Mean-on-Purpose Support Guidelines: Creating and Maintaining Supportive and Safe Learning Environments

Rationale m

It is an expectation that all members of the St Peter's school community have the right to experience a caring, safe and supportive school environment. The St Peter's Repeated Mean on Purpose (RMOP) Support Guidelines is informed by clear expectations, a consistent approach, behaviours that meet expectations, and restorative supports to reengagement. Respectful communication between parents, carers and the school is of vital importance.

Vision

Our **vision** is of a community where students graduate from St Peter's as successful learners today and are prepared for tomorrow with strong faith and the core values of Trust, Respect, Unity and Excellence. The dignity and respect of each person in the school community are considered as fundamental in the entire educational process.

School Values

Trust: having faith and belief in God, family, yourself and others.

Respect: treating people and places with care and consideration.

Unity: working together as a team to achieve a common goal.

Excellence: striving to be your best and create opportunities to achieve success.
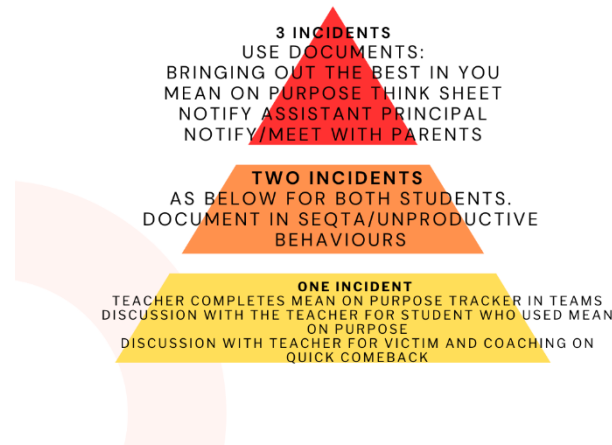
Incident Response – Student interactions

As a URStrong school we implement a developmental skills-based, whole school approach that teaches interpersonal skills and conflict resolution, empowering students to self-govern and build healthy relationships.

Reference: **URStrong**

Accepted professional expectations for our school team:

- Ensure the safety of all children. Our school will be a safe place for all children, parents, and educators.
- Role-model kindness and respect for our students and create a friendly school culture.
- Provide "Talk-it-Out" spaces in our school to ensure students have a place to put out their Friendship Fires®. Students will be given time to resolve conflicts, as we know that learning cannot take place when children are upset.
- Work as a team with parents and provide support, guidance, and opportunities to learn.
- Seek help from professionals and experts when deeper interventions are necessary.
- Teach URSTRONG's curriculum, Friendology 101, to our students in Pre Primary to Year 6 and utilise the language and skills into our daily practices.
- Systematically record and monitor Mean-on-Purpose Behaviour. We will follow our Action- Plans to support victims, perpetrators, and bystanders.

MEAN ON PURPOSE ACTION PLAN

3 INCIDENTS
USE DOCUMENTS:
BRINGING OUT THE BEST IN YOU
MEAN ON PURPOSE THINK SHEET
NOTIFY ASSISTANT PRINCIPAL
NOTIFY/MEET WITH PARENTS

TWO INCIDENTS
AS BELOW FOR BOTH STUDENTS.
DOCUMENT IN SEQTA/UNPRODUCTIVE
BEHAVIOURS

ONE INCIDENT
TEACHER COMPLETES MEAN ON PURPOSE TRACKER IN TEAMS
DISCUSSION WITH THE TEACHER FOR STUDENT WHO USED MEAN
ON PURPOSE
DISCUSSION WITH TEACHER FOR VICTIM AND COACHING ON
QUICK COMEBACK

When a child has exhibited Mean-on-Purpose behavior, the following actions will be taken:

1. After <u>one report</u>, no action required from teacher. This is because the student who used a Quick Comeback and reported administered the most effective consequence.

2. After <u>two reports</u>, the student is notified by the teacher that two reports have been documented. The teacher will then speak with the child who has been Mean-on-Purpose.

3. After <u>three reports</u>, the teacher has a meeting with the student to try to determine the causal factors and provide one-on-one support. It is expected that the teacher and student create a behavior plan together (completing the "**Bringing out the Best in You**" document for the victim and/or "**Mean-on-Purpose Think Sheet**") and further interventions are sought if required (e.g. self-regulation and de-escalation strategies, etc.). The teacher is expected to monitor and check-in with the student and ensure that the Principal, parents, and any other implicated educators are made aware of the plan.

Educators and school staff, parents and caregivers, and students all have an integral role to play in ensuring the success of this Support Framework.

Staff Responsibilities:

Work as a team with the parents, recognising they have many children and families with diverse backgrounds to support.

Reinforce the skills, language, and strategies that our school is employing so that children are receiving consistent messages between school and home.

Follow St Peter's Action Plan for Mean on Purpose Behaviour.

Teach and reinforce the Friendology curriculum.

Avoid using the term "bullying" at school and shift to using the terms: Friendship Fire and Mean-on-Purpose behaviour.

Role-model kindness and respect at our school to help create a friendly school culture.

Parent Responsibilities:

Work as a team with the educators, recognising they have many children and families with diverse backgrounds to support.

Contact class teachers about concerns regarding their child.

Reinforce the skills, language, and strategies that our school is employing so that children are receiving consistent messages between school and home.

Avoid using the term "bullying" at home and shift to using the terms: Friendship Fire and Mean-on-Purpose behaviour.

Access and complete the Reporting Repeated Mean-on-Purpose Online form found on the school website.

Developmental understandings over time

Behaviours are a way of students communicating a need or emotion, and whilst all feelings are acceptable, not all behaviours are. We recognise that many behaviours are developmentally appropriate and as a school we work to support students to make positive behaviour choices, whilst maintaining the dignity and rights of each individual student.

In URSTRONG the term Mean-on-Purpose is not introduced until Year 3. Younger students are not developmentally able to identify the difference between Mean-on-Purpose behaviour and Friendship Fires. They are still developing their conflict resolution skills.

Teachers in these year groups:

Build positive relationships with students so that students discuss issues with their teacher.

Closely monitor student interactions.

Work as a team with parents and contact parents when students are having continued issues.

Work through issues with students individually or in small groups.

Follow St Peter's Positive Behaviour Support Guidelines.

Inclusive Education

St Peter's seeks guidance from the Disability Discrimination Act (DDA) and the Nationally Consistent Collection of Data (NCCD) to ensure that all students are treated with respect and dignity. These guidelines play a crucial role in promoting equality, protecting the rights of individuals with disabilities, and creating a more inclusive and accessible society. The Disability Discrimination Act provides the legal framework to address and rectify any disparities, ensuring that individuals with disabilities are given the same rights and opportunities as their peers.

(Source: **Nationally Consistent Collection of Data (NCCD)**)

(2b) Professional Practice Guidelines

Positive Teacher - Student Relationships

We build positive relationships by:

1. Modelling expectations for behaviours and routines to create a safe and predictable learning environment that builds trust.
2. Greeting students warmly using their preferred name when they enter the room.
3. Acknowledging and praising students for their behaviour and efforts.
4. Understanding student needs and meet students where they are at.
5. As staff, being aware of how our values, beliefs and knowledge about learning and student behaviour impacts on our engagement with students.
6. Demonstrating that we are trustworthy, consistent and reliable over time.

High expectations for student behaviour

We set clear expectations for students by:

1. Clearly articulating expectations for behaviour, teaching expected skills and allowing time to practice these skills.
2. Modelling and explicitly teaching expectations, routines and rules and reenforcing these over time.
3. Addressing behaviour that does not meet the high expectations set for the class (ignoring these behaviours can lead to a decline in expectations over time).
4. Staff regularly reflecting on their own behaviours, to ensure that consistent modelling of high expectations is maintained.
5. Providing predictability, structure and support.

Teach Routines

We effectively teach classroom routines by:

1. Introducing routines and explaining why these are important: (e.g. entry/exit of classroom routine, movement around school routines, lining up routines).
2. Modelling and practicing routines together, praising students who are meeting expectations, supporting students that are working towards routines.
3. Removing scaffolding from the routines and allowing opportunities for students to demonstrate independently, transferring ownership of the routine to students.
4. Reinforcing and consistently maintain routines.

Establishing and Maintaining Classroom Rules

We develop safe and supportive learning environments and maintain appropriate rules by:

1. Introducing and explaining each rule clearly (what/why) and displaying these for constant reference.
   - Rules should be introduced on the first day of school and then explicitly taught in smaller chunks over the following days/weeks.
   - Rules are based on the schools TRUE Values.
   - Rules should be positively framed, age appropriate and clearly communicated.
2. Revising rules where necessary, checking on student understanding- what does this look like, sound like?
3. Monitoring and reinforcing rules consistently, practicing with students where necessary.
4. Acknowledging or praising when rules have been followed, building intrinsic motivation to repeat these behaviours.

At St Peter's we:

- Communicate positive messages home
- Deliver constructive feedback and thoughtful praise that is timely, genuine and reinforces behaviours
- Respond supportively to struggles
- Thank students for their efforts
- Speak to students privately to maintain dignity and avoid embarrassing them in front of their peers
- Give students a chance to change their behaviour direction
- Use informed conversation to build trust
- Uphold confidentiality
- Listen to and acknowledge student concerns
- Use critically reflective practices where teachers examine their own identity, culture, history, bias, values and knowledge, and reflect on how these can impact the development of relationships with students, families and the wider community

Supporting Documents

- **St Peter's Code of Conduct**
- **Kimochis**
- **Nationally Consistent Collection of Data (NCCD)**
- **Australian Education Research Organisation - Discussion Paper**
- **Early Years Learning Framework**
- **Child Safe Framework**
- **Zones of Regulation**
- **Think Kids - Multi-tiered System of Support**
- **URStrong**
- **Australian Institute for Teaching and School Leadership - Standards**