



ST JEROME'S PRIMARY SCHOOL

BEHAVIOUR SUPPORT SCHOOL BASED PROCEDURE



PARENTS

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour Executive Directive

Aim

According to The Sacred Congregation for Catholic Education (1977, para. 31), Catholic schools;
'must develop persons who are inner directed, capable of choosing freely and in conformity with an informed conscience.

At St Jerome's, we aim to create an inclusive, tolerant, respectful, positive, safe, cooperative, and empathetic school environment.

We will support all students, parents, and staff to:

- feel welcomed;
- celebrate our differences;
- take a proactive stance in promoting student safety and wellbeing.

St Jerome's Primary does not tolerate bullying, harassment, aggression, and violence by any member of its community. Some of the ways we work to achieve these aims are by:

- building positive relationships between students, parents and staff.
- regularly communicating between the school and home;
- explicitly teaching and emphasis on the St Jerome's vision;
- involving students, staff, and parents in decision-making within the school; and
- providing multiple avenues for student, staff and parent feedback.

Through praise, encouragement and recognition, St Jerome's Primary School aims to enhance the development of self-discipline and wellbeing in students. Research has shown that there is a strong relationship between student safety, wellbeing and learning. Students will be encouraged to take responsibility for their actions, recognise the impact of their actions, and reconcile and resolve conflict with others.

Our commitment to restorative practices will be evident in helping our students learn from their mistakes. Our practices support the 5 elements of the *Australian Student Wellbeing Framework* (Education Services Australia, n.d.)

- Visible leadership to inspire positive school communities.
- Wellbeing and support for positive behaviour.
- Effective family and community partnerships.
- Authentic student voice and participation;
- An inclusive and connected school culture.

St Jerome's maintains a zero-tolerance stance on child abuse, corporal punishment, and any other form of degrading or inappropriate disciplinary action, in alignment with our commitment to safe and respectful support practices.

Scope

Every member of St Jerome's has a right to fully participate in an educational environment which is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Procedures

St Jerome's has developed a ***Student Code of Conduct***:

At St Jerome's Primary School, we want to feel accepted, safe, challenged, valued and joy.

In order to feel **ACCEPTED**, we will celebrate and respect different cultures, treat others the way we want to be treated, and accept people for who they are.

In order to feel **SAFE**, we will set good examples, stand up for others, follow instructions, refrain from retaliating and keep our hands, feet and objects to ourselves.

In order to feel **CHALLENGED**, we will work hard, demonstrate perseverance, try to solve problems, cooperate with others, show resilience and work towards personal goals.

In order to feel **VALUED**, we will be polite, and respectful, appreciate others' strengths, and listen to the opinions of others.

In order to feel **JOY**, we will show enthusiasm, engage in positive self-talk, compliment and encourage others, be fair and have fun.

Our Student Code of Conduct prohibits bullying, harassment and other forms peer to peer abuse, and we require respect for the privacy and human dignity of other students.

Promoting Positive Behaviour in the Classroom and Playgrounds

At St Jerome's Primary School, we strive for positive behaviour in the classroom. Some of the ways we promote this are:

- Implementing a whole school approach to behaviour support with a focus on a values-based, developmentally appropriate, and trauma-informed approach to student behaviour.
- Acknowledge students exhibiting good behaviour. Show you appreciate their good behaviour. This can encourage them to continue behaving well in the future.
- Follow a set of *start behaviours* that clearly outline your expectations for behaviour in the classroom and playground. Make sure students understand the expectations and why they are important. Display them prominently in the classroom.
- Set a good example by being respectful, kind, and following the expectations yourself. Students often learn by observing the behaviour of their teacher.

- Emphasise the importance of working together as a team and rewarding good teamwork. Encourage students to help each other and collaborate on assignments and projects.
- Use positive language. Instead of focusing on what students should not do, use positive language and start behaviours to describe what they should do.
- Teach empathy. Help students understand the feelings of others by encouraging them to put themselves in someone else's shoes. Encourage students to think about how their actions affect others and to treat others with kindness and respect.
- Provide opportunities for choice. Giving students choices empowers them and helps them feel in control of their own behaviour. For example, allow them to choose their own seats, choose between different activities, or choose how they will present their work.
- Use *restorative practices* to help students understand the impact of their actions and repair relationships. This can involve apologies, making amends, and working to repair any harm caused.
- Celebrate when students behave well or meet other goals. This positive reinforcement can help motivate students to continue making good choices.
- Create a classroom culture where students feel respected, valued, and included. Encourage positive relationships and a sense of community in the classroom.
- Providing opportunities for leadership and responsibility.

Each classroom teacher is responsible for promoting positive behaviour in the classroom.

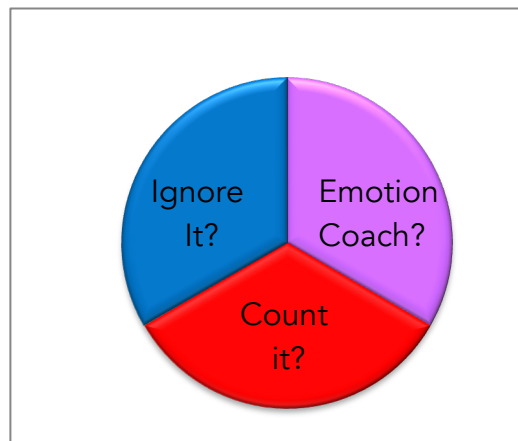
Implementing preventative and early intervention strategies to support positive behaviours in the classroom is a key part of our school's behaviour support school-based procedures.

- Whole school positive reinforcement system connected to the school's vision, Gospel values, Start Behaviours and Behaviour Tonics 123 Emotion Coaching.
- Social and emotional skills and strategies are explicitly taught using evidence-based programs. Areas supported include social decision making, the empowerment of students, resilience, and skills in conflict resolution. This is supported by the teaching of the *Keeping Safe* Program.
- Providing a physical environment conducive to positive behaviours, student, staff and parent wellbeing, and safety and effective engagement in learning.
- Collecting and using data about student behaviour to inform ongoing practices.

Classroom Behaviour Support Procedures

Classroom teachers are responsible for documenting inappropriate and unsafe student behaviour. All relief teachers will be provided with information about the school's behaviour support approach in the relief files located in each classroom.

The steps for dealing with inappropriate classroom behaviour utilise the *Flexible 3 Choice Menu* from *Behaviour Tonics- Magic 123* and *Emotion Coaching*:



If the behaviour is minor, we **ignore** it.

If the behaviour is inappropriate, hurtful, or disruptive, we set limits on undesirable behaviour by a **counting** method. The counting method associated with 1-2-3, lets students know their behaviour is not OK and they should stop what they are doing or make an adjustment.

If the student stops at 1 or 2 then nothing else happens, If the student reaches the count of 3, the student will be directed to 'reset'. At the end of this time, the student will re-join the class activity and will be given a fresh start. On occasions and on the count of 3, instead of a 'reset' the student may briefly lose a privilege i.e. if the student was misusing their iPad they may lose access to the iPad for a short period of time. The student would be informed about the alternative consequence prior to reaching a 3 count.

This gives them practice at making choices when it comes to their behaviour. Students are taught what behaviours are OK and not OK; these are known as Start and Stop Behaviours.

The third option is to **emotion coach** our children to help them gain a better understanding of their feelings and to manage their own behaviour.

Emotion coaching sees teachers using empathy to help children reflect on and identify with their emotions, so they can get better at managing those emotions, which in turn develops better self-control of their behaviours. The desired outcome is that children improve their emotional intelligence and thus learn to respond more flexibly to environmental triggers.

Emotion coaching, together with the behavioural strategies encompassed within 123 Magic™, provides teachers with a balanced approach to supporting children's behaviour while teaching them skills to better manage their emotions and take more responsibility for their own behaviour.

Our primary focus is always on providing a positive learning environment, supported by good relationships and emotion coaching builds and strengthens relationships.

In the case of a child who consistently reaches the 'Count of 3', a Flexible 3 Choice Behaviour Support Plan will be created by the teacher to support their behaviour.

For students demonstrating extreme behavioural dysregulation (at the discretion of the teacher and leadership team), the classroom teacher will work collaboratively with parents to develop a tailored Individual Behaviour Support Plan to assist the child and monitor behaviour at school using a case management model.

Playground Behaviour Support Procedures

The duty teacher/ education assistant needs to ensure that any incidents are reported to the classroom teacher. When the duty changeover occurs, any significant incidents which have already occurred need to be communicated, and the new staff member on duty needs to follow through with necessary consequences when/ if required. All relief teachers will be provided with the steps for dealing with inappropriate playground behaviour following the *Tier 1- Flexible 3 Choice Menu*.

Bullying Procedures

St Jerome's response to bullying is to restore a positive learning environment for all students and to avoid the escalation of issues or causing more harm (Bullying No Way!, n.d.). St Jerome's uses the school response flow chart from the *Bullying No Way!* resource for student reports of bullying. The flow chart includes the following steps for responding to student reports of bullying for classroom teachers and the Leadership Team:

1. Listen carefully and calmly, and document what the student tells you.
2. Collect additional information.
3. Discuss a plan of action with the students.
4. Inform the students what you intend to do.
5. Provide suggestions about what to do if the bullying occurs again.
6. Set a date for follow up review/s.
7. Record the incident in the school's data management system (SEQTA).
8. Notify appropriate personnel.
9. Contact the parents/guardians about the incident and the plan of action.
10. Follow up with the student over the next several weeks and months.

If an incident is reported by a parent, the following steps are used by classroom teachers and the Leadership Team:

1. If they have not already done so, the parents/ caregivers are asked to talk with their child's teacher in the first instance. If parents are still concerned after speaking with the classroom teacher, they may make an appointment with a member of the Leadership Team.
2. The staff member documents the account, referring to these procedures to discuss the definition of bullying, expectations of students and staff, responsibilities, and implications.
3. The staff members inform the parents/ caregivers what they intend to do regarding their concerns.
4. The staff member provides suggestions and information about what parents/ caregivers can do to support their child in the short term.
5. The staff member sets a date for a follow up review and concludes the meeting.
6. The staff member records the incident/ student contact in the school's student data management system- SEQTA.
7. The staff member collects additional information from students, and notifies appropriate school personnel.
8. After the staff member has developed a full *action plan* based on the additional information gathered, they conduct the follow up review meeting with parents/ caregivers.
9. The staff member follows up with parents/ caregivers and students.

Confidentiality is vital and will be always maintained unless the incident is in breach of the CEWA's *Child Protection Procedure and Guidelines*.

Serious Breach of Code of Conduct Procedure

In the case of a serious breach of the St Jerome's School Code of Conduct (including acts of physical violence), the student is referred to the Principal or Assistant Principal. Parents/Guardians are to be contacted and in consultation, the outcome or consequence will be determined.

Suspension of Students Procedure

Suspension means the temporary withdrawal of a student's right to attendance at the school. It is a disciplinary measure that may be invoked by the Principal, where a student's conduct and behaviour are deemed to be prejudicial to the good order or reputation of the school. The Principal will discuss the proposed suspension with the parents/guardians of the student involved.

Exclusion of Students Procedure

(Ref: CECWA Policy Statement Exclusion of Students for Disciplinary Reasons.)

<https://cewaedu.sharepoint.com/sites/Handbook/SitePages/Student-Behaviour-Directives.aspx>

An exclusion means total withdrawal of a student’s right to attend a particular school, i.e., termination of enrolment. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or behaviour that is persistently disruptive or contrary to the mission statement of the school and would be applied only as a last resort. Careful consideration shall be given to the overall good of the individual student as well as to the welfare of the school community. The decision to exclude a student shall be the responsibility of the Principal in consultation with the Executive Director of CEWA Ltd. No exclusion shall proceed unless the procedures outlined in the CECWA Policy Statement Exclusion of Students for Disciplinary Reasons have been adhered to.

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Behaviour

Authorised by	Chris Cully	Signature:	
		Date:	
Effective Date:	May 2025	Next Review:	May 2026