BEHAVIOUR FRAMEWORK

Students

Student wellbeing and Pastoral Care at St Francis' School is an expression of Christ's care in our school community through commitment to the total wellbeing of each student. The worth, dignity and uniqueness of every individual is recognised and respected.

The development of a school community relies on as shared vision of what is important (our Principles) and a shared set of interactions (our relationships).

At St Francis' School our core Principles are Respect, Responsibility, Belief and Belonging.

When you join the St Francis community, our staff are committed to supporting you in your personal development so that you are able to do your best to uphold the School Principles and Code of Conduct and to maintain positive relationships.

We believe all members of the School community have the right to be treated with respect and that staff and students should be able teach and learn in a safe and supportive environment.

However, we understand that our students may have difficulty from time to time with some aspects of how to behave or interact appropriately in our community. We ask that students, with the support of a staff member, be willing to reflect on these situations to restore relationships with individuals and the school community.

STUDENT EXPECTATIONS

With regards to my enrolment at St Francis' School, I [STUDENT_NAME] agree that to the best of my ability, I will be supportive of our school community by upholding the School's Principles and expectations of:

Respect, for self, others and the environment, by

- coming to school rested and ready to learn.
- understanding the diversity of my fellow students, and treating them with courtesy and friendship.
- treating the school environment and equipment with care and not intentionally causing damage or taking items that do not belong to me.
- not coming to school under the influence of drugs and alcohol.
- eating in nominated break times and keeping the classrooms food-free.

Responsibility, for decision, actions and words, by

- attending school regularly and being punctual to school and my lessons.
- trying to see every problem as a learning opportunity.
- acting safely.
- not bringing drugs or alcohol to school.

Belonging, to a safe, caring community where generosity is emphasized, by

- participating in as many school activities as possible to make the most of the opportunities made available to me.
- listening to the instructions of school staff with the knowledge that they have my best interests in mind.
- wearing the St Francis' School uniform.
- resolving conflicts without physical violence and public shaming of other community members.

Belief, in self-worth, in pursing personal potential and in the dignity of all, by

- participating in the educational programs at St Francis' School.
- always trying to do my best.
- seeking to pursue my potential by seeking support when I have difficulties that overwhelm me.

I understand that by *not* upholding the School Principles and Student Code of Conduct, I will create a break in the relationship between myself and the community. Staff are here to help me to restore this relationship and I acknowledge that I will do my best to work through a process that enables me to reconnect with my community.

Signature:_____ Date: _____

Working it Out Process

I, _____, nominate the following staff members to assist me in resolving behavioural issues that are affecting my connection to the St Francis' School Community.

1. _____ 2. _____

The Reconnection process is known as **Connect, Clarify, Restore**. A general overview of what this process looks like is described below.

Connect

Students are supported and encouraged to speak about what happened, to tell their side of the story.

Clarify

Students are asked to think about their thoughts before and after the incident and identify possible triggers for their behaviour.

Restore

Students encouraged to be involved in the search for a solution to the problem. If consequences are appropriate, they will be chosen in a way that restores relationships and community.

ST FRANCIS' SCHOOL

BEHAVIOUR FRAMEWORK

STAFF

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences."

Daniel J Siegal

Student wellbeing and Pastoral Care at St Francis' School is an expression of Christ's care in our school community through commitment to the total wellbeing of each student. The worth, dignity and uniqueness of every individual is recognised and respected.

The development of a school community relies on as shared vision of what is important (our Principles) and a shared set of interactions (our relationships).

At St Francis' School our Principles of Respect, Responsibility, Belief and Belonging are central to all we do.

When joining the St Francis community, staff are committed to supporting students in their personal development so that they are able to uphold the school principles and code of conduct and to maintain positive relationships.

We believe, all members of the School community have the right to be treated with respect and, for school staff and students, to teach and learn in a safe and supportive environment.

However, we understand that our students may have difficulty from time to time with some aspects of how to behave or interact appropriately in our community. We ask that if this occurs, the student commits to a reflective process with the aim to restore relationships with individuals and the Community. Students will nominate staff members they feel that they have a relationship with, to assist them in this process.

At St Francis' we acknowledge the challenges and realities of working with students in our CARE school environment, the following points are emphasised for staff.

1. We aim to constructively characterize behaviour acknowledging their behaviour is a product of their past experiences, good and bad.

2. We aim to understand the need demonstrated by the behaviour, rather than react to the behaviour in itself.

3. Our approach with behaviour is based on the assumption that young people are always doing the best that they can, working from where they are emotionally, intellectually, and developmentally right now.

4. We recognise that behaviour and discipline issues are also skills deficits secondary to disengagement.

5. We are a trauma informed school balancing accountability for actions with an understanding of traumatic behaviour.

6. Our aim is that our behaviour framework provides guidance, promotes communication, is prevention focused, teaches responsibility and empathetic learning.

7. We acknowledge that clear and consistent boundaries are essential for the learning of students in our schools and classrooms.

8. As staff we model respectful, nonviolent relationships.

9. Students will participate in school-wide social, emotional program.

10. Every student's journey is unique and all students at St Francis have come here for very individual reasons. There may be circumstance in which equity of treatment will not necessarily result in equality.

When they join the St Francis' School community, students are asked to agree to the following expectations.

STUDENT EXPECTATIONS

With regards to my enrolment at St Francis' School, I [STUDENT_NAME] agree that to the best of my ability, I will be supportive of our school community by upholding the School's Principles and expectations of:

Respect, for self, others and the environment, by

- coming to school rested and ready to learn.
- understanding the diversity of my fellow students, and treating them with courtesy and friendship.
- treating the school environment and equipment with care and not intentionally causing damage or taking items that do not belong to you.
- not coming to school under the influence of drugs and alcohol.
- eating in nominated break times and keep the classrooms food free.

Responsibility, for decision, actions and words, by

- attending school regularly and being punctual.
- trying to see every problem as a learning opportunity.
- acting safely.
- not bringing drugs or alcohol to school.

Belonging, to a safe, caring community where generosity is emphasized, by

- wearing the St Francis' School uniform.
- participating in as many school activities as possible to make the most of my opportunities.
- listening to the instructions of school staff with the knowledge that they have my best interests in mind.
- resolving conflicts without physical violence and public shaming of other community members.

Belief, in self-worth, in pursing personal potential and in the dignity of all, by

- participating in the educational programs at St Francis' School.
- always trying to do my best.
- seeking to pursue my potential by seeking support when I have difficulties that overwhelm me.
- seeking to pursue my potential so that I can be an active contributor to my community.

I understand that by *not* upholding the School Principles and Student Code of Conduct, I will create a break in the relationship between myself and the community. Staff are here to help me to restore this relationship and I acknowledge that I will do my best to work through a process that enables me to reconnect with my community.

Signature:_____ Date: _____

Working it Out Process

They also commit to entering into a Reconnection process if they break the connection to the community with behaviour that is inappropriate.

The Reconnection process is known as **Connect, Clarify, Restore**. A general overview of what this process looks like is described below.

Students can nominate 1 or more staff members, to whom they feel connected, and who could support them in this process.

BEHAVIOR MANAGEMENT PROCESS

At St Francis' we recognise that Behaviour management is firstly about prevention:

Prevention Strategies include:

- Knowing your students.
- Notice signs of distress.
- Pay attention to the classroom environment and how it might be impacting students vulnerable to being triggered.
- Remove student from or modify the problem context.
- Redirection (increase opportunities for success). Provision of reasonable choices for alternate activities.
- Anticipate problem behaviour and intervene beforehand.
- Avoid escalation responses (getting in student's face, discrediting student, engaging in power struggles, raising your voice).
- Use de- escalating statements, for example you seem really distracted today is everything ok?
- Ask for help from your colleagues
- If the student is unable to de escalate or follow your requests take your class and move to another area and request another staff member to attend to the student.
- Recognise your own triggers – ask yourself what is the effect of your own behavior as a teacher / staff on the students?

To understand the underlying causes of inappropriate behaviour with a view to restore a student's place in the community, we use Larry Brentro's **Connect, Clarify, Restore** model. This is a move away from punitive models of correction.

Connect

- All discipline matters are to be done non-publicly reducing shaming and further escalation.
- Students and staff must be in the executive center of their brain (emotionally regulated) for anything positive to come of behavioral / discipline concerns
- Responsive listening encourage the student to speak (this does not mean agreeing)
- Tell me what happened or I want to hear your side of the story

Clarify

- Ask questions that help students clarify and build self- awareness, self -reflection skills
- What exactly happened when _____?
- How did you feel when _____?
- What else should I know about _____?
- Paraphrase the facts, Your saying that _____ or so when _____happened you _____
- Defuse highly charged emotions like anger and frustration:
- So, you are feeling really angry about _____
- I can see that really hurt when_____
- So, you felt_____ when _____ happened?

Restore

Encourage and invite the student to solve the problem if the student is ready to take charge and make a plan (please note this does not mean the absence of consequence)

- Where would you like to go from here?
- What might be a good solution?
- What might a good solution look like?
- What could you do or say to work this out
- What might the first step to resolving this?

When deciding on consequences we will:

- Be firm but fair
- Provide choices, Choices invite the student to come up with suggestions.
  - Choices prevent conflict and build power with structures rather than power over.
  - Choices build a cooperative environment.
  - Choices create less stress and fewer power struggles than rules or demands
  - Choices build mutual respect and consideration
- Consider, does the consequence build the young persons?
- Consider, does the consequence take into account the social and personal capacity of the young person?
- Does the consequence restore the community?

"When working with our students it is vital to involve them in the process of finding a solution. By doing this we help them learn pro social behaviours and build their capacity to self regulate" (McDonald 2009)

Sources of Authority
CECWA – [Student Safety, Wellbeing & Behaviour Executive Directive](#)

CECWA – [Incident & Crisis Management Directive](#)