



# Our Lady of the Rosary Catholic Primary School, The Entrance

## 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 Our Lady of the Rosary 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.

**OLR is a Catholic community where, as disciples of Jesus, we show respect, grow through learning, forgive others and act with justice.**

*OLR Vision Statement*

### 2. BEHAVIOURAL EXPECTATIONS

Our Lady of the Rosary Catholic Primary School’s Behaviour Support Guidelines outline the behavioural expectations for students that contribute to a safe and supportive learning environment. We have one overarching school rule:

**As Disciples of Jesus, we make good choices.**

**We are respectful.**  
**We are responsible.**  
**We are Learners.**

**AS DISCIPLES OF JESUS, WE MAKE GOOD CHOICES.**

**We are Respectful when we...**

- use safe and caring actions
- speak and act with kindness
- play fairly and include others
- seek reconciliation and forgive others

**We are Responsible when we...**

- care for ourselves
- care for others
- care for the environment
- care for our belongings

**We are Learners when we...**

- learn and let others learn
- do our personal best
- actively listen

### 3. PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

Our Lady of the Rosary Catholic Primary School implements a positive behaviour school-wide systems approach that includes proactive strategies for defining, teaching, and supporting appropriate student behaviour.

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

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

The Our Lady of the Rosary Positive Behaviour for Learning (PBL)/Wellbeing Team 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**.

To promote desirable behaviours within our school community, we have adopted a star point system.



Each classroom teacher awards 3 Star Points per day. Star Points are awarded to students who have shown that they are Respectful, Responsible or Learners according to the Matrix.

When a Star Point is awarded, the teacher will tell the class why that child has received their Star Point. As each child reaches a multiple of 10 Star Points they go to the office at 1:20pm to receive a medallion which they may keep or take to the canteen to redeem an ice-block. Students receive a Bronze Award when they achieve 30 Star Points, Silver Award with 60 Star Points and a Gold Award when they achieve 90 Star Points.

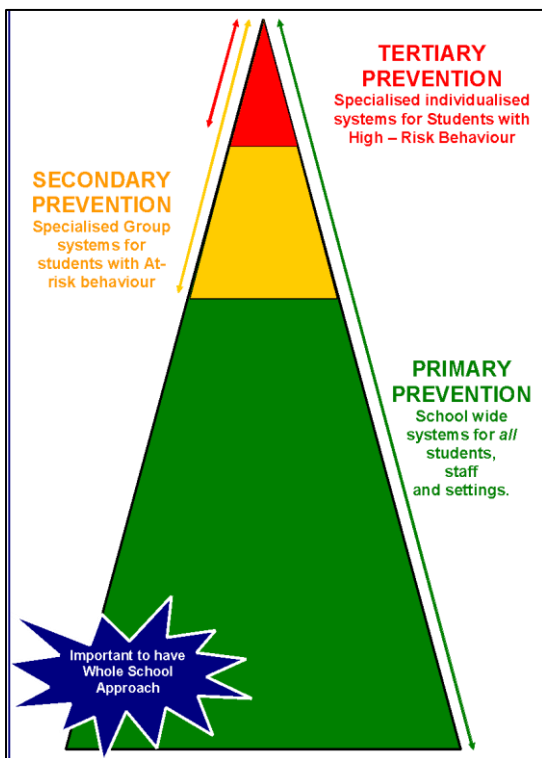
Recipients of a Bronze and Silver Award, receive a certificate at Monday Morning Assembly (alternate weeks) after their teacher adds their name to the Google doc and sends a note home, informing their parents, so they can be present. Bronze Award recipients are invited to morning tea with the Assistant Principal to celebrate their achievements. Silver Award recipients are invited to have lunch with the Principal to celebrate their achievements. These celebrations usually take place towards the end of each term.

Recipients of a Gold Award will receive a certificate at Monday afternoon Assembly after their teacher adds their name to the Google doc and a note is sent home to inform their parents. The class teacher writes a profile on the student which is shared at Assembly and in OLR Matters.

Teachers may choose to have their own individual reward system. This system should be consistent with the whole school award system.

Every effort will be made by staff to recognise and acknowledge the efforts from all students in their class whether it is in the academic, sporting, social or behavioural areas. A major focus will be on the PBL focus for a particular fortnight.

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 promote positive behavior, as well as prevention and intervention for problem 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

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.

### Acknowledging Appropriate Behaviours

- Body language strategies – smile, gestures, nod, thumbs up, proximity, etc
- Verbal acknowledgment – recognition of how behaviours affect others, single word utterances, praise and descriptive encouragement using the language of our PBL Behaviour Matrix
- Positive feedback in student workbooks
- Being chosen for responsibilities
- Class visits, sharing of work / achievements
- Star points
- Class rewards

## 5. PROCEDURES FOR RECORD KEEPING AND MONITORING

Staff use a google form to record behaviour incidents. From the responses in this form the data is analysed. If a student has received a consequence, either from the playground or the classroom, it is understood that the child (in most cases) would have been reminded of their behaviour, been through the stages of re-teach and being repositioned, and have been removed from the area due to repeated undesirable behaviours. Students who have received a consequence may spend some time off the playground, in the planning room completing the consequence with re-teaching of the rule broken, to support positive behaviour in the future.

All classrooms will have on display a copy of Our Lady of the Rosary's Behaviour Scale and Behaviour Consequence Matrix (see Appendix C). Students will be introduced/reminded of the different behavioural stages and their matching consequences at the commencement of each year. When a less desirable behaviour is displayed, the student will be asked to identify what level their behaviour is and to reflect on what an appropriate consequence may be.

The matrix consists of 5 levelled behaviours – 2 for minor (yellow), 2 for major (orange) and 1 for serious (red). Under each levelled behaviour are the appropriate matching consequences for students.

Both matrix were developed in consultation with students, parents and staff within the school community.

## 6. PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

Our Lady of the Rosary's Behaviour Management guidelines and practices are based on our school rule:

### **As Disciples of Jesus, we make good choices**

Our guidelines are respectful 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 the student and therefore avoid any practices that single out students for inappropriate behaviour. When discouraging or correcting student behaviours, staff are encouraged to use the least intrusive method possible.

**Minor inappropriate behaviours [teacher managed behaviours]** are recognised as any behaviour that does not meet the "School Rule 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. The consistent and repeated occurrence of minor behaviours may also be considered as major inappropriate behaviour.

**Serious inappropriate behaviours [office referred behaviours]** are identified as deliberate actions that are intentional and/or dangerous to the physical and/or emotional well being of others, including staff. The consistent and repeated occurrence of minor and major behaviours may also be considered as serious.

Procedures for responding to inappropriate behaviours are outlined in *Appendix E*.

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/ Leadership Team. The Wellbeing/ Leadership 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 are not limited to;

- Student-centred and function based case management
- Behaviour Support Plans
- Behaviour Support Risk Management Plan
- 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, lockdown 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 rule and behavioural expectations
- 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 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:** March 2019

**Date Revised:** August 2019

**Date of next review:** March 2020

## APPENDIX A - PROCEDURES FOR TEACHING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS



### Teach

#### **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 perspective tracking sheet (in programs)* 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

#### **WHOLE SCHOOL COMMUNITY will:-**

- use language of behaviour – eg PBL section in school newsletter, weekly focus announced at assembly, language of “As Disciples of Jesus, we make good choices” 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

#### **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]



### 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, 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:-**

- appropriate student behaviours are to be acknowledged 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



### Acknowledge



# Rewards and Acknowledgements

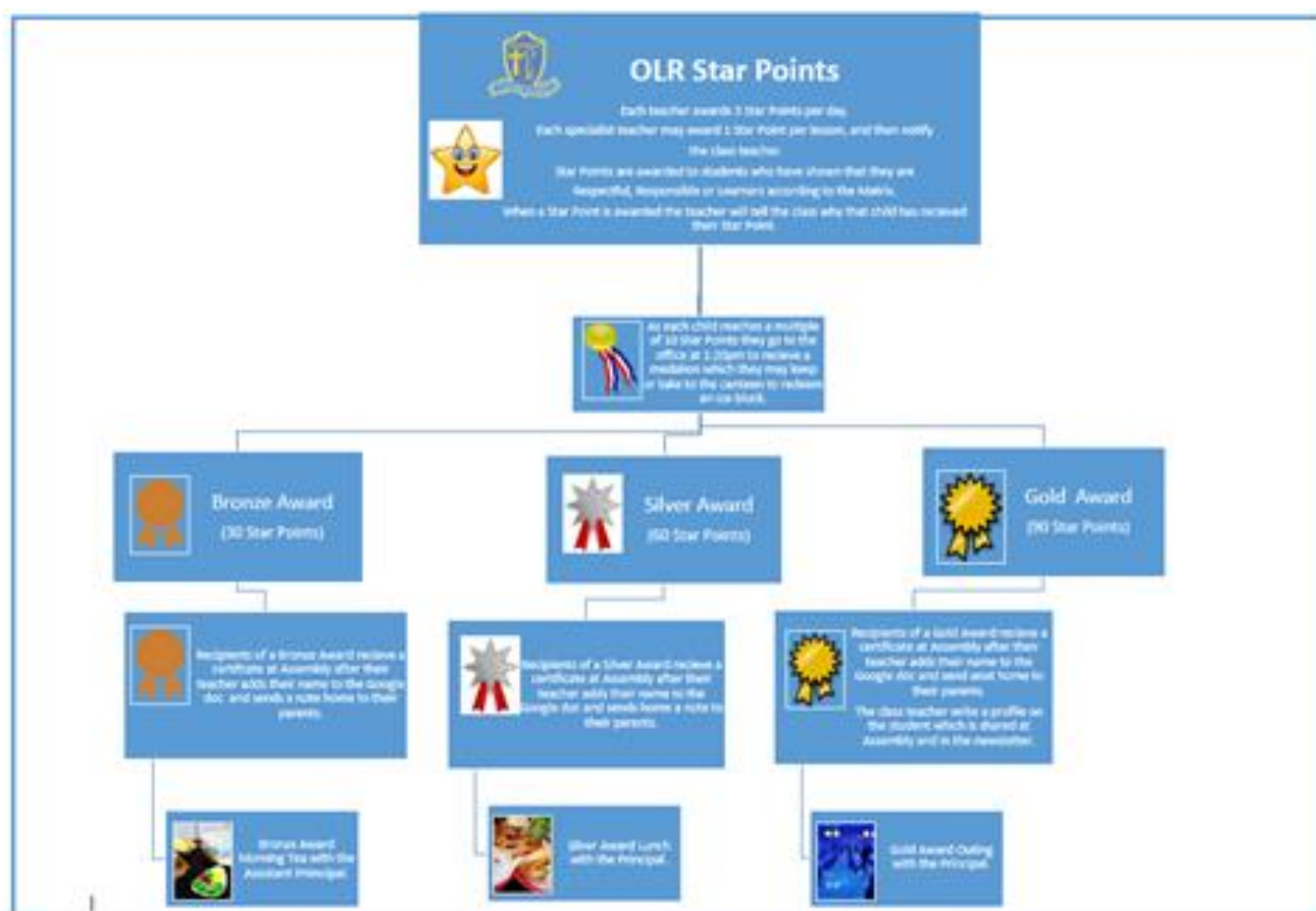
## Our Lady of the Rosary Catholic Primary School

Our Lady of the Rosary Catholic Primary School is a community that continually aims to promote, support and maintain a positive approach to education. We believe that all students, their families and staff have the right and responsibility to create and experience a safe, respectful and cooperative learning environment. Therefore, we implement proactive strategies to teach and support appropriate student behaviours. This maximises students' learning and helps them self-manage their choices which empowers them to let their light shine.

As stated in our Behaviour Management guidelines and procedures, the Our Lady of the Rosary community is committed to:

- **Teach**
- **Practise**
- **Apply**
- **Acknowledge** appropriate behaviours

Part of this process involves the acknowledgement of students who are doing their personal best, both academically and behaviourally. Below is a basic outline of the whole school star point system:



Whilst the whole school reward system target different behaviours or achievements, they are all connected to the school rules and Behaviour Matrix. Each award not only aims to acknowledge the efforts of our students but is used as a valuable teaching tool to further promote and maintain these desirable behaviours.

# Behaviour Scale-Students

Stop, Think and Learn

				
<p>Not working in class/ off task</p> <p>Calling out</p> <p>Late for class after recess or lunch</p> <p>Not wearing the correct uniform</p> <p>Other- any other inappropriate behaviour that is low intensity.</p>	<p>Not working in class/ off task</p> <p>Technology misuse at school (rough with technology, taking too long to pack up)</p> <p>Interrupting the learning of others</p> <p>Out of bounds</p> <p>Property misuse- eg taking hats</p> <p>Verbal provocation/ nigging: to gain a reaction or targeting others with negative comments</p> <p>Non-serious physical contact eg rumberling (no tackling allowed)</p>	<p>Repeated off-task behaviours</p> <p>Technology Misuse - ongoing or potentially harmful to others</p> <p>Ongoing disruption to learning</p> <p>Repeatedly late for class after recess or lunch</p> <p>Defiance/Disrespect - not following teachers request</p> <p>Inappropriate language</p> <p>Stealing</p> <p>Repeated verbal provocation/ nigging: targeting others with negative comments</p> <p>Physical contact: without intent but where injury may/ has occurred</p>	<p>Deliberate Property Damage</p> <p>Technology Misuse - continued or harmful to others eg hacking emails, daring, threatening, mean</p> <p>Abusive/ rude Language - aggression such as swearing, name calling or threats</p> <p>Defiance/Disrespect -repeated refusal to follow reasonable request/ directions</p> <p>Other -any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others</p> <p>Physical Aggression -serious physical contact where injury may occur/has occurred (intent, anger or payback)</p>	<p>Major and deliberate property damage</p> <p>Online bullying eg deliberate actions causing distress</p> <p>Serious repeated behaviours</p> <p>Serious behaviours directed towards a staff member eg physically threatening or verbally abusive.</p> <p>Intentional physical harm to another student</p>

Continuing or Repeated Behaviour. Results in Increased Level

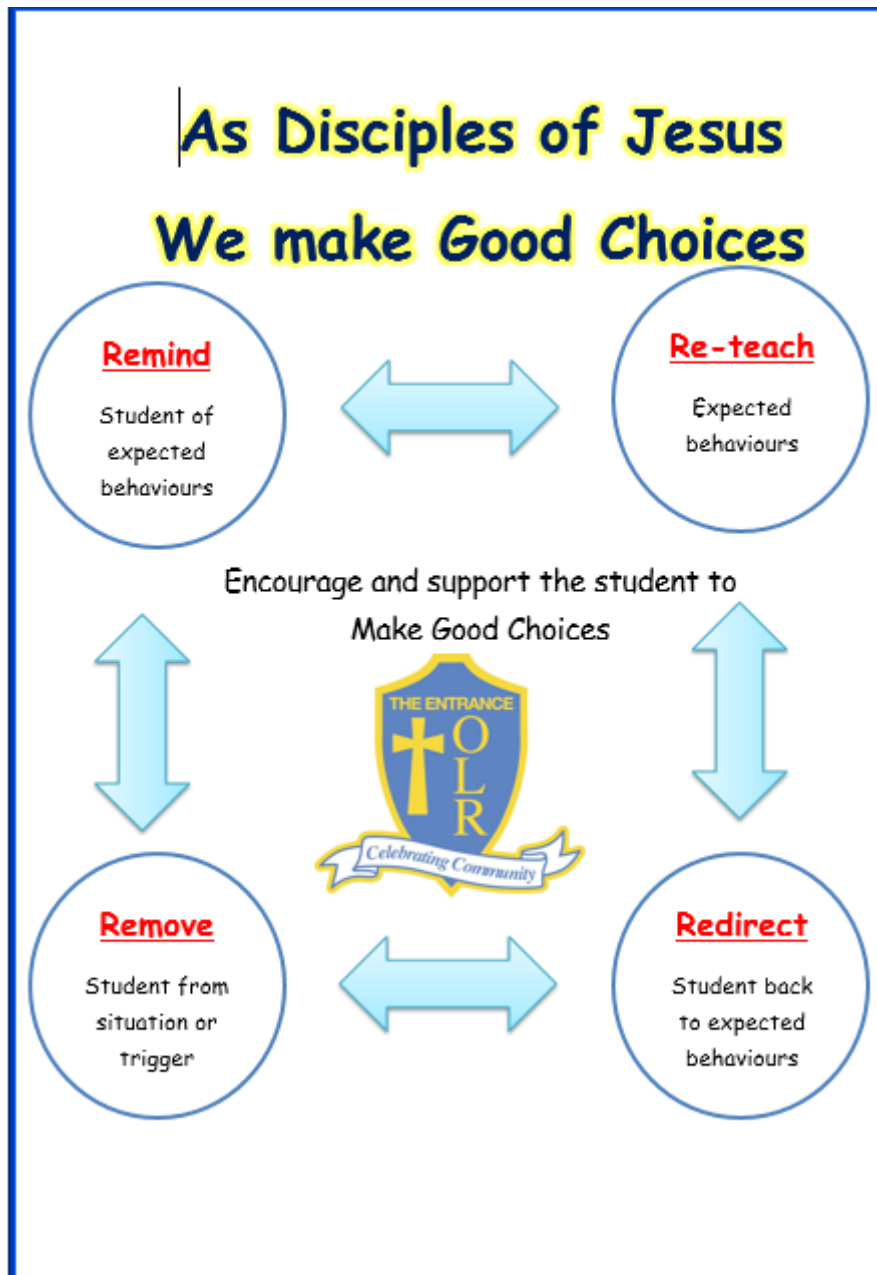


## Consequences

Stop, Think and Learn

				
<ul style="list-style-type: none"> <li>Complete task in own time</li> <li>Move seats</li> <li>Take inappropriate uniform off</li> <li>Apologise</li> <li>Reflection time in the classroom or playground to settle</li> <li>Make up time lost in own time</li> <li>Other</li> </ul>	<ul style="list-style-type: none"> <li>Complete task in own time</li> <li>Timer used and lost time is made up in own time</li> <li>Move seats</li> <li>Write an apology letter</li> <li>Not to play with victim of incident</li> <li>No technology for a period of time</li> <li>Pick up papers (if littering)</li> <li>Not allowed to play the game where rumberling/ physical contact occurred</li> <li>Play in restricted area of the playground</li> <li>Time out from playing in order to learn the rules</li> <li>Take inappropriate uniform off after second warning</li> <li>Apologise</li> <li>Reflection time in the classroom or playground to settle</li> <li>Purchase new item damaged</li> <li>Other</li> </ul>	<ul style="list-style-type: none"> <li>Complete task at home and returned signed by parent</li> <li>Write an apology letter to the teacher/ student (signed by parent)</li> <li>Replace item stolen</li> <li>Make up time lost if late for class after recess or lunch</li> <li>Restriction from playing after a certain time i.e. must be on the seats ready for class before the first bell</li> <li>Purchase new item damaged</li> <li>Not allowed to play the game where rumberling/ physical contact occurred for a set period of time</li> <li>No technology for a period of time until responsible actions can be demonstrated.</li> <li>Strategy Time in 'Planning Room'</li> </ul>	<ul style="list-style-type: none"> <li>Complete task at home and returned signed by parent.</li> <li>Move seats in class</li> <li>Reflection sheet and goal setting to bring about change</li> <li>Time off from playing a game in order to relearn the rules</li> <li>Write an apology letter to person/ persons affected by behaviour</li> <li>Make up time lost if late for class</li> <li>Purchase new item damaged</li> <li>No technology for a period of time until responsible actions can be demonstrated.</li> <li>Exclusion from Gala Days etc.</li> <li>'Planning Time' in Planning Room to set goals</li> <li>Restricted playground areas (if verbal and physical, then time off the playground and an apology letter may be required)</li> </ul>	<ul style="list-style-type: none"> <li>Sent home</li> <li>Re-entry plan</li> <li>Restricted playground</li> <li>Excursion restrictions</li> <li>In-school suspension</li> <li>Write an apology letter</li> <li>Exclusion from privileges eg Gala Days</li> </ul>

Continuing or Repeated Behaviour, Results in Increased Level



## Behaviour Flowchart

*Response to ALL student inappropriate behaviour is:*  
 1. ~~Calm~~ 2. Consistent 3. Brief 4. Immediate 5. Respectful

**Have you utilised Proactive Strategies? - Refer to list.**

**Is the behaviour Minor, Major or Serious (Leadership Managed)?**

