



# ***Sacred Heart Catholic School MONA VALE***

## ***Behaviour Support Guidelines and Procedures***

### **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”

Sacred Heart MONA VALE 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.

#### ***Sacred Heart School Mission:***

***United as a faith community, Celebrating each person, Journeying with compassion, Acting with justice, Striving for excellence, Seeking balance***

### **2. BEHAVIOURAL EXPECTATIONS**

Sacred Heart MONA VALE Behaviour Support Guidelines outline the behavioural expectations for students that contribute to a safe and supportive learning environment.

Behavioural expectations are linked to the school rules and core values.

***“To show RESPECT, COMPASSION, JUSTICE and SERVICE to self, others and the environment”.***

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

Sacred Heart MONA VALE implements a positive behaviour schoolwide systems approach that includes proactive strategies for defining, teaching, and supporting appropriate student behaviour.

- Procedures for teaching these behavioural expectations to students are a part of regular school activities. PDHPE programs outline the teaching and practicing of expected behaviour, assemblies, Respectful Relationship/ peer support groups, SRC, student leaders

- all support positive student engagement.
- Specific teaching and learning programs and resources include PDHPE, Bounce Back, Friendly Schools and Circle time,
  - Behavioural expectations are communicated to the school community regularly. Rules are prominently displayed in all classrooms and settings and communicated via parent information activities, school website, school Apps, newsletters, orientation information to students and families, staff and parent handbooks, parent group meetings.

### **PBL**

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 ways 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 pro-social 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.

Refer to [Appendix 9: The Response Continuum Tiers 1-3 LINK??](#)

## **4. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR**

Sacred Heart MONA VALE community is committed to acknowledging positive behaviour through the following strategies:

- verbal praise, written comments, stickers, points, responsibilities, displaying work.
- more formal procedures e.g. principal awards, merit awards, core value awards

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

Sacred Heart MONA VALE collects data to inform planning for whole school systems to encourage positive behaviour. This includes:

- a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behaviour, (f) location, (g) persons involved, (h) probable motivation,
- short or long time outs, think paper, time out spaces, suspensions, counselling referrals, referrals to the CSO Wellbeing or Child Protection teams, learning support referred

- behaviour, parent complaints, attendance, merits and awards.
- whole school surveys completed twice a year

The Wellbeing team meets twice a term to monitor the data and to report to the Leadership team.

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

Sacred Heart MONA VALE 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.

The school procedures for discouraging inappropriate behaviour include: targeted social skills instruction, increased adult monitoring and positive attention, specific/regular daily feedback, progress on behavioural goals, in-school withdrawal, time out practices and additional academic supports if required.

Behaviours may be managed by a teacher or referred to school leadership or counsellor.

- Teacher managed inappropriate behaviours are recognised as any behaviour that does not meet the school behavioural expectations.
- School leadership referred inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the safety, physical and/or emotional wellbeing of others.

A school flow chart for reporting/referral processes increases consistency of practice across the school..

Refer to [Appendix 1 LINK](#)

The consistent and repeated occurrence of minor behaviours can be considered as a major behavior.

## **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.

Intervention strategies for challenging/at risk behaviour include: counselling, behaviour support plan, risk management plan or safety plan, mentor program, more comprehensive, student-centered and function-based case management / wrap-around processes, 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
- 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.

## **1. 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](#)

## **2. 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	May 2018
Date of next review	May 2021

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