



Our Lady of the Way Primary School  
17 Troy Street, Emu Plains NSW 2750  
Phone: (02) 4735 1930 Fax: (02) 4735 6221  
Email: [OLOW@parra.catholic.edu.au](mailto:OLOW@parra.catholic.edu.au)  
Web: <http://www.olowemuplains.catholic.edu.au>



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# QUALITY BEHAVIOUR & WELLBEING POLICY

## 1.0 Rationale

*Our Lady of the Way 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 Way 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:

**“Education at *Our Lady of the Way* is the development and nurturing of the whole child in the Catholic tradition in order to become life-long learners who interact positively with others and with the world around them.”**

***Let us remember that in all we say and do  
“This is what the Lord asks of you, and only this:  
To act justly  
To love tenderly,  
And to walk humbly with our God.”  
(Micah 6:8)***

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 Way* 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.

### **Compassionate**

Being compassionate is showing care for self and for others.

### **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.

### **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.

### **Responsible**

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

### **Cooperative**

Being cooperative is working together for the good of everyone.

## **2.2 Our Shared Agreements**

At *Our Lady of the Way* 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.

To be the best person I can be, I agree to:

- include and accept everyone
- be respectful
- be honest and fair
- be responsible for my behaviour
- make safe choices

## **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 expressly prohibited in all Catholic schools and the use of corporal punishment by non-school persons is never sanctioned at the school.***

**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 Way*, 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:

<i>Caring</i>	<i>Supporting</i>	<i>Contributing</i>	<i>Encouraging</i>
<i>Listening</i>	<i>Trusting</i>	<i>Befriending</i>	<i>Respecting Difference</i>

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.

### **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)

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.

### **The Raise Responsibility System**

Academic achievement and character development is taught through Marvin Marshall's *The Raise Responsibility System*. This hierarchy of social development provides an opportunity for students to behave responsibly and demonstrate a desire to learn. When reflecting on their behaviour, students are also learning to distinguish between internal and external motivation. The hierarchy levels are as follows:

Level D – **DO THE RIGHT THING** (Motivation is Internal)

- Develops self-discipline
- Shows kindness
- Develops self-reliance
- Demonstrates responsibility

Level C – **COOPERATION/CONFORMITY** (Motivation is External)

- Cooperates
- Does what is expected
- Exhibits self-discipline, kindness, responsibility, reliance e.g. and other positive actions when someone else is present to provide the motivation

Level B – **BOSSING/BULLYING** (Needs to be bossed to behave)

- Bothers others
- Bullies others
- Breaks classroom standards and/or expectations

Level A – **ANGER** (This level is never acceptable)

- Noisy
- Out of control
- Unsafe

Source: Marshall, M. (2004) *Discipline without Stress Punishments or Rewards*. Piper Press: California.

(See Support Document A - The Raise Responsibility System & Support Document B - Values Chart)

### **Proactive Programs**

The social and emotional development of all students is a priority at *Our Lady of the Way School*. Well-sequenced prevention programs begin with Kindergarten orientation and continue to be built upon through to Year 6. Social literacy is highlighted within all areas of the curriculum with particular emphasis on students demonstrating leadership skills in Years 5 and 6. Some of these programs are: *FRIENDS For Life, PALS, Peer Support, Seasons for Growth*.

The support document for our special programs is provided to cater for specific individual needs. (See Support Document C – Student Wellbeing Programs)

### **A Behaviour Plan**

At *Our Lady of the Way 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**

**Timeframed**

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.

(See Support Document D – Behaviour Plan and Disruptive Behaviour Flow Charts).

### **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 Way 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
- Parent and Friends Association (P & F)
- parish playgroup
- 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 Way School* 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. These students are 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.

(See Support Document E – Supporting Staff)

### **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 the Basic Intensive Training week in Choice Theory, Reality Therapy and Lead Management.

### **Celebrating Success**

At *Our Lady of the Way 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 CEO Policies**

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

- Anti-bullying Policy for students
- Anti-Harassment Policy
- 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 Way School* is bound by the guidelines for major disciplinary sanctions for the Diocese.

### **4.0 Budget**

A budget is available for the ongoing professional development of staff and for the purchasing of resources.

### **5.0 Evaluation**

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