



Queen of Apostles School

Student Engagement, Safe Behaviour and Wellbeing Plan

OVERVIEW

Queen of Apostles School is committed to providing a safe, supportive and responsive learning environment for all students. We teach and model the behaviours we value in our students. Developing positive behaviours and behaviour self-regulation skills in all students from an early age will lead to a safer learning environment for all and will set up our students with the social skills needed in later life.

Our Student Engagement, Safe Behaviour and Wellbeing Plan helps build an inclusive education environment where every student is known, valued and cared for, and all students can learn to their fullest ability.

We know that students who feel supported and safe are more likely to be more connected to school and active participants in their learning. Positive and respectful learning environments promote wellbeing, engagement and improved academic achievement. Using the Berry Street Education Model, the plan supports a preventative, positive, student-centred, school-family-community approach in which consistency is key.

Sources of Authority Registration Standards for Non-Government Schools in WA AS/NZS 10002:2018 Quality Management – Customer Satisfaction – Guidelines for Complaint Handling in Organisations	
CECWA Policy	Community
Executive Directive	Student Behaviour

PRINCIPLES

The use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour is explicitly forbidden. These terms are defined in accordance with the Guide to Registration Standards and Other Requirements for Non-Government Schools:

Child abuse: Four forms of child abuse are covered by Western Australian law:

1. *Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child’s caregiver.*
2. *Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:*
 - *the child is the subject of bribery, coercion, a threat, exploitation or violence;*
 - *the child has less power than another person involved in the behaviour; or*

- *there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.*

3. *Emotional abuse includes:*

- *psychological abuse; and*
- *being exposed to an act of family and domestic violence.*

4. *Neglect includes failure by a child's parents to provide, arrange or allow the provision of:*

- *adequate care for the child; or*
- *effective medical, therapeutic or remedial treatment for the child.*

Corporal punishment: There is no place in the school environment for corporal punishment. Corporal Punishment can be defined as:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment: There is no place in the school environment for degrading punishment. Degrading Punishment can be defined as:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Procedural Fairness must be maintained at all times. A process that demonstrates procedural fairness is one which:

- *Decision-makers act fairly and provide reasons for decisions*
- *The person affected is given a fair hearing*
- *All parties to a matter have an opportunity to put their case where an adverse decision of finding is made; and*
- *All relevant arguments are considered and irrelevant arguments are excluded*

We believe:

- Strong relationships matter. Every child must feel they have an advocate in their school and children learn best from teachers they value and respect. They know that these teachers do care about them.
- Teachers make a difference and need to be supported to do what they do with passion and purpose.
- Teaching should focus on academic content and social and emotional development. How children learn is of equal importance to what they learn.
- Children are best prepared for learning when they are in a safe, orderly, engaging and supportive environment.
- A culture of inclusiveness strengthens children's sense of connection. A sense of wellbeing and dignity emerges for children when they feel they have agency and are partners in their learning.
- Consistent school-wide, positive and supportive behaviour management procedures can contribute to great learning for all.

At Queen of Apostles School, we believe learning cannot be separated from wellbeing. They are inextricably connected. Success of our school is built on this understanding. The school has in place the following programs, policies and procedures which address child well-being and engagement:

Curriculum	Extra-curricular	Policies/Procedures
WA Curriculum (SCSA)	Special Weeks/Days/Events Eg. Grandparent's Day, Naidoc Week Celebrations, Sporting Days and Competitions, Enrichment opportunities and competitions, Harmony Day, Social Justice opportunities, Leadership opportunities in Year 6	Bullying and Harassment Policy
URSTRONG	Buddy Program	Child Safe Procedures
Berry St Education Model	Before and After School Care	Student Code of Conduct
Religious Education Curriculum	MJR Program	Complaints Policy
Keeping Safe Curriculum		

ENGAGEMENT

Queen of Apostles School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn. We therefore have a 3-tier system of engagement in place to support student's regulation in the classroom based on the Berry Street Education Model.

STRATEGIES TO SUPPORT STUDENT REGULATION	
Tier 1	Universal Supports for all students
	Collaborative Problem Solving; Consistent Predictable Routines; Visual Timetables; Mindfulness; Rule reminders; Circle Time; Zones of Emotional Regulation; Welcome Circle; Strengths based program, Brain Breaks and Positive Primers; Ready to Learn Scales;
Tier 2	Targeted Supports for some students
	Restorative Conversations; Think Sheets; Chill-out spaces in the classroom; Walk and Talks; Chill-out spaces in the Leadership Office
Tier 3	Individualised Supports for students with personalised plans
	Chill-out spaces in Leadership Office; Individual Conversations; Mediation between parties; Restorative conversations including parents

BERRY STREET EDUCATION MODEL

The Berry Street Curriculum is purposefully designed to support the sequential development of students' physical, psychological, social and emotional capacities. It is designed to be responsive to the needs of children and young people as they emerge.

The domains within the Berry Street Education (BSEM) are: Body, Stamina, Engagement, and Character, all anchored by Relationship. These five areas are pedagogical lenses; each domain reflects our durable understandings and evidence-based practice which inform daily classroom learning.

To support student wellbeing and promote a safe and inclusive learning environment, the following underpins the Berry Street Education Model:

- Maintaining unconditional positive regard
- Maintaining high expectations of all students
- Utilising a strengths-based approach when delivering feedback

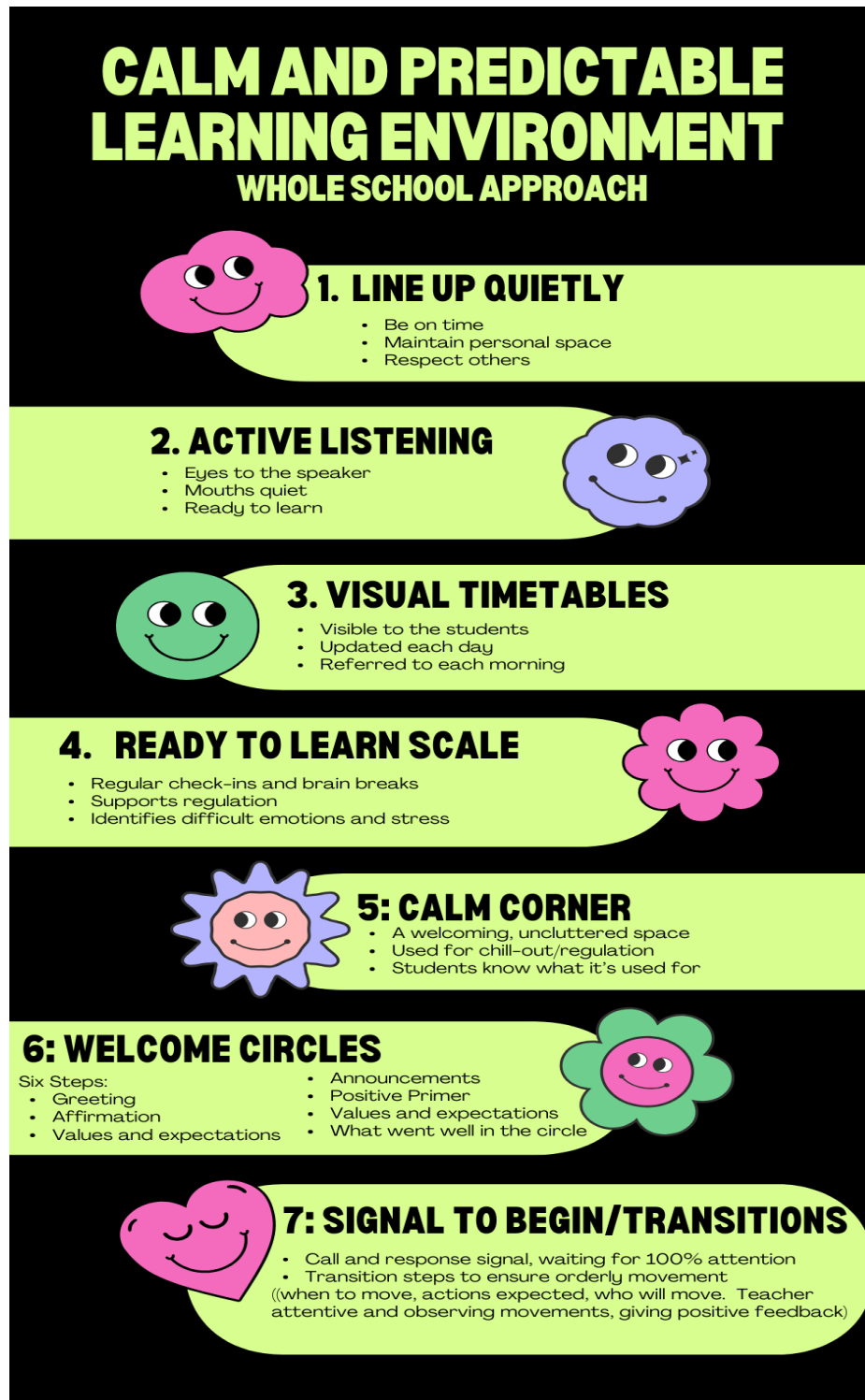
Our three core student expectations are:

- Come to school prepared to learn

- Allow others to learn
- Everyone has the right to feel safe

One of the Berry Street strategies is to ensure our school has a calm learning environment with Consistent Predictable Routines (CPR). When students know and understand the routines of the school and classroom, students are able to focus on the learning tasks, be ready to learn and remain focused for longer periods. (Diagram 1)

DIAGRAM 1



SCHOOL BEHAVIOUR MATRIX

We support the development of skills needed by students to meet our high standards for student behaviour through effective role modelling, explicit teaching, positive reinforcement and planned responses. Specific attitude and behaviour expectations for safe, respectful and engaged learners across all school settings are outlined in our school behaviour matrix. **(Diagram 2)**

These expectations will be explicitly taught to all students at the commencement of each year to ensure awareness and a common understanding of expected behaviours and should be revisited as necessary throughout the year. The expectations are also displayed around the school as visual reminders for students.

DIAGRAM 2:



CLASSROOM EXPECTATIONS

BE SAFE	BE RESPECTFUL	BE A LEARNER
<ul style="list-style-type: none">Keep your hands and feet to yourselfListen to and follow teacher instructionsMove around the room calmly and sensiblyUse equipment sensibly	<ul style="list-style-type: none">Be polite and speak respectfully to other peopleListen when others are talkingRespect classroom property and others' belongingsRaise your hand to speakUse your best manners	<ul style="list-style-type: none">Be ready to learnBring the correct equipmentBe an engaged learnerTry your hardestHave a growth mindset- take risks and don't be afraid to make mistakes



PLAYGROUND AND OVAL

BE SAFE	BE RESPECTFUL	BE A LEARNER
<ul style="list-style-type: none">Wear a hatWalk in the undercover AreaPlay appropriate gamesUse 'soft touch' in contact gamesUse equipment properly	<ul style="list-style-type: none">Sit while eatingPlace rubbish in binsFollow teacher instructionsSpeak kindly to othersInclude others in gamesCo-operate with others	<ul style="list-style-type: none">Agree on the rules of the games before playingPlay fairlyResolve conflict through discussion or seek help



TOILETS

BE SAFE	BE RESPECTFUL	BE A LEARNER
<ul style="list-style-type: none">Keep food and drink outsideWash hands before leavingNo playing in the toilets	<ul style="list-style-type: none">Respect the privacy of othersKeep the area cleanUse handwash responsibly	<ul style="list-style-type: none">Report any problems to the teacher on dutyReturn promptly to class or playground



CLASS LINES

BE SAFE

- Keep hands and feet to yourself
- Hold sporting equipment still
- Walk quietly and sensibly to class

BE RESPECTFUL

- Speak kindly to others
- Line up without pushing in

BE A LEARNER

- Go to the bathroom or drink fountain before lining up
- Be standing quietly in line, ready for learning
- Follow teacher directions



LIBRARY

BE SAFE

- Move around the room sensibly and calmly
- Keep hands and feet to yourself
- Use library equipment sensibly

BE RESPECTFUL

- Finish eating before entering
- Use quiet voices
- Use library furniture appropriately
- Share games and equipment fairly and pack away when done

BE A LEARNER

- Know what activity you want to do
- Follow staff instructions
- Borrow regularly and return books on time
- Make sure you have your library bag on Library Day



OFFICE

BE SAFE

- Walk directly to and from the office
- Talk to the office staff before leaving sick bay

BE RESPECTFUL

- Remove your hat
- Stand quietly and wait your turn
- Use your manners

BE A LEARNER

- Speak to the teacher before going to the office
- Know what you are there for
- Wait until office staff are available



EXCURSIONS

BE SAFE

- Listen to, and follow all adult instructions
- Think bus and road safety
- Ask permission to leave the group (toilets etc) and always go with a partner

BE RESPECTFUL

- Use your manners
- Follow bus driver instructions
- Use public property and equipment appropriately
- Sports Carnivals:** Show sportmanship
- Accept winning or losing graciously
- Play fairly and by the rules

BE A LEARNER

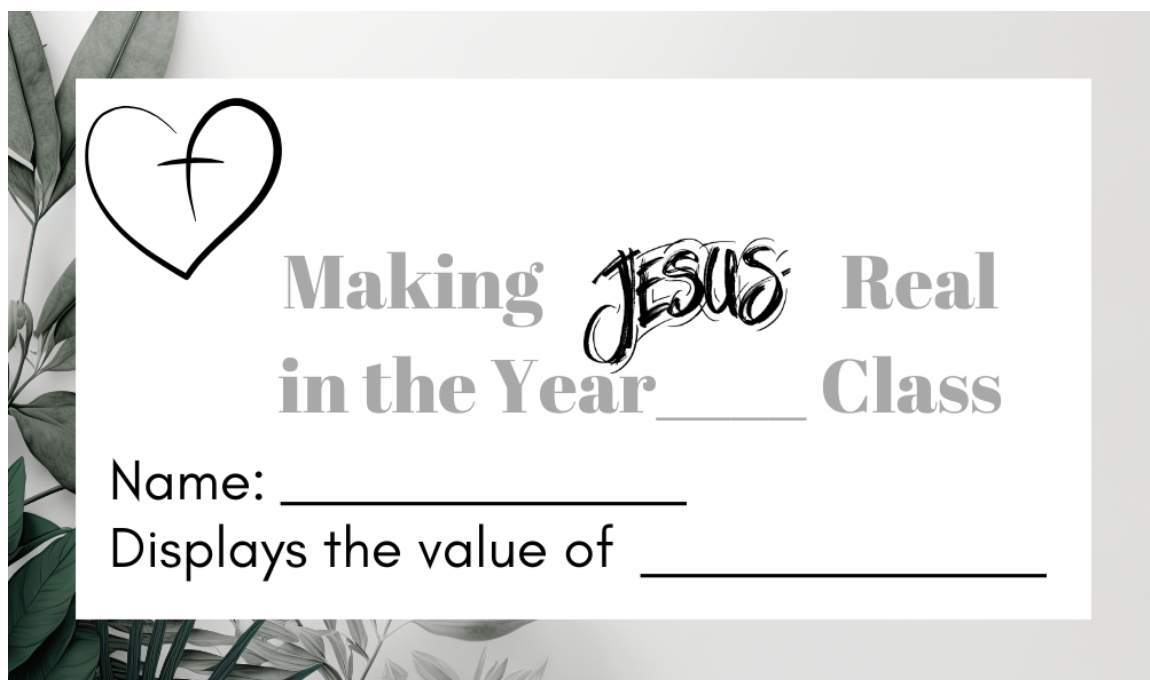
- Take responsibility for your belongings
- Practice resilience when facing new challenges
- Be fully engaged in all activities

ACKNOWLEDGEMENT AND RE-INFORCEMENT OF APPROPRIATE BEHAVIOURS

We acknowledge and reinforce appropriate behaviour through our academic merit awards and MJR awards which are given for demonstrating behaviours that are Christ-centred.

Our Making Jesus Real program centres on recognising students who display the attitudes and values of Jesus (our school values). In class, students may receive special value tickets for Making Jesus Real or verbal feedback on how their behaviour mirrors Jesus'. (eg. Diagram 3). A special MJR certificate is given to the child in each class who reflects the values of the school at a special MJR Gathering each term. These MJR certificate recipients are rewarded with a 'Pizza with the Principal' lunch at the end of the term. MJR recipients are also acknowledged in the school newsletter.

DIAGRAM 3 (an example)



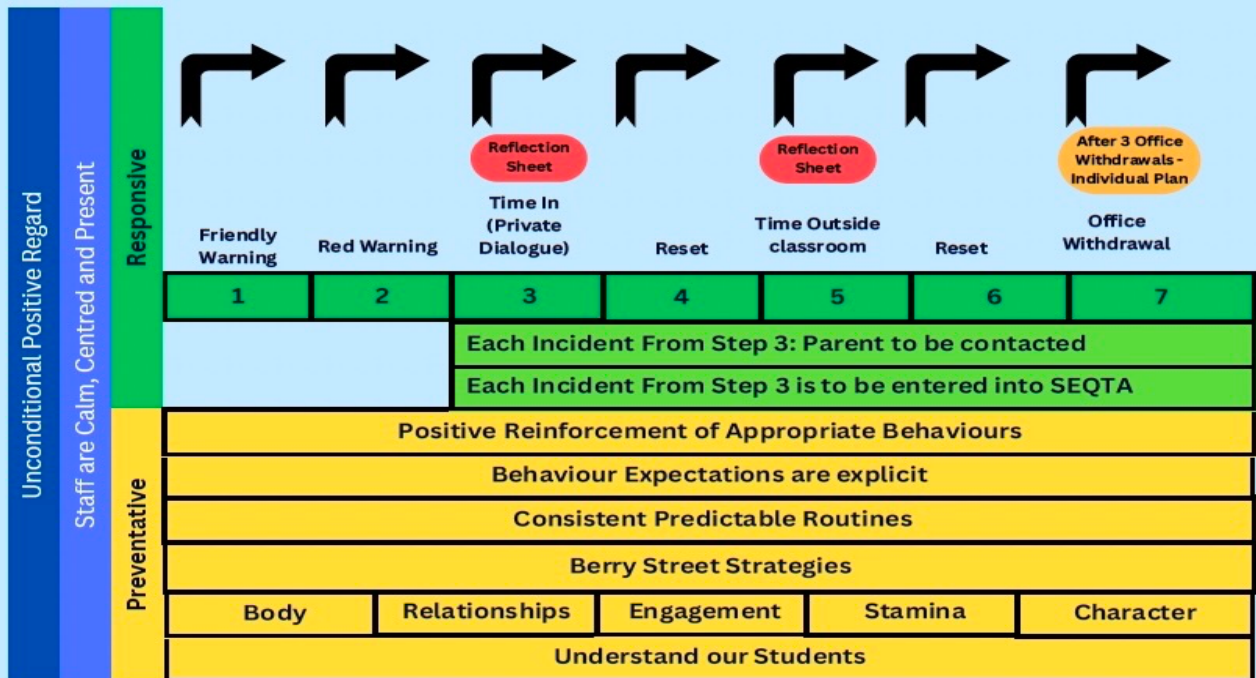
SCHOOL ACTIONS AND CONSEQUENCES

At Queen of Apostles, we believe all students have the right to learn in a safe, caring and challenging environment free from harm. We acknowledge and reinforce positive behaviours and apply consistent classroom management procedures for minor indiscretions. More serious breaches of the student behaviour expectations are managed through a levelled consequence system.

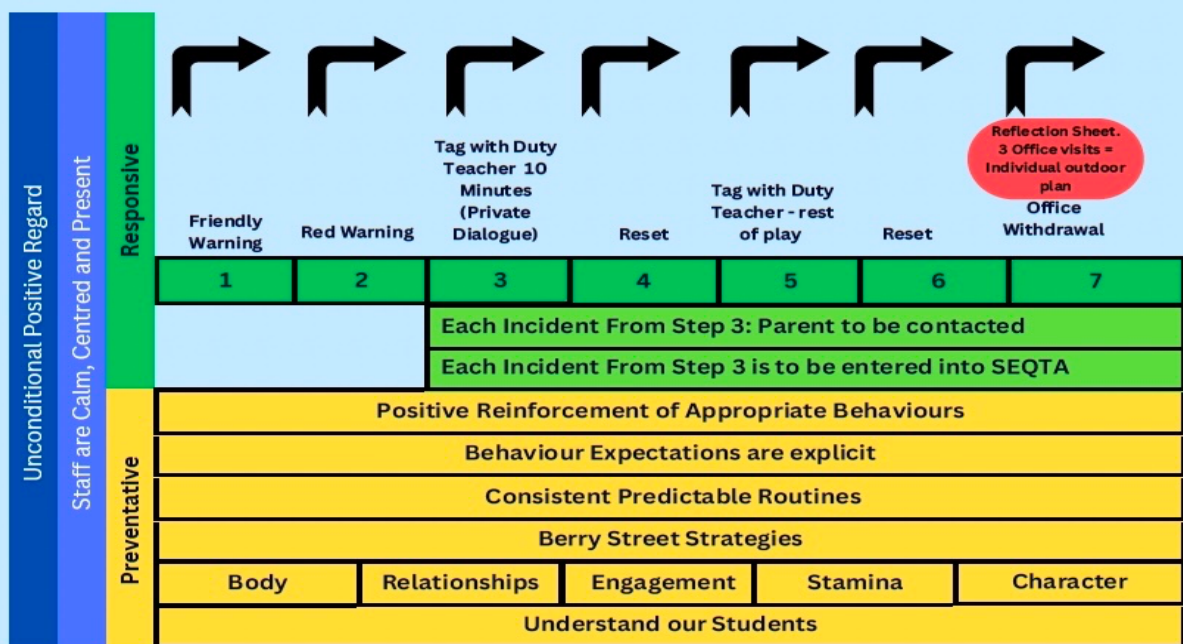
When applying the classroom management procedures or level system to an incident, consideration is given to the intent and individual circumstances in which the behaviour occurs. The system is implemented consistently across all areas of the school and follows the procedure outlined below (Diagram 4).

DIAGRAM 4:

BEHAVIOUR RESPONSE PROCESS Inside



BEHAVIOUR RESPONSE PROCESS Outside



Restoring relationships (Restorative Practice) underpins our Behavioural Response Process. A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility.

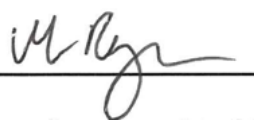
Restorative dialogues can provide important ‘teachable moments’ and opportunities to understand the impact of behaviour of self and others. Questions that promote discussion about consequences and encourage personal reflections have the potential to elicit empathy, remorse and learning. When working restoratively, it is important to:

- Ask specific questions that encourage reflection and problem-solving
- Use active listening skills
- Avoid asking ‘why’ which can cause a defensive response
- Recognise that in some situations there are no ‘quick fixes’ and it may require further intervention or support to see behaviour change

At times, students may face personal challenges which cause them to have difficulty complying with the behaviour expectations of the school. These students should be identified as early as possible and an Individual Behaviour Plan developed that addresses their specific circumstance, providing necessary supports and procedures to enable them to successfully engage with their peers and learning.

Short term internal or external suspensions may apply to students whose behaviours have been identified by Leadership as being serious and sitting outside of the Behaviour Response Process (see Diagram 4). Duration of time will be determined by the seriousness of the offence.

The process for the exclusion of students is governed by CEWA Student Behaviour Directives located under the Community Pillar of the CEWA Policy Hub.

Authorised by	Mark Ryan	Signature:	
Written	2012	Review Date/s:	2015 2020 2024
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Appendix



BEHAVIOUR RESPONSES

INSIDE

1. Friendly Warning

A reminder of the school expectation to make good choices

2. Red Warning

A second reminder of the school expectations to make good choices

3. Time in

Go to a quiet place in the classroom for 10 minutes

4. Time Away

Sit outside the classroom and complete the Think Sheet

5. Office Withdrawal

Go to the Office for 15 minutes to speak with Principal/Assistant Principal



BEHAVIOUR RESPONSES

OUTSIDE

1. Friendly Warning

A reminder of the school expectation to make good choices

2. Red Warning

A second reminder of the school expectations to make good choices

3. Walk and Talk

Tag with Duty Teacher for 10 minutes

4. Time Away

Duty Teacher to sit student in a quiet area to think about behaviour

5. Office Withdrawal

Go to the Office for time to reflect. Think sheet to be completed



An example of a Think Sheet

Time to Think...

Name: _____

Class: _____

Teacher: _____

Date: _____

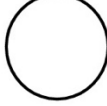
Write or draw what happened.

I felt:

Angry 	Worried 	Shocked 	Sad 	Embarrassed 	Other (draw) 
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Draw or write who was affected by my actions:

How did you make them feel:

<p>Angry</p> 	<p>Worried</p> 	<p>Shocked</p> 	<p>Sad</p> 	<p>Embarrassed</p> 	<p>Other (draw)</p> 
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What would have been a better choice (write or draw):

What can you do or say to make things right:

My goal for next time this happens: