



STUDENT SAFETY WELLBEING AND BEHAVIOUR PROCEDURE

1. AIM

- To create and maintain a culture, where students feel safe and can flourish in their learning and development.
- For staff to have a consistent approach to support students and intervene appropriately where behaviour or safety is concerned.

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety Wellbeing and Behaviour

2. SCOPE

- Parents and carers, students, school staff and the leadership team

3. DEFINITIONS

- **Behaviour management:** is a process to help create teaching and learning communities where all members of the school community feel secure from harassment, aggression, violence and bullying. It is a culture and a philosophy underpinning all that happens in the school (National Safe Schools Framework).
- **Healthy and respectful relationships:** Pope Francis says in AMORIS LAETITIA, as an essential requirement of love, “every human being is bound to live agreeably with those around him”. Modelling healthy and respectful relationships creates an engaging, safe and supportive environment. It also equips children and young people with the understanding of how they should be treated.

Healthy relationships are often referred to as being ‘respectful relationships’ or ‘ethical relationships’, or even a ‘good relationship’. No matter what type of relationship it is, a respectful relationship typically exhibits characteristics of:

- Respect: Mutual feelings of regard; sense of feeling affirmed and safe
- Communication: Active listening, hearing and being heard; understanding; being able to say no
- Trust: Feeling trust and being trusted
- Equality: Freely making your own choices
- **Restorative Practice:** The strategies and actions of repairing a relationship to foster remorse and model forgiveness between peers, teachers and families to maintain the students’ sense of belonging in the community
- **School Ready:** *May be referred to as ‘learning ready’ and/or ‘play ready’*
In addition to some academic basics, school readiness skills include self-care, attention and concentration, physical skills, emotional regulation, language skills and play and social skills.



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4. PROCEDURE

Student Safety Wellbeing and Behaviour procedure guides the creation of cultures of safety and wellbeing where students feel safe and can flourish in their learning and development. The executive directive ensures all CEWA employees have the knowledge and skills to promote student wellbeing and respond and intervene in matters where the behaviour, safety or mental health of students is concerned.

All members of the Aranmore school community need to be able to experience a caring, safe and positive school environment for themselves and others. This procedure is informed by positive behaviour, support and restorative practices. The procedures outlined seek to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

ROLES & RESPONSIBILITIES (expected behaviours & courtesies)

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> Learn in a purposeful, supportive environment. Work and play in a safe, friendly and clean environment. Be treated with respect, courtesy and honesty. 	<p>Be learners who:</p> <ul style="list-style-type: none"> Respect everybody's right to learn Respect teachers right to teach <p>Be learners who are Mercy Kids:</p> <p>Merciful</p> <ul style="list-style-type: none"> Show acts of kindness Include others Be patient <p>Excellent</p> <ul style="list-style-type: none"> Follow instructions Do your best Persevere when challenged <p>Respectful</p> <ul style="list-style-type: none"> Use your manners Be safe and responsible Take pride in yourself <p>Caring</p> <ul style="list-style-type: none"> Look after property Protect God's creation Help and encourage others <p>You</p> <ul style="list-style-type: none"> Live like Jesus



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Parents have the right to:	Parents have the responsibility to:
<ul style="list-style-type: none"> Be informed of their child's behaviour in the school setting Be heard in matters relating to their child Be informed of school behaviour management procedures Be informed of decisions involving their child <div style="text-align: center; margin-top: 20px;"> <pre> graph LR PQ[Parent Query] --> SQ[Student Query] PQ --> AQ[Administration Query] PQ --> SCQ[Sacramental Query] SQ --> CT[Classroom Teacher] SQ --> AP[Assistant Principal Principal] AQ --> RAT[Reception/Administration Team] SCQ --> TP[The Parish / Fr. Angelo] </pre> </div>	<p><i>(As per the School's Enrolment Policy and Code of Conduct)</i></p> <ul style="list-style-type: none"> Be an active participant in their child's education Provide information to the school about their child or circumstances, that may impact on their child's learning Maintain confidentiality Treat the staff with respect, honesty and trust their professional knowledge Treat the school community with respect Follow the appropriate communication channels
Staff have the right to:	Staff have the responsibility to:
<ul style="list-style-type: none"> Be shown respect, courtesy and honesty Teach in a safe, secure, clean environment Teach in a non-disruptive environment Have co-operation and support from parents and other staff members 	<p><i>(As per the Staff Code of Conduct)</i></p> <ul style="list-style-type: none"> Establish and nurture healthy positive relationships with students and the community Provide an inclusive, safe and engaging learning environment Ensure consistency in implementing all school procedures Continually promote school and student expectations Use restorative practices to restore relationships
The Principal and /or their delegate has the right to:	The Principal and/or their delegate has the responsibility to:
<ul style="list-style-type: none"> Be shown respect, courtesy and honesty Lead in a safe, secure, clean environment Lead in a non-disruptive environment Have co-operation and support from parents and other staff members 	<p><i>(As per the Staff Code of Conduct)</i></p> <ul style="list-style-type: none"> Ensure consistency in the implementation and maintenance of the Behaviour Management Procedure Support teachers with the development of the skills to provide safe and engaging classroom environments and to promote healthy positive relationships Facilitate case conferences if required Manage procedures for serious misdemeanors



STUDENT SAFETY WELLBEING AND BEHAVIOUR PROCEDURE

BEING A MERCY KID

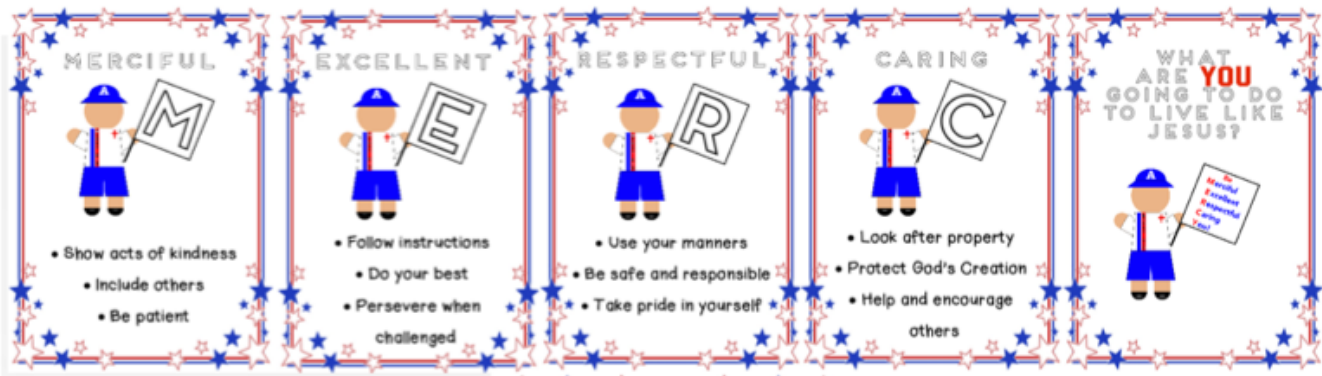
The “Be A Mercy Kid” was created in 2021 to respond to the need for a shared language to engage students in a collaborative team approach in developing a safe and supportive learning environment. This initiative is reflected upon by staff and students regularly to ensure students feel connected to the community and understand the clear expectations of their behaviour.

As identified by the students, at Aranmore Catholic Primary School they have the desire to feel:

Safe
Included
Challenged
Heard
Respected
Successful

Be A Mercy Kid is a whole school initiative that focuses on students being:

Merciful
Excellent
Respectful
Caring
You



Good Standing

At Aranmore Catholic Primary School, Good Standing emphasises the importance of taking responsibility of negative choices students may make which may ultimately have an effect on their safety and/or learning and the safety and/or learning of others. All students hold Good Standing and is compromised when they do not show the Be A Mercy Kid values. Students need to maintain their Good Standing to attend and participate in school events. Including but not limited to:

- Classroom based rewards
- Participation in interschool events
- School based sports/carnival events
- Represent ACPS in external events
- Graduation events
- Limited agency in Year 6 Leadership positions
- Social based activities eg. Disco, camp etc

Class Approach

When a whole class exhibits the ‘Be A Mercy Kid’ values, they receive a class token. A class aims to achieve 10 tokens as this will result in a 10 minute class reward, as soon as practicable. The reward should reflect a celebration of teamwork, not individual free time.

Individual Recognition

- When individual students consistently exhibit these ‘Be A Mercy Kid’ values, they receive a token which earns points for their faction. There is a reward for the winning faction at the end of each term
- An assembly is assigned each term, to present the students who have displayed exceptional Mercy Kid behaviours with a special Mercy award



STUDENT SAFETY WELLBEING AND BEHAVIOUR PROCEDURE

URSTRONG: FRIENDOLOGY 101

URSTRONG's whole-school friendship strategy teaches students what is normal in a friendship and the difference between healthy and unhealthy friendships.

The strategy teaches kids how to become Friendship Ninjas. Friendship Ninjas know how to put out common Friendship Fires® and how to use a Quick Comeback when someone is Mean-on-Purpose. Friendship Ninjas can get their friendships back into the green zone on the Friend-o-Meter by working their way through the Friend-o-Cycle. They know how to Talk-it-Out, but they also understand that friendships change and that's okay.

THE URSTRONG GLOSSARY:

URSTRONG BELIEVES IN USING KIDS' LANGUAGE FOR KIDS' PROBLEMS. THE FRIENDOLOGY 101 CURRICULUM TEACHES STUDENTS A WHOLE NEW LANGUAGE OF FRIENDSHIP. SOME OF THE COMMON TERMS INCLUDE:



FRIENDSHIP NINJA

A Friendship Ninja is someone who surrounds themselves with friends in the healthy zone of the Friend-o-Meter. A Friendship Ninja is kind and friendly to everyone.

A Friendship Ninja understands the 4 Friendship Facts and puts out their Friendship Fires® when they ignite.

A Friendship Ninja stands up for themselves and their friends. A Friendship Ninja makes new friends and understands that friendships change, and that's okay.

Above all else, a Friendship Ninja is someone you want to be friends with because they're true to who they are!



FRIEND-O-CYCLE

The normal cycle in a friendship that brings the friendship back to the healthy zone after experiencing a Friendship Fire®.

The phases of the Friend-o-Cycle are:

- Healthy Friendship
- Fire
- Confront the issue
- Talk-it-Out
- Forgive & Forget
- Closer & Stronger
- Healthy Friendship!



FRIENDSHIP FIRE

Any situation between you and a friend that results in negative feelings.



FRIEND-O-METER

A visual tool that assesses the health of friendships, ranging from the healthy zone to the unhealthy zone.



MEAN-ON-PURPOSE

When someone is intentionally unkind to someone else.



QUICK COMEBACK

A very short word or phrase that is used when someone is Mean-on-Purpose.

Quick Comebacks are designed to let the other person know that you heard/saw what they did and you're not okay with it.

LEARN MORE AT URSTRONG.COM!



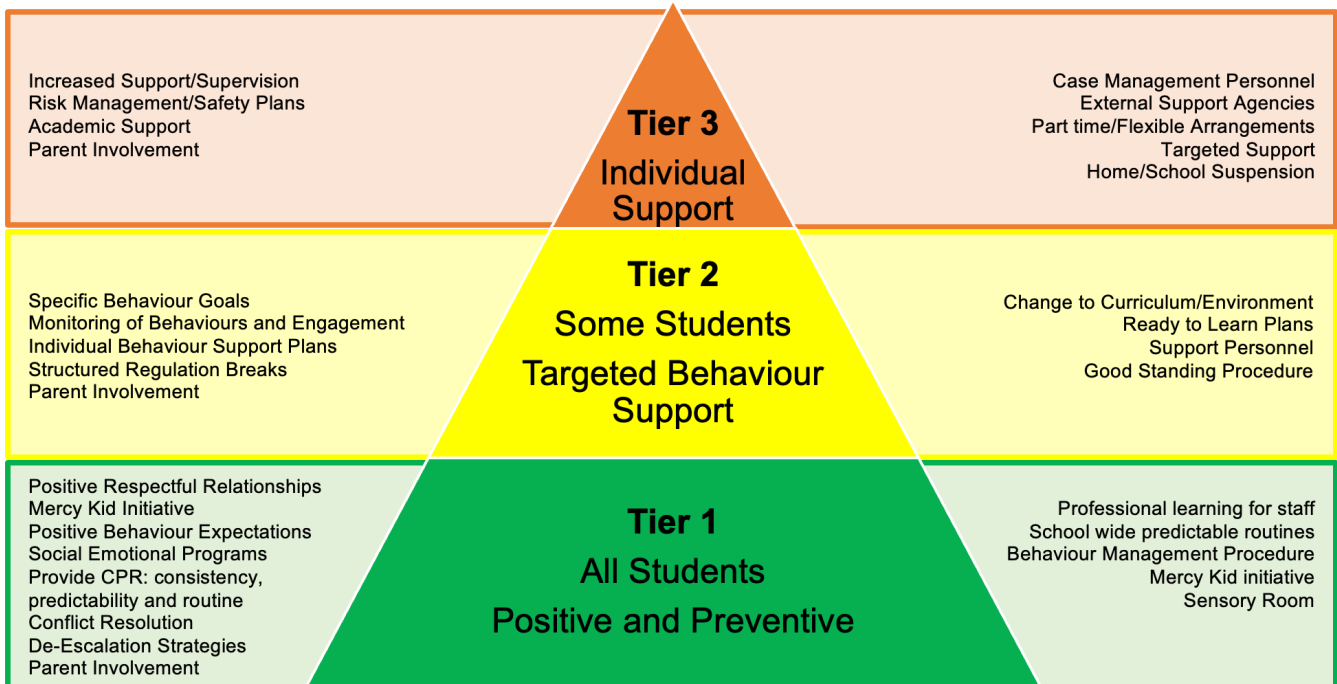
4 FRIENDSHIP FACTS

A set of four facts that help us have realistic expectations in our friendships so we understand what is normal.

1. No friendship (relationship) is perfect.
2. Every friendship is different.
3. Trust & Respect are the two most important qualities of a friendship.
4. Friendships change, and that's okay.



STUDENT SAFETY WELLBEING AND BEHAVIOUR PROCEDURE TIRED SYSTEMS OF SUPPORT



STUDENT BEHAVIOUR FRAMEWORK Wellbeing

Catholic Education Western Australia (CEWA) believes strongly in nurturing the wellbeing, strengths and gifts of every young person. It does this through Christ-centred, child-focused Catholic pastoral communities. Aranmore CPS uses the CEWA Wellbeing Framework to enhance and enrich the capabilities, connections and conditions of the school, our students, staff and community by understanding that wellbeing is visible, measurable and improvable.

Parents/Carers are to notify the school if they have concerns about their child's wellbeing, we the school and parents/carers can work in partnership to support the child and their needs.

If a risk is identified, the school will:

- Interview the student by a trained Gatekeeper staff member
- Follow the Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury (NSSI)
- Contact the parents/carers and supply them with resources to help support their child
- If needed, a Risk Management and/or Care Plan will be created

Additional support may be required, include but not limited to:

- CEWA consultants
- External therapists

The School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury (NSSI) support school staff to identify and effectively respond to suicidal behaviour and/or NSSI in students. It should be used in conjunction with existing school-based procedures and in consultation with professionals who have specialist knowledge in the area of mental health. These guidelines complement but do not replace skills and knowledge gained through attending training such as Youth Mental Health First Aid and Gatekeeper Suicide Prevention. Maximising the social and emotional outcomes for students by providing engaging, safe and supportive learning environments is a priority for all school staff.



STUDENT SAFETY WELLBEING AND BEHAVIOUR PROCEDURE
STUDENT BEHAVIOUR FRAMEWORK
Bullying and Harassment

Bullying is:

- A pattern of willful, conscious behaviour intended to hurt, injure, upset, threaten or embarrass an individual or group
- A repetitive attack, which causes distress not only at the time of the attack, but also by the threat of future attacks
- Involves an imbalance of power
- Can be verbal, physical, social, psychological or cyber

Any staff member observing a bullying incident or receiving a report of bullying must respond in accordance with this procedure:

- Remove student from harm and attend to them if required
- Investigate incident
- A decision needs to be made about whether this is an incident of bullying. See definition
- The level of seriousness must be assessed and the incident reported to the Leadership Team

The teacher will support students who raise a concern in regard to bullying by finding out the facts of the incident. This will involve meeting with those concerned using a shared concern or 'no blame' approach to address the issue. Teachers can help by discussing the child's feelings and possible options to deal with the negative interaction and identify who is available to support them. Parents or caregivers will be contacted at an early stage and where appropriate, and a referral may be made to CEWA School Psychologist or school social worker to develop positive strategies to overcome bullying.

Consultation with the Leadership Team in cases where the bullying is not resolving. If this is deemed to be a serious bullying incident it must be recorded as so on SEQTA. Parents will be informed by phone and time and date of call also recorded on SEQTA. The Assistant Principals will assess the severity and history of the recorded bullying incidences. They will then apply an appropriate consequence.



STUDENT SAFETY WELLBEING AND BEHAVIOUR PROCEDURE
STUDENT BEHAVIOUR FRAMEWORK
Tier 1 Support

Being a Mercy Kid (Supporting Helpful Behaviours)		Building positive relationships between all members of the school community	
<p>Be A Mercy Kid is a whole school initiative that focuses on students being:</p> <p style="text-align: center;">Merciful Excellent Respectful Caring You - How can YOU live like Jesus?</p>	<p>Responses to promote behaviour:</p> <ul style="list-style-type: none"> • Individual Mercy Kid points • Mercy Kid Class Initiative • Merit Awards • Mercy Kid Awards • Verbal recognition • Communication home 	<p>As identified by the students, at Aranmore Catholic Primary School they have the desire to feel:</p> <ul style="list-style-type: none"> • Safe • Included • Challenged • Heard • Respected • Successful 	<p>Supports to repair & reconnect with learning relationships:</p> <ol style="list-style-type: none"> 1. Acknowledge the difficulty for all 2. Repair any harm done 3. Problem solve for new solutions 4. Fresh start in the learning environment
Friendology 101 (Supports Healthy Behaviours and Positive Relationships)			
<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • Be a Friendship Ninja • Friend-O-Cycle • Quick Comeback 		<p style="text-align: center;">Common Terms Used</p> <ul style="list-style-type: none"> • Friendship Fire • Friend-O-Meter • Mean-On-Purpose 	
Behaviours and Response		Behaviours and Response	
<ul style="list-style-type: none"> • Not completing work • Not listening • Not following instructions • Distracting others • Calling out 		<p style="text-align: center;">Stop the Yellow and start a Helpful Behaviour</p> <ul style="list-style-type: none"> • Stop and think • Check in with teacher • Teacher will give you a verbal warning so you can reset 	
<ul style="list-style-type: none"> • Repeated yellow behaviours • Yelling in the classroom • Inappropriate comments • Annoying others • Taking peoples things • Teasing someone • Defiance • Speaking disrespectfully to staff or peers 		<p style="text-align: center;">Teacher Check In</p> <ul style="list-style-type: none"> • Reminder of Helpful Behaviour expected • 2nd and 3rd warning will be given • Reset time given to move to Helpful Behaviours • Logical consequence 	
<ul style="list-style-type: none"> • Repeated orange behaviours • Hitting/hurting someone • Damage property • Stealing • Threatening someone • Swearing • Verbal abuse of staff or peers 		<p style="text-align: center;">Leadership Team Involvement</p> <ul style="list-style-type: none"> • Timeout in office: break time or to complete work • Parent contact • Discuss plan to get student back on track to a green behaviour • Good Standing will be reviewed 	



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ACKNOWLEDGEMENTS

- QCE Policy Hub: <https://cewaedu.sharepoint.com/sites/Handbook>
- Leith Tarling, CEWA Behaviour Support Consultant
- URStrong: Friendology 101
- Department of Education: Let's Take A Stand Together
- Department of Education: School response and planning guidelines for students with suicidal behaviour and non-suicidal self-injury

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STUDENT SAFETY WELLBEING AND BEHAVIOUR PROCEDURE

Reflection Sheet

Student: _____ Date: _____ Class: _____

What happened?

What were you thinking at the time?

Who was affected and how?

What were you feeling at the time?

How can I make things right?

What was happening in your body at the time?

Next time I will...

Teacher Comment: _____

Teacher who completed sheet with student: _____

BEHAVIOUR MANAGEMENT PROCEDURE and GUIDELINES

Picture Prompts

What I chose to do:

kick 	hit 	push 	bite 	talk or scream
run 	not work 	pinch 	use unkind words 	throw something

It made _____ feel:

happy 	sad 	mad 	scared 	frustrated
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Next time I can choose to:

have SAFE feet 	have SAFE hands 	use kind words 	listen and not talk during instruction 	ask for a calm break
say "I need space." 	ask someone to "Please stop." 	follow directions 	stay in my work area 	say, "I don't understand."