Positive Action Agreement for a Safe School
Policy No. 3.1
St Paul’s offers a safe, supportive learning environment where students are encouraged and assisted to achieve their personal best.

Student well-being is a priority at our school and is fundamental to ensuring a safe and happy environment where students’ rights and responsibilities are respected and understood. A home/school partnership is essential to ensure that all students’ needs and rights are met.

This Positive Action Agreement for a Safe School is based on St Paul’s Pastoral Care and Restorative Practices. It explains to parents and students their rights and responsibilities.

‘Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in school communities. It is focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of restorative practices is the focus on restoring relationships after harm has been done.’


The students are introduced to the philosophy of Restorative Practices in classroom programs. They are also taught interpersonal and problem solving skills to assist them to solve problems in the classroom and on the playground.

It is an expectation that parents spend time with their children reading and discussing this Agreement and signing it each year.

Students who travel to or from school on the school bus also need to agree to the expectations set out in the St Paul’s Positive Action Agreement for Safe Travelling on the School Bus.

With the support and encouragement of all members of the community, the health and well-being of students at St Paul’s will continue to flourish.
Everyone has Rights
Everyone has the right to:
• Feel safe and secure at school at all times.
• Be treated with kindness, courtesy and respect.
• Express their opinions and feelings.
• Learn and play in an atmosphere of care and cooperation.
• Be valued for their uniqueness.
• Be listened to with respect.
• Speak up if they are mistreated or feel unsafe.
• Learn in a supportive environment in order to achieve their personal best.
• Expect that school rules are fair and consistently implemented.
• Expect that their personal property is safe.

Everyone has Responsibilities
Everyone has the responsibility to:
• Follow school rules.
• Maintain a safe school environment.
• Treat others with kindness, courtesy and respect.
• Listen to others with respect.
• Value others for their individual differences and uniqueness.
• Work hard to achieve their personal best.
• Allow other students to learn without interference and distraction.
• Care for and respect their own, others and school property.
• Actively work to restore relationships
• Accept responsibility for their own actions.
• Be accountable for their own actions through the reflection of the following restorative questions:

<table>
<thead>
<tr>
<th>Affective Questions Focus Areas</th>
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<tbody>
<tr>
<td>1. What happened?</td>
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<tr>
<td>Focus on the specific behaviour or incident without blaming.</td>
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<td>2. How did it happen?</td>
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<td>3. How did you act in this situation?</td>
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<td>4. Who do you think was affected?</td>
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<td>Draw out who was affected and how they were affected.</td>
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<td>5. How were they affected?</td>
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<td>6. How were you affected?</td>
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<tr>
<td>7. What needs to happen to make things right?</td>
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<tr>
<td>Direct questions toward problem solving what needs to happen to ‘make things right’.</td>
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<td>8. If you find yourself in the same situation again how could you behave differently?</td>
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</table>

Policy No. 3.1 – Positive Action Agreement for a Safe School
**Staff and Parent Responsibility**

*All parents and staff members have the responsibility to:*

- Be well informed about Restorative Practices at St Paul’s.
- Assist their child/children in developing interpersonal and problem solving skills and to support them to become independent in using them with a restorative approach.
- Support school policies and practices and assist students in understanding them.
- Model Restorative Practices in their own interactions with students, parents and staff
- Incorporate the Principles of Restorative Practices when dealing with an issue

**Principles of Restorative Practice**

- **Foster awareness in the student** of how others have been affected.

- **Avoid scolding or lecturing.** This often results in the student reacting defensively. It distracts from noticing other people’s feelings.

- **Involve the student actively.** Instead of simply doling out punishment, which the student is expected to accept passively, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable.

- **Accept ambiguity.** Often fault is unclear and people can agree to accept the ambiguous situation.

- **Separate the deed from the doer.** We can recognise a student’s worth, their virtues and accomplishments while disapproving of their wrongdoing.

- **See every serious instance of wrongdoing and conflict as an opportunity for learning.** Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

- **Restorative practices must be systemic, not situational.** Every attempt on an individual level to use these principles needs to be well supported by the broader system. How can the system be transformed in ways to minimise the chance of further harm? Marist Youth Care, Sydney (2004).
Caring about Ourselves and Others
We care for ourselves and others by:
• Acting in a safe and friendly way
• Using good manners at all times
• Cooperating with others in class and on the playground
• Attempting to find a solution to playground problems
• Talking to a teacher or staff member if there is a problem
• Respecting each other, their feelings and property
• Sharing resources and equipment fairly
• Being welcoming to new students and visitors to our school

We can communicate to others showing courtesy by:
• Using appropriate body language and eye contact
• Using active listening skills
• Respecting what others have to say
• Using appropriate language and tone of voice

To ensure we have a safe environment the following actions are unacceptable:
• Bringing dangerous toys/equipment or harmful substances to school
• Riding bikes, scooters, skateboards or roller blades in the school yard
• Leaving the school grounds without permission

Caring for our School Environment
We show pride in our school by:
• Taking care of our school buildings, equipment and playground.
• Turning off taps and lights when finished and not wasting resources.
• Keeping our playground clean and litter free.
• Looking after our gardens and trees.

It is unacceptable to:
• Break, damage or steal school property.
• Play in the toilet area.
• Drop litter.
• Waste resources.
**Behaviour Expectations and Consequences**

At St Paul’s it is an expectation that all members of the school community respect the rights of others. We support children to be responsible for their own behaviour and as a school we do not tolerate bullying or harassment in any form. All classes have expectations and consequences to protect the rights and safety of all students, teachers and community members. Teachers discuss these rules and expectations with the students and they are displayed in the classrooms. Children are expected to follow these expectations at all times including when they are on excursions.

**Behaviour expectations:**

- Do your best
- Help others succeed
- Respect your school

**Consequences for Unacceptable behaviour**

On occasions, the need may arise for the following steps to be taken if a student’s behaviour is unacceptable.

**First time:** There is a reminder of the rule and a warning.

**Second time:** Time away in the classroom; Juniors 3 mins, Middles 5 mins and Seniors 5 mins

**Third Time:** Time away in designated class; Juniors 5 mins; Middles 10 mins and Seniors 15 mins

*Children take a behaviour sheet with them to complete. Upon returning to the classroom, or at the next most convenient time the teacher works through the behaviour sheet with the student.*

**Fourth time:** Student goes to the principal, deputy principal or nominee. At this point the Principal, Deputy Principal or nominee will deem whether a restorative meeting involving the students’ parents, teacher and/or affected parties is necessary.

**Severe Clause**

Severe Clause Criteria comes into effect when a student:

- wilfully hurts another.
- wilfully destroys property.
- overtly refuses to do what he/she has been told to do.
- engages in any behaviour that stops the class from functioning.
- engages in abusive, foul or implied foul language.

Severe clause requires the student to be sent immediately to the Principal, Deputy Principal or nominee. Parents will be notified and a restorative meeting will be organised. For severe breaches of school discipline, the principal can evoke exclusion, suspension and expulsion procedures. St Paul’s does not use corporal punishment at any time.

If a student is constantly advancing through the stages a negotiated shorter process is put in place in consultation with student and parents.

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*Policy No. 3.1 – Positive Action Agreement for a Safe School*
**Behaviour Expectations in the Playground**

*Playground expectations are:*
- Do your best
- Help others succeed
- Respect your school

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<tr>
<th>Behaviour</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>• Bullying / harassment</td>
<td>• Removal from playground to office</td>
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<td>• Deliberately interfering with the games</td>
<td>• Principal, Deputy Principal or principal’s nominee addresses student</td>
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<td>of others</td>
<td>• Parents will be informed through either a phone call or a written note</td>
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<td>• Fighting</td>
<td>to advise them of their child's behaviour.</td>
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<td>• Vandalism</td>
<td>• Picking up stick, bark, stones etc</td>
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<td>• Throwing potentially dangerous missiles</td>
<td>• Running on paths/undercover/around buildings</td>
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<td></td>
<td>• Out of bounds</td>
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<td>• Climbing trees</td>
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<td></td>
<td>• Spitting</td>
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<td></td>
<td>• Swearing/foul language</td>
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<td></td>
<td>• 1st Offence - Reminder of the rule and a warning</td>
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<td>• 2nd Offence - 5 minute time out to allocated area.</td>
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<td>• 3rd Offence - 10 minute time out to allocated area.</td>
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<td></td>
<td>• 4th Offence - 15 minute time out to allocated area and removal from the</td>
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<td>offending area of the playground to another designated play area.</td>
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<td></td>
<td>If a child repeats their behaviour, Parents will be informed through</td>
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<td>either a phone call or a written note.</td>
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• Time out locations:
  - Lower Duty (oval) seats on the edge of oval.
  - Top duty (asphalt) seats on the edge of netball courts.
• During Terms 1 and 4 children will be seated out of the sun in a shady area

If a student is constantly advancing through the stages parents will be notified and a restorative meeting will be organised. A negotiated shorter process will be put in place in consultation.
Remember:
When someone does something you do not like, you have a choice about how you can deal with it.

| Take time, wait and cool off | Tell them to stop | Talk about it with them |
| Work it out together | Ignore it | Walk away from the situation |
| Join in with other children | Talk about it with a teacher | Seek assistance with strategies that may help |

Think of some other strategies you can use

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</table>
We have read and discussed the St Paul’s Positive Action Agreement for a Safe School.

We understand the expectations and consequences for inappropriate behaviour.

Signed:

Student ........................................

Parent  ........................................

Date  .........................................

Teacher  ......................................

Date  .........................................