“All that happens in the Catholic School, the curriculum, the relationships, the priorities, the aims and objectives, the pastoral care and discipline has the potential to speak of God’s life”

[The Distinctive Nature of a Catholic School]

Inspired by our motto “Celebrating Community”, we at Our Lady of the Rosary School The Entrance are committed to developing a Catholic Community where, as disciples of Jesus, we show respect, grow through learning, forgive others, and act with justice.

Vision Statement, OLR School Catholic Primary, The Entrance
PURPOSE
At Our Lady of the Rosary Catholic Primary School The Entrance, we believe that all students, their families and staff have the right to a safe, nurturing and inclusive learning environment. Therefore all staff, students and families work together in an atmosphere of respect sharing the responsibility to promote positive behaviours from all students. At Our Lady of the Rosary Catholic School we believe in adopting proactive strategies for defining, teaching and supporting appropriate student behaviours in order to maximise student social and academic learning outcomes.

DEFINITIONS
- **Our Lady of the Rosary Catholic School Community** includes all staff, students, parents, carers, Parish Priests and visitors.
- **Behaviour** is defined as anything we say or do.
- **Appropriate Behaviour** is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.
- **Inappropriate behaviours [teacher managed behaviours]** are recognised as any behaviour that does not meet the “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 well being of others.
- **The consistent and repeated** occurrence of teacher managed behaviours may also be considered as **major**. These are behaviours that significantly challenge the day to day functioning of school, impact on learning and interrupt students’ and staff capacity to function in a safe and orderly environment.
- **At Risk Behaviour** is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.

POLICY FRAMEWORK
Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice. Our school Behaviour Management Policy takes into account the Diocesan Pastoral Care Policy, our school Pastoral Care Policy and the Student Discipline Policy for Diocesan Systemic Schools in that our approach to discipline has its basis in our pastoral care for each other – students, staff and parents.

We believe that Pastoral Care:
- has the life of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

(Extract from Diocesan Pastoral Care Policy)

Our Lady of the Rosary Catholic Primary School has adopted a whole school approach to bring about positive behaviour - Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours.

“**Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.**”

Diocesan School Student Discipline Policy

Corporal punishment by any school person or non-school person is not permitted. Corporal punishment is defined as the application of force in order to punish or correct the student.

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Our Lady of the Rosary Catholic Primary School Rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at Our Lady of the Rosary Catholic Primary School will be taught, encouraged and supported to demonstrate these expected behaviours.

At Our Lady of the Rosary we are guided by our school values of Learning, Forgiveness, Justice and Respect

<table>
<thead>
<tr>
<th>We are Respectful</th>
<th>We are Responsible</th>
<th>We are Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe and caring hands</td>
<td>Be in the right place at the right time</td>
<td>Learn and let others learn</td>
</tr>
<tr>
<td>Speak and act with kindness</td>
<td>Care for appearance</td>
<td>Be prepared to do your best</td>
</tr>
<tr>
<td>Know the rules and play by the rules</td>
<td>Move safely around the school</td>
<td>Be an active listener</td>
</tr>
<tr>
<td>Only including, no excluding</td>
<td>Care for belongings</td>
<td></td>
</tr>
<tr>
<td>Take turns</td>
<td>Care for our environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make good choices</td>
<td></td>
</tr>
</tbody>
</table>

PROCEDURES FOR TEACHING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Our Lady of the Rosary Catholic Primary School community is committed to:

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

The OLR Positive Behaviour for Learning (PBL) Team will coordinate the process involved and support staff in teaching, practicing, applying and acknowledging appropriate behaviours. PBL Team members will take on specific roles in the process to support the staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours for learning.

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

Our Lady of the Rosary 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 wide variety of means:-

- Verbal acknowledgment – recognition of how behaviours affect other, single word utterances, praise, descriptive encouraging etc
- Non Verbal acknowledgment – smile, gestures, nod, thumbs up, etc
- Each class teacher develops their own systems of acknowledgement and reinforcement within the class. For example extrinsic reward systems, stickers, group point systems etc
- Positive comments in student workbooks
- Choosing students for responsibilities
- Class visits sharing of work / achievements
- Publicly acknowledging appropriate behaviours from groups of students at assembly.
- Merit awards – (Monday Assembly) class teachers, teacher librarian, learning support, music, Admin staff and PE teacher to award
  - Curriculum Award - at least one merit award for academic achievement and learning
  - Christian Values Award - at least one merit award for demonstrating positive behaviours for learning
- “Celebrating Community” Award given out weekly / fortnightly for student/s nominated by staff. Nominating teacher writes a descriptive paragraph around the qualities this child presents in their day to day involvement at school.
PROCESSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS

Our Lady of the Rosary’s Behaviour Management Policy and practices are based on our school values of Respect, Learning, Forgiveness and Justice and are considerate of the dignity, rights and fundamental freedom of individual students. At the same time this policy focuses on the effective running of the school for the benefit of all.

Staff are encouraged to remember the dignity of students when responding to inappropriate behaviour. When discouraging or correcting student’s behaviours, staff are encouraged to use the least intrusive methods possible.

**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”.

**Inappropriate behaviours [teacher managed behaviours]** are recognised as any behaviour that does not meet the “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 well being of others. The consistent and repeated occurrence of minor behaviours may also be considered as major.

<table>
<thead>
<tr>
<th>Minor Teacher Managed Behaviours</th>
<th>Major Office Referred Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>any behaviour that does not meet the “School Rules and Behavioural Expectations”.</td>
<td>deliberate actions that are offensive and / or dangerous to the physical and / or emotional well being of other.</td>
</tr>
<tr>
<td><strong>Off task behaviours</strong> - not engaging in learning activities, task refusal, task avoidance, calling out, wandering around room etc</td>
<td>Repeated ongoing, off task behaviours – off task behaviours occurring for long periods of time or repeated over time (i.e. long duration, high frequency)</td>
</tr>
<tr>
<td><strong>Disruption</strong> - low intensity but inappropriate interruption to learning</td>
<td><strong>Disruption</strong> - sustained and/or intense disruption of learning</td>
</tr>
<tr>
<td><strong>Inappropriate Language</strong> – low-intensity use of inappropriate language</td>
<td><strong>Abusive Language</strong> - verbal aggression such as swearing, name calling, threats</td>
</tr>
<tr>
<td><strong>Physical contact</strong> - non-serious but inappropriate physical contact</td>
<td><strong>Physical Aggression</strong> - serious physical contact where injury may/ has occurred</td>
</tr>
<tr>
<td><strong>Defiance/disrespect</strong> - brief or low-intensity failure to respond to teacher request</td>
<td><strong>Defiance / disrespect</strong> - repeated refusal to follow reasonable requests / directions</td>
</tr>
<tr>
<td><strong>Dress</strong> - the wearing of clothing that is not within the expectations of school guidelines</td>
<td><strong>Theft</strong> - having possession of or removing property belonging to someone else</td>
</tr>
<tr>
<td><strong>Property misuse</strong> - low intensity misuse of school or personal property</td>
<td><strong>Property damage</strong> - substantial destruction or disfigurement of property</td>
</tr>
<tr>
<td><strong>Technology misuse</strong> - low-intensity but inappropriate misuse of technology (phone, iPod, camera, computer etc)</td>
<td><strong>Technology misuse</strong> - misuse of technology (phone, iPod, camera, computer, etc) which is sustained and/or has the potential to be harmful to others</td>
</tr>
<tr>
<td><strong>Tardiness</strong> – arrival to school after the commencement of the school day</td>
<td><strong>Repeated Tardiness</strong> - repeated or sustained incidents of arriving to school after the commencement of the school day</td>
</tr>
<tr>
<td><strong>other</strong> – low-intensity, inappropriate behaviours which have not previously been classified</td>
<td><strong>other</strong> - any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others</td>
</tr>
</tbody>
</table>
In appropriate behaviour occurs

Is the behaviour Minor (teacher managed) or Major (Office Referred)?

**TEACHER MANAGED BEHAVIOUR**
Minor inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

- **Remind** Student of expected behaviours
- **Re-teach** Expected behaviours
- **Redirect** Student to expected behaviour
- **Remove** Student from situation or trigger

The aim of each of these strategies is to encourage and support the student to return to appropriate behaviour in the least intrusive manner.

When all efforts at re-teaching, redirecting, removing and reminding have been exhausted, **Short Time Out** should be used.

Time out is described as “time away from reinforcement”. For example, if the behaviours are seeking and gaining attention, the use of time out is effective in removing the reinforcement of ‘attention’ for the inappropriate behaviours.

**Classroom:** Student sits within the classroom away from others for a pre-determined amount of time. This time frame should be age appropriate; one minute per student’s age. [eg max 5mins for Kinder] and not exceed 15mins.

**Playground:** Student is asked to sit out of play for 5minutes [max].

When the ‘Time Out’ is over, the child returns to the class / playground with a reminder of behavioural expectation.

**OFFICE REFERRED BEHAVIOUR**
Major inappropriate behaviours are identified as deliberate actions that are offensive and / or dangerous to the physical and /or emotional well-being of others [or repeated minor]

- **CLASSROOM:** Student has Long Time Out in ‘buddy’ class immediately after the incident for 15mins (max).
  - Student is given ‘long time out’ card and is accompanied by another student to the designated class.
  - The buddy class teacher is to direct the student to a suitable space where the student can sit with no interaction from others.
  - When student returns to class, they are supported to join in class activity without any further follow up of incident at this stage.

  Before the end of the day, the class teacher completes a ‘Classroom Long Time Out Data Collection’ Slip

  Staff hand in competed **Long Time Out Slip** to the Admin office. Staff to contact parents (clarify with Principal / AP). Leadership Team review data regularly to decide future actions. Whole school data reviewed by PBL team monthly.

In addition to above steps, staff to inform leadership in person in cases of **severe incidents.** (see also critical incident procedures)

“**Think Paper**” may be used after office referral for inappropriate Behaviour/s at the Principal / AP’s discretion in order to restore right relationships and plan ways of supporting positive behaviour. This could be as a result of one off serious incident or repeated minor incidents.

**Remember,**
**Time Out** is used to help bring about a positive change in behaviour - a circuit breaker,’ not purely as punitive action.
When inappropriate behaviours continue, or a serious incidents occurs, the Principal or delegate may facilitate a session with the student using **Think Paper** [Appendix]. This practice is aimed at restoring relationships and also to facilitate initial ‘investigations’ so that possible reasons for the behaviours can be understood in order to put strategies in to assist and promote more appropriate behaviours.

In order to analyse ongoing inappropriate behaviours, the school may also make use of the “**Students Presenting Challenging Behaviour Form 1**” [Diocesan Behaviour Management – Support Classpage] 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.

Major disciplinary sanctions including suspension, suspension pending negotiated transfer, negotiated transfer, and expulsion are outlined in the Diocesan Student Behaviour Management and Discipline Policy.

**Date of Policy Feb 2010**

**Date for Review Feb 2014**
At Our Lady of the Rosary, we are guided by our school values of Learning, Respect, Forgiveness and Justice when ...

We are Respectful
We are Responsible
We are Learners
<table>
<thead>
<tr>
<th>We are Respectful</th>
<th>We are Responsible</th>
<th>We are Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have safe and caring hands</td>
<td>Be in the right place at the right time</td>
<td>Learn and let others learn</td>
</tr>
<tr>
<td>Speak and act with kindness</td>
<td>Care for our appearance</td>
<td>Be prepared to do your best</td>
</tr>
<tr>
<td>Know the rules and play by the rules</td>
<td>Move safely around the school</td>
<td></td>
</tr>
<tr>
<td>Only including, no excluding</td>
<td>Care for our belongings</td>
<td></td>
</tr>
<tr>
<td>Take turns</td>
<td>Care for our environment</td>
<td></td>
</tr>
<tr>
<td>Ask for forgiveness and are forgiving</td>
<td>Make good choices</td>
<td>Be an active listener</td>
</tr>
</tbody>
</table>

We at Our Lady of the Rosary, we are guided by our school values of **Learning, Respect, Forgiveness and Justice** when …
PBL TEAM will:-
- prepare the PBL lesson plans, visual supports and home tasks for behaviour expectations following the yearly lesson plan schedule [Appendix B];
- dedicate regular time for PBL communication with staff at weekly briefing 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 in the PBL folder’
- review annotated lesson plans in teachers’ programs

STAFF will:-
- explicitly teach expected behaviours using PBL lesson plans and visual supports embedding it into their teaching program [before end of Monday and throughout the fortnight]
- use tracking cover sheet to record lessons and links to KLAs
- include their lesson plans in PBL section of Teaching Learning Program
- review / critique / evaluate the PBL lesson plans
- save any modified lesson plans to Staff Share PBL folder’ [eg Be an active listener YEAR4 2010]

WHOLE SCHOOL COMMUNITY will:-
- use language of behaviour – eg PBL section in school newsletter, weekly focus announced at assembly, language of “At OLR we are learners when we do our best ” used when teaching, acknowledging or reminding students of appropriate behaviours.

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

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, Music, PE, Church, excursions]

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, hall 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

PBL TEAM:-
- acknowledge staff members who are following processes

STAFF:-
- acknowledged appropriate student behaviours through a variety of means [verbally, non-verbally, extrinsic, etc]
- refer Appendix D for detailed school wide processes for acknowledging appropriate behaviours.

WHOLE SCHOOL COMMUNITY:
- appropriate behaviours are to be acknowledged within the whole school setting
### Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus and Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Introduce 4 school rules and behavioural matrix</td>
</tr>
</tbody>
</table>

### Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus and Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We are Learners</td>
</tr>
<tr>
<td>2</td>
<td>We are Responsible</td>
</tr>
<tr>
<td>3</td>
<td>We are Responsible</td>
</tr>
<tr>
<td>4</td>
<td>We are Respectful</td>
</tr>
<tr>
<td>5</td>
<td>We are Learners</td>
</tr>
<tr>
<td>6</td>
<td>We are Responsible</td>
</tr>
<tr>
<td>7</td>
<td>We are Respectful</td>
</tr>
<tr>
<td>8</td>
<td>We are Learners</td>
</tr>
<tr>
<td>9</td>
<td>We are Responsible</td>
</tr>
<tr>
<td>10</td>
<td>We are Learners</td>
</tr>
<tr>
<td>11</td>
<td>We are Responsible</td>
</tr>
<tr>
<td></td>
<td>review as needed</td>
</tr>
</tbody>
</table>

### Term 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus and Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
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</tbody>
</table>

### Term 4

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus and Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX D – PROCEDURES FOR DATA COLLECTION AND DISCOURAGING INAPPROPRIATE BEHAVIOURS

### PLAYGROUND

**Long Time Out**

**Data Collection Slip**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Name /s:</th>
<th>Class:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHERE</strong></td>
<td><strong>WHEN</strong></td>
<td><strong>WHAT HAPPENED</strong></td>
</tr>
<tr>
<td>Oval</td>
<td>☐ Before school</td>
<td>☐ Major inappropriate behaviour - deliberate actions that are offensive or dangerous to the physical or emotional well being of other</td>
</tr>
<tr>
<td>Play equipment</td>
<td>☐ Recess</td>
<td>☐ Physical</td>
</tr>
<tr>
<td>Lunch seats</td>
<td>☐ Eating time</td>
<td>☐ Verbal</td>
</tr>
<tr>
<td>Toilet</td>
<td>Lunch</td>
<td>☐ Other</td>
</tr>
<tr>
<td>Hand ball</td>
<td>☐ 1st half lunch</td>
<td>☐ Physical</td>
</tr>
<tr>
<td>Courtyard</td>
<td>☐ 2nd half lunch</td>
<td>☐ Verbal</td>
</tr>
<tr>
<td>Quiet area</td>
<td>☐ After school / dismissal</td>
<td>☐ Other</td>
</tr>
<tr>
<td>Library</td>
<td>☐ Other</td>
<td>Description of incident:-</td>
</tr>
<tr>
<td>Bus lines</td>
<td>☐ other</td>
<td></td>
</tr>
</tbody>
</table>

**Possible motivation:** “All behaviours meet a need.”

What do you think the possible purpose / reason / function of the behaviour was?

☐ Get attention (if so, who from) 
☐ Avoid / evade / escape (people, task, situation, setting…)
☐ Communicate (trying to tell us something?)

### Action / Follow Up

☐ Time out

☐ Phone call to parents of child / children involved

☐ Data entered [PBL team]

☐ Other:

Staff member on playground duty: (Please print) ………………………………

Signature Class Teacher: …………………………………………………

Signature Principal / AP: …………………………………………………
## APPENDIX D – PROCEDURES FOR DATA COLLECTION AND DISCOURAGING INAPPROPRIATE BEHAVIOURS

### CLASSROOM

**Long Time Out**

**Data Collection Slip**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Name:</th>
<th>Class:</th>
</tr>
</thead>
</table>

**Location**

- [ ] Classroom
- [ ] Library
- [ ] PE
- [ ] Music
- [ ] Other

**WHERE**

**Inappropriate Behaviour**

- [ ] **WHAT**
  - [ ] Long Time Out issued for **REPEATED INAPPROPRIATE BEHAVIOUR**
    - Remind
    - Reteach
    - Redirect
    - Remove
    - [description of incident]
  - [ ] Long Time Out issued for **MAJOR - PHYSICAL / VERBAL** - deliberate actions that are offensive or dangerous to the physical or emotional well being of other
    - [description of incident]

**Time**

- [ ] Morning session
- [ ] Middle session
- [ ] Afternoon session

**WHEN**

**Time:** _______

**Type of Lesson:** -

KLA: _______

**Possible motivation:** “All behaviours meet a need”.

What do you think the possible *purpose / reason / function* of the behaviour was?

- [ ] Get attention (if so, who from)
- [ ] Avoid / evade / escape (people, task, situation, setting…)
- [ ] Communicate (trying to tell us something?)

**Action / Follow Up**

- [ ] Time out
- [ ] Phone call to parents of child / children involved
- [ ] Data entered [PBL team]
- [ ] Other:

Staff member involved: (Please print)…………………………………

Signature Class Teacher:………………………………………………

Signature Principal / AP: ……………………………………………….
When inappropriate behaviours continue, or a serious incidents occurs, the Principal or delegate may facilitate a session with the student using this Think Paper. This practice is aimed at restoring relationships and also to facilitate initial ‘investigations’ so that possible reasons for the behaviours can be understood in order to put strategies in to assist and promote more appropriate behaviours.

These questions are used to guide conversation between Principal / AP / Staff member and the student involved. It is not recommended that the paper be handed to the student to ‘fill out’ on their own or immediately after an incident. In some cases, these discussion questions may be revisited over period of time if need be.

Student Name: _________________________________ Class: _____________

Facilitating Staff member: ______________________ Date: _______________

We at Our Lady of the Rosary are guided by our school values of Learning, Forgiveness, Justice and Respect when …

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<tr>
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<th>We are Responsible</th>
<th>We are Learners</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Only including, no excluding / include others</td>
<td>Care for belongings</td>
<td></td>
</tr>
<tr>
<td>Take turns</td>
<td>Care for our environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make good choices</td>
<td></td>
</tr>
</tbody>
</table>

1. Explain what you did. How was your behaviour inappropriate? ____________________________________________________________

   Which of the School Rules did you not follow?

   ☐ We are Respectful
   ☐ We are Responsible
   ☐ We are Learners

   Which behaviour expectation was not followed? [refer to matrix]

2. What caused you to behave this way?
   What were you thinking at the time?

3. How might others be affected by your actions?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
4. How could you do things differently next time?  
What have you learned?

5. What can you do to help restore right relationships? How might you help ‘fix the problem’?  
What could be an appropriate consequence for you as a result of your behaviour?

6. What can the teachers in our school do to help you remember our school rules and behaviour expectations?  
What help do you need from others to remember our school rules and behaviour expectations?

Student: ____________________  Principal: ____________________  Teacher: ____________________

Signature  Signature  Signature
Emergency Critical Incident Procedure

In the event of an emergency / unusual occurrence – for example a person suffers from epilepsy or similar illness or a person behaving in a manner which is endangering the physical and emotional safety of the other members of the class.

1. **Evacuate the children to a safe place** – ie the classroom next door, the playground or the Library. (If incident occurs on the playground, remove all other students to a safe place well away from incident)

2. **Send the red emergency card to the office** / ask neighbouring teacher to contact office / send for help.

3. In the case of illness, remain close to the person and render assistance if required.

4. If a person is demonstrating **threatening or aggressive behaviour** keep a safe distance nearby exit / doorway.
   - **Do not** block the doorway
   - **Do not** attempt to touch or restrain the person
   - **Do not** attempt to prevent the person leaving the room – observe and if necessary, follow at a discreet distance.

5. It is important that after the event the classroom/playground teacher works with the leadership team to complete the necessary documentation.
## APPENDIX D - PBL TEAM ROLES AND RESPONSIBILITIES As at March 2010

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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</table>
| **Chairperson**               | - Develop agenda  
- Facilitate meeting  
- Follow up on assigned tasks  
- Seek input from staff and other committees  
- Monitor team roles and responsibilities  
- Coordinate SRC Community Circle time |
| **Recorder**                  | - Keep minutes - accuracy, brevity, clarity  
- purpose of minutes: written record of events and decisions for future use, absent members and items to be carried forward to next meeting  
- distribute minutes to members  
- notify / remind team members of meeting time and location  
- distribute rewards to staff |
| **Data-base manager**         | - Summarise data from previous month  
- Present update on standard data (eg office referrals by behaviour, locations, grade etc)  
- Summarise data necessary for any pending decisions (eg effectiveness of new routines / structures)  
- Report progress and data-base feedback to staff |
| **Communication Coordinator** | - Newsletters, bulletins, staff room display board  
- Maintain systems of communication with staff  
- Public postings of expectations  
- Weekly school newsletter items  
- Monitor Staff Share PBL folder |
| **Time keeper / task master** | - Monitor agenda items and topics  
- Keep the group focused and moving during meeting time  
- Monitor start and finish time |
| **COACH**                     | - Attend all PBL Team meetings  
- Inform and advise of current practice within PBL principles  
- Keep in communication with PBL Coordinator  
- Coordinates team self assessment and SET Data |

### ELEMENTS OF SUCCESS FOR PBL TEAMS

| PBS Team Meetings | - Scheduled regularly [at least monthly]  
- Use standardised agenda format  
- During meetings –  
  - Clearly define goal/s for the meeting  
  - include follow up from previous tasks  
  - use a format for acknowledging all participant contributions |
| Develop agenda    | - Time schedule - allocate time for each order of business  
- when time is up decide what to do and develop action plan, assign task or table until next meeting |
| Follow up         | - Do it and do it promptly |
| Team Self – assessment | - Assess how you are functioning as a team TIC – Team Implementation  
- Refer coach [team self assessment survey] |
| Communication     | - Set up / maintain PBL notice board in staff room  
- Important notices, General information, Graphic display of data  
- Create system to ‘group’ staff [eg grade levels, teams etc] |
| Key points        | - Frequent, regular meetings  
- Work from efficient agenda  
- Use data to guide direction . decisions  
- Follow each decision with an action plan  
- Translate decision into policy  
- Communicate, communicate, communicate  
- Celebrate |

### PBL Reference Personnel

| Early Stage 1, Teacher Librarian and Admin |
| Stage 1 and Music/ Drama teacher |
| Stage 2 and 3 |
| Support Teachers, ESL, New Arrivals, LSA and PE |
| Casual and Temporary Teachers (including Student Teachers) |