

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

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 maximizes 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 Catholic School- the Sacred congregation for Catholic education 1977, n49.)

The St Joseph's 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.

Mission and Vision Statement

*St Joseph's Catholic School Narrabeen
Inspired by our motto, "Build in love",
We at St Joseph's Catholic School Narrabeen,
A Catholic community of learning,
Are committed to providing our children
With a challenging education in a
Safe, nurturing and inclusive environment.*

*Our four school core values underpin this policy.
Community Respect Stewardship Compassion*

2. BEHAVIOURAL EXPECTATIONS

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

At St Joseph's Catholic School, we are Safe, Respectful, Learners

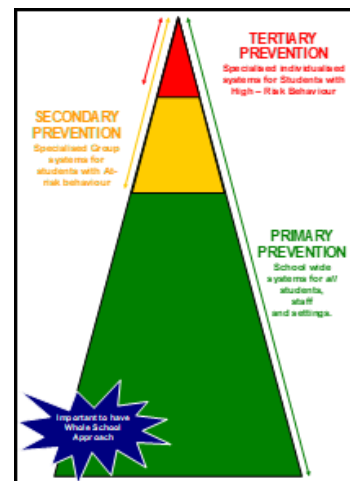
Safe	Respectful	Learners
Use safe, caring hands and feet Move safely at all times Be in the right place at the right time Wear a hat outside	Be inclusive and take turns Use kind words and actions Care for the place you are in Care for belongings Care for your appearance	Be a good listener Do your best Learn & let others learn Be prepared

3. PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

St Joseph's implements a positive behaviour school wide systems approach that includes proactive strategies for defining, teaching, and supporting appropriate student behaviour.

PBL

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.

Refer to Appendix 1: The Response Continuum Tiers 1-3

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

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

The St Joseph's Well Being 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 school community. All staff will actively support all systems and processes in order to enable appropriate student behaviours.

The teaching and practicing of the expected behaviours are incorporated in the class PDHPE programs, whole school annual Peer Support program, class PBL lessons, Seasons program, class SEL lessons, student leadership program and modelling by leaders, school developed Social Skills programs according to point of need, and public recognition at school assemblies, all of which are required to support positive student engagement with the PBL principles.

School rules are prominently displayed in all classrooms and school settings such as the school and staff room notice board, canteen. School rules are included in the weekly home learning grid for each grade. Each fortnight student awards are presented and acknowledged in the school newsletter. The school rules are shared with students and families at beginning of year class information sessions. The school rules can also be found on the school website, school app, and in the staff and parent handbooks.

4. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

St Joseph's Catholic Primary School community is committed to acknowledging positive behaviour from students. We endeavour to acknowledge students at a class level, on the playground and on a whole school level with a variety of reinforcements and rewards.

Refer to Appendix 3

5. PROCEDURES FOR RECORD KEEPING AND MONITORING

St Joseph's collects data to inform planning for whole school systems as well as individual interventions to encourage positive behaviour. This includes:

- PBL online form that includes 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 e.g. time out, informing school leaders
- The Well-being team collect and monitor this data once a term
- Students who need to be monitored are noted on our staff weekly 'Figtree' communication (a Google doc) in the 'radar' section and discussed as needed with all staff.
- The leadership team and/or Learning Support teacher collect and collate data on students in the 'yellow zone' and those requiring case management processes.

6. PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

St Joseph's Behaviour Support Guidelines are based on our four core values of **Community, Respect, Stewardship and Compassion** and 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.

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 students behaviours, staff are encouraged to use the least intrusive methods as possible.

St Joseph's school procedures for discouraging inappropriate behaviour can include; targeted social skills instruction, increased adult monitoring and positive attention, specific/regular daily feedback, individual targeted award systems, progress on behavioural goals, in-school withdrawal, time out practices and additional academic supports if required.

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". It can be categorised as teacher managed (minor) and school leadership managed (major).

Teacher managed inappropriate behaviours are recognised as any behaviour that does not meet the school behavioural expectations.

School leadership referred inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the safety, physical and/or emotional wellbeing of others. The consistent and repeated occurrence of minor behaviours can be considered as major behaviour.

There is a continuum of procedures for responding to inappropriate behaviour, including a flow chart for referral to case management.

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. Our school implements the following strategies to support and manage challenging/at risk behaviour.

Teachers follow the flow chart in the guidelines and refer the student to the school leadership team. Initially a meeting with the class teacher and leadership team may include the Learning Support teacher. Parents are invited to a meeting to discuss the behaviours, underlying issues and programs in place. The team may contact the appropriate CSO personnel to develop a plan or refer to counselling services if appropriate.

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

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!](#)
- [Cybersmart website](#)
- [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	17/10/2018
Date of next review	17/10/2021

APPENDIX 1: THE RESPONSE CONTINUUM TIERS 1-3

Tier 1 Universals	Tier 2 Targeted (Group) intervention	Tier 3 Intensive intervention
100% of students, 100% of the time	Students who require additional support	Students who require individualised intervention
<p>A process of intervention informed by pre- and post-learning assessments managed by the teacher and implemented within the regular learning environment and related settings.</p> <p>Universal strategies apply for all students.</p> <p>All students receive high-quality instruction, differentiated to meet diverse student capabilities.</p>	<p>Students not making adequate progress in the core curriculum and are provided with increasingly intensive instruction matched to their needs.</p> <p>A process of targeted assessment and intervention is developed jointly by the classroom teacher and Learning Support, Student Wellbeing personnel. Where applicable, additional input may be sought from experts e.g. Psychologist/Pediatrician/Behaviour Expert/CSO officers. Strategies are identified for implementation in the regular learning environment and in related learning areas as required.</p> <p>Students are only to be moved to Tier 2 following documented intervention and review at Tier 1.</p>	<p>This level of intervention is designed to provide intensive support for students presenting with complex, ongoing difficulties and who are considered significantly at risk.</p> <p>Schools seek the involvement of CSO staff, in addition to external agencies, to complete a detailed functional behaviour assessment (FBA) and design a student Behaviour Support Plan or Risk Assessment and Management Plan.</p> <p>Individualised, intensive interventions that support development of positive replacement behaviours are developed and implemented. Complex behaviours are targeted to remediate and prevent further escalations.</p> <p>Students are only moved to Tier 3 following documented intervention and review at Tier 2.</p>
Key Features	Key Features	Key Features
<ul style="list-style-type: none"> • Requires explicit teaching of positively stated behaviours. • Responds to high-frequency, low-intensity behaviours as part of regular practice. • Teacher takes responsibility for managing behaviour. • Support may be sought from school leaders for additional supportive strategies, e.g. from Learning Support, Wellbeing/KLA/Year coordinators. 	<ul style="list-style-type: none"> • There is detailed identification of learner capabilities, including: <ul style="list-style-type: none"> – targeted assessment – analysis and interpretation of data – data-informed learning and teaching plan – interventions that are evaluated for progress towards identified goals – data cycles that are used to modify interventions – positive student behavioural responses that are strongly and explicitly reinforced – provision of multiple, explicit opportunities to teach desired behaviours. • The class teacher is responsible for the Behaviour Support Plan, supported by school leaders. • There is ongoing consultation between teacher/s and Learning Support, Student Wellbeing personnel and other relevant support staff. • Additional support is sought where required from the CSO. 	<ul style="list-style-type: none"> • Specialised process of identification, targeted assessment, analysis and interpretation, learning and teaching, and evaluation to occur as a more formalised, concrete process. • Involvement of a CSO Officer or School's Consultant (if required). • External specialists engaged (if necessary). • Involvement of school leadership. • Key staff member(s) [may not be the class teacher(s)] responsible for overall management and coordination of Behaviour Support Plan. • Reconvening of Program Support Group.
Continuum of Support	Continuum of Support	Continuum of Support
<p>Universal strategies</p> <ol style="list-style-type: none"> 1. Identify a small number of positively stated school rules. 2. Prominently display the rules. 3. Explicitly teach the positively stated behaviours. 4. Strategically reinforce the behaviours. 5. Modify teaching strategies, curriculum and learning environment as required to support positive student engagement. <p>Where students are identified as continuing to experience difficulties to positively engage, a behaviour support meeting is convened to determine if further intervention strategies can be identified for trial or if a move to Tier 2 support is required.</p>	<ol style="list-style-type: none"> 1. Continue to apply and reinforce universal strategies. 2. Establish a case management support team to involve students and parents. 3. Identify learner capabilities and collect relevant data. 4. Use data to develop a Behaviour Support Plan. 5. Implement the Behaviour Support Plan. 6. Review the Behaviour Support Plan and use data to modify. 7. Seek external support (if necessary). <p>Continue to use the Case Management Team as the decision-making body and review to determine if the intervention strategies are supporting positive engagement. If further, more intensive support is required, move to Tier 3</p>	<ol style="list-style-type: none"> 1. Intensively apply and reinforce universal strategies. 2. Continue to use the case management support team as the key decision making body. Consider if additional expertise is required from CSO staff and/or external specialists. 3. Use additional data and advice to review and redevelop the Behaviour Support Plan or Risk Assessment and Management Plan. 4. Implement strategies and include collection and review of behaviour data. 5. Evaluate the intervention. 6. Convene a case management support team to determine next steps.

APPENDIX 3: PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

Continuum of Schoolwide Procedures for Encouraging Positive/Social Behaviour at St Joseph's Narrabeen

*Adapted from Colvin, G. (2007). 7 Steps for Developing
a Proactive Schoolwide Discipline Plan. Thousand Oaks, CA: Corwin.*

	Name	Resources	Description, Criteria, When presented
Frequent	Teacher verbal feedback	Positive words	Everyday verbal, specific positive reinforcement by teachers as they notice positive behaviour, including words, smiles, thumbs up etc All the time when behaviour is noticed by all teachers
	Joey in the Jar (individual) And Joey awards (Whole class)	Class jar Plastic joeys Joey awards for class chart	Students can earn a joey in the jar for displaying positive social behaviours. The whole class can earn a joey award to add to class chart for displaying positive social behaviours or meeting goals <ul style="list-style-type: none"> ● 10-20 individual joeys= 1 class joey award ● 10 for K-2, 15 for Stg 2, 20 for Stg 3 ● 20 class joey awards = whole class reward ● Class reward negotiated by teacher with students
	Golden tickets	Golden tickets are stored in teacher high vis vest on p/g duty	Students who are observed behaving in a way that enhances p/g environment and social culture are awarded a golden ticket. In p/g- Before school, recess, lunch. Teacher tells the child they have received the ticket. Teacher stores the ticket to transfer to the golden urn on assembly day. Tickets refreshed each assembly 2-3 tickets drawn from the urn as a raffle at fortnightly assembly. Winners are given an ice block from canteen on next canteen day
Intermittent	Student of the week	Printed award cards	Awarded to one student per class at fortnightly assembly for academic effort or achievement. Published in newsletter
	PBL student of the week		Awarded to one student per class at fortnightly assembly for upholding PBL rules Published in newsletter
Occasional	Build in Love Award	Printed award card	Awarded to one child per class per term who 'acts out' the school core value for that term. Presented at Mass, liturgy or school assembly Published in newsletter

