



Positive Relationships Policy

“A fundamental belief for Catholic schools is that in Jesus is seen God’s image and likeness in its human expression, and that Jesus’ values and teachings show all people ‘the way, the truth and the life’ (John 14:6). In accordance with this belief, values to be promoted within a Catholic school’s understanding and practice of pastoral care include love, respect, compassion, tolerance, forgiveness, repentance, reconciliation and justice. (CEM Policy 2.26, Pastoral Care of Students in Catholic Schools)

St Louis Primary School seeks to ensure that positive relationships are built and fostered throughout the entire school community. Positive relationships are recognised, encouraged, modelled and supported throughout the school. As part of a school community it can be inevitable that at times we may have disputes and disagreements and relationships can be tested.

St Louis uses the philosophies of Positive Psychology, Restorative Practices and a strong social emotional curriculum to help its students build strong genuine relationships and navigate their way through conflict. Through this practice students learn from their mistakes, grow in self-discipline, recognise the impact of actions on others and build resilience. Restorative Practices at St Louis de Montfort's promotes empathy, individual responsibility, building resilience, respect, forgiveness and fairness.

In being both positive and restorative, clear parameters are set to ensure healthy and supportive relationships are built between students, staff and parents and pro-social behaviours are taught explicitly. Attention will be given to developing in each person a sense of identity as a worthwhile and valued individual, a sense of purpose, and a sense of achievement as they strive to achieve their personal best.

Principles

- To promote and model the values and teachings of Jesus, maintaining the sacred dignity of all
- To create and maintain a safe, supportive and inclusive environment consistent with our school values
- To provide a safe and welcoming environment for all
- To build and foster positive relationships within our school community, where students feel connected and authentic learning is promoted



- To provide opportunities for students to voice their ideas
- To create and maintain positive empathetic relationships, that respect diversity.
- To promote kindness and forgiveness

School expectations (Appendix.1), rights and responsibilities, gospel values and pro-social behaviours are explicitly taught at the beginning of each year and reinforced during the year. The beginning of each year starts with a focus on building positive relationships between peers and teachers.

Rights and Responsibilities:

To assist the students to grow and develop, the school will work in partnership with parents and the school community.

RIGHTS

All members of our school community have the following rights:

1. to be safe and happy
2. to be treated with respect, regardless of age, gender, race, religion, disability or impairment or difference
3. to teach, learn, work and play

RESPONSIBILITIES

St Louis Staff have a responsibility to:

1. provide a safe and supportive environment
2. treat our community respectfully
3. provide quality learning opportunities
4. nurture a positive relationship with our community
5. to uphold the catholic ethos

Students have a responsibility to abide by the following rules:

1. I follow directions
2. I show respect
3. I am responsible for my actions
4. I strive for my personal best



Elaborated expectations surrounding these school rules are noted in our expectation matrix below.

Parents have the responsibility to:

1. treat all members of the school community with respect
2. nurture a positive relationship with the school community
3. support and endorse the school's values and mission and vision statement

PROCEDURES FOR DEALING WITH BEHAVIOURAL ISSUES

St Louis' philosophy is that behaviours should be modelled and taught explicitly. At times students will engage in behaviour that is not conducive to creating respectful and positive relationships. Behavioural errors will be dealt with in a timely, respectful and restorative manner and each situation will be dealt with taking into consideration the context in which it occurred. When dealing with behavioural errors teachers will do so with a focus on individual sacred dignity and in alignment with child safety standards.

Most behavioural errors will be able to be resolved or redirected through Restorative conversations and repairing of damage done. At times some students may display behaviours that are deemed serious and require further intervention. If teachers have a serious incident in the classroom they may ask for leadership assistance or refer the incident to the Student Support Group for further evaluation and assistance specifically when patterns of behaviour occur. Some students will require a more targeted and specific individualized behavioural intervention through the development of a Behavioural Support Plan. These positive support plans will be devised by the Student Support Group.

When dealing with behavioural errors teachers need to follow the behaviour pathway plan. (Appendix.2).

NB: Teacher must fill in the CEM Online Incident Report for any serious accidents on the day of the incident.

RESPONDING TO SERIOUS OFFENCES

Serious offences include:

1. Wilfully hurting another person
2. Wilfully destroying property
3. Engaging in any behaviour that stops the class functioning properly








4. Engaging in behaviour that is a threat to a students own or the safety of others.

In response to a serious offence the Student Support Group may be convened to consider the needs of the student and the appropriate disciplinary action or intervention to be taken. The student will have an opportunity to have a voice in this process and will be included in decisions made. Parents/Careers will be notified and included throughout this process. St Louis refers to the [CEM Policy 2.26 - Pastoral Care of Students](#) when dealing with serious offences.



St Louis Expectations Matrix

<p>School values and expectations</p> 	<p>"I show respect"</p>  <p>Respect</p>	<p>"I strive for my personal best"</p>  <p>Innovation</p>	<p>"I follow directions"</p>  <p>Collaboration</p>	<p>"I take responsibility for my actions"</p>  <p>Community</p>	<p>In all Settings</p>	<ul style="list-style-type: none"> <input type="radio"/> I use kind words <input type="radio"/> I use kind actions <input type="radio"/> I look after my environment <input type="radio"/> I am on time <input type="radio"/> I keep my hands and feet to myself 	<ul style="list-style-type: none"> <input type="radio"/> I have a go <input type="radio"/> I challenge myself <input type="radio"/> I learn from my mistakes <input type="radio"/> I use a growth mindset 	<ul style="list-style-type: none"> <input type="radio"/> I work safely with others <input type="radio"/> I share equipment <input type="radio"/> I play fairly <input type="radio"/> I am an active participant <input type="radio"/> I listen to the speaker 	<ul style="list-style-type: none"> <input type="radio"/> I include others <input type="radio"/> I value diversity <input type="radio"/> I help those in need <input type="radio"/> I think about the rights of others <input type="radio"/> I show pride in my school
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St Louis de Montfort's
Catholic Primary School, Aspendale
Our Children, Our Faith, Our Future!