



ST JOHN THE BAPTIST SCHOOL BEHAVIOUR SUPPORT GUIDELINES

1. PURPOSE


Catholic schools strive to develop a faith community permeated by Gospel values, which respects the dignity of each person. This provides opportunities for school communities to build a sense of acceptance, inclusion and connectedness for all students. Catholic schools, share responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness, and promoting respectful relationships. The educative process is intended to assist students to make a conscious choice of living a responsible and coherent way of life.

The St 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 and Wellbeing, 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.

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 fostering the development of students' self-awareness and self-management skills through different SEL initiatives including:

- The *Zones of Regulation* is used across the school to help students gain skills in consciously regulating their emotions, 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.
- *Online Wellbeing Check-ins* conducted at least once a fortnight. This is completed in a Google Form and allows for students to develop reflective practice and self-monitoring skills related to their feelings and emotions. The questions asked incorporate other SEL initiatives i.e. Zones of Regulation and our PBL Matrix. It also gives teachers insight into how their students are rating their own wellbeing and can help them to determine students who may need further assistance.
- *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 affect others, single word utterances, praise, descriptive, encouraging etc
 - Use of appropriate extrinsic rewards
- (b) At the end of 2024 we undertook a review of how we track Positive Behaviours for Learning (PBL), and as a result we have tweaked our system slightly. In the past, children were awarded a number 1-3 as a reflection of their behaviour during the week. This has now been expanded so that the numbers can reflect a broader range of behaviour. The numbers will range from 0 - 5. Below is a description of what each number means:

5 = Each day I showed respect, was responsible and did my best learning.

4 = Most days I showed respect, was responsible and did my best learning.

3 = Some days I showed respect, was responsible and did my best learning.

2 = Occasionally I showed respect, was responsible and did my best learning.

1 = I rarely showed respect, responsibility or did my best learning.

0 = This week has been tough and I have struggled to show respect; be responsible and do my best learning.

PBL scores were previously recorded using a hard copy PBL log which was taken home by students so that PBL scores could be communicated to parents. This has been made redundant with the introduction of the Compass school management system. PBL scores are recorded in Compass at the end of each week and parents are automatically notified through the Compass app. Class teachers are responsible for tracking total PBL scores for their students.

Awards will be given out when children reach the following number of points:

Bronze Award = 35 points

Silver Award = 65 points

Gold Award = 95 points

Assistant Principal's Award = 125 points

Principal's Award = 155 points

- (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. This system encourages team work as it relies on the whole school working collaboratively to help one another reach the whole school reward.

5. MONITORING BEHAVIOUR

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 or fortnight 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 the behaviour response flow chart and behaviour consequence matrix (see Appendix) helps identify appropriate actions to take by the teacher to encourage and support the student to return to appropriate behaviour.

When an incident or series of incidents that could be classified as major occurs, it is investigated fully by listening to each involved person's point of view, including witnesses. A 'Major Time Out' (MTO) 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. Generally, this will include some time off the playground and a reflection session (recorded either on paper or electronically) with a teacher. Parents are contacted and the incident is reported to the Assistant Principal or Principal. Data is kept on the incident in Compass for tracking purposes. ***It is the responsibility of the teacher who gives the MTO to follow-up on the incident and record the details in Compass.***

If a student receives 3 MTOs in a term, further consequences will follow. One of the consequences of this repeated behaviour would be to miss out on certain activities such as Gala Days, fun days, excursions, etc. In addition to this, the student will also complete some community service around our school. Community service involves carrying out various jobs around the school, in break time, to help out, e.g. helping in the library and/or office, tidying up an area, picking up rubbish etc. These jobs will benefit our school in a positive way as a means of making up for their undesirable behaviour. They will be required to complete community service for a certain amount of minutes and keep a log to track their contributions to our school, which will be signed off by the supervising teacher (classroom teacher or leadership member).

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) Referral to CSBB and Wellbeing and Learner Diversity to draw upon the expertise of staff from these 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 the child is suspended then the Principal/delegate will:

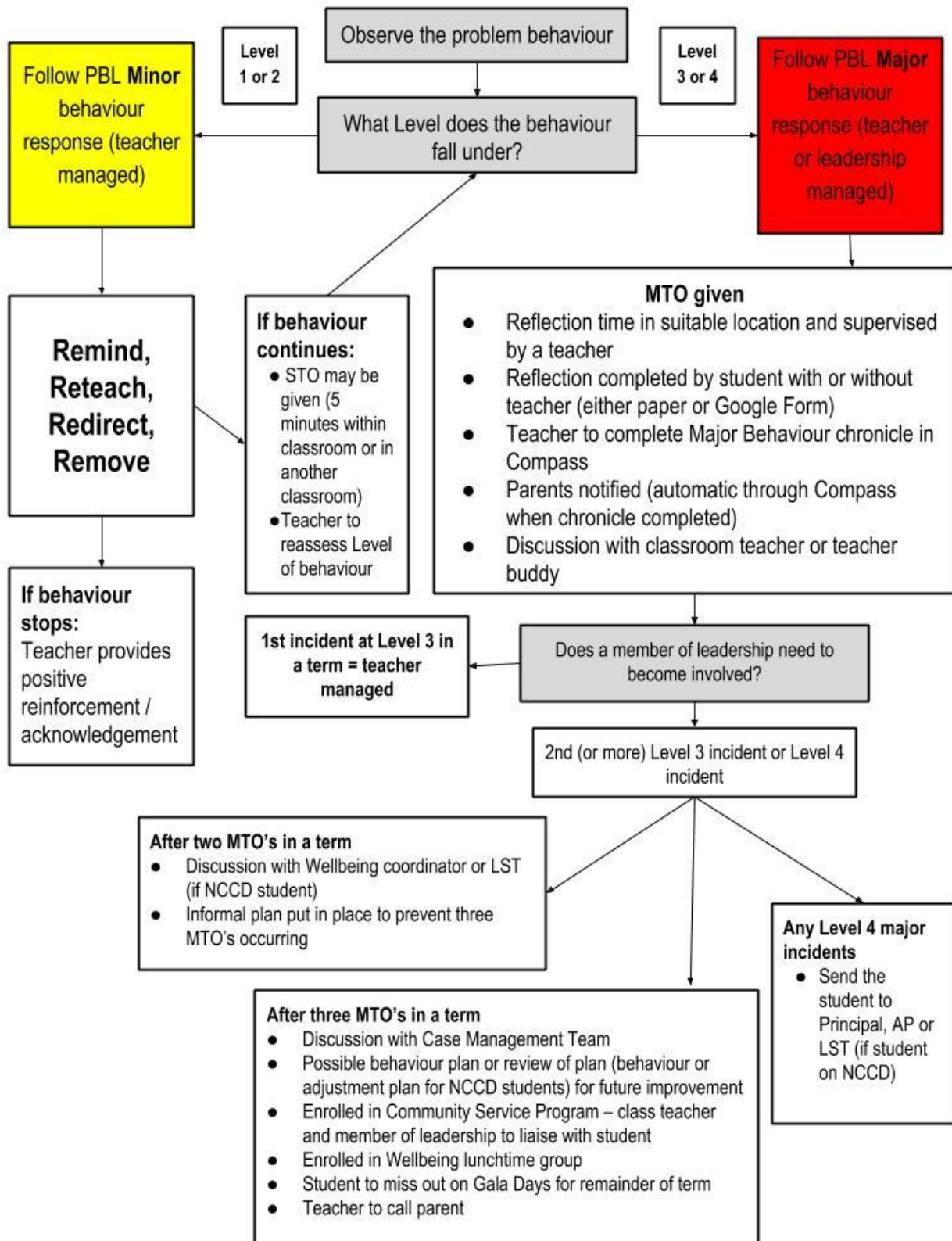
- Meet with the student and outline the reasons for the suspension (if age appropriate)
- Phone to advise parents of the suspension and discuss pick up arrangements or transport home - Provide written confirmation outlining the reasons for the suspension within two working days, the start and end date, 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 CSBB Guide for Managing Critical Incidents in Schools.

Principals will notify the DCJ, School's Consultant, FACs, NSW Police, the CSBB Safeguarding Team or the CSBB Wellbeing Team as required.

St. John the Baptist Behaviour Management Response Flow Chart



Behaviour Categories (Chronicle Template Name)	Level 1 Behaviour Minor Low Intensity	Level 2 Behaviour Minor Medium Intensity	Level 3 Behaviour Major High Intensity	Level 4 Behaviour Major Very High Intensity
Attendance (behaviour related)		Tardiness - Late to lines after the bell during break times or at dismissal time - Out of bounds - on school site (sports shed, bag areas, etc.) Not attending behaviour follow-up with teacher - Deciding to play instead of complete MTO reflection with teacher at break time	Repeated Tardiness - Sustained or intense incidents of tardiness	Truancy - leaving school grounds without permission
Bullying/ Harassment		Minor Harassment - Verbal: name calling, teasing, abusing, put-downs, sarcasm, insults, threats - Physical: hitting, punching, kicking, scratching, spitting, tripping - Social: ignoring, excluding, alienating, inappropriate gestures, ostracising - Psychological: spreading rumours, hiding or damaging possessions - Cyber/Technology: Inappropriate use of technology / mobile devices defined as harassing/bullying	Harassment/Bullying - Verbal: name calling, teasing, abusing, put-downs, sarcasm, insults, threats - Physical: hitting, punching, kicking, scratching, spitting, tripping - Social: ignoring, excluding, alienating, inappropriate gestures, ostracising - Psychological: spreading rumours, hiding or damaging possessions - Cyber/Technology: Inappropriate use of technology / mobile devices defined as harassing/bullying	Intense Harassment/Bullying - Verbal: name calling, teasing, abusing, put-downs, sarcasm, insults, threats - Physical: hitting, punching, kicking, scratching, spitting, tripping - Social: ignoring, excluding, alienating, inappropriate gestures, ostracising - Psychological: spreading rumours, hiding or damaging possessions - Cyber/Technology: Inappropriate use of technology / mobile devices defined as harassing/bullying
Inappropriate Language			Inappropriate language - Swearing (not directed at others) - Making fun of others with the intention to cause hurt/harm	Inappropriate language - Verbal aggression such as swearing (at others), prolonged name calling, threats, prolonged use of put downs - inappropriate language of a sexual nature
Inappropriate use of Equipment/ Property/ Environment	Inappropriate use (not cyber related) - Low intensity misuse of school, personal or others' equipment - Inappropriate use of sport equipment &/or not returning it. Littering		Property damage - intentional destruction or disfigurement of personal, school or others' property - damage to environment Inappropriate use - Misuse of school, personal or others equipment e.g. resources, books, workbooks	Property damage - Intentional substantial destruction or disfigurement of personal, school or others property e.g. graffiti, vandalism, building damage
Learning Behaviours and Engagement	Learning Behaviours - Unsatisfactory attempt at work - Unsatisfactory preparation/organisation for learning (including equipment) - Cheating/Copying/Plagiarising	Off task behaviour - Not engaging in learning activities - task avoidance - Calling out - Wandering around the room Disruption - minor disruption of learning	Off task behaviours - Off task behaviours occurring for long periods of time or repeated over time (long duration, high frequency) Disruption - Sustained or intense disruption to learning (repeatedly calling out, continually out of seat)	

Non-Compliance/ Disrespect		Disrespect - Brief or low intensity towards staff or peer Non-compliance - Ignoring / not following teacher instructions - Minimal work completed - Absence from class without permission (e.g. getting something from their bag, going to bathroom) - Lying / Dishonesty	Disrespect - Arguing / back chatting with staff - Speaking rudely/ shouting at staff - Speaking rudely/ shouting at peers - Inappropriate gestures (towards other students) Non-compliance - Sustained or intense refusal to follow reasonable requests/directions or refusing to complete work - Continued absence from class without permission or being out of bounds	Disrespect - Inappropriate gestures (towards teachers)
Physical Contact/ Aggression	Accidental physical contact due to unsafe behaviours - e.g. running on concrete and knocking someone over	Intentional physical contact - Non-serious but inappropriate physical contact e.g. rough play Unsafe aggressive behaviour - unintentional contact with others - throwing/kicking equipment (no contact or unintentional contact)	Intentional physical contact (reciprocal or non-reciprocal) - Physical contact where injury may/has occurred e.g. pushing, hitting, punching, kicking, fighting Unsafe aggressive behaviour - threatening and/or throwing equipment (intentional contact)	Intentional physical contact (reciprocal or non-reciprocal) - Physical contact where serious injury may/has occurred
Prohibited/ Illegal/ Reportable Items		Prohibited/reportable items - Trading cards (e.g. Pokémon, footy cards, etc.) - chewing gum	Buying / selling / trading transaction - misuse of power (e.g. bribes) Prohibited/reportable items - continued possession of prohibited/reportable items	Theft - Having possession of or removing property belonging to someone else Prohibited / illegal - weapons or substances Sexualised imagery (non-cyber related)
Technology Misuse	Inappropriate communications (not bullying / harassment)	Inappropriate use (own or others' device) (E.g. phone out of bag, iPod, camera, computer, iPad, not putting technology or equipment away properly etc.)	Inappropriate use - not following teacher directions for sites/task - searching inappropriate sites - sending inappropriate emails - misuse of social media (at home or at school) which is (potentially) harmful to others e.g. giving out others personal information	Inappropriate use - continued misuse of social media (at home or at school) which is (potentially) harmful to others e.g. giving out others personal information - Sexualised imagery (in possession of) - searching inappropriate sites containing sexualised imagery or terrorism related content
Uniform Breach	Student wears clothing that is not within the expectations of school guidelines (no hat, shirt not tucked in, jewellery, make up/nail polish, etc.) – 1 st incident	Student wears clothing that is not within the expectations of school guidelines (no hat, shirt not tucked in, jewellery, make up/nail polish, etc.) – 2 nd incident	Student wears clothing that is not within the expectations of school guidelines (no hat, shirt not tucked in, jewellery, make up/nail polish, etc.) – 3 rd incident	Student wears clothing that is not within the expectations of school guidelines (no hat, shirt not tucked in, jewellery, make up/nail polish, etc.) – incidents continuing with no intention of change in behaviour

Level 1 Consequences Minor (Teacher managed)	Level 2 Consequences Minor (Teacher Managed)	Level 3 Consequences Major (Teacher and leadership managed)	Level 4 Consequences Major (Leadership managed)
Remind, Reteach, Redirect, Remove			
Uniform Breach <ul style="list-style-type: none"> • NO HAT = COLA PLAY all students from K-6 to stay under the cola areas • Verbal reminder & reteach • Class teacher to record uniform concerns • Jewellery etc. to be removed and put into school bag. Student reminded to keep jewellery safe at home Inappropriate use of Equipment/ Property/ Environment <ul style="list-style-type: none"> • Property/equipment returned to sports shed • Pick up litter Learning Behaviours and Engagement <ul style="list-style-type: none"> • Remind, reteach, redirect, remove from situation • Teacher may choose other time for student to complete work e.g. during break time Physical Contact/ Aggression <ul style="list-style-type: none"> • Remind, reteach, redirect, remove from situation Technology Misuse <ul style="list-style-type: none"> • Remind, reteach, redirect Playing in out of bounds area <ul style="list-style-type: none"> • Verbal reminder given however the student must stay w. duty teacher for 5 minutes (thinking time) 	Attendance (behaviour related) <ul style="list-style-type: none"> • Verbal reminder Bullying/ Harassment <ul style="list-style-type: none"> • Reteach, redirect, remove from situation • Use safe place on the playground which is short time out with teacher on duty discussing incident • Use safe place in the classroom to cool down • Apologise to the person Learning Behaviours and Engagement <ul style="list-style-type: none"> • Finish incomplete work during own time outside the office or send home to complete (let parents know what is expected) Non-Compliance/ Disrespect <ul style="list-style-type: none"> • Reteach, redirect, remove from situation • Go to a different classroom or a walk to calm down/refresh STO - 5 minutes • Classroom seat/position changed if needed Physical Contact/ Aggression <ul style="list-style-type: none"> • Remind, reteach, redirect, remove from situation • Apologise to the person Prohibited/reportable items <ul style="list-style-type: none"> • Items asked to be put away or confiscated by teacher and given back at the end of the day Technology misuse <ul style="list-style-type: none"> • Reteach, redirect, remove from situation • STO - 5 minutes • Teacher takes phone until end of day; remind if phone is out of bag again it goes to the Principal Uniform Breach <ul style="list-style-type: none"> • After second reminder for uniform breaches that have safety implications e.g. jewellery, accessories - yellow note is to be sent home and signed by parent 	<ul style="list-style-type: none"> • MTO given <ul style="list-style-type: none"> - Reflection time in suitable location (time is dependent on severity of incident or age) - Reflection completed by student with teacher (either paper or Google Form) - Chronicle entered In Compass - Parents notified (automatically via Compass) • After two MTO's in a term <ul style="list-style-type: none"> - Discussion with Wellbeing Coordinator or LST (if NCCD student) and/or teacher buddy • After three MTO's in a term <ul style="list-style-type: none"> - Discussion with Case Management Team - Possible behaviour plan or review of plan (behaviour or adjustment plan for NCCD students) for future improvement - Enrolled in Community Service program (Primary students only) – class teacher and member of leadership to liaise with student - Enrolled in Wellbeing lunchtime group (Infants and Primary students) - Student to miss out on Gala Days for remainder of term - Teacher to call parent Uniform Breach <ul style="list-style-type: none"> • After third reminder for uniform breaches that have safety implications e.g. jewellery, accessories, a yellow note is to be sent home and signed by parent – MTO given 	<ul style="list-style-type: none"> • Send the student to Principal, AP or LST (if student on NCCD) for any Level 4 major incidents • Community service may be appropriate for a single incident at this level • For any serious physical behaviour teacher and/or principal to call parents • More than three MTO's in one term <ul style="list-style-type: none"> - Teacher/Leadership member to call parent to arrange a meeting - Possible in school or home suspension • Replacement or make good of school property if appropriate • Theft or destruction of others property is grade dependent – replace or make good