



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 Primary School, we follow the SBLM expectations:

S STRIVE HIGH	<ul style="list-style-type: none">• Be in the right place at the right time.• Develop a positive growth mindset.• Show determination and perseverance.
B BE ALIVE IN CHRIST	<ul style="list-style-type: none">• Use kind words and actions.• Engage with others reverently.• Be honest.• Always use excellent manners.
L LET'S LEARN	<ul style="list-style-type: none">• Be an active listener.• Learn and let others learn.• Learn from your mistakes.
M MAKE GOOD CHOICES	<ul style="list-style-type: none">• Keep our environment clean and tidy.• Keeps hands/feet/objects to yourself.• Respect yourself others and the environment.

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.

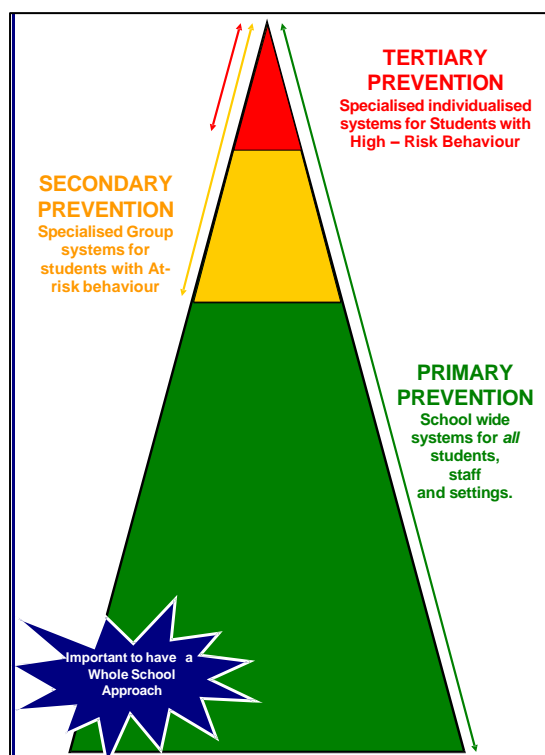
The St Brendan's Wellbeing Team will coordinate the process involved and support staff in teaching, practicing, applying, and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and the school community. All staff will actively support all systems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

Specific procedures and processes for teaching and practicing 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 SBLM expectations. Teachers are expected to align our SBLM expectations 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 SBLM expectations 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 SBLM expectations 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).



Tier I: all students and staff explicitly taught about behaving in a 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.

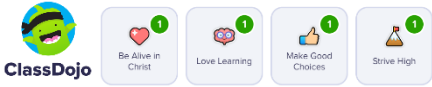
Tier II: Students whose behaviours do not respond to Tier I supports are provided with additional preventative learning opportunities, including: (a) more targeted social skills instruction; (b) increased adult monitoring and positive attention; (c) specific and regular daily feedback on their behavioural 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-centered and function-based wrap-around processes; and (c) school-family-community mental health supports as required.

4. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

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

Acknowledging Appropriate Behaviours

- Each class teacher uses our Dojo reward system to positively reward students who are following our SBLM expectations. Students receive set awards and rewards as they reach Dojo targets through the school year.
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- Body language strategies – smile, gestures, nod, thumbs up, proximity, etc.
- Verbal acknowledgment – recognition of how behaviours affect others, single word utterances, praise, descriptive encouraging, etc.
- 'Catching kids being good' on the playground – Dojo tokens are in the duty bags for playground teachers to distribute.
- Feedback for and of learning in student workbooks.
- Being chosen for responsibilities.
- Class visits sharing of work/achievements.
- **Assembly awards –**
 - **Merit awards:** class teachers present one merit award for academic achievement.
 - **SBLM awards:** class teachers present one merit award for demonstrating behavioural expectations.
 - **Spirit of St Brendan's Award:** given out at the end of every term to two children from each class for showing exemplary and sustained demonstration of the Christian Values *Alive in Christ* and following the SBLM expectations 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, including recording of major behaviour data. 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 Coordinator and the Principal and is analysed at Wellbeing Team meetings. The data informs future direction of planning for the SBLM fortnightly 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 CSBB 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 are any behaviours that challenge the day-to-day functioning of our school and are contrary to our "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 wellbeing of others.

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

Minor behaviours are ‘counted’ on a 1-2-3 Magic chart as a way to remind and redirect students towards more positive choices. At a count of ‘3’, students are offered time in their classroom Calm Space as a reset. If a further count of ‘3’ occurs, the student moves to their buddy class and has the opportunity to take a break and reflect on their choices there. If a further 3 minor behaviours are counted that day, the student will receive a major behaviour entry and a referral to the Reflection Room and the next following lunch break. Parents and carers will be informed via Compass if this occurs, and offered the opportunity to speak with the referring teacher about their child’s behaviour if they would like to.

	1	2	3
			Class
			Buddy Class
			Reflection Room

Procedures for responding to inappropriate behaviours are outlined in our Behaviour Flow Chart in **Appendix B**. **Appendix C** outlines the behaviour categories.

When inappropriate behaviours continue, or a serious incident occurs, a staff member facilitates a session with the student using reflective practices in our lunchtime *Reflection Room*. This practice is aimed at restoring relationships and facilitating initial ‘investigations’ so that possible reasons for the behaviours can be understood. Students are offered supported opportunities to engage in a reflection of their choices with a staff member, and to identify alternative responses to a similar situation in the future. If a student chooses not to attend the Reflection Room on a day that they know they are required to, they will attend at lunch the following day and also spend recess that day in the office with a member of the Executive team.

If students receive 3 or more Reflection Room referrals in one term, they will take part in an Action Plan 1 meeting with a member of the Executive team to examine their behaviour and identify some goals and strategies for any future incidents. If the student then goes on to receive a further 3 or more Reflection Rooms that term, they will be required to attend an Action Plan 2 meeting with the Principal and their parent/carer and their involvement in any upcoming extra-curricular activities will be at risk.

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, the School Leadership Team, parents, and the classroom teacher.

Possible interventions and support strategies may include but not be limited to:

- Student-centered 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 CSBB Child Protection Team or the CSBB 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.

Catholic Schools Broken Bay (CSBB)

CSBB 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: 10 November 2021

Date of next review: 10 November 2024

APPENDIX A

Teach



WELLBEING TEAM will:

- Prepare and distribute the PBL lesson plans and visual supports for behaviour expectations.
- dedicate 5 mins for PBL communication with staff at general business staff meetings.
- maintain PBL display in the staffroom.
- communicate with parents and the wider community through newsletters, assemblies etc.

STAFF will:

- *explicitly* teach expected behaviours using PBL lesson plans and visual supports.
- dedicate a display area in classroom to PBL.
- communicate with parents around their classroom PBL approach.

WHOLE SCHOOL COMMUNITY will:

- use consistent language around behaviour expectations – e.g., PBL section in school newsletter, fortnightly focus announced at Monday morning assembly, language of “SBLM” used when teaching, acknowledging or reminding students of appropriate behaviours.

Practice



PBL TEAM will:

- include practicing 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 e.g., Student Representative Council.

STAFF will:

- practice 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 practiced through our Behaviour Matrix across all settings (e.g., library, PE, Church, excursions, etc.)

Apply



PBL TEAM will:

- support staff in the application of these behaviours, e.g., feedback at staff meetings regarding lessons, distribution of resources etc.

STAFF will:

- encourage expected behaviours to be applied outside of the classroom environment and across all settings, e.g., 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

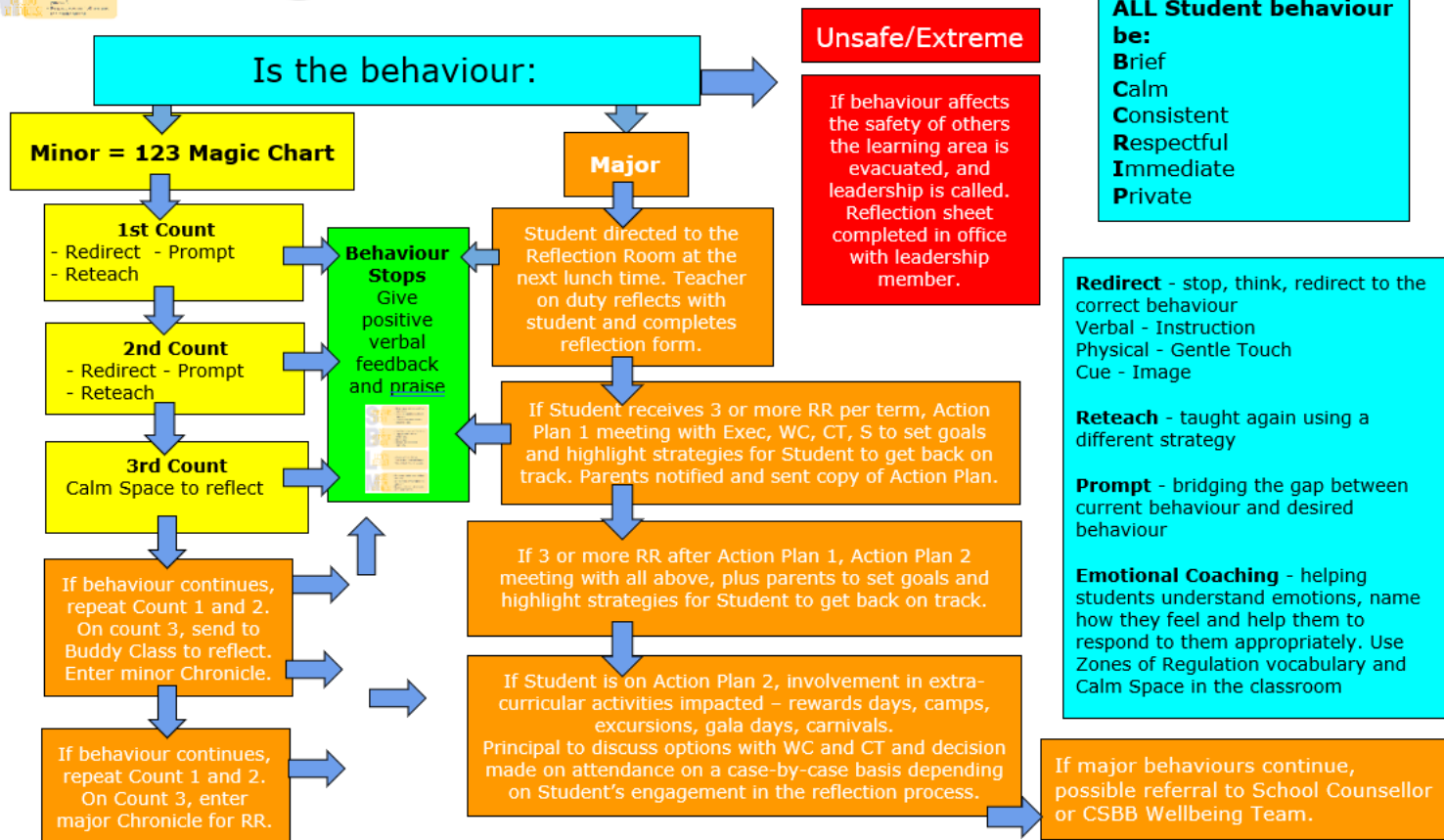
Behaviour Flow Chart



ST BRENDAN'S
CATHOLIC PRIMARY SCHOOL
Lake Munmorah

SBLM Behaviour Flow Chart

Updated 20/6/23



APPENDIX C

Behaviour Categories

SBLM – Behaviour Categories

Tier 1 – Pebbles (Minor)	Tier 2 – Rocks (Major/Reflection Room)	Tier 3 – Boulders (Unsafe/Extreme)
Calling out	Swearing (intentional)	Bringing a weapon to school
Running inside	Physical contact/aggression (intentional)	Physically attacking others in a prolonged way
Back chatting	Inappropriate/unsafe use of furniture & equipment	In possession of prohibited substances
Inappropriate language (non-directed)	Stealing	
Not sharing (with intent to exclude)	Leaving the classroom without permission	
Talking over others	Bullying	
No self-control	Defiance/non-compliance with instructions	
Not completing tasks	Abusive/threatening language	
Imposing on others' personal space	Racist language or behaviours of any type	
Misuse of equipment	Breaking the ICT guidelines	
Copying and plagiarism	Breaking the SBLM mobile phone agreement	
Unsafe/rough play (without intent to hurt)	Spreading rumours with intent to cause offense	
Not sitting during recess/lunch eating time	Destroying school property	
Not being in the right place at the right time	Not respecting own/other's property	
Disrespecting others	Speaking aggressively towards others	
Distracting others	Inappropriate gestures/language	
Impolite manners	Intentionally, consistently excluding others	
Ignoring instructions	Throwing food/items at others	
Not being an active participant in activities	Truancy	
Not minding own business	Not attending Reflection Room without reason	
Chewing gum at school	Teasing with intent to harm/hurt	
Eating when it is not time to do so	Out of bounds	
Running on hard surfaces		
Littering		
Incorrect school uniform		

