

Student Welfare Procedure

APPLICABLE TO	All teaching staff at Rosary Park Catholic School, Branxton.		
DOCUMENT OWNER	Rosary Park Catholic School, Branxton.		
APPROVAL DATE	May 2019		
APPROVED BY	Principal		
LAST REVIEW DATE/S	May 2019	NEXT REVIEW DATE	May 2021
RELATED DOCUMENTS	Student Welfare Policy Anti-Bullying Policy Child Protection: Reporting Concerns for Children Updated 2015 Anti-Bullying 2012 and supporting resources Child Protection Code for Professional Standards 2005 National Safe Schools Framework 2017 Staff Handbook Parent Handbook		

Purpose

This procedure outlines the Positive Behaviour for Learning Framework as an overarching framework for behaviour management. PBL runs parallel to other student welfare initiatives implemented within the school.

Scope

The coverage of this procedure applies to all community members of Rosary Park Catholic School, Branxton.

Responsibilities

- The Executive Members are responsible for:
 - Leading the implementation of school procedures that promotes a positive, safe and supportive learning culture where all students participate in explicit discussion and modelling of positive behaviours.
 - Ensuring a fully implemented and consistent behaviour management framework with clearly articulated philosophy, procedures and responses. See separate procedure document for Positive Behaviours for Learning as well as the school's Anti-Bullying Policy
 - Leading the implementation of student support programs that promote and develop wellbeing, support families at risk and ensure the best learning environment is accessed by all students.
 - Supporting staff in Professional Development, resourcing and collaboratively responding to student behaviour management and wellbeing.
 - Regularly articulating the Student Welfare and Pastoral Care programs/ policies to parent body to ensure clear understanding of the school's processes.
 - Liaising with LST, School Psychologist and CSO specialist support for students experiencing repeated, moderate behaviour challenges.
 - Ensure adequate support, management, record keeping, and communication is provided to students experiencing ongoing behavioural challenges.
 - Liaise with Assistant Director when discussions of alternate enrolment options are being considered due to ongoing behaviour challenges.
 - For serious offences and repeated behaviours that may require discussions of suspension or expulsion of a student, Rosary Park Catholic School's executive members will enact the

CSO's Pastoral Care Policy regarding suspension and expulsion. The school will follow the specific steps that are outlined in the CSO policy which are consistent with the principles of procedural fairness.

- To provide clear procedures that enable staff, parents, carers and students to confidentially report any incidents or situations of child maltreatment, harassment, aggression, violence or bullying (refer Zimmerman Services Reporting Concerns Policy)
- Classroom teachers are responsible for:
 - Establishing classroom procedures that promotes a positive, safe and supportive learning culture where all students participate in explicit discussion and modelling of positive behaviours.
 - Establishing classroom procedures for behaviour management that is in line with the whole school approach to behaviour management.
 - Teachers are required to use restorative questioning when communicating with students about their behaviour so they can learn self-monitoring and begin to manage their own behaviours.
 - Staff are responsible for using the Positive Behaviour for Learning Framework to identify the severity of the behaviour displayed by the student, engage in restorative questioning with the students involved as well as following the school's response procedure.
 - Identifying students at risk and liaise with staff members in the various roles they fulfil (Executive staff, LST, School Psychologist and Pastoral Care) in ensuring strong student welfare at Rosary Park Catholic School.
 - Implementing different initiatives and explicit teaching programs that enhance a holistic approach to student welfare within the classroom and across the whole school.
 - Communicate with parents if a student is identified displaying a major behaviour at the school and continue in close communication with parents in the ongoing support of student's wellbeing and pastoral care.
 - Record Major behaviours on Compass and fill out a red slip on the details of the incident. Record minor incidents on a yellow slip for recording.
 - It is advised that the classroom teacher print the student's compass records and red and yellow slip records to bring to any behaviour plan meeting.
- The Learning Support Teacher is responsible for:
 - Identifying and supporting students who experience behavioural challenges linked to learning challenges.
 - Collaboratively working with classroom teachers to manage ongoing behavioural challenges and student wellbeing.
 - Providing, implementing and sharing specific learning programs that support social skills, interaction and peer support when needed.
- The School Psychologist is responsible for:
 - Consulting with class teacher, LST and Pastoral Care worker to gain context and experience of students at risk.
 - Ensure adequate documentation is established to formalize support children at risk.
 - Provide more formal and targeted counselling support for students experiencing ongoing wellbeing and behaviour management.
- The Pastoral Care Worker is responsible for:
 - Working with class teachers on the best support and action to be implemented with children at risk.
 - Working with children experiencing ongoing behavioural challenges and who are vulnerable in their wellbeing.
 - Establish and maintain avenues of informal support and positive communication with parents and families of the children considered to be at risk in this regard.
- The Learning Support Assistants are also responsible for:
 - Working with students experiencing different challenges at school to support their ongoing wellbeing.

Step by Step

Positive Behaviour for Learning

At Rosary Park Catholic School, we believe that staff, students and parents can create a school environment where respect for others nurtures a safe and supportive school environment. To this end the school implements Positive Behaviour for Learning (PBL) which is a proactive approach to positive behavior management. Positive Behaviour for Learning is a whole school approach for creating a positive, safe and supportive school climate in which students can learn and develop. This approach involves the school community working together. Students are empowered to participate in decision-making through active involvement in the school's leadership of PBL.

All staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback and consequences when expectations are not followed.

Our Catholic ethos and common language of Making Jesus Real brings Catholic faith to life for our students by giving them the tools they need to experience the Spirit of Jesus each day and find the God Moments that are happening around them.

Zones of Regulation

Teachers at Rosary Park are encouraged to use Zone of Regulation as a cognitive behavioural approach to teach self-regulation. Using Zones of Regulation, guides students to learn how to identify the different ways we feel and states of alertness we experience. Students are provided with strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflicts.

Our School Rules

The school rules and behavioural expectations, as outlined below, provide common understanding and consistent language as a framework for implementation of a School Wide approach to Behaviour Management. This approach will be based on the Positive Behaviour for Learning [PBL] Framework.

SCHOOL RULES:

- I am an active learner
- I am respectful
- I am safe

<i>I am an active learner</i>	<i>I am respectful</i>	<i>I am safe</i>
<p>Always try my best</p> <p>Reach for the stars Learn from my mistakes Positive thinking Pride in your work Faith in my ability Strive for accuracy</p> <p>Active listener</p> <p>Work cooperatively Learn from others Help others</p>	<p>Kind words and actions</p> <p>Be inclusive Show appreciations Play by the rules Be a good sport Be fair Be a kind and helpful friend Use your best manners</p> <p>Accept self and others</p> <p>Care for your appearance Be a good role model</p>	<p>Be in the right place at the right time</p> <p>Listen to the staff on duty Stay in bounds: be seen Be punctual</p> <p>Be sun smart</p> <p>Wear your hat Sit under the shelter if you don't have a hat Drink water</p>

<p style="text-align: center;">Be prepared and let others learn</p> <p>Ready to learn Stay on task Use tools for learning Manage your time Ask for help Make good choices</p>	<p style="text-align: center;">Value differences and abilities</p> <p style="text-align: center;">Care for our environment</p> <p>Put rubbish in the bin Recycle correctly Care for belongings Put equipment away Use toilets correctly</p>	<p style="text-align: center;">Think and act safely</p> <p>Safe and caring hands Line up sensibly Wash your hands Be aware of others Keep the class tidy Eat your own food Make good choices Be road safe Use technology safely</p>
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Tier One: Social and Emotional Education

Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. Staff are required to use data based decision making to teach, monitor and review expectations to support the quality teaching across all settings. To implement positive behaviours staff use the common language and methodologies of Making Jesus Real to establish strong relationships built on the faith and spirit of Jesus.

Staff at Rosary Park Catholic School will provide primary intervention where all students participate in explicit discussion and modelling of positive behaviours. Data of current trends and changes in behaviour will be collected and analysed which directs the focus of the intervention. Each semester the intervention focus will be distributed to staff through the PBL Scope and Sequence.

The Intervention Process

- Staff will receive and display the PBL Scope and Sequence in their classroom.
- The intervention focus will be announced at assembly each week and students will participate in 10 minutes of modelled and guided lessons, which explicitly teach this focus.
- Gotcha (cards) are distributed to students who display these focus behaviours. Teachers collect the Gotcha cards and students choose a reward for the accumulation of these.
- Gotcha cards are also collected each term as a whole school and the house colour that receives the most Gotcha cards will receive an award organised by the colour house captains.
- Students can write 'Shout Outs' to peers which identify the positive behaviours of other students so they can be celebrated. Each week one student from each class who received a shout out will have their behaviour shared with the school and celebrated.
- Staff hand out a Making Jesus Real award at each school assembly to a student who displays the desired positive behaviour.

Appendix 1 Positive Behaviours Scope and Sequence

Tier Two: Minor and Major Interventions

Secondary intervention will be needed for students whose behaviour choices need to be redirected in positive directions. Teachers are required to use restorative questioning when communicating with students about their behaviour so they can learn self-monitoring and begin to manage their own behaviours.

Rosary Park Catholic School's Positive Behaviour for Learning Framework outlines behaviour patterns and identifies the appropriate intervention strategy and consequence for the student. The framework guides staff on the severity and appropriate consequence for the behaviour displayed. The three behaviour levels of severity outlined in the framework are Minor, Major and Behaviour Management Plan. Staff are responsible for using the framework to identify the severity of the behaviour displayed by the student, engage in restorative questioning with the students involved as well as following the school's response procedure. Staff can access the school's playground and

classroom procedures in the two documents, Restorative Behaviour Classroom Procedure and Restorative Behaviour Playground Procedure.

Data is recorded on the behaviours displayed by the students and is collated to inform decisions and changes in procedures in a pre-emptive and preventative effort to promote positive behaviours.

If a student receives three minor behaviour cards, it is equivalent to one major behaviour. Therefore, the classroom teacher will need to contact parents and arrange a reflection session for the students.

Appendix 2 Positive Behaviour for Learning Framework

Appendix 3 Restorative Behaviour Classroom Procedure

Appendix 4 Restorative Behaviour Playground Procedure

Tier Three: Behaviour Support Plan

Tertiary intervention may be needed to support the students who benefit from individual formalised behaviour support. Students identified in tier three are documented as having persistent behavioural challenges which significantly impact on routines, safety and the learning of self and others.

Behavioural management procedures will have formal documentation and plans that all staff members are alerted to and can reference when needed.

A behavioural plan will be developed in communication with the student, parents, principal, classroom teacher and appropriate support staff. The plan will clearly state the students' behavioural goals. It is advised that the classroom teacher print the student's compass records and red and yellow slip records to bring to any behaviour plan meeting.

The school will notify the Assistant Director of any children within this tier. In accordance with our student welfare and discipline levels outlined in PBL Framework, families may need to modify or review their enrolment if the extensive support framework does not result in reform of negative behaviour responses.

For serious offences and repeated behaviours executive staff may override the Positive Behaviour for Learning Framework as students may require more serious consequences such as suspension, exclusion or expulsion. The school will follow the specific steps that are outlined in the CSO policy which are consistent with the principles of procedural fairness. The CSO Assistant Director will be made aware and consulted in all such cases.

Definitions

GOTCHA- reward acknowledgement for positive behavior

Major- (Red slip)- formal written documentation indicating incorrect behavior choice. This will be signed by parents and a reflection room session will follow

Minor (Yellow slip)- formal written slip indicating incorrect behavior choice

PBL- Positive Behaviour for Learning

Reflection Room- Formal meeting with duty teacher or if necessary Assistant principal/Principal regarding incorrect behavior choice.

Tier 1,2 and 3- Whole school approach to improving behaviour Tier 1- Whole school approach, Tier 2- Classroom, Tier 3- individual level

Appendix

Appendix 1 Positive Behaviours Scope and Sequence

Appendix 2 Positive Behaviour for Learning Framework

Appendix 3 Restorative Behaviour Classroom Procedure

Appendix 4 Restorative Behaviour Playground Procedure



Rosary Park Catholic School PBL Scope and Sequence 2019



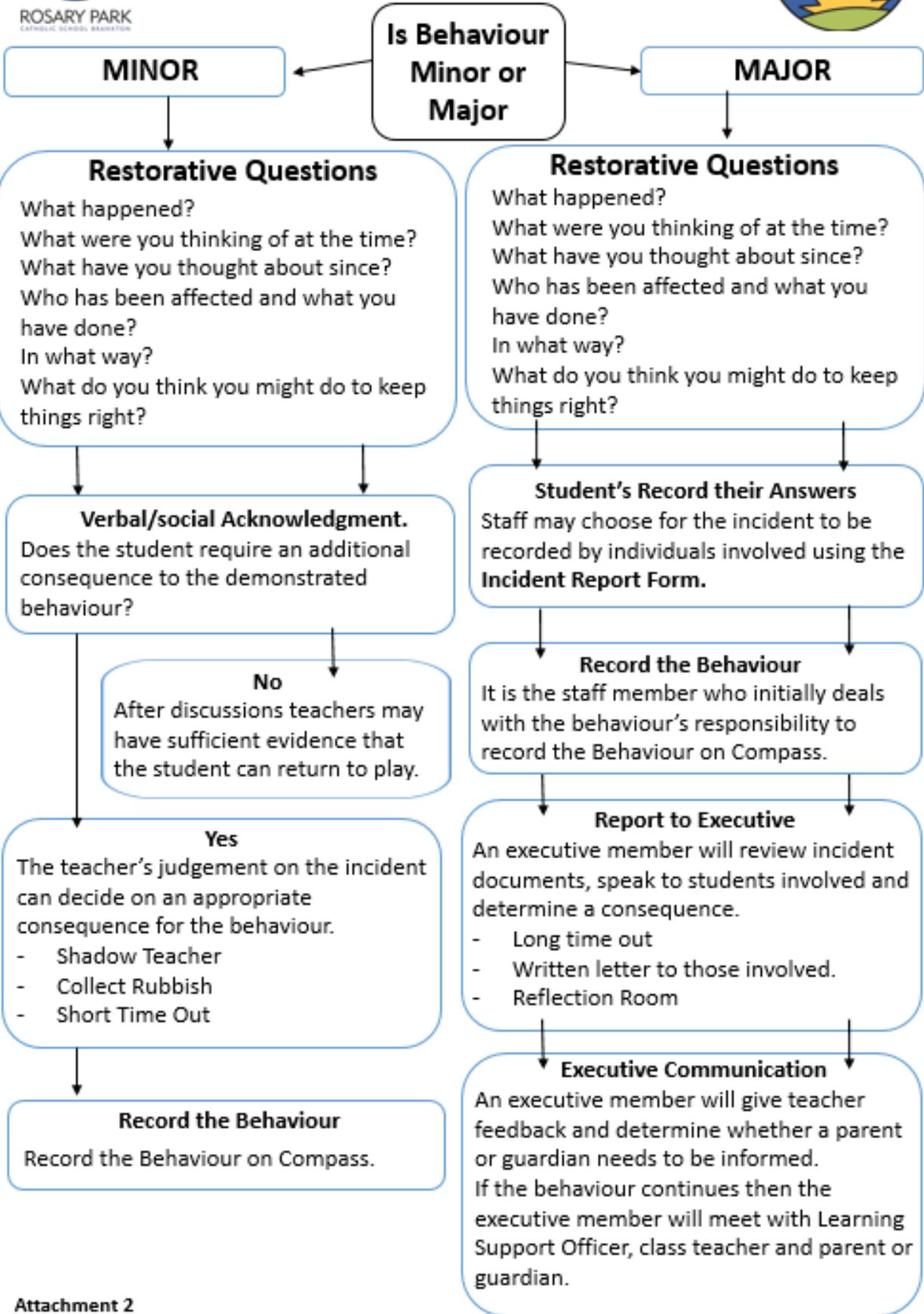
Term 1	School Rule	Focus	MJR Focus
Week 1, 2 & 3	I am Respectful	Kind Words: Making students feel included.	W.E.S.T. Welcoming Encouraging
Week 4 and 5	I am Respectful	Kind Words: Using Manners	W.E.S.T. Thank you
Week 6 and 7	I am Respectful	Kind Actions: Body Language	Greet, Treat, Speak.
Week 8 and 9	I am Respectful	Kind Actions: Greeting people	Greet, Treat, Speak.
Week 10 and 11	I am Safe	Caring Hands	W.E.S.T. Thank you
Term 2	School Rule	Focus	MJR Focus
Week 1 and 2	I am Safe	Using equipment correctly	The Spirit of Jesus
Week 3 and 4	I am Safe	I am in bounds	The Spirit of Jesus
Week 5 and 6	Be Prepared to Learn and Let Others Learn	I am organised and have my tools ready	W.E.S.T. Encouraging
Week 7 and 8	Be Prepared to Learn and Let Others Learn	I let my friends work and keep on task	Greet, Treat, Speak.
Week 9 and 10	Be Prepared to Learn and Let Others Learn	I am an active listener	Greet, Treat, Speak.

Teaching Our PBS Rules

Every **Monday** morning staff will introduce the rule for the week during morning assembly. All staff take time to teach the PBS rule **Monday after assembly** for 10 minutes. At morning assemblies students from our **Gotcha Group** will explain the rules and perform some dramatic representations of the rule. The **Gotcha Group** will also collect one student shout outs from each class and draw a raffle with them at the end of the week.



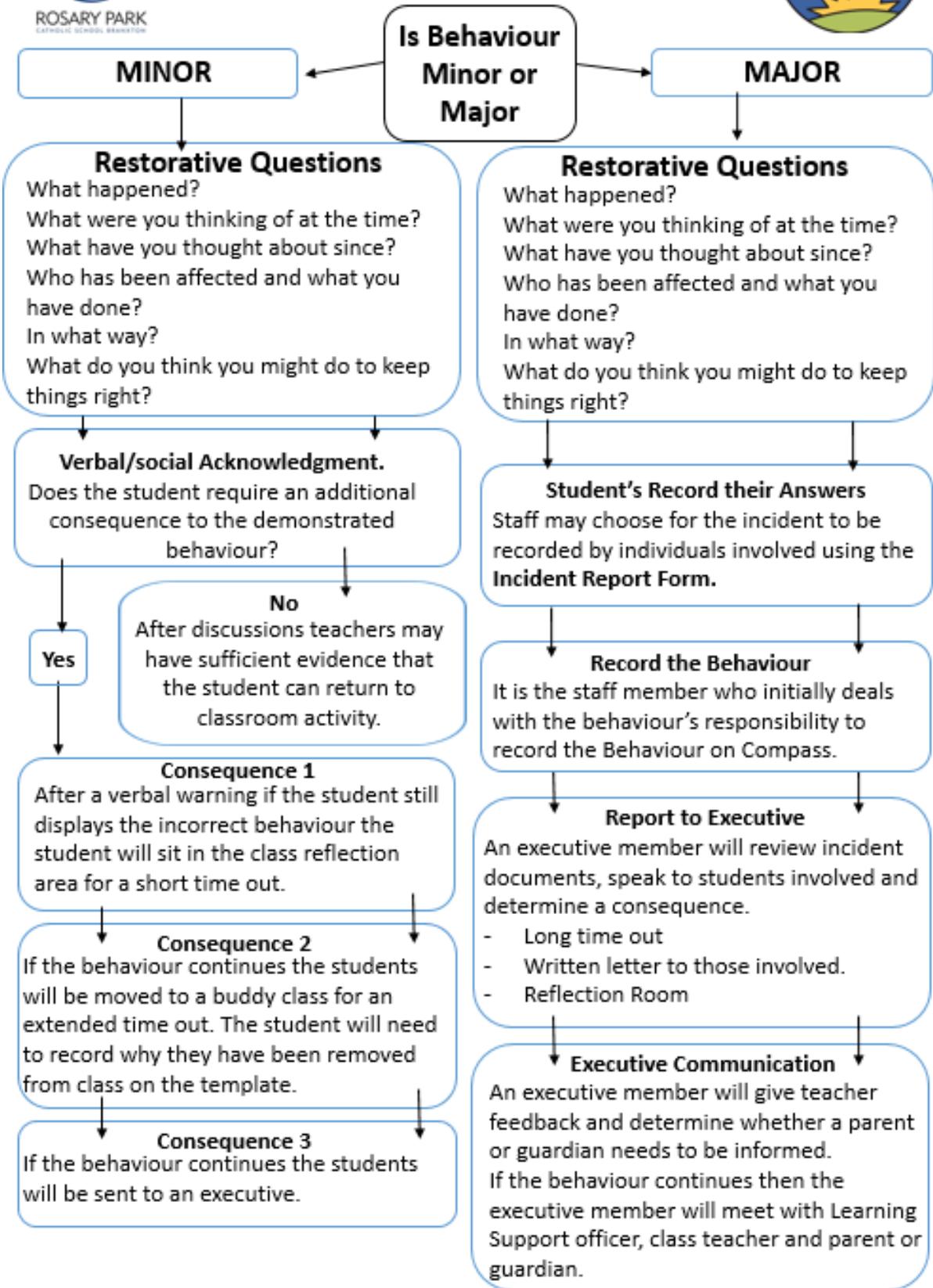
Rosary Park Catholic School Restorative Behaviour Playground Procedure



Attachment 2



Rosary Park Catholic School Restorative Behaviour Classroom Procedure



Attachment 3

Rosary Park Catholic School PBL Framework

At Rosary Park Catholic School we promote positive student behaviour to support a safe and respectful learning environment for all students. The students are encouraged to welcome others, use kind words and to show respect to others by following the philosophies of Making Jesus Real. Teachers at Rosary Park Catholic School promote positive behaviors by awarding a student of the week award to a student displaying the promoted positive behaviour. Teaching staff also give out **gotchas** in the playground and classroom to students displaying positive behaviours. The **gotchas** are tallied at the end of the term and the **colour house** that displays the spirit of Rosary Park Catholic School by collecting the most **gotchas** will be presented with the Spirit Cup.



Behaviour Status	Possible Behaviour/s Pattern/s	Management Strategy (Proactive & Reactive Examples)	Key People
Minor	<p>Repetitive calling out, showing disrespect to adults, playing in toilets, inappropriate language, hands on, contact (including barging), defiance, property misuse, continuously off-task, Cyber Safety breach (where individuals are not impacted), inappropriate bus behavior.</p> <p>Note: 3 recorded mild behaviours will result in one reflection room session. The class teacher will then be required to record this on Compass and notify the student's parent or guardian.</p>	<p>The management strategies identified in a Minor incident may include:</p> <ul style="list-style-type: none"> • Time off playground • Consequence for action e.g. Picking up papers • Class teacher notification • Minor slip issued • Staff member has recorded on PBS matrix • Restorative conversations between staff and students involved 	<p>Student Relevant Teacher</p>
Major	<p>Abusive language, physical fighting, physical contact with intent to harm, repetitive defiance and disrespect, Cyber Safety breach (where individuals are impacted), dishonesty (stealing, lying, cheating), repetitive harassment or bullying, inappropriate bus behaviour, leaving school grounds without permission, vandalism or willful damage of property.</p> <p>Note: 3 recorded major behaviours will result in a behavior plan.</p>	<p>The management strategies identified in Major incident may include:</p> <ul style="list-style-type: none"> • Parent Notified • Major slip issued • Minimum one school reflection session- including PBS Thinking Sheet • Teacher on duty records on Compass. 	<p>Student Parents/Guardians Class Teacher LST Assistant Principal/Principal School Counsellor</p>
Behaviour Plan	<p>Implications if consistent behaviour in colour status</p> <p>Students may not be eligible for participation in representative sport, extra curricula activities and other school activities (this includes overnight camps/retreats).</p> <p>Students also may not be eligible for involvement or nomination in leadership roles, Sport Captain or School Leadership.</p> <p>Participation in curriculum related excursions/incursions/activities may be conditional after discussion between AP/Principal/Parent/Student.</p> <p>Individual time frames to be determined</p> <p>Potential alternate enrolment/expulsion from Rosary Park Catholic School.</p>	<p>The Management Strategies identified in Meeting Expectations, Mild and Moderate are applicable in this behaviour status</p> <ul style="list-style-type: none"> • Restorative Meeting/Mediation • Individual Behaviour Plan – Parent Interview (including student) • Internal/External suspension • Risk assessment • NVC1 – Crisis Management • Review of enrolment/expulsion 	<p>Student Parents/Guardians Class Teacher Assistant Principal/Principal School Counsellor Student Support Unit/CSO Relevant external agency – e.g. Police Liaison Officer Assistant Director</p>

For serious offences and repeated behaviours executive staff may override the Positive Behaviour for Learning Framework as students may require more serious consequences such as suspension, exclusion or expulsion of a student. Repetitive behaviour in any category will automatically move a student up to the next level. Note that not all behaviours or patterns of behaviour need be present for a student to be allocated to a status. External agencies could be consulted at any level.