Positive Behaviours for Learning (PBL)
At St Rose Catholic Primary School Collaroy Plateau we are CONSTANT AND TRUE when we …..

Respect

Others

Self

Environment
<table>
<thead>
<tr>
<th>Respect Others</th>
<th>Respect Others</th>
<th>Respect Self</th>
<th>Respect Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self</strong></td>
<td><strong>Others</strong></td>
<td><strong>Environment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>All Areas at All Times</strong></td>
<td><strong>Gentle hands</strong></td>
<td><strong>Be in the right place at the right time</strong></td>
<td><strong>Care for belongings</strong></td>
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<tr>
<td></td>
<td><strong>Speak and act with kindness</strong></td>
<td><strong>Care for your appearance</strong></td>
<td><strong>Take care of our surroundings</strong></td>
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<tr>
<td></td>
<td><strong>Be a good listener</strong></td>
<td><strong>Learn and let others learn</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Always including, no excluding</strong></td>
<td><strong>Stop Think Do</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
<td><strong>Let others learn</strong></td>
<td><strong>Always walk</strong></td>
<td><strong>Help keep our classroom tidy</strong></td>
</tr>
<tr>
<td><strong>Playground</strong></td>
<td><strong>Play safe and play fair</strong></td>
<td><strong>Always wear a hat outside</strong></td>
<td><strong>Help keep our playground tidy</strong></td>
</tr>
<tr>
<td><strong>Church</strong></td>
<td><strong>Allow others to participate in prayer</strong></td>
<td><strong>Be reverent and prayerful</strong></td>
<td><strong>Care for Church property</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Enter and leave Church silently</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Toilet</strong></td>
<td><strong>Give people privacy</strong></td>
<td><strong>Always walk</strong></td>
<td><strong>Flush the toilet after use</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Use quiet voices</strong></td>
<td><strong>Wash hands</strong></td>
<td><strong>Use water with care</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Leave the toilet promptly, no playing in the toilet</strong></td>
<td><strong>Use toilet paper appropriately</strong></td>
</tr>
</tbody>
</table>
Acknowledging and celebrating Success
Procedures for addressing incidents of inappropriate behaviour

**MINOR**
Teacher action

Minor inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

1st Reminder
Remind student of expected behaviour.
Re-teach

If behaviour continues

2nd Reminder
Remind student of expected behaviour.
Re-teach

If behaviour continues

Remove the student from the situation or trigger for behaviour.

Reprimand
Short Time Out

- Remove from situation (in classroom)
- Asked to sit out of play/on playground
- Age appropriate time out (1 minute per age year)

**LONG TIME OUT**

Respect Others
Respect Self
Respect Environment

Remember,
Time Out is used to bring about a positive change in behaviour, not purely as punitive action.

Send to buddy class with ‘Long Time Out’ card.
No work to be sent.
Age appropriate time out (1 minute per age year)

OR if on the playground
Send to office with ‘Long time Out’ card
Age appropriate time out (1 minute per age year)

THEN
Fill in and send ‘Long Time Out’ slip to principal who sends slip home to parents to sign and return.
Slip is then added to school data.
If a child receives 3 ‘Long Time Out’ slips a team meeting involving the child, parents and principal will be arranged to support the child to restore positive behaviour.

“Restoring Behaviours Sheet” may be used after office referral for inappropriate behaviour/s in order to restore relationships and plan ways of supporting positive behaviour.

**MAJOR**
Office referred

Major inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others. [or repeated minor]

Repeated minor inappropriate behaviours AND Inappropriate behaviours that are physically and/or emotionally dangerous

Long Time Out

- Send to buddy class with ‘Long Time Out’ card.
- No work to be sent.
- Age appropriate time out (1 minute per age year)
- OR if on the playground
  - Send to office with ‘Long Time Out’ card
  - Age appropriate time out (1 minute per age year)

WHERE TO GO:

1. Kindy to Kindy
2. Year 1 to Year 2
3. Year 2 to 1 and vice versa
4. Year 4 to 5
5. Year 5 to 6
6. Year 6 to 5 and vice versa

**TIME OUT**

If on the playground
- Send to office with ‘Time Out’ card
- Age appropriate time out (1 minute per age year)

Then
- Send to principal who sends slip home to parents to sign and return
- Slip is then added to school data
- If a child receives 3 ‘Time Out’ slips a team meeting involving the child, parents and principal will be arranged to support the child to restore positive behaviour.

“Restoring Behaviours Sheet” may be used after office referral for inappropriate behaviour/s in order to restore relationships and plan ways of supporting positive behaviour.

Where to go:

- Office referred for inappropriate behaviours.

Remember,
Time Out is used to bring about a positive change in behaviour, not purely as punitive action.

“Restoring Behaviours Sheet” may be used after office referral for inappropriate behaviour/s in order to restore right relationships and plan ways of supporting positive behaviour.

Procedures for the Classroom & Playground
## PLAYGROUND & CLASSROOM LONG TIME OUT

- **Respect Others**
- **Respect Self**
- **Respect the Environment**

### Date: ____________________________  
**Student Name:** ____________________________  
**Class:** ____________________________

#### WHERE

- **Back**
- **Front**
- **Fake grass**
- **Toilets**
- **Other** ____________________________

#### WHEN

- **Before school**
- **Recess**
- **1st half Lunch**
- **2nd half lunch**
- **After school**
- **Other** ____________________________

#### WHAT

**Major inappropriate behaviour** - deliberate actions that are offensive or dangerous to the physical or emotional well being of other.

- **Physical**
- **Verbal**
- **Other** ____________________________

**Brief Description of incident**

- **Repeated minor**
  [description of incident]

- **Major - Physical / Verbal** - deliberate actions that are offensive or dangerous to the physical or emotional well being of other
  [description of incident]

#### Teacher on duty

- **Action:**
  - Immediate Long Time Out [Major or repeated Minor]
  - Follow up meeting

#### COMMENTS:

**Teacher Signature:** ____________________________  
**Principal Signature:** ____________________________  
**Parents Signature:** ____________________________
St Rose is a Kids Matter School.

KidsMatter Primary is a flexible, whole-school approach to improving children's mental health and well-being.

We are currently half-way through the implementation process. Today the staff began the third component, ‘Working with Parents and Carers’, which will focus on collaborative working relationships, support for parents and developing parent networks.

KidsMatter has led to some great initiatives at St Rose, such as parent information sessions and initiatives such as the ‘Resilience Doughnut’ which you will hear more about tonight.
Last year we launched our ‘Buddy Bench’. If students are feeling lonely, they can sit on the buddy bench to let other students know they are looking for a friend.
In 2013 we held our KidsMatter launch with the theme ‘Every face has a place’. Children had a fun day making masks to symbolise the uniqueness of each individual and how important they are to our St Rose community.
Pastoral Care Policy

- Includes the Discipline Policy
- Includes the Anti-bullying Policy
- Accessed via the school website