



St Paul's Catholic Parish Primary School, Albion Park

Behaviour Support and Management Guidelines



1.0 Vision Statement

"In the richness of our Catholic faith and tradition we achieve excellence."

2.0 Mission Statement

"In partnership, St Paul's parish and school communities will:

- *give witness to the life and mission of Jesus*
- *build and nurture positive relationships*
- *provide a safe, inclusive, quality learning environment*
- *develop socially responsible citizens "*

3.0 Leadership

At St Paul's, leadership means being the best person we can be in everything we do and are. We promote and expect shared leadership and shared responsibility amongst staff, students and our parent community.

4.0 School Motto

Our School Motto is:

'Constant in Faith'

The identity of St Paul's Catholic Parish Primary School today could well have been written for the 1882 foundation. *The Catholic School* sums up the whole purpose in these words: *It's task, "is fundamentally a synthesis of culture and faith and a synthesis of faith and life: the first is reached by integrating all the different aspects of human knowledge through the subjects (Key Learning Areas) taught, in the light of the gospel; the second in the growth of the virtues characteristic of the Christian."* Over one hundred years later, St Paul's Catholic Parish Primary School remains faithful to its purpose. This could well be the origin of our school motto ***'Constant in Faith.'***

5.0 Statement of Purpose

The St Paul's School community is committed to the development of positive relationships and resilience. The principles of *Restorative Justice* have been enhanced by the implementation of the *School-wide Positive Behaviour for Learning* (SPB4L) framework to achieve positive academic and behavioural outcomes in a consistent and systematic manner, whilst preventing problem behaviours.

St Paul's Albion Park *Behaviour Management and Support Policy and Guidelines* are based on the (SPB4L) framework. This framework emphasises research-validated practices, interventions and strategies to achieve relevant outcomes. It uses school behavioural data to guide decision-making regarding which practices staff should select to achieve agreed outcomes.

It provides all members of the school community with a common language, systems and practices when dealing with student behaviour.

SPB4L offers support for all students across all settings in our school, including those students with additional needs and those who need intensive behaviour support.

Behaviour relates to the actions which express the relationships we have with one another. Positive relationships are expressed through actions which:

- maintain the dignity of each individual
- do not infringe on another's rights to safety, learning and social interaction
- are supportive and encouraging

In order to support positive relationships as well as create a safe, respectful and supportive school environment, the following School Rules have been developed:

- **Be respectful**
- **Be responsible**
- **Be safe**

Through staff consistent guidance and modelling, children are expected to increasingly become aware and follow these school rules to demonstrate their responsibility towards others shown through their positive behaviour when interacting with their peers and staff.

At St Paul's Catholic Primary School we aim to:

- create the conditions for positive behaviours between students and adults
- provide consistency of behaviour expectations throughout the school
- give the support necessary for students to learn how to positively interact with peers and staff
- work in partnership with parents, staff and students to positively influence the behaviour of individual students

6.0 Rights and Responsibilities

All children have a right to an education. At St Paul's we strive to respect each individual child's human dignity and provide a safe place where students create, share and learn. At St Paul's we acknowledge that staff, students, parents and the wider community need to work together to create a safe, positive and caring school environment for all. Mutual respect between all members of the school community is required at all times.

We therefore all have rights and responsibilities as follows:

Student Rights	Student Responsibilities
<ul style="list-style-type: none"> ● To receive a quality education in a safe and supportive environment. ● Experience Catholic values and behaviours. ● Be spoken to in a positive and polite manner. ● Receive recognition for appropriate behaviour and academic work. ● Belong to the St Paul's school community. 	<ul style="list-style-type: none"> ● Follow the school rules and behavioural expectations as set out in the Behaviour Expectations Matrix (See Appendix 1). ● Participate respectfully in all aspects of Religious Education and celebrations of the faith. ● Put effort into all class activities and complete set tasks.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> ● To work in a safe, respectful and supportive environment. ● Expect Catholic values and behaviour to be promoted in this school community. ● Expect courtesy, cooperation and support from students, parents and other staff. 	<ul style="list-style-type: none"> ● Be aware and supportive of the needs of all who are part of the school community. ● Explicitly teach and model expected positive behaviours within the context of our Catholic Values and as set out in the Behaviour Expectations Matrix (See Appendix 1). ● Show courtesy, support and understanding towards staff, students and parents.
Parent Rights	Parent Responsibilities
<ul style="list-style-type: none"> ● Expect the best possible education for their children. ● Have their children instructed in the Catholic faith and to expect that Gospel Values permeate the school. ● Be well informed regarding school events, systems and procedures. ● Be assured that their children are safe and well supported in the school environment. 	<ul style="list-style-type: none"> ● Encourage their children to want to learn and aspire to the highest possible standard. ● Give their children the example of the Catholic faith by living these values in their lives. ● Read all notes and other information documents especially the school newsletter and website. ● Accept and support school policies and behavioural expectations as set out in the Behaviour Expectations Matrix (See Appendix 1). ● Follow the school's Parent Code of Conduct (See Appendix 2).

7.0 Procedures and Routines

The following procedures and routines ensure the creation of a safe and supportive school environment. The staff at St Paul's understand that students learn appropriate behaviour through explicit instruction, practice, feedback and encouragement. The school community therefore regularly practices the agreed routines.

7.1 Positive Behaviour Expectations

Staff is asked to actively promote the school rules in all aspects of school life.

All members of the school community defined behaviour expectations based on the school rules for all settings ([See Appendix 3](#)) and visuals are displayed around the school to remind the students of these expectations. Explicit classroom teaching related to the rules also takes place at various times throughout the year. The rules and behaviour expectations are regularly referred to by all staff, in all settings when the need arises. Parents are also informed of these via our weekly newsletter and assemblies.

7.2 Encouraging and affirming expected behaviours

Throughout the school day many opportunities arise for recognising a student's behaviour as well as effort. In the classroom or in the playground a teacher may use a variety of rewards. At St Paul's we actively encourage and affirm expected behaviours through our *Award / Reward System* ([See Appendix 4](#)).

In the playground, blue affirmation slips and raffle tickets are issued to students consistently displaying positive playground behaviour. These affirmation slips and raffle tickets align with our school rules.

The library promotes a *Class of the Week Award* and this is presented at our weekly assembly. Students are also recognised through our *merit, ACE, Principal's and Mary Mackillop Awards*.

Teachers are also encouraged to promote positive behaviours as documented in their *Class Management Plans* in their programs.

Green Award for students who don't get a minor or major behaviour.

7.3 Discouraging and dealing with inappropriate behaviours

All staff have agreed on the definition of *minor* and *major* inappropriate behaviours in both classroom and non-classroom settings. Examples of **minor** and **major** problem behaviours are detailed in our *Problem Behaviour Definitions* document ([See Appendix 5](#)) and provide

teachers with a guide for dealing with inappropriate behaviours by considering the nature and severity of incidents.

The definitions are displayed in every classroom, are contained within playground folders and are referenced when following the agreed procedures in the *Classroom Correction Response Sequence* and *Playground Correction Sequence* ([See Appendix 6 and Appendix 7](#))

These correction sequences include the recording of behaviour incidents by staff on the classroom or playground recording sheets. All recordings are entered into the school database (COMPASS) to use for further planning of discipline procedures and systems of behaviour support.

To achieve consistency when correcting problem behaviour all staff follow the agreed correction procedure for *minor* infringements in both non-classroom and classroom as follows:

7.4 **Minor Incidents (Green Slip) process:**

Students are provided with continual support in making positive behavioural choices. In correcting students' behaviour, staff provide two learning opportunities; positive choices and rule reminders to assist students with correcting their behaviour before a **minor** behaviour is recorded. When a student does not adhere with the specified positive behaviour expectation in the third instance, a consequence will be implemented and a *minor behaviour recording* made.

When a student has three **minor** behaviours recorded in COMPASS within a three week period, a **major** behaviour is recorded ([See Appendix 6 and Appendix 7](#)).

Classroom teachers have also developed their own behavioural plans with steps to dealing with inappropriate classroom practice. These are located in teacher's programs. In case of an ongoing classroom based management issue the Stage Teacher will be informed to provide support.

7.5 **Major Incidents (Orange Slips) process:**

All **major** incidents are dealt with by the Assistant Principal, Leadership Team member or Principal. If the situation is unsafe the teacher immediately sends a (Red Tag) to a Leadership member to take the child from the area. All **major** incidents involve parent contact via telephone.

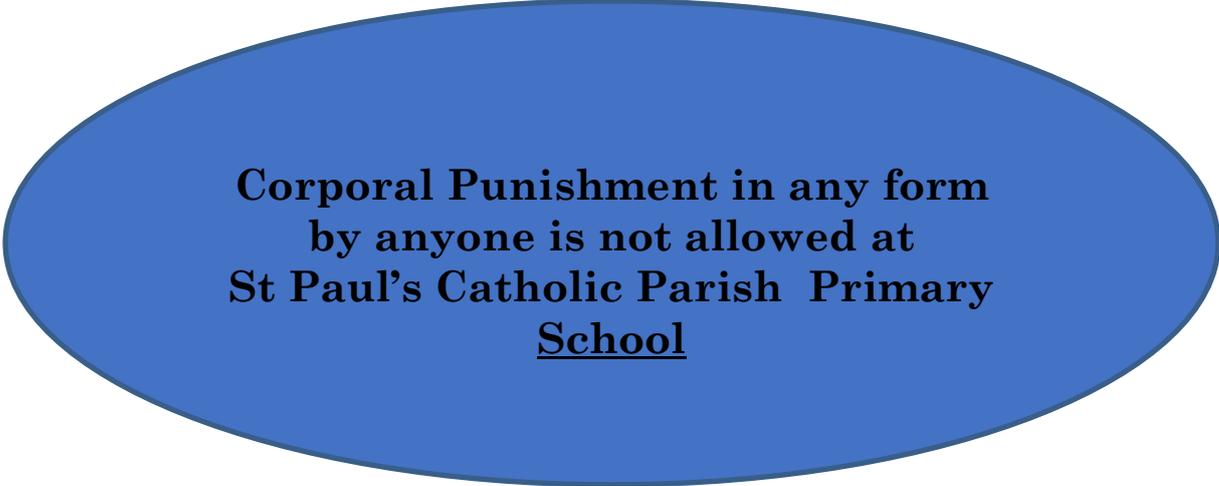
The matter is the responsibility of the Assistant Principal / Principal to follow up and corrective learning opportunities may be given in the Reflection room if deemed appropriate. All orange slips will automatically lead to three days *off* the playground or withdrawal from

the classrooms. Assistant Principal notifies the classroom teacher about the Major Incident.

If poor behaviour continues case management will occur in accordance with the MSPEC processes and an individualised Behaviour plan with *Check In Check Out* (CICO) will be created. If three **major** incidents are recorded within three weeks, the student will spend two days with the Principal or Leadership member for *In School Withdrawal*.

In serious cases the Diocesan Suspension, Expulsion and Exclusion of Students Policy may be activated by the Principal. This would happen in consultation with the Head of School Improvement Services ([See Appendix 8](#)).

As part of the above processes and in line with Child Protection Legislation, all staff must not, under any circumstances, use any form of discipline that includes threats of physical violence or harm, corporal punishment or engage in any form of behaviour which could cause physical, emotional or psychological harm of any kind to students.



**Corporal Punishment in any form
by anyone is not allowed at
St Paul's Catholic Parish Primary
School**

8.0 Notes

- 8.1 In order to encourage students to address inappropriate behaviour, every child starts afresh each term, in regard to recorded *minor behaviour incidents*.
- 8.2 Major behaviour incidents are addressed within the time frame of a semester (two terms).
- 8.3 It may also be appropriate for the Stage Coordinator/Assistant Principal/Principal to make contact with the parents of any child who is deemed to be “a victim,” assuring them that the school has taken appropriate action to address the situation and to explain the support put in place for their child.
- 8.4 Students who receive regular minors or majors, or are involved in a serious incident may forfeit their privilege of being chosen to represent the school or participate in various events and activities. This decision is up to the Principal’s discretion depending on the nature, severity and impact of the incident.

9.0 Ongoing Monitoring

- 9.1 The procedure for ongoing monitoring has two distinct sections:
 - 9.1.1 Data Collection
 - 9.1.2 Data Analysis

10. Data Collection

Data supports the SPB4L team with data-based decision making and intervention planning. All *minor* and *major* behaviour incidents are recorded in a centralised database (COMPASS).

The data is used for planning and providing additional support to identified students. The data is also used to provide feedback to staff and the wider school community (at least once a term) on the status of overall behaviours across all school settings and effects of specific whole-school practices.

All staff have been given a playground folder. This folder has copies of green (Minor) Orange (Major) and Blue (Affirmation) slips. If a slip is issued it is placed in the “Pastoral Care – Wellbeing Box” in the staffroom. Data from this is entered on a weekly basis into the database. Orange (Major) slips are collected by the Assistant Principal and once the matter is dealt with, it is entered on COMPASS and placed in the student’s file.

Classroom minor incidents are entered on Diocesan data base- Compass by classroom teachers.

All Major incidents in any classroom are referred to the Principal and Assistant Principal.

11. Data Analysis

Data informs decision making for both affirmations and problem behaviour incidents.

Data is analysed weekly from various sources- as a result of this data collection, guidelines are set for school decision making to improve results.

Data is used in the following ways:

- 11.1 SPB4L team uses data to lead staff in improving systems and procedures
- 11.2 SPB4L team uses data to lead staff in progress monitoring and used for mapping of resources and action planning.
- 11.3 To provide specific feedback, where appropriate, to students and parents.
- 11.4 Identification of students who need additional support
- 11.5 Progression to meeting school improvement goals.
- 11.6 Affirmation of good behaviour at assemblies.
- 11.7 Sharing with all staff (at least twice a term) so that successes and areas for improvement can be monitored and addressed.

12. Appendix

- 12.1 Appendix 1 [Behaviour Expectations Matrix](#)
- 12.2 Appendix 2 [Parent Code of Conduct](#)
- 12.3 Appendix 3 [Afternoon Dismissal Procedures](#)
[Arrival Procedures](#)
[Canteen Procedures](#)
[Front Playground Procedures](#)
[Kids Club Procedures](#)
[Quiet Area Procedures](#)
[Top Oval Procedures](#)
[Wet Weather Procedures](#)

- 12.4 Appendix 4 [St Paul's Award Reward System](#)
- 12.5 Appendix 5 [Problem behaviour definitions and consequences](#)
- 12.6 Appendix 6 [Classroom behaviour response sequence](#)
- 12.7 Appendix 7 [Playground behaviour response sequence](#)
- 12.8 Appendix 8 [Student Anti-Bullying Policy \(2012\)](#) – Catholic Education Office, Wollongong