



OUR LADY OF THE ROSARY SCHOOL

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Quality Behaviour and Wellbeing Procedures

Updated July 2021

1.0 Rationale

Our Lady of the Rosary School is a welcoming and inclusive Catholic Community. Our Quality Behaviour Policy promotes a climate of respect and justice for all by nurturing the self-worth and dignity of each child.

We are committed to, and responsible for, living out the Gospel values of faith, hope and love within the network of relationships, which make up our School Community.

We value our school and parish partnership that contributes to the total care of students, families and staff.

2.0 Quality Behaviour

At *Our Lady of the Rosary School*, behaviour has a positive focus describing the quality behaviour we want from our children and how we support its development. Our Learning Platform states that:

Our Lady of the Rosary School Kellyville focuses on the core values of respect for ourselves, others and the environment. This also acknowledges the presence of God within each of us and within the environment. As a faith community, we strive to be the face of Jesus to each other. It encourages us to be gentle, compassionate, supportive, forgiving and grateful.

As members of a hope filled community we are here to help our children succeed. We have high expectations and we believe that every child can succeed.

2.1 Our Shared Values

At *Our Lady of the Rosary* we have shared values, which provide teachers and children with the language to discuss behaviour in a consistent way. These values are the basis for the agreements for responsible behaviour in the school and in each classroom, and provide the focus for reflection about any behaviour.

As Christians who live by the Gospel values of faith, hope and love, we believe integrity (to do what you believe is right and stand up for these beliefs) is essential in living the values of being:

A Safe and Inclusive Community

Every child has the right to be safe and to feel safe physically, psychologically and emotionally.

Responsible

Being responsible means being accountable for your own actions and words.

Respectful

Being respectful is a fundamental principle of living, working, learning and playing together. If we want to be respected, we have to respect other people too. We must show respect to people, animals, material things and the environment and we must be careful about the way we say and do things.

Implicit in these values is that our community is

Just and Fair

To be just is to treat all people fairly. All members of our community have the same opportunities and we work to make this possible for other people in our world.

Compassionate

Being compassionate is showing care for self and for others.

Cooperative

Being cooperative is working together for the good of everyone.

2.2 Our Shared Agreements

At *Our Lady of the Rosary* we have shared agreements, which provide teachers and children with the language to discuss behaviour in a consistent way. These agreements are the basis for responsible behaviour in the school and in each classroom, and provide the focus for reflection about any behaviour.

I will Respect:

- Self
- Others
- Environment

As a community we expect all parents to model our school expectations in their interactions with other members of the school. This includes the way that conflict or concerns are raised and resolved. It is expected that parents will not approach any child, other than their own, about any matter of concern. These matters should be referred to the classroom teacher in the first instance. In the event that the matter is not resolved or a complaint is to be made this should be referred directly to the Principal or Assistant Principal for further action.

2.3 Guiding Principles

Principles guide the way we work for the wellbeing of our community. These principles enable us to work flexibly with each other to develop and enhance positive relationships.

Commitment to our Community

Our focus is to develop within each student an understanding of community and how to act responsibly towards self and others.

Meeting students' needs is the foundation of our approach to quality behaviour and is based on Glasser's Choice Theory, an internal theory of human behaviour.

We believe that all behaviour is purposeful in order to meet basic needs of:

- Love and Belonging
- Personal Power
- Fun
- Freedom
- Survival

We explicitly teach students social and collaborative skills on how to meet their basic needs in responsible ways. We teach children that mistakes are a natural part of learning and we provide opportunities for them to practise more responsible and cooperative replacement behaviours.

As a Catholic faith community we believe that forgiveness and reconciliation are integral to developing quality relationships.

We provide students with opportunities to make choices within boundaries and those boundaries widen as the children develop their repertoire of responsible behaviours. We do this individually, within classrooms, and at whole school levels.

Corporal punishment is not used at Our Lady of the Rosary School. The use of corporal punishment by non-school persons is never sanctioned at the school. We do not sanction the use of corporal punishment by parents. Our belief is that children need to be guided and supported as they learn to make safe, positive choices and take responsibility for their own actions. Support can be provided for any family in need and all matters will be dealt with confidentiality and sensitively. Support may include, for example, our Child and Family Counselling service.

Teaching for Self-discipline and Responsibility

This policy outlines our whole school approach to the formation of self-discipline and responsibility in our students. Our focus is on the development of social and emotional learning. At *Our Lady of the Rosary*, discipline is seen as a developmental path for acquiring skills and competencies. Learning positive social skills and competencies takes place within the broader context of quality learning across the curriculum. For quality learning to occur we need:

- positive caring relationships
- a positive needs – satisfying environment
- sound teaching practices

The members of our school community are models in developing and maintaining positive relationships. It is important to provide opportunities for children to observe the connecting habits of:

Caring

Supporting

Contributing

Encouraging

When teachers are supporting students to demonstrate positive behaviours we leave the responsibility with the child. In order to maintain positive relationships teachers use the least intrusive strategy.

Key strategies that have been implemented as part of the teaching of awareness are

- PBS4L
- Mindfulness
- Guided Meditation and
- Reflections when incidents occur.

Procedural Fairness

Our policy is also based on the principles of procedural fairness. Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- *know the allegation related to a specific matter and any other information which will be taken into account in considering the matter;*
- *know the process by which the process will be considered;*
- *respond to the allegations;*
- *know how to seek a review of the decision made in response to the allegations.*

(p51 Registration systems and member non-Government Schools Manual 2004)

All incidents are investigated with a sense of procedural fairness. Where possible all students who have been identified as being involved are given the opportunity to share their experience. Notes are taken from the investigation before a decision and consequences, if any, are determined. The "Right to an unbiased decision" gives the students the right to impartiality in an investigation and decision-making and an absence of bias by a decision-maker

Incidents where physical assault has been identified and established, whether Student to Student or Student to Teacher, the school follows the procedures of the CEDP regarding Suspensions, Transfer, Expulsion and Exclusion and the flow chart on Physical Assault.

Our practices and procedures contribute to creating an environment where each person feels valued and respected and helps to develop in children a sense of self worth and achievement. These include positive strategies to ensure that all forms of discrimination, harassment, bullying or racism are considered to be unacceptable in our school; because such attitudes do not support our belief in the dignity of each person.

A Behaviour Plan

At *Our Lady of the Rosary School* a behaviour plan is a SMART plan that enables a student to demonstrate behaviour that will meet their needs effectively in socially responsible ways. A plan is:

- Specific**
- Measurable**
- Attainable**
- Responsive and**

Time framed

A plan can be verbal or written and its purpose is to help the child succeed with the support and encouragement of the teacher. Plans can be developed for relatively simple to more complex behaviours. The major focus of any behaviour plan is to educate the student to internalise and practise the skills of responsible behaviours.

The Role of Parents and the Community

Effective education of children is a partnership between teachers and parents. Our aim is a holistic approach to enable every student to be valued and to feel successful.

Positive interactions and relationships between parents, community members, staff and students are important to the wellbeing of all.

At *Our Lady of the Rosary School* we acknowledge that parents are the first and most important educators of their children. They have the role of nurturing positive values and social responsibility.

Within our school we value and encourage parental and community participation in the education of students by:

- creating and maintaining a welcoming atmosphere for visitors
- inviting families to contribute to school decision-making
- inviting families to contribute to school activities
- using local media and community events to publicise student and school achievements
- encouraging and welcoming the participation of parents when making a significant plan for responsible behaviour with their children
- inviting families to Masses, school/class liturgies, assemblies and other celebrations of learning
- parent/teacher/student conferences and meetings
- P&F meetings and events
- participating in workshops and discussions
- classroom volunteers

Teachers and parents are encouraged to meet and work together to support the wellbeing of students. We recognise that on occasions, students may need a referral to an outside agency. Such a referral would be part of a consultation process between the school, Catholic Education, Diocese of Parramatta and parents.

The Role of Student Leadership

At *Our Lady of the Rosary* our Year 6 student leaders are chosen by peers and staff to represent the students in many aspects of school life. The student leaders also make a significant contribution to the life of the school. One student from each class is also chosen to be a part of the Student Representative Council.

Staff Wellbeing

Wellbeing of all staff is an important component of this policy. When the needs of staff are effectively met, student learning outcomes increase.

We have a commitment to promote an emotionally and physically safe environment. This supportive setting encourages staff wellbeing and resilience.

Supporting staff with specific students who are experiencing difficulties

As a staff, we have a shared responsibility to support one another and develop positive programs for managing children who are experiencing specific learning, emotional and behavioural difficulties/disorders. Every child is the shared responsibility of every staff member.

Interagency meetings enable the school staff and parents to develop programs to support the student.

Professional Learning

The development of quality behaviour is a responsibility that we all share. We are committed to ongoing professional learning and staff training to support our whole school approach. All staff will have the opportunity to attend staff meetings on PBS4L updates.

Celebrating Success

At *Our Lady of the Rosary School* we celebrate success by showing true appreciation of the children's and staff member's achievements and endeavours. Celebrations happen in a variety of ways for the individual, as a class and as a whole school. We express appreciation that is:

- Timely
- Relevant
- Unconditional and
- Enthusiastic

3.0 CEDP Policies

The CEDP policies are to be found in the current Policy Manual:

- Preventing Discrimination, Harassment and Bullying
- Child Protection – school sites and facilities risk management
- Complaints Handling Policy & Procedures
- Creating Safe & Supportive School Environments/Child Protection Policy
- First Aid Policy
- Managing a Safe School Environment – Legislative Changes
- Medication Policy
- Occupational Health & Safety Policy
- Pastoral Care of students in Catholic Systemic Schools
- Policy, Procedures and Resources for Matters Involving Students and Illegal Substances
- Privacy Policy
- Procedures to be followed in the Suspension and Expulsion of Students from Catholic Schools
- Protective Practices for School Staff in their Relationships with Students

As part of the Diocese of Parramatta, *Our Lady of the Rosary School* is bound by the guidelines for major disciplinary sanctions for the Diocese.

4.0 Budget

No budget is required for this policy at this time.

5.0 Evaluation

The Principal, with delegated responsibility to the Leadership Team is responsible for the planning, implementation and review of this policy.