

# The Mary's Way



**Positive Behaviour For Learning**



**ST MARY'S  
CATHOLIC  
SCHOOL**  
*Mary Our Help*

# ***Mission Statement***

***At St Mary's Catholic School, we embrace the spirit of Mary our Mother, on our journey to guide, strengthen and challenge each other to achieve our full potential. We, as a Mercy learning community strive to demonstrate the values of compassion, justice, and outreach.***



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*At St Mary's Catholic School, we endeavour to support all students to become successful learners, confident and creative individuals, and active and informed citizens (Mparntwe Declaration). This is achieved through actively teaching children expected behaviours and following a multi-tiered, strategic behaviour management system. .*



**ST MARY'S  
CATHOLIC  
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# The Mary's Way



*St Mary's Catholic School Bowen*

*Show Respect*

*Mercy and Outreach*

*Compassion and Care*

*Safe, Just and Fair*

*Be my Best*



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# Our Logo



## What is the meaning behind our logo?

Our Positive Behaviour for Learning logo has been carefully considered to respect our Gospel Values and Mercy Values of Faith, Service, Courage, Justice, Hope, Love, Reconciliation and Community. This Logo is linked to our Mission Statement and is inclusive of the Indigenous cultures in our school. This logo is representative of the support our staff provide to plant seeds of positive behaviour for life in all our students. Our aspiration is for all students to flourish and blossom by making positive behaviour choices.

### *Indigenous Print*

The detail behind the star is a representation of our Indigenous cultures. The design symbolises the coming together of communities.

### *Petals*

The petals of the Kapok flower symbolise each of the five school rules. A flower was chosen as on this journey, students will be guided by their teachers to blossom into the best version of themselves.

### *Kapok Flower*

The Kapok flower is native to the Bowen area and symbolise our connection to this land. The Kapok is a totem of the Bowen traditional owners; The Birru, Gubbu, Juru and Gia Peoples.

### *Shining Star*

School Rule 5: Be My Best

At St Mary's we have high expectations of all our students and encourage them to strive for excellence.

### *Hand shake in the shape of a heart*

School Rule 1: Show Respect

This is a school community value.

### *Mercy Cross*

School Rule 2: Mercy and Outreach

Represented by a Mercy Cross, which pays homage to the Sisters of Mercy who founded our school. This symbol is also reflective of our Mercy Values of Truth, Love, Service and Respect for Creation.

### *Two people and a heart*

School Rule 3: Compassion and Care  
This rule has stemmed from our Gospel values.

### *Justice scales*

School Rule 4: Safe, Just and Fair

This rule has stemmed from our Gospel values.





At St Mary's Catholic School, we endeavour to support all students to become successful learners, confident and creative individuals, and active and informed citizens (Mparntwe Declaration). This is achieved through actively teaching children expected behaviours.

*"PB4L is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students" (Sugai & Horner, 2001).*

What we know is that schools that rely primarily on "punishing problem behaviours are associated with increases in aggression, vandalism, truancy, and dropping out" (Mayer, 1995). Our school Positive Behaviour for Learning Plan provides a holistic approach, whereby we actively educate our students about expected ways of behaving.

Current research indicates that there are basic behavioural principles that lay the foundation necessary for developing an effective school-wide system. These principles include;

Principle 1: Our behaviour tends to be chosen and includes what we say and do.

Principle 2: Our behaviour tends to be triggered by an 'event' around (or in) us. We often don't have control over external events. We have some control over how we respond.

Principle 3: The behaviour we choose is purposeful. It is our best attempt to get us what we want (to meet specific needs / goals / functions).

Principle 4: If a behaviour gets us what we want, we tend to choose it again. If behaviour is unsuccessful, we tend not to choose it again (if our behaviour skill set includes better options)

Principle 5: As educators and parents, a significant part of what we do is aimed at influencing the behaviour of others.

Principle 6: We can never directly manage another's behaviour. We can only improve the skill set and adjust the context. For this to occur, we need to better understand the WHY.

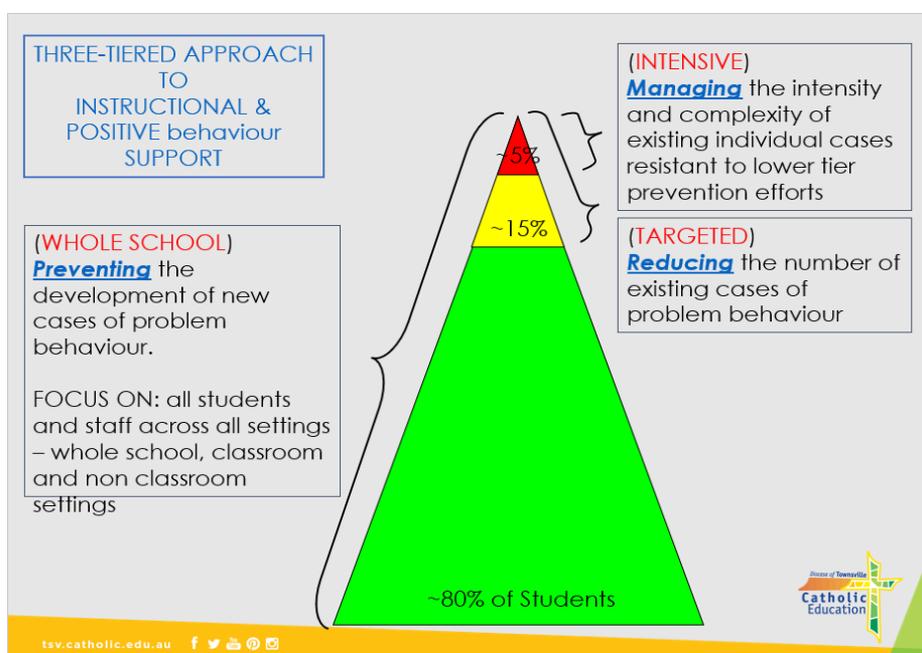
The Challenge!! We know that supporting children to make good behaviour choices is challenging. What we do know is that traditional 'discipline' methods simply do not change behaviour among the most challenging students. Students with the most challenging behaviours need a comprehensive system of support. The table below reflects the generational differences towards discipline.

Traditional Rules of Discipline	Contemporary Rules of Discipline
Respect your elders	Respect each other
Based on principle of severity	Based on principle of consistency
Limits and boundaries to control behaviour	Limits and boundaries to teach appropriate behaviour
Punishment to prevent children behaviour inappropriately	Consequence teach children responsibility
Rewards to reinforce appropriate behaviour	Recognition to reinforce appropriate behaviour
Language of coercion	Language of cooperation
Rules	Routines

# Functional Behaviour

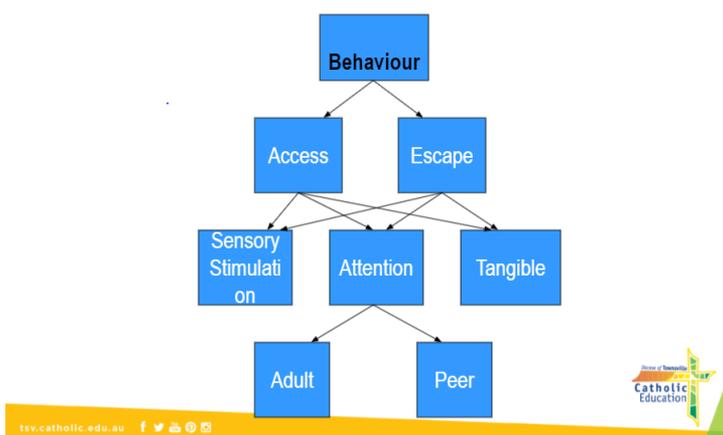


We follow a three tiered approach to Instructional & Positive Behaviour Support.



When managing individual cases, we implement Functional Behaviour Assessments (FBA). FBA focuses on the 'why', which is reflected in the diagram below.

## Categories of Functions / Reinforcers



# School Prerequisites



<p style="text-align: center;"><b>The Mary's Way</b></p>	<p style="text-align: center;"><b>Program Achieve– You Can Do It!</b></p>
<ul style="list-style-type: none"> <li>• The Mary's Way is a systematic and evidence-based process to support positive behaviour with an emphasis on explicitly teaching behaviours and consequences</li> <li>• All learning spaces have The Mary's Way on display</li> <li>• The Mary's Way is a common language across our school</li> </ul>	<ul style="list-style-type: none"> <li>• The You Can Do It! Program (YCDI) is based around five keys to success (Getting along, Organisation, Persistence, Confidence and Resilience)</li> <li>• The five keys to success are embedded in our lesson delivery</li> </ul>
<p style="text-align: center;"><b>Building Relationships with Students</b></p>	<p style="text-align: center;"><b>Building Relationships with Families</b></p>
<ul style="list-style-type: none"> <li>• Greet all students at the door each morning</li> <li>• Farewell all students at the end of the day with a goal / feedback / reflection / prayer</li> <li>• Remind students each day of play options e.g. Library / Clubs</li> <li>• Check in for two minutes preceding and following each break</li> </ul>	<ul style="list-style-type: none"> <li>• Parent teacher interviews Term 1 and 3</li> <li>• Regular communication between home and school</li> <li>• Parent helpers welcomed and encouraged</li> <li>• Term Overview provided (T 1—4) to all parents / carers</li> </ul>
<p style="text-align: center;"><b>Zones of Regulation</b></p>	<p style="text-align: center;"><b>Circle Time</b></p>
<ul style="list-style-type: none"> <li>• Zones of Regulation is a school-wide program designed to support students to identify their feelings and emotional reactions including how to self-regulate</li> <li>• All classrooms have Zones of Regulation on display</li> <li>• Zones are explicitly taught according to the requisites overview</li> <li>• Zones are a common language across our school</li> </ul>	<ul style="list-style-type: none"> <li>• Circle Time is used to help develop positive relationships between children</li> <li>• Circle Time aims to provide students with tools to engage with and listen to each other, as well as to problem solve</li> <li>• Circle Time is explicitly timetabled according to the requisites overview</li> </ul>
<p style="text-align: center;"><b>Compass</b></p>	<p style="text-align: center;"><b>Consequences</b></p>
<ul style="list-style-type: none"> <li>• Compass Chronicle entries are to be entered by teachers when students fail to meet the major expectations of The Mary's Way</li> <li>• School Officers are to report student failure to meet all expectations to the classroom teacher for entering on Compass</li> <li>• Compass Chronicle entries for Praise notes are to be recorded by Admin Staff</li> <li>• Leadership to report failure to meet major expectations on Compass</li> </ul>	<ul style="list-style-type: none"> <li>• At St Mary's we recognise that there are positive and negative consequences for behaviour;</li> <li>• Appropriate Behaviour: praise notes, class rewards, positive reinforcement, parade awards and academic awards</li> <li>• Inappropriate Behaviour: The Mary's Way five step behaviour intervention, leadership time out, suspensions and re-entry.</li> </ul>
<p><b>Explicit Teaching</b></p>	
<ul style="list-style-type: none"> <li>• 10 minutes per day Term 1, 15 minutes per week Term 2—4 (Review)</li> </ul>	

# Positive Behaviour Matrix



Locations	Show Respect	Mercy & Outreach	Compassion and Care	Safe, Just and Fair	Be My Best
<b>Before School</b>	<p>I listen to the staff member on duty</p> <p>I use please and thank you at Breakfast Club and got to the toilet</p> <p>I speak respectfully with others</p>	<p>I invite others to play with me</p>	<p>I say good morning to others</p> <p>I am kind and friendly to others</p> <p>I place Rubbish in the bin</p>	<p>I keep my hands, feet, objects and body to myself</p> <p>I walk safely on the pathways</p> <p>I keep my belongings in my bag at my classroom</p>	<p>I walk to the shed after dropping my bag off at the classroom</p>
<b>Learning Spaces</b>	<p>I use my manners</p> <p>I listen to the teacher and others</p> <p>I signal to speak and move</p> <p>I respect own, others' and school property</p> <p>I use helpful, appropriate and encouraging language</p> <p>I respect the personal space of others</p>	<p>I offer help to the teacher and peers</p> <p>I include others</p>	<p>I push in my chair and maintain a clean and tidy desk</p> <p>I care for my own and school belongings</p> <p>I help others when they need it</p> <p>I work with everyone when asked to</p> <p>I am mindful and supportive of other's learning</p>	<p>I walk safely</p> <p>I keep my hands, feet, objects and body to myself</p> <p>I am responsible for my own actions and learning</p>	<p>I fully participate in lessons</p> <p>I remain on task</p> <p>I wear the school uniform with pride</p> <p>I complete class work to my full potential</p>
<b>Church</b>	<p>I use my Church manners</p> <p>I listen to the teacher, Priest and others</p> <p>I signal to speak and move</p> <p>I use reverent (quiet) voice</p>	<p>I say "peace be with you" to all those around you</p>	<p>I wipe my feet prior to entering the Church</p>	<p>I walk safely</p> <p>I sit properly on the pews</p> <p>I keep my hands, feet, objects and body to myself</p> <p>I only enter with teacher permission and presence</p>	<p>I am attentive</p> <p>I participate fully</p> <p>I set a good example for others</p>
<b>Library</b>	<p>I use my manners</p> <p>I listen to my teacher and others</p> <p>I signal to speak and move</p> <p>I use a classroom voice</p> <p>I am respectful to all school property</p>	<p>I tidy up before I leave</p>	<p>I look after the books</p> <p>I wait patiently to borrow</p> <p>I handle books with care</p> <p>I help others when they need it</p>	<p>I use library equipment with permission</p> <p>I use objects for their intended purpose</p> <p>I bring a library bag on my borrowing day</p>	<p>I return my books on time</p> <p>I participate fully in library lessons</p> <p>I leave food and drink outside</p>

# Positive Behaviour Matrix



Locations	Show Respect	Mercy & Outreach	Compassion and Care	Safe, Just and Fair	Be My Best
<b>Parade</b>	<p>I use my manners</p> <p>I listen to the staff members and others</p>	<p>Being mindful of others feelings around you</p>	<p>I am mindful of noise levels</p> <p>I celebrate others' achievements by clapping for them</p>	<p>I walk safely</p> <p>I line up in two lines at the end of parade</p> <p>I congratulate award recipients</p> <p>I keep my hands, feet, objects and body to myself</p>	<p>I follow directions</p> <p>I aspire to receive a class award each week</p> <p>I listen with my whole body</p>
<b>Office</b>	<p>I use my manners</p> <p>I listen to the staff member and others</p> <p>I use an inside voice</p> <p>I am respectful of others working in the office</p>	<p>I complete tasks offered by Admin staff</p>	<p>I take care of the office equipment</p>	<p>I walk safely</p> <p>I enter using the student access door</p> <p>I keep my hands, feet, objects and body to myself</p>	<p>I follow directions</p> <p>I always check in with the office staff before seeing the Leadership Team</p>
<b>Eating Area</b>	<p>I use manners</p> <p>I use appropriate language</p> <p>I respect own, others and all school property</p> <p>I respect that people like different foods</p> <p>I listen to the staff member on duty</p>	<p>I make sure that no one is sitting alone</p>	<p>I place rubbish in the bin</p> <p>I look after my belongings</p>	<p>I ask to go to the toilet</p> <p>I keep food to myself</p> <p>I only eat my food</p> <p>I keep my hands, feet, objects and body to myself</p> <p>I wash my hands before and after eating</p>	<p>I eat healthy food items first</p> <p>I sit in my class area</p> <p>I wait for a staff member to release me</p>
<b>Pick up / Drop Off Locations</b>	<p>I use my manners</p> <p>I listen to staff member on duty and others</p> <p>I respect community members</p>	<p>I help others to find their pick up or drop off location</p>	<p>I wait patiently</p> <p>I listen for my name</p> <p>I place any rubbish in the bin</p>	<p>I sit down</p> <p>I wait at Bus or Stop Drop Go Zone</p> <p>I cross the road at designated area</p> <p>I keep my hands, feet, objects and body to myself</p>	<p>I leave my class and go straight to the correct zone</p> <p>I follow directions</p>
<b>Moving around the School</b>	<p>I use my manners</p> <p>I greet all visitors</p> <p>I listen to the directions of staff members</p> <p>I speak using a respectful voice and language</p>	<p>I am friendly and smile</p>	<p>I pick up rubbish and place rubbish in the bin</p> <p>I keep the noise level low</p> <p>I help others when they need it</p>	<p>I stay on the paths</p>	<p>I say hello to people I pass</p> <p>I know where I have to go and I go straight there</p> <p>I know to talk quietly when moving around the school because I know that others are learning and working</p>

# Positive Behaviour Matrix



Locations	Show Respect	Mercy & Outreach	Compassion and Care	Safe, Just and Fair	Be My Best
<b>Toilets</b>	<p>I keep the toilets clean</p> <p>I respect all school property</p> <p>I respect the privacy of others</p>	<p>I recognise the needs of others</p> <p>I report any 'accidents' to the office or teacher on duty</p> <p>I am mindful of feelings</p>	<p>I wait my turn</p> <p>I am as quick as possible</p> <p>I use soap wisely</p> <p>I turn taps off properly</p> <p>I flush the toilet after every use</p>	<p>I walk safely</p> <p>I use toilet, flush, wash hands and leave promptly</p> <p>I am the only person in a cubicle</p>	<p>I use the toilets for their intended purpose</p> <p>I report problems or accidents to a staff member</p>
<b>Oval / Playground</b>	<p>I use my manners</p> <p>I use appropriate and 'helpful' language</p> <p>I listen to the staff member on duty</p> <p>I show respect for our grounds and nature</p>	<p>I include and invite others in play</p>	<p>I wait my turn</p> <p>I use all equipment appropriately</p> <p>I pick up rubbish</p> <p>I praise the efforts of others with positive and kind words</p>	<p>I stay in the right area</p> <p>I am safe when using play equipment</p> <p>I leave the area when the bell rings</p> <p>I wear a hat in the sun</p> <p>I keep my hands, feet, objects and body to myself</p>	<p>I follow directions</p> <p>I abide by all rules of the games</p> <p>I leave food and drink in my lunch box</p>
<b>In the Community</b>	<p>I listen to the teacher and others</p> <p>I use my manners</p>	<p>I include others</p>	<p>I am sensible</p>	<p>I stay with the group</p> <p>I stay in bounds</p>	<p>I follow directions</p> <p>I wear my uniform with pride</p>

# Class and Principal Awards



## **Class Awards:**

- Classroom Teachers to select one student per week to reflect the weekly rule: Show Respect, Mercy and Outreach, Compassion and Care, Safe, Just and Fair and Be My Best
- Class Teacher to complete the Google Doc—Class Awards by Wednesday each week
- Class Teacher to maintain an up to date record on the Google Doc of student recipients

## **Principal Awards:**

- Principal Awards to be awarded to students upon receiving 10, 20, 30 Praise Notes
- Awardees to receive certificate on Parade every 5 weeks
- Principal Award Notification to be sent to Admin and Principal to generate certificate
- Students with major behaviours are not to be awarded the certificate until a discussion has been had with Leadership team in regards to consistent thumbs up behaviour

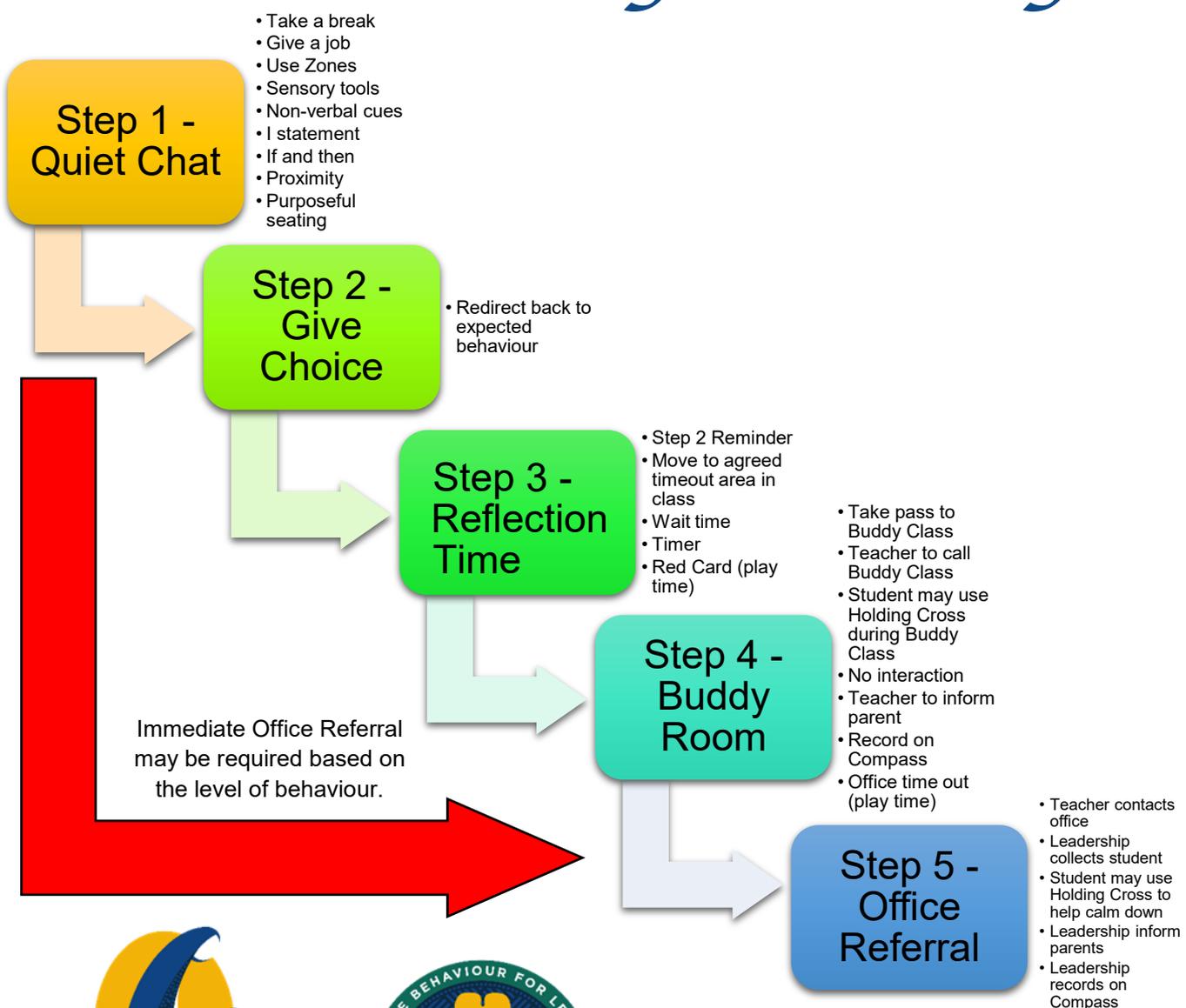
## **Admin:**

- Admin to take photos on parade
- Admin to notify parents via text message after discussion with Leadership team regarding Principals Award (Friday prior to parade.)
- Admin to add photos to weekly newsletter

## **Compass:**

- Admin to record Praise note Recipients on Compass weekly

# The Mary's Way



# Minors / Majors—Strategies



Summary of possible Minors & Majors, including suggested responses;

Locations	Minor	Classroom Teacher—Strategy	Major	Leadership—Strategy
<b>Learning Spaces</b>	<ul style="list-style-type: none"> <li>Calling out / yelling</li> <li>Name calling</li> <li>Swinging on chairs</li> <li>Disruptive behaviour</li> <li>Toys in classroom</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Redirection</li> <li>Quiet chat</li> <li>Removal of item</li> <li>Choice and consequence</li> <li>Timeout / Buddy Room</li> <li>Removal from play time or preferred activity</li> </ul>	<ul style="list-style-type: none"> <li>Throwing furniture</li> <li>Physical contact with another child or adult</li> <li>Inappropriate language directed at someone</li> <li>Leaving the classroom without permission</li> <li>Repeated minors</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Removal from classroom</li> <li>Verbal or written letter of apology</li> <li>Contact parent</li> <li>Possible suspension</li> <li>Guidance Officer Referral</li> <li>Functional Behaviour Assessment</li> </ul>
<b>Church</b>	<ul style="list-style-type: none"> <li>Talking or fidgeting during Mass</li> <li>Refusal to sit, stand, kneel during Mass</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Parallel praise</li> <li>Redirection</li> <li>Quiet chat</li> <li>Choice and consequence</li> <li>Timeout / Buddy Room</li> </ul>	<ul style="list-style-type: none"> <li>Physical contact with another child or adult during Mass</li> <li>Swearing during Mass</li> <li>Refusal to enter Church</li> <li>Repeated minors</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Removal from classroom</li> <li>Verbal or written letter of apology</li> <li>Contact parent</li> <li>Possible suspension</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>Using an outside voice</li> <li>Running</li> <li>Untidy space</li> <li>Standing on the furniture</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Parallel praise</li> <li>Redirection</li> <li>Quiet chat</li> <li>Choice and consequence</li> <li>Timeout / Buddy Room</li> </ul>	<ul style="list-style-type: none"> <li>Damage to books, furniture or equipment</li> <li>Graffiti</li> <li>Aggressive physical behaviour</li> <li>Physical contact with another child or adult</li> <li>Repeated minors</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Removal from classroom</li> <li>Verbal or written letter of apology</li> <li>Contact parent</li> <li>Possible suspension</li> </ul>
<b>Tuckshop</b>	<ul style="list-style-type: none"> <li>Pushing in line</li> <li>Yelling</li> <li>Speaking disrespectfully to Tuckshop staff</li> <li>Snatching food</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Re-direction</li> <li>Move to back of line</li> </ul>	<ul style="list-style-type: none"> <li>Tripping someone</li> <li>Physical contact with another person</li> <li>Stealing someone's tuckshop</li> <li>Repeated minors</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Verbal or written letter of apology</li> <li>Contact parent</li> <li>Possible suspension</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Playing with water</li> <li>Throwing toilet paper</li> <li>Wasting soap</li> <li>Extended time wasted at toilets</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Quiet chat</li> <li>Choice and consequence</li> </ul>	<ul style="list-style-type: none"> <li>Physical contact with another</li> <li>Locking someone in the toilet</li> <li>Graffiti</li> <li>Intentional unhygienic practice</li> <li>Repeated minors</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Removal from classroom</li> <li>Verbal or written letter of apology</li> <li>Contact parent</li> <li>Possible suspension</li> <li>Guidance Officer Referral</li> </ul>
<b>Parade</b>	<ul style="list-style-type: none"> <li>Fidgeting</li> <li>Talking</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Parallel praise</li> <li>Verbal redirection</li> <li>Quiet chat</li> </ul>	<ul style="list-style-type: none"> <li>Running around</li> <li>Yelling</li> <li>Swearing</li> <li>Repeated minors</li> </ul>	<p><b>Follow the 5 step process</b></p> <ul style="list-style-type: none"> <li>Removal from classroom</li> <li>Verbal or written letter of apology</li> <li>Contact parent</li> <li>Possible suspension</li> </ul>

# Minors / Majors—Strategies



Locations	Minor	Classroom Teacher—Strategy	Major	Leadership—Strategy
<b>Office</b>	Walking into staffroom unannounced Using front door (not student access door) Excessive noise	<b>Follow the 5 step process</b> Verbal redirection Parallel praise Verbal redirection Quiet chat Timeout	Yelling Swearing Leaving the office without permission Throwing furniture Repeated minors	<b>Follow the 5 step process</b> Removal from classroom Verbal or written letter of apology Contact parent Possible suspension
<b>Eating Area</b>	Moving around Sharing food Littering Leaving lunch boxes on concrete (not in tubs) Not waiting for permission to leave area Kicking lunch boxes	<b>Follow the 5 step process</b> Verbal redirection Parallel praise Verbal redirection Quiet chat Timeout / Shadow	Excluding students from group Stealing food Hiding lunch boxes / water bottles Spitting Physical contact Repeated minors	<b>Follow the 5 step process</b> Removal from classroom Verbal or written letter of apology Contact parent Possible suspension Guidance Officer Referral
<b>Pick up / Drop Off Locations</b>	Running around Not moving to correct zone Inappropriate words Being in play area, not correct location	<b>Follow the 5 step process</b> Timeout with teacher on duty / shadow	<b>Follow the 5 step process</b> Running on road Swearing at someone Repeated minors	<b>Follow the 5 step process</b> Verbal or written letter of apology Contact parent Possible suspension
<b>Moving around the School</b>	Out of line Running on concrete paths Excessive noise Not keeping hands and feet to self	<b>Follow the 5 step process</b> Modelling Verbal redirection Quiet chat Timeout	Pushing someone down the stairs Running away from the class Hiding Out of bounds area Repeated minors	<b>Follow the 5 step process</b> Removal from classroom Verbal or written letter of apology Contact parent Possible suspension
<b>Oval / Playground</b>	Inappropriate use of words Throwing sand Littering Misuse of equipment	<b>Follow the 5 step process</b> Timeout (5 mins) with teacher on duty Timeout	Using equipment as weapons Moving to an out of bounds area Swearing directed at someone Repeated minors	<b>Follow the 5 step process</b> Removal from classroom Verbal or written letter of apology Contact parent Possible suspension Guidance Officer Referral
<b>In the Community</b>	Excessive noise Not following instructions	Adapted risk management strategies identified beforehand	Swearing Moving away from group Repeated minors	<b>Follow the 5 step process</b> Removal from classroom Verbal or written letter of apology Contact parent

# Minors / Majors—Strategies



Locations	Minor	Classroom Teacher—Strategy	Major	Leadership—Strategy
<b>Before School</b>	Name calling Playing in out of bounds area Low level physical contact Poor sportsmanship Inappropriate use of school equipment Red card for inappropriate behaviour Personal toys in possession	<b>Follow the 5 step process</b> Redirection Quiet chat Removal of item Choice and consequence Timeout / Office	High level physical contact with another child or adult Inappropriate language directed at someone Leaving the school grounds without permission Repeated minors Highly inappropriate use of school equipment Ongoing poor sportsmanship (repeated red cards)	<b>Follow the 5 step process</b> Removal from play area Verbal or written letter of apology Contact parent Possible suspension Guidance Officer Referral Functional Behaviour Assessment

## The SMCSB Way— Buddy Room Procedure



- Student to take slip to Buddy Room (at step 4)
- Class Teacher notifies Buddy Room teacher
- Student arrives at the Buddy Room (and hands the teacher the Buddy Slip)
- Leadership Team to be contacted if student refuses to move to Buddy Room
- Students sit at a reflection desk in buddy room
- Student turns over their timer to begin the 10 minutes timeout
- There is to be a restorative discussion with the buddy teacher
- Student to return to classroom in the green zone
- If behaviour continues, escalate to step 5

Note: Buddy Room requires parent contact by the teacher

# Reporting Expectations



## **School Officer Responsibilities:**

- Follow the Mary's Way Five Step Behaviour Intervention
- Inform classroom teacher (verbally) of any incident
- School Officer not required to discuss behaviour concerns with parents / carers
- No expectation to record on Compass, classroom teacher to record for the school officer.

## **Teacher Responsibilities:**

- Follow the Mary's Way Five Step Behaviour Intervention
- Record all Step 4 behaviours on Compass by COB on the day of the incident
- For Step 5 behaviours, provide contextual information to Leadership
- Inform parent via phone (email as second preference if unable to contact via phone) by COB of the day of the incident if required or repeated

## **Leadership Responsibilities:**

- Follow the Mary's Way Five Step Behaviour Intervention
- Review and approve all Compass Chronicle entries
- Record all Step 5 behaviours on Compass (context provided by the teacher) once contact has been made to the parents / carers
- Contact to be made by COB of the day of the incident
- Check in and out process and SETUP meetings in week 5 and 10

## **Data Report:**

- Generate data report weekly (analyse / share with Leadership and implement support structures)

# Weekly Rule Focus and Term Learning Sequence



Week	Term 1	Term 2	Term 3	Term 4
1	Show Respect	Show Respect	Show Respect	Show Respect
2	Mercy & Outreach	Mercy & Outreach	Mercy & Outreach	Mercy & Outreach
3	Compassion & Care	Compassion & Care	Compassion & Care	Compassion & Care
4	Safe, Just & Fair			
5	Be My Best	Be My Best	Be My Best	Be My Best
6	Show Respect	Show Respect	Show Respect	Show Respect
7	Mercy & Outreach	Mercy & Outreach	Mercy & Outreach	Mercy & Outreach
8	Compassion & Care	Compassion & Care	Compassion & Care	Compassion & Care
9	Safe, Just & Fair	Safe, Just & Fair	Safe, Just & Fair	Safe, Just and Fair
10	Be My Best	Be My Best	Be My Best	No Parade

## Term Focal Area—Requisites

Term 1– The Mary’s Way (5 Rules: what they mean in all areas) and PB4L Lessons

Term 2-4 Responsive to the needs of the learners using the following resources:

Zones of Regulation (Lessons), Health Units, Circle time and You Can Do It! (Lessons.)

# Praise Notes—Procedure



## **In the classroom:**

- Should be for outstanding work/behaviour, not as a general classroom reward system
- Managed at a classroom level by the classroom teacher
- Each class will be provided with a Ticket Box to ensure consistency
- Tickets will be prepared in advance and placed in the Ticket Boxes

## **In the playground/other locations of the school:**

- A carry bag will be prepared for each zone of the school during playground duty
- The carry bag will contain tickets. Each ticket will have the school rules printed on them and a checkbox next to each one for the teacher to identify the school rule(s) that the student was following. The teacher will also write the date and the child's name on the ticket
- The student then takes their ticket to the drop off box
- Other areas that will have a praise ticket box—Art Room, PE Shed, Office

## **Praise Rewards**

- Tuckshop Voucher \$10
- Movie Voucher \$10
- Sit at the teacher desk or teacher chair for a day (Monday)
- Sit with a staff member for lunch (Monday second break)

## **Recording Praise Notes:**

- Admin to record all lunch time praise notes (Friday weekly)
- School Officer to record all classroom praise notes (Friday Weekly)

## **Praise Note Awardee:**

- Selected weekly (Parade—Monday)
- Teachers to bring Praise Notes to Parade (one child selected and will be called to place in the box)
- Child to select prize
- Child to sit on Praise Chair for the duration of Parade and invited to wear the Praise sash

# Red Card—Procedure



## **In the playground/other locations of the school:**

- Red Cards will be located in the belly bags
- Staff are to take the belly bag to the play area (designated area)
- If a child is not following the rules of the game, or if they are not following the Mary's Way, they will be provided with a choice—your choice is to follow The Mary's Way (be specific about what rule the child has broken), or will be presented with a Red Card (5 mins time out of play)
- If a Red Card is awarded, the child will incur five minutes out of play
- The child will then be reminded of how to follow The Mary's Way and re-enter back into the play situation
- If the behaviour continues, the Red Card is to be presented to the office (by the teacher on duty at the end of play)
- Admin Team to record on Compass as a minor behaviour
- Repeated Red Cards could result in a child being banned from a game or location for a period (Admin Team to be informed and recorded on Compass)

# Badges



## **Presented:**

- Once per Semester (Term 2 and Term 4)
- Presented at Mary's Marvellous Big Day Out

## **Eligibility:**

- Received 25 Praise notes
- No Buddy Classes
- No Office Referrals
- 95% Attendance (all absences explained and vulnerability considered)

## **Wearing of Badges:**

- The students are encouraged to wear their badge on a daily basis
- To be worn on their shirt collar

# Bullying and Complaints



## **Bullying:**

At St Mary's Catholic School we believe that bullying is when a person or group repeatedly and intentionally uses or abuses their power to intimidate, hurt, oppress or damage someone else. Bullying can be physical, emotional, covert or cyber based. St Mary's believes each case can be unique and will manage cases as the school sees fit and by following Townsville Catholic Education advice and procedures.

## **Bullying is:**

- A repeated and unjustifiable behaviour
- Intended to cause fear, distress and/or harm to another person
- Actions that may be physical, verbal or indirect/relational
- Conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist

## **Bullying is not:**

- Mutual agreements and disagreements
- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation

## **Types of Bullying:**

- Physical (direct) - hitting, kicking, pushing, biting, pinching, throwing things
- Physical (indirect) - getting another person to harm someone
- Non-Physical (direct) - name calling, teasing, demanding money or possessions
- Non-Physical (indirect) - spreading rumours, getting others to not like someone
- Non-Verbal (direct) - threatening gestures, nasty notes or emails
- Non-Verbal (indirect) - deliberate exclusion from groups, removing/hiding/damaging others' belongings

## **Complaints:**

St Mary's Catholic School encourages all students to report any incident to a staff member as soon as possible. Incidents in the classroom should initially be reported to the class teacher. Alternatively incidents can be reported to staff members on duty, our school safe people or members of the Leadership Team. Parents/caregivers wishing to make a complaint should follow these steps:

- Discuss the complaint with the class teacher (resolve at first level)
- Discuss the complaint with a member of the Leadership Team
- Contact Townsville Education Office
- Independent Review

St Mary's Catholic School believes in building relationships. Students should develop a sense of their own self-control, their own rights and their responsibilities to others. We believe that these guidelines will enable all in our community to live out the Mary's Way.

Buddy Class Slip



I am at Step 4 of the Five Step Behaviour Intervention Plan. I have been sent here to...



*Calm Down*

Buddy Class Slip



I am at Step 4 of the Five Step Behaviour Intervention Plan. I have been sent here to...



*Reflect upon my actions*

Buddy Class Slip



I am at Step 4 of the Five Step Behaviour Intervention Plan. I have been sent here to...



*Finish my Work*

Buddy Class Slip



I am at Step 4 of the Five Step Behaviour Intervention Plan. I have been sent here to...



*Find my way back to the SMCSB Way*

Buddy Class Slip



I have been to our Buddy Class. I am returning back to class because I have...



*Reflected upon my actions*

Buddy Class Slip



I have been to our Buddy Class. I am returning back to class because I have...



*Calmed Down*

Buddy Class Slip



I have been to our Buddy Class. I am returning back to class because I have...



*Found my way back to the SMCSB Way*

Buddy Class Slip



I have been to our Buddy Class. I am returning back to class because I have...



*Finished my Work*

The Mary's Way  
Praise Note



I praise \_\_\_\_\_  
for following the below school rule:

- Show Respect
- Mercy and Outreach
- Compassion and Care
- Safe, Just and Fair
- Being my Best

Class: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



The Mary's Way  
Praise Note



I praise \_\_\_\_\_  
for following the below school rule:

- Show Respect
- Mercy and Outreach
- Compassion and Care
- Safe, Just and Fair
- Being my Best

Class: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



The Mary's Way  
Praise Note



I praise \_\_\_\_\_  
for following the below school rule:

- Show Respect
- Mercy and Outreach
- Compassion and Care
- Safe, Just and Fair
- Being my Best

Class: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



The Mary's Way  
Praise Note



I praise \_\_\_\_\_  
for following the below school rule:

- Show Respect
- Mercy and Outreach
- Compassion and Care
- Safe, Just and Fair
- Being my Best

Class: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



**Red Card**  
**Time Out of Play**



Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_  
Time: \_\_\_\_\_ Location: \_\_\_\_\_ Teacher: \_\_\_\_\_

Rule broken:

- Show Respect
- Mercy and Outreach
- Compassion and Care
- Safe, Just and Fair
- Being my Best

*Incident Description:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Red Card**  
**Time Out of Play**



Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_  
Time: \_\_\_\_\_ Location: \_\_\_\_\_ Teacher: \_\_\_\_\_

Rule broken:

- Show Respect
- Mercy and Outreach
- Compassion and Care
- Safe, Just and Fair
- Being my Best

*Incident Description:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Red Card**  
**Time Out of Play**



Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_  
Time: \_\_\_\_\_ Location: \_\_\_\_\_ Teacher: \_\_\_\_\_

Rule broken:

- Show Respect
- Mercy and Outreach
- Compassion and Care
- Safe, Just and Fair
- Being my Best

*Incident Description:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Red Card**  
**Time Out of Play**



Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_  
Time: \_\_\_\_\_ Location: \_\_\_\_\_ Teacher: \_\_\_\_\_

Rule broken:

- Show Respect
- Mercy and Outreach
- Compassion and Care
- Safe, Just and Fair
- Being my Best

*Incident Description:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Expectations



*Location: Junior Top Oval, Junior Play and Senior Oval*

*Staff will:*

- *Select the teams and goal keepers*
- *Change goal keeper position at 1/2 time (first break only) - teacher to select student*
- *No captains required for the teams*
- *Ensure students wear bibs to indicate their teams*
- *Actively referee the game (ensure you are on the field, not the side line) - whistle compulsory*
- *Communicate any behaviour concerns (including any awarded Red Cards) with the incoming teacher on duty*

*Consequence:*

- *Prior to giving a Red Card, follow the same intervention steps as per our 5 Step Intervention Process*
- *Process*
  1. *Quiet Chat*
  2. *Give Choice*
  3. *Reflection Time*
  4. *Buddy Room (in office - 10 minutes)*
  5. *Office Referral*

*Red Card Process:*

- *Teacher to provide student with Red Card and clearly explain why they have received the card (based on behaviour choice) and share with the student where they are to sit for their timeout*
- *Student to sit out of play for 5 minutes timeout*
- *Staff member speak to student prior to re-enter (reminder about The Mary's Way)*
- *Staff member to provide praise when student re-engaging and following The Mary's Way*
- *Red Card handed into office by Staff member at the end of play*
- *Admin to record on Compass (minor behaviour)*

*Game Rules:*

- *Refer to the belly bag for the rules of each specific game*



## Rules Soccer Junior Oval



### Expectations and Routine of the person on duty:

- Teacher on first duty to select teams and the goal keeper
- Goal keeper change over at 1/2 time (first break only) teacher to select
- No captains for either team
- Students are to wear bibs
- The teacher is to be the Ref - actively supervise
- Teacher to Referee on the field (whistle mandatory)
- If a student fouls/shows misconduct after quiet chat and choice, the student MUST be sent off for five minutes (Red Card Procedure—minor)
- Immediate Office Referral based on any major behaviour
- Repeated minor could result in timeout in the office (Buddy Room) for repeated Red Card (minors)
- At the end of the game, all children to shake hands - high five - end the game

### Rules of the game as per mini Roo Rules:

- The D is the goal area
- A goal can be scored inside the D
- When the goal keeper restarts the game from inside the D, the ball is to be thrown over their head or rolled to a player on their team - no kicks
- Players need to be 5m away from the D when the goal keeper restarts
- Throw in over the head on side line - two feet flat on the ground
- No travelling goal keeper
- No offside
- Ball crosses the D and goes out = corner kick and a goal can be scored from the corner (defending team) or goal kick from anywhere in the D (attacking team)
- Goals/points are not kept for this age level

### Examples of fouls/misconduct

- 
- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• language use</li><li>• poor sportsmanship</li><li>• argues with the refs decision</li><li>• hogging the ball</li><li>• not kicking the ball to some players on their team</li><li>• makes comments about other players</li><li>• kicks or attempts to kick an opponent</li><li>• trips or attempts to trip an opponent</li><li>• jumps at an opponent</li><li>• charges at an opponent</li><li>• strikes or attempts to strike an opponent</li></ul> | <ul style="list-style-type: none"><li>• pushes an opponent</li><li>• tackles an opponent from behind to gain possession of the ball</li><li>• makes contact with the opponent before touching the ball</li><li>• holds an opponent</li><li>• spits at an opponent</li><li>• handles the ball deliberately</li><li>• plays in a dangerous manner; and</li><li>• impedes the progress of a player</li></ul> |
|--|---|
- 





**ST MARY'S  
CATHOLIC  
SCHOOL**  
*Mary Our Help*

*Our mission statement is  
displayed at the entrance  
of the school.*

*the Mary's Way*  
**mission statement**

At St Mary's Catholic School, we embrace the spirit of Mary our Mother, on our journey to guide, strengthen and challenge each other to achieve our full potential. We, as a Mercy learning community strive to demonstrate the values of compassion, justice, and outreach.



-   
SHOW  
RESPECT
-   
MERCY &  
OUTREACH
-   
SAFE, JUST  
& FAIR
-   
BE MY  
BEST
-   
COMPASSION  
& CARE



ST MARY'S CATHOLIC SCHOOL *Mary Our Help*



*What does the Mary's Way  
look like at the tuckshop?*

*the Mary's Way*  
**tuckshop  
behaviour**



**POSITIVE BEHAVIOUR FOR LEARNING**

<b>SHOW RESPECT</b>	<b>MERCY &amp; OUTREACH</b>	<b>COMPASSION &amp; CARE</b>	<b>SAFE, JUST &amp; FAIR</b>	<b>BE MY BEST</b>
Use manners Listen to instructions	Offer to help the tuckshop staff to deliver food	Be mindful of wastage Place all rubbish in the bin Understand that not everyone has tuckshop	Sit properly at eating area Use objects for their intended purpose Line up at designated area	Be thankful for receiving tuckshop






*What does the Mary's Way look like at the toilets?*

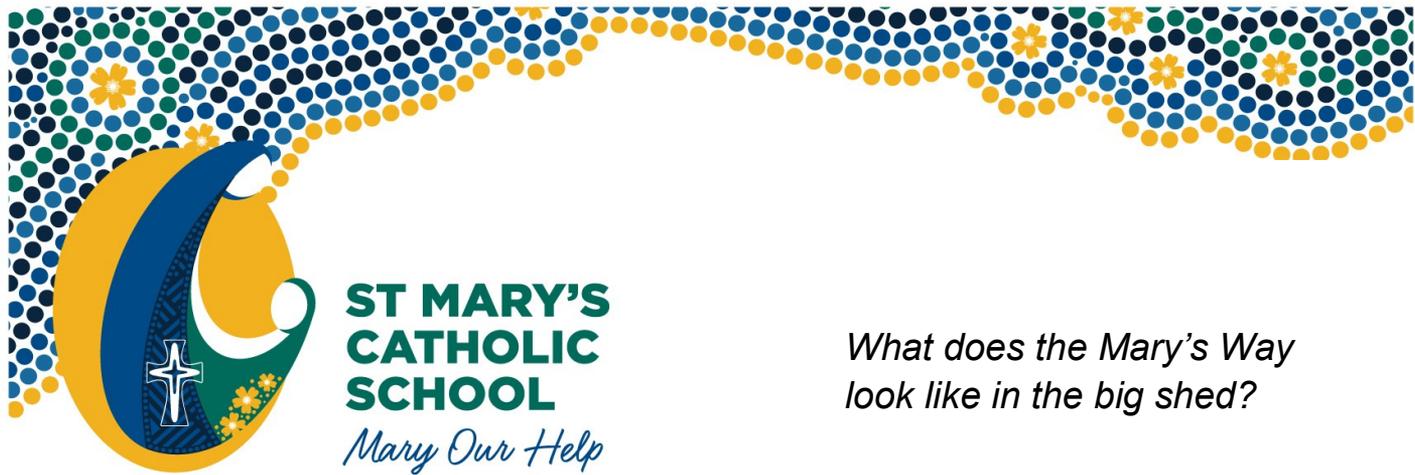
*the Mary's Way*  
**toilets behaviour**



**POSITIVE BEHAVIOUR FOR LEARNING**

<p><b>SHOW RESPECT</b> Keep toilets clean Respect school property Respect the privacy of others</p>	<p><b>MERCY &amp; OUTREACH</b> Recognising the needs of others Report and 'accidents' to the office or teacher on duty Be mindful of feelings</p>	<p><b>COMPASSION &amp; CARE</b> Wait your turn Be as quick as possible Use soap wisely Turn taps off properly</p>	<p><b>SAFE, JUST &amp; FAIR</b> Walk Use toilet, flush, wash hands and leave promptly No food or drinks</p>	<p><b>BE MY BEST</b> Use the toilet for their intended purpose</p>





What does the Mary's Way look like in the big shed?

*the Mary's Way*  
**school and community positive behaviour for learning**

PARADE | OFFICE | EATING AREA | PICK UP, DROP OFF | AROUND THE SCHOOL | OVAL, PLAYGROUND | COMMUNITY

 <p><b>SHOW RESPECT</b></p> <ul style="list-style-type: none"> <li>Use manners</li> <li>Listen to the teacher and others</li> <li>Use appropriate language</li> <li>Use inside voices in the office</li> <li>Respect own, others and school property</li> <li>Respect that people like different foods</li> <li>Eat only your food</li> <li>Greet visitors</li> <li>Respect community members</li> <li>Use 'helpful' language</li> </ul>	 <p><b>MERCY &amp; OUTREACH</b></p> <ul style="list-style-type: none"> <li>Ensure that there are no gaps in the line (when seated in parade)</li> <li>Complete tasks offered by Admin staff</li> <li>Ensure that no one is sitting alone</li> <li>Help others to find their pick up and drop off location</li> <li>Be friendly and smile</li> <li>Include others</li> </ul>	 <p><b>COMPASSION &amp; CARE</b></p> <ul style="list-style-type: none"> <li>Ask to use the toilet</li> <li>Keep the space clean and tidy</li> <li>Pick up rubbish and place in bins</li> <li>Look after your belongings</li> <li>Wait patiently</li> <li>Listen for your name</li> <li>Keep noise level low</li> <li>Use equipment appropriately</li> <li>Be sensible</li> </ul>	 <p><b>SAFE, JUST &amp; FAIR</b></p> <ul style="list-style-type: none"> <li>Walk</li> <li>Congratulate award recipients</li> <li>Line up in two lines at the end of parade</li> <li>Enter the office using the student access door</li> <li>Keep hands and feet to yourself</li> <li>Ask to go to the toilet</li> <li>Wash hands before and after eating</li> <li>Sit down to eat</li> </ul>	 <p><b>BE MY BEST</b></p> <ul style="list-style-type: none"> <li>Eat only your food</li> <li>Sit down and wait at Bus or Stop, Drop, Go Zone</li> <li>Cross road at designated area</li> <li>Stay on paths</li> <li>Stay in bounds</li> <li>Stay with the group</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Wear uniform with pride</li> <li>Aspire to receive a class award each week</li> <li>Eat healthy food items first</li> <li>Watch for your car during pick and drop off</li> <li>Say hello to people you pass</li> </ul>
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*What does the Mary's Way  
look like in outside areas?*

*the Mary's Way*  
**moving around the school,  
oval and playground**



**POSITIVE BEHAVIOUR FOR LEARNING**

<b>SHOW RESPECT</b>	<b>MERCY &amp; OUTREACH</b>	<b>COMPASSION &amp; CARE</b>	<b>SAFE, JUST &amp; FAIR</b>	<b>BE MY BEST</b>
Use manners Greet visitors Use appropriate language Use 'helpful' language Listen to the teacher	Be friendly and smile Include others in play	Pick up any rubbish Keep noise level low Wait your turn Use equipment appropriately	Stay on paths Stay in bounds	Say hello to people you pass Follow directions Abide by all rules of the game