St. Gerard Majella School

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The SGM Way …..

A School Wide Positive Relationships Framework

Valuing….
Faith, Justice, Inclusion, Compassion and Respect
As Jesus did

Contents

<u>St Gerard Majella School Mission Statement</u>

St. Gerard Majella School will be a place where relationships with God and within the community will be fostered.

An education will be offered to develop the whole child – spiritually, academically, socially, culturally and physically. All students will be challenged to develop and achieve their potential.

Parents will be involved and share in policy making.

Values on which this Mission Statement is based:

Faith

Justice

Inclusion

Compassion

Respect

Building a School Wide Positive Relationships Framework Based on Our Agreed Values

At St Gerard Majella School we aim to model our behaviours on the example of Jesus as shown through the Gospel. Jesus showed us how to live through the interactions he had with the people of his time. His own actions taught about:

- forgiveness
- making choices and being responsible for them
- making wrong situations right
- helping those in need
- welcoming others
- living peacefully
- being socially responsible
- respecting self and others
- restoring dignity in self and others
- walking in other's shoes / showing empathy

"I have come that you may have life and have it to the full." John 10:10

The SGM Way is lived out through our values of Faith, Justice, Inclusion, Compassion and Respect as defined by the life example given to us by Jesus Christ.

Faith – Romans 15:13
"May the God of hope fill you with all joy and peace as you trust in Him, so that you may overflow with hope by the power of the Holy Spirit"

Justice – Micah 6:8
"And what does the Lord require of you? To live justly, to love tenderly and to walk humbly with your God"

Inclusion – Galatians 3:28
"You are all one in Christ Jesus"

Compassion – Ephesians 4:32
"Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you"

Respect – Genesis 1:26-27
"We are all made in the image and likeness of God"

"All rights have to be balanced by responsibilities because we are in relationship." (Bishop Michael Putney)

St Gerard Majella School, being true to its mission as an authentic Catholic School, aims to move beyond the management of student behaviour and extend to the transformation of student actions and attitudes to enable them to reach their full

potential. The process of transformation involves empowering students to gain the skills and attitudes needed to be both personally and socially responsible for their own behaviour and make appropriate behavioural choices. Teachers will play an active role in this process through explicit teaching and updating and updating of their skills through professional development. This will assist students to reach these goals; and also by being 'living' models, who nurture and mentor our students in our faith, values and social emotional competencies.
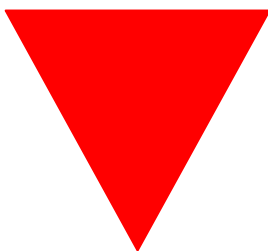
This framework is underpinned by the research of Michael Bernard, Albert Ellis and William Glasser. Their evidence shows that children develop to their fullest potential as a result of both internal and external social-emotional psychology. These researchers show that in reality the following facts of school life exist and that we must work with these facts in mind:

- **People choose their behaviour**. Every single person can behave acceptably in school and we in a Christian environment must encourage children to choose acceptable behaviours and assume responsibility for their own behavioural choices.
- We acknowledge that **all behaviour is purposeful** and sometimes students choose behaviour in an attempt to communicate a particular unmet need.
- We acknowledge that **only individuals can change their own behaviour**. Staff and parents can assist students with this process of change. Recognition of students for displaying SEL-related behaviour (eg work cooperation, academic confidence, resilience, getting along) and the opportunity for SEL self-regulation (including self-monitoring) are of paramount importance.
- **The school community needs a Positive Relationships Framework** to protect the rights of all members of our school community to learn in a safe and caring environment. It is important for students to find a balance between their own individual rights and freedom, without inhibiting the rights and freedom of others.
- **Learning is maximized** by acceptable student behaviour.
- In **Managing Student Behaviour,** staff acknowledge that while external controls are necessary for effective learning, internal strategies are also necessary for long term sustainable change.
- Discipline is not an enforced order or means of punishment but a body of skills and techniques that must be studied to be put into practice. Discipline is a developmental path for acquiring skills and competencies. (Peter Senge, The Fifth Discipline)
- **Our school can create conditions for positively influencing** student's behaviour and academic performance.
- A student's every action has a **natural and logical consequence** and students must learn the consequences of the choices which they make and learn to take responsibility for them.
- While every inappropriate choice will have a logical and natural consequence, consequences will be based on **individual needs.**

Processes for facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

St Gerard Majella School aims to provide effective behaviour support by:

- creation of a positive whole school culture through the implementation of our Religious Education Program and Social Emotional Learning Strategies
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures which support students' social and emotional wellbeing.
- managed professional development, education and / or training for all members of the school community
- strategies, which are contrary to the school's Mission Statement, should not be used eg: put downs, sarcasm, public humiliation. These strategies should be characterized by non-violent, non-coercive and non-discriminatory practices.
- a continuum from whole school positive preventative action for all students, through to intensive intervention for specific individuals or groups.

Whole-School Behaviour Support (100% of students)

Targeted Behaviour Support (approximately 10 - 15%)

Intensive Behaviour Support (approximately 2 - 5%)

Whole School
Behaviour Support (proactive strategies)

- Religious Education Program
- SEL explicit lessons
- meaningful and stimulating curriculum
- school values
- rights and responsibilities
- micro-skills for managing behaviour
- professional development for staff
- opportunities for parent education
- buddy program
- clear levels and processes for managing behaviour

Targeted Behaviour Support

- school leadership team intervention
- parental involvement
- clear levels and processes for managing behaviour
- learning support teacher
- school counselling service
- Catholic Education Services personnel
- liaising with professional agencies

Intensive Behaviour Support
- school leadership team
- parental involvement
- clear levels and processes for managing behaviour
- learning support teacher
- school counselling service
- Catholic Education Services personnel
- professional agencies eg paediatrician, psychologist

Bullying and Anti-Social Behaviour

St Gerard Majella School actively seeks to encourage students to behave in positive ways, to take responsibility for their actions and promotes a positive approach to behaviour management within the school. The school aims to provide a safe, supportive learning environment that is free from all forms of intimidation and harassment. Our school affirms each person's worth and dignity through our promotion of the value of respect. Bullying strikes at the very basis of this value and thus bullying in all its forms will not be accepted within the school community.

Bullying is a repeated and willful misuse of power by an individual or group to oppress, hurt, intimidate, embarrass or put another person under stress. There are three main types of bullying:

- Physical – hitting, kicking, punching, taking or damaging belongings, pinching, pushing, violent physical attack
- Verbal – name calling, insulting, racist remarks, obscenities, telephone harassment, sexual harassment
- Emotional – spreading rumours and nasty stories, exclusion, threat of harm, threatening gestures or isolation
- Electronic – social media, email

Consequences

- St Gerard Majella School Community will aim to eliminate bullying through whole school supportive practices, community involvement, awareness and education.
- The school community will create an environment of trust and understanding where:
    1. the victims of bullying feel empowered to seek help to deal with the situation
    2. the bully is assisted in changing behaviour; and
    3. the opportunity for reconciliation is provided.
- A clear set of procedures will be put into place as a guide for staff, parents and students to manage bullying situations.

The school will encourage:

Staff to:
1. be role models in words and actions at all times
2. be pro-active in eliminating bullying
3. be aware of signs of distress and incidents of bullying
4. advise parents of children involved in bullying behaviour
5. support both the victim and the bully, each according to their individual needs
6. document and report incidents of bullying

Students to:
1. choose not to be involved in any bullying situation
2. practise assertive and friendly behaviours
3. support the victim in a bullying situation

Parents and Carers to:

1. be role models in words and actions at all times
2. be aware of signs of distress and incidents of bullying
3. inform the school of bullying or suspected bullying
4. encourage their child to report bullying to a staff member

Procedures

- Classroom teachers will determine if an incident is an ongoing issue with students and determine if the principal or member of the school administration team needs to be involved.
- Interviews will take place with the individuals involved to establish the nature of the incident.
- If investigation results in identification of bullying behaviour, a record is made of the details and a process identified for changing the behaviour of the students involved. Further instances of bullying by the same person will be recorded and a consequence will be determined which may also involve counselling or mentoring of the student.
- The person being bullied may be offered counselling and support, if deemed necessary, and contact will be made with parents/caregivers at the discretion of the principal or member of the school administration team.
- As a consequence of bullying, ranges of options are available depending on the individuals and the nature of the situation. Some of these may be: counselling, restitution (making amends), detention or some other logical consequence.
- Repeated bullying may lead to a review of enrolment or other suitable consequence.

Some Helpful Information

- Whatever the cause, bullying is usually a signal that the bully needs some help. Early intervention is important for the bully and early recognition may help stop bullying at an early stage. It is important for the bully to receive appropriate help such as mentoring, counselling, etc.
- Victims of bullying need to take some steps which include reporting any incidents to a teacher or member of the school administration, using assertive words such as 'No', talking to friends or support people about the situation, and avoiding 'risk' situations where possible.
- If someone else is being bullied it is important for bystanders to report the incident to a teacher or member of the school administration, show the bully that you and your friends strongly disapprove of their actions, seek help and give sympathy and support to students who are bullied.
- Staff need to ensure that they remain vigilant at all times and ensure that all incidents are taken seriously. It is important that staff are seen to act on any incident brought to their attention. If necessary report the incident to a member of the school administration.

Staff Rights and Responsibilities

Rights
Staff members have the right:
- To be treated with courtesy and respect.
- To be free from disruption in the teaching/learning process.
- To manage students in the learning and wider school environment
- To work in a clean, tidy and safe environment.
- To use professional judgment in catering for the needs of individual children
- To receive professional development, support and coaching in the area of managing student learning and classroom environments
- To be supported by parents, administration team and the school community in the teaching and learning process.

Responsibilities
Staff members have the responsibility to:
- Explicitly teach and reinforce 'the St Gerard Majella Way'
- To model the core values of Faith, Justice, Inclusion, Compassion and Respect as illustrated by Jesus Christ
- Establish, display and regularly review classroom rules, procedures and consequences for good and bad choices of behaviour
- Provide explicit and scheduled teaching of rules and behavioural expectations
- Encourage and maintain safe behaviours in the school environment, ensuring that students in their care are safe from all kinds of harm.
- See that this School Wide Positive Relationships Framework is consistently implemented
- Show care about our school, its people and equipment
- Act in a professional way in accordance with the Employee Code of Conduct, including professional dress
- Be punctual and thoroughly prepared to maximize learning for all students
- To establish and maintain avenues of communication between school and home

A Student's Right and Responsibilities

Rights
Students have the right to:
- Be treated in ways consistent with 'The St Gerard Majella Way'
- Be and feel safe at all times.
- Develop and grow to their full potential
- Learn without being adversely interrupted by others.
- Be treated with courtesy and respect.
- Work in a welcoming and secure environment
- Express themselves and be an individual in a socially acceptable manner.
- Feel proud of their school.

- Be able to report to someone if they feel unsafe

Responsibilities
Students have the responsibility to further learning by:
- Being prepared and punctual for class.
- Working to the best of their ability.
- Being attentive.
- Being cooperative.
- Caring for personal property.

Students have the responsibility to treat others with respect by:
- Showing courtesy and manners
- Being considerate of others
- Being tolerant of others
- Obeying instructions
- Not engaging in bullying behaviours

Students have the responsibility to care for our school by:
- Respecting our grounds and equipment and others' property
- Playing safely and obeying safety instructions
- Acting in a manner which shows pride in themselves and their school.
- Dressing in the approved school uniform

A Parent's Rights and Responsibilities

Rights
Parents have the right to:
- Be respected and recognized as the major influence upon their child's development.
- Be and feel welcome in our school.
- Be listened to.
- Receive regular reports detailing their child's progress.
- Meet with school personnel at a mutually convenient time.
- Have any personal information treated confidentially and privacy respected.
- Be offered the same level of courtesy and respect within the school as the school staff.
- Take an active role in the school through the Parents and Friends Association and School Board.

Responsibilities
Parents have the responsibility to:
- Encourage and expect their child to respect school, staff, property and rules.
- Ensure their child is adequately prepared with materials and in approved uniform for the school day.

- Ensure that their children arrive at school on time and are collected from school on time.
- Support the school to achieve its religious and academic goals.
- Consult with school personnel, with respect and courtesy, at a mutually convenient time regarding concerns or queries.
- Support the teachers in their efforts to form good work and behaviour patterns in the children.
- Follow the school community's procedures for parent input.
- Respect the privacy of other students and staff.
- Act in accordance with the Diocesan Parent and Volunteer Code of Conduct

Building the SGM Way – Authentic Catholic Culture

Under the core values of Faith, Justice, Inclusion, Compassion and Respect, teachers will develop classroom expectations in consultation with the class. These will also include safety related behaviours. These 'values in action' become the SGM Way. These are always linked back to the example of Jesus Christ.

All staff need to continually model the SGM Way in their own professional lives with each other. This requires a commitment to and knowledge of the values through the example of Jesus Christ. Staff need to consciously be aware of how the values impact on their own thoughts, feelings and behaviours. This requires a level of self-awareness, emotional intelligence and openness to self-reflection and feedback.

At the beginning of each year, teachers will explicitly teach the five core values. They will:
- teach what they mean
- teach gospel references where Jesus showed that value
- develop T and Y charts about each one
- linking the values in with homework where appropriate
- create a classroom display around the values
- develop classroom expectations which come from the values
- display classroom expectations
- develop and display the consequences for good choices, the SGM Way and consequences for bad choices, not the SGM Way.

Good teaching of this will include all of the teaching and learning styles; hands on and creative.

All staff will use the coaching style language of 'The SGM Way' "Is that the SGM Way?", "I can see (student) helping his friend – that's the SGM Way" "What is the SGM Way?" This will be revised regularly throughout the year.

The SGM Way will apply to all areas of the school, including staff and parents. This will be made known to the community.

Promoting the SGM Way through Positive Feedback and Reinforcement

The staff of St Gerard Majella is committed to promoting and coaching students to choose responsible behaviours. We believe that the most effective method of this includes:

1. Making expectations explicit through teaching and regularly revising and referring to them
2. Catching students doing the right thing
3. Providing behaviour specific feedback
4. Using positive reinforcement through applying consequences for good choices

Students are not born responsible - they learn responsibility. St Gerard Majella is committed to building a school environment that enhances responsibility and cooperation. It is a positive approach which results in students being positive and enthusiastic about school and keen to cooperate with teachers.
Some ideas teachers may employ in their classroom or in the playground include:

- Praise good choices of behaviour through positive feedback
- Selectively attend to bad choices of behaviours which are not posing a safety risk or affecting others
- Token external reinforcement - stickers, stamps, stars, awards.
- Principal Awards on Assembly
- Class SEL Award
- Good news visits to the office or another teacher
- Ring/email or write to parents for good news or improved behaviour.
- Gotcha points
- Money (play money to reward good behaviour. Fines to result from poor behaviour.)
- Cards and letters sent home to mum/dads.
- Treasure box. Bookmarks/pencils for good behaviour.
- Positive Time Out - Extra playtime for the whole class.
- Points for groups - Reward at the end of the day.
- E.g. no homework.
- Privileges - 1st choice, leaders, computers, ipads
- Marble jar
- Sticker cards
- Proximity reinforcement. (Physical presence)
- Class and individual goals each week or term.
- Screen time
- Special competitions
- Class Dojo
- Company - a business system within the classroom that uses wages and other such rewards.
- Displaying work around the classroom and school.

These are just some of the ideas that are used within each class to promote good behaviour with a view to developing self-discipline.

Responding to Behaviours which are not the SGM Way

All students, at some time may and will make wrong choices of behaviour. The severity of the behaviours range from low level to very serious breaches of acceptable behaviour. It is important that staff view all choices of behaviours which are contrary to the SGM Way as opportunities for learning on the part of the student and the teacher.

It is also important that staff are aware of developmental factors which have an impact on behaviours. This enables staff to respond most appropriately to students across the range of ages, from Prep to Year 6.

Natural and Logical Consequences which are reflective of The SGM Way

If consequences are to be effective, they must be logical and natural.

- The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules.
- Logical consequences are respectful of the child's dignity while punishment often calls upon an element of shame.
- Logical consequences are related to the child's behaviour.
- The belief underlying the use of logical consequences is that with reflection and practice children will want to do better, whereas the belief behind punishment is that children will do better only because they fear punishment and will seek to avoid it.

(Responsive Classroom Newsletter: August 1998)

It is the certainty of the consequence being applied and NOT the severity
Logical consequences are:

- Related to the behaviour.
- Respectful of all parties.
- Reasonable expectations.
- Relationship-building.

Least to Most Obtrusive

The **Essential Skills for Classroom Management** form the basis of ways staff will respond to student behaviours. Staff will employ the Top 5 Strategies for promoting On Task behaviours. These are:

- Descriptive Encouraging (after an instruction)
- Cueing with Parallel Acknowledgement (verbal or non-verbal)
- Verbal Redirecting to Learning
- Description of Reality
- Individual Close Talk

If the Top 5 Strategies have not been effective, staff will then Give A Choice

Giving a Choice

- Use after a redirection hasn't worked
- In close proximity
- Using a calm, measured and firm voice
  "Your choices are ….. or …..
- Walk away and scan back intermittently
- Allow time for choice to be made
- FOLLOW THROUGH with consequence if choice not made
- Post lesson discussion might be effective

Time Out

A natural consequence for behavior which disrupts learning, and after giving a choice is for the student to have a time of separation form the group. Each teacher is to establish a time out area in their classroom. When in time out, the student will need to complete work and/or complete a reflection form. Time out is for a set period with the aim to have student conduct improve.

Time out needs to be supervised, therefore students are not to be sent outside the classroom.

The Importance and Necessity of Re-Entry

The re-entry process is the key to growth and opportunity for change of behaviour for the student.

- Re-entry is a CRUCIAL process to modifying and changing behaviour.
- Before a student re-joins the class/playground or activity again they must be able to articulate what they did, what they should have done and what they agree to do if they reenter. Importantly they must articulate what will happen if they choose the same behavior in a set time period.
- Ask :
  - ➢ What did you do? What wrong choice did you make? Why did you have to go to Time Out?
  - ➢ What is the SGM Way? What should you have done? What do you agree to do if you renter the group/class?
  - ➢ If you choose to repeat the behaviour, what do you think should happen? What is the next step should you do it again? (agree on a time period)
- Only when the teacher is satisfied that the student understands what they are to do, should they accept the student back into the class/group.
- At no time should a student re-enter a class without this process.

Prep

Prep children are treated primarily at level one and two, as they are considered to be learning the boundaries of appropriate and inappropriate behaviours. Although level one and two behaviours do not warrant a visit to the Principal's office, Prep teachers can use the principal's or APRE's office as a time-out. The Principal or APRE must be

present and informed, the expectation is that administration will simply reinforce the teacher's message of appropriate behaviour.

Students with Disabilities
Students with Disabilities' behaviours will fall within the same levels, but consequences will be specific to the students in accordance with their IEP.

Inappropriate Staff Responses to Breaches of Behaviour
Staff will not use the following:
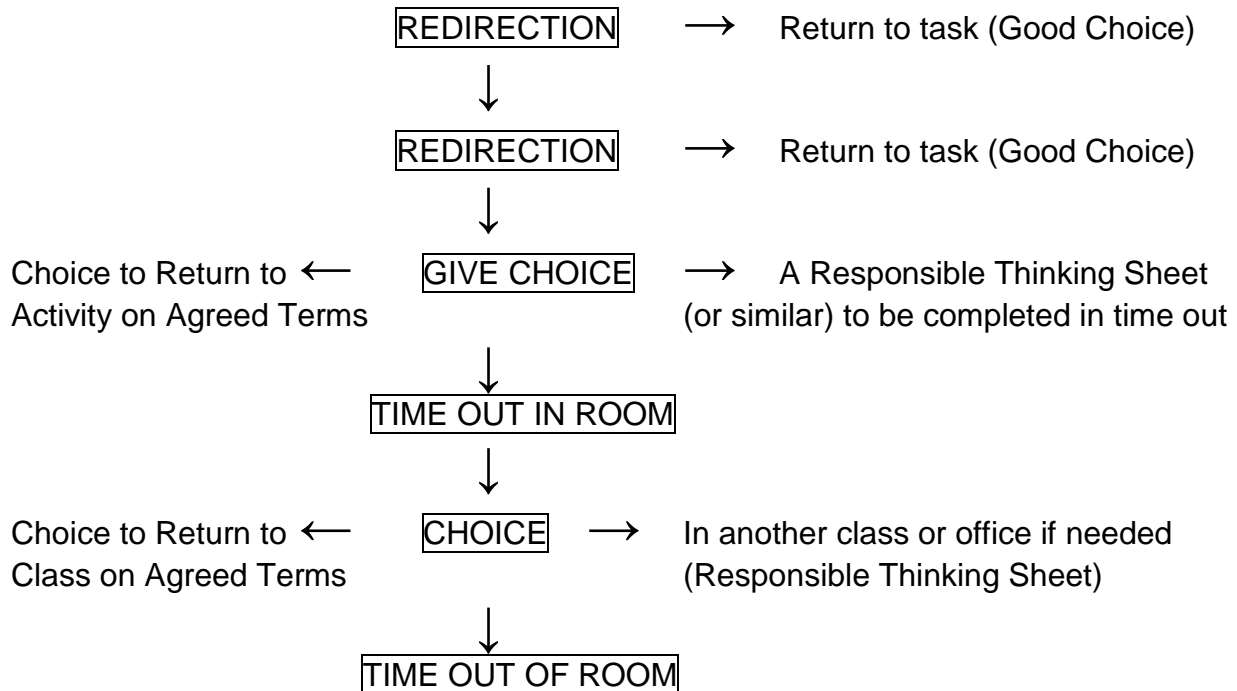- Confrontation
- Yelling, Screaming
- Sarcasm
- Putdowns
- Invading personal space
- Showing emotional arousal
- Getting into a power struggle
- Making choices sound like threats
- Unfinished business – deal with the situation in a timely manner

Should staff use these, they will be in breach of the Diocesan Staff Code of Conduct and may be subject to Student Protection Form (SAR).

Classroom Management Flowchart

Teachers are able to use professional judgement in implementing this flowchart

Curriculum and Positive Supportive Strategies

| REDIRECTION | $\longrightarrow$ | Return to task (Good Choice) |

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| REDIRECTION | $\longrightarrow$ | Return to task (Good Choice) |

↓

Choice to Return to ← | GIVE CHOICE | → A Responsible Thinking Sheet
Activity on Agreed Terms   (or similar) to be completed in time out

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TIME OUT IN ROOM

↓

Choice to Return to ← | CHOICE | → In another class or office if needed
Class on Agreed Terms   (Responsible Thinking Sheet)

↓

TIME OUT OF ROOM

- **Re-entry into the class relationship requires the child to reflect on their behaviour choices through the use of a responsible thinking sheet or similar, to apologise for behaviour choices and to make a commitment to try to improve behaviour choices**

- Resource to assist the re-entry process = RTS – Responsible Thinking Sheet (or similar to suit the age and needs of students)

- Use of behaviour specific feedback to assist in the management of behaviour which focuses on positive behaviours within the classroom environment

- Use of Redirection (Microskill) to assist in the management of behaviour

- The principal is responsible for the overall discipline measures used within the school

- Parents may be notified regarding some disciplinary concerns and the combined resources of family and school personnel used to find a solution to the situation

Level 1 Behaviours and their Consequences

The aim of this level is to assist the student to be aware of behaviours they are choosing which are contrary to the St Gerard Majella Way, not consistent with the values or behavioural expectations and which are hindering theirs and/or other's learning. These would usually be short term.

Level one behaviours are low level/minor misbehaviours and the consequences should be natural and relative to the behaviour.

Examples of Level 1 Behaviours

Calling out

Not listening

Forgetting manners

Making noises

Walking around the classroom

Pulling faces

Slow to start work

Off task

Untidy desk

Answering for others

Not minding own business

Telling tales

Bossing others around

Fidgeting

Minor gestures- rolling eyes, shrugging shoulders (secondary behaviours)

Not sharing or taking turns

Eating in class

Not lining up in the correct manner

Speaking rudely to peers

Not sitting on chairs properly

Not wearing uniform correctly

Taking shoes off at play/before going home

Talking on line

Running on cement

Not wearing hat

Scribbling on books

Drawing on self

Not having items needed for the day

Disturbing others

Not playing games by the rules

Littering

Eating chewing gum

Talking in class when asked not to.

Incidental swearing

Speaking when a teacher is speaking.

Not completing or handing in homework

Taking someone else's equipment without asking.

Teacher Steps

ESSENTAIL SKILLS (ESCM) – least to most obtrusive

Top 5

- Descriptive encouraging, Cueing with Parallel Acknowledgement, Verbal redirection to Learning, Description of Reality and Individual Close Talk.
- Tactically ignore/Selectively attend to the behaviour if it is not disturbing others
- Physical proximity
- Redirection to learning – Non-verbal preferably
- Restatement of The SGM Way

Most students will change their behaviour by using ESCMs Top 5 at level one behaviours. If behaviours persist, follow the process outlined on the Classroom Management Flowchart

Suggested Consequenes
(Teacher Directed – class records kept)
- Use of Warning Charts – move name etc.
- Give choice
- Timeout
- Use of Timeout Reflection Sheets
- Loss of learning time made up at lunchtime (10min)
- Re-entry process
- Communication with parents is required if students are sent to time out in another class.
- An individual celebration chart would be appropriate to assist the student to modifying their behaviours.

Before progressing to level two:
- Sufficient anecdotal records should be available;
- Communication must take place with the parents (phone call) explaining that their child has continued to make choices of behaviour contrary to The SGM Way
- Further consequences would now be treated at level two in accordance with the Framework
- Record that communication has taken place.

Level 2 Behaviours and their Consequences

Level Two behaviours can be repeated level one behaviours or behaviours of a more serious nature. Again, the aim of this phase is to assist the student to be more aware of behaviours they are choosing which aren't in line with the values or behavioural expectations and which are hindering theirs and/or other's learning. These would usually be short term, but could be longer term. They may be one off occurrences or repeated behaviours.

Examples of Level 2 Behaviours

Continued level one behaviours	Minor defiance or disobedience
Rude gestures	
Back chatting to teachers (tone)	Disrespectful tone
	Pushing or shoving
Poor behaviour on excursion/event/function	Teasing others
Graffiti and minor destruction	Bad sportsmanship
Writing on someone else's work	Petty theft - taking to keep
Lying with evidence or admission	Throwing objects at other students
Not admitting responsibility for actions	Ostracise others from a group
Treating equipment roughly	Conversational swearing
Deliberate littering	

Teacher Steps
(Teacher Directed – anecdotal class records kept)
For those students with Level 2 behaviours a Positive Behaviour Support Plan, is developed and followed.
Students who choose behaviours at Level 2, require an immediate natural consequence which is teacher directed.

Suggested Consequences
This may include:
- Time out in the classroom
- Time out in another classroom
- Loss of a privilege
- Restoration of relationship
- Apology
- Community service
- Communication with parents is required.
- Use of Timeout Reflection Sheets
- Re-entry

Before Level 2 behaviour can be considered as Level 3, communication needs to take place with the parents (phone call or interview) explaining that their child has continued to choose inappropriate behaviours at a Level 2 and further consequences would now be treated at Level 3 in accordance with the Framework.

- A member of the Admin/Leadership team needs to be informed that communication has taken place.
- A meeting may be called to discuss the effectiveness of the Level 2 Positive Support Plan and to organise specialist's meetings and a parent teacher meeting to obtain further information.

Level 3 Behaviours and their Consequences

The aim of this level is to provide the student with high level support to replace behaviours which are not consistent with the SGM Way, with behaviours which are. These behaviours may include repeated occurrences of the identified Non-negotiable. These behaviours may be longer-term.

Examples of Level 3 Behaviours

Continued level two behaviours
Spitting at others
Disobeying teacher's instructions - Major defiance
Leaving school grounds without permission
Deliberate destruction of property
Inappropriate use of school digital devices and technology
Intentional harm to another student
Ganging up on others
Directed and/or aggressive swearing
Biting
Racial harassment
Sexual harassment
Gender harassment
Major dishonesty
Bullying behaviours – repeated and targeted
Misuse of devices, email or inappropriate online behaviour (ICT User Agreement)

Teacher Steps

- Act in a calm manner (even if you aren't feeling calm)
- Behave as though you are confident (even if you aren't)
- Do what you planned and said you would do
- Consider removing the class from the situation if necessary
- Call for assistance if necessary
- Take a short break if you need to and are able to (be responsible for your emotions and behaviours)
- Reassure the class
- Debrief with a colleague privately (not in public eg staffroom)
- Follow up with a class discussion/post lesson discussion
- Take notes in objective language and date and sign it
- Review positive behaviour support plan

Suggested Consequences

(To be dealt with at an admin - teacher level)
- Behaviour card or other strategy
- Principal or APRE meets with parents with teacher present
- Further community service
- Incident/behaviour recorded on the school Behaviour Register
- Withdrawal from in and out of school activities

- Reference to the Diocesan Detention/Suspension and Exclusion Policy

At Level 3, the child will be on a Positive Support Plan and the Principal or APRE is involved in managing the behaviours in consultation with the teacher.

Level 4 Behaviours and their Consequences

Behaviours at this level are considered an extreme breach of the SGM Way.

Examples of Level 4 Behaviours

Continued level three behaviours
Serious Physical Aggression, Fighting (Major physical violence)
Verbal abuse of staff and other adult supervisors
Stealing other's possessions
Wilful property damage / Vandalism
Threats of violence against others

When there has been an extreme breach of the SGM Way (includes but not limited to physical or verbal violence) students will experience a consequence which will be decided upon by the classroom teacher and Leadership Team.
This may include but not be limited to:

- Parental contact with a follow up meeting (compulsory)
- Internal suspension for a set length of time and loss of contact with the class and loss of privileges
- External suspension for a set length of time with a re-entry process.

Parents are required to come to the school and take their child home. This is followed by close monitoring.
This sends a very strong message to the student and parents that the student's behaviour was extremely unacceptable and unwelcome at St Gerard Majella. It also provides the school community the opportunity for distance from that child as they have most likely violated trust and broken relationships. In the spirit of restorative justice, upon the child's return to school, they engage in a process of 'making things right' with those they have affected.
This level is always at the discretion of the Principal/Leadership Team and is in accordance with the Diocesan Policy for Suspension and Exclusion

Teacher Steps

- Consider safety of others
- Follow De-escalation plan
- Send for assistance
- Avoid escalating the situation by communicating aggression in any form (physical or verbal)
- Maintain calmness and detachment
- Remain firm but positive
- If deemed appropriate to do so, give choices

Suggested Consequences

- Act in a calm manner (even if you aren't feeling calm)
- Behave as though you are confident (even if you aren't)

- Do what you planned and said you would do
- Consider removing the class from the situation if necessary
- Call for assistance if necessary
- Take a short break if you need to and are able to (be responsible for your emotions and behaviours)
- Reassure the class
- Debrief with a colleague privately (not in public eg staffroom)
- Follow up with a class discussion/post lesson discussion
- Take notes in objective language and date and sign it
- Review positive behaviour support plan
- Parents involved
- Exercise the Diocesan Detention, Suspension and Exclusion Policy
- Withdrawal from all classroom/school activities
- Loss of privileges including attendance at visiting performances
- At this stage in the process, all consequences are coordinated through the Principal and/or APRE.
- Parents are contacted at each point in Level 4.

Level 5 Behaviours and their Consequences

Extreme Breach of Code of Behaviour Example of Level 5 Behaviour
Continued level four behaviours
Bringing to school or using weapons
Bringing to school or using drugs
Major vandalism
Major theft
Bringing pornography to school

Teacher Steps
- Consider safety of all
- Send for assistance
- Avoid escalating the situation by showing aggression in any form
- Remain calm and positive
- Calm the student involved.
- Remove either student or other students from the area

Consequences
- Diocesan Detention, Suspension and Exclusion Policy is followed
- Manager School Development - Primary is advised and consulted
- At this stage in the process, all consequences are coordinated through the Principal or APRE.
- The Principal acts in accordance with the Diocesan Policy 'Student Management – Suspension and Exclusion'

The steps for formal sanctions usually indicate that the school will:
- clearly identify the problem and the individual involved;
- indicate clearly to the student the nature of the unacceptable behaviour and the possible consequences;
- ensure written records of the incident/s and the action taken with the student are kept;
- in discussion with parents outline the situation and possible courses of action to take;
- expect that suspension be employed prior to any action leading to exclusion;
- work from least to most intrusive intervention strategies. But if the support offered by the school is not effecting the desired improvement, then the seriousness of the situation must be conveyed to the student and parents;
- consult with, or refer to, Cairns Catholic Education Services, as appropriate.