



## **PROACTIVE LEARNER POLICY**

### **RATIONALE**

Mother Teresa Primary is committed to providing a safe, respectful and engaging learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This policy is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

All areas of Mother Teresa Primary are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our policy outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Mother Teresa Primary to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **I care for myself**
- **I care for others**
- **I care for the environment.**

## UNIVERSAL BEHAVIOUR SUPPORT

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mother Teresa Primary we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

At Mother Teresa Primary I care for...	Myself	Others	The Environment
Learning Studios	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Learning</li> <li>• Taking care of my belongings</li> <li>• Using good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Sharing and taking turns</li> <li>• Loving</li> <li>• Helping</li> <li>• Being friendly and kind</li> <li>• Being safe</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning up</li> <li>• Putting my rubbish in the bin</li> <li>• Using equipment properly</li> <li>• Telling teachers if I see anything unsafe</li> </ul>
Playground	<ul style="list-style-type: none"> <li>• Playing nicely</li> <li>• Making the right choices</li> <li>• Being in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing and taking turns</li> <li>• Including others</li> <li>• Using safe hands and feet</li> <li>• Helping</li> </ul>	<ul style="list-style-type: none"> <li>• Putting rubbish in the bin</li> <li>• Packing up</li> <li>• Taking care of my belongings</li> <li>• Using equipment properly</li> <li>• Telling teachers if I see anything unsafe</li> </ul>
Church	<ul style="list-style-type: none"> <li>• Being still and quiet</li> <li>• Joining in prayers and</li> </ul>	<ul style="list-style-type: none"> <li>• Praying for others</li> <li>• Listening to the priest</li> </ul>	<ul style="list-style-type: none"> <li>• Using pews properly</li> <li>• Keeping still</li> <li>• Having a</li> </ul>

	singing	and others	quiet heart
		<ul style="list-style-type: none"> <li>• Allow others to pray quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the Church as a sacred place</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>• Flushing the toilet</li> <li>• Washing my hands</li> <li>• No food or drink</li> <li>• Using taps and paper properly</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for privacy of others</li> <li>• No playing</li> <li>• Quiet voices in toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Telling teachers if I see anything unsafe</li> <li>• Leave all areas clean and tidy</li> </ul>
Office	<ul style="list-style-type: none"> <li>• Being a good listener</li> <li>• Using good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently</li> <li>• Only go to the office with permission</li> <li>• Enter and exit quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Use sick bay only when needed</li> <li>• Do not touch office/sick bay equipment</li> </ul>
All Settings	<ul style="list-style-type: none"> <li>• Wearing my uniform with pride</li> <li>• Being safe and sensible</li> <li>• Using good manners</li> <li>• Listening to others</li> </ul>	<ul style="list-style-type: none"> <li>• Using safe hands and feet</li> <li>• Be a good team member</li> <li>• Speak politely to everyone</li> <li>• Follow adult direction(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Leave all areas clean and tidy</li> <li>• Staying on pathways</li> <li>• Telling teachers if I see anything unsafe</li> </ul>

## **FACILITATING POSITIVE BEHAVIOURS**

At the beginning of each school year staff will incorporate school rules into their learning studio and teach lessons on specific skills as indicated on the The Schoolwide Expectations Teaching Matrix.

To support positive behaviours all teaching staff will distribute 'Merit Postcards' on a weekly basis. Other staff members (Leadership Team, Administration, Specialist Teachers) may distribute when they observe students displaying positive behaviours at any time. Staff, in all settings, will use spoken positive reinforcement highlighting the specific skill or action displayed by the student, e.g. "Well done Mark for putting away all the learning studio equipment." Our school will focus on 'intrinsic' motivators and will avoid the use of stickers, lollies etc. to engage the students.

## **PROCEDURAL FAIRNESS**

The principles on which we base our behaviour management practices at Mother Teresa Primary School demonstrate procedural fairness. We believe that procedural fairness is a basic right of all children when dealing with school authorities. We apply the 'hearing rule' and the 'right to an unbiased decision.'

Each child has the right to know the nature of an allegation made against them and any information which will be taken into account in considering the matter. The child should know the process by which the matter will be considered and have the right to respond to the allegation. The child should always know how to seek a review of the decision made in response to the allegation.

At Mother Teresa Primary School, members of the staff make every effort to demonstrate an absence of bias in their decision-making. They believe that children have a right to an unbiased decision and the right to impartiality in an investigation.

Procedural fairness at Mother Teresa Primary School includes making available to students and parents (or caregivers) policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements while being mindful of witness protection. As part of ensuring the right to be heard, Mother Teresa Primary School will provide interpreter services, if required, and make arrangements for such services to be available.

We, at Mother Teresa Primary School, believe that it is preferable for different people to carry out the investigation and decision-making in the school but we acknowledge that this might not always be possible. Whoever carries out these roles at Mother Teresa Primary School undertakes to do so in a reasonable and objective manner. We strive for justice to be done and seen to be done.

It is upon these basic principles of procedural fairness that the following procedures have been developed for the management of behaviour

- (a) in the Learning Studio and
- (b) on the playground.

## PREVENTING PROBLEM BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOURS

Attached in this policy are the specific steps to respond to unacceptable behaviour in the learning studio and on the playground. It also includes a Student Reflection Sheet to assist students with understanding and reflecting on their behaviour.

### LEARNING STUDIO BEHAVIOUR MANAGEMENT

1. At the first instance of inappropriate behaviour a verbal reminder of the school expectations: ***I care for myself, others and the environment***, is required highlighting the expectation(s) that the child is not fulfilling  
e.g. '(N) you are not being safe when you .....



2. At second instance the student is instructed to move to a 'time-out' area in the learning studio in order to settle, reflect or complete work.



3. Time-out completing a 'Reflection sheet' assisted by teacher. No more than 10 minutes.



4. Discussion with teacher on re-entering learning studio: Teacher explains to the student why their behaviour was not acceptable. Teacher monitors student's plan for fulfilling learning studio expectations. File reflection sheet in student learning studio file.



5. Use procedure twice in any one day.



6. At third instance send student to Leadership Team member with three reflection sheets stapled together (2 completed and one blank). Discussion with student about their behaviour and the third reflection sheet is completed.



7. Teacher makes contact with parent regarding behaviour via a note with a photocopy of the reflection sheets. A follow up note / phone call is needed to make sure that the correspondence was received.



8. Leadership Team will monitor number of occasions and when or if necessary contact parents. A record will be recorded in the school behaviour file.

## PLAYGROUND BEHAVIOUR MANAGEMENT

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1. Teacher is on time for duty and first aid bag. Teacher is vigilant, proactive and preventative in their supervision by regularly reminding the children of the 3 school expectations: ***I care for myself, others and the environment***



2. Teacher on duty deals with minor issues that arise on the playground by completing *behaviour record* (in First Aid bag) for students who are not fulfilling school expectations.

Management strategies:

- time out with supporting teacher
- sitting down at a quiet space to have some reflection time
- community service
- follow-up meeting with teacher



3. At the conclusion of playground duty teacher hands behaviour record to appropriate learning studio teacher. These indicate how the issue has been dealt with. Learning studio teacher keeps the records with the child's file.



4. Three (3) records per term and the child is referred to a member of the Leadership Team – with the three records stapled together please.



5. After discussion with the child: Leadership Team makes contact with the parents via a phone call or letter to notify them of their child's behaviour and appropriate consequence. A record of the behaviour is placed in the child's file kept in the Administration area.



6. Child's behaviour is continued to be monitored via playground behaviour records and learning studio teacher.

# STUDENT REFLECTION SHEET



Mother Teresa Primary  
creative minds - gentle hearts

## STOP AND REFLECT



At Mother Teresa Primary we are learning how to make good choices.  
Today

I had some trouble making the best choice for my learning.

What happened:

Next time, this would be a better choice:

**I CARE FOR MYSELF, OTHERS & THE ENVIRONMENT**