

Friday 9<sup>th</sup> September 2022



Dear Parents and Caretakers

As a staff we have been working through the RULER program and are looking forward to implementing it with our students next year. RULER is a social and emotional learning program that challenges us to think differently about students and their behaviours. RULER also challenges us to think differently about ourselves and the occurrences and situations that trigger negative emotions in us. Emotions drive our learning, decision-making, creativity, relationships, and health so it is vital that we understand our emotions and are aware how they may impact the way we deal with students.

All children go through a process of learning what is socially acceptable. Throughout this learning process, students make mistakes and conflicts arise in their relationships. It is important that as adults we understand this and don't label students as naughty, rather we need to be prepared to look deeper into the behaviour and try to understand what is causing it. All behaviour is trying to tell us something. For some students they may make one mistake and correct themselves, others may need more opportunities and for the adults around them to be patient.

At St Mary's we have some exceptional students, and our behaviour plans and processes must be reflective of the goals which we have for them. Whilst it can be easy to get caught up on what happened at recess, on this day, during this week, we are focussed on one thing and that is graduating confident, compassionate, and capable members of society who are willing to go out in the world and lead with their head, their heart and their hands. Our goals are big picture, and it is over years of learning, mistakes, conversations and building of positive relationships that we believe we can achieve this.

We cannot, however, do this alone. Parents are the first educators, and it is so important that the values of forgiveness, courage, respect, compassion, service, justice, excellence, and determination that we teach at school are aligned at home. To support this, we have developed a behaviour process that is reflective of our beliefs, allows for easy communication with parents, allows for us to identify patterns of behaviour and allows students an opportunity to reflect on their mistakes and learn from their consequences.

It is important to understand that all children make mistakes. We have the best opportunity of supporting our students to grow if we work together. It is your job to advocate for your children and share their perspective, however, please understand that children often tell their parents the version of the truth that gets them in the least amount of trouble and as a school it is our responsibility to support all the individual perspectives in working alongside and respecting each other.

The following behaviour plan outlines how we are going to manage behaviour occurrences in the school. Please read the documents and contact the office if you have any queries or concerns.

Kind regards

A handwritten signature in black ink, appearing to read "Andrew Gammon". The signature is fluid and cursive, with a large, stylized initial 'A'.

Andrew Gammon



## **Behaviour Management Plan**

### **Vision**

At St Mary's we want to graduate compassionate, confident, and capable members of society who lead with their head, their heart and their hands.

Promoting the eight mercy values of forgiveness, courage respect, compassion, service, justice, excellence, and determination supports us in achieving this goal.

We understand that all behaviour is trying to tell us something. As the adults in our students lives it is our role to better understand our students and support them in understanding their emotions, how they impact behaviour and what is acceptable behaviour.

As teachers, it is our role to build a nurturing classroom environment where positive and healthy relationships are formed. In achieving this, it is important to aim for five positive interactions to every one negative interaction.

When behaviour is deemed unacceptable, or not in line with our school values, then we will follow the following behaviour escalation pathway.

### **Escalation Strategies**

1	Positive redirection – Look for those who are doing the right thing and publicly praise them.
2	Prompt – Low key skills: non-verbal warnings, proximity warnings, private dialogue, look, gesture, pause, deal with allies, deal with the problem not the student.
3	Re-direct – Say their name, state the behaviour that is not consistent with our values
4	Re-teach – Tell, show, practice, acknowledge: Demonstrate the behaviour or have student demonstrate the behaviour, provide immediate feedback.
5	Provide choice – Provide student with logical choice related to the behaviour e.g., work quietly at your desk or quietly at the front of the room. Could include chill out spaces.
6	Buddy class - Send students to a pre-arranged buddy class with a reflection sheet. Time out of class must be reflective of age and severity. This will include parent communication.
7	Student conference – Lengthier re-teaching or problem solving. Discuss the behaviour concern, teach the desired behaviour, provide reason why it is important and plan for future occurrences.
8	If behaviour continues, seek support from the senior leadership team. This may require missing out or the removal of privileges.

Behaviour Consequences		School Values Broken		Further Comment / Reason for Reflection:		
Time out in class			Forgiveness			
Time out recess/lunch			Courage			
Parent contact			Respect			
Reflection sheet			Compassion			
Buddy class			Service			
Loss of privileges			Justice	Possible Motivation		
Walk with the teacher			Determination	Attention from peers	Attention from adults	Relationship breakdown
other			Excellence	Avoid work	Obtain item	Other

**St Mary's Catholic Primary School, Donnybrook**  
**Behaviour Management Plan**  
**Student Reflection and Parent Communication**



Name:

Class:

Referred by:

Date:

**Student Reflection**

Explain what happened.

How did you feel?



How do you think the other people involved felt?



What could you do differently in the future?

**Parent Communication (Please complete and return)**

I would like to make an appointment to see you

Yes / No

Thanks for informing me, but there is no need for an appointment

Yes / No

Parent Signature

Teacher Signature