



Holy Trinity

Eltham North

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POSITIVE BEHAVIOUR FOR LEARNING POLICY

RATIONALE

At Holy Trinity we respect the human dignity of each person. Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment. Restorative Practices helps lead us to achieve our vision of a supportive, positive and challenging environment in which students can achieve their best.

Principles

At Holy Trinity we aim to:

- establish positive relationships which will maximize learning
- provide a safe and inclusive learning environment free from harassment, bullying or discrimination based on positive behaviour, mutual respect and cooperation
- apply the principles of restorative justice to students' behaviour
- establish a clear understanding of the consequences for student behaviour
- establish clear expectations about behaviour with support for students, staff and parents
- take into consideration the individual needs of our students

Procedural Guidelines

- All members of the school community share responsibility for creating and maintaining a positive climate in which everyone feels valued, secure and accepted.
- Pastoral Care and effective discipline will be based on respectful relationships.
- A whole school restorative practices approach enables students to develop awareness about the effects of their behaviour on others through the use of affective questions and supported consequences.
- By actively involving students in the disciplinary process they are required to speak about their actions, consider their effect on others and help decide how best any harm can be repaired. In this way, students are held accountable and responsible for their behaviour.
- When things go wrong there is always the chance to be reintegrated with our beliefs and values
- It is essential that we work together to solve problems so promote a sense of community.
- Our school has developed a student code of conduct, which outlines amongst other things, agreed behaviours and management strategies.

- Our code of conduct will place significant emphasis on the development and recognition of positive behaviours.
- We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.
- Positive student behavioural achievement will be recognised.
- All staff will undertake professional development on Restorative Practices.
- The school social and emotional curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.
- Self regulation will be explicitly taught using the Zones of Regulation and other de-escalation strategies.
- Students experiencing difficulty achieving positive behavioural outcomes may undertake individualised behaviour management programs focusing upon agreed goals.
- Consequences for ongoing inappropriate behaviour will be individually based and may involve: exclusion from class/ exclusion from yard/ withdrawal of privileges/ ongoing counseling/ suspension.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

Implementation

There is a set of core restorative practices in place to manage behaviour. The practices are focussed on compassion, forgiveness, and inclusiveness. These strategies are a continuum which moves from less formal to formal.

1. Re-integrative Language of Choice
2. Affective Questions and Statements
3. Circles- Inner and Outer
4. Collaborative Problem Solving
5. Restorative Mediation
6. Formal Restorative Meeting

1. The Language of Choice (first option)

To be used when a student is not doing what he/she should be doing.

What are you doing?

What should you be doing?

Do you need help in doing it?

2. Affective Questions and Statements

When an incident has occurred in the classroom or playground.

1. What happened?
2. How did it happen?

3. How did you act in this situation?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected ?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

Focus Areas for these questions :

1. Focus on the specific behaviours or incidents without blaming.
2. Draw out who was affected and how they were affected.
3. Direct questions towards problem solving what needs to happen to “make things right”
4. Focus on “I” statements, no blame.

At this stage if you think it is required a parent behaviour letter may be sent home.

3. Circle Time-

This can be used as a way of discussing issues at the class level

4. Collaborative Problem Solving

The Classroom Conference

This is a scripted conference which aims to make young people accountable to each other, to develop awareness about what ongoing harm is being done to individuals and relationships, to understand their obligations to their class community and to participate in a democratic process to make things right.

5. Restorative Mediation

When an issue arises between a student and a teacher that is unable to be resolved at a classroom level, it is referred to the student wellbeing leader, or the principal. It is essential that the classroom teacher does not “hand over” the issue but continues to be involved in the mediation process.

6. Formal Restorative Meeting

This will involve the school executive, parents, students and staff

7. Detention, Suspension or Expulsion

In extreme cases the school may consider detention, suspension or expulsion. This decision will be made in consultation with parents, the School Principal, guardians, school counselors and CEM staff.

Evaluation:

The application of this Positive Behaviour for Learning policy will be monitored regularly. The policy will be reviewed a part of the school’s review cycle, or earlier as required. This policy was reviewed in 2019