

Rosary Park Catholic School Positive Behaviour for Learning (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 show respect, act safely and be prepared to learn at all times. This is achieved through following the Mercy Values of our school, sharing God's love and demonstrating respect, compassion, hospitality, justice, service and courage in all that they do. Teachers at Rosary Park Catholic School promote positive behaviors by awarding student merit certificates and a weekly Mercy award to a student who has displayed the Mercy value for that week. 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 Responsibilities
<p style="text-align: center;">Initial Concerns</p>	<p>Chatting/moving around the classroom, off task, work refusal, calling out, initial excluding others/name calling, consistent incomplete work, out of character behaviour (minor hands on),</p> <p>If initial concerns continue, parents should be notified at the discretion of the teacher (discuss with grade partner or stage leader if unsure).</p>	<p>The management strategies identified in initial concerning behaviours may include:</p> <ul style="list-style-type: none"> Moved within the classroom Seated separately to prevent interruptions Time to think about and discuss behaviours individually with class teacher Time out with another class/teacher Walk with teacher at lunch time Community service – assist younger students, sweep, clean up, 	<p>Student - Listen to teachers, follow prevention strategies to improve behaviour, Classroom Teacher – communicate with child to unpack reasons for behaviours, put management strategies in place, debrief with student behaviour motivators, keep records of behaviours, contact parents if behaviours continue, find ways to praise and reward the child. Grade partner – support classroom teacher, offer a time out space in their classroom.</p>
<p style="text-align: center;">Minor</p> <p>(note: this may not mean a definite yellow card)</p> <p>3 yellow cards (in 1 term) results in a Red card and 1 day in school suspension</p>	<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 use of technology devices (not impacting others), inappropriate bus behavior, disrespecting property (own or others).</p>	<p>The management strategies identified in a Minor incident may include:</p> <ul style="list-style-type: none"> Time off playground – minimum 1 session off play Community service – assist younger students, sweep, clean up, Class teacher notification Minor slip issued and recorded on PBL matrix Restorative conversations between staff and students involved – and sheet filled out 	<p>Student - Listen to teachers, follow prevention strategies to improve behaviour, Relevant Teacher – inform classroom teacher of incident Classroom Teacher - communicate with child to unpack reasons for behaviours, put management strategies in place, debrief with student behaviour motivators, keep records of behaviours on Compass, inform parents, discuss behaviour/s with stage leader</p>
<p style="text-align: center;">Major</p> <p>(Note: this may not mean a definite red card) - 2 red cards in 1 term results in a 2 day out of school suspension. A second out of school suspension (regardless of timeframe) will progress to 5 days.</p>	<p>Abusive language, physical fighting, physical contact with intent to harm, inappropriate physical contact- (including, but not limited to genitals), repetitive defiance and disrespect, Cyber Safety breach (where individuals are impacted), inappropriate use of technology devices (impacting others), dishonesty (stealing, lying, cheating), repetitive harassment or bullying, inappropriate bus behaviour, leaving school grounds without permission, vandalism or willful damage of property. Note: continued major behaviours will result in a behavior plan meeting including Exec, CT, CSO Behaviour Partner and parents.</p>	<p>The management strategies identified in Major incident may include:</p> <ul style="list-style-type: none"> Parent Notified by duty teacher (supported by exec) Major slip issued and results in 1 day in school suspension (all class and playground time is spent in admin area-no contact with peers) Minimum one school reflection session having restorative conversations with teachers and/or exec Teacher on duty records on Compass. Restorative conversations between staff and students involved – and sheet filled out 	<p>Student -Engage in restorative conversations with staff and impacted students Parents/Guardians – support school processes Relevant teacher - record behaviour/s on Compass, inform class teacher, discuss with exec, inform parents of incident and agreed consequence Class Teacher – involvement in discussions/decision making, follow up with positive parent communication in a timely fashion LST – behaviour support if required Assistant Principal/Principal – support class teacher School Counsellor – assist classroom teacher and parents with supportive strategies</p>
<p style="text-align: center;">Behaviour Plan</p> <p>A plan will be written up for parents to sign upon return from home suspension. (Unless a plan is already in place)</p>	<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 Potential suspension (internal/external) 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 NVCI – Crisis Management Review of enrolment/exclusion/expulsion 	<p>Student /Parents/Guardians - participate in behaviour plan meetings- set goals, be open to try supports/strategies suggested Class Teacher – set goals and follow behaviour plan guidelines Assistant Principal/Principal - participate in behaviour plan meetings, support teachers and LSA's to implement the plan School Counsellor - support teacher and student with strategies to limit outbursts/encourage positive behaviours Student Support Unit/CSO - provide guidance and support for exec and staff dealing with highly challenging behaviours, commit to attending behaviour meetings where possible. Relevant external agency – e.g. Police Liaison Officer Regional Service Advisor RSA – support enacting details of behaviour plan</p>

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.

Repetitive behaviour in any category will automatically move a student up to the next level.