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St. Nicholas

St. Nicholas Alpha Positive Behaviour Policy

This policy serves as a guide for behaviour management at
St. Nicholas School, at the Alphaville site

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www.stnicholas.com.br

St. Nicholas Alpha Positive Behaviour Policy

Purpose:

This policy is designed to provide principles for managing student behaviour. Given the wide range of development in the school and the individual nature of students, it is not intended to give specific procedures, but rather guidelines for creating a learning environment that fosters social, emotional and ethical development. It is essential that behaviour management promotes the development of positive self-esteem, autonomy, self-awareness and a sense of efficacy. This will allow students to grow into responsible and empathetic members of a community who are in charge of their own actions and learning.

This policy applies:

- While on the school premises
- While in school uniform
- While attending any school-based activity, school field trips, sports events, etc.
- To any behaviour that adversely affects the school's reputation
- To any behaviour that adversely affects the education of any student in the school
- To all members of the community i.e. students, staff, admin staff, support services etc.

Behaviour Goals:

Behaviour management should provide opportunities for students to work towards the following behaviour goals:

- The student will have ownership of his or her own learning process, and acquire the ability to self-regulate study and social skills, emotions and motivation with the help and support of the school community
- The student will work and play in collaboration with other students, solving conflict through dialogue and achieving common goals
- The student will follow the school routine independently, accepting a gradual release of adult responsibility and assuming autonomy over all aspects of school life in and out of the classroom.

Motivation

The following areas should guide working with students' motivation and affective outlook of themselves, their learning and their class. Not only are they important for building the students' self-esteem and ownership of their learning, but a supported, valued, and motivated student is also less likely to resort to negative behaviour to express frustrations or seek attention. Teachers should therefore strive to develop the following in all students:

A Meaningful Sense of Competence

Teachers should find authentic ways for students to feel competent in the classroom. Students should experience real success through their own efforts. The acknowledgement of their competence should be made evident so that they can internalise the relationship between hard work, perseverance and success. Ways to do this vary with age, but include: finding personal best (for the portfolio or otherwise), student-monitored progress, student involvement in assessment, demonstrations of proficiency.

A Strengthened Sense of Belonging

Students should feel comfortable and accepted in their class. Comfort comes through the atmosphere established, but acceptance comes through interactions and relationships with others. Students who feel alienated are more likely to misbehave while students who feel comfortable and accepted are more likely to invest in work. Teachers should strive to create a sense of community, including the following practices: use of democratic class practices involving group decision making and soliciting student voice when appropriate, providing for a variety of learning styles, recognising and valuing cultural diversity.

Building up a Feeling of Usefulness

Being useful is knowing that other people value our strengths as essential for their own success. Knowing that he or she is needed helps students stay committed even through challenging experiences. Students need concrete evidence of the value of their work. This can be achieved in part through collaborative learning which encourages interdependence, authentic learning experiences and problem-based learning, the practice of service.

Potency

Potency is a feeling of power. It is the belief that one's actions will have a result. When students believe that they have influence over factors that lead to success, they are more likely to exercise influence. If failure seems inevitable, there is no reason to act. Potency is especially important in the early years when students are developing an internal locus of control. If a child repeatedly experiences failure, he or she is not likely to exert enthusiasm, or perseverance towards challenging work. The connection between behaviour and the result must be seen so that students learn that it is their own choices that determine success or failure.

Guidelines

In order for students to achieve the above goals, behavioural expectations should be clear and specific. Expectations should be based on the following principles and apply to all members of the community.

All behaviour expectations should aim to preserve and support the following fundamental rights:

- The students' right to learn
- The teachers right to teach
- Everybody's right to safety (psychological and physical)
- Everybody's right to dignity and respect

Agreements:

Rules and responsibilities should be established in the beginning of the year as a set of agreements that are established by each class. Student participation in establishing these agreements is essential in order to create a sense of community and ownership of responsibilities. To be most effective, agreements should be few in number, supportive of the rights and responsibilities, fair, and unambiguous. They should be taught to and discussed with the students so that the students understand them and can be observed following them and praised accordingly.

Routines and procedures:

These are essential to the smooth running of the classroom. They should be very clear and describe the precise set of behaviours that students are encouraged to demonstrate at any given time during the day.

Consequences:

Teachers should reward responsible behaviour as much as possible, as the aim is to reinforce positive behaviours instead of focusing on missteps in conduct. By consciously choosing to use positive language in our interactions with students, particularly in giving feedback for appropriate choices concerning social and academic behaviour, we create a classroom atmosphere and school environment where students feel successful and supported.

However, when students make repeated inappropriate behaviour choices, or engage in what is outlined in this document as unacceptable behaviour, this should be viewed as a learning opportunity. When possible and appropriate, students should be given a warning and allowed to correct behaviour before a consequence is given. This ensures that students gain a sense of self-control and are aware that they are in charge of their own actions. It is important that a trusting relationship has been formed between the teacher and the students as part of the process of developing positive behaviour, so that the consequence can have its desired effect, which is to provide a learning opportunity for the student and a chance to improve their behaviour. Teachers must therefore strike a careful balance between being friendly and kind to students, and establishing their authority so as to avoid frustrations or misunderstandings

Consequence given for negative behaviour should be:

- As close to the event as possible
- Appropriate to the age and development of the student
- Related/linked to the behaviour in question
- Designed to teach the student about their behaviour

- Reasonable (certainty rather than severity is more effective)
- Provide an opportunity for reflection and discussion with their teacher or a member of the senior leadership team

Understanding of the issue is key to changing behaviour. When misbehaviour occurs, students should understand:

- What happened
- What should have happened
- How to make the situation better
- What should happen next time

Consequences should be accompanied by a discussion with the student's form tutor and/or a member of the senior leadership team when necessary, and should not be carried out in isolation. All serious incidents and their consequences should be recorded, and decisions to inform parents will be made by the senior leadership team following a fair and objective investigation of the event in question.

All serious behaviour incidents should be addressed within the framework of a specialised behaviour plan, with appropriate follow-up and specific goals outlined that are developed in collaboration with the student and their form tutor or classroom teacher.

Prevention

Most low-level disruptions and issues are predictable and can be minimized with these and other measures:

- establishing learning goals and expectations with students right from the beginning
- establishing trusting relationships/effective working relationships with students
- explicitly teaching procedures and expectations
- designing lessons and activities that involve active participation and student engagement
- rewarding and reinforcing positive behaviour (for example by giving praise, by using positive student behaviour as an example, small immaterial privileges such as golden time or extended playground time)

Learning zone

Students make repeated inappropriate choices due to lack of skills and need specific teaching for self-regulation in order to succeed. The teacher should therefore not resort

immediately to consequences, but instead provide the student with explicit instructions and opportunities for reflection so that the student may learn about and further develop their decision-making and autonomy when it comes to positive behaviour.

Examples of strategies or skills that may need further development may include:

- self-management
- emotional regulation
- social skills
- conflict resolution

These can be taught as part of a whole-class discussion, or one-on-one with the student, and the teacher may wish to work with the personalised learning team to develop a behaviour plan and specific goals for the student, depending on the nature of the inappropriate choices made.

Responsibilities

Staff achieve positive behaviour by:

- Being effective role models and exemplifying positive behaviour through their own actions
- Creating a safe environment where all students feel valued and recognised
- Establishing and maintaining clear and consistent classroom and daily routines
- having a consistent approach to the implementation of the behaviour policy in cases that require any kind of intervention
- Intervening immediately in any type of bullying when it occurs
- Handling behavioural incidents with compassion and understanding
- Focusing on the student's behaviour rather than the student's character
- Leading regular discussions about behaviour during PSPE, student assemblies and lessons
- Ensuring that behavioural expectations and agreements are shared with the whole school community, including parents and students
- Recording incidents electronically so as to enable follow up
- Regularly participating in professional development regarding positive behavioural approaches

Students achieve positive behaviour by:

- Adhering to the values of the IB Learner Profile
- Contributing to the creation of essential behaviour agreements with their respective class/year group
- Understanding and agreeing to the objectives of the behaviour policy
- Respecting the rights of others to learn and to teach
- Respecting property, people, and limitations placed to ensure safety and harmony
- Taking initiative to inform their teachers of behavioural concerns
- Participating in regular discussions about behaviour during PSPE, student assemblies, lessons and surveys.

Parents help the community achieve positive behaviour by:

- Supporting the objectives of the school's behaviour policy
- Supporting the intervention strategies put in place by the school
- Trusting the school to carry out fair and objective investigations into any behaviour concerns and understanding that they will be informed where necessary and appropriate
- Modelling positive behaviour and encouraging their children to make positive and respectful behaviour choices
- Encouraging their children as far as possible to resolve their conflicts independently, but also to share any concerns with their teachers or a member of staff they can trust

- Working with the school to implement any plans put in place to reinforce positive behaviour for individual students
- Discussing positive behaviour and respect with their children to help them improve their decision-making processes

Unacceptable behaviour

The school recognises that it is inevitable that students might occasionally have difficulties with making positive behaviour choices. However, in an effort to support students in making positive behaviour choices, this policy outlines certain behaviours that the school considers to be unacceptable, and they will require more immediate intervention than other low-level disruptions so that the school community can support students in making better choices in the future. This behaviour is considered detrimental to the behaviour goals of the school, and while steps should be taken to prevent incidents from occurring using the guidelines laid out in this policy, these behaviours might entail immediate consequences that will always aim to enable reflection and strengthen self-control in the future. Information on intervention strategies can be found in this document under *Consequences* and the school's positive handling policy.

Language

- The use of offensive, threatening, or discriminatory language
- Name-calling or use of language intended to cause hurt or humiliation
- Use of non-verbal or body language intended to show disrespect or cause offense

Abuse of perceived advantage, status, or position

- Manipulation of others through social or intellectual status
- Abuse of trust or authority
- Gratuitous creation of hierarchies
- Prejudice or arrogance on the basis of gender, race, physical ability, ethnicity, nationality, religion, or language proficiency (this list is not exhaustive)

Antisocial behaviour

- Bullying/cyberbullying (see bullying policy)
- Exclusion
- Taking things without permission
- Spreading rumours
- Disrespectful and/or challenging behaviour
- Physical aggression or violence
- Unwanted physical contact
- Intentional damage to property or belongings, either personal or

institutional Behaviour that severely affects teaching and learning

- Academic dishonesty (see academic honesty policy)
- Failing to take responsibility for learning
- Shouting out or otherwise causing significant disruptions

- Apathy, lack of effort
- Talking over others, not listening
- Refusal to share resources

Recording and reporting

The purpose of recording behaviour at St Nicholas is twofold. On the one hand it serves to value positive behaviour and reinforce behaviours that strengthen self-esteem, independence, and service to the community, but it also serves to enable effective follow up of and solutions to incidents of unacceptable behaviour that require intervention.

All behaviour listed here below should be recorded electronically, and discussed in tutor meetings or meetings with the senior leadership team. Incidents or achievements will be shared with parents only after a discussion with a member of the senior leadership team.

Positive behaviour

Written records should be kept of any achievements or conduct that is considered notable or exemplary and they should be stored in the student's electronic file. The record should be as detailed and specific as possible, so that the student may use these as learning opportunities and guidance towards increased autonomy and self-management. These can then be used to give praise during assembly or for one-on-one feedback sessions with the student in question.

Examples of positive achievement or conduct include:

- Exemplary application of IB Learner Profile attributes
- Exemplary positive conduct on the playground or in sports areas
- Exemplary positive conduct on school trips/during external events
- Exemplary academic attainment
- Exemplary piece of work submitted by student
- Noteworthy academic effort that is sustained by a student over a period of time
- Noteworthy improvement in behaviour/contribution to the school community

Concerning behaviour

The school defines concerning behaviour as either behaviour such as repeated low-level disruption or behaviour considered unacceptable as per this behaviour policy, or behaviour that may indicate emotional distress or underlying mental health concerns. All such matters should be recorded electronically with a detailed description of incidents or patterns of behaviour. These reports should then be used as a basis for the development of a behaviour plan for the student in question that is tailored to the student's needs, or consequences imposed after instances of unacceptable behaviour, as per the section on intervention in this policy.

Examples of concerning behaviour include:

- Any behaviour considered to be unacceptable as per the behaviour policy
- Continued absences or lateness (to school or to lessons after break or lunch)
- Lack of organisation (homework, planning, self-management)
- Emotional outbursts or signs of distress

All concerns raised by students regarding themselves, other students, or members of staff should be recorded and placed in a confidential folder, and a member of the child protection staff should be notified as soon as possible. (see the school's Child Safeguarding and Protection Policy).

Secondary Addressing behaviour - Procedures

The following is a list of the procedures to follow that are specific to secondary, which outline the steps to take in cases of both positive choices, as well as choices that can negatively impact on learning and the learning environment.

Positive behaviour - Merits

Merits should be awarded by all subject teachers following exemplary behaviour, effort, or demonstrations of the IB learner profile. Merits are added as a behaviour note on Managebac, and they must contain a brief description of the behaviour that led to the merit being awarded. The note must be made visible to the parents and the student.

Merits are added to the overall house point tally, and recognition will be given to the class or year group with the highest number of merits at the end of each term.

Positive behaviour - Leadership recognition

Active and committed participation in activities offered by the school, extracurricular or otherwise, can count towards a range of leadership awards offered to students in secondary school. They include the following:

- **The St Nicholas Leadership Award:** Awarded to students who volunteer to support Saturday activities, receive a significant amount of merits over the course of a term, contribute to the student council, and demonstrate leadership in different areas of the school. The award is given at the end of each academic year, and students can be awarded a bronze, silver, or gold award depending on their level of contribution.
- **The St Nicholas Sports Award:** Awarded to students who demonstrate sportsmanship and committed participation in the school's ECA programme as well as sports fixtures over the course of the year. Students nominated for the award must demonstrate outstanding behaviour and sportsmanlike qualities in order to receive the recognition
- **The St Nicholas Tech Award:** Awarded to students who demonstrate skillful use of technology in areas outside of Design and Technology classes. Students nominated for the award should be able to showcase projects or products they develop that demonstrate application of skills and techniques learned as part of their studies at St Nicholas.

Negative behaviour - Demerits and detentions (reflections)

Students who make negative behaviour choices such as the ones listed in the previous sections, will result in the student receiving a demerit, or a behaviour note on Managebac that records the behaviour choice made. Demerits can result in students receiving the consequence of completing a detention or reflection in accordance with the criteria in the table here below:

Level 1: Low level concern	Who is involved	Action
<ul style="list-style-type: none"> - 3 demerits received over the course of 10 days for inappropriate language, disruption, missing materials, 	<ul style="list-style-type: none"> - Tutors - Secondary counselor (if necessary and relevant) 	<ul style="list-style-type: none"> - Tutor has a discussion with the student - Student completes a reflection form (see template) - Discussion is recorded on Managebac, reflection note is attached as a scanned copy - Original copy placed in folder in staff room
Level 2: Medium level concern	Who is involved	Action
<ul style="list-style-type: none"> - Between 3 and 6 demerits recorded on Managebac over the course of 10 school days - 2nd detention completed over the course of one term - Vandalism, medium to high-level disruption and disrespect 	<ul style="list-style-type: none"> - Secondary counselor - Wellbeing lead 	<ul style="list-style-type: none"> - Student completes lunchtime reflection with the Secondary Counselor and - Behaviour reflection is completed and sent home to parents to sign. - Reflection recorded on Managebac and parents notified via email. - Original copy placed in folder in staff room
Level 3: High level concern	Who is involved	Action
<ul style="list-style-type: none"> - More than 6 demerits recorded over the course of 10 school days - More than 2 detentions completed over the course of one term - Physical/verbal aggression - Actions that threaten the peace or put the safety of students at risk 	<ul style="list-style-type: none"> - Head of Secondary - Brazilian Director - (Head of School) - Secondary counselor 	<ul style="list-style-type: none"> - Written warning is issued for parents to sign - Student and family is called into a meeting with Head of Secondary and Brazilian Director - Pastoral plan is prepared that ensures close monitoring of student behaviour <p>Students who are on Level 3 in terms of behaviour concerns may be excluded from participation in events such as MUN conferences or inter-school sport events.</p>

Demerits do not remove or reduce the number of merits on a students' file.

Mobile phones

Mobile phones should not be used in the classroom except under exceptional circumstances decided by the teacher. Students should leave their mobile phones in their bags in their lockers or deposit them in the phone bucket at the beginning of the lesson. Phones should not be in pockets or on the desk. When students do not follow these instructions, the following actions will be taken:

1st incident: The Phone is confiscated by the class teacher and delivered to the Head's office, and collected by the student only at the end of the school day. Incident should be logged on Managebac.

2nd incident: Phone is confiscated and delivered to the head's office. Incident is logged on Managebac and parents are notified via email.

3rd incident: Phone is confiscated and delivered to the Head's office. Only parents will be allowed to collect the phone at the end of the day. The incident is logged on Managebac and parents are notified via email.

Lateness (to lessons)

Students are expected to have their materials ready before the start of the lesson, and will still be considered late if they arrive and then leave the classroom to collect their materials.

Each lateness should be recorded on Managebac, as it will then be reviewed by the pastoral lead and appropriate action taken as a result.

Latenesses to school in the mornings are dealt with by contacting the parents directly (repeated latenesses: email from tutor using template, 2nd reminder comes from Head of School via a meeting)

Leaving early

While leaving school early continues to be heavily discouraged, some consideration will be given to exceptional circumstances. In these circumstances, the parents of the student in question must phone the school office and the child must bring a slip that has been signed by a member of the leadership team to the school gate. **Both of these will be required before a child is allowed to leave school, and only members of the leadership team are allowed to sign the permission slip.**

Low-level disruption

Low-level disruptions must be handled through classroom management, and reporting thereof must be considered on a case-by-case basis. Incidents of low-level disruption should not be reported without a prior discussion with the student. Consistent patterns of disruptive behaviour must be reported to tutors via Managebac or email, but management of classroom behaviours must be done in a way that does not undermine the authority of the teacher in the classroom.

Individual students struggling with behaviour will be supported through the tutor system and eventually counselling, but individual teachers struggling with behaviour will be supported through their line managers and eventually training/coaching if necessary.

Uniform

Students in Grades 6 to 9 should wear the appropriate uniform, with the exception of Make a Difference Days, including the PHE uniform, unless exceptional circumstances apply. Any outerwear on cold days must have the school uniform visible underneath, and so closed hoodies for example will not be considered acceptable outerwear. Jewellery must be worn in a way that does not cause a safety hazard, and fingernails must be of an appropriate length (no longer than 1cm past the fingertip) and only painted with transparent nail polish. Shoes must be black, although sports shoes in different colours may be worn for PHE. In cases where students do not follow the school's uniform policy, the following will apply:

1st incident: Student given a verbal reminder by tutor (noted on Managebac)

2nd incident: Tutor sends email home with a reminder about uniforms (use template from folder) (noted on Managebac)

3rd incident: Meeting will be arranged with the family and a member of the wellbeing team to address the matter.

Information on the school uniform can be found at the back of this handbook, on the school's website, and on displays around the school.

Students in Grades 10 to 12 do not wear a school uniform, with the exception of a house shirt for house events. They should wear clothing that prioritises comfort while being appropriate for a school environment. Any dress code violations will be addressed using the steps listed here above.

The dress code guidelines for students in Grades 10 to 12 can be found at the end of this handbook, on iScool, as well as in the Secondary Shared Drive.

Summative assessments not completed

Teachers are responsible for ensuring that the date for a summative to be completed is communicated in a clear and timely manner on both Managebac as well as to students as part of a lesson. Students may request an extension via email, but a justification and a new deadline must be approved by the teacher. Where this is not the case, and no work has been submitted by a student at the time of the deadline, the following procedures apply:

1. Work submitted up to a week after the stated deadline (unless previously negotiated with the teacher in question): Marked out of 4
2. Work not submitted after a previously agreed extension has been granted:
 - Discussion with student
 - Incident logged on Managebac and parents notified via email

If the student submits the work following these steps, then the work will still only be marked out of 4.

Escalation of behaviours

Repeated incidents of any of the behaviours described here above will be addressed on a case-by-case basis, but always accompanied by rigorous reporting and communication with the family. In some cases, students may be put on a pastoral support plan, as outlined here below.

Pastoral support plans

Students who struggle with making positive behaviour choices, or who run into academic challenges may be put on a pastoral support plan. This plan is a temporary support program of a fixed duration, where students receive additional support and follow-up from relevant members of the wellbeing team as well as tutors and Head of Secondary in some cases. The support plan is implemented as follows:

1. A teacher places a request for a pastoral support plan using the form provided in the Secondary Drive
2. The form is reviewed by the wellbeing team and Head of Secondary and a pastoral support plan drafted
3. A member of the wellbeing team meets with the student to discuss the plan and make adjustments based on student input
4. A meeting is called with the parents to discuss the plan and obtain their signature
5. The plan is implemented according to the requirements laid out therewithin
6. At the end of the stipulated period, a follow-up meeting is called with the student and their family to discuss the plan and determine whether it should be extended or concluded.

Records of updates in the pastoral support plan are documented and stored on the Secondary Shared Drive.

Appendix 1 - Discussion prompts for Level 1-3 discussions with students

These prompts may be used to guide the discussions with students on each level of the escalation process in Secondary. Teachers and counselors may choose to use any or none of the prompts provided before the students complete their behaviour reflection.

Level 1 - Low Level Concern:

Reflect on Choices:

- What do you think has happened that led to us having this discussion?
- What choices do you think you have made that have led to us having this discussion?
- How do you think these choices align with maintaining a positive and productive school environment?

Impact on Others:

- Consider the impact of your behavior on your peers and the learning environment.
- How can you contribute positively to school life/your relationships with others/the learning environment in the future?

Goal Setting:

- What specific goals can you set to improve your behavior going forward? What are you going to do to reach those goals?
- How can you ensure you make choices that positively contribute to the classroom atmosphere?

Recognizing Positives:

- Identify positive aspects of your behavior during this reflection period.
- How can you build on these positive aspects to enhance your overall conduct?

Understanding Consequences:

- What are the consequences of the choices you have made for yourself and for others? (if students say that the consequence is to complete this reflection, ask them to reflect on the consequences on the learning environment, their relationships, or their learning).
- How can you learn from this experience to avoid similar situations?

Seeking Support:

- Are there specific challenges you're facing that we can help you with?
- How can teachers and other adults at school support you in making positive choices?
- Is there anyone else in your life that can support you?

Problem-Solving:

- Brainstorm alternative actions you could have taken in situations where demerits were received.
- How can you approach similar situations differently in the future?

Ownership of Behavior:

- Reflect on how your behavior aligns with your personal values.
- How can you take ownership of your actions and make choices that reflect your best self?

Level 2 - Medium Level Concern:

Accountability:

- Acknowledge the accountability associated with this discussion taking place.
(The person facilitating the reflection should review the behaviour notes with the student)
- How can you demonstrate responsibility for your actions moving forward?

Reflection on Detention:

- Share your thoughts on the reflection experience
- How did this experience impact your understanding of the importance of behavior management?

Communication with Parents:

- Discuss your feelings about the fact that the behavior reflection sent home to parents.
- How can open communication with your parents contribute to positive changes -?

Setting Boundaries:

- Why do you think it is important to set and respect boundaries in a school environment?
- How can you ensure your behavior respects the boundaries set by the school community?

Identifying Triggers:

- Identify potential triggers for disruptive behavior. Gently redirect the student if they remain fixed on assigning blame to others
- How can you recognize and manage these triggers to avoid future issues?

Empathy and Understanding:

- Consider the perspectives and feelings of others affected by your behavior.
- How can empathy guide your actions to create a positive and inclusive environment?

Positive Role Models:

- Identify positive role models within the school community. It can be an adult or another student
- How can you learn from their behavior and contribute positively to the school culture?

Building Relationships:

- Discuss the role of positive relationships in a school setting.
- How can you actively contribute to building positive relationships with peers and teachers?

Goal Revision:

- Revise and set new goals based on the lessons learned from this reflection.
- How can these goals contribute to sustained positive behavior?
- What other benefits can meeting these goals bring to you?

Celebrating Progress:

- Acknowledge any positive changes in behavior since the last reflection.
- How can you celebrate and reinforce these positive steps?

Level 3 - High Level Concern:

Understanding the Warning:

- Reflect on the significance of receiving a written warning.
- How does this impact your understanding of the seriousness of the situation?

Impact on School Community:

- Consider how high-level concerns can impact the overall school community.
- What steps can you take to contribute positively to the community moving forward?

Family Discussion:

- Why do you think it is important to bring your family in to discuss these concerns?
- How can your family support you in addressing these concerns going forward?

Responsibility for Actions:

- Acknowledge the need for taking full responsibility for actions leading to this level of concern.
- How can a strong sense of personal responsibility contribute to positive changes?

Setting Clear Expectations:

- Clarify the expectations set by the school in terms of behavior.
- How can you align your behavior with these expectations?

Pastoral Plan Collaboration:

- Discuss your thoughts on the pastoral plan developed for close monitoring.
- How can you actively participate in and benefit from this support system?

Learning from Experiences:

- Reflect on the consequences of physical/verbal aggression and actions that threaten safety.
- How can these experiences serve as powerful lessons for personal growth?

Alternative Behaviors:

- Brainstorm alternative actions in high-stress situations.
- How can you replace negative behaviors with positive and constructive alternatives?

Event Exclusion Discussion:

- Discuss the potential exclusion from events such as MUN conferences or inter-school sports.
- How can you work towards regaining the privilege of participation through positive behavior?

These prompts are designed to facilitate constructive and reflective discussions at each level, emphasizing personal responsibility, growth, and positive contributions to the school community.