



St Kieran's Catholic School

Behaviour Support Guidelines

2018

Mission and Vision Statement

St Kieran's Catholic Primary School collaborates to embrace, equip, engage and empower. As a welcoming school community, St Kieran's promotes Gospel values through relationships based on acceptance, respect, dignity, compassion and the uniqueness of the individual.

As a loving and life-long learning community we are committed to:

Excellence in teaching and learning;

Growth in faith;

Affirmative pastoral care;

Promotion of Social Justice through Leadership.



To Learn and to Love

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

Commitment to our Community

Community is very strong at St Kieran’s and we value the long lasting relationships that are built between the students as well as the parents and school staff. We are committed to ensuring that *community* is constantly growing and that positive relationships are allowed to develop. Our focus is to develop within each student an understanding of community and how to act responsibly towards self and others.

Meeting students’ needs is the foundation of our approach to quality behaviour and is based on Glasser’s **Choice Theory**, an internal theory of human behaviour.

We believe that all behaviour is purposeful in order to meet basic needs of:

- Love and Belonging
- Personal Power
- Fun
- Freedom
- Survival

We explicitly teach students social and collaborative skills on how to meet their basic needs in responsible ways. We teach children that mistakes are a natural part of learning and we provide opportunities for them to practise more responsible and cooperative replacement behaviours.

As a Catholic faith community we believe that forgiveness and reconciliation are integral to developing quality relationships.

We provide students with opportunities to make choices within boundaries and those boundaries widen as the students develop their repertoire of responsible

¹ The Catholic School – The Sacred Congregation for Catholic Education 1977, n49.

behaviours. We do this individually, within classrooms, and at whole school levels.

The St Kieran'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.

2. BEHAVIOURAL EXPECTATIONS

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

At St Kieran's we have shared values which provide teachers, students and parents with the language to discuss behaviour in a consistent way. These values are the basis for the agreements for responsible behaviour in the school and in each classroom, and provide the focus for reflection about any behaviour.

A Safe and Inclusive Community

Every child has the right to be safe and to feel safe physically, psychologically and emotionally.

Compassion

Being compassionate is showing care for self and for others.

Respect

Being respectful is a fundamental principle of living, working, learning and playing together. If we want to be respected, we have to respect other people too. We must show respect to people, animals, material things and the environment and we must be careful about the way we say and do things.

Responsibility

Being responsible means being accountable for your own actions and words.

Cooperation

Being cooperative is working together for the good of everyone.

These values help to create our two school rules of

Safety and Respect

3. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

Teaching for Self-discipline and Responsibility

This document outlines our whole school approach to the formation of self-discipline and responsibility in our students. Our focus is on the development of social and emotional learning. At St Kieran's, discipline is seen as a developmental path for acquiring skills and competencies. Learning positive

social skills and competencies takes place within the broader context of quality learning across the curriculum. For quality learning to occur we need:

- positive caring relationships
- a positive needs – satisfying environment
- sound teaching practices

The members of our school community are models in developing and maintaining positive relationships. It is important to provide opportunities for children to observe the connecting habits of:

*Supporting
Negotiating*

*Accepting
Listening*

*Encouraging
Trusting
Respecting Differences*

When teachers are supporting students to demonstrate positive behaviours we leave the responsibility with the student. In order to maintain positive relationships teachers use the least intrusive strategy.

Proactive Programs

The social and emotional development of all students is a priority at St Kieran's. Well sequenced prevention programs begin with Kindergarten Transition and continue to be built upon through to Year 6. Social literacy is highlighted within all areas of the curriculum with particular emphasis on students demonstrating leadership skills in Years 5 and 6. Proactive programs include; Buddy System, Community Circle, PDHPE lessons, ENGAGE program, Social and Emotional Learning skills and language, Getting to Know You units of work, Kids Club, Playground leaders (Yr 5) and Student Leadership (Yr 6). Supporting the programs are other reward systems which include merit awards, colour house points and classroom-based initiatives e.g. 'catching kids doing the right thing', verbal praise, written comments, stickers, points, merits, responsibilities and displaying work.

4. PROCEDURES FOR RECORD KEEPING AND MONITORING

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

- Significant Behaviour Issues – behaviour deemed by the classroom teacher as significant is recorded in a table stored in the class folder found in the Pastoral Care folder in the school's data records. In the table, details such as date, name, class, issue, action taken and witnessing staff member are recorded.
- Significant Playground Issues – issues occurring on the playground or at the oval are recorded by the teacher who dealt with the issue. The class teacher is informed by the teacher who also informs the Principal/AP if appropriate.
- When a behaviour reflection form (4W) is sent home to parents for a behaviour that is deemed to be escalated or repeated minor inappropriate, this form is then kept in the child's file.
- Individual students may have data saved by the Principal if there are

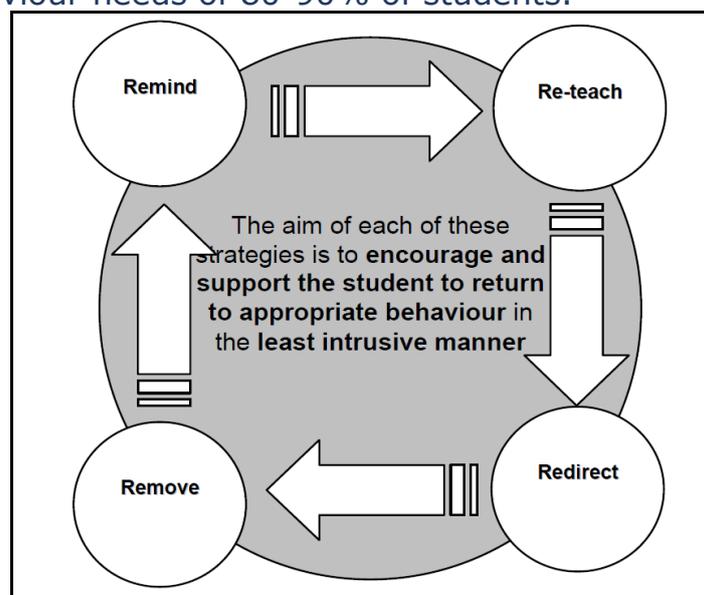
concerns with the child's welfare. This data is strictly confidential and only accessible by the Principal/AP.

- Class teachers keep records of awards that are given each week.
- The Principal, Pastoral Care Facilitator and school leadership review behaviour data each term.

5. PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

St Kieran's Behaviour Support Guidelines are based on restorative principles that support students in restoring right relationships and to 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.

Most inappropriate behaviour of students is considered to be low-level i.e. it can be managed by the classroom teacher. The teacher uses the behaviour management strategies of reminding, re-teaching, redirecting and removing. This approach, combined with the principles of Choice Theory, is effective in meeting the behaviour needs of 80-90% of students.

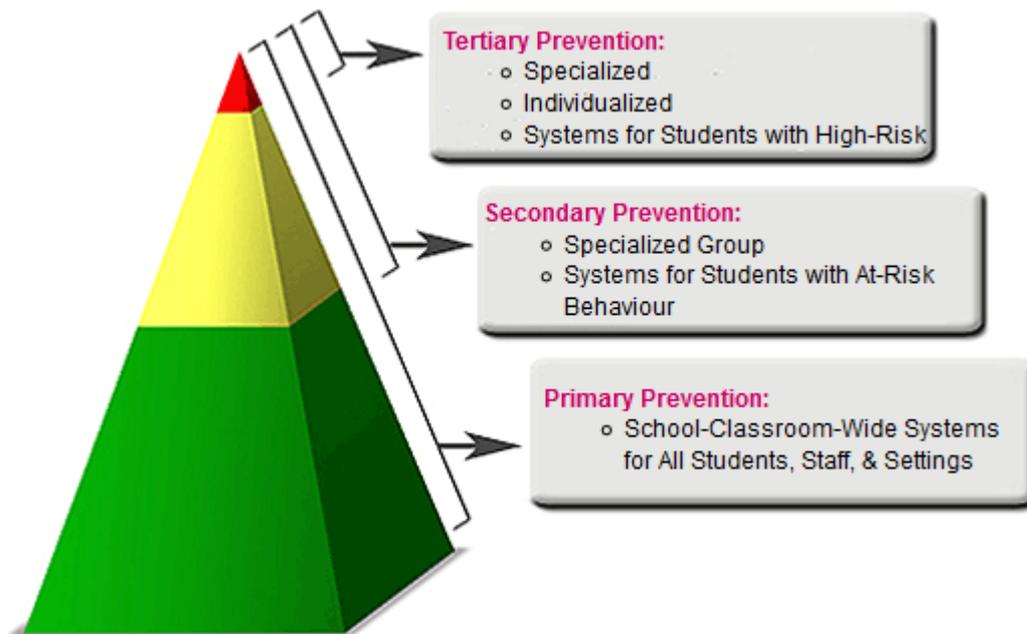


Teacher Led Interventions

Behaviours that are managed by the teacher might include: not wearing a hat on the playground, littering, unsafe play, calling out in class, inappropriate language, disrespectful body language, distracting others from their learning or being out of bounds.

The use of Choice Theory practices may include the following steps:

- Discussing with the student their behaviour and what they were trying to achieve
- What could they have done differently to achieve the same outcome
- Negotiating how to restore the relationship with the other person
- Negotiating a possible consequence



Behaviour Pyramid

Escalated or repeated inappropriate behaviour is referred to school leadership i.e. Principal/AP. This repeated or escalated behaviour is considered to be a major behaviour and requires intervention from the Principal/AP. These behaviours may include: repeatedly calling out in class, continuing to speak rudely to another person, putting themselves or a classmate at risk of injury, preventing their peers from learning or escalating physical harm. The Principal/AP will speak with the child about their behaviour and have them complete a behaviour reflection form (4W). This form is sent home to be signed and returned to school for filing.

6. 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 the school. 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.

The behaviour of students at St Kieran's is managed at three levels:

1. The majority of students respond to the class teacher's intervention when their behaviour is considered inappropriate. The teacher uses *Choice Theory* to allow the student to reflect on their behaviour and to make a better choice into the future.
2. Where behaviour escalates or minor inappropriate behaviour continues, the student is referred to the Principal/AP where the behaviour is discussed and the student's parent(s) are informed. A 4W form is completed, sent home then returned to school to be kept on file.
3. Major inappropriate behaviour is referred directly to the Principal or AP in his/her absence. The behaviour is investigated and consequences put into

place. The consequences take into account the context of the behaviour, the student's individual circumstances and the impact of the behaviour on the peers and class teacher.

Students who exhibit major inappropriate behaviours will be managed by school leadership. Management may involve counselling, the development of a behaviour support plan, a [risk management plan](#) or [safety plan](#), a mentor program, more comprehensive, student-centred and function-based case management processes or school-family-community mental health support.

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:

- Phone to advise parents of the suspension and discuss pick up arrangements or transport home
- Meet with the student and parents to outline the reasons for the suspension (if age appropriate)
- 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.

7. ROLES & RESPONSIBILITIES

“Discipline is the student’s responsibility, it is the tool for teaching responsibility and self-control. By discipline, I do not mean an enforced order or means of punishment, but a body of theory and techniques that must be studied and mastered to be put into practice”

– Peter Senge

The Fifth Discipline: The Art and Practice of the learning Organisation (1990).

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

As a staff we have a shared responsibility to support one another and develop positive programs for managing students who are experiencing specific learning, emotional and behavioural difficulties/disorders. Every student is the shared responsibility of every staff member.

Staff therefore 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

Effective education of children is a partnership between teachers and parents. Our aim is a holistic approach to enable every student to be valued and to feel successful.

Positive interactions and relationships between parents, community members, staff and students are important to the well-being of all. At St Kieran's we acknowledge that parents are the first and most important educators of their

children. They have the role of nurturing positive values and social responsibility.

Parents therefore 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.

8. 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](#)

9. REVIEW

These Guidelines are to be reviewed periodically and not less frequently than once every three years from the date of the last review.

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| Date Guidelines issued | May 2018 |
| Date of next review | May 2020 |

Appendix 1

William Glasser's *Choice Theory*

Classrooms are very different places to what they were twenty, even ten years ago. A teacher who implements principles of *Choice Theory* to manage student behaviour manages to create a learning environment where student needs are met. This teacher is sensitive to the needs of all students yet sets up a learning space conducive to excellent learning and best opportunities for personal development. *Choice Theory* supposes that all behaviour is driven by a need. The main needs are; survival, belonging, power, fun and freedom. These needs can be met when the following occurs:

- **Survival needs** are met when the school environment is kept safe and free from personal threat; when structures are in place that support a calm and orderly learning environment.
- Students sense **belonging** when they receive attention from the teacher and others. The sense of belonging occurs when there are strong and supportive relationships between student/teacher and student/student.
- Students sense **power** when the teacher asks them to participate in making decisions about their learning. When students are able to set goals and reflect on their own learning they feel more empowered and in control of their learning trajectory.
- Students experience **fun** when they are able to work and talk with others, collaborating and engaging in interesting activities, sharing their ideas, skills and capabilities.
- Students sense **freedom** when the teacher creates a learning environment where decision making is an important part of learning. This is about students having ownership in their learning.

When *Choice Theory* is implemented within the classroom, students should have an active role into how and what they are taught. The teacher should structure learning around what drives the students to learn. Class meetings or community circles should be held regularly and within these meetings; students share their thoughts which in turn provide great insights for the class teacher into student thinking and student needs.

Much of what has been described here is the ideal classroom structure for learning in today's world. Flexible learning spaces, decision making in learning, collaboration, discussion, all these aspects of learning work together to develop a self- motivated learner who is able to rely on his/her own ability to work collaboratively, considerately and positively, rather than only relying on external factors such as rewards and/or consequences. This is not to say that *Choice Theory* does not support rewards and/or consequences. The difference is that rewards should be used prudently and consequences should be decided on collaboratively.

To read further on the main principles of Choice Theory visit the following site:
<https://wglasser.com/our-approach/choice-theory>

Appendix 2



4Ws

(Please return the signed form to school)

Name:

Date:

I was sent to the Principal's office today. I had been given warnings and continued with the behaviour or I behaved in a manner that was considered to be inappropriate. This is a record of what I did, what we discussed and what I am going to do to make up.

What did I do?

Which rule(s) does this break?

Whose rights was I not respecting and what are those rights?

What am I going to do to make up for this?

This is a true and accurate account of what happened. I will show this to my parents and discuss it with them. My parents will sign this 4W form and return it to school.

Student signature:

Teacher signature:

Principal signature:

Parent signature: