



# ST JOHN THE BAPTIST 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 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” 1

The St John the Baptist 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.


## 2. BEHAVIOURAL EXPECTATIONS

St John the Baptist Behaviour Support Guidelines outline the behavioural expectations for students that contribute to a safe and supportive learning environment.

**At St John the Baptist we are**




**RESPECTFUL**



- + I speak and act with kindness.
- + I act safely around myself and others.
- + I care for my own and others' property.
- + I show respect by wearing my uniform with pride.
- + I allow others to learn.

*Respect everyone and show special love for God's people. Peter 1, 2:17*


**RESPONSIBLE**



- + I am responsible for my own words and actions.
- + I express my emotions safely.
- + I solve problems safely.
- + I follow school routines and expectations.
- + I ask for help when needed.

*Each of you must take responsibility for doing the best you can with your life. Gal 6:5*

**LEARNERS**



- + I do my best, take risks and give it a go.
- + I challenge my thinking by listening to others.
- + I ask questions and problem solve to help my learning.
- + I focus on the learning intentions throughout my day.
- + I work independently and cooperatively with others.

*They found Jesus sitting in the temple, listening to the teachers and asking them questions. Luke 2: 46*

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

St John the Baptist implements a positive behaviour school wide system approach that includes proactive strategies for defining, teaching, and supporting appropriate student behaviour.

Our PBL expectations are displayed in the classroom, on the playground, school website and in orientation information to students and families. Students are explicitly taught each expectation during class time and are continually referred to during all aspects of school life.

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 prosocial 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.

In addition our positive behaviour school approach includes a focus on:

- The *Zones of Regulation* is used across the school to help students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones," with each of four zones represented by a different colour. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.
- *Mindfulness* sessions with a trained facilitator each term assist children to learn and practice these self-calming techniques. Mindfulness can calm the mind and focus our attention on the here and now, rather than thinking about the past or worrying about the future.

### 4. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

St John the Baptist community is committed to acknowledging positive behaviour through the following strategies:

- (a) Each class teacher develops their own systems of acknowledgement and reinforcement within their class, these may include:
  - Body language strategies – smile, gestures, nod, thumbs up, proximity etc

- Verbal acknowledgment – recognition of how behaviours effect others, single word utterances, praise, descriptive, encouraging etc
- Use of appropriate extrinsic rewards

(b) Each student has a PBL (behaviour) log. This log gives an overview of student’s behaviour based on the school rules of being a respectful, responsible learner. On a Friday, students are given a score (3, 2, 1 or 0 points) for their behaviour over the course of the week, as follows:

- 3 points – student always demonstrates the rules/expectations of SJB in the classroom, playground and during all aspects of school
- 2 points - student usually demonstrates the rules/expectations of SJB in the classroom, playground and during all aspects of school
- 1 point – student sometimes demonstrates the rules/expectations of SJB in the classroom, playground and during all aspects of school
- 0 point – student has found it challenging to demonstrate the rules/expectations of SJB in the classroom, playground and during all aspects of school

As points are accrued students move their way up the award ladder, as follows:

- 20 points – Bronze award
- 35 points – Silver award
- 50 points – Gold award
- 70 points – Assistant Principal award
- 90 points - Principal award

(c) Class and whole school *Bucket Filling* is also used to encourage positive behaviour. Bucket Filling is based on the idea that we all carry an invisible bucket. When our buckets are full we are happy; when they are empty we are sad. We fill our school buckets with smiley faces that we receive for doing good things. When we have twenty smiley faces in our class bucket the class gets a reward which is negotiated between the class teacher and students. When a class has twenty faces they also receive a “big” smiley face to put on our whole school bucket. When the whole school bucket reaches twenty smiley faces a reward time is awarded to the whole school, which is fifteen minutes free play time at the end of the day.

## **5. PROCEDURES FOR RECORD KEEPING AND MONITORING**

St John the Baptist collects data to inform planning for whole school systems as well as individual interventions to encourage positive behaviour. Teachers electronically enter information on the school database about incidents. Information collected includes:

*(a) student/year, (b) date, (c) time, (d) referring staff, (e) problem behaviour, (f) location, (g) persons involved, (h) probable motivation, (i) administrative decision*

Monitoring behaviour at SJB is supported by the school ‘Behaviour Team’. This team meets once a month to review all the data collected on behaviour incidents across the school. This data is analysed for patterns, triggers, timing; and planned preventative and intervention strategies.

## **6. PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR**

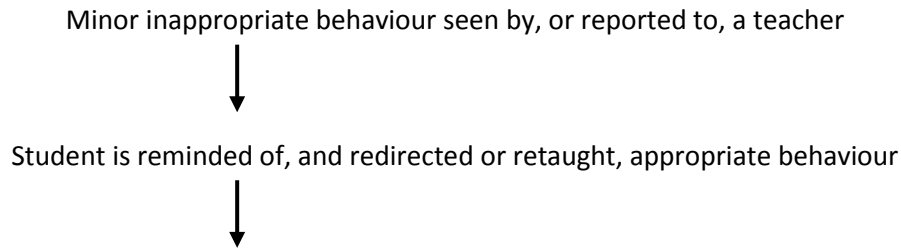
St John the Baptist Behaviour Support Guidelines are based on restorative principles that support students to restore right relationships and re-engage in learning. These procedures are respectful of the dignity, rights and fundamental freedoms of individual students, and at the same time are focused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

### **Managing Behaviour at SJB**

As a PBL (Positive Behaviour for Learning) school we are committed to taking a proactive positive approach to behaviour. This entails teaching a lesson every week on the expected behaviours, then rewarding children through

affirmation (verbal, visual, stickers & reward time) when these expected behaviours are displayed. Explicit teaching of the expected behaviours ensures everyone is aware of the behavioural expectations at SJB.

On occasions, when children do not meet these expectations then the following consequences are put in place in order to encourage and support the student to return to appropriate behaviour.



If the minor inappropriate behaviour continues a 'short-time out' is given in order to give the student and those around him/her time to settle again and return to learning/playing

From time to time, a major inappropriate behaviour occurs, which is identified as:

- a) deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of others
- b) repeated minor inappropriate behaviour

When a major incident occurs this is investigated fully by listening to each involved person's point of view, including witnesses. A 'major time out' is given where necessary, and restorative practices are put in place in order to restore right relationships and to plan ways of supporting positive behaviour. Parents are contacted and the incident is reported to the Assistant Principal or Principal. Data is kept on the incident for tracking purposes.

In certain circumstances parents may be asked to collect their child from school for the remainder of the day and sometimes, a number of days to allow the school time to plan for their re-entry back to school and to liaise with the family and/or external allied health professionals as required.

## **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.

- (a) Risk Management plan and/or Behaviour support plan.
- (b) Case management processes for students with behaviour or risk plans, allowing for a team approach where a number of teachers problem solve collaboratively, with the involvement of students, to work together to find solutions to manage challenging/at risk behaviour.
- (c) Draw upon the expertise of staff from the CSO Pastoral Care and Wellbeing and Special Needs teams to help us refine and further develop our practices and processes.
- (d) School counselling and/or school-family community mental health supports as required.

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

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

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

## **Serious Incidents**

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

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

## **8. ROLES & RESPONSIBILITIES**

### **Principal**

The Principal has a responsibility to:

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

### **Staff**

Staff have a responsibility to:

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

### **Students**

Students have a responsibility to:

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

### **Parents**

Parents have a responsibility to:

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

## **The Catholic Schools Office (CSO)**

The CSO has the responsibility to:

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

## **9. RESOURCES**

Bullying. No Way!

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 January 2018

Date of next review January 2021