St Therese's Primary School

Bentley Park

Whole-School Positive

Engagement Plan

Updated: February 2022

Whole-School Positive Engagement Plan

School Vision & Mission Statement:

School Vision:

Inspired by Christ, we journey together, embracing faith, life and learning.

School Mission:

St Therese's School, with Christ as our role model and in union with the Church's mission shall provide on-going, holistic education for our students.

We respect the uniqueness of all individuals in the diverse and changing culture of our school community.

St Therese's values the importance of the family in the partnership of education.

Our school provides a quality learning environment as a community which includes children, parents, staff, parish priest, parishioners and Catholic Education Services.

Purpose of this Document:

Catholic Schools in the Diocese of Cairns provide an environment where all students can develop and demonstrate positive behaviours associated with maximising their learning and engagement within a Christ-Centred context.

At St Therese's School we believe that effective teaching and learning is achieved through the implementation of three key elements:

1. Clear communication of the school's vision and mission
2. Effective Curriculum development
3. A deep understanding and appropriate implementation of Pedagogy

Where these elements are well developed and delivered, this forms the platform for effective behaviour management, where further strategies are specifically selected to address the needs of those who may still struggle to engage and succeed.

St Therese's Primary School, Bentley Park is committed to providing a safe and supportive environment, for each individual student, staff member, administrator, and parent/carer. We recognise that all people are to be valued, and treated with dignity and respect, as they have been uniquely created in the image of God. We provide students with a context to develop qualities across the domains of:

- Relationships with others/sense of belonging
- Expression of self and Gospel values
- Leadership within the community
- Interpersonal connection/ empathy
- Seeing and assessing facts (discernment)
- Hope and resilience for the future

Whole-School Positive Engagement Plan

School Context:

St Therese's Primary School is a Preparatory to Year 6 school located in the Southern Corridor of Bentley Park, Cairns. St Therese's School averages 4 classes per year level, employing 82 staff to support the education of ≈ 620 students.

Document Version and Review:

This document was reviewed and updated in 2021 after an extensive review of:
- The preceding school behaviour document
- School behaviour data stored on Engage and the BI Tool
- Consultation with staff (2019 Survey: Effective Behaviour Support)
- This document should be reviewed as needed and on a 5 yr cycle as per QELi report.

Beliefs about Learning and Behaviour: (Catholic Education, Diocese of Cairns, Learning Framework)

As we engage in the vision and mission of St Therese's School, we uphold the following beliefs:

About Learners: (Catholic Education, Diocese of Cairns, Learning Framework)

- Each student is created in the image of God. All students learn in a community of faith, hope, love, learning and stewardship.
- Each student brings a wealth of life experiences, capabilities and questions to the process of learning.
- Given the right support and context, all learners can make a valuable contribution to the school and wider community (paraphrased - Greene, 2019).

About Learning:

- Catholic schools create authentic learning experiences for all.
- Effective learning and teaching is a purposeful process that develops the spiritual, cognitive, emotional, social and physical learning needs of all.
- Learning is a lifelong and reciprocal process.

About Teaching:

- Teachings is a ministry and invokes a commitment to live out the mission of Jesus.
- Teaching is relational with a shared responsibility to educate for the common good and wellbeing of all.
- Teaching is visible, explicit and responsive, creating equity and excellence for all learners

About behaviour:

- Behaviour is a form of communication.
- Behavioural display should not stigmatise the individual.
- Behaviours can be taught, changed, and challenged through:
  - Establishing Clear Expectations (co-constructed).
  - Developing and maintaining effective routines.
  - Teaching new skills.
  - Building relationships and trust.
  - Addressing the needs of the individual.
  - Restoring relationships when issues arise.

Whole-School Positive Engagement Plan
Whole-School Values and Expectations:

Through consultation with our school community, we have identified three Whole School Expectations to promote high standards of behaviour and engagement in learning:

- Be Safe
- Be Respectful
- Be a Learner

- Gospel values are actively lived, and all members of the community are valued and treated with the upmost **respect**. Students and staff will work to develop and display respect across the following domains:
  - Self-respect
  - Respect for others
  - Respect for property
  - Respect through stewardship of creation.
- All members of the school community have the right to feel **safe**, supported and respected.
- It is the responsibility of all members of the school community to take responsibility for their own consistent engagement and participation in **learning**. Every member of the St Therese's community will demonstrate accountability for their engagement in learning.
- St Therese's staff will set and model high expectations in order to maximise learning opportunities for staff and students.

Whole-School Positive Engagement Plan

Rights and Responsibilities:

Everyone deserves the right to engage in learning and development in an educational environment that is safe, supportive, and inclusive.

Our responsibilities uphold the rights of others.

Students – Rights and Responsibilities

Faith	
Each student has the *right* to: • Make a unique contribution through participating in the spiritual life of St Therese's Primary School	Each student has the *responsibility* to: • Respect and support the vision and mission of St Therese's Primary School
Learning	
Each student has the *right* to: • Actively learn • Access an environment that promotes and emphasises effective learning	Each student has the *responsibility* to: • Actively focus on their own learning • Support and value the learning of others
Safety &Wellbeing	
Each student has the *right* to: • Be treated with respect, tolerance understanding • Be safe and free from risk of harm to self, others or property • Have an environment that supports wellbeing through valuing physical and mental health • Be proud of their school, and it's contribution to the community	Each student has the *responsibility* to: • Treat everyone with respect, tolerance and understanding • Respect all people, their rights and their property; report unsafe or disrespectful behaviour of others appropriately • Behave in a way that shows respect for themselves, their families and the school
Communication	
Each student has the *right* to: • Express concerns through the appropriate methods established by St Therese's school	Each student has the *responsibility* to: • Contribute positively to discussions and accept individual and collaborative decision respectfully

Whole-School Positive Engagement Plan

Staff – Rights and Responsibilities

Faith	
Staff have the *right* to: • Access resources and professional learning to teach Religion • Opportunities to develop and grow in formation of faith • Opportunities to promote and participate in the Religious life of St Therese's Primary School	Staff have the *responsibility* to: • Support the mission and vision of St Therese's Primary School • Deliver high standards of Religious education • Provide students opportunities for meaningful prayer and meditation • Actively participate in all aspects of the Religious life of the school community
Learning	
Staff have the *right* to: • The provision of high-quality, evidence-based professional learning opportunities • Adequate access to classroom resources • Be treated with respect by students • Expect students to be fully prepared for learning • Expect students to follow classroom expectations and routines • Expect assessment due dates to be adhered to • Be treated with respect by colleagues • Support from the School Leadership Team	Staff have the *responsibility* to: • Utilise current high-quality evidence-based pedagogy (informed by AITSL Standards) • Foster positive attitudes towards teaching and learning • Be prepared and have their classrooms adequately resourced • Deliver high quality teaching including differentiation to meets the needs of students • Prioritise learning during class time • Give frequent and specific feedback to students to improve their learning • Actively participate in professional learning, contributing meaningfully and respectfully • Implement decisions and outcomes in a timely manner
Safety & Wellbeing	
Staff have the *right* to: • Feel safe in the classroom and working environment of the school • Feel valued and appreciated for their contributions to the school community • Be informed and trained in current child protection legislation and guidelines • Work in a safe, supportive, and inclusive environment • Be informed of current Workplace Health and Safety requirement and guidelines • Access to EAP and related health services	Staff have the *responsibility* to: • Be on time to class, assemblies, and duties • Actively supervise students • Ensure rolls are marked accurately and in a timely manner • Actively contribute to the school community • Understand and enact the responsibilities conveyed by student protection guidelines and other legislation relevant to the profession of teaching • Adhere to Workplace Health and Safety Guidelines and directions for self, students, and other members of the community • Ensure all classrooms and working environments are kept clean and tidy • Access appropriate health and wellbeing support when needed

Whole-School Positive Engagement Plan

Staff – Rights and Responsibilities… Continued

Communication:	

Staff have the *right* to:
 	
• Expect parents to communicate respectfully
• Appropriate and effective systems of communication in place for staff, students, and parents
• Voice concerns or complaints through the appropriate methods as defined by the school
• Access to important information that impacts of the wellbeing of students
• Have colleagues respond in a timely manner
• Respect and dignified treatment from others, in a positive work environment
• Information regarding changes to usual procedures or timetables with adequate lead time to make allowance for these changes
	Staff have the *responsibility* to:
	
	• Inform parents in a timely manner of issues affecting their child:
	   o Academically
	   o Behaviourally
	   o Socially
	   o Emotionally
	   o Spiritually
	   o Physically
	• Choose and utilise a range of appropriate methods for communication with parents and students dependent on situation
	• Voice concerns or complaints through appropriate methods and in a professional manner focusing on positive outcomes
	• Inform colleagues, who are the relevant stakeholders (including CES & Leadership), of information that impacts on individual student wellbeing
	• Respond to request from colleagues in a timely and respectful manner
	• Listen, read and act upon school communication processes
	• Maintain positive work relationships
	• Remain flexible when informed of changes to procedures or timetables are made, understanding that adequate lead time cannot always be provided

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Parent and Carers – Rights and Responsibilities

Faith	
Parents / Carers have the *right* to: • Participate fully in the Religious life of St Therese's Primary School	Parents / Carers have the *responsibility* to: • Be supportive of the schools Mission, Vision and Catholic Education of their children
Learning	
Parents / Carers have the *right* to: • High quality education for their children • Expect high quality teaching and learning practices that are adapted to individual needs of all learners • Understand the expectations of the curriculum and seek support on how to assist their children at home • Expect class time to prioritise learning • Access to assistance to resource their children's learning when needed	Parents / Carers have the *responsibility* to: • Provide the correct equipment to support their children to engage at school • Seek assistance to resource their child's learning where needed • Foster positive attitudes towards educational tasks at school and at home • Foster positive attitudes towards the child's teacher and relevant school staff • Partner with the school to support their child's learning • Respect teaching and learning time and appropriately schedule meetings outside of teaching time whenever possible
Safety & Wellbeing	
Parents / Carers have the *right* to: • Expect their child will be safe at school • Have the school actively teach and promote expectations, procedures and routines that promote the safety and wellbeing for all • Belong to a school with high expectations of students in all areas of growth and development	Parents / Carers have the *responsibility* to: • Ensure their child is ready for learning by providing adequately for their child's health, nutrition, and sleep • Advise the school of changes that may impact their child's safety, wellbeing, or learning • Support and respect the school's expectations and procedures • Ensure your child adheres to the correct uniform guidelines • Follow and respect the expectations for absences, late arrivals, early departures and entering classroom environments
Communication	
Parents / Carers have the *right* to: • Regular information regarding their child's progress, formally and informally • Information regarding any significant issues that may impact their child • Voice concerns or complaints through the appropriate methods as defined by the school • Respectful and dignified communication	Parents / Carers have the *responsibility* to: • Contact their child's classroom teacher as the first method of seeking information regarding their child • Inform the school of matters relating to their child's wellbeing and learning • Communicating complaints or concerns directly with the school • Demonstrate respect and courtesy for all members of the school community

Whole-School Positive Engagement Plan
Proactive strategies for promoting positive behaviour:

St Therese's Primary School employs a range of strategies and resources, to promote positive behaviour. These strategies include:

Positive Behaviour for Learning (PB4L)

The following elements of the Positive Behaviour for Learning framework are implemented at St Therese's Primary School to target positive behaviours that optimise safety and learning.

- Universal Expectations:
  Three positively stated behavioural expectations displayed in key areas around the school to ensure clear communication and access for all members of the community.
  1. Be Safe
  2. Be Respectful
  3. Be a Learner
- Explicit teaching of behaviours:
A range of evidence-based methods are then implemented to unpack and further define the expected behaviours (acceptable and unacceptable behaviour) that all members must demonstrate.
  - Behaviours are taught via a weekly behaviour focus at whole school and classroom level
  - Students are reminded of the acceptable behaviour and redirected when they display unacceptable behaviour. This is the responsibility of all staff actively supervising students and attending to any unacceptable behaviours witnessed
- Cyclic Review and Refinement:
  - Behaviours that maximise learning are identified and procedures that enhance efficiency and mechanise these behaviours are developed.
  - These procedures are taught to students and practiced frequently to develop consistent routines across the school. For example, lining up outside the classroom after returning from a break.
  - Data review is used to identify key areas that need revisiting in both the teaching of expectations and the development of procedures and teaching resources to prioritise behaviours that ensure safety and maximise learning.
- Data and Awards:
  - Positive behaviours are recognised at an induvial student, small group, whole-class and sports house level.
  - A system of recognition is developed that allows for data tracking of individual student, class and sports house level.
  - Acknowledgement is given through awards systems at whole school, year level and individual class gatherings.

Whole-School Positive Engagement Plan

ST Therese's Whole School Expectations for Student Behaviour – Teacher Matrix

	I am SAFE when I:	I am RESPECTFUL when I:	I am a LEARNER when I:
Whole School / All Environments	• Walk on concrete • Report unsafe behaviours or strangers • Know the school emergency procedures • Show self-control and deal with anger • Keep hands and feet to myself • Enter and exit environments appropriately & safely	• Actively contribute positively to learning • Use appropriate language in all settings • Accept the differences of others • Consider others, stop, think, do • Listen actively and with respect • Look after school and other's property	• Attend school every day • Take pride in myself and my school • Work to the best of my ability • Follow instructions the first time • Maintain appropriate noise levels • Be considerate of other's learning
Classroom	• Sit at my desk or on carpet appropriately • Walk indoors • Use equipment safely and for intended purpose • Get appropriate permission to leave class • Follow class expectations • Enter and exit safely and calmly	• Ask and answer questions appropriately • Respect the rights of others to learn • Remove hat when inside • Cooperate with others when learning • Arrive on time • Follow the teachers instructions	• Complete set tasks • Maintain excellent bookwork • Seek and accept feedback • Actively participate and listen • Understand my own learning strengths and challenges and strive for improvement
Online	• Respect others' rights to use online resources free from bullying • Keep usernames and passwords safe • Keep personal information off online sites • Report any unacceptable behaviour to a teacher • Post only appropriate content	• Participate in use of approved sites and educational games • Be courteous and polite in all online communication	• Engage with others online appropriately • Focus on learning while online • Use online resources responsibly • Use age-appropriate resources • Follow instructions and use ICT's as instructed
Playground	• Practice sun safety and wear school hat/shoes • Remain in supervised areas during play/lunch • Engage in school approved games and play safely • Take turns • Follow the rules • Care for the environment	• Show sportsmanship and play fairly • Include others in group activities • Follow directions of ALL staff on duty • Participate positively in play - valuing including others more than winning	• Return/ put away equipment after use • Help younger students learn how to play • Learn the rules of games and stick to them respectfully • Be willing to learn and try new things
Toilets	• Wash hands after using the toilets • Use the toilets for their intended purpose – no socialising/hiding in the toilets • Report any issues to the teacher • Walk sensibly to and from the toilets	• Respect the privacy of others • Refrain from socialising in the toilets	• Use toilets at break times • Walk promptly and directly to and from the toilets
Excursions	• Listen and follow instructions the first time • Buddy system • Walk • Stay with my class/group • Sit on the bus, hands in, indoor voices	• Wear the correct uniform • Follow instructions the first time • Listen carefully • Respect the differences of others in the community • Represent my school positively and with pride	• Listen in order to learn • Participate • Complete all activities wherever possible

Whole-School Positive Engagement Plan

Restorative Practices:

The following components of restorative practices are used as part of maintaining positive behaviours and relationships at St Therese's Primary School.
- A restorative process where apologies, expressions of hurt and discussions of consequences are facilitated by staff.
- Circle time and class discussions are used to work through whole class concerns or issues.

One on One Restorative Process (Student – Student)
- Where the incident is minor in nature the witnessing staff member will implement a brief, immediate restorative process.
- Where the incident is more serious the incident will be communicated to the class teacher, for facilitation and implementation of appropriate processes.

Group Restorative Process (Student to Student's)
- Where the incident is minor in nature the witnessing staff member will implement a brief, immediate restorative process.
- Where the incident is more serious the incident will be communicated to the class teacher, for facilitation and implementation of appropriate processes.

Class restorative process
- Student to class – Teacher/ Leadership member/ school counsellor facilitated.

Re-entry to Classroom
- From time out in class/buddy class
  - Class teacher to implement with student
- From time out in office
  - Leadership team member to implement with student and class teacher
- From cooling off/ suspension
  - Leadership team member to implement with student and class teacher
  - Class teacher to implement with class

Apology Process
- As a part of the restorative process it is important to work with the wrong doer to help them make a genuine apology to the affected student or people.
- Apology Rules:
  - Direct the apology to the person with appropriate body language
  - Use the person's name
  - State the behaviour that the apology is for
- The affected person is to respond by:
  - Stating what they think of the behaviour
  - Stating how the behaviour impacted them/made them feel
  - Stating what they would like to happen in the future
  - Acknowledge the apology and that they understand that this implies change for the future

Class Circle Time
- Group discussions for each member of the class to raise concerns or comment on the problems impacting them within the group
  - Facilitated by the class teacher for general class issues that occur on weekly or termly basis
  - Facilitation assisted by a leadership team member or school counsellor for more serious issues
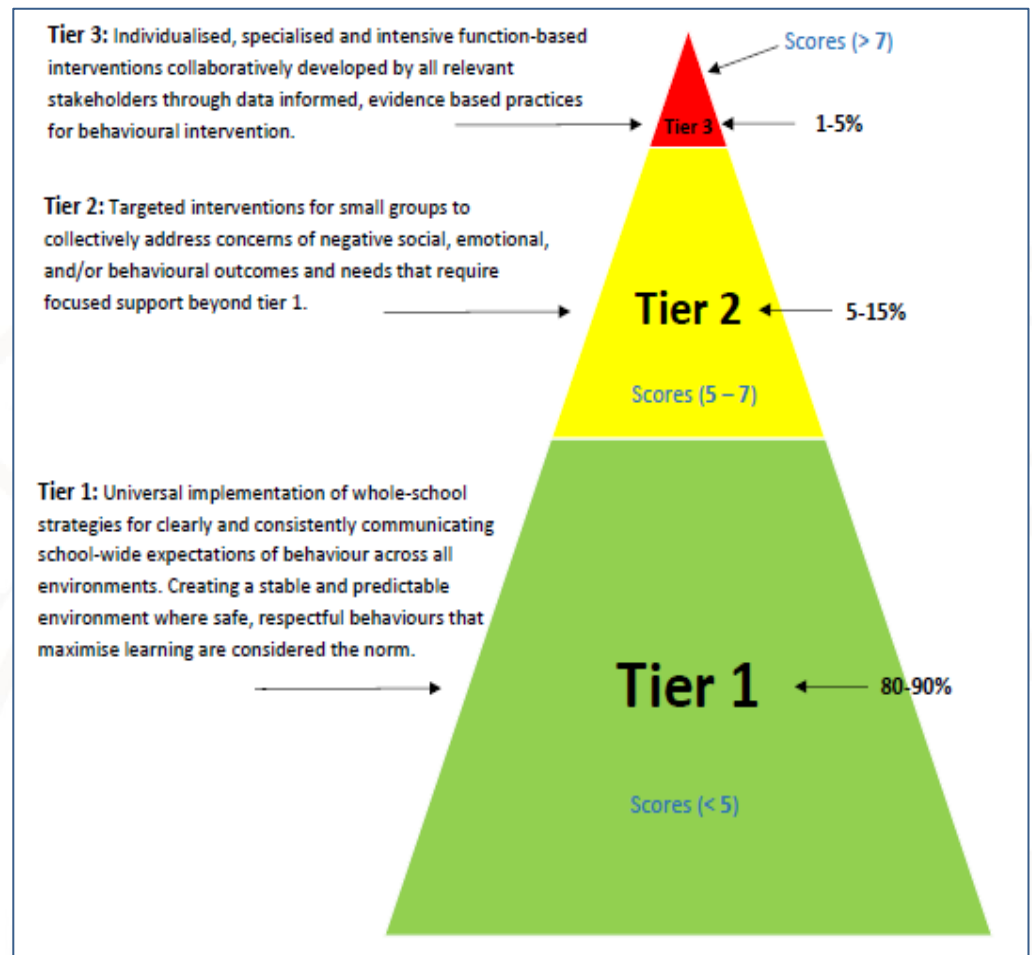
Whole-School Positive Engagement Plan

A Tiered Method of Implementing Intervention:

At St Therese's Primary School, behavioural interventions are categorised across 3 tiers of intervention. These tiers are conceptualised according to the efficiency and workload required to implement an intervention. It is important when considering implementing a higher level of intervention, that lower levels of intervention have been extensively implemented and exhausted first. A scoring system can be used to conceptualise if an intervention is in Tier 1, Tier 2 or Tier 3. Generally, scores less that 5 should be considered Tier 1, scores between 5 and 7 should be considered Tier 2 and scores above 7 would be considered Tier 3 intervention.

Implementation workload / efficiency (Target Group Size/Frequency/Intensity):

- Group Size

  1. Universal (for all)

  2. Small group

  3. Individualised

- Frequency

  1. Infrequent

  2. Frequent

  3. Constant

- Intensity

  1. Mild

  2. Moderate

  3. High

Tier 3: Individualised, specialised and intensive function-based interventions collaboratively developed by all relevant stakeholders through data informed, evidence based practices for behavioural intervention.

Scores (> 7)

Tier 3 — 1-5%

Tier 2: Targeted interventions for small groups to collectively address concerns of negative social, emotional, and/or behavioural outcomes and needs that require focused support beyond tier 1.

Tier 2 — 5-15%

Scores (5 – 7)

Tier 1: Universal implementation of whole-school strategies for clearly and consistently communicating school-wide expectations of behaviour across all environments. Creating a stable and predictable environment where safe, respectful behaviours that maximise learning are considered the norm.

Tier 1 — 80-90%

Scores (< 5)

Whole-School Positive Engagement Plan

Tier 1 Universal interventions (for all):
- Positive Behaviour for Learning (PB4L)
- Restorative Practices
- Essential Skills for Classroom Management (ESCM)
- Programs targeting Social Emotional Learning (SEL)
  - UR Strong Friendology Program
  - Zones Social Skills and Emotional Regulation
- Modifying learning and teaching to meet individual needs (differentiation)
- Methods of Positive Recognition/Reward for Positive Behaviour
- Staff professional development in the Essential Skills for Classroom Management

Tier 2 Small group interventions (for some):
- Small groups focusing on social skilling and targeting specific social needs
- Modifying learning and teaching to meet individual needs (differentiation)
- Staff professional development in the Essential Skills for Classroom Management
- Playground plan
- Check In Check Out student communication booklet
- Parent communication booklet
- Restorative conversations, facilitated by the teacher or other support staff between individual students and/or with small groups.

Tier 3 Individualised, intensive behaviour interventions:
- Individual Positive Behaviour Plan
- Behaviour Contract
- Playground Plan
- Parent Communication Booklet
- Check In Check Out student communication booklet
- Collaborative Proactive Solutions (Greene,2019)
- Restorative conversations, facilitated by the teacher or other support staff between individual students and/or with small groups.
- Care Team Meetings.

Early Intervention:

St Therese's Primary School utilises a range of preventative and early intervention strategies to support student behaviour. These include:
- Clearly defining and teaching whole school expectations.
- Displaying positive statements of the whole-school universal expectations around the school.
- Establishing consistent whole school consequences for Major and Minor behaviours
- Establishing whole-school procedures and systems (Engage) for identification of students requiring academic, attendance or behavioural support.
- Assessing students early and comprehensively to ensure appropriate selection and implementation of interventions.
- Utilising evidence-based interventions, which are then monitored and regularly reviewed for those students identified as needing additional support.
- Remaining open to learning when dealing with behaviour through attempts to understand the functions or reasons for a child's behaviour in order to assist and respond positively to their needs.
- Diverse Learners Team (DLT) referrals and consultation.

Whole-School Positive Engagement Plan
Minor and Major Behaviours:

Expectations of student behaviour are consistently established and embedded at the beginning of all lessons and activities. If problem behaviour does occur, when the behaviour is minor, the student is reminded of the expected behaviour, and the student is given the opportunity to demonstrate the appropriate behaviour. Some minor behaviours will require further consequences.

Minor and Major behaviour identification and response is routinely discussed with staff during professional learning times, to ensure correct distinction between major and minor and consistent response from staff across the school.

Minor behaviours, and any related consequences, will usually be handled promptly in the moment by witnessing staff.

Major behaviours must be immediately referred and documented, by the witnessing staff member, to the School Leadership Team for consideration.

Determining Consequences:
When determining consequences for unacceptable behaviours, consequences should be:
- directly related to the behaviour;
- consistently and fairly implemented;
- include a teaching component;
- where-ever possible, impacts on learning are minimised and;
- should support the student to change their behaviour.

When responding to unacceptable behaviours, staff members must ensure that students understand the relationship between the problem behaviour and the school expectations. To achieve this staff should work with the student to:
- identify the school expectation that was breached
- clarify why the student's behaviour was in breach of school expectations
- discuss how the student's behaviour differs from the expected behaviour
- discuss the possible consequences of the behaviour – both natural and determined
- identify and teach the alternative appropriate behaviour

Adequate response to unacceptable behaviour requires that clear and accurate distinction can be made between a minor and major behaviour.

Whole-School Positive Engagement Plan

Positive Behaviour 4 Learning
St Therese's School

Behaviour Observed

MINOR

- Disruption of Learning
- Non-Compliance
- Disrespect
- Inappropriate Language
- Inappropriate Physical Contact
- Late for Class

Is the behaviour Minor or Major?

MAJOR

- Verbal Abuse
- Physical Aggression
- Unsafe Behaviour
- Inappropriate Touch
- Property Damage
- Bullying/Harassment
- Teasing/Taunting
- Theft
- Technology Violation
- Repeated Minor x 3

USE ESSENTIAL CLASSROOM MANAGEMENT STRATEGIES

- Proximity
- Non-Verbal
- Ignore/Praise/Prompt
- Redirect/Reteach
- Give Choice
- Set Limits

3 x MINOR related incidents **= MAJOR**

YES

NO

RESPOND

- **Ensure Safety**
- **Refer to Leadership**
- De-Escalate
- Provide a choice
- Reflection/Restorative
- Determine Consequence
- Consider DLT referral

RESPOND

- Reflection/Restorative
- Determine consequence

Record Incidents on Engage

Notify Parents/Carers

Record Incidents on Engage

Notify Parents/Carers/Staff

Whole-School Positive Engagement Plan

Definitions:

Minor behaviours:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that someone is likely to be harmed
- do not violate the rights of others in any other serious way
- have no established pattern of repeated (same) problem behaviour
- do not require involvement of specialist support staff or Administration
- can usually be dealt with in the moment (potentially with a mild consequence to follow)
- may require parent contact to be made by the classroom teacher (usually without referral to the School Leadership Team)

Minor behaviours may result in consequences such as:
- a minor consequence that can be logically linked by the student to the problem behaviour, such as removal from the current activity for a set amount of time, individual conversation with the student, apology, or methods of restitution or work completion connected to the behavioural issue.
- a process of redirection and opportunity to name and demonstrate the appropriate behaviour.
    - Through staff facilitation:
        - o Identify the behaviour the student is displaying
        - o Ask the student to name the expected school behaviour
        - o State and explain the expected behaviour
        - o Allow the student time to respond
        - o Give positive verbal acknowledgement for demonstrating the expected behaviour

Major behaviours:
- significantly violate the rights of others
- put others / self at risk of harm
- persistent repeated minor behaviour (minimum x 3 the same behaviour – logged on Engage) that impact safety or learning or respect
- require the involvement of school the School Leadership Team and Parents

Major behaviours require an immediate referral to School Leadership due to their seriousness and severity. When major problem behaviour occurs, staff members calmly communicate the problem to the student in the hope of redirecting them. All decisions to communicate with the student should consider the associated risks with further communication. All attempts should be made to maintain supervision of the student whilst a support staff or Leadership Team member is contacted for support.

Major behaviours may result in consequences such as:
- care team meeting with relevant stakeholders
- restorative practices implementation between the student, their peers and/or school staff
- time out of the learning environment
- alternative lunch time activity
- loss of privileges
- parent contact
- exclusionary period from class/from school
- development of an individual behaviour support plan

Whole-School Positive Engagement Plan

Level/Referral	Behaviours (Engage Aligned)		Possible Consequences/ School Actions (Guide only: All situations are considered individually)
Minor *Teacher Records on Engage*	• Out of Bounds • Physical contact • Property misuse • Sexual Behaviour • Social Emotional • Task Avoidance • Teasing • Technology Violation • Uniform violation	• Disrespect/non-compliance • Disruption • Inappropriate verbal language • Late • Lying/Cheating • Non-completion of tasks • Out of Bounds	To be dealt with in the moment by witnessing staff– possible actions include: Selective attending/tactical ignoring, proximity, non-verbal or verbal rule reminder, give choices, move students to another location, follow through (time out), 1:1 discussion, detention, apology, behaviour contract, regular parent communication book Logical Consequences - Withdrawal or loss privileges, (IT, reward / free time, restricted participation with peers / group, confiscation of item/s). Additional student requirements relevant to conduct (Restorative chat, cleaning, picking up rubbish / completion of work in other time / student time, supervised time-out, confiscation of item/s).
Persistent Minor =- (Major) *Teacher Logs 3 minors of same behaviour* *Engagement team logs as Major*		• Continued minor level behaviours, despite staff intervention strategies	Referral to Administration via Email – Include link to Engage entries (minimum x 3 for same behaviour) – Ensure entries document student behaviours and staff responses. **Engagement/Leadership/DLT Team Action**: • Interview Student • Action support strategies • Record as Major on Engage (documenting 3 x repeated minor) Including detailing information from interview • Follow through with consequences as necessary • Administration to phone parents • Restitution (apology, repair of damage) • Behaviour contract (supervised play, Positive Choices card / Contract, supported timetable, etc.)

Whole-School Positive Engagement Plan

Level/Referral	Behaviours (Engage Aligned)		Possible Consequences/ School Actions (Guide only: All situations are considered individually)
Major *Where formal sanctions, IE suspension, negotiated change of school or exclusion are implemented, Engagement and leadership staff will add documentation to the teacher's initial Engage entry logging the incident.*	• Drug-use or possession • e-Crimes/Cyber Exploitation • Identity theft/impersonation • Child exploitation materials • Fraud • Plagiarism/Forgery • Technology Violation • Theft • Truancy • Vandalism/Property Damage • Weapons- use or possession	• Academic Disengagement • Aggression - Physical • Aggression - Verbal • Bomb Threat/False Alarm • Bullying/Harassment • Combustibles - use or possession • Concerning Sexual Behaviour • Defiance/non-compliance • Disruption • Dress Code Violation	Referral to Administration via Email – Include link to Engage entry (must document a major behaviour) – Ensure entries document student behaviours and staff responses. Administration to interview student implement supportive strategies Referral as appropriate including notification to Pastoral Care; • Identify Environmental & Functional Factors which may have contributed to the misbehaviour • Re-teach expectations • Schedule a meeting for student to discuss supports and interventions with the DLT • Consider targeted group intervention based on: 1) a pattern of misbehaviour or 2) the violation • Administration to phone parents and have them sign a Behaviour Contract • Interim Behaviour Report • Referral Agency/Counselling/Indigenous Liaison Officer as appropriate • Immediate removal activities / location • Risk Management / Management Form / Negotiation Plan / re-entry plan through Parental meeting / stakeholders **Referral to Leadership/Executive/Engagement Team – formal recommendations – Actions may include:** • Student sent home • Internal suspension • External suspension • Management plan / re-entry plan through Parental meeting / stakeholders • Principal to phone parents • Review of Enrolment • Formal exclusion from school
Crisis *Witnesses and other relevant staff to document on Engage*		**Identify the Problem Behaviour:** • Danger to Self • Danger to Others	**Relevant Stakeholders Participate in the Development of Interventions:** • Assign a case manager • Provide targeted skill development • Refer to DLT • Coordinate multi-agency supports • Conduct a Functional Behavioural Assessment (FBA) and develop a Behaviour Support Plan (BSP)

Whole-School Positive Engagement Plan

Documentation (ENGAGE):

All major behaviours are logged on Engage. Minor behaviours that interrupt learning or impact the wellbeing of other students are logged on Engage. Any behaviours that form
a pattern of misbehaviour by a student, should also be logged to provide data to track and establish evidence (repeated minors). This data can be shared with colleagues, parents and other stakeholders to inform a planned response.

The onus of documentation lies on a continuum of who has the information, balanced against the responsibilities of each staff member and their allocated role.

The initial responsibility to report and document in Engage lies with the staff member who witnessed the behaviour. Where this staff member cannot complete an entry, the responsibility is passed onto the classroom teacher of the student/s, and the witnessing staff member must provide the relevant information, in writing to the classroom teacher for documentation and further response. Where the classroom teacher deems that further investigation is needed, or the facts are unclear, the teacher is to contact the Engagement/Diverse Learners team, who will collaborate with the classroom teacher to delegate responsibilities amongst school staff. Where the severity of the incident is likely to result in the student being sent home and/or suspended, an Executive Leadership member must be consulted, working collaboratively with other school staff to ensure consistency of consequences and proper processes of establishing evidence.

When responding to, communicating, and documenting an incident the following priorities must be considered.

1. Ensure the immediate and ongoing safety of all staff and students
2. Ensure the class teacher is informed promptly and updated as needed
3. Class teacher to ensure the parent is informed promptly and updated as needed
4. Class teacher to oversee documentation of incident
5. Class teacher to communicate with support/leadership staff
6. Class teacher to access assistance from support/leadership staff as needed
7. Support staff to assist teacher as needed
8. Leadership staff to ensure consistency of practice
9. Leadership staff to decide and ensure consistent delivery of formal sanctions
10. Leadership staff to support the teacher/student/parent alliance (relationship)
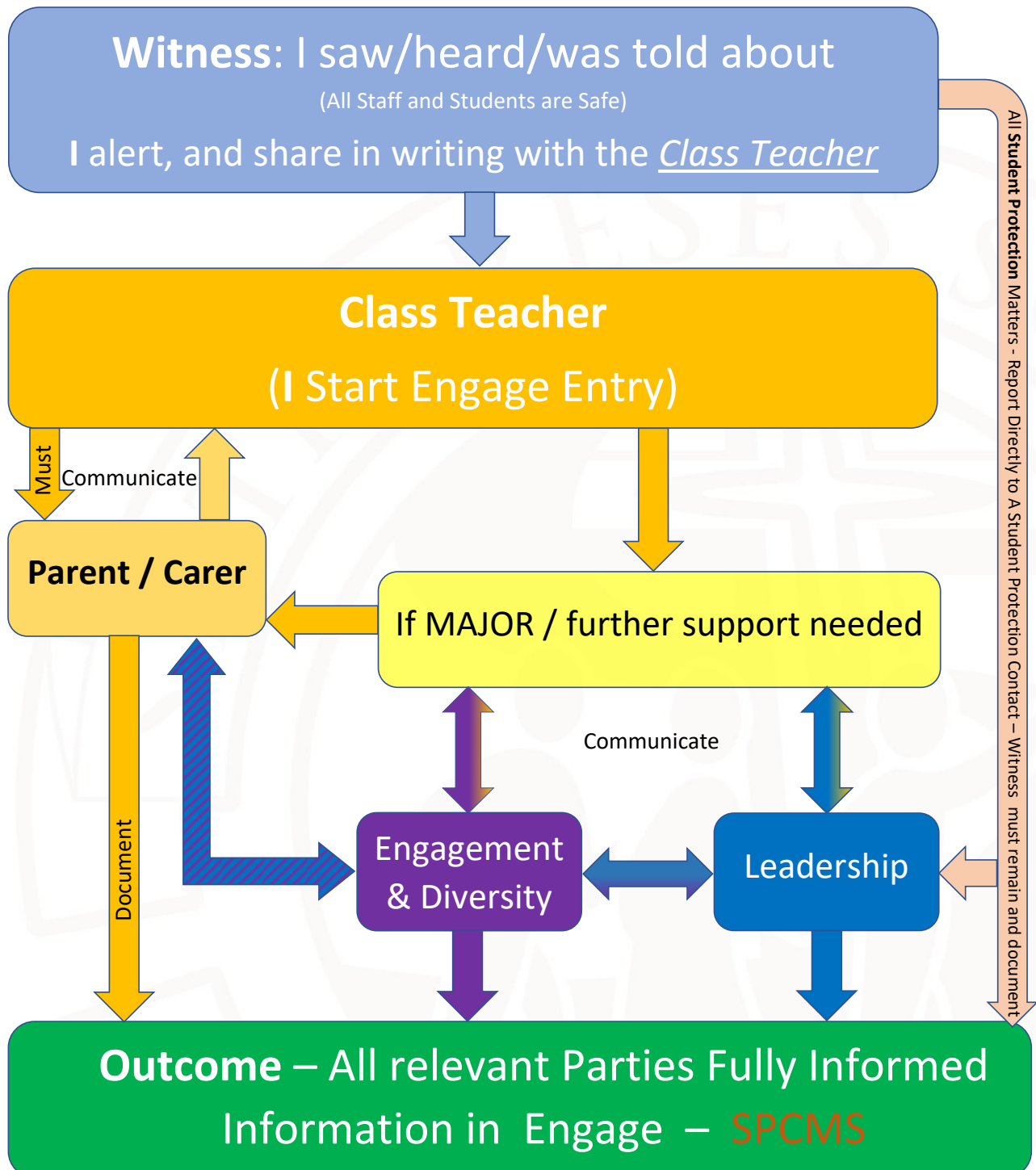11. Leadership staff to oversee teacher practice, training, workload and wellbeing

Outcomes:
1. All relevant staff and stakeholders are informed
2. Consequences are consistently and fairly delivered
3. Further support is implemented where needed
4. All information is securely stored and documented in the appropriate record keeping systems.

Whole-School Positive Engagement Plan

Positive Behaviour 4 Learning
St Therese's School

St Therese's Staff Responsibilities:
Reporting and Documentation of Behaviour Incidents

Witness: I saw/heard/was told about
(All Staff and Students are Safe)

I alert, and share in writing with the *Class Teacher*

Class Teacher
(**I** Start Engage Entry)

Must Communicate

Parent / Carer

If MAJOR / further support needed

Communicate

Document

Engagement & Diversity

Leadership

All **Student Protection** Matters - Report Directly to A Student Protection Contact – Witness must remain and document

Outcome – All relevant Parties Fully Informed
Information in Engage – SPCMS

Whole-School Positive Engagement Plan

Process for Appealing Formal Sanctions:

Parents and caregivers have the right to appeal a school's decision to suspend or exclude their child. For suspensions less than (3) days, an appeal may be directed to the Principal. For suspensions more than (3) days and exclusions, appeals should be directed to the Director of School Development.

Appeals of any other, lesser formal sanctions or school implemented consequences can be directed to the School Principal.

Crisis Incident Response:

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure the safety of students, staff and other community members.

Definitions:

An emergency or critical incident is defined as an occurrence that is sudden, immediate or unexpected, that requires immediate action to maintain the safety of students and/or staff.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies:

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/ activity. If the student continues with the problem behaviour them remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. **Debrief**: Help the student to identify the sequences of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Whole-School Positive Engagement Plan

Bullying and Cyber Bullying:

Bullying in any form is considered unacceptable and can have long term detrimental impacts on the social, academic and behavioural outcomes of those involved. These impacts are in direct contradiction to St Therese's School values of Safety, Learning and Respect.

As a member of the Queensland Schools Declaration Against Bullying and Violence, Catholic Schools are publicly committed to working together with staff, parents and students in addressing bullying in our schools. The Queensland Schools Declaration Against Bullying and Violence recognises the issues facing students, school staff and parents are complex, and the possible responses are varied given the unique characteristics of our school and general population.

There is clearly a common concern about bullying, cyber bullying and violence in schools, and a need for effective responses to support students, parents and schools at the individual school, broader community, and systemic policy levels. At St. Therese's School we have clearly defined strategies to proactively prevent, respond to, and support members of the community impacted by, bullying.

Defining Bullying:

Most definitions of bullying agree:
- Bullying involves and imbalance of power
- It is deliberately hurtful, (physically, and/or psychologically)
- It involves repetition, often over an extended period of time
- It is difficult for the person being bullied to defend themselves
- Bullying is a word that describes a behaviour, not a label used to name a person
  (we should refer to a person as 'displaying bullying behaviours' not label them 'a bully')

School Definition:

Bullying is an ongoing misuse of power in relationships, through repeated verbal, physical and/or social behaviours that cause physical and/or psychological harm. This can involve an individual or a group misusing their power over another individual or group. Bullying can occur in person or online and can be easily seen (overt) or hidden (covert).

The following do not constitute bullying:
- Mutual arguments and disagreements (where no power imbalance exists)
- Not liking someone or a single act of social rejection
- Single, isolated acts of mean, intimidating or violent behaviour. (These behaviours are treated seriously, but are not considered bullying where they do not involve deliberate and repeated harm)

Proactive Prevention:

St Therese's School has actively targeted the prevention of bullying through the following:
- Promoting a whole-school culture that emphasises the values of safety, learning and respect.
- Implementing whole-school social emotional learning (SEL) programs.
- Participating in events that celebrate diversity and challenge social barriers and stigma
- Aligning with key elements of the Australian Student Wellbeing Framework
  - Leadership – Visible leadership to inspire positive school communities
  - Inclusion – Inclusive and connected school culture
  - Student Voice – Authentic student participation
  - Partnerships – Effective family and community partnerships
  - Support – Wellbeing and support for positive behaviour

Whole-School Positive Engagement Plan

Responsibilities:

All members of the St Therese's school community are responsible for the active prevention and management of bullying. Students, caregivers and school staff have a shared responsibility to identify and respond to bullying in the school, in the community and online. This includes conduct off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the community member.

School staff have the responsibility to:
- respect and support students;
- model high standards of appropriate behaviour at school and in the community;
- have knowledge of the relevant school policies and procedures;
- abide by professional standards, guidelines and codes of conduct;
- respond in a timely manner to incidents and reports of bullying.

Students have a responsibility and are expected to:
- behave appropriately, respecting induvial differences and diversity;
- behave as responsible digital citizens;
- follow the whole-school positive engagement plan;
- behave as responsible bystanders;
- report incidents of bullying to school staff.

Parents and carers have a responsibility and are expected to:
- treat all members of the school community with dignity and respect;
- support their children to become responsible citizens and to develop responsible on-line behaviour;
- be aware of the whole-school positive engagement plan;
- support their children in developing positive and respectful relationships;
- support their children to respond appropriately and effectively to bullying, consistent with the whole-school engagement plan.

Responding to bullying:

The aims for St Therese's School in responding to bullying are:

- to find a positive solution for everyone;
- to stop it happening again, and
- to restore the relationships between the students involved.

Regardless of perceived severity, all cases of bullying require attention from the school even if the student being bullied does not appear particularly upset. Australian researcher, Professor Ken Rigby, describes six methods of response:

- The traditional disciplinary approach
- Strengthening the target
- Problem solving conversations (mediation)
- Support group method
- Restorative practice
- Method of shared concern

Whole-School Positive Engagement Plan

These six methods are not alternatives to taking proactive steps to prevent bullying from occurring. Good classroom management, class discussions of bullying, social skills training, promoting positive bystander behaviour and developing peer support can reduce the number of bullying incidents. There are numerous factors that St Therese's consider before determining the most appropriate method to restore relationships:

- severity and frequency of the bullying
- impact and harm
- illegality of the bullying behaviour
- persistent or repeated behaviour patterns
- single or group bullying
- provocation on the part of the person being bullied
- degree of remorse by the person doing the bullying
- willingness for mediation by all those involved
- other supports available to the person being bullied
- student age
- capacity of the students to learn strategies and use problem solving techniques
- training and expertise of staff to implement
- support from the school
- parent engagement.

In addition to these factors, the school must consider:

- each method has its unique strengths and limitations regarding its use in specific cases;
- training in the application of each of the methods is needed, some more than others;
- each assumes a whole-school approach and a well-informed understanding of the reasons each method is suited to circumstances.
-

Rigby, K. (2010). *Bullying interventions in schools: Six basic methods*. Camberwell: ACER. Bully Stoppers.

Teaching Student Response:

At St Therese's School we proactively teach our students a simple three step strategy of 'Stop, Walk, Talk' to respond to bullying in a healthy way. These steps **are:**

STOP (Briefly identify the behaviour and tell them to stop)
Walk (Promptly walk away – do not participate back and forth)
Talk (Talk to a staff member about what has happened)

This approach teaches students an initial position of response that does not condone, a strategy to disengage from the behaviour and the importance of reporting bullying for further management.

Further Student Education:

St Therese's adoption of the (SEL) Friendology 101 program also targets proactive and responsive management strategies for dealing with bullying. This program specifically provides:
- A health common language for talking about social issues and bullying
- Proactive methods of cultivating a positive school culture
- Tailored teaching for three key target audiences; staff, students, and parents/carers
- Ways to identify the difference between bullying and normal conflict
- Ways to respond effectively to bullying

Our (SEL) teaching and curriculum responds to the needs identified in the QCAAV report to

Whole-School Positive Engagement Plan

"Establish teaching and learning programs that promote personal development and address all forms of bullying through the teaching of language skills, social skills, assertiveness, coping strategies, group strategies, mechanisms, motives for bullying and being effective bystanders."

Process for School Response:

Investigation:

In cases of serious bulling, careful investigation is needed. It is important that all relevant members of the community are suitably engaged in a systematic and planned response. This process takes considerable time to ensure restorative processes are engaged.

Student Protection: In a small number of cases, the school may be given, or discover through preliminary phases of investigation, information that suggests a criminal offence has occurred. When this is the case, it is important that staff, students and parents/carer givers are aware:

- Mandatory Reporting: All School staff are bound by a code of conduct that they must report any and all conduct that is likely to impact the safety of children.
- School Staff must report information, regardless of the source of concern or the informant.
- School staff are not permitted to question the authenticity of information, and must report the information to a Student Protection Authority as disclosed to them.
- All matters of likely criminal conduct will be reported to the Queensland Police Service.
- Where criminal investigation is undertaken by Queensland Police, the school may be asked to put their processes of investigation and response on hold, in order to ensure that the police investigative process is not jeopardised.

When investigation by the school is needed, regardless of the source of the reporting or the alleged bullying, the following procedures will be followed:

1. St Therese's School adopts and initial 'no blame' approach and process.

2. St Therese's School initiates an investigative process that begins with the target/s.

3. Those involved are interviewed, made aware of the alleged behaviour and the school anti-bullying position.

4. If bullying is not clearly identified, after a thorough investigative process, consequences and further parent communication may be deemed unnecessary. The issue will then be referred to the classroom teacher to be logged and tracked according to the Whole-School Positive Engagement Plan.

5. If bullying is identified, the following sequence will be followed to fully support both the target and the perpetrator:

Student Support:

    a. Supporting the Target:

        i.   Promptly offer them an opportunity to speak to their teacher, another teacher or an appropriate member of staff.
        ii.   Inform the student's parents.
        iii.   Suggesting and role playing appropriate, positive anti-bullying behaviours with the student

    iv.   Offering continued support when they feel they need it, and encouraging immediate reporting of incidents

    v.   Taking necessary actions to prevent further bullying.

    b.   Supporting the Perpetrator:

      i.   Promptly talking to their class teacher, another teacher or an appropriate staff member about what has happened and the behaviours the student is displaying.

      ii.   Informing the student's parents.

      iii.   Continuing to monitor the student's behaviour and offering appropriate support

      iv.   Enforcing appropriate consequences that are directly linked to the student's bullying behaviour.

      v.   Taking necessary actions to prevent further bullying.

6. When dealing with chronic cases of bulling, leadership team members may choose to use one or more of the six key bullying intervention methods as named previously in this document and as clarified in the St Therese's *Methods of Intervention for Bullying*' Summary document.

Whole-School Positive Engagement Plan

Intervention Methods for Responding to Bullying:

Traditional Disciplinary Action:

Disciplinary measures have three main objectives:
- They communicate to the individual that what they have done is unacceptable
- They deter them from repeating the behaviour
- The signal to other community members that the behaviour is unacceptable and deter others from doing it.

When deciding consequences, the school must consider:
- Consequences are directly related to the behaviour
- Consequences are consistently and fairly implemented
- Consequences include a teaching component
- Where-ever possible, impacts on learning are minimised
- The student should be supported to change their behaviour

Consequences may include:
- Loss of privileges
- Requirement for restorative justice – apology, repay, make right
- Formal acknowledgement of wrong-doing
- Assignments researching sources of information on appropriate conduct
- Formal Sanctions (Determined by School Leadership)
  - Detention
  - Suspension (Internal and/or External)
  - Negotiated change of school
  - Exclusion

Strengthening the Target:

This approach is designed to assist the person who is being targeted by the behaviour to develop their ability to respond. This approach helps to address potential power imbalances through empowering the target.

Mediation:

This approach is effective where both the target and the person behaving inappropriately can agree on an issue that is an underlying cause or trigger of the behaviour and both parties are willing to work collaboratively with a facilitator to resolve the conflict.

Restorative Practices:

This approach is intended to increase the person who is bullying's awareness of their impact, in a way that is designed to help them develop empathy for the other person. Once the person bullying can be seen to genuinely acknowledge wrong-doing or show a capacity for empathy, the target is supported to communicate the impact the behaviour had on them and both parties discuss a solution and participate in a restorative conversation – process of apology.

Support Group Method:

This non-punitive approach aims to increase the social awareness of the person who has behaved inappropriately. The person bullying is confronted with a vivid representation of the negative impact of their behaviour, in the presence of

peers who support the target. The target is not present. This technique aims to strongly convey community disapproval of the person bullying's conduct in the hope that they will accept help to change their behaviour and acknowledge wrong-doing toward the target.

Method of Shared Concern:

This non-punitive approach involves first working with suspected persons bullying and the target/s individually. When progress has been made, a collective meeting with the wrong-doer/s is held to plan how the problem might be resolved. This group is then supported to meet with the target/s to discuss a solution. This method is effective where the target's behaviour has also provoked the issue behaviour, this is the case in around 20 percent of cases. Matters of criminal seriousness are not usually addressed this way (Rigby, 2010, QCAAV).

Post Intervention Follow up:

It is important that bullying interventions are followed longitudinally to ensure long lasting results:
- It is recommended that families are consulted as to their satisfaction of the school's response at the time of resolution.
- It is recommended that a consultation phase occur a few months after the time of resolution, to ensure long term effectiveness of intervention and respond to any possible recurrence.

Positive Behaviour for Learning (PB4L)

What is PB4L?

Positive Behaviour for Learning (PB4L) is a framework that provides a structured and sequenced approach for schools to provide a safe and supportive environment that will maximise learning.

Steps and strategies:

Consultancy and Formation:
> Through an initial reflection and community consultancy phase, each school can self-identify between three and five school-wide expectations that will underpin the culture of the school.

Universal Expectations:
> These expectations are then simply and positively stated and displayed in key areas around the school to ensure clear communication and access for all members of the community.

Explicit teaching of behaviours:
- o A range of evidence-based methods are then implemented to unpack and further define the expected behaviours (acceptable and unacceptable behaviour) that all members must demonstrate.
- o Behaviours are frequently taught through a weekly behaviour focus at whole school and classroom level.
- o Students are reminded and redirected when they display unacceptable behaviour.

Cyclic Review and Refinement:
- o Behaviours that maximise learning are identified and procedures that enhance efficiency and mechanise these behaviours are developed.
- o These procedures are taught to students and practiced frequently to develop consistent routines across the school (IE lining up outside the classroom after returning from a break).
- o Data review is used to identify key areas that need revisiting in both the teaching of expectations and the development of procedures to prioritise behaviours that ensure safety and maximise learning.

Data and Awards:
- o Positive behaviours are recognised at an induvial student, small group, whole-class and sports house level.
- o A system of recognition is developed that allows for data tracking of individual student, class and sports house level.
- o Acknowledgement is given through awards systems at whole-school, year level and individual class gatherings.

Positive Behaviour for Learning (PB4L)

Why PB4L?

- PB4L is a proactive method of cultivating an environment to promote behaviours that a particular culture identifies as important. (IE Safety, Respect and Learning)
- PB4L is a school directed framework that is designed to adapt to the specific needs of each individual school and phase of implementation.
- PB4L uses a data informed approach to ensure that needs are identified and addressed promptly and efficiently.

PB4L directly aligns to the ethos and charism of St Therese's School. Through identifying an effective way to teach our children to behave we are actively living and demonstrating Gospel values.

"Train up a child in the way they should go; and even when they are old they will not depart from it." (Proverbs 22:6)

From this scripture there are three elements of key importance:

1. "Train" This could be translated as *teach* and communicates that children have a right to be taught.
2. "The way they should go" This statement implies direction and a distinction between right and wrong that can be communicated to the child.
3. This scripture is a direction to the reader to take action, implying that the reader is a 'trainer' or teacher who will instruct the child.

In summary, St Therese's School believes that the PB4L framework is a useful tool, to shape the way our children are raised with a direction and purpose that supports them to learn and grow, becoming engaged, active and positive contributors to the community in which they live. St Therese's School is committed to partnering with parents to collectively address this mandate, ensuring that our students realise their full potential, becoming the best version of themselves.

Restorative Practices
What is Restorative Practices?

Restorative Practices is a relationship-centred approach intended to address behaviour viewed as an outcome of socially derived issues, best targetted through a socially collaborative approach (Fronius, et al., 2019) As such, Restorative Practices aligns well with constructivist approaches to education and learning.

Steps and strategies:

Meet needs:
> By recognising perceived misbehaviour as a function of communication and of unmet needs, through meeting these needs as they arise, behaviour can be proactively addressed.

Provide accountability alongside support:
> As the provision of consistent discipline is balanced alongside the provision of supportive interactions, students can learn effectively and adapt their behaviour.

Make things right (property):
> Supporting individuals to understand and repair the harm that they have caused is likely to have lasting positive outcomes and limit issues of recurring conflict.

View conflict as an opportunity:
> By viewing conflict as an opportunity to teach and to learn, for both the student and the school-based professional, a growth mindset and learning are optimised.

Build the community:
> Whilst emphasising the importance of healthy interpersonal relationships (student-student, staff-student, staff-staff, and community-school) a healthy and vibrant learning community is generated.

Restore relationships (people):
> Through ensuring that conflicts are resolved between the parties involved and full restoration is achieved, all members of the community can interact positively and feel safe in the school environment and extending into the broader community.

Address power imbalances:
> As equity is prioritised, structures that may sustain and perpetuate inequities can be dismantled, assisting members of the community to feel that they are valued and treated fairly.
> (Evans & Lester, 2013).

Restorative Practices

Why Restorative Practices?

- Restorative Practices is a positive responsive approach, that seeks to resolve conflict is successfully and fully, dealing with the root causes of conflicts that arise, resulting in lasting outcomes.
- Restorative Practices is growth oriented and seeks to provide opportunities for members of the community to develop social abilities and learn through a safe and holistic approach.
- Restorative Practices targets the cultivation of positive relationships within the community in order to support students and staff to realise their full potential across all contexts.

Restorative Practices is a method of addressing behaviour to maximise learning and engagement opportunities for all members of the St Therese's community. This method upholds core values of Gospel centred living.

"If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. But if he does not listen, take one or two others along with you, that every charge may be established by the evidence of two or three witnesses." (Matthew 18: 15&16)

There are five key elements in this passage that are supported by Restorative Practices:

1. "go and tell him" We are to take action to deal with conflict or disagreement. This must include those who are involved.
2. "between you and him alone" Whilst conflict often occurs within a social context, we are to deal with conflict with dignity, discreetly without gossiping.
3. "If he listens…you have gained your brother." This deals with our motives, which must be to restore relationship and not to prove our point.
4. "if he does not listen, take one or two others along with you…" This is not to gang up on 'your brother' this is to seek help and support to resolve your issue with counsel.
5. "…that every charge may be established by the evidence of two or three witnesses." Remembering that approaching the other person is with a motive of restoration, establishing the charge based on evidence implies that we must remain factual and balanced when resolving conflict, willing to consider the views of others, alongside our own.

In summary, St Therese's is committed to a lived faith through upholding the Gospel centred principles promoted by restorative practices. By supporting members of the school community to work through conflicts and violations of their rights, together we can grow, learn and make a positive contribution to society.

Essential Skills for Classroom Management (ESCMs)
What are the Essential Skills for Classroom Management?

The Essential Skills for Classroom Management provide a framework for teachers to professionally develop their interpersonal micro-skills to effectively teach and manage classroom environments.

The Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establish Expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to access what is happening
4. Cueing with parallel acknowledgement	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

The ESCM are not a replacement for well planned, innovative, and engaging delivery of the curriculum. However, if a teacher cannot obtain cooperation and active engagement from students, no level of planning or resourcing is likely to have a high yield outcome for learning (Macer, 2005).

Teachers are responsible for establishing an orderly, safe and predictable environment in which instruction and learning can occur (AITSL, 2019). Once this is established, a calm and flexible approach is needed to respond to student management issues. The ESCM provide methods that assist students to form positive beliefs about themselves as learners. The ESCM achieving this by focusing on shaping teacher interaction and behaviour modelling within the learning environment (Better Behaviour Better Learning, 2007).

The core elements that allow for successful learning are:
- Teachers setting clear expectations
- Teachers acknowledging appropriate behaviour
- Teachers correcting inappropriate behaviour in a timely and effective manner

The Essential Skills have been demonstrated since 1995 as best evolving practice for providing a framework to establish the core elements for successful learning. (Richmond, 2007 - Summarised from Better Behaviour Better Learning, 2007. p.5)

Essential Skills for Classroom Management (ESCMs)
Why use the Essential Skills for Classroom Management

- The ESCM were developed by Christine Richmond in 1995 and then rewritten by Mark Davison in 1997. The ESCM have been subjected to multiple peer reviews and have been selected as a high-quality document and process to assisting pre-service teachers in establishing effective behaviour management.

- The ESCM assist teachers of all levels of professional experience to address the challenge of balancing the language of acknowledgement (on task learning) within the classroom with the language of correction (redirection/off task behaviours).

- Where the need for correctional language can be minimised, instructional language and learning can be maximised (Richmond, 2007).

When balance is achieved, learning, safety and order in the classroom are optimised. The ESCM directly target the development of a teacher's ability to:
- Clearly articulate expectations
- Establish and even balance between the use of verbal and non-verbal language to acknowledge appropriate behaviours and language used to correct inappropriate behaviour.

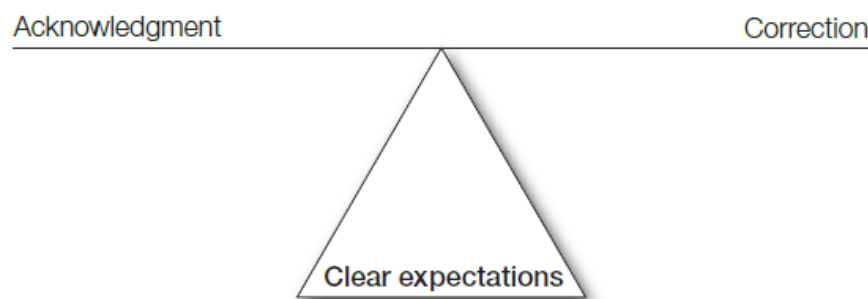This is represented by 'The Balance Model of Behaviour Management'.

Figure 1: The Balance Model of Behaviour Management

In summary, the ESCM represent the top ten micro skills, as identified by teachers and established through rigorous peer review, to cultivate a class environment that maximises positive behaviours through balanced acknowledgement, whilst effectively redirecting and managing challenging behaviour within the classroom. As such, St Therese's Primary School is committed to implementing the ESCM and associated training for teachers as a school-wide approach to providing safe, supportive and effective learning environments for students and staff.