



BEHAVIOUR SUPPORT GUIDELINES

1. PURPOSE

All students, their families and employees within the Broken Bay Diocesan Schools System (DSS), have the right to a safe and supportive learning environment. In line with this, all members of the school community share the responsibility to foster, encourage and promote positive behaviour and respectful relationships. These Guidelines outline procedures used to promote a safe and supportive learning environment which maximises teaching and learning time for all students.

Catholic schools strive to develop a faith community permeated by Gospel values, which respects the dignity of each person. This provides opportunities for school communities to build a sense of acceptance, inclusion and connectedness for all students. Catholic schools, share responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness, and promoting respectful relationships. The educative process is intended to assist students to make a “conscious choice of living a responsible and coherent way of life”

The MacKillop Behaviour Support Guidelines will be implemented within the context of related Diocesan Systemic Schools (DSS) policies such as; Behaviour Support, Anti-Bullying, Pastoral Care, Acceptable Use of Technology, Cyber safety and Complaints Handling.

The Discipline Policy and Practices at MacKillop are based on a Positive Behaviour Support (PBS) approach which promotes the ongoing formation of students in faith, self-discipline and responsibility. Disciplinary practices will be respectful of the dignity, rights and fundamental freedom of individual students, and at the same time focussed on the proper running of the school for the benefit of all. This policy operates within a context of justice, compassion, reconciliation and forgiveness. It is intended to promote the dignity and responsibility of each person while ensuring the respect for the rights of all students and staff.

2. BEHAVIOURAL EXPECTATIONS

Our MacKillop Behaviour Support Guidelines outline the behavioural expectations for students that contribute to a safe and supportive learning environment.

Behavioural Expectations

MacKillop’s behavioural expectations assist the development of Safe, Respectful, Resilient, Learners

- These include maintaining the safety of themselves and others both in the classroom and in the playground
- Respect for self and others in personal presentation, language and actions towards others
- Appropriate reporting of concerns to allow appropriate intervention where necessary to help develop resilience for lifelong learning

3. PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

Our College implements a positive behaviour schoolwide systems approach that includes proactive strategies for defining, teaching, and supporting appropriate student behaviour.

- MacKillop utilizes a whole school procedures for teaching these behavioural expectations to students at the introduction of each new year. The teaching and practicing of these behaviours is regularly reinforced in preparation for school activities. The Pastoral Care program for each year group outlines the teaching and practicing of expected behaviour as well as during assemblies/community time. Pastoral groups, student leaders, peer support, all are required to support positive student engagement etc
- Specific teaching and learning programs, and appropriate resources used are embedded into the Pastoral program, PDHPE, Rock & Water course and a social skills program developed for students who are in need of developing appropriate social skills to enhance their behaviour.
- Methods of communication of these behavioural expectations to the school community – students, staff and families involves prominently display the rules in all classes and settings, informing parents through Compass and the cosigning of student agreements, school website, College Apps, newsletters, orientation information to students and families, new student handbook, staff and parent handbooks, parent group meetings, parent portal on Compass

The whole school approach is based on the [Positive Behavioural Interventions and Supports \(PBIS\) Framework](#), also known as Positive Behaviour for Learning – PBL. It focuses on creating and sustaining a multi-tiered approach to prevention and intervention for behaviour. Effective Tier I prevention programs are intended to support the vast majority of students, and also to identify students who require more specialised and intensive assistance (Tier II and Tier III).

Tiers I - III systems include:

Tier I: all students and staff explicitly taught about behaving in safe, respectful and responsible way across all school settings. The emphasis is on educating and encouraging positive social skills and character traits. Teaching students the SEL skills (self-awareness, self-management, social awareness, relationships, and responsible decision-making) are foundational competencies that students need in order to develop pro-social skills and positive behaviour that optimises student engagement in learning.

Tier II: Students whose behaviours do not respond to Tier I supports are provided with additional preventative learning opportunities, including: (a) more targeted social skills instruction; (b) increased adult monitoring and positive attention; (c) specific and regular daily feedback on their behavioural progress; and (d) additional academic supports if required.

Tier III: Students whose behaviours do not respond to Tier I and II supports are provided with intensive preventative strategies, including: (a) individualised academic and/or behaviour intervention planning; (b) more comprehensive, student-centred and function-based wrap-around processes; and (c) school-family-community mental health supports as required.

Refer to [Appendix 9: The Response Continuum Tiers 1-3](#)

4. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

MacKillop community is committed to acknowledging positive behaviour through the following strategies:

Within the Class level – encouragement of positive behaviour may include: verbal praise, written comments, stickers, points, merits, responsibilities, displaying work, etc

School wide system awards, which are more formal procedures include:

MCCW Merit Awards - These are awarded to the students by staff to recognise positive traits and to encourage students to be appropriate role models for other students in the school community. They are given via a Compass Chronicle entry for positive recognition / reinforcement to a student who a teacher deems to have earned it, in the areas of Mission, Culture or Wellbeing. A fortnightly movie ticket draw at Assembly occurs to publicly recognise students.

Possible reasons for achieving a merit includes: showing initiative, improved classroom behaviour, participating in a school activity, improvement in class academically or with effort, being helpful to others, involvement in community service, consistent effort in a subject

Application Awards: An Application Award is given to a student for a high overall standard in the majority of his/her subjects over a one term period. It is for consistent behaviour and effort and will be awarded after teachers have completed the Application Log on student reports. Each student will be awarded one of four grades in the areas of punctuality, completion of homework, engaging in class work, completion of formal assessments, having equipment, catching up on missed work and showing respect to staff and peers. The four grades being: exceptional, commendable, satisfactory and area for concern. The Application Award will be given to any student who receives a large majority of exceptional grades, and no recorded areas for concern. The Application Log will be completed by the end of Week 8 of Terms 1, 2 and 3 and by Week 7 in term 4.

Award Levels (Years 7 and 10) Year 7 will receive the Application Grades for Terms 1, 2 and 3 and commence MCC JUMP at the beginning of Term 4. Thus, they are not eligible for the major awards until the following year. Year 8-10 awards are as follows depending on their hours of participation in MCC JUMP.

To qualify, students need to meet the following criteria: Years 8-10 The MacKillop JUMP Awards are designed to recognise students who voluntarily donate their time to support our immediate and broader community by 'seeing a need and doing something about it'.

MCC JUMP Award for 15 hours of Service	MCC JUMP Certificate
MCC JUMP Award for 20 hours of Service	Bronze Award
MCC JUMP Award for 40 hours of Service	Silver Award
MCC JUMP Award for 50 hours of Service	Gold Award
MCC JUMP Award for 100 hours of Service	St Mary of the Cross Honours (a medal)
100 hours x 3 years or more	St Mary of the Cross Honours 1st Class (a cross)

5. PROCEDURES FOR RECORD KEEPING AND MONITORING

Mackillop collects data to inform planning for whole school systems as well as individual interventions to encourage positive behaviour. This includes:

- All behaviour data is collected on Compass. College staff enter all information relevant to each student on their Compass page. The useful information to be included in data collection of specific incidents involves the student and year, date, time, referring staff, problem behaviour, location, persons involved, probable motivation, administrative decision
- The useful data will also include information about resulting consequences such as short or long time outs, time out spaces, detention, suspensions, counselling referrals, referrals to the CSBB Wellbeing or Child Protection teams, Pastoral Leader or learning support referred behaviour, parent complaints, attendance, as well as merits and awards.
- The data is referred to consistently when communicating with parents and relevant staff. The wellbeing team analyse data, discuss and action relevant interventions at fortnightly Pastoral Leader meetings. Outcomes of meetings are discussed with College Executive.

6. PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

Mackillop Behaviour Support Guidelines are based on restorative principles that support students to restore right relationships and re-engage in learning. These procedures are respectful of the dignity, rights and fundamental freedoms of individual students, and at the same time are focused on the effective running of the school for the benefit of all.

The student Management System at MCC provides a means to empower students to make decisions and choices that reflect the vision of the Catholic Education System. It encourages students to develop skills in self-management, autonomy and restoration.

Staff will manage the behaviour of students both within and outside the classroom in accordance with the Student Management System. Staff will familiarise themselves with all procedures which arise from the System. Staff will use positive discipline at all times and will model appropriate behaviour.

Students and parents will agree to co-operate with staff in the implementation of the management system

The College Executive will provide opportunities for staff to evaluate and strengthen the system

INAPPROPRIATE BEHAVIOUR is defined at MCC as patterns of behaviour which impedes others learning or damages relationships between the students themselves or the student and staff. It is also behaviour which prevents the teacher from teaching effectively or other students learning effectively..

Behaviours that are managed by a teacher are at a low level and those that are more severe need to be referred to school leadership such as Pastoral Leaders, counsellor, or College Executive. This includes types of behaviour such as: Inappropriate Language, Bullying / Harrassment, Non Compliance / Disrespect, Physical Contact / Aggression, Technology Misuse, Inappropriate use of equipment / Property / Environment, Attendance -behaviour related such as lateness or truancy

- teacher managed inappropriate behaviours are recognised as any low level behaviour that does not meet the school behavioural expectations. Teachers will have their own classroom management system. Classroom behaviour remains the responsibility of the classroom teacher until the behaviour becomes what the school defines as

inappropriate.

Consequences for low level classroom misbehaviour may include such things as, verbal reminders of expected behaviour, changing seating, staying behind to talk to the teacher, classroom teacher's detention, phoning parents, etc. Teachers will utilise a range of informal methods before entering the Formal System.

Formal system for Years 7-10

If a student's behaviour becomes inappropriate and therefore beyond acceptable standards, then the formal classroom management system is to be enforced.

First Step – Inform the student that formal procedures are commencing. “(Student's name), you are now on your first and only warning for your behaviour and if it continues you will go to Short Time Out.”

Second Step – If behaviour does not cease. “Move to the STO area now”. Teacher informs the student that they have a Lunch Detention. During STO the student will not be allowed to participate in the lesson. The length of time in STO is up to the teacher. Teacher to process a welfare entry in Compass regarding the STO which will schedule the required lunch detention. The teacher should copy the LoLT into the welfare entry as a referral. NB: Teachers decide their own STO area in the rooms and teachers are expected to discuss the incident with the student for restoration.

Third Step - Students who refuse to go to STO or who continue to misbehave. “Please leave the room and report to the Library for Long Time Out”. Teacher to send another student separately to ensure the student reaches the Library in the shortest possible time with the teacher making note of the time the student was sent from class. Teachers to complete a welfare entry through Compass, detailing what occurred in class. The teacher must ensure that they refer the matter to the LoLT via the Welfare entry in Compass.

If the student refuses to leave the room, another student is to be sent for the AP or another Executive member. In this case the other students may need to be removed from the classroom and Child Protection legislation should be followed.

Long Time- Out Procedures:

LTO will be in the Library. The student will be asked to register by having his/her details recorded in the LTO book. Students will be given a reflection sheet to complete and will remain in the room until the end of that lesson and will then go back to the next class. No conversation will occur with the student during this time. After receiving the notification of the incident through Compass, the LoLT will discuss the matter with the classroom teacher and issue the student with a Short Afternoon Detention (SAD) if warranted. The Short Afternoon detention notification will be generated through Compass and parents notified by the classroom teacher by phone or email of the incident.

If a student refuses to go to LTO or misbehaves in LTO: Parents are contacted immediately, and the student is isolated until an interview is organised. Further action is at the Executive's discretion.

The LoLT will indicate this has taken place on the Welfare entry that they make in Compass. N.B. All teachers are expected to follow Restorative Practices before the student returns to any class after a STO or a LTO.

Formal System for Years 11-12

The student Management System at MCC provides a means to empower students to make decisions and choices that reflect the vision of the Catholic Education System. It encourages students to develop skills in self-management, autonomy and restoration. The students have experienced Choice Theory and Practices since commencing MCC. By the beginning of Stage 6 students are expected to be able to manage their own behaviour and establish healthy relationships with their teachers.

Classrooms in Stage 6 should be places of cooperative learning where the teachers are facilitators of learning and the students form a partnership with the staff so to pursue their personal best. Students will be expected to behave APPROPRIATELY to ensure the best learning environment.

INAPPROPRIATE BEHAVIOUR is defined at MCC as patterns of behaviour which impedes others learning or damages relationships between the students themselves or the student and staff. It is also behaviour which prevents the teacher from teaching effectively or from the other students learning effectively.

In Stage 6, if students are not acting appropriately and will not alter the behaviour they will be asked to report to the Library with their school work. The teacher on Long Time Out for the Junior School will record the presence of the student and will supervise the rest of the lesson where the student may continue their study.

The student must restore their relationship with their teacher before being allowed back into the classroom by organising a meeting with the staff member to discuss what had occurred in the class.

If a student is sent 3 times to the library for inappropriate behaviour in a Term, a formal letter will be issued by the Assistant Principal or Leader of Wellbeing to the student's parents. Consequences for repeatedly being sent from class will vary depending on the circumstances but may include counselling, interviews, detentions and/or suspensions.

- College leadership are referred any inappropriate behaviour that is identified as deliberate actions that are offensive and/or dangerous to the safety, physical and/or emotional wellbeing of others. The consistent and repeated occurrence of minor behaviour can be considered as major behaviour. This can include extreme case of Inappropriate Language, Bullying / Harassment, Non Compliance / Disrespect, Physical Contact / Aggression, Technology Misuse, Inappropriate use of equipment / Property / Environment, Attendance - behaviour related such as lateness or truancy or the possession or use of prohibited items which may be illegal or reportable. Consequences may include Long Afternoon Detention, parental interviews, in-school suspension, referral to school counsellor, outside referral, a student special agreement form, loss of privileges as seen as just, suspension etc.

Pass Outs, Withdrawals and Practical Withdrawals

Some students will be given Pass Outs if they need “cooling down” time. These students report to the Office after using the Pass and will be looked after by designated staff.

Practical Withdrawal is used only in practical classes where a student’s behaviour is considered unsafe for themselves or for others. These students will be sent to the LTO area in the Library where they will complete set work. A welfare entry is made via Compass with a lunch detention being scheduled at the same time.

Withdrawal is used when LTO is not deemed appropriate and the student needs to be removed from a class. The student will be sent with a note to the Office to a member of the Wellbeing Team or any other member of the Executive.

- procedures for responding to inappropriate behaviour – Refer to [Appendix 3](#).

7. PROCEDURES FOR RESPONDING TO CHALLENGING/AT RISK BEHAVIOURS

Challenging or at risk behaviour is any behaviour that significantly impacts on the day to day functioning of schools. Challenging or at risk behaviour is best understood as a continuum which ranges from students’ requiring universal classroom-based support, to the most complex social and emotional needs requiring an individualised approach. Our school implements the following strategies to support and manage challenging/at risk behaviour.

Students who experience challenging / at risk behaviour will have interventions implemented, often through a team approach. These may include individualised academic and/or behaviour intervention planning implemented by the College. Some students may require more comprehensive, student-centred and function-based wrap-around processes with external assistance including support from Educational Officers from CSBB. In some cases, school-family-community mental health supports will be supported, and will include a variety of types of intervention support (e.g. counselling, behaviour support plan, risk management plan or safety plan) as required. The team often includes outside practitioners working with the support of College Counsellors, College Executive and relevant Pastoral Leader.

Procedures for serious breaches of behaviour such as Suspension, Negotiated Transfer, Expulsion and Exclusion are outlined in the [Diocesan Behaviour Support Policy](#).

Suspension: If your child is suspended then the Principal/delegate will:

- Meet with the student and outline the reasons for the suspension (if age appropriate)
- Phone to advise parents of the suspension and discuss pick up arrangements or transport home
- Provide written confirmation outlining the reasons for the suspension within two working days, the start and end date, contact person and the return to school meeting date
- Convene a return to school meeting with student and parents to discuss how the matter will be resolved, monitored and how feedback will be provided to the student and parents

Serious Incidents

Under certain circumstances, staff may be required to make a response to a serious incident presented by a student. Emergency and critical incident responses may be required and include, procedures for emergency evacuation, lock down procedures, or first aid. Serious incidents will be managed by the school leadership team and documented in the school incident record file. Critical incident management is informed by the CSBB [Guide for Managing Critical Incidents in Schools](#).

Principals will notify the School's Consultant, FACs, NSW Police, the CSBB Child Protection Team or the CSBB Wellbeing Team as required.

8. ROLES & RESPONSIBILITIES

Principal

The Principal has a responsibility to:

- Ensure a safe, secure and harmonious learning environment for students and staff
- Monitor the implementation of the DSS Behaviour Support Policy and school Behaviour Support Guidelines
- Ensure staff are provided with training and development opportunities in behaviour management as required
- Ensure that students receive explicit instruction on the school's behavioural expectations/school rules
- Ensure records of behaviour incidents will be kept systematically by the school and regularly analysed to identify patterns and proactive support for positive behaviour
- Provide access to the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Ensure that all major disciplinary actions involving suspension, transfer, expulsion or exclusion from school are managed in accordance with procedures outlined in the [DSS Behaviour Support Policy](#).

Staff

Staff have a responsibility to:

- Implement the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Respect and support students
- Model appropriate respectful behaviour
- Use pedagogical practices that promote a safe and supportive learning environment to optimise learning and wellbeing
- Respond in a timely manner to incidents of inappropriate/challenging/or at risk behaviour according to the school's Behaviour Support Guidelines.

Students

Students have a responsibility to:

- Act appropriately, respecting individual differences and diversity
- Act as responsible digital citizens
- Follow the school behavioural expectations (rules)
- Act as responsible bystanders or 'up-standers' for others who are being disrespected
- Report incidents of inappropriate/challenging/or at risk behaviour to teachers/school counsellor
- Seek support if they need help with behaviour or relationship matters such as, resilience, bullying or cyberbullying incidents.

Parents

Parents have a responsibility to:

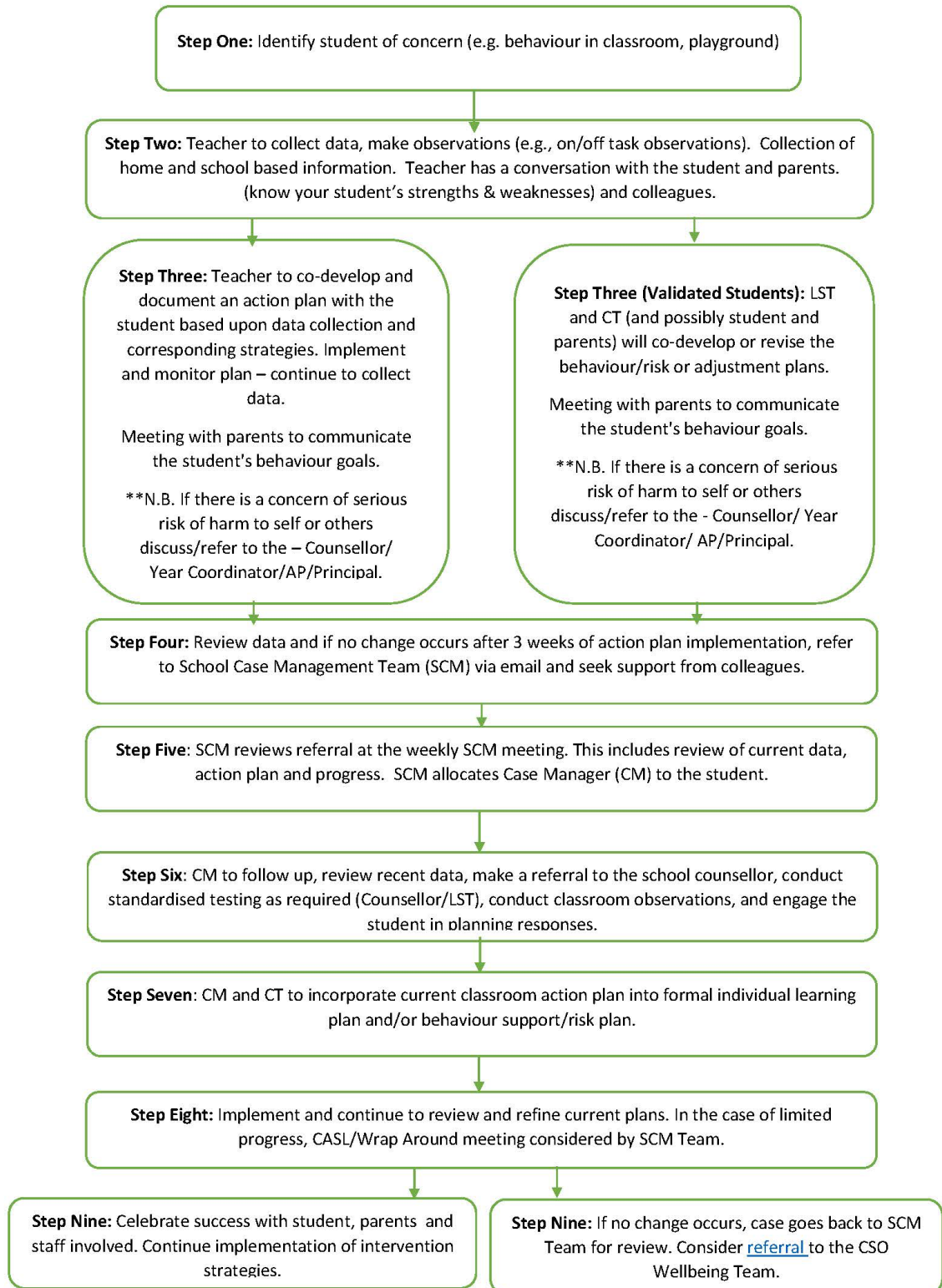
- Support the [DSS Behaviour Support Policy](#) and [Sustaining Strong Catholic School Communities Policy](#) and school Behaviour Support Guidelines
- Treat all members of the school community with dignity and respect
- Support their children to adopt positive pro-social behaviours (inclusive of online behaviour)
- Work collaboratively with the school to resolve behaviour matters
- Report incidents of inappropriate/challenging/or at risk behaviour according to the school's guidelines.

The Catholic Schools Broken Bay (CSBB)

The CSBB has the responsibility to:

- Support schools to implement the [DSS Behaviour Support Policy](#) and school Behaviour Support Guidelines
- Provide support to Principals in the management of challenging/or at risk behaviour.

APPENDIX B: FLOW CHART - SCHOOL CASE MANAGEMENT SUPPORT SYSTEMS



1. RESOURCES

- [Bullying. No Way!](#)
- [Cybersmart website](#)
- [Safe Schools Hub](#)
- [National Centre Against Bullying](#)
- [Positive Behaviour Intervention Support \(PBIS\)](#)
- [PBIS World](#)
- [CASEL Social and Emotional Learning](#)
- [Behavior Doctor](#)

2. REVIEW

These Guidelines are to be reviewed periodically and not less frequently than once every three years from the date of the last review.

Date Guidelines issued July 2022

Date of next review July 2025