



St Kieran's Catholic School

Behaviour Support Guidelines

2024

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, supportive and respectful learning environment which enhances student wellbeing. 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 and carers 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

St Kieran’s Behaviour Support Guidelines will be implemented within the context of related Diocesan Systemic Schools (DSS) policies such as Behaviour Support Document for School Leaders, Behaviour Support, Anti-Bullying, Pastoral Care and Student Wellbeing Policy, Acceptable Use of Technology, Cybersafety, National Catholic Safeguarding Standards Ed2, Social Media, Privacy, Parent Charter and Complaints Handling.

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, parents and school staff. We are committed to ensuring that a strong sense of *community* is fostered and that positive relationships continue to strengthen. Our focus is to develop within each student an understanding of community and how to act responsibly and respectfully towards self and others.

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

We believe that all behaviour is purposeful and meets the 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 students that mistakes are a natural part of learning, and we provide opportunities for them to practice more responsible and cooperative replacement behaviours. We work to develop and encourage resilience in all students.

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

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

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

2. BEHAVIOURAL EXPECTATIONS

St Kieran's Behaviour Support Guidelines outline the behavioural expectations for students that contribute to a safe, supportive and respectful 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 and respectful behaviour in the school and in each classroom. The values listed below 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 three school rules of

- Be Safe
- Be Respectful
- Be a Learner

CLASSROOM		
Be Safe	Be Respectful	Be a Learner
<ul style="list-style-type: none"> - Walk and act sensibly - Use classroom equipment correctly - Follow the internet agreement 	<ul style="list-style-type: none"> - Be an active listener - Use kind words and encourage others - Follow instructions and stay on task - Let others learn and teachers teach 	<ul style="list-style-type: none"> - Be active in your learning - Think positively and do your best - Challenge yourself!
PLAYGROUND		
Be Safe	Be Respectful	Be a Learner
<ul style="list-style-type: none"> - Be aware and take care of each other - Be in the right place at the right time - Use equipment correctly - Report problems to the duty teacher 	<ul style="list-style-type: none"> - Speak and act with kindness and courtesy - Care for our environment - Include others 	<ul style="list-style-type: none"> - Follow instructions - Be grateful, empathetic and mindful - Work together to solve problems

3. PROCEDURES FOR TEACHING AND COMMUNICATING EXPECTATIONS

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 safe and respectful 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 Habits² of:

Supporting *Accepting* *Encouraging*
Negotiating *Listening* *Trusting*
Respecting

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.

² Glasser's Connecting Habits [Relationships | Glasser Australia](#)

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 and Emotional Learning is highlighted within all areas of the curriculum with particular emphasis on students demonstrating leadership skills in Years 5 and 6. Proactive programs include K & 6 Buddy System, Community Circle, PDHPE lessons, ENGAGE program, Social and Emotional Learning skills and language, Getting to Know You units of work, Lunch time Interest Clubs, Playground Leaders (Yr 5), Student Leadership Teams (Yr 6), SRC Years 3-5, Zones of Regulation, The Resilience Project and elements of PBL.

4. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

St Kieran's community is committed to acknowledging positive behaviour through the following strategies: Merit Awards, Colour House points and classroom-based initiatives e.g. verbal praise, written comments, stickers, points, merits, responsibilities and displaying work.

5. PROCEDURES FOR RECORD KEEPING AND MONITORING

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

- Significant Behaviour Issues – Behaviour deemed by the classroom or supervising teacher as significant is recorded in the student's Compass Chronicle.
- On a needs basis, a phone call to parents from the teachers or principal to meet and discuss.
- Individual students may have data saved by the Principal if there are concerns about the child's welfare. This data is strictly confidential and only accessible by the Principal/AP in a file titled Concern for Welfare. Class teachers will be informed as necessary.
- Class teachers keep records of awards that are given each week along with anecdotal records of student behaviour (when needed).

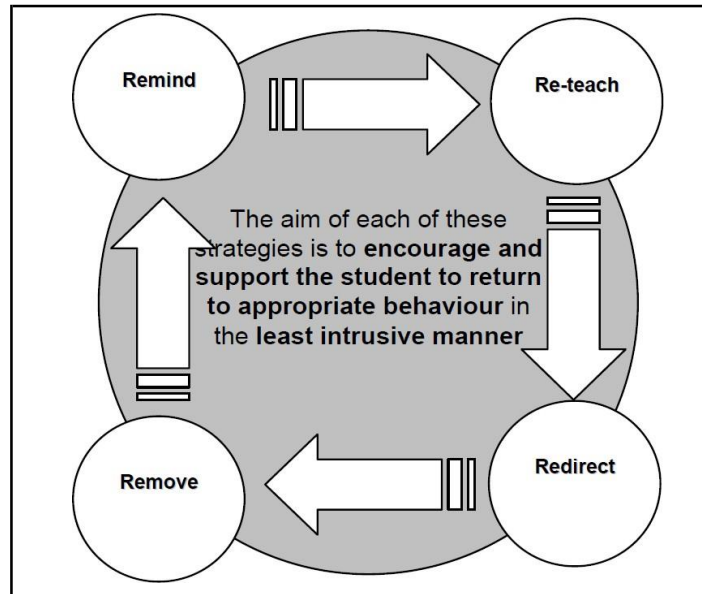
The Principal and school leadership team review behaviour data at least once a term, or more frequently when needed.

6. 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.

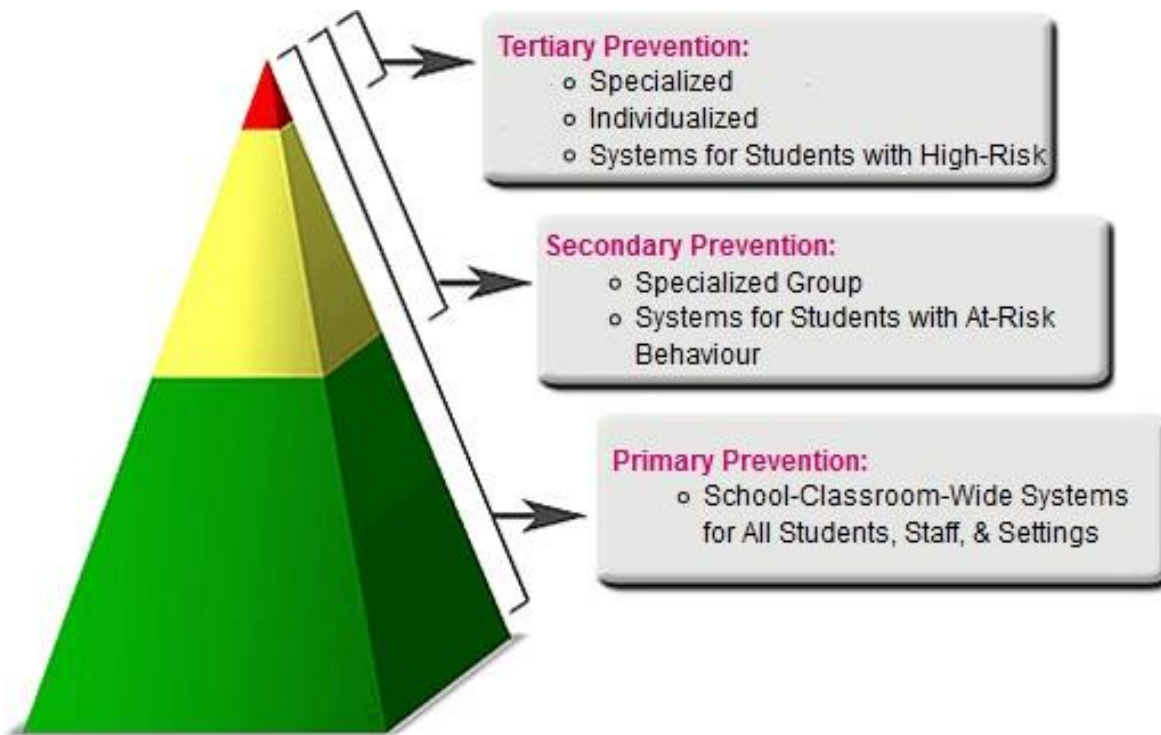


Teacher Led Interventions

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, reset appropriate behaviour goals and agreed consequences for reflection and action. Parents are contacted for a meeting to discuss behaviours of concern and goals for redirection of appropriate behaviour.

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 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. Behaviours are recorded in Compass Chronicle.
3. Major inappropriate behaviour is referred directly to the Principal/AP. The behaviour is investigated and consequences put in place.

The consequences consider 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 the school leadership team. 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 involving Wellbeing Partner at CSBB 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 [CSBB Behaviour Support Policy](#).

Suspension: If a student is suspended then the Principal (or 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 [CSBB Critical Incident Management Process](#).

Principals will notify the School's CSBB Diversity & Wellbeing Partner, DCJ, NSW Police, the CSBB Safeguarding Team as required.

8. 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 CSBB Behaviour Support Policy and school Behaviour Support Guidelines
- Ensure staff are provided with adequate resources, 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 [CSBB 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 [CSBB Behaviour Support Policy](#).

Staff

Staff 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 [CSBB 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 (where safe to do so)
- Report incidents of inappropriate/challenging/or at-risk behaviour to teachers/school counsellor (where safe to do so)
- Seek support if they need help with behaviour or relationship matters such as,

resilience, bullying or cyberbullying incidents.

Parents

Parents are the first and most important educators of their children. They have the role of nurturing positive values and social responsibility. 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.

Parents therefore have a responsibility to:

- Support the [CSBB Behaviour Support Policy](#) and school Behaviour Support Guidelines and adhere to the [CSBB Parent Charter](#).
- 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.

Catholic Schools Broken Bay Office (CSBB)

The CSBB has the responsibility to:

- Support schools to implement the [CSBB Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Provide support and adequate resources to Principals in the management of challenging/or at-risk behaviour.
- Provide support in the management of a serious incident.

9. RESOURCES

- [Bullying. No Way!](#)
- [Cybersmart website](#)
- [E-safety commission](#)
- [Safe Schools Hub](#)
- [National Centre Against Bullying](#)
- [Positive Behaviour Intervention Support \(PBIS\)](#)
- [PBIS World](#)
- [CASEL Social and Emotional Learning](#)
- [Behavior Doctor](#)
- [Zones Of Regulation](#)

10. 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	August 2024
Date of next review	August 2027

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>