

MT ST PATRICK PRIMARY SCHOOL MURWILLUMBAH

Guidelines for a School Approach to Behaviour



GUIDELINE DATES			
Formulated	30/01/2024	Adopted	31/01/2024
Implemented	31/01/2024	Reviewed	01/09/2025
Next Review Due	30/01/2027		
GUIDELINE AUTHORISATION			
Principal	Mr Brendan Ryan	Signature	

Mission

Our mission to "enable students to achieve the fullness of life" (John 10:10) is reflected in our approach to behaviour. We believe that positive behaviour supports not only academic success but also the development of respectful relationships, self-discipline, and emotional wellbeing. These behaviour guidelines set clear expectations to support students in making choices that uphold our shared values, fostering a school culture where every student can grow, learn, and thrive.

Vision

Mt St Patrick Primary School is a faith-filled, nurturing environment where all are valued and inspired to grow, learn and thrive through quality education and opportunities.

Values

Compassion - *for those most in need*

Commitment - *to strive to do our best*

Courage - *to embrace the fullness of life*

Confidence - *to trust in God's love*

Creativity - *to aspire to be innovative*

Contemplation - *in prayer and service*

Communion - *to love God, love neighbour*

Motto

'With Heart and Pride'

Purpose

The purpose of these guidelines is to clearly outline the school's expectations for behaviour and how positive behaviour is promoted. It also provides transparency around the procedures to be followed when responding to behaviour that does not meet expectations to ensure a safe, respectful and supportive learning environment for all.

These guidelines encompass student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site

- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member
- where there is a clear and close connection between the school and students' behaviour

These guidelines will be implemented within the context of related DLCS Policies such as:

- DLCS Pastoral Care Policy
- DLCS Student Anti-Bullying Prevention and Response Procedures
- DLCS Student Prohibit Weapons Procedures
- DLCS Suspension, Expulsion and Exclusion Policy
- DLCS Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People.

These guidelines will be implemented within the context of the terms and conditions of enrolment.

Rights and Responsibilities

These guidelines apply to all employees, parents/caregivers and students at Mt St Patrick Primary School. It outlines our school-wide behaviour expectations and procedures for responding to inappropriate behaviour. All stakeholders are to make themselves familiar with the contents of these guidelines and ensure they comply with the procedures outlined within it. The school will provide ongoing professional learning for staff so that they can individually and collectively enact the whole school approach to behaviour.

Evidence-Based Approach

At Mt St Patrick Primary School, we believe that all students, their families and staff have the right to a safe, respectful and supportive learning environment. This is achieved by identifying, explicitly teaching and encouraging expected behaviours, and having clear, fair processes for responding to inappropriate behaviours.

These guidelines are focused on maintaining a safe, respectful and supportive learning environment for all. They integrate the principles of Positive Behaviour for Learning (PBL) which is an evidence-based framework that aims to improve the learning and wellbeing of all students. It is our intent that any disciplinary practices carried out at Mt St Patrick Primary School are based on restorative practice principles and are respectful of the dignity, rights and fundamental freedom of individual students. Major disciplinary sanctions are last resort actions which are only utilised with due process in the event of serious breaches of our school's behaviour guidelines.

Definitions

Behaviour: *the manner of behaving or conducting oneself.*

Minor Inappropriate Behaviour: *Any behaviour that does not meet school rules and behavioural expectations. (See Appendix B)*

Major Inappropriate Behaviour: *Deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of self and/or others. The repeated occurrence of minor behaviours can be considered as major. (See Appendix B)*

Suspension: *temporary removal of a student from all of the classes that a student would normally attend at school for a set period of time.*

Expulsion: *the permanent removal of a student from one particular school.*

Exclusion: *the act of preventing a student's admission to other Catholic schools within the Diocesan school system*

Creating and Maintaining a Positive School Climate

At Mt St Patrick Primary School we focus on proactive strategies for defining, teaching and supporting appropriate student behaviours in order to enhance learning. This approach provides a positive school climate which strives to ensure personal, social, emotional, spiritual and academic growth for our students.

Relationships:

Relationships between all members of our school community are respectful and built on the values of Jesus Christ as the foundation for the way we treat each other.

Establishing High Expectations:

Our school-wide behaviour expectations for students, staff and visitors is that they are: respectful, responsible, safe and active learners (See Appendix A). These apply across all settings within our school and wider community. Students will be taught, encouraged and supported to demonstrate these expected behaviours.

Each class will formulate their own set of class expectations at the beginning of the school year based around these school-wide behaviour expectations and revisit them regularly. These are negotiated and therefore owned by the students. Expectations are formulated in a positive way using positive language. Consequences are clearly defined and consistently followed throughout the school.

Positive Reinforcement:

To promote positive behaviour, teachers will implement their own class reward system or incentives. These can be verbal or non-verbal, and examples may include: praise, encouragement, smile, thumbs up, stickers, stamps, points, class reward, merits, visit to a member of leadership team to share work, or parent contact.

In addition to the positive behaviour systems that operate in each class, the following formal awards are presented as follows:

Weekly Merit and Award system:

- Class Merits
- Student of the Week Award
- Art Award
- Music Award
- Drama Award
- Good Sport Award
- Principal's Award = 5 x class merit awards
- Honour Award = 15 x class merit awards

Annual Awards:

At the end of year presentation assembly, all students K-6 receive a certificate acknowledging their completion of that year's schooling. In addition, selected students in each class Years 3-6 receive a medal and/or certificate for the following awards:

- 1 x Academic Achievement
- 1 x Religion Prize
- 1 x Outstanding Achievement
- 2 x Consistent Effort

Year 6 students are also eligible for the following major awards:

- School Spirit - Fr. Frank O'Gorman Award for School Spirit
- Christian Values - Amanda Kenny Memorial Award for Christian Values
- SRC Leadership Award - Thomas Memorial Award for Leadership
- Dux - Dux of the School
- Sportsperson - Sportsperson of the Year
- Principal's Award
- Creative Arts Music - John Forrester Award
- Creative Arts Visual Arts - Cheryl Forrester Award
- Indigenous Leadership award - The Aunty Doreen Flanders Deadly Leadership Award
- Reconciliation Award - The Aunty Doreen Flanders Reconciliation Award
- LIONS Club Encouragement Award x 2

School Captains, Vice-Captains, Colour House Captains and SRC are also acknowledged for their leadership.

Extracurricular:

Students are privileged to be provided with various extracurricular activities and opportunities to represent our school. There are also a number of school events that can be seen as a 'reward' e.g. St Patrick's Day, Colour Run.

Active Supervision:

All members of staff will actively supervise students in the classroom and on the playground, providing timely and appropriate intervention when necessary to avoid situations from escalating and to maintain a safe and supportive environment.

Family-School Partnership:

The partnership between family and school is vital in providing mutual support for the behaviour development of each child. The school endeavours to include and communicate with families regarding all aspects of behaviour and parents/caregivers are expected to support the school in the implementation of these guidelines.

Procedures For Dealing With Inappropriate Behaviour

The process outlined in the flowchart below is enacted when a student fails to meet our agreed whole school expectations for behaviour. Staff are expected to remember the dignity of students and use the least intrusive methods possible when responding to inappropriate behaviour.

Responses to unacceptable behaviour are framed by the principles of procedural fairness including the right to be heard, the right to respond, and the proportionality of the consequence.

Corporal punishment is prohibited. All school staff are prohibited from engaging in corporal punishment in any form. The school does not explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at the school.

The school will seek advice from DLCS staff if it is considering implementing restrictive practices. A restrictive practice is any action that can restrict the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

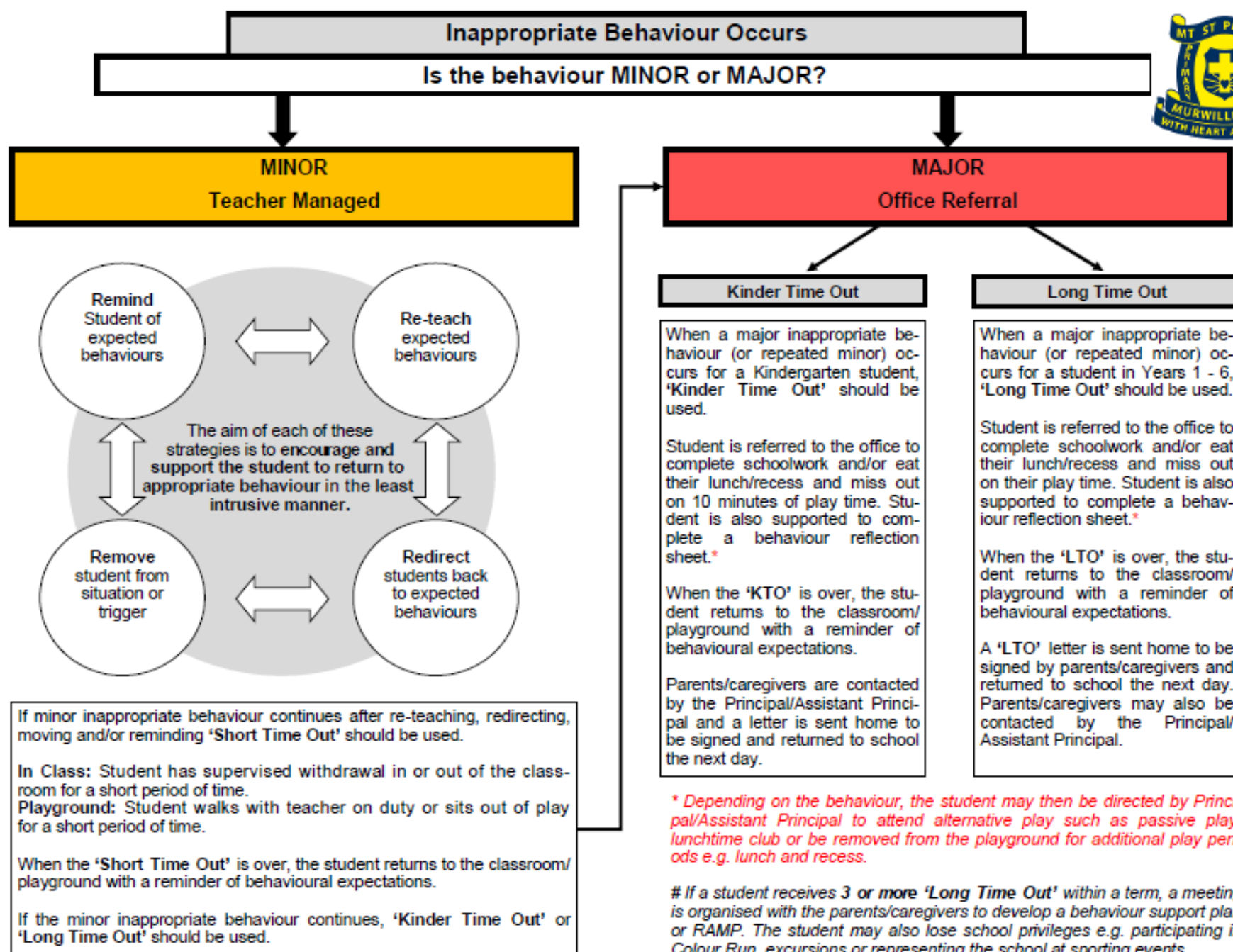
The school will seek advice from DLCS staff when responding to and considering support for students with complex and/or at-risk behaviour.

Any form of unacceptable behaviour that may be serious enough to constitute a criminal offence will be reported to the police or other authorities, as appropriate such as, the Regional Assistant Director and the Child Safeguarding Manager.

Positive Reminder

Daily positive reminder of expectations and acknowledgement of students' appropriate behaviour.	
Use of microskills - tactical ignoring, proximity, body language, waiting and scanning, pause in talk, non-verbal redirection, encouraging	
Minor Inappropriate Behaviour: (Managed by Classroom or Playground teacher) Behaviours that do not meet school rules and behavioural expectations. • Disrespect • Disrupting learning • Hands on • Inappropriate language/ gestures • Off task behaviour/s • Out of bounds • Out of uniform • Property misuse • Reference to a controlled/ illegal substance • Social Interaction • Technology misuse • Other (See Appendix B for examples)	Step 1: First Warning Remind, Re-teach, Redirect or Remove Teacher clearly restates the expectation the student is required to follow e.g. "(Student name), this is your first warning, we are respectful when we are sitting still and listening."
	Step 2: Second Warning Short Time Out (STO) Teacher clearly restates the expectation the student is required to follow e.g. "(Student name), this is your second warning, we are respectful when we are sitting still and listening. Please go and sit at your desk until you can show me that you are ready to listen". In Class: • supervised withdrawal in or out of the classroom for a short period of time. Playground • walks with a teacher on duty or sits out of play for a short period of time. When the 'Short Time Out' is over, the student returns to the classroom/playground with a reminder of behavioural expectations. Students at this step are also reminded that if they continue to display inappropriate behaviour, it will result in a Kinder Time Out or Long Time Out. If a Short Time Out is issued then it must be recorded on COMPASS as soon as practically possible and a decision made about the need for communication with parents.
Major Inappropriate Behaviour: (Office Referral) Deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of self and/or others. • Disrespect • Disrupting learning • Hands on • Inappropriate language/ gestures • Off task behaviour/s • Out of bounds • Lying • Theft • Property misuse/ damage • Possession of a controlled/ illegal substance • Social Interaction • Technology misuse/ damage • Other * The repeated occurrence of minor behaviours can be considered as major. (See Appendix B for examples)	Step 3: Third Warning OR Major Behaviour Kinder Time Out/ Long Time Out Student is referred to the office to complete schoolwork and/or eat their lunch/recess and miss out on play time. Student is supported to complete a behaviour reflection sheet which is then scanned and attached to the COMPASS behaviour chronicle. A 'Long Time Out' letter is sent home to be signed by parents/caregivers and returned to school the next day along with the behaviour reflection sheet. Parents/caregivers may also be contacted by the Principal/Assistant Principal or Classroom Teacher. When the 'Kinder Time Out/ Long Time Out' is over, the student returns to the classroom/playground with a reminder of behavioural expectations. <i>Depending on the behaviour, the student may be directed by Principal/Assistant Principal to attend alternative play such as passive play, lunchtime club or be removed from the playground for additional play periods e.g. lunch and recess</i>
	Step 4: Major Disciplinary Sanctions Suspension, Expulsion or Exclusion - see DLCSL policy and SOP If a student receives 3 or more 'Long Time Out' within a term, a meeting is organised with the parents/caregivers to develop a behaviour support plan or RAMP. The student may also lose school privileges e.g. participating in Colour Run, excursions or representing the school at sporting events. If the behaviours still continue, it may result in suspension, expulsion or exclusion.

* This flowchart is not necessarily sequential and the actions may change depending on the circumstances.



Investigating a report of inappropriate behaviour:

When an inappropriate behaviour is reported to a member of staff, they will conduct the following steps as necessary:

- Ascertain if there is any injury or first aid required
- Seek clarification of inappropriate behaviour from person making the report
- Seek clarification from student impacted (if not the person making the report)
- Seek clarification of inappropriate behaviour from any student/s named as perpetrators
- Seek clarification from any witnesses
- Decide on level of behaviour (minor or major) and appropriate consequences using the flowchart.
- Record on COMPASS

Any decisions when dealing with inappropriate behaviour will be as a result of a documented and transparent process. Procedural fairness, consultation and appropriate pastoral and educational support will inform all decisions.

Consequences:

Short Time Out (STO)

- If minor inappropriate behaviour continues after re-teaching, redirecting, moving and/or reminding '**Short Time Out**' should be used.
- **In Class:** Supervised withdrawal in or out of the classroom for a short period of time.
- **Playground:** Student walks with the teacher on duty or sits out of play for a short period of time.
- When the '**Short Time Out**' is over, the student returns to the classroom/playground with a reminder of behavioural expectations.
- If the minor inappropriate behaviour continues, '**Kinder Time Out**' or '**Long Time Out**' should be used.

Kinder Time Out (KTO)

- When a major inappropriate behaviour (or repeated minor) occurs for a Kindergarten student, '**Kinder Time Out**' should be used.
- Student is referred to the office to complete schoolwork and/or eat their lunch/recess and miss out on 10 minutes of play time. *Depending on the behaviour, the student may then be directed by Principal/Assistant Principal to attend alternative play such as kinder play, passive play, lunchtime club or remain in the office.*
- Student is supported to complete a behaviour reflection sheet (Appendix D & E).
- When the '**Kinder Time Out**' is over, the student returns to the classroom/playground with a reminder of behavioural expectations.
- Parents/caregivers are contacted by the Principal/Assistant Principal and a letter is sent home to be signed and returned to school the next day.

Long Time Out (LTO)

- When a major inappropriate behaviour (or repeated minor) occurs for a student in Years 1 - 6, '**Long Time Out**' should be used.
- Student is referred to the office to complete schoolwork and/or eat their lunch/recess and miss out on their play time. *Depending on the behaviour, the student may then be directed by Principal/Assistant*

Principal to attend alternative play such as passive play, lunchtime club or be removed from the playground for additional play periods e.g. lunch and recess

- Student is supported to complete a behaviour reflection sheet (Appendix D & E).
- When the **'Long Time Out'** is over, the student returns to the classroom/playground with a reminder of behavioural expectations.
- A **'Long Time Out'** letter (Appendix C) is sent home to be signed by parents/caregivers and returned to school the next day. Parents/caregivers may also be contacted by the Principal/Assistant Principal.

During Kinder/Long Time Out students are given an opportunity to reflect on their behaviour with the support of a staff member. The aim is for children to develop a deeper understanding of the impact of their behaviour choices. An emphasis is placed on the restorative process to repair and restore damaged relationships. The staff member supports the student to complete a reflection sheet which is then scanned and attached to the COMPASS behaviour chronicle. This reflection sheet and KTO/LTO letter are sent home to inform parents/carers so that they can have a conversation with their child about positive behaviour choices and to reinforce the school expectations. The KTO/LTO letter is to be signed and returned to school the next day.

If a student receives 3 or more **'Long Time Out'** within a term, a meeting is organised with the parents/caregivers to develop a behaviour support plan or RAMP. The student may also lose school privileges e.g. participating in Colour Run, excursions or representing the school at sporting events.

Major Disciplinary Sanctions - Suspension, Expulsion and Exclusion

Diocese of Lismore Catholic Schools (DLCS) and Mt St Patrick Primary School acknowledges that there will be some instances where student behaviour is such that, in the best interests of the student and/or the community, it is appropriate to suspend the student from school for a temporary period of time; to expel a student permanently or conditionally; to transfer the student to a different educational setting within the diocesan system of schools; or, in some instances, to exclude the student from all Catholic schools in the Diocese of Lismore. The safety and wellbeing of the students, parents, employees, contractors and volunteers in diocesan schools is always paramount. Please refer to the related policy and SOP.

[Suspension, Expulsion and Exclusion Policy](#)

[Suspension and Expulsion SOP](#)

Recording Procedures:

All behaviour incidents will be recorded as a chronicle on COMPASS by the investigating member of staff as soon as practically possible. The staff member will use the notifications tab to email the class teachers and if needed, the leadership team. All major behaviours recorded on COMPASS will automatically notify the leadership team.

Related Policies and Documentation

Anti-Discrimination Act 1977 (NSW)
Catholic Education in the Diocese of Lismore: The Mission of Jesus Christ Foundational Values
Crimes (Domestic and Personal Violence) Act 2007 (NSW)
Crimes Act 1900 (NSW)
Disability Discrimination Act 1992 (Cth)
Disability Standards for Education 2005 (Cth)
DLCSL Child Safeguarding Standards
Education Act 1990 (NSW)
NSW Education Standards Authority (NESA) Registration Systems and Member Non-government
Schools (NSW) Manual
Online Safety Act 2021 (Cth)
Racial Discrimination Act 1975 (Cth)
Sex Discrimination Act 1984 (Cth)
Student Anti-Bullying Policy
Suspension, Expulsion and Exclusion Policy
Suspension and Expulsion SOP
Whole School Approach to Pastoral Care
Work Health and Safety Act 2011 (NSW)

Appendix

Appendix A: School-Wide Behaviour Expectations

At Mt St Patrick Primary School our behavioural expectations for all students, staff and visitors is that they are: respectful, responsible, safe and active learners. The table below outlines what these expectations look like across all settings (*list is not exhaustive*) to ensure that our school is a safe, respectful and supportive learning environment. Students will be taught, encouraged and supported to demonstrate these expected behaviours.

At Mt St Patrick Primary School we are:	All Areas	Learning Spaces	Playground	Eating Spaces	Toilets	Transitions	Sacred Spaces	Community
Respectful <i>(Show consideration and regard for someone or something.)</i>	- I wear my uniform with heart and pride - I use manners and speak respectfully - I greet others by name - I use appropriate language - I listen to and follow instructions - I wait my turn - I knock and wait - I encourage others - I include, not exclude	- I follow teacher instructions the first time - I listen and don't speak while others are speaking - I respect and value other people's opinions - I use an inside voice - I take pride in the presentation of my work	- I use appropriate language - I am fair and play by the rules - I take it when I am out - I take turns and share - I include others - I am a good sport - I listen to the instructions from the teachers on duty	- I put rubbish in the correct bin or back in my lunchbox - I listen to the instructions from the teachers on duty - I wait patiently at the canteen	- I respect the privacy of others - I wait patiently for a spare toilet - I use the toilet correctly - I don't damage the toilets or make a mess	- I move quietly around the school - I wait for others to pass	- I am reverent and prayerful - I am aware and accepting of differences in beliefs and opinions	I speak and behave respectfully towards all members of the community
Responsible <i>(Be accountable for one's actions and decisions.)</i>	- I have self-control - I own my behaviour - I treat others how I would like to be treated	- I am organised and have my equipment ready for learning - I am responsible	- I return all equipment to class sports tub or sports shed - I report any unsafe or inappropriate	- I use the correct bins and don't waste food - I keep all eating spaces clean and tidy - I look after my	- I keep the toilet areas clean - I tell a teacher if there is a problem in the toilets - I don't play in	I keep walkways clear		I represent our school with heart and pride

	- I look after my belongings and those of others - I keep my school tidy - I report any unsafe or inappropriate behaviour to a teacher	- for my learning - I challenge myself to improve	- behaviour to a teacher - I own my behaviour - I accept the outcome of the game	belongings	- the toilets - I use an inside voice			
Safe <i>(Protected from or not exposed to danger or risk.)</i>	- I keep my hands and feet to myself - I use equipment as it was designed - I am in the right place at the right time	- I use equipment as it was designed - I move safely around the room - I tuck my chair in	- I wear a hat and I am sun smart - I play school approved games only - I walk on concrete, I can run on grass - I use equipment as it was designed - I stay inside designated play areas	- I sit down to eat - I eat my own food - I consider the needs of others	- I flush the toilet - I wash my hands with soap and water - I don't take food into the toilets	- I always walk on the concrete - I line up in designated areas - I stay to the left on stairs - I stay in lines - I walk bikes/skateboards/scooters on school premises		- I wear a hat and I am sun smart - I walk in lines and stay with the group
Active Learners <i>(Students are engaged in the learning process, involved in solving problems and generating knowledge)</i>	- I am organised and ready to learn - I try my best - I have a growth mindset - I learn from my mistakes - I cooperate - I ask for help when needed	- I use whole body listening - I stay focused on my work - I contribute to class discussions - I participate in all learning activities - I collaborate and cooperate with others - I allow other students to learn	- I try new games - I learn to play with lots of different people - I learn how to solve problems - I respond to the bell promptly - I am in the right place at the right time	I make healthy food choices	- I return to class quickly when finished - I go to the toilet during break times	- I respond to the bell promptly - I am in the right place at the right time	- I am proud to show my faith and stand up for what I believe in - I am an active participant - sing, respond, pray	

Appendix B: Examples of Minor and Major Behaviours

MINOR Inappropriate Behaviours [Teacher Managed] <i>Any behaviour that does not meet school rules and behavioural expectations.</i>	MAJOR Inappropriate Behaviours [Office Referral] <i>Deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of self and/or others.</i> * The repeated occurrence of minor behaviours can be considered as major.
Disrespect – brief or low-intensity failure to respond to teacher request/instructions; back chatting; defiance; poor attitude	Disrespect- repeated refusal to follow reasonable requests/directions; back chatting; defiance; poor attitude
Disrupting Learning – low intensity but inappropriate interruption to learning e.g. calling out; noise making; attention-seeking behaviours	Disrupting Learning – sustained or intense disruption of learning
Hands On – non-serious but inappropriate physical contact e.g. rough play	Hands On – serious physical contact where injury may/has occurred
Inappropriate Language/Gestures – low intensity use of inappropriate language and/or gestures	Inappropriate Language/Gestures – verbal aggression and gestures such as swearing, name calling, threats
Off Task Behaviour/s - not engaging in learning activities, task refusal, task avoidance, wandering around room etc.	Off Task Behaviour/s – occurring for long periods of time or repeated over time (ie long duration, high frequency)
Out of Bounds – student arrives late after bell, or is not in the right place	Out of Bounds – repeated or sustained incidents of arriving late after the bell, or not being in the right place, absconding
Out of Uniform – student uniform, hairstyle, jewellery etc that is not within the expectations of school uniform guidelines	Lying – not telling the truth Theft - having possession of or removing property belonging to someone else
Property Misuse – low intensity misuse of school or personal property	Property Misuse/Damage – substantial destruction or disfigurement of property
Reference to a controlled/illegal item - inappropriate drug/alcohol references; look-alike weapons/gestures	Possession of a controlled/illegal item - under the influence, possession, distribution of drugs and/or weapons
Social Interaction – low level exclusion, teasing and/or taunting, unfair play	Social Interaction – repeated and targeted exclusion, teasing and/or taunting, encouraging others to fight
Technology Misuse – low-intensity misuse of technology (phone, iPad, camera, computer etc)	Technology Misuse/Damage – misuse of technology (phone, iPad, camera, computer etc) which is sustained or (potentially) harmful to others
Other – Any other inappropriate behaviour that does not meet school rules and behavioural expectations.	Other – any other inappropriate behaviour/s that are deliberate, offensive and/or dangerous.

Appendix C: Template for Long Time Out Parent Letter - Major Behaviours

{entryCreatedDate}

Dear {nameofparentguardianforcommunication},

{studentPreferredName} attended {consequenceofbehaviourmajor} today for not keeping to the Standard of Expected behaviour;
{standardofbehaviournotmet}

Description

{descriptionfortheletterhome}

Recorded by

{staffName} on the {entryCreatedDate}

Thank you for your support in this matter.

Yours sincerely


Assistant Principal

To confirm your receipt of this letter please sign and return by the next school day.

Signed:

Date.....

Appendix D: Sample Infants Reflection Sheet

Name: _____

BEHAVIOUR REFLECTION - INFANTS

Draw a picture of what happened	When did it happen?
	Who was impacted?

I was not being:			
Respectful ☐	Responsible ☐	Safe ☐	Learner ☐

During the incident, I felt:	After the incident, I felt:	The other person felt:
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Draw what you could do to make it right

NEXT TIME I WILL DO THINGS DIFFERENTLY!

Draw what you would do next time

Appendix E: Sample Primary Reflection Sheet

BEHAVIOUR REFLECTION - OFF TASK BEHAVIOR

What was I doing?

What was I supposed to be doing?

I should have been on task because...

It was hard for me to stay on task because...

When I am off task, my teacher feels:

When I am off task, the people around me feel:

NEXT TIME I WILL DO THINGS DIFFERENTLY!

One thing that will help me stay on task is:

If I start to get distracted, I will...

Staying on task will make the people around me feel: