



St Brendan's Catholic Primary School Lake Munmorah

Behaviour Support Guidelines

1. PURPOSE

All students, their families and employees within the Broken Bay Diocesan Schools System (DSS), have the right to a safe and supportive learning environment. In line with this, all members of the school community share the responsibility to foster, encourage and promote positive behaviour and respectful relationships. These Guidelines outline procedures used to promote a safe and supportive learning environment which maximises teaching and learning time for all students.

Catholic schools strive to develop a faith community permeated by Gospel values, which respects the dignity of each person. This provides opportunities for school communities to build a sense of acceptance, inclusion and connectedness for all students. Catholic schools, share responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness, and promoting respectful relationships. The educative process is intended to assist students to make a "conscious choice of living a responsible and coherent way of life".

The St Brendan's Catholic Primary School Behaviour Support Guidelines will be implemented within the context of related Diocesan Systemic Schools (DSS) policies such as; Behaviour Support, Anti-Bullying, Pastoral Care, Acceptable Use of Technology, Cyber safety and Complaints Handling.

Inspired by our motto "*Alive in Christ*",
the community of St Brendan's Catholic School
strives to encourage and support the uniqueness of each person.

Extract from St Brendan's Mission Statement

2. BEHAVIOURAL EXPECTATIONS

Our St Brendan's Catholic Primary School Behaviour Support Guidelines outline the behavioural expectations for students that contribute to a safe and supportive learning environment.

At St Brendan's Catholic School, we:

Respect Others, Self and the Environment

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

At St Brendan's Catholic Primary School,
we are **ALIVE IN CHRIST** with

Respect Others Self Environment	Respect Others	Respect Self	Respect the Environment
All Areas at All Times	<p>Speak and Act with Kindness</p>	<p>Do Your Best</p>	<p>Care for Our Surroundings</p>
	<p>Be an Active Listener</p>	<p>Be in the Right Place at the Right Time</p>	<p>Care for Our Belongings</p>
	<p>Include Others</p>	<p>Care for Your Appearance</p>	

3. PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

St Brendan's Catholic Primary School implements a positive behaviour schoolwide systems approach that includes proactive strategies for defining, teaching, and supporting appropriate student behaviour.

St Brendan's Catholic Primary School community is committed to:

- **Teach,**
- **Practice,**
- **Apply,** and
- **Acknowledge** appropriate behaviours.

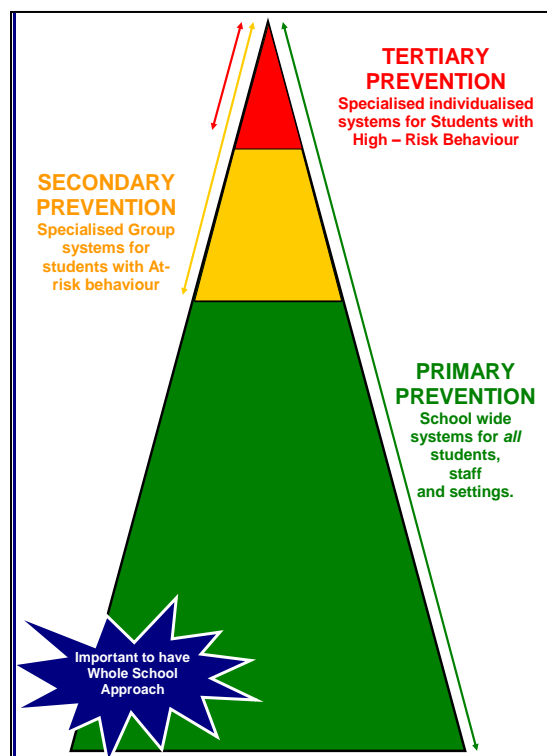
The St Brendan's Wellbeing Team (comprising former PBL and Kids Matter Teams) will coordinate the process involved and support staff in teaching, practising, applying and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours.

Specific procedures and processes for teaching and practising Behavioural Expectations are outlined in **Appendix A.**

Our school behaviour expectations are integrated into our Religious Education and PDHPE programs with teachers providing links in their programs to our ROSE rules. Teachers are expected to align our ROSE rules with gospel values and the core scripture in each Religious Education unit taught. Circle Solutions are used during PDHPE lessons to teach Social and Emotional Learning (SEL) skills. The Rock and Water program is run each year for selected students.

Our school ROSE Rules are prominently displayed in all classrooms and settings. Parents are made aware of our behavioural expectations on enrolment through the parent handbook and during transition to kindergarten programs. Our behaviour expectations and links to our school ROSE Rules can be found on our school website and promoted in school newsletters and on our Facebook page. An update on pastoral care and student wellbeing is provided during our Parent Advisory Group meetings held each term.

The whole school approach is based on the [Positive Behavioural Interventions and Supports \(PBIS\) Framework](#), also known as Positive Behaviour for Learning – PBL. It focuses on creating and sustaining a multi-tiered approach to prevention and intervention for behaviour. Effective Tier I prevention programs are intended to support the vast majority of students, and also to identify students who require more specialised and intensive assistance (Tier II and Tier III).



Tiers I - III systems include:

Tier I: all students and staff explicitly taught about behaving in safe, respectful and responsible way across all school settings. The emphasis is on educating and encouraging positive social skills and character traits. Teaching students the SEL skills (self-awareness, self-management, social awareness, relationships, and responsible decision-making) are foundational competencies that students need in order to develop pro-social skills and positive behaviour that optimises student engagement in learning.

Tier II: Students whose behaviours do not respond to Tier I supports are provided with additional preventative learning opportunities, including: (a) more targeted social skills instruction; (b) increased adult monitoring and positive attention; (c) specific and regular daily feedback on their behavioural progress; and (d) additional academic supports if required.

Tier III: Students whose behaviours do not respond to Tier I and II supports are provided with intensive preventative strategies, including: (a) individualised academic and/or behaviour intervention planning; (b) more comprehensive, student-centred and function-based wrap-around processes; and (c) school-family-community mental health supports as required.

4. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

St Brendan's Catholic Primary School community is committed to *acknowledging* students in order to encourage the behavioural expectations and school rules. We endeavour to acknowledge students through a variety of means.

Acknowledging Appropriate Behaviours

- Each class teacher develops their own systems of acknowledgement and reinforcement within their class, for example, extrinsic reward systems, group points, stickers, etc.
- Body language strategies – smile, gestures, nod, thumbs up, proximity, etc.
- Verbal acknowledgment – recognition of how behaviours effect other, single word utterances, praise, descriptive encouraging, etc.
- 'Catching kids being good' on the playground – ROSE stickers 'all timers' are in the bum bags for playground teachers to distribute. Large ROSE stickers are given to whole classes to encourage and acknowledge when groups of students have been seen doing the right thing because it is the right thing to do.
- Feedback for and of learning in student workbooks.
- Being chosen for responsibilities.
- Class visits sharing of work / achievements.
- **Assembly awards –**
 - **Merit awards** class teachers (librarian, RFF teacher, learning support and ASPECT) - to present at least one merit award for academic achievement.
 - **ROSE awards** class teachers (librarian, learning support, admin, ASPECT and RFF teacher) - to present at least one merit award for demonstrating behavioural expectations.
 - **Spirit of St Brendan's Award** given out at the end of term to two children from each class for showing exemplary and sustained demonstration of the Christian Values *Alive in Christ* in all areas of school life.

5. PROCEDURES FOR RECORD KEEPING AND MONITORING

St Brendan's Catholic Primary School collects data to inform planning for whole school systems as well as individual interventions to encourage positive behaviour. This includes recording of long time out data using a google form which is then collated on a spreadsheet. Information to be included in data collection of specific incidents - a) student/year, (b) date, (c) time, (d) referring staff, (e) problem behaviour, (f) location, (g) persons involved, (h) probable motivation, (i) administrative decision/follow up.

The behaviour data is monitored by the Wellbeing Leader and Principal and is analysed at Wellbeing Team meetings. The data informs future direction of planning for the PBL focus and lessons as well as pin pointing individual needs of students and classes across the school. The data also informs teachers and leadership staff of needs for individualised behaviour plans, counselling referrals, referrals to the CSO Wellbeing or Child Protection teams, learning support referred behaviour, changes to playground rosters and supervision and merits and awards.

6. PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

St Brendan's Catholic Primary School Behaviour Support Guidelines are based on restorative principles that support students to restore right relationships and re-engage in learning. These procedures are respectful of the dignity, rights and fundamental freedoms of individual students, and at the same time are focused on the effective running of the school for the benefit of all.

Inappropriate Behaviours

Inappropriate Behaviour is behaviour that challenges the day to day functioning of our school and is contrary to our "School Rules and Behavioural Expectations".

Major Inappropriate Behaviours [office referred behaviours] are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of others.

Minor Inappropriate Behaviours [teacher managed behaviours] are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

Procedures for responding to inappropriate behaviours are outlined in **Appendix B**. **Appendix C** outlines behaviours that are managed by a teacher and those that need to be referred to school leadership.

When inappropriate behaviours continue, or a serious incident occurs, the Principal or delegate facilitates a session with the student using reflective practices. This practice is aimed at restoring relationships and also to facilitate initial ‘investigations’ so that possible reasons for the behaviours can be understood.

7. PROCEDURES FOR RESPONDING TO CHALLENGING/AT RISK BEHAVIOURS

Challenging or at risk behaviour is any behaviour that significantly impacts on the day to day functioning of schools. Challenging or at risk behaviour is best understood as a continuum which ranges from students’ requiring universal classroom-based support, to the most complex social and emotional needs requiring an individualised approach.

If a student is displaying challenging/at risk behaviour, the teacher can request assistance from the Wellbeing Team. The Wellbeing Team will then work with the teacher to develop and implement behavior support strategies. The planned strategies will then be monitored by the Wellbeing Team, School Leadership Team, parents and the classroom teacher. Possible interventions and support strategies may include but not be limited to;

- Student-centred and function based case management
- Behaviour Support Plans
- Mentor Programs
- Student Counselling
- School-family-community mental health supports.

In order to analyse ongoing inappropriate behaviours, the school may also make use of the “**Students Presenting Challenging Behaviour Form 1**” [Diocesan Behaviour Management] in order to write and implement a “**Behaviour Support Plan**”. The purpose of both being about teaching and supporting the student to develop more appropriate replacement behaviours.

Procedures for serious breaches of behaviour such as Suspension, Negotiated Transfer, Expulsion and Exclusion are outlined in the [Diocesan Behaviour Support Policy](#).

Suspension: If your child is suspended then the Principal/delegate will:

- *Meet with the student and outline the reasons for the suspension (if age appropriate).*
- *Phone to advise parents of the suspension and discuss pick up arrangements or transport home.*
- *Provide written confirmation outlining the reasons for the suspension within two working days, the start and end date, contact person and the return to school meeting date.*
- *Convene a return to school meeting with student and parents to discuss how the matter will be resolved, monitored and how feedback will be provided to the student and parents.*

Serious Incidents

Under certain circumstances, staff may be required to make a response to a serious incident presented by a student. Emergency and critical incident responses may be required and include, procedures for emergency evacuation, lock down procedures, or first aid. Serious incidents will be managed by the school leadership team and documented in the school incident record file. Critical incident management is informed by the CSO [Guide for Managing Critical Incidents in Schools](#).

Principals will notify the School’s Consultant, FACs, NSW Police, the CSO Child Protection Team or the CSO Wellbeing Team as required.

8. ROLES & RESPONSIBILITIES

Principal

The Principal has a responsibility to:

- Ensure a safe, secure and harmonious learning environment for students and staff.
- Monitor the implementation of the DSS Behaviour Support Policy and school Behaviour Support Guidelines.
- Ensure staff are provided with training and development opportunities in behaviour management as required.
- Ensure that students receive explicit instruction on the school's behavioural expectations/school rules.
- Ensure records of behaviour incidents will be kept systematically by the school and regularly analysed to identify patterns and proactive support for positive behaviour.
- Provide access to the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines.
- Ensure that all major disciplinary actions involving suspension, transfer, expulsion or exclusion from school are managed in accordance with procedures outlined in the [DSS Behaviour Support Policy](#).

Staff

Staff have a responsibility to:

- Implement the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines.
- Respect and support students.
- Model appropriate respectful behaviour.
- Use pedagogical practices that promote a safe and supportive learning environment to optimise learning and wellbeing.
- Respond in a timely manner to incidents of inappropriate/challenging/or at risk behaviour according to the school's Behaviour Support Guidelines.

Students

Students have a responsibility to:

- Act appropriately, respecting individual differences and diversity.
- Act as responsible digital citizens.
- Follow the school behavioural expectations (rules).
- Act as responsible bystanders or 'up-standers' for others who are being disrespected.
- Report incidents of inappropriate/challenging/or at risk behaviour to teachers/school counsellor.
- Seek support if they need help with behaviour or relationship matters such as, resilience, bullying or cyberbullying incidents.

Parents

Parents have a responsibility to:

- Support the [DSS Behaviour Support Policy](#) and [Sustaining Strong Catholic School Communities Policy](#) and school Behaviour Support Guidelines.
- Treat all members of the school community with dignity and respect.
- Support their children to adopt positive pro-social behaviours (inclusive of online behaviour).
- Work collaboratively with the school to resolve behaviour matters.
- Report incidents of inappropriate/challenging/or at risk behaviour according to the school's guidelines.

The Catholic Schools Office (CSO)

The CSO has the responsibility to:

- Support schools to implement the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines.
- Provide support to Principals in the management of challenging/or at risk behaviour.

9. RESOURCES

- [Bullying. No Way!](#)
- [Safe Schools Hub](#)
- [National Centre Against Bullying](#)
- [Positive Behaviour Intervention Support \(PBIS\)](#)
- [PBIS World](#)
- [CASEL Social and Emotional Learning](#)
- [Behavior Doctor](#)

10. REVIEW

These Guidelines are to be reviewed periodically and not less frequently than once every three years from the date of the last review.

Date Guidelines issued: 25 June 2018

Date of next review: 25 June 2021

APPENDIX A



Teach

WELLBEING TEAM will:-

- prepare the PBL lesson plans and visual supports for behaviour expectations following the yearly lesson plan schedule [Appendix B].
- dedicate 5 mins for PBL communication with staff at general business staff meeting and stage meetings
- distribute lesson plans, visuals and other resources necessary for the PBL lessons to staff at the beginning of each term. These will be kept up to date on the staff share.
- maintain PBL display in staff room
- communicate with parents and wider community through newsletters, assemblies etc

STAFF will:-

- *explicitly* teach expected behaviours using PBL lesson plans and visual supports following the schedule of lesson plans [attached as appendix]
- make use of the home tasks for PBL lessons
- review / critique / evaluate the PBL lesson plans
- dedicate display area in classroom to PBL
- communicate with parents around PBL approach

WHOLE SCHOOL COMMUNITY will:-

- use language of behaviour – eg PBL section in school newsletter, weekly focus announced at assembly, language of “ROSE” used when teaching, acknowledging or reminding students of appropriate behaviours.



Practice

PBL TEAM will:-

- include practising strategies in lesson plans for class teachers to implement
- [may] call for whole school practice times to re-teach expected behaviours as need arises
- organise demonstration / role plays of behaviours at assemblies eg Student Representative Council etc

STAFF will:-

- practise within the explicit teaching time as outlined in lesson plan and throughout the week as needed

WHOLE SCHOOL COMMUNITY will:-

- encourage expected behaviours to be practised across all settings [eg library, PE, Church, computer lab, excursions etc]



Apply

PBL TEAM will:-

- support staff in the application of these behaviours eg feedback at staff meeting regarding lessons, distribution of resources etc

STAFF will:

- encourage expected behaviours to be applied outside of the classroom environment and across all settings eg excursions, library, Church etc

WHOLE SCHOOL COMMUNITY will:

- encourage expected behaviours to be applied outside of the classroom environment and across all settings within explicit teaching
- encourage families to support students when completing PBL home tasks



Acknowledge

PBL TEAM:-

- acknowledge staff members who are following processes

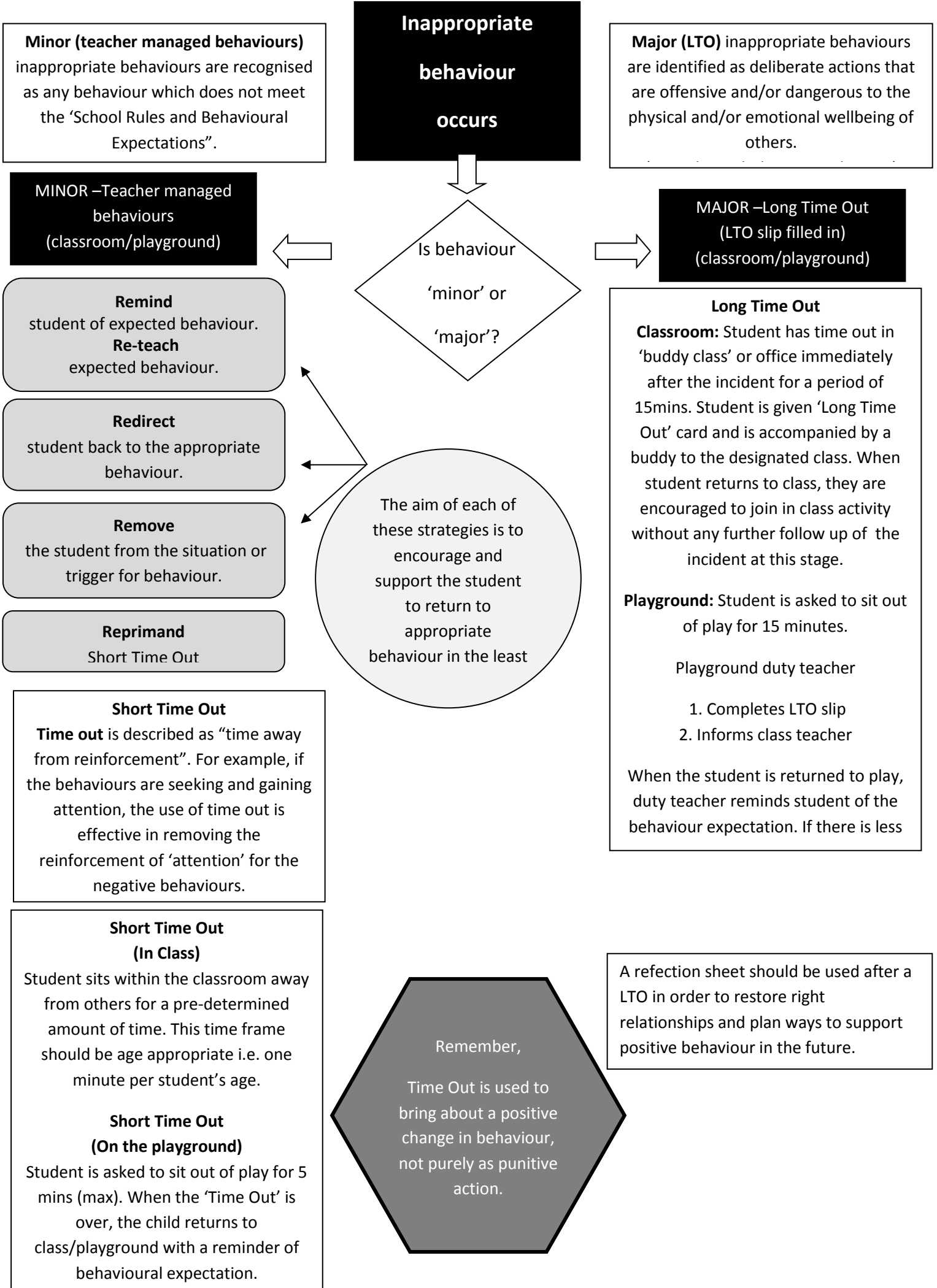
STAFF:-

- appropriate student behaviours are to be acknowledged on a ratio of approx 10:1 [acknowledge vs correction] through a variety of means [verbally, non-verbally, extrinsic, etc]

WHOLE SCHOOL COMMUNITY:

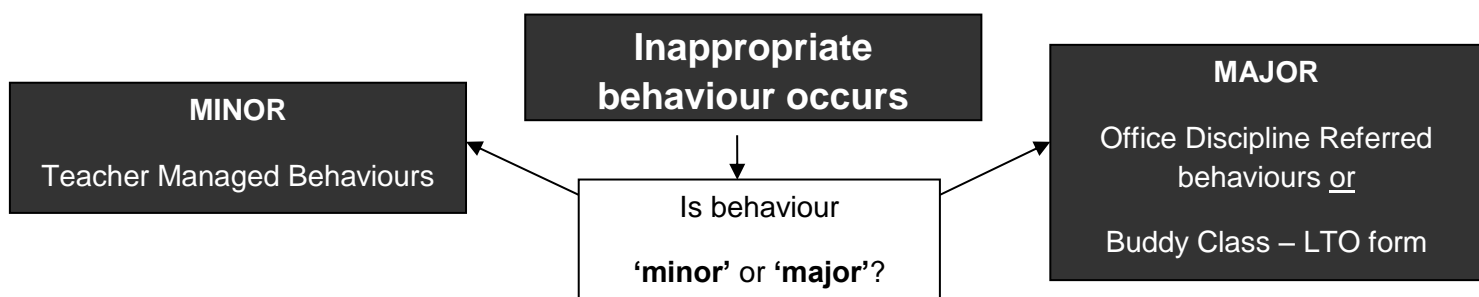
- appropriate behaviours are to be acknowledged within the whole school setting

APPENDIX B



APPENDIX C

Definition of Minor and Major Behaviours



Minor inappropriate behaviours
are recognised as any low intensity behaviour that does not meet the “School Rules and Behavioural Expectations”.

Major inappropriate behaviours
are identified as **deliberate actions that are offensive and / or dangerous to the physical and /or emotional well being of others.**
[*may also include repeated minor*]

Time Out In Class	Time Out in Buddy Class	Time Out in Office
Inappropriate Language -low intensity use of inappropriate language	Disruption -sustained or intense disruption of learning	Abusive Language -verbal aggression such as swearing, name calling or threats
Physical Contact -non-serious but inappropriate physical contact	Theft -having possession of or removing property belonging to someone else	Physical Aggression -serious physical contact where injury may occur/has occurred
Defiance/Disrespect -brief or low intensity, failure to respond to teacher request	Property Damage -substantial destruction or disfigurement of property	Defiance/Disrespect -refusal to follow repeated directions
Disruption -low intensity but inappropriate interruption to learning	Technology Misuse -misuse of technology which is sustained or potentially harmful to others	Other -any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others
Dress -student ‘chooses’ to wear clothing that is not within the expectations of school guidelines	Repeated Tardiness -repeated and or sustained incidents of arriving late after the bell	
Property Misuse -low intensity misuse of school or personal property	<ul style="list-style-type: none"> ➤ Please call the buddy class or office to let them know that a child is coming to them for a LTO. ➤ Ensure that you have a ‘Thinking Space’ in your classroom for children to sit and reflect on their behaviour. ➤ Primary children must take their work with them to complete in the buddy class. ➤ Children should complete a reflection sheet after the LTO. ➤ LTO times: ES1/S1 = 5 minutes, S2 = 10 minutes, S3 = 15 minutes 	
Technology Misuse -inappropriate but low intensity misuse of technology		
Tardiness -student arrives late after the recess and lunch bell		



SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS



At St Brendan's Catholic Primary School,
we are **ALIVE IN CHRIST** wh

Respect
Others
Self
Environment

All Areas
at
All Times

Respect the
Environment

Care for
Our Surroundings



Care for
Our Belongings



Respect
Self

Do Your
Best



Be in the
Right Place
at the
Right Time



Care
for Your
Appearance



Respect
Others

Speak
and Act
with
Kindness



Be an
Active
Listener



Include
Others





At St Brendan's Catholic Primary School,
we are **ALIVE IN CHRIST** when we **MAKE GOOD CHOICES**.



We show that we **Respect Others** when we

Speak and Act with Kindness



Be an Active Listener



Include Others



At St Brendan's Catholic Primary School,
we are **ALIVE IN CHRIST** when we **MAKE GOOD CHOICES**.



We show that we **Respect Self** when we

Do Our Best



Be in the Right Place at the Right Time



Care for Our Appearance



At St Brendan's Catholic Primary School,
we are **ALIVE IN CHRIST** when we **MAKE GOOD CHOICES**.



We **Respect the Environment** when we

Care for Our Surroundings



Care for Our Belongings

