

St Joseph's Catholic Primary School Student Engagement and Wellbeing for Learning Guidelines





PHILOSOPHY

At St Joseph’s Catholic Primary School, we believe it takes a village to raise a child and view ourselves as part of that village. We aim to create a sense of community by caring for the whole family; relationships always are at the heart of this. We strive to be a home away from home, where everyone feels a sense of belonging and safety, where our virtues of Mercy, Compassion, Justice, Service and Excellence are more than words, they are a lived reality, defined by the life example given to us by Jesus Christ.

MERCY – Matthew 25:40

“Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.”

COMPASSION – Luke 6:35

“Instead, love your enemies, do good and lend, expecting nothing in return, and your reward will be great.”

JUSTICE – Psalm 106:3

“Blessed are those who act justly, who always do what is right.”

SERVICE – 1 Peter 4:10

“Each of you should use whatever gift you have received to serve others.”

EXCELLENCE – Matthew 5:16

“In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.”

We believe that families are children’s first and foremost influential teachers. Therefore, our partnership with parents is based on the foundation of understanding each other’s expectations and strong two-way communication. These strong partnerships aim to build on each other’s strengths and knowledge whilst keeping the student at the heart of what we do.

St Joseph’s fosters an inclusive model for the provision of services to all students. For this model to fully ‘live’ it is imperative that all staff adopt a strengths-based approach which looks for the good and positive moments in

each student, each and every day. This will ensure that students may learn and flourish spiritually, academically, socially, culturally and emotionally, in a nurturing, inclusive and responsive environment.

St Joseph's School, being true to its mission as an authentic Catholic school, aims to move beyond management of student behaviour and extend to the transformation of student actions and attitudes to enable them to engage in learning and reach their full potential. This process of transformation involves empowering students to develop the skills and mindset to be both personally and socially responsible for their own behaviour. Teachers play an active role in this process through the development of their own skills through professional development and the process of explicitly teaching these skills to students.

Underpinning our approach are the principles of equity and inclusion, which focuses on the personal needs and circumstances of students. This principle aims to embrace diversity and ensures all members of the school community have access to a safe and supportive environment.

PURPOSE

At St Joseph's, a range of strategies and programs are in place which foster a healthy and positive school culture. These guidelines outline the strategic initiatives implemented by our school community to meet the spiritual, social, emotional, physical, culturally and learning needs of our students with an emphasis on expecting and encouraging positive behaviours which reflect our core virtues of Mercy, Compassion, Justice, Service and Excellence.

To achieve a positive, supportive, and safe Catholic school environment, St Joseph's commits to:

- providing a rich experience of prayer and opportunities for spiritual growth;
- teaching the Religion curriculum, using stories of Jesus' life to show us how to live and love like He did and linking Catholic Social Teaching to the lives of the students;
- explicitly teaching Social and Emotional Learning Competencies and the Personal and Social Capabilities as outlined in the Australian Curriculum, supported by implementation of The Smiling Minds Curriculum, Zones of Regulation Program and the Berry Street Curriculum;
- the implementation of trauma-responsive strategies to assist all students to actively engage in their learning, supported by the Berry Street Education Model and the Zones of Regulation Curriculum;
- explicitly teaching the Health component of the Health and Physical Education Curriculum, including implementation of the Child Safety Curriculum;
- building a healthy home and school relationship, communicating positive feedback to parents as well as inviting them to work with the school to support complex behaviour needs;
- ensuring the safety of the child is considered paramount in every situation;
- providing students with high quality intervention to support their needs and employing consequences which are trauma-responsive, natural and logical;
- encouraging positive behaviours that are directed by the example of Jesus Christ, our Mercy charism and our school virtues;
- providing consistent and predictable routines and high expectations for all students.

RESPONSIBILITIES

All members of our school contribute to a safe and supportive environment at St Joseph's. In support of these guidelines:

The Leadership Team will:

- Develop positive and respectful relationships with all members of the school community;
- Model and support the virtues of Mercy, Compassion, Justice, Service and Excellence.
- Administer and uphold Policies and Guidelines as directed by CEDR;
- Promote the development of relevant teaching practices and methodologies that support the individual needs of students;
- Engage staff in training to support the implementation of proactive trauma-responsive strategies, including the Berry Street Education Model, Smiling Minds and the Zones of Regulation
- Ensure all members of the school community are aware of St Joseph's processes and policies around supporting student engagement and wellbeing for learning;
- Provide opportunities for staff to gain knowledge, understanding and skills in modelling and teaching personal and social capabilities;
- Seek collaboration with other outside agencies to support students and families in wellbeing;
- Encourage staff to listen effectively to students and counsel them appropriately;
- Provide coaching and feedback to staff through Classroom Walk-Throughs;
- Ensure student behaviour and wellbeing data is recorded and analysed regularly to improve practice and student outcomes.

Staff will:

- Develop and model positive and respectful relationships with all members of the school community;
- Promote and model the virtues of Mercy, Compassion, Justice, Service and Excellence;
- Become aware of and support school policies and guidelines;
- Provide a positive, stimulating learning environment;
- Know the children and ensure learning and teaching is planned, sequenced and prepared to enable optimum student engagement in learning;
- Ensure learning is differentiated based on student needs to increase opportunities for academic success and engagement in learning;
- Establish clear expectations, teach routines, rules and positive behaviour and take responsibility for classroom management;
- Engage in regular conversations with students regarding their behaviour and use affective statements;
- Implement negotiated school-wide proactive, trauma-responsive strategies to support student engagement;
- Be positive, fair and consistent through the use of the behaviour support process and support documents;
- Work with support staff and the leadership team to create individualised plans for students requiring intervention;
- Support students in achieving their goals using personalised strategies from support plans;
- Report/act upon unproductive behaviour following school guidelines and procedures;
- Implement case management processes to support students with complex and challenging behaviours;
- Challenge and address bullying;
- Communicate with and support parents and students regarding behaviour;

- Maintain and communicate up-to-date student behaviour records.

Parents/Carers will:

- Develop positive and respectful relationships with all members of the school community;
- Model the virtues of Mercy, Compassion, Justice, Service and Excellence;
- Work cooperatively with the school to promote positive behaviour and respectful relationships;
- Become aware of and support school policies;
- Communicate with classroom teacher about any concerns regarding their child’s wellbeing;
- Support their children in developing resilience and responsibility;
- Encourage good behaviour and work habits in their children;
- Participate in school activities;
- Respond appropriately and respectfully to communication sent home from the school;
- Work in partnership with their child’s teacher and the school leadership team to develop strategies for consistent positive behaviour.

Students will:

- Develop positive and respectful relationships with all members of the school community;
- Model the virtues of Mercy, Compassion, Justice, Service and Excellence;
- Interact positively with others;
- Recognise that staff have a responsibility to give direction and instructions;
- Show respect to staff, their peers and their environment;
- Actively participate in school activities;
- Make the most of the many activities and opportunities made available to them;
- Accept responsibility for their choices and behaviour;
- Participate in the restorative process when relationships have been harmed and restore broken relationships with the support of staff;
- Work cooperatively to develop their strengths, and personal and social capabilities;
- Seek support from staff to practise positive behaviour;
- Develop and practise strategies that promote positive behaviour and relationships;
- Contribute to creation of individual support plans to set co-constructed goals for improved student engagement and learning outcomes.

BUILDING A TRAUMA-RESPONSIVE, PROACTIVE SCHOOL CULTURE

Under the core virtues of Mercy, Compassion, Justice, Service and Excellence, staff will develop classroom charters that align to school-wide expectations. These will include safety related behaviours and expectations that connect to the example of Jesus Christ.

SCHOOL-WIDE EXPECTATIONS

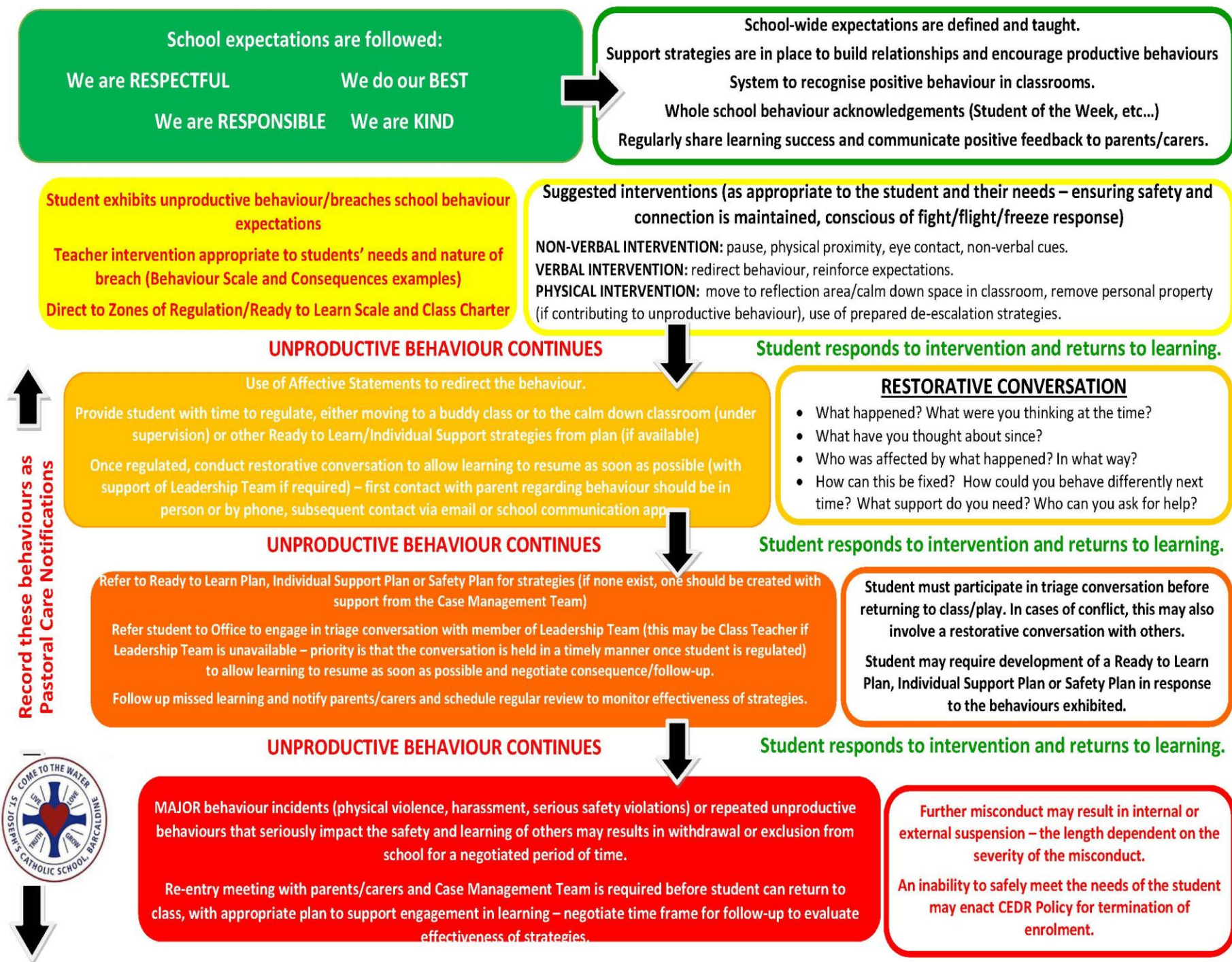
A number of documents explicitly outline the school-wide expectations that are to be explicitly taught to students to support the development of personal and social capabilities to maximise student engagement in learning.

- ***St Joseph’s Student Engagement and Wellbeing for Learning – Behaviour Support Process:*** this document outlines for staff and parents a flowchart guiding strategies and processes to be used to support students to correct unproductive behaviours. A Behaviour Categories reference sheet is also

included to guide decision making. The flowchart is organised using a colour scale: **Green** (productive behaviours and supporting strategies), **Yellow** (minor unproductive behaviours, non-verbal/verbal/physical strategies to redirect back to learning), **Amber** (continued minor or moderate to major behaviours, restorative strategies to redirect back to learning), **Orange** (continued minor to major behaviours that require specific individual intervention such as a Ready to Learn Plan, Individual Support Plan or Safety Plan), **Red** (serious breaches of school-wide expectations that require specific individual intervention and may result in withdrawal or exclusion from school, processes to support reentry to the classroom and follow-up support based on Case Management Processes). Amber, orange and red behaviours should be recorded as Pastoral Care Entries on Teacher Kiosk.

- ***St Joseph's School Virtues, Rules and Responsibilities***: this document connects our virtues and school rules and articulates how we can bring these virtues to life in our school.
- ***St Joseph's School Wide Expectations – Teaching Matrix***: this document outlines consistent school-wide expectations across key areas of the school.

ST JOSEPH'S STUDENT ENGAGEMENT AND WELLBEING FOR LEARNING – BEHAVIOUR SUPPORT PROCESS



SERVICE	<h1>We are RESPECTFUL</h1>
	<i>"In everything, do to others as you would have them do to you."</i> (Matthew 7:12)
	<p>Our community treats others with respect and dignity. This happens when we:</p> <ul style="list-style-type: none"> ○ participate reverently in the prayer life of our school <ul style="list-style-type: none"> ○ listen and speak respectfully ○ support others and their talents ○ respect our own property and the property of others <ul style="list-style-type: none"> ○ wear our uniform correctly ○ keep our classrooms and school grounds clean and tidy

EXCELLENCE	<h1>We show Excellence</h1>
	<i>"In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."</i> (Matthew 5:16)
	<p>Our community values all students having the right to learn and grow in a challenging learning environment. This happens when we:</p> <ul style="list-style-type: none"> ○ do our best ○ choose actions that enable ourselves and others to learn <ul style="list-style-type: none"> ○ actively participate in learning opportunities ○ accept responsibility for our actions <ul style="list-style-type: none"> ○ are organised and punctual ○ use technology and other resources responsibly

JUSTICE	<h1>We are RESPONSIBLE</h1>
	<i>"Blessed are those who act justly, who always do what is right."</i> (Psalm 106:3)
	<p>Our community values all students having accountability for their actions. This happens when we:</p> <ul style="list-style-type: none"> ○ Use behaviour that reflects the school's values. <ul style="list-style-type: none"> ○ Take responsibility for own behaviour. ○ Use appropriate skills and strategies to manage own behavior. ○ Reflect on behaviour choices and restore relationships. <ul style="list-style-type: none"> ○ Not be bystanders to inappropriate behaviour. ○ Accept consequences for inappropriate behaviour.

COMPASSION and MERCY	<h1>We are KIND</h1>
	<i>"Instead, love your enemies, do good and lend, expecting nothing in return, and your reward will be great."</i> (Luke 6:35)
	<p>Our community is positive, affirming and nurturing. This happens when we:</p> <ul style="list-style-type: none"> ○ choose kind words and actions ○ nurture supportive friendships <ul style="list-style-type: none"> ○ are patient and fair ○ treat others with understanding and acceptance <ul style="list-style-type: none"> ○ ask for and show forgiveness ○ offer help when needed



MAKING JESUS REAL

Being respectful

Respect is shown by speaking and acting with courtesy.

We demonstrate **RESPECT** and **SERVICE** when we...

- Greet, Treat and Speak politely
- Are W.E.S.T. people (Welcoming, Encouraging, willingly Say sorry and are Thankful)

Service

Excellence

MAKING JESUS REAL



Being your best

Excellence is giving our very best to any task we do and any relationship we have.

We demonstrate **EXCELLENCE** when we...

- Show resilience
- Use our talents



AT ST JOSEPH'S WE LIVE OUR MOTTO

OUR VALUES AND EXPECTATIONS

Being kind

Kindness is showing you care and choosing to make life better for others.

We demonstrate **KINDNESS**, **COMPASSION** and **MERCY** when we...

- Are generous
- Show the Spirit of Jesus

Compassion

Justice

Being responsible

Being responsible means that others can trust you to do things with care.

We demonstrate **RESPONSIBILITY** and **JUSTICE** when we...

- Proactively solve problems
- Work as a TEAM (Together Everyone Achieves More)

MAKING JESUS REAL



MAKING JESUS REAL



ST JOSEPH'S SCHOOL WIDE EXPECTATIONS – TEACHING MATRIX

	<p>We are RESPECTFUL</p>	<p>We show EXCELLENCE</p>	<p>We are RESPONSIBLE</p>	<p>We are KIND</p>
<p>ALL AREAS AND TRANSITIONS</p>	<ul style="list-style-type: none"> We wear our uniform with pride We look after our own possessions We are prepared and organized We listen to the teacher We clean up after ourselves 	<ul style="list-style-type: none"> We do our best We allow others to learn We follow instructions straight away We accept responsibility for our actions We respond quickly to the bell 	<ul style="list-style-type: none"> We wear our own hats when outside We use safe and caring hands We are in the right place at the right time We respect others personal space and property 	<ul style="list-style-type: none"> We speak and act with kindness We move quietly around our school We offer help when needed We are honest
<p>CLASSROOM</p>	<ul style="list-style-type: none"> We are on time We raise our hand to speak We enter and exit the classroom quietly We listen to others' ideas 	<ul style="list-style-type: none"> We ask for help We have a positive attitude towards our learning We are active listeners and participants We are curious 	<ul style="list-style-type: none"> We keep our desks and port racks tidy We ask permission to leave the classroom We use equipment safely 	<ul style="list-style-type: none"> We take turns We look after our class furniture
<p>PLAYGROUND</p>	<ul style="list-style-type: none"> We follow the rules of the game we are playing We stop our games on the first bell 	<ul style="list-style-type: none"> We are problem solvers We return equipment to the appropriate place at the bell We participate positively 	<ul style="list-style-type: none"> We are sun safe We wear our shoes and socks at all times 	<ul style="list-style-type: none"> We play fairly We take turns We invite others to join in
<p>EATING TIMES</p>	<ul style="list-style-type: none"> We use quiet voices to those around us 	<ul style="list-style-type: none"> We sit down when eating 	<ul style="list-style-type: none"> We wear a hat when outside. We place our rubbish in the bins provided 	<ul style="list-style-type: none"> We invite others to join us
<p>TOILETS</p>	<ul style="list-style-type: none"> We respect the privacy of others. We flush the toilet after use. 	<ul style="list-style-type: none"> We use toilets during break times We leave the toilet promptly when finished 	<ul style="list-style-type: none"> We report any issues to a teacher We wash our hands after using the toilet We walk directly to and from the toilets 	<ul style="list-style-type: none"> We use quiet voices We use water carefully
<p>ASSEMBLY</p>	<ul style="list-style-type: none"> We sit down quietly and wait for assembly to begin. 	<ul style="list-style-type: none"> We listen attentively and actively during assembly. 	<ul style="list-style-type: none"> We sit in class lines 	<ul style="list-style-type: none"> We congratulate others on their successes.
<p>LINING UP</p>	<ul style="list-style-type: none"> We respond promptly to the bell and line up quickly 	<ul style="list-style-type: none"> We leave our area clean and tidy We walk on the pathways 	<ul style="list-style-type: none"> We always walk quietly in two lines 	<ul style="list-style-type: none"> We help others find their place We wait quietly for our teacher
<p>ARRIVAL AND DISMISSAL</p>	<ul style="list-style-type: none"> We listen to instructions given to us. 	<ul style="list-style-type: none"> We walk promptly to the under cover area. We have all of the belongings needed with us 	<ul style="list-style-type: none"> We walk to the pick up area. We walk out bikes, scooter, skateboards out of the school grounds. 	<ul style="list-style-type: none"> We wait quietly for teacher directions
<p>CHURCH/PRAY ASSEMBLY</p>	<ul style="list-style-type: none"> We participate in prayer and Mass reverently 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> We listen and follow instructions 	<ul style="list-style-type: none"> We walk to the Church and/or Prayer Assembly quietly

<p>ONLINE</p>	<ul style="list-style-type: none">• We are respectful when engaging with others online	<ul style="list-style-type: none">• We report any unacceptable online behaviour to a teacher• We post only appropriate content online• We use online resources responsibly	<ul style="list-style-type: none">• We respect others' right to use the internet free from interference or bullying• We keep usernames and passwords private• We only use age-appropriate resources	<ul style="list-style-type: none">• We are courteous and polite in all online communications
----------------------	--	--	---	--

SCALE OF BEHAVIOURS and CONSEQUENCES (examples)

ABSENTEEISM		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> ● Late to lessons (e.g. returning from breaks) 	<ul style="list-style-type: none"> ● Consistently and regularly late ● Skipping class but remaining within school grounds 	<ul style="list-style-type: none"> ● Consistently and regularly absent without adequate explanation (truancy)
<p>Full day absence (Parent)</p> <ul style="list-style-type: none"> ● Text notification for unexplained absences ● Three or more days of unexplained absence, Leadership to contact parents. ● Follow-up with phone call if not contact is made ● Escalate to Leadership Team (School contact parents, School Counsellor make contact for support, escalate to Record of Concern, escalate to Student Protection Report) <p>Repeated tardiness (late to school) (Parent)</p> <ul style="list-style-type: none"> ● Teacher to contact parents via phone call to reinforce school policy regarding importance of full attendance. ● Escalate to Leadership Team (School contact parents, School Counsellor make contact for support, escalate to Record of Concern, escalate to Student Protection Report) <p>Tardiness/Truancy (Student)</p> <ul style="list-style-type: none"> ● Warning ● Community Service (missed play to assist staff/perform service tasks) and teacher to communicate issue to parents ● Triage conversation and negotiated consequence and teacher to communicate escalation of behaviour to parents ● Escalate to parent meeting to develop Individual Support Plan ● Escalate to Leadership Team: <ul style="list-style-type: none"> ○ parent contact to develop Ready to Learn Plan ○ School Counsellor ○ Individual Support Plan developed ○ Internal suspension ○ Suspension ○ Exclusion ○ Referral to/contact with external support agencies e.g. FACC, Police, Child Safety, CYMHS) 		
BULLYING AND HARASSMENT		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> ● One off or occasional name-calling, verbal altercations and harassment 	<ul style="list-style-type: none"> ● Verbal harassment and put downs/bullying ● Physical aggression/bullying ● Bullying or harassment using ICT 	<ul style="list-style-type: none"> ● Continued verbal harassment ● Persistent physical harassment or bullying ● Encouraging bullying or harassment or fighting ● Continued bullying or harassment using ICT
<ul style="list-style-type: none"> ● Warning, setting clear expectations ● Behaviour Reflection Plan (Behaviour Reflection Sheet) ● Community Service (missed play to assist staff/perform service tasks) and teacher to communicate issue to parents ● Triage conversation and teacher to communicate escalation of behaviour to parents ● Escalate to parent meeting to develop Individual Support Plan ● Escalate to Leadership Team: <ul style="list-style-type: none"> ○ Restorative conference (could involve students, parents, School Counsellor, Leadership Team) ○ Parent contact to develop Individual Support Plan ○ School Counsellor ○ Internal suspension 		

- o Suspension
- o Exclusion
- o Referral to/contact with external support agencies e.g. FACC, Police, Child Safety, CYMHS

DEFIANT BEHAVIOUR		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> • Failure to follow directions • Failure to follow class/school rules 	<ul style="list-style-type: none"> • Repeated failure to follow directions • Repeated failure to follow class/school rules • Refusal to work or participate in program of instruction 	<ul style="list-style-type: none"> • Persistent and willful defiance of directions (e.g. refusal to be withdrawn, refusal to attend office, refusal to attend classroom)
DISHONEST BEHAVIOUR		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> • Lying or cheating (not harmful or malicious) 	<ul style="list-style-type: none"> • Lying or cheating (harmful and/or malicious) • Implicating others (self-preservation) 	<ul style="list-style-type: none"> • Stealing • Continued lying and cheating • Implicating others (harmful and malicious)
DISRUPTIVE BEHAVIOUR		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> • Talking or calling out • Behaviours that affect self • Disrupting others learning (one off) 	<ul style="list-style-type: none"> • Continued disruptive behaviour 	<ul style="list-style-type: none"> • Behaviours that affect others (continued)
<ul style="list-style-type: none"> • Warning, setting clear expectations • Tactical ignoring • Warning outlining possible consequences of continued behaviour • Move to calm down/reflection zone in classroom • Removal from learning area to buddy class or calm down/chill out space • Behaviour Reflection Plan • Teacher to communicate incident to parents via a phone call. • Community Service (missed play to assist staff/perform service tasks) and teacher to communicate issue to parents a phone call. • Triage conversation and teacher to communicate escalation of behaviour to parents via a phone call. • Escalate to parent meeting to develop Ready to Learn Plan • Escalate to Leadership Team: <ul style="list-style-type: none"> o parent contact to develop Individual Support Plan o School Counsellor o Internal suspension o Suspension o Exclusion o Referral to/contact with external support agencies e.g. FACC, Police, Child Safety, CYMHS 		

DRESS CODE VIOLATION		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> Failure to abide by school dress code (one off, without adequate explanation) No hat when required Incorrect footwear 	<ul style="list-style-type: none"> Repeated failure to abide by school dress code 	<ul style="list-style-type: none"> Inappropriate or offensive language, images, clothing that is not age appropriate (free dress, camp, etc.) Deliberately wears incorrect uniform
<ul style="list-style-type: none"> Warning, setting clear expectations Teacher to communicate with parents to reinforce Uniform Guidelines and school expectations via Seesaw. Community Service (missed play to assist staff/perform service tasks) and teacher to communicate issue to parents via a phone call (where uniform violation is due to student action/choice) Triage conversation and teacher to communicate escalation of behaviour to parents via a phone call (where uniform violation is due to student action/choice) Escalate to Leadership Team for parent meeting to reinforce Uniform Guidelines and school expectations Exclusion from participation in school activities (applicable learning activities, play, excursions, representing the school at sport or cultural events, attending extra-curricular events) Where necessary internal suspension/exclusion 		

ICT MISCONDUCT		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> Playing games/using ICT at times when not permitted (e.g. during directed learning, before or after school, lunch time) 	<ul style="list-style-type: none"> Bullying or harassment using ICT Accessing inappropriate games or programs on school devices (one off) Misusing equipment (one off) 	<ul style="list-style-type: none"> Continued bullying or harassment using ICT Continued accessing of inappropriate games or programs on school devices Continued misuse of equipment Sharing inappropriate material Misuse of social media Recording, uploading and/or sharing images or video of others without permission
<ul style="list-style-type: none"> Warning, setting clear expectations Community Service (missed play to assist staff/perform service tasks) and teacher to communicate issue to parents Triage conversation and teacher to communicate escalation of behaviour to parents Escalate to parent meeting to develop Individual Support Plan Escalate to Leadership Team: <ul style="list-style-type: none"> Restorative conference (could involve students, parents, School Counsellor, Leadership Team) School Counsellor Internal suspension Suspension Exclusion Referral to/contact with external support agencies e.g. FACC, Police, Child Safety, CYMHS 		

PHYSICAL MISCONDUCT		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> Physical misconduct (e.g. poking, tripping, rough play, disregards personal space) without intent to cause harm Self-defense Physical misconduct that is non-harmful but disruptive 	<ul style="list-style-type: none"> Continued physical misconduct Physical aggression intentionally directed at others not resulting in injury/harm Inappropriate touching (e.g. play hitting private body parts) ● Self-defense causing harm 	<ul style="list-style-type: none"> Continued physical misconduct (escalated) Physical aggression intentionally directed at others resulting in injury/harm (unsafe, unhygienic – spitting, punching, kicking, etc) Inappropriate touching – intentional violation of personal boundaries to cause harm or injury Physical assault Sexual harassment or assault
<ul style="list-style-type: none"> Warning, setting clear expectations Tactical ignoring Warning outlining possible consequences of continued behaviour Move to calm down/reflection zone in classroom Removal from learning area to buddy class or calm down/chill out space Behaviour Reflection Plan Teacher to communicate incident to parents via a phone call or face to face meeting. Community Service (missed play to assist staff/perform service tasks) and teacher to communicate issue to parents. Triage conversation and teacher to communicate escalation of behaviour to parents via a phone call or face to face meeting. Escalate to parent meeting to develop Ready to Learn Plan Escalate to Leadership Team: <ul style="list-style-type: none"> parent contact to develop Individual Support Plan School Counsellor Internal suspension Suspension Exclusion Referral to/contact with external support agencies e.g. FACC, Police, Child Safety, CYMHS 		
POSSESSION OF PROHIBITED ITEMS		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> Possession of prohibited items (toys, lollies, chewing gum, phones, smart watches) 	<ul style="list-style-type: none"> Repeated minor offences involving possession of prohibited items at school 	<ul style="list-style-type: none"> Possession of and/or incidents involving prohibited substances at school (e.g. smoking, illicit drugs, misuse of prescription medications not administered through the office, alcohol) Possession of or incidents involving weapons, fire lighting equipment and potentially dangerous items
PROPERTY MISCONDUCT		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> Showing disrespect for personal and/or school property 	<ul style="list-style-type: none"> Continued disrespect for personal and/or school property Intentional misuse of equipment resulting in minor damage or harm to self or others 	<ul style="list-style-type: none"> Willful damage to school and personal property (vandalism or damage to school property)
SAFETY VIOLATIONS		
MINOR	MODERATE	MAJOR

<ul style="list-style-type: none"> • Playing/waiting in out of bounds areas (one off) • Unintentional throwing objects (not at others) • Failure to follow playground rules 	<ul style="list-style-type: none"> • Repeated failure to follow playground rules • Unintentional throwing of objects resulting in harm or injury • Intentional throwing of objects (not at others) • Repeatedly playing/waiting in out of bounds areas 	<ul style="list-style-type: none"> • Failure to follow playground rules resulting in injury or harm to self or others • Encouraging bullying /harassment or fighting • Deliberately leaving school grounds without permission • Purposeful throwing of objects with the intention to harm/injure others <ul style="list-style-type: none"> • Purposefully entering out of bounds areas with the intent to break school rule(s) •
THREATENING BEHAVIOUR		
MINOR	MODERATE	MAJOR
	<ul style="list-style-type: none"> • Verbally or physically threatening others (one off) 	<ul style="list-style-type: none"> • Verbally or physically threatening others
VERBAL MISCONDUCT		
MINOR	MODERATE	MAJOR
<ul style="list-style-type: none"> • Use of inappropriate behaviour (unintentional, not directed at others) 	<ul style="list-style-type: none"> • Use of inappropriate language (intentional but not directed at others) 	<ul style="list-style-type: none"> • Use of inappropriate language directed at others Verbal abuse directed at others
<ul style="list-style-type: none"> • Warning, setting clear expectations • Warning outlining possible consequences of continued behaviour • Move to calm down/reflection zone in classroom • Removal from learning area to buddy class or calm down/chill out space • Behaviour Reflection Plan • Teacher to communicate incident to parents via a phone call or face to face meeting. • Community Service (missed play to assist staff/perform service tasks) and teacher to communicate issue to parents via a phone call or face to face meeting. • Triage conversation and teacher to communicate escalation of behaviour to parents via a phone call or face to face meeting. • Escalate to parent meeting to develop Ready to Learn Plan • Escalate to Leadership Team: <ul style="list-style-type: none"> ○ parent contact to develop Individual Support Plan ○ School Counsellor ○ Internal suspension ○ Suspension ○ Exclusion ○ Referral to/contact with external support agencies e.g. FACC, Police, Child Safety, CYMHS 		

Resources

- Smiling Mind Curriculum - <https://www.smilingmind.com.au/smiling-mind-for-schools>
- The Zones of Regulation Curriculum - <https://zonesofregulation.com/how-it-works/>
- Berry Street Education Model - <https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model>
- Catholic Education Diocese of Rockhampton Student Protection Policy - <https://www.rok.catholic.edu.au/about-us/policies-publications/>
- Catholic Education Diocese of Rockhampton Anti Bullying Policy - <https://www.rok.catholic.edu.au/about-us/policies-publications/>
- Catholic Education Diocese of Rockhampton Inclusive Education Policy - <https://www.rok.catholic.edu.au/about-us/policies-publications/>
- Catholic Education Diocese of Rockhampton Information and Communication Technology Policy - <https://www.rok.catholic.edu.au/about-us/policies-publications/>
- Catholic Education Diocese of Rockhampton Mental Health and Wellbeing Policy - <https://www.rok.catholic.edu.au/about-us/policies-publications/>
- Catholic Education Diocese of Rockhampton Pastoral Care Policy - <https://www.rok.catholic.edu.au/about-us/policies-publications/>
- Catholic Education Diocese of Rockhampton Prevention and Elimination of Abuse, Racism, Bullying and Harassment Policy - <https://www.rok.catholic.edu.au/about-us/policies-publications/>
- Catholic Education Diocese of Rockhampton Right Relationships – Parent and Student Grievance and Resolution - <https://www.rok.catholic.edu.au/about-us/policies-publications/>
- Catholic Education Diocese of Rockhampton Right Relationships – Parent and Student Grievance and Resolution Procedures - <https://www.rok.catholic.edu.au/about-us/policies-publications/>
- Catholic Education Diocese of Rockhampton – School Attendance and Absenteeism in Catholic Schools and Colleges - <https://www.rok.catholic.edu.au/about-us/policies-publications/>
- Catholic Education Diocese of Rockhampton – Illicit and Unsanctioned Substances in Catholic Schools - <https://www.rok.catholic.edu.au/about-us/policies-publications/>