



**EMMAUS**  
CATHOLIC SCHOOL

# Student Wellbeing & Positive Behaviour Support Policy

<p><i>Developed by Staff and School Board</i></p>	<p><i>Notes:</i></p> <p><i>1. All references to 'Staff members' include Leadership, Administration Staff, Educational Support Officers, Teachers and Temporary Relieving Teachers.</i></p> <p><i>2. All references to 'Parents and Carers' include Grandparents, Relatives, Friends and Volunteers.</i></p>
<p><i>Our Philosophy</i></p>	<p><b>We at Emmaus Catholic Primary School believe/understand that:</b></p> <ul style="list-style-type: none"> <li>● Safety, a basic human right, is a pre-requisite for our school to be able to carry out our mission to educate.</li> <li>● The Emmaus community have the right to be emotionally and physically safe at all times.</li> <li>● The dignity of the human person is fundamental to Catholic teaching.</li> <li>● Everybody, created in God's image, matters and matters absolutely.</li> <li>● We are spiritually aware and guided by our Catholic faith.</li> <li>● Every person is part of the Body of Christ and their physical, spiritual, social and emotional growth towards personal and social responsibility, and self discipline, is a life long process.</li> <li>● We have a duty of care to all students enrolled at Emmaus Catholic Primary School.</li> <li>● Our core belief that in our humanness, we make mistakes and forgiveness helps us to grow to become the best version of ourselves.</li> <li>● Our core belief in the importance of high expectations in behaviour and learning.</li> <li>● Our goal to further increase student learning outcomes by increasing accessible learning time.</li> <li>● The development of Gratitude, Empathy, Mindfulness, and Emotional Literacies through our work with The Resilience Project influence on positive learning outcomes for all student.</li> <li>● Behaviour is a form of communication that is driven by the needs of each student.</li> <li>● The values of justice, compassion, love and reconciliation guide our relationships with students.</li> <li>● It is important to address the underlying needs of all students.</li> <li>● Restoring relationships is fundamental to flourishing in a world God desires.</li> <li>● We follow the Emmaus Way and the Positive Behaviour Interventions and Support Model.</li> </ul>
<p><i>Our Beliefs</i></p>	<p><b>The Emmaus Way: Be Safe, Be Respectful and Be ready to Learn</b></p>
<p><i>Purpose:</i></p>	<p><b>Through the application of this policy, we at Emmaus Catholic Primary School aim to:</b></p> <ul style="list-style-type: none"> <li>● Develop thriving people, capable learners, leaders for the world God desires.</li> </ul>

- Support our students in becoming self-aware, moral, compassionate, collaborative and socially adept.
- Demonstrate the Gospel values of freedom, love, compassion, reconciliation and justice for all supported by an underlying belief in the dignity and uniqueness of every human person.
- Ensure the safety and wellbeing of the child is considered paramount in every situation.
- Encourage responsibility of one's actions and emotions.
- Develop a deeper understanding of the impact of wrong doing on people and relationships.
- Encourage participation in agreements with regards to future behaviours and the carrying through of these.
- Encourage positive behaviours desired by the school community/values.
- Support and acknowledge success with effective relationships.
- Encourage growth of our students with many opportunities to develop positive relationships, build resilience skills and form deep connections in a learning community.

## *Responsibilities*

In support of this policy:

### **The Leadership team will:**

- Model and support the Emmaus Way.
- Model and support the values of compassion, reconciliation, justice and inclusivity.
- Promote the development of relevant teaching practices and methodologies that support the individual needs of students.
- Ensure that the school works collaboratively with the school community in implementing a schoolwide approach to positive behaviour interventions and support.
- Ensure staff are trained in the social emotional learning curriculum and various programs we use to support positive behaviour.
- Ensure the staff and students are aware of our process and policies around positive behaviour support.
- Provide opportunities for staff to gain knowledge, understanding and skills in modelling and teaching positive behaviour.
- Seek collaboration with CESA Inclusion Team and other outside agencies when supporting students and families in wellbeing.
- Encourage staff to listen effectively to students and advise them appropriately.

### **Staff will:**

- Promote our Emmaus Way in the classroom and the yard – Be Safe, Be Respectful, Be Ready to Learn.
- Know the children and plan consistent learning experiences.

- Establish clear expectations, teach routines, rules and positive behaviour.
- Engage and begin to build positive working relationships with individuals and groups using explicit teaching of social skills.
- Model positive relationships with students, colleagues and families.
- Engage in regular conversations with students regarding their behaviour and use affective statements.
- Create welcoming, safe, respectful and positive learning environments for all students.
- Promote an inclusive environment that respects the individuality of each student.
- Follow the principles of restorative practice and facilitate reflective conversations with students who require support with behaviour.
- Work with the leadership team to create individualised positive behaviour support plans for students requiring intervention.
- Fulfil duty of care.
- Be positive, fair and consistent through the use of our behaviour management flowchart.
- Inform parents/carers when necessary of any concerns.
- Inform and seek support from leadership if repeated disruptive behaviour occurs.
- Support students in carrying out their individual support plans when needed - emotional regulation.
- Use trauma informed practice which permeates all areas of teaching and learning.

#### **Students will:**

- Be Respectful, Be Safe (safe hands, safe feet, safe mouth) and Be Ready To Learn
- Interact positively with others.
- Restore broken relationships with the support of staff.
- Accept responsibility for their choices and behaviour.
- Participate in the restorative process when relationships have been harmed.
- Seek support from staff to practise positive behaviour.
- Develop and practise strategies that promote positive behaviour and relationships.
- Create individual support plans to support their emotional regulation throughout the school day.

#### **Parents/carers will:**

- Work cooperatively with the school to promote positive behaviour and respectful relationships.
- Support their children in developing resilience and responsibility.
- Support the school's philosophy in restorative practice and behaviour management.
- Communicate with staff about any concerns regarding their child's wellbeing.

- Work in partnership with their child's teacher and the school leadership team to develop strategies for consistent positive behaviour.

### The Emmaus Way



Sign: (School Principal)

*Abdul*

Date 28/4/2025

Sign: (Chairperson on behalf of the School Board)

*[Signature]*

Date 28/4/2025

### Emmaus Supporting Documents:

- The Emmaus Way
- Behaviour Management Flow Chart
- 5 Finger Rule for Solving a Problem
- The Resilience Project GEM + EL
- Zones of Regulation

### CESA Supporting Documents:

- Safeguarding Children and Young People Policy (Archdiocese of Adelaide)
- Protective practices information for parents and caregivers
- Code of Conduct
- Duty of Care Policy

