



# Behaviour Support and Wellbeing Procedures

## **Rationale:**

We at Holy Rosary School recognise the uniqueness and dignity of each person, we strive to develop the whole child within a positive and caring environment. We believe that, at Holy Rosary School, each student will show acceptance and respect for others. Fostering these attitudes and values will encourage the students to make right choices for behaviour that is morally and socially acceptable.

Our Behaviour Support and Wellbeing Procedure Plan is designed to minimise interruptions from inappropriate behaviour to maximise teaching and learning processes. The procedures support a pathway in conjunction with parents, to guide our students to become active, responsible, caring and courageous members of the community.

Holy Rosary School's procedures apply to students from three years of age to twelve years of age and recognise that students in this age bracket come to school with a range of experiences, support and capabilities. Staff will assist students to demonstrate appropriate social and behavioural skills in line with their stage of development. All students and staff have the right to learn and teach at school, families and staff have the responsibility to create an environment where students are ready to learn.

## **Core Values:**

Holy Rosary School is a Christ-centred and child focused community actively living the Gospel through the values of:

*Hope*

*Community*

*Courage*

*Forgiveness*

## **Guiding Principles:**

At Holy Rosary School, we are committed to implementing a school wide positive behaviour support approach to the teaching and management of student behaviour. The approach means that we: use data to track progress and identify areas for intervention; use school wide expectations and rules in specific settings to explicitly teach appropriate behaviour; use a positive incentive program to encourage appropriate behaviour and use effective consequences to discourage inappropriate behaviour.

Three guiding principles should be found in each classroom:

1. Every class should have a Positive Behaviour Plan that is clearly understood by students and parents. Utilise essential skills for classroom management.
2. Every class should be a positive and supporting learning environment for all students.
3. Student/Teacher relationships are key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

## **Fostering Positive Behaviour:**

It must be emphasised that all staff strive to create a positive, rewarding and engaging learning environment as this remains the single most significant opportunity to influence behaviour.



# Behaviour Support and Wellbeing Procedures

## Stakeholders and their roles:

### Role of the School and Administration:

- define positive behaviour, support the creation of classroom expectations and the School Code of Conduct and procedures
- inform families of the school's approach to student behaviour and Code of Conduct
- model positive behaviour
- be consistent with dealing with student behaviour
- respond to diversity and difference within the school community
- provide assistance to staff, students and families and liaise with outside agencies
- regularly monitor and review the Code of Conduct and the Behaviour Support and Wellbeing Procedures

### Role of Staff:

- develop and maintain a positive learning environment by implementing a variety of strategies which support teaching and learning
- utilise cooperative learning strategies
- use a tiered approach to managing behaviour in the classroom
- understand and apply restorative practices in managing behaviour
- recognise the diversity of our community and their range of needs

### Role of Families:

- prepare their child for school by ensuring their wellbeing is managed at home e.g. sleep, diet, limit on screen time, appropriate physical activity
- promote a positive attitude towards the education of their child
- support the school through a willingness to discuss with teachers any areas of concern
- communicate with teachers and leadership regarding their child's behaviour
- seek advice, help and support where needed and engage with outside agencies as required

### Role of Students:

- demonstrate respect for self and others
- actively engage in all learning opportunities
- follow the Code of Conduct and the rules
- take responsibility for their actions or inactions

### Classroom Expectations:

Teachers and students are expected to co-create a set of 'rules' that align with the Code of Conduct, the school values of Hope, Community, Courage and Forgiveness and personal philosophies.

#### Classroom environment

- classroom rules co-created and clearly displayed for all students to see
- inclusive classroom environment
- organised classroom with resources available easily for all students, with students encouraged to take responsibility for their own learning and belongings
- expected relationships – staff to student, student to student, student to staff

#### Levels of behaviour

- levels of behaviour and consequences are clearly listed



# Behaviour Support and Wellbeing Procedures

## Low Level Behaviours:

Behaviour	Definition
Not following instructions	Student intentionally ignores instructions, lower intensity than defiance.
Disrupting whole class	Student engages in low intensity, but inappropriate disruption including calling out, inappropriate noises, language or physical actions.
Not ready to learn	Student engages in low intensity, off task or disengaged behaviour that doesn't meet the definition of disruptive or defiant (e.g. daydreaming, drawing on work rather than working).
Out of class/bounds	Out of learning area during class time or out of designated play areas during break.
Unsafe behaviour (minor)	Student engages in unintentional unsafe behaviour that MAY cause harm to themselves or others for example, running on the verandah, incorrect use of scissors/cooking equipment, riding bikes or scooters on school grounds.
Disrupting group or individuals	Student engages in low intensity interruption of other's activities not involving hurting anyone else.
Theft (minor)	Student engages in low level theft (pencil, eraser, etc.) and/or minor lying.
Inappropriate language	Student engages in low intensity instance of inappropriate, inflammatory, or unkind language.
Technology misuse	Student engages in non-serious but inappropriate or unpermitted use of mobile phones, iPad, computers, or any other electronic devices.
Physical contact (minor)	Student engages in inappropriate physical contact where the intent is not to cause any harm, including rough play.
Littering	Students engage in littering.

## Medium Level Behaviours:

Behaviour	Definition
Not following instructions (persistent)	Student intentionally ignores instructions, lower intensity than defiance and teacher has applied level one consequences.
Disrupting whole class (persistent)	Student engages in low intensity, but inappropriate disruption including calling out, inappropriate noises, language or physical actions and teacher has applied level one consequences
Defiance	Student actively refuses to follow reasonable instructions or requests.
Not ready to learn	Student engages in low intensity, off task or disengaged behaviour that doesn't meet the definition of disruptive or defiant (e.g. drawing on work rather than working).
Out of class/bounds (persistent)	Intentionally out of learning area during class time or out of designated play areas during break.
Unsafe behaviour (persistent)	Student engages in unintentional unsafe behaviour that MAY cause harm to themselves or others for example, running on the verandas, incorrect use of scissors, riding bikes or scooters on school grounds and teacher has applied level one consequences.
Disrupting group or individuals (persistent)	Student engages in low intensity interruption of other's activities not involving hurting anyone else and teacher has applied level one consequences.
Theft (minor and persistent)	Student engages in low level theft (pencil, eraser, etc.) and/or minor lying and teacher has applied level one consequences.
Inappropriate language (persistent)	Student engages in low intensity instance of inappropriate, inflammatory, or unkind language and teacher has applied level one consequences.
Technology misuse (persistent)	Student engages in non-serious but inappropriate or unpermitted use of mobile phones, smartboards, iPod, iPad, cameras, computers, or any other electronic devices and teacher has applied level one consequences.
Physical contact (minor and persistent)	Student engages in inappropriate physical contact where the intent is not to cause any harm, including rough play and teacher has applied level one consequences.



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## High Level Behaviours:

Behaviour	Definition
High level threat - contact	Physical assault of another student or staff member.
High level threat – noncontact	Standing-over or intimidating another student, staff member or community member such as a parent.
Use of a weapon	
Verbal abuse of another person	
Negative bystander behaviour	Indirect involvement in a situation by remaining present and/or encouraging and not intending to seek help.
Spreading rumours/false facts/teasing	Rumours or false facts are spread about another student, with or without intent to cause distress or harm. Making fun of others with intent to cause them harm or distress.
Exclusion of others	One or more students are overtly excluding another student from classroom activities or social situations.
Theft of property	Theft of staff or another student’s property.
Threatening gestures	Making physically threatening gestures to another student.
Cyberbullying	Intimidating, threatening, or harassing another student using technology as a medium.
Vandalism	Intentional damage to staff, another student’s, or school property.
Use or supply of illegal substances	Selling or supplying an illegal substance on school grounds.
Sexual	Sexually explicit or inappropriate remarks or gestures are made to or about another student.

## Restorative Practices

### What are Restorative Practices?

The term 'Restorative Practices' refers to the way in which classrooms work to promote genuine relationships, resulting in better behaviour and learning at school. It also refers to the way in which young people are asked to think about, and take responsibility for, their behaviour and its effects on others. This approach endeavours to build a caring community around students whilst not accepting harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find a way forward.

### How are conflicts solved using Restorative Practices?

The students and/or staff involved agree that a conflict or argument has taken place and agree to repair the harm or damage done. All those involved have an opportunity to share their point of view and say how things may be fixed in the future. In this way, an agreement is reached - though it may still involve specific consequences or discipline procedures, depending on the circumstances. Importantly, relationships are healed wherever possible, and any contributing problems are identified for follow up.

A “Restorative Conversation” may take place informally in the classroom, or playground when children have caused some harm or significant disruption. For more serious situations, a similar outline of questions may be used but in a more formal setting which will be conducted by the Leadership Team.

## Reactive Strategies

Reactive behaviour management is dealing with situations as they arise. It is a response to a child’s inappropriate behaviour. Whilst we will be encouraging and focussing on positive behaviours, we will always experience the need to implement some reactive strategies at various times. Strategies that may be implemented by the Leadership Team are:

- Restorative practices
- An apology (if a student-initiated solution)
- Parent meeting
- Individual Behaviour Plan (IBP)



# Behaviour Support and Wellbeing Procedures

- Restitution
- Time out
- Letter / email to parents
- Involvement of support staff
- Suspension
- Exclusion

## Whole School Rewards Program

### Tier 1: Classroom rewards system – to be used everyday

Teachers to have a system in place that acknowledges positive behaviour eg Boab Points, Dojo's

- Children are to be acknowledged for general positive behaviours frequently.
- Children are rewarded for target positive behaviours to encourage ownership and long term change
- Children receive Boab certificates when reaching 100, 200, 300, 400 etc points.

### Tier 2: Merit Certificates - Awarded three times per time

- Teachers are to select one student from their class that is demonstrating a standard of excellence in all aspects of classroom and/or school life.
- Every student in the class should be recognised for something positive or for an achievement over the course of the school year
- Record student's achievement in School Newsletter, Seesaw or via school social media pages.
- Students will receive a certificate to take home, at a Friday assembly.

## Essential Skills for Classroom Management

The essential skills for classroom management emphasises teacher's language, both verbal and non-verbal to focus students' attention, as well as the importance of positive teacher-student relationships that need to be developed foster a positive learning process for all students regardless of their ability or needs.

Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establish a positive relationship	Take time to get to know your students and how they learn
2. Establish clear and consistent expectations	Make clear co-constructed rules and pre-teach expectations
3. Clear instructions	Tell students what they are expected to do, when they are expected to do it and how they are expected to do it
4. Wait time	Stop to assess what is happening and allow students an opportunity to self-regulate or respond
5. Encouraging body language	Smiling, nodding, appropriate gesturing and proximity
6. Verbal encouragement	Praise describing the desired behaviour
7. Selective attending	Positive ignoring of inappropriate behaviours
8. Redirecting	Prompting appropriate on-task behaviours
9. Provide choice	Describe student options and likely consequences of their behaviour
10. Follow through	Doing what you said you were going to do