



Wellbeing at McAuley Policy

MISSION AND VALUES

Vision Statement

Catherine McAuley Catholic Primary School is a faith community that is inspired by the person and teachings of Jesus Christ. It respects the dignity of each member of the community and is committed to a quality Catholic education that develops students to their full potential.

Mission Statement

Inspired by Catherine McAuley's example, our school works in partnership with parents and Parish to nurture, proclaim and celebrate our Catholic faith and to meet the challenges and needs of our community.

The school works to develop the knowledge, skills and attitudes of students so that they achieve and make a positive contribution to our society.

Rationale

Our belief is that behaviour management is a shared responsibility of the whole school community to create a safe environment conducive to the academic, physical, social and emotional development of the child.

Aim:

To develop students who:

- know the behaviours and social skills that enable them to contribute positively to society.
- achieve success at school and in life.
- are resilient and have developed the skills and strategies required for current and future challenges.

- demonstrate values and attributes such as honesty, empathy, loyalty, responsibility and respect for others.

Statement of Purpose

Catherine McAuley Catholic Primary School strives to respect human dignity and provide a safe place where students create, share and learn. At Catherine McAuley our Behaviour Management and Support Policy is based on the School-wide Positive Behaviours for Learning (SPB4L) Framework. This framework provides support systems for all staff and students in our school, enabling quality social and academic competencies to be established and maintained.

SPB4L provides staff with a clear framework in promoting a positive, safe and supportive environment.

SPB4L offers support for all our students, in all school settings, all the time, including students with additional academic, pastoral or behavioural needs.

SPB4L provides all members of the school community with a consistent language and a common understanding of behaviour expectations in both classroom and non-classroom areas.

In conjunction with Restorative Justice (RJ) principles, there is a strong emphasis on prevention of problem behaviours, as well as provisions to teach and affirm pro-social behaviours.

Through whole school implementation of SPB4L, parents, teachers and children are provided with clear guidelines of expectations and procedures that establish and maintain a safe and supportive school environment.

Links to other Policies

This policy makes reference to, and is supported by the following Diocesan policies and guidelines:

- * Child Protection – Code of Conduct Policy
- * Australian Student Wellbeing Framework
- * Student Anti-Bullying Policy
- * Suspension, Expulsion and Exclusion of Students
- * Work, Health & Safety Committee

This policy makes reference to, and is supported by the following school policies and guidelines:

- * Critical Incident Policy
- * Anti-bullying Plans and Procedure

School Rules

Based on our Vision and Mission statement and with input from students and staff, the following simple, yet effective school rules have been established underpinning who we are and what we do at Catherine McAuley:

Be Respectful
Be Responsible
Be Safe

- Being **respectful** means taking care of myself, and others in the world around us.
- Being **responsible** means making choices that positively impact on myself and others and the world around us.
- Being **safe** means making choices to protect myself, and others in our school environment and beyond.

See appendix 1: School Rules Matrix

See appendix 2: Uniform Guidelines

Rights and Responsibilities

In order to promote a positive learning environment, based on dignity and respect, to ensure that all students can be successful learners, all students, staff and parents have rights and responsibilities.

Students have the right to:

Students have the responsibility to:

Be treated with respect and dignity in the community of Catherine McAuley	Treat others with respect and dignity
Feel safe within the school environment	Practice safe and supportive behaviours
Seek help to resolve problems related to bullying and/or harassment	Practice problem-solving skills
Be in an environment that supports their learning and enhances their knowledge and skills in resilience and relationship building	Develop positive relationships and become more resilient through the use of learned skills
Experience and live Catholic values and traditions	Practice Catholic values and traditions

Teachers have the right to:

Teachers have the responsibility to:

A supportive and safe and work environment	Build and maintain a safe and supportive work environment
Courtesy and support from the school community including colleagues, parents and students	Be supportive of, and to show courtesy towards, colleagues, community and students. Keeping parents informed about their children's progress, both academically and socially
Professional learning opportunities	Participate actively in professional learning opportunities
Expect Catholic values and ethos to be	incorporate Catholic values and ethos into

incorporated into all aspects of school life	all aspects of school life
Be treated with respect and dignity by students, parents and staff including on social media	Treat students, staff and parents with respect and dignity- teach and model expected behaviours, be consistent in following agreed practices in a professional manner.

Parents have the right to:

Parents have the responsibility to:

The best possible education, support and pastoral care for their children	Collaborate with the school to support and encourage their children for the best possible educational outcomes
Have their children instructed in the Catholic faith and to expect that Gospel Values permeate all aspects of their learning	Respect the teachings and live by the values of the Catholic Church by supporting school programs and parish-based activities
Be well-informed (and consulted) regarding policies, practices and procedures	Access and adhere to information provided by school regarding policies, practices and procedures
Believe that the best interests of their children's safety and well-being are paramount and supported by school-implemented processes	Support school-implemented processes that are established in the best interests of their children
Be treated with respect and dignity by students, other parents and staff	Treat students, other parents and staff with respect and dignity

Procedures and Routines

Systems have been developed to explicitly teach and practice established routines in all classroom and non-classroom settings. Procedures are understood and practiced by leadership, staff, and students. Parents are consulted and informed of these procedures and practices to enable them to support the school's behaviour expectations in a proactive manner through the newsletter, at Parent Information Evenings and via the school website.

On the playground, teachers use the principles of Active Supervision (move, scan, interact) to ensure the safety and well-being of students at play. Supervision is provided before school, during recess, lunch and after school.

With the support of the WAM team, teachers have explicitly taught a series of lessons modeling expected positive behaviours. These are complemented by teaching a Weekly WAM Focus which is introduced to the student body at the Whole School Assembly each Monday.

The expected and unacceptable behaviours are explicitly taught to students in class each day during the week. In order to maintain a high level of cooperation in the non-classroom and classroom settings staff remind all students of the school rules and agreed expected behaviours.

Positive Behaviour Expectations

To foster and affirm positive behaviours and in order for all staff, students and parents to develop a common understanding what constitutes a positive school climate staff will explicitly teach and practice the school rules and behaviour expectations with all students from the beginning of each year.

Time is also allocated for professional learning for all staff in reviewing SPB4L Systems, procedures and processes during Termly Staff Meetings. Support is also provided to all staff members including casual and beginning teachers who may be unfamiliar with the process through a staff induction facilitated by the Senior Leadership Team.

During each school term revisiting of the school rules occurs on a needs basis, using data to identify who needs to practice which skills.

Encouraging and affirming expected behaviours

In order to foster a positive school climate in which compliance receives more attention than noncompliance, all staff are encouraged and reminded to provide frequent, positive, genuine feedback to students who display desired behaviours (both social and academic) in a ratio of at least 4:1.

Reward systems based on the Vision and Mission statement of the school encourage and affirm positive behaviour in our students in a variety of ways.

General Learning Areas

Each teacher uses a reward system for their class designed to build a productive learning environment and positive classroom climate. Each week, whole school assemblies are held to acknowledge individual students with a Class Award. Three awards are given out per class at the School Assembly.

MARBLES SYSTEM

House Points

Teachers give the student a marble or raffle ticket (if the student is from another class) for **consistent** expected behaviour. Students automatically receive a marble each week when they do not receive a major/minor. The student places the marble in their house container jar in their classroom. If they received a raffle ticket they exchange this for a marble. These jars are collected on a Friday by the Year 6 School Leaders, weighed by the Assistant Principal and an announcement is made Friday afternoon on the progress of Houses towards their Reward Goals.

Individual Reward:

When students receive a marble the teacher or student (in older grades) marks their name off on class list.

At the end of the week class councillors tally each child's marble count to see if any student has qualified for their next Coloured Band and / or reward.

Number of Positives	Band Colour	Positive Reward
5	Blue	
15	Yellow	
30	Maroon	
45	Bronze	Certificate - Hot chips
60	Silver	Certificate- Putt/Putt or Ten Pin Bowling
75	Gold	Certificate- Lunch with Principal at place of choice e.g Yoyo Bar

LEVELS SYSTEM

Students will be rewarded for consistent positive behaviour.

Students will accumulate positive days (a day with no minor or major) to move up the levels. At each level each grade would have negotiated with the cohort to select a reward for each level.

Students will aim to reach McAuley Level by Term 4 Week 7.

LEVEL	Number of positive days
Blue	30
Silver	70
Gold	120
McAuley	170

Dealing with Problematic Behaviours

Interventions for all, some and individual students.

Students may require different types of intervention delivered in different ways along an intervention continuum - from prevention to intensive support to best meet their needs. This follows on from the CEDB's Response to Intervention document.

The behaviour continuum includes interventions for:

- All students - creating a safe and respectful learning environment
- Some students - providing early intervention and targeted support for students at risk of developing negative behaviours
- A few students - supporting students with complex and challenging behaviour needs through intense, individual interventions



PREVENTATIVE INTERVENTION

Preventative interventions aim to establish and maintain safe, respectful learning and play environments for all students.

- This is a list of strategies that need to be implemented in the classroom to ensure a safe and learning environment.
- This is the responsibility of the teacher of that class.
- These strategies will help to prevent challenging behaviours appearing and lead to a better learning experience.
- It is an expectation that **ALL** staff will use some or all of these strategies.

Prevention Strategies - Classroom Management
Recognising student strengths and communicating positive behaviours
❖ Be Punctual - arrive to class on time
❖ Clear classroom expectations - poster displayed in each room and wet area
❖ Remind - Reteach - Reinforce - classroom expectations continual focus
❖ Proximity - to students who are causing concern
❖ Greet students - positive start to session
❖ Learning intentions are explicit, clear and followed eg. showing exemplars
❖ Non verbal reminders of classroom expectations
❖ Positive focus on learning rather than behaviour
❖ Lesson material appropriate and varied
❖ Task interspersal - variety of tasks to maintain interest
❖ Be organised - all required materials at hand - do not leave classroom
❖ Active Supervision - be aware of what your students are doing
❖ Positioning - students are the focus
❖ Knowledge of student learning profile- adjustments where necessary
❖ Explicit feedback
❖ Age appropriate language
❖ Know your students and how they learn
❖ Differentiation of learning activities

❖ Be professional in dress, language and boundaries

❖ Consistency in routine

EARLY INTERVENTION

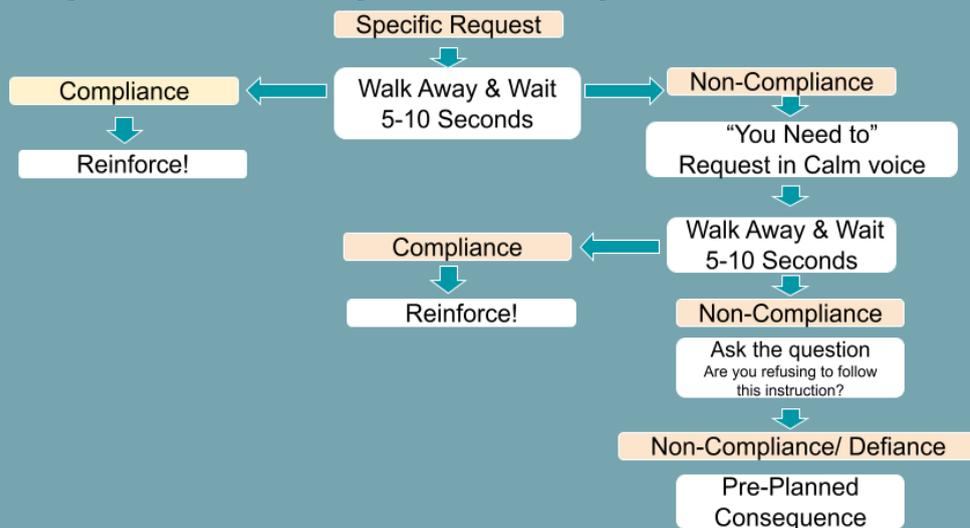
Early intervention approaches address emerging, low level and potentially disruptive behaviours that may escalate if not addressed.

- When students ignore the preventative measures and continue to behave in an inappropriate manner, interventions need to be introduced.
- It is an expectation that **teachers implement strategies** and interventions into their classroom to ensure it is a safe and learning environment. This includes managing low level irritating behaviour, such as being late to class, disruptive, slow to comply, defiant and not completing classwork/homework.
- Once these strategies have been implemented and the behaviour continues then

Early Interventions- Classroom

★ Remind - Reteach - Reinforce sequence

Specific Request Sequence



★ Teacher - student conference: teacher talks to students after class to clearly state expectations and ask if there is anything they should know

★ Student name on board - 3 strike rule
★ Classroom Detention - teacher supervises students as they complete a reflection Sheet
★ Seating plan
★ Student learning profile reviewed - are there any concerns
★ Conference with previous teacher to identify a pattern of behaviour/strategies that worked.
★ Discussion with Learning Support
★ Discussion with Wellbeing Committee member
★ Initial phone call to parent/guardian - expressing learning concerns
★ The classroom teacher will issue a formal Warning Chronicle on Compass.

DISCIPLINE: MINOR & MAJOR BREACHES.

If students break school expectations, the following Discipline process is put in place:

Warning

Teacher clearly identifies the issue so the student is aware of their Breach - students are given a Warning by the teacher. Teacher records this on Compass and tags the child's classroom teacher in the report.

Minor

If the student continues to break School expectations in this area, they are issued with a Minor. Teacher records this on Compass and tags the student's classroom teacher in the report.

If a student breaks School expectations of a more serious nature (please see chart below), Teacher clearly identifies the issue so the student is aware of their Breach - students are then given a Minor. Teacher records this on Compass and tags the child's Classroom teacher in the report. They choose an appropriate consequence and record this on Compass.

Major

If a student breaks School expectations significantly (please see chart below), Teacher clearly identifies the issue so the student is aware of the Breach - students are then given a Major. Teacher records this on Compass and tags the child's classroom Teacher in the report. They choose an appropriate consequence and record this on Compass. The Class Teacher is responsible for contacting the student's parents when a Major is issued.

Behaviour Levels

Students move up and down the Levels according to their behaviour. For positive behaviour, students move up the levels. If they receive Majors, these can affect their Level. Should students drop to the lowest Levels and misbehaviour continues, the School will enact the CEBD Policy Documentation on Suspension, Expulsion and Exclusion of Students.

MAJOR and MINOR Behaviours

Major and Minor Behaviours have been divided into the following headings. An explanation of each area is given below. Principal or Assistant Principal discretion may be applied to the reception of Majors and Minors.

- Bullying and Harassment
- Defiance and Noncompliance
- Physical Aggression
- Property Misuse
- Disruptions
- Inappropriate Language

Yellow = Minor Breach

Red = Major Breach

BULLYING AND HARASSMENT	
MINOR Major if consistent over the term	
	<ul style="list-style-type: none"> ● Intentionally leaving another child out of play
	<ul style="list-style-type: none"> ● Name calling/ostracising of another child at the school
	<ul style="list-style-type: none"> ● Encouraging others to leave out a child from play
	<ul style="list-style-type: none"> ● Dominating or intimidating others
	<ul style="list-style-type: none"> ● Staring, laughing or chasing others to intimidate
	<ul style="list-style-type: none"> ● Encouraging or daring others to participate in inappropriate behaviour
MAJOR	
	<ul style="list-style-type: none"> ● Continued with any minor behaviours after early intervention strategies have been implemented.
	<ul style="list-style-type: none"> ● Making unfriendly or rude comments to another person in the CMCPs community in an online environment.

DEFIANCE AND NON COMPLIANCE

MINOR Major if consistent over the term	
	<ul style="list-style-type: none"> ● Eye rolling at a teacher request.
	<ul style="list-style-type: none"> ● Having a phone at school- not given to the front office.
	<ul style="list-style-type: none"> ● Having chewing gum.
	<ul style="list-style-type: none"> ● Deliberate littering of wrappers or food.
	<ul style="list-style-type: none"> ● Writing/drawing/painting on the body.
	<ul style="list-style-type: none"> ● Out of bounds.
	<p>Not wearing the school uniform correctly as per uniform guidelines. Eg:</p> <ul style="list-style-type: none"> -continuing to play without a hat - nail polish/acrylic nails -sport shorts/socks displaying brands - extreme hairstyles
MAJOR	
	<ul style="list-style-type: none"> ● Leaving the classroom without permission.
	<ul style="list-style-type: none"> ● In the school building during breaks without permission.
	<ul style="list-style-type: none"> ● Refusal to follow a reasonable teacher direction.

PHYSICAL AGGRESSION	
MINOR Major if consistent over the term	
	<ul style="list-style-type: none"> ● Touching others when asked to stop.
	<ul style="list-style-type: none"> ● Pushing/shoving others
MAJOR	
	<ul style="list-style-type: none"> ● Punching ** A punch directed at a child's head will result in immediate suspension.

- Kicking **** A kick directed at a child's head will result in immediate suspension.**

- Tackling others

- Intentional pushing/shoving in an attempt to hurt others.

PROPERTY MISUSE

MINOR

Major if consistent over the term

- Touching or moving other people's bags or food.

- Playing in the toilets.

- Breaking tree limbs.

- Leaving belongings on the playground.

- Standing on chairs.

MAJOR

- Throwing, rolling, wetting or stuffing toilet paper down the toilets or on the toilet ceiling.

- Graffiti on school property

- Taking other people's property.

- Breaking other people's/school property.

DISRUPTIONS

MINOR

Major if consistent over the term

- Interrupting the play of others in the playground.

- Making inappropriate noises in class/corridors/assembly or in the church.

- Calling out in learning areas.

<ul style="list-style-type: none"> • Playing games in the wrong area.
<ul style="list-style-type: none"> • Kicking balls away from others' games.
<ul style="list-style-type: none"> • Late to class after the bell.
MAJOR
<ul style="list-style-type: none"> • Disruptive interjecting or arguing with students or teachers in learning environments.

INAPPROPRIATE LANGUAGE
MINOR Major if consistent over the term
<ul style="list-style-type: none"> • Swearing
<ul style="list-style-type: none"> • Yelling at others
<ul style="list-style-type: none"> • Back chatting to teachers
MAJOR
<ul style="list-style-type: none"> • Swearing at someone.
<ul style="list-style-type: none"> • Inappropriate talk- sex talk, racist taunts, name calling.

- Students move up and down the Levels according to their behaviour. Students may drop back to the previous positive level or move on to the next higher level according to the guidelines in the following Table. Students always have the chance to move back up the Levels.
- Each year all students start on Neutral Level.

What happens at each level?	Marbles
----McAULEY LEVEL---- <i>If I get a major or 2 minors I will move back one level</i>	
Rewards: <ul style="list-style-type: none"> • Lunch with Principal/AP during class time - extended 	

<ul style="list-style-type: none"> lunch ● Medal ● Newsletter ● Certificate ● Letter emailed home 	
<p><i>To move to McAuley Level I will need 2 Gold Levels in the Year.</i></p> <p style="text-align: center;">GOLD LEVEL</p> <p><i>If I get a major or 2 minors I will move back to the Silver level</i></p>	<p>I have</p> <p style="font-size: 2em;">70</p> <p>marbles</p>
<p>Rewards:</p> <ul style="list-style-type: none"> ● Casual Clothes Day (1 day to be decided by teachers) ● Extra play (x1 outside) ● Canteen voucher \$2 ● Newsletter ● Certificate ● Letter emailed home 	
<p><i>If I receive a further 15 marbles, move to Gold Level.</i></p>	
<p><i>If I receive a further 15 marbles I am rewarded with a Maroon Band.</i></p>	
<p style="text-align: center;">SILVER LEVEL</p> <p><i>If I get a major or 2 minors or 1 major I will move back to the Blue level</i></p>	<p>I have</p> <p style="font-size: 2em;">40</p> <p>marbles</p>
<p>Rewards:</p> <ul style="list-style-type: none"> ● Silver Band ● Food treat ● Extra iPad time 15 mins ● Newsletter ● Letter emailed home ● Certificate 	
<p><i>If I receive a further 15 marbles I move to Silver Level.</i></p>	
<p><i>If I receive a further 10 marbles I am rewarded with a Maroon Band.</i></p>	
<p style="text-align: center;">I</p> <p style="text-align: center;">BLUE LEVEL</p> <p><i>If I get a major or 2 minors I will move back to Neutral</i></p>	<p>I have</p>

	15 marbles
<ul style="list-style-type: none"> • Blue Band • Extra iPad time 10 mins • Icy Pole • Level letter emailed home • Certificate 	
<i>If I receive 10 more marbles I am rewarded with a blue band and move to the BLUE LEVEL</i>	
<i>If I receive 5 marbles I am rewarded with a Yellow band</i>	
NEUTRAL -We all start here! <i>If I get 2 Minors or 1 Major Chronicle incidents over 10 school days I move to Lime Level</i>	0
<i>If I have 5 positive days I will move up to Neutral Level</i> Lime Level <i>I will move to yellow level if I get 2 more Minors or 1 more major incidents over 10 school days</i>	
Consequences: <ul style="list-style-type: none"> • I will miss out on play for half of lunch • My teacher will call my parents about each major • I will have a meeting with my teacher about my behaviour • A letter will be emailed to my parents 	
<i>If I have 5 positive days I will move up to Lime Level</i> Yellow <i>I will move to orange level if I get 2 more Minors or 1 more major incidents</i>	
Consequences: <ul style="list-style-type: none"> • I will miss out on play for half of lunch for each major I receive and complete a reflection sheet in the office with the Assistant Principal • The Assistant Principal will call my parents. • I will get a 5 day Yellow Check In/Check Out Card that my parents will 	

sign each night.

- A letter will be emailed to my parents

If I have 5 positive days I will move up to Yellow Level

Orange

I will move to red level if I get 2 more Minors or 1 more major incidents

Consequences:

- A letter will be emailed to my parents
- My parents and I will have an Interview with the Assistant Principal
- I will miss out on play for half of lunch for each major I receive.
- I will have a *Reflection Day* with the Assistant Principal. I will do my school work with the Assistant Principal.
- I will get a 10 day Orange Check In/Check Out Card.
- I will have to do Community Service within the school.
- I will not be able to participate in off site activities.

If I have 5 positive days I will move up to Orange Level

Red

Consequences:

- A letter will be emailed to my parents
- I will get a 5 day Red Check In/Check Out Card.
- The Principal and Assistant Principal meet my parents for a meeting.
- I will have a period of suspension from school.