'Rights and Responsibilities';
- based on theory and research based evidence – William Glasser, Karen Boyes, Bill Rogers, Allyson Adderley, Lindy Peterson, etc;
- explicit explanation of action and consequence;
- sequential steps/processes for classroom and playground management;
- proformas and explanations for seeking parental involvement/contact;
- bullying Statement.

## STARS

STARS is a Student Tracking and Recording System that allows teachers to keep records on student performance and behaviour from K – 6. The program has been customised to suit our school environment and staff can monitor academic results, enter behaviour management records, track awards and keep anecdotal notes throughout a students' school life.

### Rights & Responsibilities

To assist in developing appropriate classroom and school strategies the following rights, responsibilities and rules should be discussed.

<b>Rights</b> It is the right of the child to :	<b>Responsibilities</b> It is the responsibility of the child to:
<p><b>Communication</b></p> <ul style="list-style-type: none"><li>• express themselves</li><li>• share ideas</li><li>• ask questions</li></ul> <p><b>Treatment</b></p> <ul style="list-style-type: none"><li>• to expect to be treated with respect</li><li>• be treated fairly and equally regardless of religious, cultural, racial or sexual differences</li></ul> <p><b>Safety</b></p> <ul style="list-style-type: none"><li>• be free from intimidation in school and classroom</li><li>• be safe and secure</li><li>• have property protected</li></ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"><li>• expect rational settlement of problems</li><li>• be able to tell their side of the story</li></ul> <p><b>Environment</b></p> <ul style="list-style-type: none"><li>• enjoy a clean, safe and wholesome environment</li></ul> <p><b>Learning</b></p> <ul style="list-style-type: none"><li>• learn without interference</li><li>• learn at their own pace</li><li>• learn in a responsive environment.</li></ul>	<ul style="list-style-type: none"><li>• participate to the best of their ability</li><li>• accept ideas of others</li><li>• be well mannered and abide by established procedures</li><li>• show respect for others</li><li>• treat others fairly</li><li>• have respect for others</li><li>• makes sure they do not threaten, bully, harass or hurt others in any way</li><li>• contribute to a safe and secure environment</li><li>• be sensible regarding the property they bring to school</li><li>• look after their own property</li><li>• be prepared to listen to alternative solutions</li><li>• be supportive of those with problems</li><li>• try to keep the school and grounds in the best possible condition</li><li>• always do their best in the classroom</li><li>• accept others and their individual gifts and talents</li><li>• contribute and be part of a positive learning environment.</li></ul>

## Action

The achievement of these principles occurs through the following actions:

**Preventative Action:** to prevent.

**Corrective & Supportive Action:** to correct and support.

### Preventative Action

- Early in the year teachers and students work together to construct a **CLASS VISION** and a list of age-appropriate **CLASS RULES** and consequences based on the principles listed above. These are displayed in the classroom, communicated with parents and referred to during the year.

#### Sample Set of Class Rules

1. Use soft voices
  2. Hands off - feet off
  3. Sharing is important
  4. Walking in the classroom is safest
  5. Listen to each other
  6. Desks need to be tidy.
- Explicitly teach the school rules
    - Be faithfilled
    - Be Community
    - Be a Leader
    - Be a Learner

These school rules will be visibly on display around the school and in classrooms.

- Explicitly teach the Classroom Management Steps.
- Establish **CLASSROOM MEETINGS** or similar especially in Year 5 & 6.
- In each class students become familiar with the **Hands Off – Feet Off, STOP THINK DO, Above/Below the Line** and **Restorative Justice** programs which provides a framework for them to manage their behaviour in difficult situations.
- Consideration given to a **TIME OUT** for students who are having difficulty managing their own behaviour.
- Teacher establishes:
  - clear expectations about work, tasks etc based on whole school focus;
  - common language;
  - a well-planned and attractive classroom (seating movement capability), access to equipment, clearly labelled cupboards etc;
  - teaching program that caters for the needs of all students;
  - the use of positive reinforcement and acknowledgement of on task behaviour; and
  - a positive classroom tone.

### Corrective & Supportive Action - Classroom

#### Step 1 **WARNING**

Verbal or non-verbal warning given.

#### Step 2 **THINKING TIME**

Movement within the class or the class next door for a short period of time whilst continuing with the class activity. It is an opportunity to think about actions and refocus on expected behaviours.

Usually 5-10 minutes.

#### Step 3 **TIME OUT**

Student is sent to a member of the Leadership Team at the Front Office or a Purple Card is sent to the Front Office and the student is collected.

Student completes the Time Out Sheet. The sheet is signed by the student, classroom teacher and Principal, sent home and returned signed by the parent.

When the student wishes to re-enter the classroom, a Corridor Conference is held and expectations are clarified. A Restorative Justice session with the student/s may also occur.

There may be a loss of privileges such as excursions, school discos, representative sport, play time and merit cards, etc. Information is documented on STARS.

**Step 4 IN SCHOOL SUSPENSION**

Parents are contacted and notified of the suspension and the reasons why.

Suspension is supervised by the Principal or the Assistant Principal and takes place during school hours, with the student remaining off the playground at recess and lunch time. There will be a loss of privileges such as excursions, school discos, representative sport, play time and merit cards, etc.

Parents will meet with the Principal, the Assistant Principal, classroom teacher and the student to discuss an action plan to curb the behaviour(s) and future consequences will be clearly outlined. Information is documented on STARS.

**Step 5 SUSPENSION**

The length of the Suspension will be at the discretion of the Principal.

There will be a re-entry meeting with parents before the student can re-commence classes. It will be clearly outlined that Exclusion is the next step in the process.

CE will be informed of the suspension and information is documented on STARS.

**Step 6 EXCLUSION**

The exclusion procedure, as outlined in the CEO Policy and Procedures Manual, will be used if all previous means are unsuccessful.

A **Purple Card** will be sent to the Front Office if a student refuses any of the above steps and Step 3 will commence immediately for any violence or wilful noncompliance.

**Considerations:**

- Be aware of what we say, how we say it, when a student is disruptive or off-task;
- Tactically ignore some behaviours;
- Question casually or directly;
- Give simple directions or warnings;
- Defuse or redirect potential conflict;
- Remind or restate classroom rights and responsibilities regularly;
- Give simple choices;
- Listen to students and give them the opportunity to tell their account of the story;
- Re-establish and rebuild working relationships;
- Review our practice or the environment in which the behaviour is happening;
- Apply a team approach to solving approach to behaviour problems; and
- Use external agencies including CEO and Catholic Care services if applicable.

**Time Out is:**

- a means of defusing a situation of conflict between student and teacher or between student and classmates which may build up in the classroom as the result of repeated inappropriate behaviour;
- a means of ensuring minimal disruption to other children in the class;
- a means of providing a child who has been repeatedly behaving inappropriately to have time to think about actions and consequences.

**Time Out** is not:

- a punishment in itself or isolation without being productively occupied.

When students are given Time Out as a negative consequence for their behaviour they will use the time to reflect on and record their actions, as well as to plan for more appropriate behaviour should similar circumstances arise.

### **Hands Off**

Hands On' is not appropriate at school. As a staff we have taken a united, consistent stand against all behaviours that jeopardise the safety of the students in our care.

The teacher who witnesses the event:

1. asks child what s/he did (*admission of behaviour*);
2. asks child what s/he should have done instead (*alternative action*);
3. asks child which rule s/he broke (*acknowledgment of rule*); and,
4. child is given the standard consequence.

## **Stop Think Do**

At St Clare of Assisi Primary School we use **Stop Think Do**, a social skills program adapted for primary school aged children by Lindy Peterson and Allyson Adderley. It is taught explicitly by classroom teachers and reinforced at a whole school level. It uses the symbol of traffic lights to assist students take responsibility for their own behaviour.

<b>STOP</b> (red)	Define the Problem, recognise feelings, define goals
<b>THINK</b> (orange)	Generate Solutions & Evaluate consequences
<b>DO</b> (green)	Choose solution & initiate action.

Students are taught to differentiate between the following types of behaviour:

<b>COOL</b>	politely assertive and confident
<b>WEAK</b>	passive and lacking confidence
<b>AGGRO</b>	pushy and aggressive.

Students are encouraged to explore effective ways of handling themselves in difficult situations.

## **Restorative Justice**

At St Clare of Assisi Primary School we have adopted the Restorative Justice process to complement our program. This process allows teachers and students to focus on the harm caused by actions rather than on individuals.

The process offers the opportunity for the person harmed to tell their story and have questions answered and for offenders to take responsibility for their actions and offer to make amends.

In teachers' duty bags there is a card which outlines the questions to be asked by teachers following any incidents on the playground. This is called a corridor conference.

Restorative Questions 1: - When things go wrong.

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

Restorative Questions 2: - When someone has been hurt.

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Teachers guide students towards an agreed solution that can be put in writing if necessary for follow up.

If the occasion requires it 'Thinking Time' is available and can be arranged in consultation with a member of the Leadership Team.

## Suspension

When a student returns to school following a period of suspension, the school will provide appropriate support and developmental programs, which will enable the student to re-establish his/her reputation in a positive sense and resume normal activities as a full member of the school community. This may take the form of a reintegration interview where the Principal and Assistant Principal set out the expectations of the return to school to both the student and his/her parents. The school staff, the student and the parents all have responsibilities to assist with the child's return to the class.

### Related School Policies






Attendance  
Child Protection (Mandatory Reporting)  
Crisis Incident

### Related CEO Policies

Child Protection (Mandatory Reporting)  
Exclusion, Expulsion and Transfer of Students  
Legal Responsibilities and Authority  
Restraint of Students  
Student Management (Discipline)  
Student with Disabilities - Identification and Support  
Suspension of Students

POLICY DATES			
<b>Formulated</b>	2015	<b>Implemented</b>	2015
<b>Reviewed</b>	2016	<b>Next Review Date</b>	2018

# BEHAVIOUR MANAGEMENT PROCESS

<p><b>Step 1</b></p> 	<p><b>WARNING</b></p> <p>Verbal or non-verbal warning given.</p>
<p><b>Step 2</b></p> 	<p><b>THINKING TIME</b></p> <p>Movement within the class or the class next door for a short period of time whilst continuing with the class activity. It is an opportunity to think about actions and refocus on expected behaviours.</p> <p>Usually 5-10 minutes.</p>
<p><b>Step 3</b></p> 	<p><b>TIME OUT</b></p> <p>Student is sent to a member of the Leadership Team at the Front Office or a Purple Card is sent to the Front Office and the student is collected.</p> <p>Student completes the Time Out Sheet. The Sheet is signed by the student, classroom teacher and Principal, sent home and returned signed by the parent.</p> <p>When the student wishes to re-enter the classroom, a Corridor Conference is held and expectations are clarified. A Restorative Justice session with the student/s may also occur.</p> <p>There may be a loss of privileges such as excursions, school discos, representative sport, play time and merit cards, etc. Information is documented on STARS.</p>
<p><b>Step 4</b></p> 	<p><b>IN SCHOOL SUSPENSION</b></p> <p>Parents are contacted and notified of the suspension and the reasons why.</p> <p>Suspension is supervised by the Principal or the Assistant Principal and takes place during school hours, with the student remaining off the playground at recess and lunch time. There will be a loss of privileges such as excursions, school discos, representative sport, play time and merit cards, etc.</p> <p>Parents will meet with the Principal, the Assistant Principal, classroom teacher and the student to discuss an action plan to curb the behaviour(s) and future consequences will be clearly outlined. Information is documented on STARS.</p>
<p><b>Step 5</b></p> 	<p><b>SUSPENSION</b></p> <p>The length of the Suspension will be at the discretion of the Principal.</p> <p>There will be a re-entry meeting with parents before the student can recommence classes. It will be clearly outlined that Exclusion is the next step in the process.</p> <p>CEO will be informed of the suspension and information is documented on STARS.</p>

A **Purple Card** will be sent to the Front Office if a student refuses any of the above steps and Step 3 will commence immediately for any violence or wilful noncompliance.  
**STARS** is a Student Tracking And Reporting System





**STEP 1 - WARNING**



**STEP 2 – THINKING TIME**



**STEP 3 – TIME OUT**



**STEP 4 – IN SCHOOL  
SUSPENSION**



**STEP 5 - SUSPENSION**



# BEHAVIOUR MANAGEMENT TIME OUT SHEET

<p><b>What happened? What did you do? Why did you do it?</b></p>	<p><b>What should you have been doing? What should you have done?</b></p>
<p><b>Who has been affected by what you have done? In what way?</b></p>	<p><b>What do you think you need to do to make things right?</b></p>
<p><b>You are responsible for what you do. What can you do next time when or if this happens again?</b></p>	<p><b>Student:</b> _____</p> <p><b>Date:</b> _____ <b>Class:</b> _____</p> <p><b>Parent:</b> _____</p> <p><b>Teacher:</b> _____</p> <p><b>Principal:</b> _____</p> <p style="text-align: center; font-size: small;">We would appreciate you talking to your child about this matter and acknowledging receipt of this form by signing and returning it to the school. Thank you for your support.</p> <p style="text-align: center; font-size: x-small;">Please Note: This incident will be recorded on STARS</p>

# STATEMENT ON BULLYING

## What is Bullying?

Bullying is the misuse of power, position and privilege. It is done to intimidate, coerce, to engender fear, and to control. Bullying can take a number of forms:

- Physical:** Pushing, kicking, hitting, pinching, threats  
**Verbal:** Name calling, sarcasm, spreading rumours, persistent teasing  
**Emotional:** Excluding, tormenting, ridicule, humiliation  
**Racist:** Racial taunts, graffiti, gestures  
**Sexual:** Unwanted physical contact or abusive comments

## *Possible Signs of Bullying*

A student may indicate by their behaviour that they are being bullied. Students may:

- Be unwilling to attend school;
- Feel ill in the mornings;
- Begin doing poorly at school;
- Come home hungry;
- Become withdrawn, lack confidence;
- Become distressed and anxious, stop eating;
- Have nightmares;
- Have their possessions go missing;
- Ask for money;
- Refuse to say what's wrong; and
- Become more aggressive and unreasonable.

## *Goals*

The goals of the Bullying Statement at St Clare of Assisi Primary School are to:

- Reinforce the view that bullying is not a tolerable part of school life;
- Provide a safe, happy and positive learning environment for our students and staff;
- Create a supportive climate for victims and break down the code of secrecy;
- Support and help the bully as well as the victim;
- Provide suitable counselling services for the bully, as well as the victim;
- Provide a physical environment which engenders good behavioural patterns; and to
- Move beyond a crisis-management approach to an environment free from abuse.

## Procedures

### Staff

The staff of St Clare of Assisi Primary School agree to follow these protocols:

- Follow strategies outlined in the Student Expectations & Welfare Policy;
- Watch for possible signs of bullying;
- Take the problem seriously and investigate the incident;
- Keep accurate records of all bullying incidents;
- Interview bullies, targets and witnesses;
- Decide on appropriate action;
- Contact parents of students involved and consult in regard to strategies to assist all parties;
- Use all your students as a positive resource in countering bullying and take time to discuss the problem in class and at assemblies;
- Promote an awareness of anti bullying and offer lessons, discussions, programs, etc about Bullying; and
- Ensure that all accessible areas of the school have a staff presence at breaks and before and after school.

- Hold follow up meetings with parents to report progress; and
- Inform all members of staff about the incident and action taken.

### **Students**

Students of St Clare of Assisi Primary School should be informed and explicitly taught:

- To report all incidents of bullying to a trusted teacher or their classroom teacher, even if they are not directly involved;
- That bullies, victims and witnesses will be required to discuss the incidents with the teacher and /or with a member of the Leadership Team; and
- Ways to avoid bullying and how they can create a safe and happy environment at school.

### **Parent**

Parents/caregivers should be regularly advised to:

- Watch for possible signs of bullying;
- Inform the school of any bullying incidents;
- Talk to their child about bullying;
- Encourage their child to report any incident of bullying;
- Will listen sensibly and systematically to reports on bullying;
- Use appropriate channels of communication; and
- Work with the school to seek a suitable solution.

### **Supporting the Bullying Student**

Beyond other strategies mentioned in the Student Expectations & Welfare Policy, the following are possible strategies to use when supporting the bully:

- Reassure the student that it is the behaviour that is unacceptable not them personally;
- Discuss ideas about why they bully and what will assist them to stop;
- Find out what is particularly troubling the bully;
- Use restorative justice sessions so bully can make amends;
- Teach students the difference between assertive behaviour and aggressive behaviour;
- Provide access to a trained counsellor;
- Praise the student when they are seen to be doing the right thing;
- Set realistic goals; and
- Establish a behaviour management plan.

### **Supporting the Target of Bullying**

Targets often feel vulnerable and powerless. Their self esteem is low and the aim is to build their self confidence and teach them strategies to deal with bullying.

- Reassure them that the bullying is not their fault;
- Try and minimise opportunities for bullying (stay with friends, etc);
- Practise assertiveness techniques with students (saying NO!, walking away, Bounce Back);
- Provide opportunities for students to talk and express their feelings about issues (Classroom meetings);
- Give them responsibility and praise them for their efforts;
- Provide access to a trained counsellor; and
- Encourage participation in self-esteem building activities and programs.

### **Resources**

Berne, S. (1999) *Bullying: An Effective Anti-Bullying Program for Primary Schools*. Hawker Brownlow. Australia.

Suckling, A. & Temple, C. (2001) *Bullying: A Whole School Approach*. ACER Press. Australia.