



ST. BERNADETTE'S PRIMARY SCHOOL

2 Willey Street, North Sunshine, Victoria, 3020
Telephone: 9311 8872 Fax: 9311 2469

Building Relationships: Wellbeing at St Bernadette's

Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these" Matthew 19:14

At St Bernadette's we strive to nurture the intellectual, physical, spiritual, social and emotional development of our students. We recognise that students can achieve more in their learning when they feel safe and supported at school.

Social and Emotional Learning (SEL) is the process through which we learn to recognise and manage emotions, care about ourselves and others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviours.

Social and Emotional Learning at St Bernadette's comprises the 5 following areas:

1. Self-awareness
2. Self-management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-making

We have a range of SEL resources and strategies to help develop SEL competencies in our students. Of particular importance is the use of a common language to help children identify their thoughts and feelings, and consider appropriate solutions for their relationship problems.

Some of our key concepts and strategies are:

The Volcano



Sometimes when we bottle up our anger it can grow inside us until it explodes. The important thing to do is recognise when the anger is increasing inside us and to stop it before it explodes. The volcano is an image that helps children become aware of how they are feeling.

Stop, Think, Do



'Stop, Think, Do' encourages children to consider both immediate and longer-term consequences of different behaviours. Following through with consequences helps children to see that aggressive or withdrawn behaviours are not useful strategies in the long-term.

Stop: Don't rush in! Use a calming down strategy. Ask yourself, 'What is the problem?'.

Think: What are all the things you could do now? List all positive and negative suggestions. What would be the consequences of each suggestion? How would I feel? How would others feel?

Do: Decide on the best alternative and do it.

Cool, Weak, Aggro

Cool, weak and aggro are words to describe the way people behave and respond to others. Children need to learn skills to be able to stand up for themselves, and behave assertively, rather than aggressively or passively.

Cool (Assertive): behaviour people display when they are standing up for themselves (or looking after themselves) in a *friendly* way.

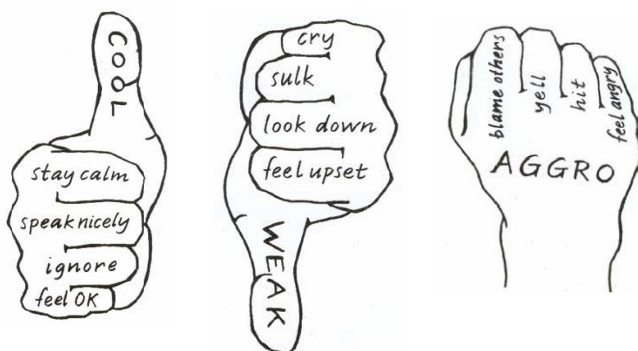
An example of this is looking a person in the eye, and telling them what you need in a calm, clear voice.

Weak (Passive): behaviour people display when they are not standing up for themselves (or not looking after themselves).

An example of this is running away from the problem, hiding or crying without seeking help.

Aggro (Aggressive): behaviour people display when they are standing up for themselves (or looking after themselves) but in an *unfriendly* way.

An example of this is hitting, kicking, teasing or yelling in a voice that may frighten the other person.



Circle Time

Circle Time is a strategy that allows students to share how they are feeling and discuss issues in a non-judgemental environment. The teacher and children sit in a circle. The teacher acts as a facilitator, helping to explore problems while supporting students to express themselves and repair their relationships. Circle time promotes self-reflection, accountability, social and emotional learning and focuses on repairing relationships. Circle Time can also be used as a class to 'check in' with each other, developing social awareness and empathy.

Behaviour Management

Rules and consequences are explored in detail by the teachers and children at the beginning of the year and referred to consistently throughout the course of the school year.

School Rules

The school rules are:

1. Follow directions
2. Listen to the speaker without interruption
3. Speak appropriately
4. Treat property and the environment with care
5. Move safely around the school
6. Keep hands, feet and objects to yourself

The consequences for not following the school rules are:

1. A 'friendly reminder'
2. First warning
3. Second warning: child stays in the classroom but is removed from the group.
4. Time out: child leaves the classroom to complete a 'Thinking Sheet' with a teacher. The sheet is sent home for the child to discuss with their parents. The child then needs to follow up by completing class work that is missed and other logical consequences of their behaviour.

Consequences for unacceptable behaviour should be logical consequences, designed to repair any damage to relationships or property, rather than punishments that have no relationship to the behaviour. Teachers are encouraged to take the opportunity to work with children on their social and emotional learning, particularly when negative behaviours affect others.

Severe Wrongdoing

In some circumstances, it is not appropriate to follow the steps from 'friendly reminder' to 'time out'. Behaviour that is considered severe includes:

- Deliberately hurting another student
- Wilfully damaging property
- Engaging in behaviour that stops the class from functioning
- Bullying

The child will immediately be withdrawn from the group/yard and will meet with a teacher. The teacher will determine exactly what happened and will use a range of strategies to deal with the misbehaviour. These may include:

- A Thinking Sheet
- Circle Time to repair relationships
- Withdrawal from the yard at break times
- A Behaviour Management and Intervention Plan
- Parents coming to the school immediately after the event, so that the child can explain their behaviour to their parents in the presence of a school leader

Behaviour Management & Intervention Plan

If ongoing inappropriate behaviour occurs, teachers will develop an individual behaviour management and intervention plan. This plan allows both the teacher and the child to focus on improving particular behaviours. The parents of the child and all staff will be made aware of the plan so that it can be implemented consistently during class times and break times.

Change comes about through compassionate healing relationships, patience, high expectations and inclusion. All issues will be dealt with in accordance with the values of the school. We recognise that all children, regardless of any learning, behavioural, physical, emotional or social difficulties, have the right to be treated with equity, empathy, and respect. This is done in a spirit of inclusion, with the uncompromising belief that all children are capable of changing their behaviour to become citizens who contribute to society, through the example and message of Jesus Christ.